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## How EFL writing (English as a Foreign Language) is taught in Solomon Islands

Sylvia Skinner  
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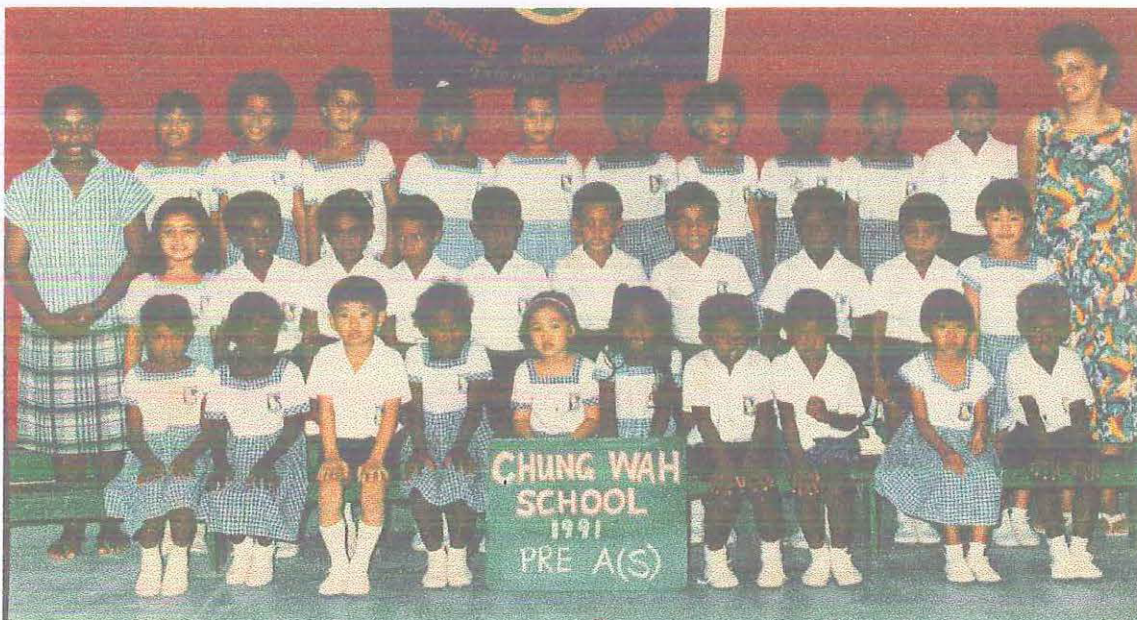
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# **How 'EFL' writing (English as a Foreign Language) is taught in Solomon Islands**



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**Date of submission: 18th December, 1998.**

## USE OF THESIS

The Use of Thesis statement is not included in this version of the thesis.



**"Cry out for discernment  
And lift up your voice for understanding,  
. . . . for the lord gives wisdom,  
[And] from his mouth comes . . . . understanding:"**

**Proverbs 2 v 3-6.**

## ABSTRACT

### **How English as a foreign language (EFL) writing is taught in Solomon Islands.**

A grounded theory investigation of Solomon Island teachers' best methods for teaching EFL writing was undertaken in Perth. Thirteen teachers (three male and ten female) participated, being selected according to availability and coverage of all primary school grades. Two Coordinators assisted with location and liaison between the participants and the research base in Western Australia.

The investigation proceeded in four phases. In the first phase, data were gathered through a report file, in which the teachers identified their three most successful methods for teaching EFL writing. Data were analysed using the continuous comparative method to find the core variable underlying the teachers' best methods for teaching EFL writing. In the second phase, a workshop was arranged in Honiara and was audio recorded. At the workshop the key findings of the emergent theory were given to the participants to discuss and, if necessary, to modify. The transcripts were analysed to verify and expand the emerging theory. In the third phase, the workshop data were discussed with one of the coordinators, to verify the emergent theory. The final phase, theoretical literature sampling took place, to enhance the emerged theory by giving it richness and depth.

It was found that teachers believe that students will only succeed in EFL writing if they first gain power of understanding. This was best obtained by a form of discussion in the classroom which is like the traditional learning by "fa'amanata'anga", meaning to "shape the mind" through interpersonal relationships, rational thinking and reasoning. Most teachers felt a need for grammar to be learnt incidentally within narrative and report writing, yet the reported methods and writing samples evidenced a strict adherence to structured *non-integrated grammar exercises*, from an old (1960s) English syllabus. It was found that students at all levels of achievement, who participated in group discussion *before writing a narrative or report*, produced good *grammatical writing samples* that fulfilled the writing task objective. Those writing lessons without group discussion tended to fail the below average students, who make up approximately forty percent of each class. As only the top twenty percent of primary school leavers can attend the eight national High Schools available, the failure to help the lower forty percent of students has no impact on Secondary School entry, but could have considerable effect on life opportunities for primary school leavers.

It is evident that English is not being taught within an integrated curriculum. The use of an integrated curriculum would provide significantly greater opportunities to improve and make EFL writing more purposeful. Within these opportunities the use of "fa'amanata'anga" type group discussions could help to provide understanding before writing took place. This would enable a more rapid acquisition of EFL writing by students in the Solomon Island situation.

## DECLARATION

I certify that this thesis does not, to the best of my knowledge and belief:

- (i) incorporate without acknowledgement any material previously submitted for a degree or diploma in any institution of higher education;
- (ii) contain any material previously published or written by another person except where due reference is made in the text; or
- (iii) contain any defamatory material.

**Signed: Sylvia Skinner**

## *THANKYOU*

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. to **Bernard Hird**, - my supervisor and mentor !!

After many re-drafts, illuminating instruction, and patience,

writing became an art,

and to search out truth a delight!

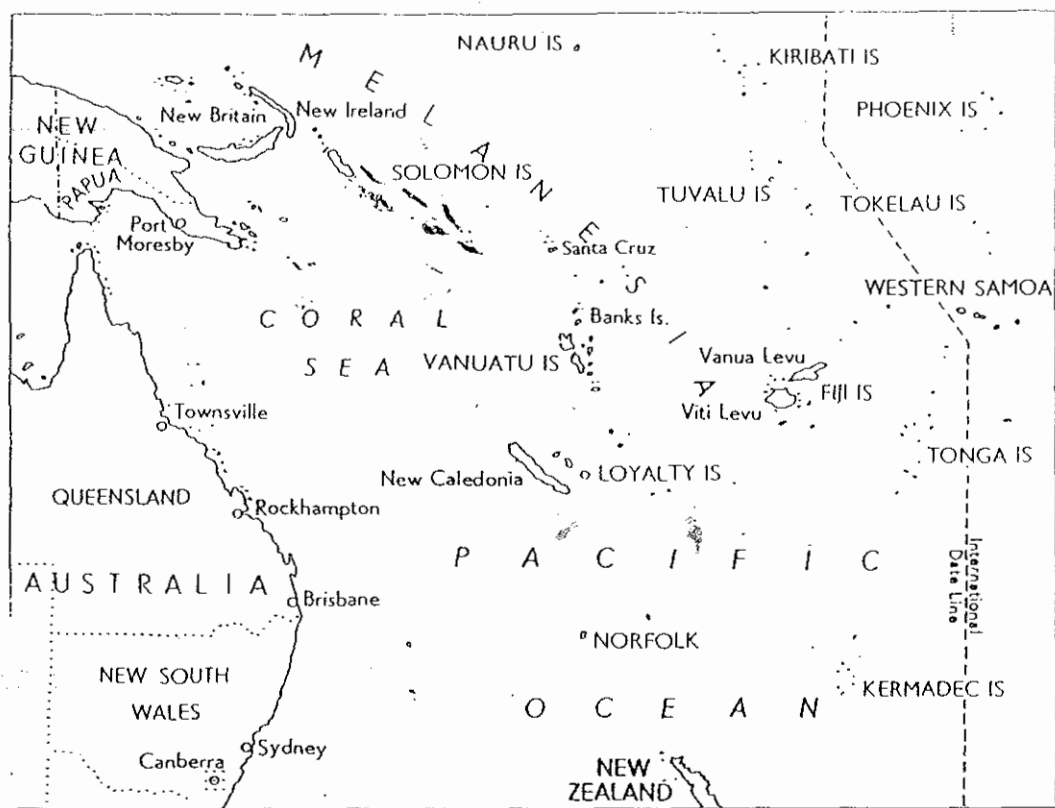
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# TABLE OF CONTENTS

	<b>Page</b>
<b>Chapter 1</b>	<b>1</b>
<b>Introduction</b>	
1.1 Background to the study	
1.2 Significance of the study	
1.3 Purpose of the study	
1.4 Research questions	
1.5 Definition of terms	
<b>Chapter 2</b>	<b>8</b>
<b>Preliminary literature</b>	
2.1 Introduction	
2.2 Literature on methodology	
<b>Chapter 3</b>	<b>15</b>
<b>Theoretical framework</b>	
<b>Chapter 4</b>	<b>18</b>
<b>Methodology</b>	
4.1 Subjects	
4.2 Design	
4.3 Data collecting instrument	
4.4 Procedure	
4.5 Data analysis	
4.6 Limitations	
<b>Chapter 5</b>	<b>32</b>
<b>Results</b>	
5.1 The methods.	
5.2 Characteristic one	
5.3 Characteristic two	
5.4 Characteristic three	
5.4 Underlying philosophy	
5.5 The core variable	
5.6 Results summary	
<b>Chapter 6</b>	<b>67</b>
<b>Discussion</b>	
6.1 Is there one best method?	
6.2 The surrounding factors.	
6.3 The core variable.	
<b>Chapter 7</b>	<b>113</b>
<b>Conclusion</b>	
<b>References</b>	<b>118</b>
<b>Appendices index</b>	<b>122</b>
<b>Appendices</b>	<b>123</b>

## Tables, Figures and Charts

	Page
<b>Chapter 4</b>	<b>Methodology</b>
	Figure 1: Schematic showing stages of grounded theory analysis
	19
	Chart 1: Conversing methods
	25
<b>Chapter 5</b>	<b>Results</b>
	Table 5.1: The methods
	33
	Table 5.2: Educational objectives
	40
	Table 5.3: Operating conditions
	46
	Table 5.4: Underlying philosophy
	52
	Table 5.5: Overview of the results
	58



Map of the Pacific Islands and Eastern Australia.



# Chapter 1

## INTRODUCTION

### 1.1 BACKGROUND TO THE STUDY

Solomon Islands is about 1800 kilometers northeast of Australia, a country with about 400,000 people, mainly Melanesians, "who communicate in a range of dialects [about 100 languages], Solomon Pidgin (sic), and to a much lesser extent, in English," (Phillips & Owens, 1994, p.81). From the author's own personal experience in pre-primary teaching in Solomon Islands during the late 1980s, it was evident that all learning of English is carried out in an English as a Foreign Language (EFL) context. The vernacular 'Solomon Pijin' is widely used as the children's second or third language, with their first and possibly second language being their parents' native languages. "Pidgin (sic) is not debased or simplified English. It is a language . . . governed by rules as neat as those of English . . . Melanesians speak it fluently and grammatically, and very few Europeans do," (Keesing, 1990, p.159). There is a fallacy according to Keesing that the teacher can teach English via Pijin. This is untrue. Pijin has a different grammatical structure. "The choice is never, for a Melanesian, whether to learn Pidgin (sic) or English; it is always whether to learn English as well as Pidgin (sic)," (Keesing, 1990, p.160).

Since the advent of the British Protectorate over Solomon Islands in 1893 opened the way for missions, plantation development, and later industrialized development, formal educational teaching practices have gradually taken precedence over traditional teaching practices. "In contrast to Western schooling, the village was an informal context, where

children . . . learnt individually and informally as things happened, by observation and imitation of parents and elders," (Demerath, 1996, p.67). Traditional learning was a means for imparting survival and spiritual knowledge within the context of the village rather than in the abstract context of a classroom. "The conceptual framework for Melanesian knowledge processes is inspirational, revelatory and transmissional, while Western knowledge is characterized by inquiry, reflectivity and creativity," (Demerath, 1996, p.67).

Watson-Gegeo & Gegeo (1992) studied traditional knowledge among the West Kwara'ae of Solomon Islands. Though West Kwara'ae are only one people amongst many tribes in the Solomons, the process of traditional learning is similar to other Solomon Island ways of learning. According to Watson-Gegeo & Gegeo (1992) traditional knowledge was imparted in two ways. One way was to gain secret knowledge of a spiritual nature, which can be given through the '*Gwaunga'i*' (literally, 'headness') process of teaching, where a distant relationship of teacher and listener existed. One should note, however, that *Gwaunga'i* is not the *person* as depicted by Watson-Gegeo & Gegeo (1992) but a teaching *process* as stated by the two Solomon Island coordinators for this project who shall be referred to later. The other way of knowledge was free, by necessity of its survival and technical nature. It was received by imitation, observation, and the '*fa'amanata'anga*' (literally, 'shaping the mind') process of *teaching thorough discussion*.

Watson-Gegeo and Gegeo (1992, p.22) suggest that "redesigning schools to integrate local knowledge with the social, political, and scientific knowledge necessary for survival

in the international arena is the greatest challenge facing schooling in the Solomon's today". At present the vocational schools utilise traditional ways of learning for students who do not pass the National Secondary School Entrance Examination, but the Secondary schools do not consciously integrate traditional ways of learning. This presents a dichotomy: either the child proceeds to non-traditional secondary or to vocational school with a clear commitment to using traditional learning. But formal primary education is largely non-traditional so the lower or below average student is unprepared, and so is disadvantaged twice over. The preparation through formal education for industrialised jobs that do not exist for everyone also raises the dilemma "*education for what*," (Boutilier, 1992, p.80). In the pressure to 'develop' Solomon Island modern society tends to make parents strongly resist consigning their children to what is often perceived to be second class status. They seek to provide an education that gives equal opportunities for their children which sounds excellent, but

in practice, translates into access to 'professional' education of the sort suitable for employment in the towns . . . . [but] those who do not succeed frequently find themselves cultural schizophrenics, emotionally committed to a *neotraditional* culture from which they are more and more divorced in practise (Boutilier, 1992, p.81).

To provide access to this new world, primary school teachers are thus under pressure to make sure their students achieve a good standard of written English, so that the students can pass the National Secondary School Examination in grade six. This pressure is intensified by the fact that only twenty percent of the primary school population will fill the available places at the eight National Secondary Schools.

Solomon Island teachers therefore strive to achieve a high standard of EFL writing in their students, especially in grade six. This goal is somewhat complicated by the almost universal dependency on Solomon Pijin to communicate meaning verbally before the written task can be attempted, as English "is perceived as the technical language of education . . . . [and] the teachers themselves do not master the language very well." (Jourdan, 1990, p.172). Thus teachers do not find it easy to teach its use. "The rate of illiteracy in the Solomon's continues to be very high. By independence in 1978 16% of the population were estimated to be literate . . . almost exclusively in English, with a concentration of literates in Urban Honiara," (Muhlhausler, 1995, p.261). The University of the South Pacific Institute of Education (1992) (USP), began a project in 1989 to improve Vernacular and English programmes [providing] . . . appropriate books for children to read, (USP, 1992, p.3), and "experiences in writing traditional stories", (USP, 1992, p.23). The USP project has established a new syllabus which is starting to be utilised in lower primary (grades 1-3). This will be referred to again in the study.

Anecdotal evidence provided by observations and experience in Solomon Island EFL teaching shows it has favoured a product centered writing approach focusing on forms, due to a heavy reliance for classroom guidance on the older 'Pacific Series' English syllabus (1967) that is very skills-oriented. In the West, a variety of approaches has emerged which move away from the traditional product approach that is still currently used in the Solomons (Raimes, 1991). Change in writing pedagogy began with the process approach which focuses on the way a child writes. It moved to a content context for learning language, and then onto a whole text genre analysis. It may seem that one or

all of these new approaches would significantly improve the teaching of EFL writing in Solomon Island Primary Schools. However, Jourdan (1990) indicates that the average Solomon Island teacher may not command sufficient English to utilise the process approach in English, but would still tend to be dependent on structured exercises as presented in the Pacific Series syllabus.

A study by Pennington (1997), examining the practices of native and non-native teachers of English-as-a-second-language writing in Australia, Hong Kong, Japan, New Zealand, and Singapore based on a questionnaire and follow-up interviews, found that teachers in Asian/Pacific countries trying to use the process approach tended to orient towards a product or traditional approach due to educational constraints. It is tempting to look to ways to improve methods, but it is not wholly clear if teachers could break out easily from their constraints. And, in any case, Anderson issues us

*a word of advice. However appealing a particular method might seem . . .  
. No quick and easy method is guaranteed to provide success. Every  
learner is unique. Every teacher is unique. And every learner teacher  
relationship is unique . . . . [Therefore, the] task is to understand the  
properties of those relationships. Using a cautious, enlightened, eclectic  
approach, . . . [to] build a theory, (Anderson, 1987, p.13).*

This suggests that a study of the teacher/learner relationship is required, not merely the evaluation of the end products. The 'why' and 'how' of EFL teaching may be as important as the 'what' is being achieved.

## **1.2 SIGNIFICANCE OF THE STUDY**

This study seeks to describe how writing is currently taught in Solomon Islands. This descriptive model could then be utilised to indicate strategic possibilities for improvement and development, where writing is a necessary tool to advancement and empowerment. This description may also enlarge on the EFL field in writing which has been studied very little. It will also show something of the relationship between teachers and learners as an essential part of the success that students, and thus schools, can achieve.

## **1.3 THE PURPOSE OF THE STUDY**

In completing this research I expect to achieve a description that illustrates the core element which underlies successful teaching of EFL writing in Solomon Island primary school classrooms. Knowledge of core element can be exploited afterwards by any EFL teacher to facilitate design or redesign of any method he or she is wanting to use and so to teach EFL writing more successfully.

## **1.4 RESEARCH QUESTIONS**

The three key questions this study seeks to answer are:

1. What methods are used to teach EFL writing in Solomon Island primary schools?
2. What characteristics emerge from the methods used to teach EFL writing?
3. Do the emerging categories of the successful writing methods reveal a core variable?

## **1.5 DEFINITION OF TERMS**

For the purposes of this study, English as a Foreign Language (EFL) is defined as being a context in which the learner and other native speakers converse either in the vernacular (first and second language) or Solomon Pijin (the lingua franca/third language), but seldom, if ever, in English. English is only used in Solomon Islands to read and communicate in writing at school and in the workplace.

By contrast, English as a Second Language (ESL) is defined as being a context in which the learner continually hears the native speakers of the country use English as a second language is communicating, both to him/her and with others.



## **Chapter 2**

### **PRELIMINARY LITERATURE**

#### **2.1 LITERATURE INTRODUCTION**

The methodology for this study is grounded theory, and unlike "verificational research, e.g., hypotheses testing studies, [where] a literature review is completed prior to data collection and analysis," (Hutchinson, 1988, p.137), there is a need not to review the literature before the core problem of the situation has emerged from the data. Glaser (1992) suggests that, in examining the data for an emerging theory, the researcher's mind should not be clouded with overmuch detail from pre-existing formal theories. That is, "grounded theorists generate a theory based on behavior patterns observed in the field and then turn to the literature to find support for the emergent theory" (Hutchinson, 1988, p.137). Chapter One therefore, forms an initial cursory review of the literature undertaken as a means to establishing that such a study had not previously been done and to provide a theoretical framework for the proposal.

Grounded theory methodology seeks to apply existing (formal) theories from the literature, subsequent to the development of the emergent theory. This sampling from literature is done as a way of refining and supporting the emerging theory. "Thus scholarship in the same area starts after the emerging theory is sufficiently developed, so the researcher is firm on his discovery and will not be forced or preconceived by preempting concepts," (Glaser, 1992, p.32). Theoretical literature sampling in this vein is interwoven with the discussion of the study results in Chapter Six.

## 2.2 LITERATURE ON METHODOLOGY

Research designs can be broadly recognised as those that deal with either quantitative measurable, observable behaviours, *or* qualitative in-depth understanding of hidden behaviours. A brief discussion of these research paradigms follows.

Horna (1994) stated that "Quantitative research designs are characterised by the assumption that human behaviour can be explained by what may be termed social facts, which can be investigated by methodologies that utilise the deductive logic of the natural sciences." (cited in Jones, 1997, p.2). This positivist view according to Burns (1994) measures unconcealed behaviour without assessing individual meaning, and believes that scientific knowledge, based on deduction and scientific hypothesis, is the only valid form of research. Quantitative methods allow for comparison and replication, therefore "reliability and validity may be determined more objectively than [in] qualitative methods," (Jones, 1997, p.2). If measurement was primary to the current study then a quantitative methodology would have been chosen. However, a descriptive theory is necessary to find out what is the underlying characteristics of the teachers methods, and thus a qualitative paradigm was appropriate for this study.

"Qualitative research designs are those that are associated with interpretive approaches, from the informants' emic points of view, rather than etically measuring discrete, observable behaviour," (Jones, 1997, p.3). There is a focus on the patterns of the lived experiences of the participants over a period of time and this allows a theory to emerge. This is reflected in the anti positivist grounded theory method where "data collection and

analysis proceed simultaneously, . . . [concerning] itself with the meanings, . . . made by the subjects, (de B'urca & McLoughlin, 1996, p.7).

Qualitative methods approach data collection and analysis from a more "deep, rather than broad, set of knowledge about a particular phenomenon," (Jones, 1997, p.3). The main criticism of such approaches is the difficulty in determining their validity, as the samples are usually very small in comparison to the population under study. The rigorous methodology of grounded theory enables the qualitative researcher to overcome this problem.

### **Grounded Theory**

In the mid 1960s Glaser and Strauss developed grounded theory which was a systematic method by which to study the richness and diversity of human experience and to generate relevant, plausible theory (Hutchinson, 1988, p.127). Glaser & Strauss (1967) stipulate four principles for applying grounded theory. It must: (a) 'fit' the situation, (b) be 'understandable' by laymen, (c) be 'applicable' to other situations in the area, and (d) enable 'control' over the daily situation.

Glaser & Strauss (1967) see theory as a process of "hypotheses and concepts . . . systematically worked out in relation to the data during the course of the research," (Glaser & Strauss, 1967, p.6). Therefore research questions are made as open as possible, so that the real problem emerges from the situation, not from the researcher's preconceived ideas. "One highly important aspect of generating theory is the joint

collection, coding, and analysis of data . . . . [These] should blend and intertwine continually; from the beginning of an investigation to its end," (Glaser & Strauss, 1967, p.42). To begin collection of data the analyst "sits back and listens while the respondents tell their stories. Later, . . . he [or she] can ask direct questions bearing on his [or her] categories," (Glaser & Strauss, 1967, p.76). Collection and analysis of data simultaneous. they are fused together in a continuous comparative analysis of three levels of coding. open coding, focused coding, and theoretical coding. Memos on the constructs are written. Lastly, the theory is written using the data analysis memos. A schematic of this methodology is provided in Figure I, Chapter 4.

Open coding (level I) is an "analytic device of examining the data line by line . . . to identify the processes in the data, (de B'urca & McLoughlin, 1996, p.8). Ideas about the incidents in the data are written in memos, and sorted to cluster the incidents, to form substantive codes. Memos are written about the substantive codes, and comparison of incident with incident takes place, ensuring that each substantive code is exclusive to the clustered incidents. This summarises and sorts the data, forming the link between the data and the theory that emerges from it.

Focused coding (level II) raises the sorting of data to an analytic level by developing categories rather than simply summarising large amounts of information, (de B'urca & McLoughlin, 1996, p.8). To do this the analyst reads the substantive memos and sorts them into clusters of substantive codes, to form categories. Memos are written about the categories, and comparison of incident with category takes place. ensuring that each

category is exclusive to the clustered substantive codes. These emerging categories are confronted with new data and the data, even if it is negative, is coded, compared and contrasted repeatedly with the old data to "diminish bias by increasing the wealth of information available to the researcher," (Hutchinson, 1988, p.131). Thus validity is confirmed by asking for new data and comparing old with new. The participants may lie or distort the truth, but "data are compared and contrasted again and again, thus providing a check on validity. Distortions or lies will gradually be revealed," (Hutchinson, 1988, p.131). When writing up the theory validity is also conveyed by "an extensive presentation of the overall theoretical framework and its principal associated theoretical statements," (Glaser & Strauss, 1967, p.228).

Theoretical coding (level III) is a process of theoretical category reduction, theoretical data sampling, theoretical verification, and theoretical literature sampling which "conceptualises how the substantive codes may relate to each other as hypotheses to be integrated into a theory," (Glaser, 1978, p.72). The goal is to describe a general mechanism, generating implications for other groups of people in other similar situations by "start[ing] with an observation, and then imagin[ing] the observation as the outcome of a (hidden) process," (Borgatti, 1996, p.2). For example, Bigus's (1972) research provided a core variable showing how milkmen 'cultivate' relationships. It became possible to generalise the core variable to other social situations where relationship cultivation occurred, (cited in de B'urca & McLoughlin, 1996).

The theoretical coding process in this study follows four stages: Firstly the categories are reduced by reading and sorting category memos that appear to cluster together form theoretical constructs. Memos are written about the constructs and comparison of categories with constructs takes place, ensuring that each construct is exclusive to the clustered categories. Secondly, "theoretical data sampling occurs and it's primary function is to provide the researcher with the opportunity to discover properties of the core variable under study by collecting new data to check, fill out and extend conceptual categories [constructs]." (de B'urca & McLoughlin, 1996, p.9). No more data sampling takes place after additional data fails to bring forth any new ideas; this is called saturation. Once the core variable has emerged, the variables are sorted and linked to the core variable to form a story line. Thirdly, the categories are verified in dialogue with the participants or major participant as being a true picture of the situation. Finally, and most importantly, selective sampling of the literature takes place, but only after the core variable has been established. Literature sampling reveals whether or not the emerged theory is useful, or can be extended, to describe other situations. To do so, one compares the constructs with existing published models. It is possible that the grounded theory developed in this paper relating to EFL writing may match other models/theories to a lesser or greater extent. Thus the literature sampling generalizes the emerged theory in the area of study. That is why in this study, the formal 'Literature Survey' occurs in Chapter Six, rather than in an earlier position in the thesis as would be expected in non grounded theory paradigms.

In conclusion, a grounded theory methodology is a suitable means of deriving a theory that "will correspond closely to the 'real' world," (Glaser & Strauss, 1967, p.42). That is, in this study it will:

- (a) 'fit' the Solomon Island EFL situation.
- (b) be 'understandable' by the participants in the Solomon Island EFL situation.
- (c) be 'applicable' to other EFL writing situations.
- (d) enable the participants to have 'control' over teaching EFL writing by utilising the core variable on all the other variables of their situation.



## Chapter 3

### THEORETICAL FRAMEWORK

The Solomon EFL classroom has not been particularly well described with reference to the way in which English writing is taught. According to Larsen-Freeman (1991) there are no quantitative studies from similar situations to provide baseline values to assess teaching performance. Also, there is "very little [known] about what teachers actually do . . . . 'If we are to generate knowledge that is to have positive impact on pedagogical practice, then we must formulate our inquiries in ways that are more compatible with teachers' perspectives'," (Bolster 1983, cited in Larsen-Freeman, 1991, p.128). Grounded theory offers an approach to analysis that is conducive to letting the hidden nature of the teachers' practices emerge from the data. The use of the continuous comparative analysis in this current study should unveil the core variable underlying the selection of methods made by the Solomon Island teachers.

By analysing reported classroom methods (details in Chapter 4), a theory or model of the nature of the Solomon Island EFL teaching practice will emerge. Data first collected and analysed will provide the preliminary categories of the descriptive model, i.e., an 'emergent theory'. New data are continuously collected, coded and compared with the old data to validate the truthfulness of the emerging theory. Thus, "the rigor of the grounded theory methodology depends upon developing the range of relevant conceptual categories, saturating those categories, to explain the data," (de B'urca & McLoughlin, 1996, p.11).

This study is not based on a "traditional logical-deductive approach explicitly deriv[ing] hypotheses from pre-existing theories. . . . [that] fundamentally structure both the data collection and analysis toward verification of refutation of these hypotheses," (Charmaz 1990, cited in, de B'urca, 1996, p.11). Instead, it treats the Solomon Island EFL classroom situation as virgin territory which requires a fundamentally fresh mapping. The principal theoretical supposition is that the teaching of EFL writing in Solomon Island classrooms has validity in itself, and will be based on constructs that may have applicability elsewhere as contended by Strauss and Corbin: 'the theorist' . . . [can] claim predictability for it, in the limited sense that if elsewhere approximately similar conditions obtain, then approximately similar consequences should occur," (de B'urca & McLoughlin, 1996, p.12).

The short literature review in Chapter One showed that Solomon Island teachers, according to Demerath (1996), Watson-Gegeo & Gegeo (1992) and Jourdan (1990), struggle with problems of language, scarce resources and educational constraints. Yet they must succeed to an extent, for students to pass the National Secondary School entrance examination and progress to higher education. Raimes (1991) in comparing writing approaches, and Pennington's (1997) Pacific/Asian comparative study of writing approaches, show that teachers use varied approaches successfully to achieve better results. Therefore it seems appropriate to find out what the Solomon Island teachers themselves actually do, to teach EFL writing. This links with:

one hypothesis in need of further study . . . that the teaching process is dynamic and that the most effective decisions will be made by teachers who choose teaching practices which are matched for both the challenge

the particular teaching point offers and where the students are at the moment, (Larsen-Freeman, 1991, p.129).

Data sources in the grounded theory methodology used in this study are not confined to participant reports or data directly derived from the local situation. There are later stages of analysis in the study which utilise literature sources for which reason the introductory review is deliberately short, so as not to cloud the data at an early stage. By conducting theoretical sampling of the existing theories in the literature, the emerged theory can be generalized to be of benefit to other EFL teachers, as well as to those in Solomon Islands

Borgatti (1996) says "The essence of theorizing, . . . [is that] you start with an observation, and then imagine the observation as the outcome of a (hidden) process," (Borgatti, 1996, p.2). In this study, theorizing begins from the first level of the open coding of the data from the situation. Once the analysis has been built to higher categories these will begin to reflect preliminary generalizations. The analysed observations will not only yield information revealing the hidden process(es) which drive the teacher's choice of method, it should also be generalized. If, for example, the coding reveals a category of 'student involvement', this will not only be true in the situation from which it has arisen/emerged, but it may be theorized or generalized for other situations. Thus this study, though rooted in Solomon Island classrooms, is liable to generate a theory that will be reproducible under similar conditions elsewhere. In summary, the theoretical framework of this study does not use pre-existent models. It is expected that, through rigorous grounding, a generalized theory is to be developed revealing the nature of the EFL teaching process as currently practiced in Solomon Islands.

## **Chapter 4**

### **METHODOLOGY**

#### **4.1 THE SUBJECTS**

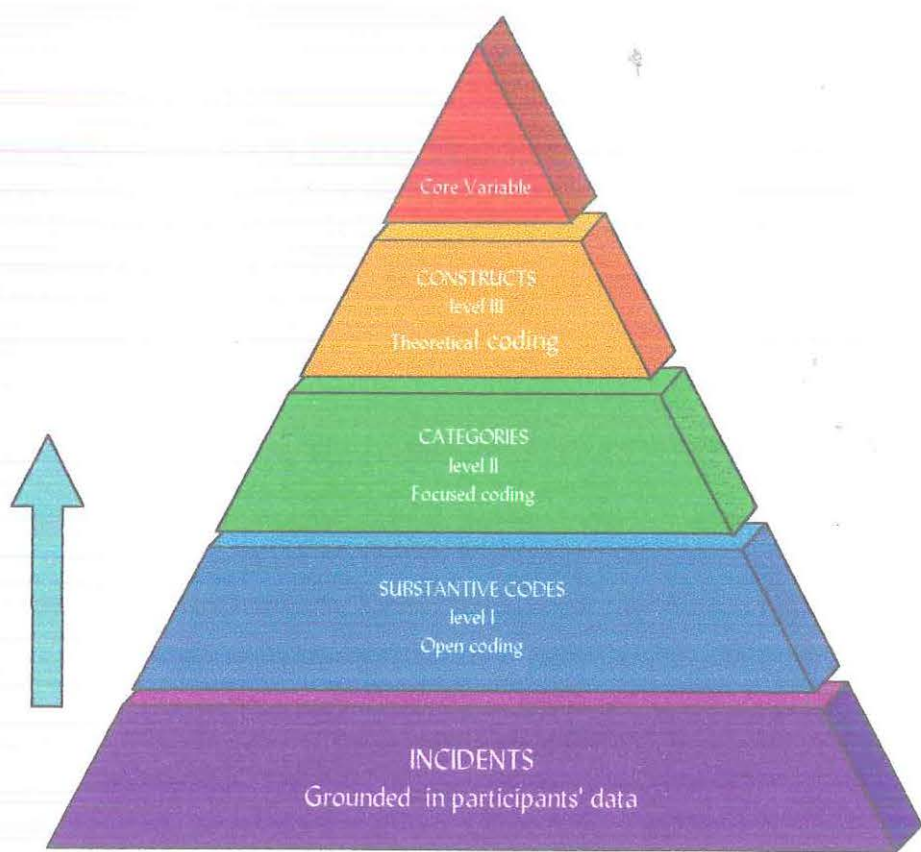
The following participants were selected according to their availability and suitability. Thirteen Solomon Island Government primary school teachers in the urban area were selected due to their availability, ten female teachers and three male teachers. Due to transport problems teachers in village schools outside the township (Honiara), and on other outer islands, were not sought. In order to gather data from all the primary school years, two teachers were chosen from each grade where possible. Each teacher was asked to complete a report file (see section 4.3, for details) on three of their successful methods for teaching EFL writing. A month later they completed a belief sheet giving further information on their teaching philosophies. Some also attended a workshop in Honiara during October to verify the preliminary findings of the study.

Two coordinators were selected for the study. Coordinator One, a currently practising teacher in Solomon Islands, recruited the thirteen participating teachers and participated in the first phase of the study. During the second and third phase of the study she was on leave in Western Australia, and was able to discuss the workshop that was audio recorded by Coordinator Two. The researcher and Coordinator One had previously taught together in a Solomon Island preschool classroom. Coordinator Two, a current Project Coordinator in Education, was selected to liaise and pass information between the Solomon Island teachers and the researcher, in the second and third phase of the study.

He also coordinated the workshop with the thirteen teachers in October to check the emerging theory.

4.2 DESIGN

The grounded theory design was discussed in detail in Section 2.2, above. Figure I, below, is a schematic summary of the stages of grounded theory analysis. This shows how such an analysis has been utilised in this particular study.



**Figure I:** Schematic showing the stages of grounded theory data analysis.

Starting from the bottom of the page, the purple base represents the incidents in the data. This data is collected and analysed continuously throughout all three levels of coding. The blue level begins with open coding of the incidents, which are clustered to form substantive codes. The green level becomes more focussed in coding, where categories develop by clustering the substantive codes. The orange level theorizes the categories into clusters of constructs, and finally the tip of the pyramid indicates the emergence of the core variable, which links all the other variables together to form an emergent theory. Afterwards literature sampling takes place, comparing categories in the emerged theory with categories in the literature, to refine and generalize the theory in other contexts.

#### **4.3 DATA COLLECTION INSTRUMENT**

A report file was issued at the beginning of July to each participant, to be completed and returned by 30th July, 1998. The report is shown in (Appendix 4.3.1a-f). The participants had been primed previously to consider their three most successful methods in teaching writing, before receiving the file, making possible the short time frame allowed for the return of the report file. The report file was pilot tested in Solomon Islands by Coordinator Two. The instrument was found to be reasonably clear, and only needed a few adjustments. For example, the draft report asked the teacher to explain his/her reasons for using a method. Unfortunately, this was answered with general lesson objectives. In order to access the underlying beliefs, this was altered to: Please explain your personal beliefs about teaching that have led you to use this method, (appendix 4.3.1c).

The report file was divided into three parts, as follows:

The first part contained instructions on how to complete the file, and how to collect students' writing samples. There was also a page requiring the teacher to describe his/her classroom and their resources, enclosing a photograph, if desired (Appendix 4.3.1a-c).

The second part contained three coloured sections, green for method A, pink for method B, and blue method C. For each method the participant was asked to explain his or her personal beliefs about teaching that led them to use the method. Then they were also asked to report any problems they encountered in the method. A lesson plan format for each method was provided (Appendix 4.3.1d-f). Note: only Method A sheets have been enclosed and these are on white paper.

The third part contained blank coloured sheets (relating to the colours of the methods sections), onto which the students writing samples were stapled. Note: these pages have been removed from the instrument, shown in the Appendix as they serve no purpose in this report.

#### **4.4 DATA COLLECTION**

The procedure (time frame in Appendix 4.4.1) was divided into four phases. Firstly, collection of initial data through report files and a later collection of data through belief sheets. Secondly, a workshop was held and sound recorded, with participants filling in comment sheets. Thirdly, a dialogue was held with Coordinator One, and finally, after the core variable had emerged, literature sampling took place.

### **Phase One**

The report files were sent to Coordinator One, who delivered them to the participants to complete. Then Coordinator One collected the report files and brought them to Western Australia. Only eleven teachers completed the report files. Analysis of the report files and their adjoining student writing samples took place immediately after. To give participants a second opportunity to share their beliefs, further data collection in the form of belief sheets (Appendix 4.4.2) were utilised and these were collected via Coordinator Two. Thus what the participants were saying over a period of time was validated. These too were analysed and compared with the old data. The process of analysis for both sets of data is explained in Section 4.5, below.

### **Phase Two**

To make sure the emerging theory was grounded in the participants data, a workshop was held on October, 1998. To facilitate this, the ten major findings (Appendix 4.4.3), from the analysis were used as discussion points. They were sent by fax, one week prior to the workshop to Coordinator Two who distributed a copy to each teacher to prepare them for the coming workshop. The ten major findings were discussed in Solomon Pijin and English, briefly stopping at the end of each point to enable teachers to reflect personally by writing about each point on a prepared comment sheet (Appendix 4.4.4). The workshop was sound recorded and sections of transcript appear in the categories section of the results tables in chapter 5. The teachers unable to attend completed the



comment sheet at home and returned them to Coordinator Two. Only five teachers attended the workshop, two of whom had not previously completed a report file.

### **Phase three**

A dialogue was held with Coordinator One to verify the theory by discussing the workshop sound recording and comment sheets, after she had read and listened to the workshop data. Notes were taken during the dialogue and these appear in the construct boxes of the results tables in Chapter Five.

### **Phase four**

Data gained from selective sampling of the literature were compared with the emerging theory to alert the investigator to central issues in the emerged theory and to see if it could be extended to other situations. The issues highlighted by the literature sampling were added as data and this is discussed in Chapter Six below.

## **4.5 DATA ANALYSIS**

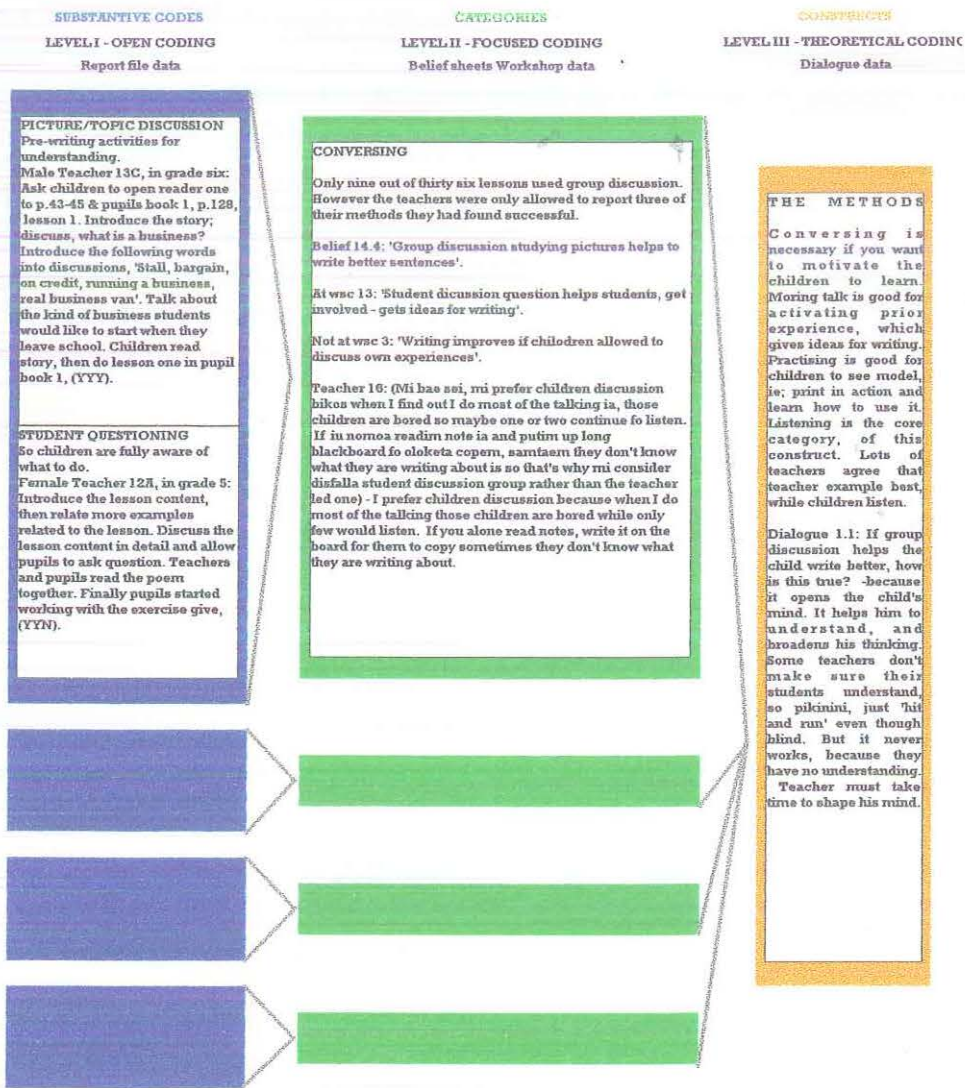
The report files were read onto a speak pad software program. This enabled the analyst to hear the data reducing it into a single computer file, making it more manageable. The speak pad software program had a facility whereby the teachers' reports could be read back by the computer while the analyst listened to what the teachers had to say. An example of one teacher's computerised report file can be found in Appendix 4.5.1. The

childrens' writing samples were also carefully scrutinized to see if they fulfilled the teachers' stated objectives. On the whole the majority of the below average students' (known as student 3) writing samples, evidenced failure to reach the lesson objectives. To enable analysis to progress broadly over all the teachers comments a one-page summary of the data was constructed (Appendix 4.5.2). Then the computerised data were transformed into seven files of 'incidents': beliefs and problems, time, objectives, organisation, materials, languages, and lesson plans. Teachers' names were replaced at this point by an incident number and gender of the teacher was not taken into consideration. The lesson's method was indicated by a capital letter A, B, or C, and gender of the teacher was not considered. By coding in this way identity, age, teacher training background, gender, and lesson origin all were removed from the preliminary analysis, and not considered till after the core variable had emerged. This reduces any bias that might otherwise occur from these factors in the early stages of analysis.

The analysis process below uses just the lesson plans file of 'incidents'. Chart I, below, and successive result tables in Chapter Five, illustrates graphically the process of analysis. Both the chart and the tables present colour coded data in the pattern given in the schematic figure (Figure I). The chart and tables flow from left to right, rather than bottom to top, and 'incidents' (the purple base) are found wherever they are needed in the various columns as examples of data reference. The full list of 'incidents' are located in Appendix 5. Each incident is followed by an alpha code, either, 'YYY', 'YYN', or 'YNN'. (Y=yes, and N=no). These indicate if the lesson objectives were fulfilled or not in the student's writing sample.

Student 1, is represented by the first letter; Student 2, is represented by the second letter; and Student 3, is represented by the third letter. The incident number is the Teachers' code number, and the letter following indicates which teaching method (A, B, or C) is being referred to. In the category boxes the workshop quotes are presented in Pijin, followed by an English translation. Chart 1: conversing methods' below is a subsection of Table 5.1, in Chapter Five.

CHART 1 : 'CONVERSING' METHODS



KEY: Student writing sample objective fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of YYY or YYN.

### **Process of analysis**

The process of analysis in grounded theory has three levels of coding, (level 1) open coding, (level 2) focused coding, and (level 3) theoretical coding. Theoretical coding is shown in four subsections in this study, (a) theoretical category reduction, (b) theoretical data sampling, (c) theoretical verification, and (d) theoretical literature sampling. These levels and subsections of analysis are located within a study structure in four phases.

The four phases of this study are as related above in the data collection. Phase One answers the first two research questions:

- 1. What methods are used to teach EFL writing in Solomon Island Primary Schools?*
- 2. What characteristics emerge from the methods used to teach EFL writing?*

Analysis therefore proceeds first by open coding, focused coding and theoretical category reduction of the computerised lesson plan files. This will answer research question 1, to find the methods used. Secondly the same process is repeated on all the computerised files, to find the characteristics of the methods used, so answering research question 2.

Phase Two answers the third research question:

- 3. Do the emerging categories of the successful writing methods reveal a core variable?*

This is done by theoretical data sampling which reduces the number of categories by comparing new with old categories until saturation. A core variable will emerge from this.

The theory with its core variable is then checked in Phase 3, using theoretical verification. This includes verifying with participants that the theory does actually fit the situation. Phase 4 is the refinement of the emerged theory through literature sampling. An example of how this process of analysis was used on the lesson plan files is illustrated in Chart 1 above, and explained below.

**Open Coding (level I).** -substantive codes from the data incidents in the 'lesson plans' file, were read and incident compared with incident. The incidents that were similar were clustered and each cluster was labeled with a substantive code, accompanied by a memo. For example a substantive code: *'Peer/topic discussion'* was formed from a cluster of incidents:

In Lower Primary, discussion facilitates writing but it is difficult to check on individuals.

*15A: talk about pictures to write sentences.*

*7C: talk about what they saw outside, to write a description.*

*15B: talk about a story that they listened to, to write a description.*

*15C: talk about what happened on the weekend to write a news report.*

In Upper Primary, discussion arouses interest to write but slow readers cannot keep up with the pace set by the fast readers.

*13B: discuss pictures to write sentences about each picture, for a story.*

*13C: discuss topic of story in real life, for comprehension exercise.*

Then the incidents were reread to check that each cluster of incidents were exclusive to the substantive code: 'picture/topic discussion'.

**Focused Coding (level II).** -codes clustered to form categories. The substantive codes were reread and those that were similar were clustered, and each cluster was labeled with a category accompanied by a memo. For example a cluster of substantive codes were:

*'Picture/topic discussion' and 'student questioning'. The category for this cluster was: 'Conversing' , and its memo was: Only nine out of thirty-six lessons used group discussion, but these were the most effective in fulfilling objectives. Only Incident 7C, failed the below average child.* Then the substantive codes along with their incidents, were reread to check that each cluster of substantive codes were properly exclusive to their category.

***Open & Focused coding (level I & II) repeated on new data.*** The belief sheets provided new data which were read and coded, using level I and II coding as above. The categories from both the old and new data were compared validating the truth of the teachers descriptions of what they do over a period of time. For example the new data added to the 'conversing' category memo, *"Group discussion studying pictures, helps to write better sentences,"* (Belief 14.4), thus strengthening the conversing category as an effective strategy used by the teachers to help students' to gain understanding. An element of traditional learning called *fa'amanata'anga* (shaping the mind) was possibly prevalent in the successful methods used (assuming discussions were undertaken in the *fa'amanata'anga* manner).

***Theoretical Coding (level III),*** in this study, is a four stage process of; (a) category reduction, (b) data sampling, (c) verification, and (c) literature sampling.

(a) Category reduction: The categories were reread and compared with the clustered codes. The categories that were similar were clustered and each cluster was labeled with

a theoretical construct, accompanied by a memo. For example a cluster of categories were; 'conversing', 'experiential', 'practising', and 'listening'. The theoretical construct for this cluster was 'The Methods', and its memo was:

*Conversing is necessary if you want to motivate the children to learn. Morning talk is good for activating prior experience, which gives ideas for writing. Practicing is good for children to see model, i.e.; print in action and learn how to use it. Listening is the core category, of this construct. Lots of teachers agree that teacher example best, while children listen.*

The 'conversing' and 'listening' categories became core categories due to the emphasis placed on them by the participants, especially the 'listening' category. Then the categories along with their codes and incidents were reread to check that each cluster of categories were exclusive to their theoretical constructs.

(b) Theoretical data sampling: The workshop data was coded, using level I, II, and III coding. The categories from the new data were compared with the old categories, to rigorously check that the emerging theory fitted the participants' situation. For example the new data was added to the category 'conversing':

*I prefer children discussion because when I do most of the talking those children are bored while only few would listen. If you alone read notes, write it on the board for them to copy sometimes they don't know what they are writing about, (Teacher 16, Chart I).*

This showed that the teachers agree that there is a need for student discussion before writing takes place. Existing categories were endorsed, with no new categories emerging, therefore the saturation point had been reached. A core variable had thus been arrived at.

(c) Theoretical verification: The key findings had to be verified. This was done via dialogue and the participant workshop. To verify the core categories and core variable of the construct 'The Methods', for example, a dialogue with Coordinator One was held, when the category '*conversing*' was discussed:

The Investigator asked: *'If group discussion helps the child write better, how is this true?'*

Coordinator One replied: *'Because it opens the child's mind. It helps him to understand, and broadens his thinking. Some teachers don't make sure their students understand, so pikinini [the child], just 'hit and run' even though blind. But it never works, because they have no understanding. Teacher must take time to shape his mind'.* (Chart 1, Construct, Dialogue 1.1).

(d) Theoretical literature sampling: Literature was reviewed and relevant samples were selected as data to be compared with the theoretical constructs of the emerged theory. Such sampling is not intended to change the emerging theory. The grounded theory is already shown to fit the situation researched. Literature sampling reveals whether or not the emerged theory can be extended to describe other situations. Take for example the category: '*conversing*', from phase three. Garcia (1991) is an example of communicative collaborative prewriting activities enabling success in ESL Latino writers literacy. The category '*conversing*' is clearly matched by the other study which strengthens its validity for application across a wider series of situations. Data from the literature sampling are being built together with the emergent categories and constructs to refine the final emerged theory. So, in this instance, the category '*conversing*' together with the datum from Garcia could be refined to become 'EFL writers succeed where ESL teachers promote collaborative prewriting activities for understanding'.



#### **4.6 LIMITATIONS OF THE STUDY**

The small number of participants were not fully representative of the Solomon Island situation but this is appropriate for grounded theory. Due to the time frame for this study, actual observation by the researcher in the Solomon Islands could not take place. If observations had been possible much more field data could have been gathered and this would have strengthened the emerging grounded theory. There was also the possibility that the reported lesson plans and writing samples may not have fully revealed the whole range of teaching strategies utilised currently. The workshop was held to try to overcome this limitation. It was hoped that by engaging as the workshop facilitator Coordinator Two, who was familiar to the participants and fluent in Pijin, the participants would feel comfortable and at ease to share their beliefs.

It is possible that the collected data was unrepresentative of the total range of teachers' methods used in the Solomon Island context. However, if the core variable is truly rooted across the restricted teacher sample, as it should be, there is a high probability of it being true on a larger scale. That is, the small participant population does not directly denigrate the grounded theory methodology, and core variables can be generalized to similar situations through literature sampling.

## Chapter 5

### RESULTS

The results which are presented in the text are summarised in five tables: (5.1) The Methods, (5.2) Characteristic One, (5.3) Characteristic Two, (5.4) Characteristic Three, and (5.5) the Core Variable. The flow of these tables follows the pattern described in Section 4.5. The complete tables of results are included in appendix 5. The tables present graphically the results of the three stage process of continuous comparative analysis, ending with a summary of the emergent theory.

#### 5.1 First construct: THE METHODS

The construct, **Methods**, arises from four categories.

- *conversing*
- *experiential*
- *practising*
- *listening*

There were eight lessons that utilised the conversing method, seven the experiential method, six the practising method, and twelve required that the students listen attentively. The Methods construct is presented in Table 5.1 on the following page. It visualises how the four categories of this construct link between the data and the theoretical construct. All the data incidents are examples quoted from the full list (appendix 5.1, p.139-142), and some of these examples will be used in this results section.

# TABLE 5.1: THE METHODS

SUBSTANTIVE CODES LEVEL I - OPEN CODING	CATEGORIES LEVEL II - FOCUSED CODING	CONSTRUCTS LEVEL III - THEORETICAL CODING
Report file data	Belief sheets Workshop data	Dialogue data
<p><b>PICTURE/TOPIC DISCUSSION</b> Pre-writing activities for understanding.</p> <p>Male Teacher 13C, in grade six: Ask children to open reader one to p.41-42 &amp; pupils book 1, p.128, lesson 1. Introduce the story, discuss, what is a business? Introduce the following words into discussion, 'Wall, bargain, on credit, running a business, real business win'. Talk about the kind of business students would like to start when they leave school. Children read story, then do lesson one in pupil book 1, (YYY).</p> <p><b>STUDENT QUESTIONING</b> Do children are fully aware of what to do.</p> <p>Female Teacher 12A, in grade 5: Introduce the lesson content, then relate more examples related to the lesson. Discuss the lesson content in detail and allow pupils to ask questions. Teachers and pupils read the poem together. Finally pupils started working with the exercise given, (YYY).</p>	<p><b>CONVERSING</b></p> <p>Only eight out of thirty-three lessons used group discussion. However the teachers were only allowed to report three of their methods they had found successful. (5/3 YYY).</p> <p>Belief 14.4: 'Group discussion studying pictures helps to write better sentences'.</p> <p>At wss 12: 'Student discussion questions helps students, get involved - gets ideas for writing'.</p> <p>Not at wss 2: 'Writing improves if children allowed to discuss own experiences'.</p> <p>Teacher 15: (All has out, and prefer children discussion before when I find out I do most of the talking in, these children are bored so maybe one or two continue to listen. If in some random note is and perform up long blackboard to elicit a copy, somehow they don't know what they are writing about is so that's why not consider discuss student discussion group rather than the teacher led one) - I prefer children discussion because when I do most of the talking these children are bored while only few would listen. If you allow read notes, write it on the board for them to copy sometimes they don't know what they are writing about.</p>	<p><b>THE METHODS</b></p> <p>Conversing is necessary if you want to motivate the children to learn. Morning talk is good for activating prior experience, which gives ideas for writing. Practising is good for children to see model, to put in action and learn how to use it. Listening is the core category, of this construct. Lots of teachers agree that teacher example best, while children listen.</p> <p>Dialogue 1.1: If group discussion helps the child write better, how is this true? - because it opens the child's mind. It helps him to understand, and broadens his thinking. Some teachers don't make sure their students understand, so phoned, just 'all and run' even though blind. But it never works, because they have no understanding. Teacher must take time to shape his mind.</p> <p>Dialogue 1.2: Children must listen to understand or they will not know what to do.</p> <p>Dialogue 1.3: How good for writing, are the child's experiences in real-life and with classroom materials? - Very good! Children must make [see] something concrete, then easy to understand, and easy to write.</p>
<p><b>FLASHCARD EXPERIENCES</b> Playing with words that can be seen before writing stories.</p> <p>Female Teacher 12A, in grade three: Teacher read the story, children listen, while teacher read she must point to each word of the story. Re-read together. In groups join the cards of the same story again. Each group to arrange the story, after the other. Teacher write sentences, children complete, (YYY).</p> <p><b>OWN EXPERIENCES</b> Reflection of prior experiences before writing lessons.</p> <p>Female Teacher 7C, in grade three: Children went outside and describe what they see or hear. Children draw and write about it in their papers. Children read what they write, (YYY).</p> <p><b>PICTURE EXPERIENCES</b> Play with pictures before writing stories.</p> <p>Male Teacher 15A, in grade four: Teacher presents picture chart to each group. Each group role play the story. Teacher make a conclusion. Children write story using pictures, (YYY).</p>	<p><b>EXPERIENTIAL</b></p> <p>Seven out of thirty-three lessons were experiential, (3/1 YYY). It can be very hard to convey concepts before writing, but teachers are trying to utilize local materials.</p> <p>Belief, 2.2: 'I believe when writing a sentence with it's picture at the end, it helps the children to understand what the sentences is all about.'</p> <p>Belief, 2.1: 'The children in my class learn to write by imitating what their parents do at home or even their older sisters and brothers because they always write sentences about their own experiences. Children found it easier to recall and write about the past events they're involved in.'</p>	
<p><b>ORAL READING</b> Reading makes meaning of print and motivates writing.</p> <p>Female Teacher 15A, in grade one: Teacher show and drill flashcard words written on the flashboards several times, then ask the children to say each word after the teacher. Three children relay: working her hair, reading a book, drawing a picture. While class say what each is doing the teacher writes the sentences on the blackboard. The teacher and children read the sentences on the board, then copy the sentences, (YYY).</p> <p><b>ORAL SPELLING</b> Oral spelling to write words, this aides memory.</p> <p>Female Teacher 15A, in preschool: Teacher blackboard three objects for letters also. Children say the phonetic sound for letter a to z, and also letter names and names of the pictures several times and spell the letters of the word writing them with their fingers on the floor. Then draw pictures and write the names beside, (YYY).</p> <p><b>ORAL BOUN ACTIONS</b> Extending sentences, to see and hear how some act in sentences.</p> <p>Female Teacher 16A, in grade three: Construct a sentence in groups, starting with 'I like rice'. Second child adds on his or her like to the first one, eg: I like rice &amp; Telo. Have the final sentence written on the blackboard. Children pronounce, (YYY).</p>	<p><b>PRACTISING</b></p> <p>Six out of thirty-three were practising methods, (2/6 YYY). Oral practice enables the language to be heard in action, to be seen, then written. The sharing of a big book fulfilled the objectives in the writing samples.</p> <p>Belief, 2.2: 'Teacher explain the lesson on writing clearly and give some examples for the lesson on the board.'</p> <p>Belief, 14.3 'Important - children's learning not dependant only on reading, but by the way they see things, so they make up sentences in their mind before writing it down'.</p>	
<p><b>LISTEN TO WRITE</b> Teacher questioning easier to control than students questioning.</p> <p>Male Teacher 05, in grade four: Teacher explain the lesson, and give-example to the class before the lesson. Children work by themselves in their own desks, (YYY).</p> <p>Male Teacher 05, Teacher read the reading storybook to the student. Teacher ask the questions about the story. Teacher ask the student to read the storybook together. Teacher told the children to rewrite the story following the story they read as example. Children write their own story, (YYY).</p> <p><b>LISTEN TO SHORTEN SENTENCES</b> Listening to teacher to understand how to use an apostrophe.</p> <p>Female Teacher 14A, in grade six: Explain the activity for the children. Give an example for the children to do before they do the activity. Children do this exercise on using English book 2, p.26, lesson 3. Apostrophes to show that something belongs to someone, (YYY).</p>	<p><b>LISTENING</b></p> <p>Twelve out of thirty-three were listening methods, (3/12 YYY). The teacher's explanation is been as very important, so that the students have it clear in their minds.</p> <p>Belief, 1.1: 'In Solomon Islands children learn to write English... just by listening... as children must only do what older people told them and not to answer their back'.</p> <p>At wss: 'Student must listen while I explain main character or grammar clearly to be able to write'.</p> <p>At wss12: 'Yes, to teach basic areas of the topic, to give clear explanations'.</p> <p>Not at wss: 'Children must listen and watch before they can write well'.</p> <p>Not at wss 16: 'I always act as leader in the class and reason about topic or exercise, children listen'.</p> <p>Teacher 16: (Take for example, if you do singulars and plurals, learn gram rules in was you were change what you regard as basic now is. In, especially now take this is your listening time, you miss it I'm not explaining or saying again is, that's where you become a chieftain, in is taken somebody should need to concentration must be long dan now is.) - Take for example, if you do singulars and plurals, it has rules that might be change what I regard as only the basics. Especially I can tell this is your listening time, you miss it I'm not explaining or saying it again, that's where you become a chief where they need to focus their concentration on.</p>	

KEY: Student writing sample objective fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of YYY or YYN.

The *conversing* methods are used both in lower and upper grades for understanding, prior to EFL, writing taking place. In lower grades, children say sentences about pictures, describe things they see, discuss the story read to them, and give oral reports. In upper grades they also discuss stories, but the children themselves read the story, discussing and questioning to understand how to write sentences. There was an overall fulfillment of the objectives across all student writing abilities in the writing samples. For example see the writing samples (appendix 5.1.1) where the substantive code: Picture/topic discussion, was used by teacher 13C:

*"Ask children to open reader one to p.4345, and pupils' book one, p.128, lesson . Introduce the story; discuss, 'What is business?' Introduce the following words into discussions, 'Stall, bargain, on credit, running a business, real business van'. Talk about the kind of business students would like to start when they leave school. Children read story, then do lesson one in pupil book. (YYY).*

This substantive code 'picture/topic discussion', and also 'student questioning', were clustered to form the category, *conversing*. For example Teacher 14 wrote, *"Group discussion, studying pictures helps to write better sentences,"* (Belief 14.4). At the workshop Teacher 13 wrote, *"Student discussion/question helps students get involved get ideas for writing"*. Another teacher, not at the workshop, wrote, *"Writing improves if children allowed to discuss own experiences,"* (not at wcs3); and one teacher said, *"I prefer children discussion because when I do most of the talking those children are bored while only a few would listen,"* (Teacher 16). Only nine out of thirty-three lessons used conversing, but we must bear in mind that the teachers were only asked to report three classroom methods they had found successful, and not every kind of lesson or method.

The *experiential* methods are used more by the lower grades than the upper grades. The lower grades match picture flashcards, sequence stories with picture flashcards, write about any real life experiences, and collect own objects to talk about and make observations of their environment. Only two teachers used this method in the upper grades, using a picture chart and a set of pictures to roleplay and sequence a story. The low achievers found it difficult to fulfill the writing objectives but in incidents 7B, 7C, and 9A, they were successful. For example see the writing samples (appendix 5.1.2) where the substantive code Own experiences, was used by Teacher 7C. The incident recording the teacher's lesson is as follows:

*"Children went outside and describe what they see or hear. Children draw and write about it in their papers. Children read what they wrote,"*  
(YYY).

This substantive code, 'own experiences', and two others, 'flashcard experiences', and 'picture experiences', were clustered together to form the category, *experiential*. For example Teacher 3 wrote, *"Children found it easier to recall and write about the past events they're involved in,"* (Belief 3.1). Teacher 3, who was not at the workshop also wrote "writing improves if children allowed to discuss own experience."

Many teachers wrote that they believed pictures were important in motivating interest. For example Teacher 3 wrote *"I believe when writing a sentence with its picture at end, it helps the children understand what the sentence is all about,"* (Belief 3.3). Teacher 14 wrote that a *"sequence of pictures helps children write sentences about what they see,"* (Belief 14.5). It can be very hard to convey concepts before writing, so the "Pacific

Series" provides a sequence of pictures for many of its lessons. This category 'experiential' was not discussed at the workshop, as it was not seen to be a core category. The *practising* methods are only used in the lower grades, as they concentrate on the word and sentence coding level of the EFL writing. Examples are drilling flashcard words, reading sentences with verbs missing, saying alphabet sounds, studying wordchart to write a letter correctly within words, and extending sentences by adding a noun each time. With these methods it proved difficult for below average students to achieve the writing objectives as judged by the writing samples. See the writing samples (appendix 5.1.3) where the substantive code oral reading, was used by Teacher 1A:

*"Teacher blackboard three objects for letters abc. Children say the phonic sound for letter a to z, and abc letter names of the pictures several times and spell the letters of the word writing them with their fingers on the floor. Then draw pictures and write the names beside. (YYN).*

This substantive code 'oral spelling', and two others, 'oral reading', and 'oral noun actions', were clustered together to form the category: *practising*. Teacher Nine for example wrote, *"Teacher explain the lesson on writing clearly and give some examples for the lesson on the board,"* (Belief 9.5). This enables the language to be heard in action, to be seen, then written. Another teacher wrote *"children's learning [is] not dependent only on reading, but by the way they see things, so they make up sentences in their mind before writing it down,"* (Belief 14.3). At the workshop this category was also not discussed as it was seen not to be a core category.

The *listening* methods are used more in upper grades, where listening has a greater expectation and is a cultural norm. In lower grades, students sit and listen, while the teacher questions about the story to activate prior knowledge. In the upper grades, the

teacher explains the topic or skills exercise, sometimes allowing the students to ask questions. In all grades from preparatory to grade six, the below average student tended to fail in achieving the writing objective as judged from the writing samples. See the writing samples for 9B (appendix 5.1.4), and for 9C (appendix 5.2.3) where the substantive code: listen to write, was used by teacher 9B/C. Here are the two incidents recording the teachers' two lessons for this listening method:

9B skills exercise: *"Teacher explain the lesson, and give example to the class before the lesson. Children work by themselves in their own desks," (YYY).*

9C freewriting: *"Teacher read the storybook to the students. Teacher ask the questions about the story. Teacher ask the students to read the storybook together. Teacher told the children to rewrite the story following the story they read as example," (YYY).*

This substantive code 'listen to write', and 'listen to shorten sentences', were clustered to form the category, *listening*. As a further Teacher One wrote, *"In Solomon Islands children learn to write English . . . just by listening . . . as children must only do what older people told them and not to answer them back, (Belief 1.1).* At the workshop Teacher Four wrote, *"Student must listen while I explain main character or grammar clearly to be able to write."* Teacher 14, who was not at the workshop, wrote, *"I always act as leader in the class and reason about the topic or exercise, while children listen".* The teacher's explanation is seen as very important, *"take for example, if you do singulars and plurals, it has rules that might be change what I regard as only the basics. Especially I can tell this is your listening time, you miss it I'm not explaining or saying it again, that's where you become a chief where they need to focus their concentration on."*

(Teacher 16). There is a very clear commitment to helping students understand before they go on actually to write.

### **Summary of the first construct: The Methods**

The four categories: *conversing*, *experiencing*, *practising* and *listening*, were clustered to form the construct, **The Methods**. This construct had one core category *listening* predominating the methods, which was confirmed in dialogue with Coordinator One. I asked about the difference between the teachers' beliefs in wanting student-centred discussion, whereas in their reported methods many showed a preference for teacher-centred writing lessons. The reply was that the teachers consider listening to be the most important way for the children to learn, because "*children must listen to understand or they will not understand what to do, [and] . . . some teachers don't make sure their students understand, so pikinini, just 'hit and run' even though blind, but it never works, because they have no understanding,*" (Dialogue 1.1 & 1.2). In general though, the conversing methods were more able to fulfill the writing objectives for all levels of student writing ability. Yet only eight out of thirty-three lessons had a prewriting activity of discussion.

Sections 5.2, 5.3 and 5.4 now present 3 further theoretical constructs, which are the underlying characteristics of the first construct. These three underlying constructs are referred to as Characteristic One, Two and Three, and all of them underpin the first construct 'The Methods'.



## 5.2 CHARACTERISTIC ONE - a second theoretical construct.

The second construct, **educational objectives**, provides one of three the underlying characteristics that shape the teachers methods. These arise from three categories:

- *skills*
- *comprehension*
- *free writing*

The skills exercises predominated, there being sixteen lessons centering on skills writing. The comprehension exercises were limited to just four lessons out of thirty-three and the most successful 'real' writing were ten free writing exercises. Table 5.2: Characteristic One, visualises how the three categories of this construct link between the data and the theoretical construct. All the data incidents are examples quoted from the full list in (Appendix 5.2, p.143-145), and some of these examples will be used in this results section. Table 5.2 is presented on the following page.

TABLE 5.2: EDUCATIONAL OBJECTIVES

SUBSTANTIVE CODES LEVEL I - OPEN CODING Report file data	CATEGORIES LEVEL II - FOCUSED CODING Belief sheets & Workshop data	CONSTRUCTS LEVEL III - THEORETICAL CODING Dialogue data
<p><b>SPELLING &amp; PENCIL CONTROL</b> Student 3 unable to fulfill writing objectives easily. four spelling lessons took 20-30mins each, and one took 15mins, and another took 60mins.</p> <p>Female teacher 1A, in preschool (30mins, wholegroup) To make phonic sounds for letter abc. Draw pictures and write names beside, (YYN).</p> <p><b>SENTENCES</b> Student 3, unable to construct or complete sentences. 5 lessons =30mins, only one took 60mins, and two lessons took 15mins.</p> <p>Female teacher 3A, in grade one: (30mins, Wholegroup) To help to familiarise them with simple sentences which are often used, (YYN).</p> <p>Male teacher 8B, in grade four: (30mins, Wholegroup) To write and make up good punctuation for their sentences, (YYY).</p> <p><b>PUNCTUATION</b> Student 3 unable to fulfil writing objectives. One lesson =30mins, and the other lesson took 15mins.</p> <p>Male teacher 13A, in grade six: (15mins, Pairwork) To shorten sentences by using apostrophes correctly, (YYN)</p>	<p><b>SKILLS EXERCISES</b> Sixteen structured writing lessons (5/16 YYY), -dependence on teachers English textbook maybe- ask at workshop. Time taken for these type of exercises are 15-30mins, much shorter than the whole text &amp; paragraph level of writing. These sentence level exercise may have short effect on the abstract thoughts of the learner.</p> <p>Belief 1.4: 'Because we don't speak English regularly, it is very difficult for us to teach the correct use of Grammar to our students'.</p> <p>Not at wcs 9: 'Time limitations means we must keep to English text books'.</p> <p>Teacher 16: (These ideas of extracting grammar is out, the thing mi lukim hemi no really extendim pikinini ia. Hemi sort of learning blong hemi kasim dea nomea ia wea iu laskim fo kasim) - These ideas of extracting grammar out I see it does not broaden the child's understanding. It is a sort of learning that has limits you want them to get to.</p>	<p><b>EDUCATIONAL OBJECTIVES</b> Teachers rely on skills exercises from their teachers' notes for English 'Pacific Series' syllabus, but at the workshop many agreed that the skills orientation to writing confuses. Yet, 66.6% of the teachers in this study actually report only skills exercises.</p> <p>Dialogue 1.4: In the workshop the teachers unanimously agreed that learning grammar skills incidently within stories and report writing, was much more beneficial than just short isolated sentence exercises, Is this true? 'Yes, but we need the children to understand the basics of the English language first, before this fluency in writing English correctly can take place. Also we have to follow the English syllabus'.</p> <p>Dialogue 1.5: Are all the styles of writing reported (skills, comprehension, and composition writing) found in the English syllabus? 'Yes, all of them are in the syllabus, with specified times, and sometimes it describes how you should organise the children'.</p> <p>Dialogue 1.6: 'Nguru Nguru' : What about the new 'Nguru Nguru' syllabus, don't they use that? 'The new literacy syllabus, is being implemented in the lower grades in some town schools, but teachers find this very difficult to utilise because it takes a lot of time in preparation and the making and gathering of materials. It is easier to follow the old syllabus'.</p>
<p><b>COMPREHENSION QUESTIONS</b> To facilitate understanding, but student 3 can only fulfil objectives sometimes. 2 lessons 30mins, &amp; 2 lessons 15mins.</p> <p>Female teacher 18B, in grade three: (15mins, Groupwork) To listen and speak or participate with class discussions to motivate their understanding, (YYN).</p> <p>Male teacher 13C, in grade six: (30mins W) To understand the background to the story and meaning of the new words, (YYY).</p>	<p><b>COMPREHENSION EXERCISES</b> Four comprehension objectives out of thirty-three, (1/4 YYY). The questions ask for more meaning to be implemented, in the child's thinking out the story or topic.</p> <p>Belief 7.4: 'Questions before writing really helps them a lot'.</p>	
<p><b>STORY WRITING</b> All students succeeded in fulfilling writing objectives. 5 lessons took 30mins each, and 1 lesson took 60mins each.</p> <p>Female teacher 7A, in grade three: (60mins, Groupwork) To recognise the words and be able to read, (YYY).</p> <p>Male teacher 8C, in grade four: (30mins, Wholegroup) To think about the story they read and know how to write their own story, (YYY).</p>	<p><b>FREE-WRITING</b> There are ten whole text level lessons out of thirty-three, (8/10 YYY). Time taken for these lessons are 30mins each with one taking an hour. The writing samples show the child putting skills into action in their stories and reports. Understanding before writing.</p> <p>Belief 9.1: 'my class learn to write by get them involved themself in the role play'.</p> <p>At wcs 16: 'Incidental best - children recognise context of grammar, and punctuations'.</p> <p>Not at wcs 3: 'Punctuation etc, learnt incidentally best - as children write about own experience'.</p> <p>Workshop 16: (I see English as a whole. You take a story out of the story. Iu can base whatever iu laek fo duim waitim bae hem sort of more open to the children ia to learn ia, bikos staka pikinini no save wat nao 'verb', wat nao 'nouns' ia. If iu tisim separate olsem bae olloketa confuse whereas if iu tekem stori an sei, let's find our verbs in here olsem, as iu duim all along bae hem helpem olloketa). From the story, and talking about it, you can base whatever you want the children to do on it, as it's easier for the children to learn from, [because] many children don't know what is a verb, or what nouns are. If you teach such things in isolation the children will be confused, whereas if you take the story and say 'let's find the verbs in this', as you do this then the</p>	
<p><b>NEWS REPORT</b> All students succeeded in fulfilling the writing objectives. 3 writing lessons took 30mins each, and one writing lesson took 15mins.</p> <p>Female teacher-aide 15C, in preschool: (30mins, Groupwork) To see how well he or she can remember what they did on the weekend, (YYY).</p> <p>Female teacher 7C, in grade three: (30mins W) To see if children can learn everywhere, (YYY).</p>		

KEY: Students writing sample objective fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of'

The methods were very *skills* oriented which reflects the use of the "Pacific Series" syllabus (Oxford University, 1967). Every day, fifteen minutes are given to writing sentences, three times a week fifteen minutes written composition, and once a week thirty minutes are given to handwriting. Below is a sample depicting a lesson plan for 'sentences,' which are used whenever the teacher has to teach a sentence construction lesson. Teacher 3A used a practising method. Lesson points 3-7 in the teacher's notes below, closely relate to the "Pacific Series" lesson plan *presentation* stage as shown below. All students fulfilled the skills objective, as evidenced in the writing samples (Appendix 5.2.1), but note that the teacher wrote the complete sentence for the children to 'copy', using explicit language skills to enable a grade one class to be able to write in EFL.

TEACHER 3, METHOD A, Grade one (78 years old)

TIME 30mins, as a wholeclass activity.

OBJECTIVE To help familiarise them with simple sentences which are often used. To develop their grammar and vocabulary.

#### THE LESSON

1. Show and drill the flashcard words (combing, reading, drawing), then ask the children to say each word after the teacher.
2. Ask three volunteers to stand in front and give them the comb, and a chalk.
3. Tell the child with the comb to comb her hair.
4. Ask the class, what is she doing?
5. Children answer, she is combing her hair.
6. Teacher writes the sentences on the board.
7. Points 36 are repeated for reading and for drawing.
8. Teacher and the children read the sentences on the board after that children are to copy the sentences into their book.

#### PACIFIC SERIES: GRADE ONE

Lesson plan (16) for written sentences, any time in the year.

AIM To teach the children to write sentences based on the sentence pattern 'she is carrying a basket'. (Time 30mins).

PREPARATION Objects at front of the room. The sentences written on the blackboard with spaces left for the words in brackets.

METHOD Oral introduction of the sentence pattern: The teacher chooses a girl to come to the front and tells her to carry the basket. While she is carrying the basket he says the sentence, 'She is carrying a basket'.

Presentation of the written sentences: The teacher shows the children the first sentence and points out the place to put the missing words. He chooses a child to say the complete sentence, including the missing word, e.g.: 'She is carrying a basket'. The teacher completes the first sentence on the blackboard. The children write the completed sentence in their books while the teacher supervises and helps where necessary. (This is repeated with the other two objects).

Conclusion: The teacher writes in the missing parts from each sentence on the blackboard and a child reads the completed sentences. The teacher completes the marking.

The substantive codes 'sentences', 'punctuation', 'spelling and pencil control', were clustered to form the category, *skills exercises*. The teachers are not entirely happy with the "Pacific Series" syllabus (1967) but have to make do, *"because we don't speak English regularly, it is very difficult for us to teach the correct use of grammar,"* (Belief 1.4). A teacher not at the workshop wrote, *"Time limitations means we must keep to English text books,"* (Teacher 9); but a teacher at the workshop said, *"these ideas of extracting grammar out, I see it does not broaden the child's understanding. It is sort of learning that has limits,"* (Teacher 16).

There were also four *comprehension* exercise lessons that required the students *"to listen and speak or participate with class discussions to motivate this understanding, (YNN),"* (Teacher 16B). Teacher 16 used a listening method to enable the students' understanding of both content and language, but only Student One in the example could fulfill both. Student Two could write clearly and obviously this took a substantial amount of time, so was unable to complete all the content questions. Student Three's writing is not as clear as student's one and two, though he did answer all the questions. However, questions two to six were incorrect in their content, and question four could be interpreted as 'not listening', rather than 'silly boys listened to Old Abraham's stories'. The writing samples (appendix 5.2.2) illustrate the difficulties in attempting writing in EFL while trying to comprehend content at the same time.

The "Nguzu Nguzu" syllabus (Curriculum Development Centre [CDC], 1997), is a 'whole language approach'. It was introduced to the Solomons following two trial projects of the

'whole language approach', "South Pacific Literacy Education Course," (University of the Pacific, 1992) and the "Literacy and Language Project," (Rotary International and University of the Pacific, 1989). It is being introduced by the Education Department in the lower grades, one, two, and three. Ten out of thirty-three lessons were *freewriting*. Below is a sample depicting a lesson plan for 'story writing'. This method is used whenever the teacher wants to give time for the child to write creatively. For example, Teacher 9C lesson points one and three, relate to the 'Nguzu Nguzu' activity point two, in reading the story together. Lesson points four and five relate to activity point seven, in writing a story that is modelled on the story they have read but which is expected to be their own 'creative' story. The relevant sections of the teacher's notes and the Nguzu Nguzu syllabus are shown below.

**TEACHER 9, METHOD C.**

**GRADE FOUR**

**TIME:** 30mins, wholeclass activity.

**OBJECTIVE:** This unit make the child think about the story he read and makes him know how to write their own story.

**THE LESSON**

1. The teacher read the reading story book to the student.
2. The teacher ask the questions about the reading book to the student.
3. The teacher ask the student to read the story book together in the class.
4. The teacher told the children to rewrite the story they read as example.
5. Children write their own story.

**NGUZU NZUZU: GRADE ONE**

**ACTIVITIES FOR ONE WEEK IN TERM THREE 'Timi the tease'.**

1. Morning talk: each morning about being teased.
2. Shared reading: 'Timi the tease'.
3. New vocabulary: looking at specific words in a story.
4. Drama: groups to make card puppets of story characters.
5. Bingo game: Children write four words from story, when child gets all his/her four words, then BINGO!
6. Shared writing: modelled writing of the story, groups write parts to make into a book.

**7. FREEWRITING**

Objective: Can all the children write their own story with help?  
Help the children to write short stories of their own about Timi the tease. Let the children tell you their story and help them when they need it. The children can then draw pictures for their story. You can display the children's writing on the classroom wall, or put all the stories together in a book

8. Rainbow alphabet spelling game: some of the words in the story used.
9. Handwriting, practising letters, 'i' & 't' in sentences.

The three students were able to fulfill the writing objectives, as can be seen from the students writing samples (appendix 5.2.3), and these are very creative, and quite different from many of the other writing samples in this study. The substantive code 'story writing' and also 'news report' writing, were clustered to form the category, *freewriting*. Another data point illustrative of this is where Teacher 9 wrote, *"My class learn to write by getting them involved themselves in the roleplay,"* (Belief 9.1). At the workshop, Teacher 10 wrote that grammar learnt incidentally in stories was best because, *"children recognise context of grammar, and punctuation's."* Another teacher not at the workshop also wrote, *"Punctuation etc; learnt incidentally best as children write about own experience,"* (Teacher 3). This was emphasised by Teacher 16's comment that, *"from the story, . . . you can base whatever you want the children to do on it, as it's easier for the children to learn from, [because] many children don't know what is a verb, or what nouns are. If you teach such things in isolation the children will be confused."*

### **Summary of Characteristic One**

The construct, **educational objectives**, was derived from the three categories: *'skills'*, *'comprehension'*, and *'freewriting'*. This construct had one core category, 'skills', i.e., there were only ten freewriting lessons out of thirty-three whereas sixteen were of a skills nature. That the skills orientation comes from the influence of 'Pacific Series' syllabus was confirmed in dialogue with Coordinator One. There is a preference for teaching skills incidentally within stories but the 'Nguzu Nguzu' syllabus which does this is not used much, as *"teachers find this very difficult to utilise because it takes a lot of time in*

*preparation and the making and gathering of materials. It is easier to follow the old syllabus,"* (Dialogue 1.6).

### **5.3 CHARACTERISTIC TWO - the third theoretical construct.**

The second underlying construct '**operating conditions**' affects the methods the teachers use to teach EFL writing. These influences arise from four categories:

- wholeclass and groupwork *participation*
- English being *clarified* in Pijin
- teachers' oral English *fluency*
- *stimulating* resources

Table 5.3: Characteristic Two, visualises how the three categories of this construct link between the data and the theoretical construct. All the data incidents are examples quoted from the full list in (Appendix 5.3, p.146-150), and some of these examples will be used in this results section. Table 5.3 is presented on the following page.



# TABLE 5.3: OPERATING CONDITIONS

**SUBSTANTIVE CODES**  
LEVEL I - OPEN CODING  
Report file data

**CATEGORIES**  
LEVEL II - FOCUSED CODING  
Belief sheets & Workshop data

**CONSTRUCTS**  
LEVEL III - THEORETICAL CODING  
Dialogue data

## WHOLE CLASS

Wholeclass involves everyone and controlled easily by the teacher.

Female teacher 1K, in preschool: A whole class activity which involved all the children in the class.

Female teacher 7C, in grade three: Wholeclass.

Male teacher 9E, in grade four: This method is a whole activity where it includes the whole class with children or to work individually.

Male teacher 13C, in grade six: This is a wholeclass activity.

## GROUPWORK

Includes listening, writing, doing roleplay, where everyone is involved.

Female teacher 1A, in grade three: In groups randomly so that everyone would get a chance to construct a sentence.

Female teacher 15C, in preschool: We together as a wholeclass and let the children tell the class what they did on the weekend then divided into groups.

## INDIVIDUAL/PAIR WORK

One-on-one with teacher's aids, or pair work, most suitable for all levels of attainment.

Female teacher 6A, in grade two: I organized the students individually. The students are to work individually and not as a whole class.

## RECYCLE SIMPLE ENGLISH IN PIJIN

Because English is a 3rd/4th language. Most use Pijin to communicate explanations, as English is not understood.

Female teacher 1X, in preschool: Most children can't understand English so I have to teach Pijin then explain in simple English.

Male teacher 5B, in grade four: Solomon Pijin because it is easy to understand by the children, also English.

Female teacher 12B, in grade five: Most explanations were done in English, but emphasis and repetition work in Pijin. This is to give clear understanding to the pupils.

Female teacher 12, in grade three: Pijin and English.

Male teacher 13C, in grade six: English and Pijin.

## TEACH IN ENGLISH ONLY

As much as possible one private school teacher uses English.

Female teacher 16K, in grade three: As much as possible we try to use English terms, unless any words haven't got an English term for it.

## INSTRUCTING IN ENGLISH

In the report files teachers did not mention their lack of fluency in speaking English. Only one teacher mentioned this on her belief sheet.

Female teacher 1, in preschool: We have little knowledge of English grammar during our teacher's training at college it is difficult for us to teach correct use of grammar. Solomon Island teachers needs good training of English grammar, (belief 1.4).

## BLACKBOARD/WHITEBOARD

Female teacher 1E, in preschool: Three hand-drawn blackboard pictures, and an alphabetical letters chart.

Female teacher 2A, in grade three: Reading books, flashcards, and blackboard.

## ICONIC AND ABSTRACT

Male teacher 9B, in grade four: Teachers note for English, pupils book, chalkboard.

Male teacher 13C, in grade six: Reader 1, using English pupils book 1.

## PARTICIPATING

Writing lessons are very teacher control, where the children are taught as a whole. Some teachers use group discussion.

1W, 11G, 3P/1

Belief 3.4: 'I believe that the children learn more quickly when in pairs or small groups because everybody will participate and help each other'.

Belief 9.3: 'The learn to write by group work where the children can discuss the problem they face in writing'.

## CLARIFYING

2B lessons Pijin, 4 lessons English. Many teachers use Pijin to recycle English language, otherwise the children would not understand the writing task. The use of Pijin maybe confusing word order in their written English.

Belief 3.3: 'Teachers need to give proper guide about grammar and vocabulary because Pijin is a mixture of English. As a result children often find it difficult to learn English. Also parents never help them in this'.

Belief 1.3: 'There is no encouragement from parents, because the National exam for secondary schools is a written exam, and so speaking is needed.'

At was 10: 'Pijin to understand explanation of activities'.

Not at was 7: 'Children in Pijin, Teacher in English, and repeat children's words in English and use Pijin if student can't understand.'

Teacher 4: Used to his to teach, sometimes children do not speak to language is, although usually pijin to be used for example, if I want to read a story to English I will use Pijin to go long pijin to be able to understand and can start about. So to English and Pijin go together hard still education pijin. Hard names and things to, need long Pijin) - In our town, some children don't speak their native language, they only use Pijin so far as to read story in English, we must relate it in Pijin so that they could understand what the story is about. English and Pijin taught together will educate the children.

## FLUENCY

Not at was 1: 'Yes - important to be fluent to teach correct use'.

Not at was 8: 'Yes, everytime, we need further training in English if I want students to be fluent so must 1. This is a major problem.'

Teacher 12: (I want to stay in my town to be a teacher in English to be compulsory for them to be so that we have to be confident more in learning the language more compulsory so everybody is) - and try to make it compulsory at the college so that everyone must have confidence when speaking it.

Teacher 4: (I want to be a teacher to learn more about English is, but not grammar because I'm good for us to learn more about English, but not only grammar).

Teacher 10: (Although we have the grammar but fear or shy of speaking it then we have problem) All the teachers, know their grammar but due to fear and shyness of speaking in the problem.

Co-ordinator: With teachers, I agree with the fact that they have problems in English as well. (everybody laughed) You are laughing because it's true about us. What I see is that training is needed apart from that. I agreed with the fact that with those guidance in the teacher's books, those books are the ones teachers rely on.

## STIMULATING

Materials are very limited and therefore some topics are not taught. Local materials can be suitable to the concept.

Belief 1.5: 'Teachers usually ship over lessons when there are no resources to help us teach the concept'.

At was 10: 'Make own picture book, local materials; use environment discussions'.

Not at was 14: 'Yes cheap resources around but we don't know how to use materials to tell the story'.

Teacher 4 at workshop: (When I'm teaching English, I want to be a teacher to learn more about English, but not grammar because I'm good for us to learn more about English, but not only grammar). For myself, I think we need to make our own from pictures. Then the children [can] make sentences out of what we draw.

## OPERATING CONDITIONS

Participating is preferred by every teacher in group discussions to overcome shyness and extend knowledge. All teachers explained their use of Pijin to help student gain and extend writing, as a wholeclass communication in a situation where Pijin is widely used, and English is a third/forth language. English training every teacher indicates a need for specialist native English speaking teachers to teach Solomon teachers English. Stimulating materials are in short supply and teachers methods are limited by this lack.

Dialogue 1.2: Does the syllabus state how you should organize the children? It states to do groupwork sometimes, but most of the time it is left to your own decision.

Dialogue 1.8: In spoken English important in the student writing? Yes, but problem is in carrying it out. The population speak and use many languages, and Pijin is the third if not fourth language.

Dialogue 1.9: What do you think about specialist English training? 'Yes, we need this fluency in English, and a native English speaker who is a specialist in English language learning would really help us.'

Dialogue 1.10: Can you use local materials? 'Yes, but not really. Many do not use them even though they think it is a good idea. They can be expensive to purchase or time consuming to collect. Often children and parents are not willing to help because they have paid a school fee, and feel that's enough.'

KEY: Students writing sample objective fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of 'YYY' or 'YYN'.



The category *participating* is the students' attitude of active listening to a teacher's explanation, or active cooperation with peers in the pre-writing activity. At the workshop every teacher showed a preference for group work for getting participation because this overcomes shyness and extends knowledge through discussion. This was also evident in the report files. For example the substantive code, groupwork, shown in Incident 16A: *"In groups, randomly, so that everyone would get a chance to construct a sentence"*. However, two-thirds of the lessons reported evidenced a wholeclass approach to participation. For example the substantive code: wholeclass, at Incident 15C was, *"We together as a whole class; let the children tell the class what they did on the weekend, then they divided into groups."* This teacher seeks participation by active listening in both group and whole class organizational settings.

The substantive codes 'groupwork', 'wholeclass', 'individual and pairwork' were clustered to form a category, *participating*. For example Teacher Nine wrote, *"Children learn to write by group work where the children can discuss the problem they face in writing,"* (Belief 9.3). Teacher Three also emphasised this group participation, *"I believe that the children learn more quickly when in pairs or small groups because everybody will participate and help each other"*. (Belief 3.4). However this participation is also considered to be active in wholeclass lessons too, *"A whole class activity which involved all the children in the class,"* (Substantive Code: Wholeclass, 1A).

The category, *clarifying* of instructions and activities in Pijin, is necessary before the methods can operate. One private school teacher strongly preferred not to use Pijin for

clarifying since its perceived similarity to English (in its root nature) can make its use confusing to the child trying to write in English. Even so, all the other teachers without exception used Pijin for clarifying instructions and for teacher or student discussions. For example the substantive code, recycle simple English in Pijin, in two incidents, 12B and 1C were:

*Most explanation were done in English, but emphasis and repetition work in Pijin. This is to give a clear understanding to the pupils," and "Solomon Pijin and simple English because some children can't understand English, it is their third or fourth language.*

This substantive code 'recycle simple English in Pijin', and one other 'teach in English only', were clustered to form the category, *clarifying*. For example, at the workshop, Teacher 10 wrote that Pijin was necessary for the children "*to understand explanation of activities*". Teacher 3, who was not at the workshop, also wrote that you must "*repeat children's words in English and use Pijin if student can't understand*". However, "*Pijin is a mixture of English, [i.e., is mixed with English and] as a result [the] children often found it difficult to learn English,*" (Belief 3.2). At the workshop Teacher 4 said that "*In our town, some children don't speak their native language, they only use Pijin so for us to read the story in English, we must relate it in Pijin so that they can understand what the story is about*". It would seem appropriate that the students' fluency in spoken English should be encouraged to produce fluency in written English, rather than continually returning to Pijin for clarification, but as "*there's no encouragement from parents because the National entrance exam for secondary schools is a written exam, and no speaking is needed,*" (Belief 1.3). There is no demand for the development of spoken

English, the whole emphasis is on proficiency in written English. The advantage of having fluent spoken English as a help to EFL writing appears wholly absent.

The category, *fluency* in teachers' spoken English was seen to be a particular problem in the teachers' ability to teach written English without dependence on the 'Pacific Series' syllabus (1967) exercises. For example the substantive code, speaking English, in the incident (Belief Sheet 1.4) said that, *"We have little knowledge of English grammar during our teacher's training at college it is difficult for us to teach correct use of grammar. Solomon Island teachers needs good training of English grammars."* This substantive code developed into the category, *fluency*. Teacher 9 who was not at the workshop wrote, *"Yes, everytime, we need further training in English if I want students to be fluent so must I. This is a major problem."* Also Teacher 1 wrote: *"Yes, important to be fluent to teach correct use."*

At the workshop the teachers were unanimous in their need for practice and training in the English language. For example Teacher 4 said, *"It's good for us to learn more about English."* Another said: *"try to make it compulsory at the college so that everyone must have confidence,"* (Teacher 13), and another: *"but due to fear and shyness of speaking is the problem,"* (Teacher 10). Coordinator Two summed it up, *"with teachers, I agree with the fact that we have problems in English as well. (everybody laughs). You are laughing because it's true about us. What I see is that training is needed . . . [so we don't have to] rely on . . . guidance in the teacher's books."*

All teachers find limitations from a lack of *stimulating materials* for the children to use but most teachers at the workshop said that they made their own from local materials. Teacher 10 said, *"Make own picture book, use local materials, and environment discussions."* However, Teacher 1 wrote: *"teachers usually skip over lessons when there are no resources to help teach the concept,"* (Belief 1.2) as even the use of local materials can be unsuitable to the concept. There is an obvious lack of local materials used in the reported lessons. For example the substantive code for lower primary, blackboard & hands on materials, in Incident 7A was, *"reading books, flashcards, and blackboard"*. A substantive code for upper primary, iconic & abstract materials, in one incident 13C was, *"Reader 1, using English pupils book 1."* The teachers prefer to have stimulating materials, but for various reasons it is not always feasible to make or acquire them.

### **Summary of Characteristic Two.**

The construct, **operating conditions**, was derived from the four categories: *participating, clarifying, fluency* and *stimulating*. In dialogue with Coordinator One, these conditions were discussed, especially the category '*clarifying*' which became a core category. Speaking English is important, *"but the population speak and use many languages, and Pijin is the third if not fourth language,"* (Dialogue 1.8) Teachers even have this problem, *"and we need this fluency in English,"* (Dialogue 1.9). Further, local resources *"can be time consuming to collect . . . and parents are not [always] willing to help because they have paid a school fee,"* (Dialogue 1.10). Also, *"The syllabus states to*

*do groupwork sometimes, but most of the time it is left to your own decision,"* so student participation depends on teacher style, (Dialogue 1.7). Added to this is the constraint of the teachers' limited fluency in the English language. The main condition operating on the methods however, is the need to clarify English in Pijin, hence its selection as a core category.

#### **5.4 CHARACTERISTIC THREE - the fourth theoretical construct.**

The third underlying construct was the teachers' **underlying philosophies** which were found to affect the implementation of teachers' methods. These philosophies were categorised as:

- *involvement*
- *interaction*
- *inducing*

the understanding of the student. Twelve lessons were influenced by a philosophy of involvement where the child was involved in hands-on activities. Eight lessons were influenced by a philosophy of interacting activities, where the children interact among themselves, and with the teacher. Thirteen lessons were influenced by a philosophy of inducing the child's understanding by listening to teacher instructions and explanation. Table 5.4: Characteristic Three, visualises how the three categories of this construct link between the data and the theoretical construct. All the data incidents are examples quoted from the full list in (Appendix 5.4, p.151-156), and some of these examples will be used in this results section. Table 5.4 is presented on the following page.

# TABLE 5.4: UNDERLYING PHILOSOPHY

SUBSTANTIVE CODES (level I) LEVEL I - OPEN CODING Report file data	CATEGORIES (level II) LEVEL II - FOCUSED CODING Belief sheets and Workshop data	COUNTER-CASES (level III) LEVEL III - THEORETICAL CODING Dialogue data
<p><b>PLAYING MOTIVATED</b> -but lack of parental support in speaking English.</p> <p>Female teacher 3A, in grade one: I believe that when students involve themselves in a activity they quickly grasp the ideas. Also they'll enjoyed the lesson, but some of these students are very slow writers. Others are brought up from families which parental support it never have been applied. So their knowledges on things done in class is not up to the standard. (YYY)</p> <p><b>DAILY WRITING</b> -but errors hinder productive amounts of writing.</p> <p>Female teacher 7C, in grade three: To encourage children to write more. To see if children can write by themselves or and for themselves. But no problem children to write what they see outside. (YYY)</p> <p><b>PRIOR KNOWLEDGE</b> -but errors hinder good writing for below average students.</p> <p>Female teacher 7A, in grade one: Children to discover answers for themselves. Train their memories, but we have no problem. (YYY)</p> <p><b>PICTURES ACTIVATE KNOWLEDGE</b> -but spelling errors hinder writing.</p> <p>Female teacher 1A, in preschool: As the children look at the pictures it helps them to grasp the concept that the picture has a particular sound that begins with A, B, or C, and the word is its name. It is easy for the children to identify pictures that associates with the sound but children managed to identify pictures and sounds, but when writing a few slower ones can't write the words. They still need more practice in writing. Quite a few letters in the wrong direction. (YYY)</p>	<p><b>INVOLVEMENT</b></p> <p>12 involvement lessons (4/12 YYY). Teachers try to involve all students in the activity prior to writing, to enable writing. But even so, below are; students find difficulty in participating, or writing later on, because they do not want to make any errors. Teachers see pictures as a necessary item for making concepts explicit.</p> <p>Belief 14.1: "Student involvement in practical activities before writing to catch interest".</p> <p>At work 12: "Group work to involve children in discussion and give the slow learners a prize".</p> <p>Not at work: "Children are not supported in speaking English by parents - fail exams".</p> <p>Not at work 14: "To understand English, we must speak it to write it properly. Speaking comes first".</p> <p>Teacher 4: (To me, I am sure that children can grasp the idea of the concept of the word, but they are slow learners. For me I put them into groups but I don't tell them that they are the slow learners. If they know they will be embarrassed and are not encourage to learn.</p> <p>Teacher 2: (Since that I am a parent, I support the program for schools too. I think that's the best place to make awareness to all the parents. Hold workshops for parents and educate them about English). Since we have the community support program for schools, I think that's the best place to make awareness to all the parents. Hold workshops for parents and educate them about English.</p>	<p><b>UNDERLYING PHILOSOPHY</b></p> <p>Involvement helps children to get a grasp of the concept or exercise before writing about it. There is a lack of parental support. Interacting in student discussions may not always follow a traditional format, some are to find out answers by themselves. At the workshop the teachers agreed that 'a'ama'anga style of discussion does take place in the classroom, including understanding by student actively listening. Is this like Gwanagi's distant relationship, where the children must listen?</p> <p>Dialogue 1.1: Do you agree that teachers' should give more confidence to below average students, and get them involved more? Most just give instruction. Parents often look at child's work from an adult view. If it doesn't match up, or has just one cross from the teacher, then parents think it is rubbish, and really put down the child. So the child give up. Also in our Moleenat culture, we do not praise. If you praise someone, he will become 'Mr. Me'. So no grades is given by parents and most teachers. So below average students have no chance.</p> <p>Dialogue 1.2: This 'a'ama'anga style of interpersonal relationship traditional style of discussion, that allows the child to reason out a thing with others and the teacher, is it true or not really happening in Solomon classrooms? - It is true for some teachers, it is our goal to shape the mind of the child to be able to progress to the next class. But not all teachers take time to have these kinds of group discussions.</p> <p>Dialogue 1.3: Is this listening to teacher like listening to the elder, the Gwanagi? Therefore only male teachers have this distant relationship? Colonial teachers (before 60) depend on instructions alone to give meaning to children. Mid 60s training changed to a more interactive learning approach. The male teachers tend to take the oldest primary classes, grades 5-8. Therefore their relationship has to be distant in their approach, to be able to teach the children well, so this teacher role that is distant like the Gwanagi is the same teaching process. Whereas teachers of lower grades, must develop a close interpersonal relationship with the children so that children are willing and wanting to participate with you in learning to write.</p>
<p><b>PEER DISCUSSION</b> -but can be difficult to keep low achievers participating.</p> <p>Male teacher 13C, in grade six: I use this method because it is help arouse children's interest and know about what is business as they take part in the discussion, but the slow readers can't catch up with the advanced reader's work. (YYY)</p> <p><b>OPEN TALK &amp; ROLEPLAY</b> To learn how language is used.</p> <p>Male teacher 8B, in grade four: My personal beliefs for using this method is because it includes the whole class, and makes the students talk openly in the class. The method is used for the student to understand the language and familiar with the given report and speeches, but the problem is only a few people are brave and share idea.</p> <p><b>FREE DISCUSSION</b> Easier for all levels of students to gain understanding.</p> <p>Female teacher 16B, in grade three: When children are given the chance to speak freely in class, it develops self-confidence in whatever they do. Most children like to tell teachers what they know. Open discussions arouse or motivates child learning, but class may be too noisy and out of control, but stick on discipline. (YYY)</p>	<p><b>INTERACTING</b></p> <p>8 interacting lessons, (2/8 YYY). Perhaps these discussions are like the traditional style of discussion 'a'ama'anga' (to shape the child's mind) Ask at workshop if this is true or not.</p> <p>Belief 13.1: "I believe that the children in my class learn to write by getting involved in groupwork and discussed about the activity.</p> <p>At work 13: "Shape mind, I really want to know whether the child is learning to go on to next class".</p> <p>Not at work: "Yes my class discuss meaning, reasons why, arguments, raised questions before writing. Finally they conclude before they write".</p> <p>Coordinator Two: 'a'ama'anga is where we try as much as possible to develop his inter-relationship with the children because we want to shape their mind so that when they grow up, they must know their culture. This is referring to custom but in this case we refer to learning language.</p> <p>Teacher 2: (If I am a parent, I want to know whether the child is learning to go on to the next class.) We need a vision for our class to fulfill so that both we and the parents will be happy, and at the same time too the children will be happy. It is very important for us to shape our children's mind as we teach them, before they move on to the next class.</p> <p>Teacher 16: (If I am a parent, I want to know whether the child is learning to go on to the next class.) We need a vision for our class to fulfill so that both we and the parents will be happy, and at the same time too the children will be happy. It is very important for us to shape our children's mind as we teach them, before they move on to the next class.</p> <p>Teacher 16: (If I am a parent, I want to know whether the child is learning to go on to the next class.) We need a vision for our class to fulfill so that both we and the parents will be happy, and at the same time too the children will be happy. It is very important for us to shape our children's mind as we teach them, before they move on to the next class.</p> <p>Teacher 13: (Not only that but we have to let the child know that we are not just teaching them to write, but we are teaching them to think and to learn.)</p>	<p><b>INDUCING</b></p> <p>13 inducing lessons, (6/13 YYY). All the teachers in this study believe that students will only succeed in writing, if the teacher communicates the forms of the English language correctly. Is this like the traditional secret knowledge elder called 'Gwanagi'? Whose relationship with his followers is distant? Ask at workshop.</p> <p>Belief 13.3: "I believe that children learn to write if the teacher explains the lesson to them more clearly and give them enough information about the lesson".</p> <p>Not at work 9: "Children must listen and watch before they can write well".</p> <p>Not at work 9: "Students must listen to my explanation and reasoning".</p> <p>Teacher 4: (If I am a parent, I want to know whether the child is learning to go on to the next class.) We need a vision for our class to fulfill so that both we and the parents will be happy, and at the same time too the children will be happy. It is very important for us to shape our children's mind as we teach them, before they move on to the next class.</p> <p>Teacher 13: (Experience I have in my class, that is, that I am a parent, I want to know whether the child is learning to go on to the next class.) We need a vision for our class to fulfill so that both we and the parents will be happy, and at the same time too the children will be happy. It is very important for us to shape our children's mind as we teach them, before they move on to the next class.</p>
<p><b>TEACHER LED TALK</b> -but limited exposure to literature, and difficulty in spelling when writing.</p> <p>Male teacher 9B, in grade four: The method is good for teaching this topic but may change if the topic is different and I believe that this is the good method, but children are learning by copying from others, and make it a daily exercise, only. (YYY)</p> <p><b>LISTEN TO STORIES</b> Understanding occurs when children listen to teacher.</p> <p>Female teacher-aid 15B, in preschool: I believe that when listening to the story the children may use their listening skill and the ability to write their own stories and to draw their own pictures, but for some of the children who are not listening while I'm reading the story they don't understand what to do. So I explain it slowly to them. (YYY)</p> <p><b>TEACHER EXAMPLES FOR CORRECT FORM</b> -but shortage of resources, like readers, for examples.</p> <p>Male teacher 9C, in grade four: I believe to this method I think it will enable the student to write good sentence and good English languages. But there are some hard words used in the story books. Some students don't write long stories for their story. (YYY)</p>	<p><b>TEACHER LED TALK</b> -but limited exposure to literature, and difficulty in spelling when writing.</p> <p>Male teacher 9B, in grade four: The method is good for teaching this topic but may change if the topic is different and I believe that this is the good method, but children are learning by copying from others, and make it a daily exercise, only. (YYY)</p> <p><b>LISTEN TO STORIES</b> Understanding occurs when children listen to teacher.</p> <p>Female teacher-aid 15B, in preschool: I believe that when listening to the story the children may use their listening skill and the ability to write their own stories and to draw their own pictures, but for some of the children who are not listening while I'm reading the story they don't understand what to do. So I explain it slowly to them. (YYY)</p> <p><b>TEACHER EXAMPLES FOR CORRECT FORM</b> -but shortage of resources, like readers, for examples.</p> <p>Male teacher 9C, in grade four: I believe to this method I think it will enable the student to write good sentence and good English languages. But there are some hard words used in the story books. Some students don't write long stories for their story. (YYY)</p>	<p><b>TEACHER LED TALK</b> -but limited exposure to literature, and difficulty in spelling when writing.</p> <p>Male teacher 9B, in grade four: The method is good for teaching this topic but may change if the topic is different and I believe that this is the good method, but children are learning by copying from others, and make it a daily exercise, only. (YYY)</p> <p><b>LISTEN TO STORIES</b> Understanding occurs when children listen to teacher.</p> <p>Female teacher-aid 15B, in preschool: I believe that when listening to the story the children may use their listening skill and the ability to write their own stories and to draw their own pictures, but for some of the children who are not listening while I'm reading the story they don't understand what to do. So I explain it slowly to them. (YYY)</p> <p><b>TEACHER EXAMPLES FOR CORRECT FORM</b> -but shortage of resources, like readers, for examples.</p> <p>Male teacher 9C, in grade four: I believe to this method I think it will enable the student to write good sentence and good English languages. But there are some hard words used in the story books. Some students don't write long stories for their story. (YYY)</p>

KEY: Students writing samples fulfilled or not? Student 1 = 1st letter, Student 2 = 2nd letter, Student 3 = 3rd letter, of YYY or YYN, (Y=yes, N=no).

The category, *involvement* in prewriting activities, requires that the child is actually doing what the activity requires. This is not just an attitude of mind as in the category '*participation*', but a conscious effort to work at the acquisition of conceptual knowledge before writing. For example the substantive code, playing motivates, in incident 3A was such:

*that when students involve themselves in an activity they quickly grasped the ideas. Also they'll enjoyed the lesson but some of these students are very slow writers. Others are brought up from families which parental support it never have been applied. So their knowledge on things done in class is not up to the standard (YYN).*

This substantive code 'playing motivates', and three others; 'daily writing practice', 'prior knowledge', and 'pictures activate knowledge', were clustered to form the category, *involvement*. For example Teacher 14 wrote that, "*Student involvement in practical activities before writing [is good] to catch interest,*" (Belief 14.1). At the workshop Teacher 13 wrote, about "*group work to involve children in discussion and give the slow learners praise*". Teacher 4 said, "*for me I put them into groups but I don't tell them that they are the slow learners; [for] if they know they will be embarrassed and are not encouraged to learn.*"

However, Teacher 9, who was not at the workshop, highlighted the problem mentioned by Teacher 3, above, as coming from children not being "*supported in speaking English by parents.*" Teacher 2 put forth a solution, to "*hold workshops for parents and educate them about English*".

The category *interaction* clarifies abstract knowledge before writing. The substantive code free-discussion, in incident 16B was:

*When children are given the chance to speak freely in class, it develops self-confidence in whatever they do . . . . Open discussion arouses or motivates children's learning. (YYY).*

The substantive code 'free-discussion', and two others; 'peer-discussion', and 'open talk with roleplay', were clustered to form a category; *interaction*. For example Teacher 13 wrote, "*I believe that the children in my class learn to write by getting involved in groupwork and discussed about the activity,*" (Belief 13.1). In the workshop Coordinator Two clarified a traditional method of discussion, which was referred to in the first chapter as , 'fa'amanata'anga' (Watson-Gegeo & Gegeo, 1992):

*Fa'amanata'anga is where we try as much as possible to develop this inter-relationship with the children, because we want to shape up their mind so that when they grow up, they must know their culture. This is referring to 'custom', but in this case we refer to learning language by reasoning, taking part, or talking round the topic.*

This was seen as the key goal of the teacher, especially by the female teachers, and if it was not used it was likely that the children would not participate in discussions. Teacher 15 wrote, "*Shape mind, I really want to know whether the child is learning to go on to next class*". A male teacher who was not at the workshop wrote; "*Yes, my class discuss meaning, reasons why, arguments, raised questions about topic. Finally they conclude before they write,*" (Teacher 9). Teacher Two said, "*We need a vision . . . . It is very important for us to shape our children's mind as we teach them, before they move on to the next class.*" Another female teacher agreed, that "*if we . . . really want to shape up our children to be what they should be, it does require this. Sometimes you take your own child . . . and say, my child, this is how you should go,*" (Teacher 16). One male



teacher also said, *"Not only that, but suppose we attend to shaping the children's mind properly, we will see their progression start to improve. Then, when their evident improvement continues, they won't find it hard to move up to the next class,"* (Teacher 13).

The category, *inducing* understanding in the student enables the explanation of the skill and/or the lesson, and the reasoning about the subject that is being taught in skills exercises to be understood. For example the substantive code, listen to stories, in one incident, 15B, was:

*I believe that when listening to the story the children may use their listening skill and the ability to write their own stories. But for some of the children who are not listening while I'm reading the story they don't understand what to do. So I explain it slowly to them, (YYY).*

This substantive code, 'listen to stories', and two others; 'teacher examples correct form' and 'teacher-led talk', were clustered to form the category, *inducing*. For example one male teacher wrote, *"I believe that children learn to write if the teacher explain the lesson to them more clearly and give them enough information about the lesson,"* (Belief 13.5). Another male teacher (9), not at the workshop, wrote, *"students must listen to my explanation and reasoning,"* and Teacher 5, a female teacher, wrote, *"Children must listen and watch before they can write well".*

At the workshop it was asked if this listening was like the traditional Gwaunga'i way of learning referred to in the first chapter (Watson-Gegeo & Gegeo, 1992). Teacher 13 (a male teacher) said, in *"my experience [the] teacher must explain first, name characters of the story to the children so that they fully understand what it is all about, before they*

*try to lead other in their group work doing activities on the story."* However, several female teachers, for example Teacher 4, said *"In my experience when I tell a story, I don't act as a policeman to the children because they will have fear and don't want to learn. I don't want to talk too loud and harsh and the children to have the thought that I'm the boss"*. This teacher is quite typically desiring a closer personal relationship. Solomon Island women have a freer access to the young both in the warmth of relationships and in roles of authority, which disappears as children get older.

### **Summary of characteristic three**

The construct **underlying philosophy**, was derived from three categories: *involvement*, *interacting*, and *inducing*. In dialogue with Coordinator One it was confirmed that it was difficult to get children involved in class, as *"parents often look at child's work from an adult view. If it doesn't match up, or has just one cross from the teacher, then parents think it is rubbish and really put down the child. So the child gives up. Also in our Melanesian culture, we do not praise. You praise someone, and he will become Mr.Me. So no praise is given by parents and most teachers. So below average students have no chance,"* (Dialogue 1.11).

Interaction was most effective when used in the traditional Fa'amanata'anga way, where the teachers *"goal [is] to shape the mind of the child to be able to progress to the next class, but not all teachers take time to have these kinds of group discussions,"* (Dialogue

1.12). However, the male teachers and some of the female teachers sometimes favoured the distant teacher role with the students respectfully 'listening', as a more productive way to learn EFL writing. This teaching approach appeared to portray the Gwaungai teacher role. Coordinator One agreed, adding that *"the male teachers tend to take the oldest primary classes, grades 5 and 6, therefore their relationship has to be distant in their approach, to be able to teach them, and culturally the male teachers have to keep their distance from the female students,"* (Dialogue 1.13). Even female teachers must have this distance with the older classes, whereas the younger grades, which usually have female teachers, *"must develop a close interpersonal relationship with the children so that children are willing and wanting to participate with you in learning,"* (Dialogue 1.13). It must be noted that only six out of the thirty-three reported lessons used 'conversing' methods, so that interacting remains an idealistic philosophy, but inducing qualifies as a core category.

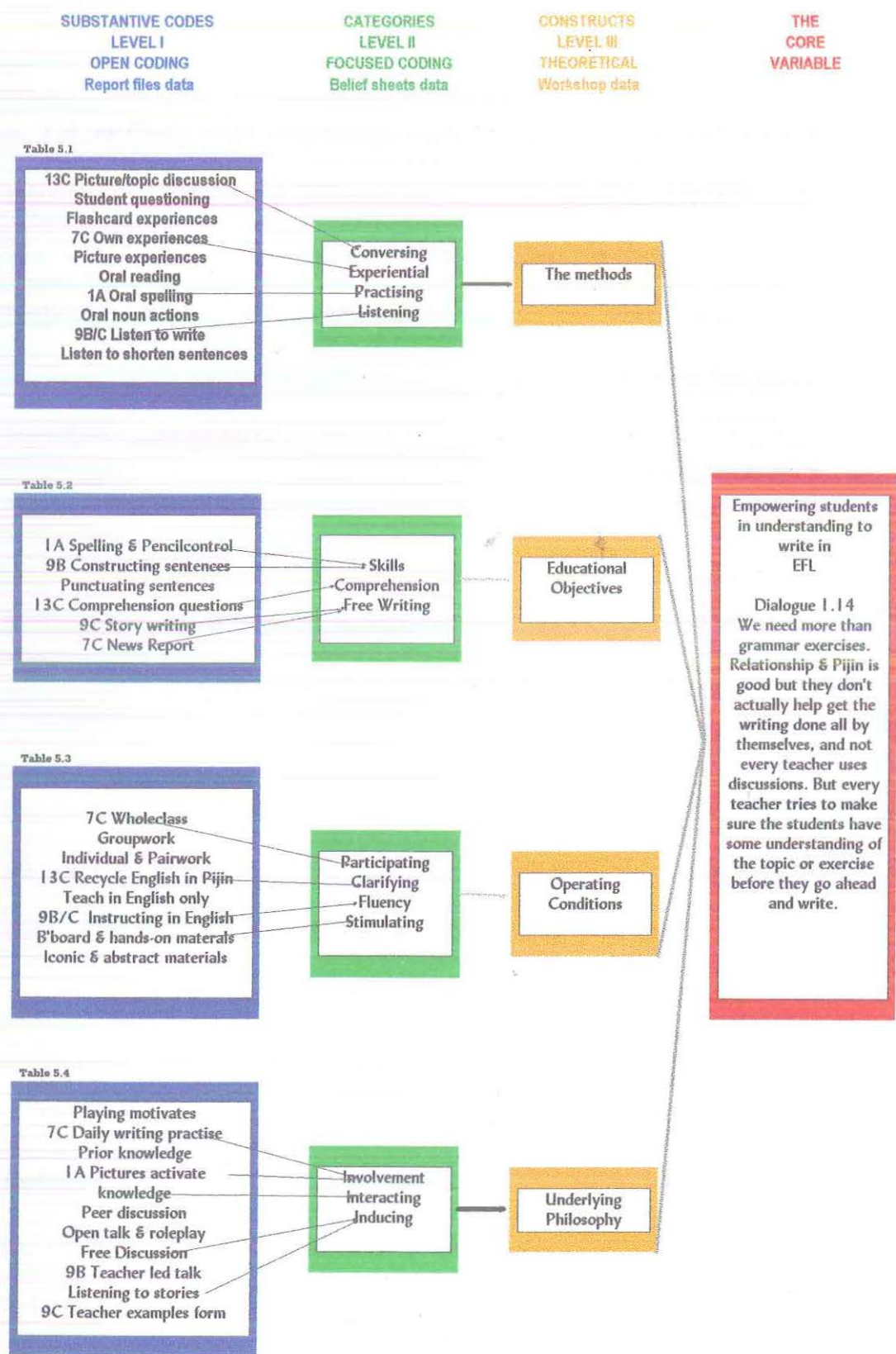
## **5.5 The CORE VARIABLE**

There are four theoretical constructs:

- **the methods**
- **educational objectives**
- **operating conditions**
- **underlying philosophy**

Each of these has been derived from categories which in turn depend on (i.e., they are grounded in) data incidents. The first theoretical construct, the teaching methods, is underlain by the other three. All four constructs have a core category among their precursor categories. From these core categories, and the constructs themselves the core variable is drawn. This is shown on the following page, in table 5.5.

TABLE 5.5: OVERVIEW OF THE RESULTS



The core variable is grounded in the constructs and their categories. These are summarised as:

a. The **methods** were *conversing, experiential, practising, and listening*. Listening predominated among the methods used by the teachers. However, they were less successful in writing outcomes for the below average student than were the conversing methods, which achieved successful outcomes for most of the low achievers. There were no single totally successful methods common to all the teachers, but rather the internal ingredient common to all was found to be an activity or explanation geared to enabling student understanding.

b. The **educational objectives** were *skills exercises, comprehension exercises, and freewriting*. Skills objectives strongly affected the methods used by the teachers. However, they were less successful in writing outcomes for the below average student than in freewriting objectives which achieved successful outcomes for most of the low achievers. Even though educational objectives tended to force teachers' methods to be very skill oriented, the teachers' explanation, seeking to enable student understanding, is common to the use of successful lessons where objectives are achieved.

c. The **operating conditions** were *participating, clarifying, fluency, and stimulating materials*. Most teachers used a wholeclass participation as opposed to group work participation. Although there are limited stimulating materials for use, and the teachers feel a lack in speaking English fluently, their largest concern throughout all the different

data collections was the need to clarify English using Solomon Pijin. Their most common idea is to empower students to understand the writing task.

d. The **underlying philosophies** were *involvement*, *interacting*, and *inducing*. Involvement and inducing approaches were both equally predominant and equally less successful in achieving writing outcomes for below average students. The interacting approach was much more successful in achieving outcomes for all abilities. Only one below average student in a comprehension lesson was unable to complete writing objectives, (Table 5.4, Teacher 12A). The underlying philosophies reveal that student involvement in hands-on activities and the distant teacher role to induce understanding are favoured but in reality the outcomes for low achievers in both cases is low. However, the less favoured interactive close teacher role was more successful in helping low achievers succeed with writing outcomes. It is now quite clear that the primary theoretical construct, and its underlying characteristics, all share a trend towards promoting student understanding. This is a recurrent theme which presents itself as a likely candidate as the Core Variable. This had to be verified.

To **verify** the core variable, the above were discussed in dialogue with Coordinator One:

We need more than grammar exercises. Relationship and Pijin are good but they don't actually help get the writing done all by themselves, and not every teacher uses discussion. But every teacher tries to make sure the students have some understanding of the topic or exercise before they go ahead and write, (Table E, fifth column, red box). [emphasis added].

The core variable finally emerges as "empowering students in their 'understanding' so as to write effectively in EFL". This empowerment through understanding is the main element underlying all the teachers' methods and their reasons for using them.

Below are four examples of four different teachers' data which exemplify how the core variable is reflected across a great variety of methods. The examples are drawn to illustrate the four categories of methods, as well as the different characteristics, educational objectives, operating conditions, and underlying philosophies. As stated earlier, it was not intended that gender or grade be considered and these were not uncovered until after the examples had been chosen. Therefore the four examples below serve to illustrate the clear relationship of the core variable to all other variables in the theory, independent of confounding factors.

### **Example One**

A male teacher in grade five (Table 5.1, Teacher 13C) emphasised the need for understanding using a conversing method. He asked students to discuss a topic while he used open questioning to activate students' real life experiences and ideas about their future life before writing took place. As can be seen in the writing samples (Appendix 5.1.1), all students were able to fulfill the comprehension objective. *"to understand the background of the story and meaning of the new words,"* (Table 5.2, Teacher 13C). The teacher could only operate the method by clarifying the task, *"in Pijin, so that it bring more understanding,"* (Table 5.3, Teacher 13C); and the underlying belief that led him to



use this method was interaction where *"pupils would involved in sharing their understanding to this activity,"* (Table 5.4, Teacher 13C).

### **Example Two**

A female teacher in grade three (Table 5.1, Teacher 7C) used an experiential method to empower the students' understanding through an environmental experience. This method is particularly evident in the "Nguzu Nguzu" (1997) syllabus which requires that the students learn to "write confidently and expressively from their own experience and imagination using draft-discussions-reading process," (CDC, 1997, p.28). As can be seen in the writing samples (appendix 5.1.2), all students were able to write at least a sentence about their observations. The teacher reported a freewriting objective for this lesson (see footnote<sup>1</sup>), and the method was operated by the teacher using "wholeclass participation" (Table 5.3, Teacher 7C), where every child must listen and look to be able to write. The underlying belief that led her to use this method was involvement *"to see if children can write by themselves and or for themselves,"* (Table 5.4, Teacher 7C).

### **Example Three**

A female preschool teacher (Table 5.1, Teacher 1A) used a practising method to emphasise learning and understanding of phonic sounds of the alphabet. The children did this by saying the abc letter names and the picture names several times. The children also had to spell the words using an imaginary pencil, that is, their finger on the floor, before writing could take place. The skills objective, *"As the children look at the pictures it*

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<sup>1</sup> The freewriting objective was stated to be *"to see if children can learn everywhere,"* (Table 5.2, Teacher 7C) but this would appear not to relate to writing *per se*.

*helps them to grasp the concept that the picture has a particular sound that begins with letter A, B, C,"* was fulfilled by students one and two, (Table 5.2, Teacher 1A), as illustrated in the writing samples (appendix 5.1.3). The teacher operated the method by providing stimulating materials "three hand drawn abc pictures on the blackboard and an alphabetical letters chart," (Table 5.3, Teacher 1A). The underlying belief that led the teacher to use this method was to involve *"the children [by] look[ing] at the pictures, [because] it helps them to grasp the concept that the picture has a particular sound that begins with letter A, B, or C, and the word, and its name,"* (Table 5.4, Teacher 1A).

#### **Example Four**

A male teacher in grade four (Table 5.1, Teacher 9 B/C) used a listening method to empower the students' understanding. In lesson B he explained the lesson and gave examples to the class before the lesson so that they would understand the written comprehension task. In lesson C he read a story while the children listened. Then he questioned them about the story to make sure they had understood it. The children then read the story before writing their own story using the story they had read as an example. The objectives for the method differed in the two lessons. In lesson B he used a skills objective *"to write and make up good punctuation for their sentences,"* (Table 5.2, Teacher 9B) which all students fulfilled in their writing samples (Appendix 5.1.4). In lesson C he used a freewriting objective *"to think about the story they read and know how to write their own story,"* (Table 5.2, Teacher 9C) which all the students fulfilled in their writing samples (Appendix 5.2.3). The method in each lesson operated by the teacher's degree of fluency in speaking English, even though this teacher felt he lacked in this. It

was he who wrote on his workshop comment sheet, *"Yes, everytime, we need further training in English if I want the students to be fluent so must I. This is a major problem,"* (Table 5.3, Category wcs9) But both in the comprehension and the freewriting his three students were empowered in understanding to fulfill the writing objectives. The teacher's underlying belief that led him to use this method was to induce understanding by teacher example. In lesson B he believed that *"the method is good for teaching this topic but may change if the topic is different and I believe that this the good method,"* [emphasis added] (Table 5.4, Teacher 9B). In lesson C, a free-writing exercise he said *"I believe to this method I think it will enable the student to write good sentence and good English languages,"* (Table 5.4, Teacher 9C).

## 5.6 RESULTS SUMMARY

The core variable "empowering students in 'understanding' to write in EFL" emerged from the four theoretical constructs: **the methods, educational objectives, operating conditions, and underlying philosophy.**

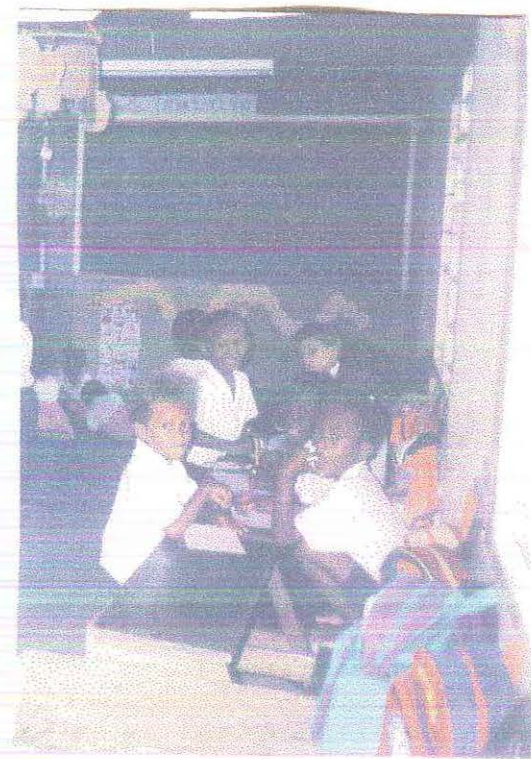
The teachers' methods had four categories, *conversing, experiencing, practising, and listening*. Listening was the most used method but conversing had the strongest achievement in fulfilling writing objectives. The methods used seemed to matter less than that the teacher empowered the child to 'understand' through the pre writing activity or explanation.

The teachers' methods were underlain or characterised by three major constructs:

- the educational objectives with their emphasis on skills exercises;
- the operating conditions with their need for clarifying English instruction in Pijin;
- the underlying philosophies of the methods requiring an interactive approach.

Having established a core variable, a comparison of the emergent theory with formal theories and other published research now had to take place as the next stage of grounded theory analysis. This is found within the context of the next chapter in which the emergent theory is formally compared with the literature.

THE FOUR TEACHERS CLASSROOMS



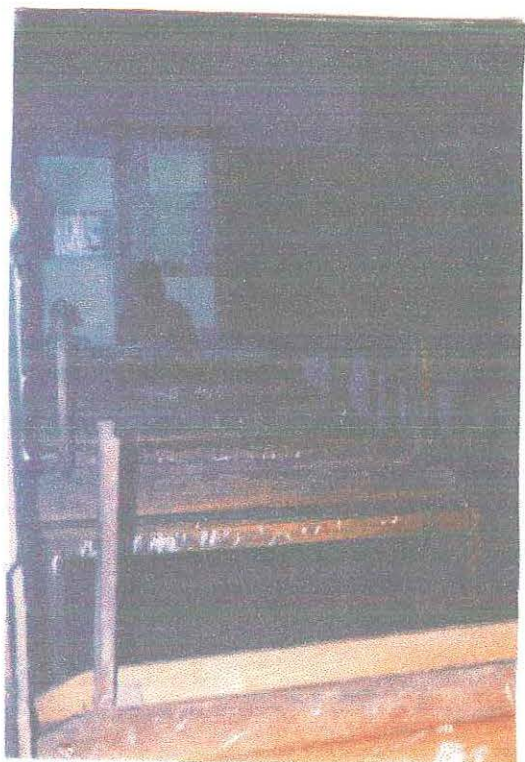
TEACHER ONE



TEACHER SEVEN



TEACHER NINE



TEACHER THIRTEEN

## Chapter 6

### DISCUSSION

This chapter discusses the emerged theory in the light of relevant literature. Grounded theory methodology requires that the categories, constructs, and the core variable of the emerged theory must all be considered. The literature has to be examined, or 'sampled' as an extra data source, to show whether or not any existing theory is by its nature the same as the emerged theory (though the terminology may be different). This is intended to show whether the emerged theory has merely reproduced existing knowledge from another situation, or whether it is a new construct which offers further light on the theory of the topic under examination. In this instance, literature relating to EFL writing has been extensively reviewed to demonstrate to what extent the categories, constructs and core variable may be new or unique.

Literature sampling began with **The Methods** construct, by comparing categories found in the literature with the categories, *conversing, experiencing, practicing, and listening*. Literature sampling continued with the constructs, '**Educational Objectives**', '**Operating Conditions**', and '**Underlying Philosophy**', and the categories which form them. The core variable '**understanding**' was also further compared to the categories found in the literature. Any additional categories found in the literature were added, both those that conformed with the emerged theory, and those that, at points, opposed or differed from it. Once the categories were saturated no more literature sampling took place.



The following therefore discusses the results of the emerged theory, in the light of the spectrum of applicable general literature, as well as literature on previous findings more nearly related to the topic, and such specific studies known which are similar to the present study. The structure of this discussion therefore treats:

firstly, is there one best method?

**the methods; *conversing, experiential, practising, and listening.***

secondly, the surrounding factors,

**educational objectives; *skills, comprehension, and freewriting.***

**operating conditions; *participating, clarifying, fluency, and stimulating.***

**underlying philosophy; *involvement, interacting, and inducing.***

thirdly, the core variable,

empowering students in **understanding** to write in EFL.

## **6.1 IS THERE ONE BEST METHOD?**

The core variable of the emerged theory is 'empowering students in their understanding so as to write effectively in EFL'. Grounded as it is in the reported data from many teaching methods, it illustrates clearly that there is no one best method for the purpose of teaching EFL writing. Out of thirty-three lessons four categories emerged: ***conversing, experiential, practicing, and listening.*** The selection of methods by the teachers, perhaps unconsciously, is done under the influence of a complex surround of factors (see below).

and is not dependent on the idea that a given method is, of itself, any the more likely to succeed than another.

Prabhu (1990) thinks that there is a somewhat unconscious attraction for teachers to vary their selection of method, that they not be seen to be tied to just one. At the same time, however, he cautions that selection ought to be conscious: "Avoiding adherence to a single method has a certain ideological aura to it . . . . It is, however, also a denial of the role of understanding in language pedagogy, which is necessarily a matter of ideation: We understand something when we have a set of ideas or principles that cohere to make up a conceptual model, or theory," (Prabhu, 1990, p.166). In the Solomon context whichever of the teacher's methods, *conversing*, *experiential*, *practicing*, and *listening*, were used, lessons that succeeded for all abilities sought to empower the student to understand the topic or particular skill, before writing took place. Lessons without an initial gaining of understanding, where students were guided straight to text books, were ineffective for the below average student. This initiating stage is termed 'brainstorming' in product approaches and 'pre-writing' in process writing stages.

All the teachers' methods contain elements of a prewriting or brainstorming nature, and show features of existing approaches to writing. These are attributable to a combination of process and product writing, or purely product writing.

Process writing is part of a philosophy of education as a broad ranging, all encompassing facet of human experience, central to the individual's self development and preparation for life. In contrast, a product orientation to writing is part of a more limited and utilitarian view of education as structuring life in one central facet, that of work. (Pennington, 1997, p.122).



The emphasis on the National Secondary School entrance examination means that the Solomon teachers tend to emphasise a product orientation to writing in all their methods, particularly evident in the *practising* and *listening* methods. These methods resemble Hillock's (1986) presentational mode, "a teacher-centred approach in which students are the passive recipients of the rules . . . [and] imitate a pattern, or follow rules which are given through teacher lecture", (cited in Dyer, 1996, p.314). In Hillock's study the presentational mode had the least effect on the quality of writing, but in the Solomon context the listening method is not passive but active, where the teacher has taken time to explain and question the children for the benefit of their understanding.

The *conversing* and *experiential* methods are product based due to the above situational structured syllabus effect, but a feature of process is evident in the initiating of writing. For example many of the activities are of an initial brainstorming nature (Table 5.1, Student questioning 12A) or a shared reading of a story, with groupwork on story construction, but no feedback; (Table 5.1, Flashcard experiences 7A ). These bear some resemblance to Hillock's (1986) environmental mode where writing activities "result in high levels of student interaction concerning specific structured, problem-solving activities, and tasks with clear objectives, multiple drafts and peer revision . . . [and lots of] small group or individual task completion" (cited in Dyer, 1996, p.314).

The *conversing* methods, according to the teachers, provide ideas on how to write on a topic or how to complete the exercise. For example, Teacher 12A required the children to reach understanding through an initial stage of questioning. This kind of conversing was

necessary before the written comprehension task could take place. Both product and process writing encourage this kind of conversing between groups of students, especially in the brainstorming or pre-writing stage. "For second language learners, an environment which facilitates oral language development is vital, [Their English is limited and] their limited repertoire of structures; vocabulary and cultural knowledge needs consideration," (Turner, 1985, p.9). This probably explains the success found in the writing samples for all abilities where the conversing method is used.

In dialogue with Coordinator One, as mentioned earlier, some teachers did not use discussion as feedback to empower students in understanding, 'so pikinini just hit and run'. The process approach, on the other hand, requires feedback in conferencing between teacher/student or student/student. "In large mainstream classes, one of the greatest problems in trying to implement such an approach is the onerous task of providing this feedback", (Boughey, 1997, p.128). The answer to providing feedback is provided by Boughey (1997) in using group feedback; forming groups of students to work together on conferencing their writing. Group discussion enables understanding by "examination of consecutive drafts of writing [where] . . . feedback [is] . . . crucial in getting students to be more explicit, and to examine the propositions expressed in their writing more rigorously", (Boughey, 1997, p.132). In the large classes found in the Solomon situation this seems impossible, but by group conferencing, the group "provide[s] feedback to a maximum of five pieces of writing at any one time," (Boughey, 1997, p.131), or, for however many groups you have. This kind of feedback is not seen to be provided in the Solomon teacher's conversing methods except at the initial brainstorming phase. Yet, it is strongly

stated in the literature on the 'whole language approach' that students, "must take responsibility for their own writing. [This] is crucial for Graves. He advocates that students must choose what to write, when to write, who to write for, and how to write it," (Davison, 1985, p.12).

Hillock's (1986) critical analysis of the process approach was that a 'task-based' process/product combination of the 'environmental mode' was the most effective mode of L1 composition instruction," (cited in Dyer, 1996, p.312). This puts the focus on the writing environment, not on the writer. The Solomons conversing methods exhibit more product than process writing, where the initial activity of conversing for understanding is immediately guillotined by the writing stage. The Solomons were a protectorate of Great Britain for sometime which perhaps affected the methodology used for teaching writing. In England the "British had sometimes spoken of . . . the 'writing process' but they concentrated on its early stages (prewriting and first draft) saying little about editing/reasoning/rewriting," (Walshe, 1982, p.6). Perhaps this is why there is such emphasis on the product in the Solomon teachers' methods.

Turner (1985) advocates that "it is good ESL pedagogy to emphasise the process rather than the product, *focusing on what the student is trying to say rather than how it is said*," (Turner, 1985, p.9). In the Solomon situation this is not true of the conversing methods, which rather, as has been explained, focus on the product. "The teaching of writing in schools has traditionally been seen as a one-or two-stage activity in which the students, guided only by a rough outline or plan, produce a piece of work that has been chosen by

the teacher," (Davison, 1985, p.12). The conversing methods show that some teachers are trying to get away from merely setting an exercise, but they still stop at the two stage activity. The Solomon teachers in this study do not use a process approach, even though the 'Nguzu Nguzu' syllabus (1997) discussed below emphasises the need for it.

According to Peyton, Jones, Vincent, & Greenblatt (1994) teachers must learn to model discussion about writing so that the children gain understanding of how to respond to other writers' work. In the Solomon context, discussion about topics takes place but not about writing itself. For example, in the conversing methods, a grade six teacher (Picture/topic discussion, 13C, appendix 5.5.1), set up a writing activity about understanding how to set up a business. First the children discussed what they would do when they leave school as some will not go onto secondary education. This was followed by individual reading of a story about business. No discussion about how to write on the topic took place, as the teacher halted the flow of understanding with a stilted comprehension exercise. The discussion in the lesson did however enable the below average student to understand the business terminology involved in the writing task. All abilities were catered for, but the opportunity for 'real' writing was neglected. Kawakami's (n.d.) study into EFL writing in Japan, showed that students "need to be taught how to explore topics, develop ideas, and discover relationships by making use of certain kind of invention techniques," (Kawakami, n.d., p.13). This is as true in Solomons as it is in Japan.

The Solomon teachers use the conversing methods to scaffold children's understanding. For example, the teacher's workshop comment sheets (Appendix 5.1), whether they attended the workshop or not, stated that the teacher's lessons require conversing to scaffold children's ideas for understanding. Non-native speakers face the challenge of working in a language in which they are only minimally proficient, therefore teachers promote writing fluency by providing " 'literacy scaffolds' (Boyle & Pergoy, 1990)." (Peyton, 1994, p.478). That is, Solomon teachers provide supports that enable understanding through discussion about stories, topics and pictures to assist EFL writing.

The *experiential* methods provide an experience that brings about understanding of a topic, or experience the child has had, so that writing is aided by the motivation of the familiar. In the 1970s a creative writing movement came into being. "The strength of the movement lay in its belief in the importance of writing and its insistence that children's interest must be aroused if they are expected to write well," (Walshe, 1982, p.5). In the Solomon situation for example, Teacher 7C (grade 3) took the children outside to observe the environment, they talked about what they saw and heard to gain initial understanding and be inspired to write about their experience. The children were given time to read to the class what they had written, but no second or subsequent drafting and editing took place as it would in a process approach. Either the teacher felt there was no need, or was insecure in his/her own fluency in English to deal with the conferencing situation. It is demonstrated that "when working in a second language, teachers may feel not quite adequate linguistically to put themselves in an ambiguous situation . . . where communication will stray into the unknown," (Pennington, 1996, p.124).

The creative writing movement "tried to inspire writing by providing an 'experience' or 'specific' stimulus, such as an outing, or a passage of mood music, or a taste of lemon, whatever might be expected to release feelings, words, . . . *and original ideas*," (Walshe, 1982, p.5). As an example, an experiential method Picture experiences, was utilised by teacher 9A, where all three students were successful in fulfilling writing objectives. A picture chart was presented to each group, which they used to role-play the story. This roleplaying experience motivated the children to write individual stories after using pictures that enabled the student's understanding. Remarks on all the teachers belief sheets emphasised picture experiences for motivating and gaining understanding. For example one wrote, "*sequence of pictures gives them some ideas of how to write*", (Belief 7.5, in app.5.1.2). It should be noted that these sequence of picture experiences tend to be small black and white line drawings provided in the 'Pacific Series' children's text books, and really were not very inspiring.

"In most schools 'creative writing' still meant a weekly topic chosen by the teacher and written at a single sitting to produce a one-shot draft for marking . . . [that was seen] as a 'frill' remote from 'real writing', the kind that prevailed in the subject areas," (Walshe, 1982, p.6). This is true of the Solomon context, and is evidenced in the writing samples having an emphasis on structured, rather than creative, writing. The experiential writing samples that were creative, both in the prewriting and writing stages, were successful in achieving writing objectives for the three student's writing abilities, but these examples were relatively rare. Where the teacher fostered a more structured second stage it did not succeed for the low achiever.

The *practising* methods were used in the lower grades. They reflect Hillock's presentational mode and the particular methodology of the structured situational "Pacific Series" (1967) syllabus, to model word and sentence level writing. "This oral practice of controlled sentence patterns should be given in situations designed to give the greatest amount of practice in English speech to the pupil," (Richards & Rodgers, 1986, p.35). The practicing methods require the children to listen and watch the teacher model the sentence operation. Then the children practise the model on other sentences. A newer product approach called 'genre' also requires modelling and practising, but on a whole text, not just a sentence in isolation.

Reppon (1994/5) offers two concepts of the genre paradigm: scaffolding and awareness. The practising methods require that the "teacher occupies a central role in the scaffolding process and must be familiar with the learning situation, the materials, . . . the specific features . . . and must be able to guide students to help them accomplish the goal. Students practice the models to accomplish the tasks," (Reppen, 1994/95, p.32). Teacher 1A in pre-school provided the materials for a pre-school phonics lesson suitable for the learning situation, using concrete experience, like finger tracing of the letters before writing, to guide and help the students to practise the three letters that were being studied, initiating an understanding of the formation and sound of the letters before writing took place. The second concept of "awareness of how different ways of organising information in writing interacts with the purpose of the text," (Reppen, 1994/5, p.32), is not accomplished by the teachers in this study. One possible example came from Teacher 3B in grade one who used 'shared reading' of a big book to scaffold the understanding of a

title that would encapsulate writing a story of their own. This is the only practising method affected by the "Nguzu Nguzu" (1997) 'whole language approach' that requires a genre/process approach to writing.

The *listening* methods are used in the upper grades, and reflect Hillock's presentational mode, and particularly the methodology of the structured situational syllabus the "Pacific Series" (1967). However, unlike Hillock's presentational mode, the listening methods that succeeded for all three student abilities were where teachers provided understanding by thorough teacher explanations and examples. The listening methods are believed by the Solomon teachers to be the most popular way to teach EFL writing. For example, Teacher 9C made sure the children understood by having his students actively listen to the story. The teacher questioned the students about the story. Then after getting the students to individually read the story, they were asked to write their own story. All abilities were able to succeed in this listening method.

In fact, listening generally is a successful way of learning in the Melanesian cultural norm of observation, imitation, and doing, (Demerath, 1996). In a similar Pacific situation on Pulpap atoll, the "Ifaluk islanders [also] believe that socially acceptable behaviour, obedience, and learning depend on *listening* and understanding (Lutz 1985:61)," (Flinn, 1992, p.53) [emphasis added]. This is true in the Solomon situation, where, "spontaneous observation and imitation are important strategies for acquiring skills and knowledge in everyday life and activities," (WatsonGegeo & Gegeo, 1992, p.12). Teacher One also said that, "*in Solomon Islands children learn to write English . . . just by listening . . . as*



*children must only do what older people told them and not to answer them back,"* (Table 5.1, listening category). For example teachers 14A and 13A in grade six (appendix 5.1.1) had the children listen to their explanation on shortening sentences by the use of apostrophes, but both these lessons using a listening method were unsuccessful in accomplishing the writing objectives for the below average student. The skills exercise was out of context and difficult to comprehend, whereas Teacher 9A in a grade four class, used a skills exercise, where all three students gained understanding by his explanation of the exercise.

It is, of course, the above average and average students who will be the ones who continue in onto Secondary education, and need to know how grammar acts on the written English language to pass the National Entrance Exam. "Within a qualifications framework for education, the teacher functions as the authority who provides the students with the information necessary for succeeding in examinations," (Pennington, 1997, p.123). The children therefore actively listen to the expert, but this is also a sign of respect anyway in the Solomon context toward teachers and people or relatives who are older than yourself.

## **Summary**

Solomon Island teachers have a 'presentational mode' of instruction in eighteen of the thirty-three lessons they reported. The *conversing* and *experiential* methods move to a more 'environmental mode' of instruction of which there are fifteen. However Dyer (1996)

reports that Hillock's (1984,1986) experimental treatment studies in L1 composition instruction found that the least effective mode of instruction was the presentational mode. Its teacher-centered approach to giving grammatical examples for good writing is prevalent in the *practising* and *listening* methods that the teachers use. The teachers always describe these methods, as "the children must listen," or "the children listen to me," etc. They are somewhat effective, though it is more difficult for the below average student to be empowered in understanding to successfully complete the writing task. Melanesian learning, according to Watson-Gegeo and Gegeo (1992) and Demerath (1996) takes place by imitating, observing, and doing. Listening and practising methods enjoy the advantage of active, not passive, listeners in Solomon Islands.

Pennington's (1997) study finds that a combination of product/process writing is preferable to the majority of teachers in Asia and the Pacific, both non-native English speaking teachers and native English speaking teachers. Both presentational and environmental mode are needed for EFL learners to gain understanding through student-centred discussions. "Students need to be taught both how to use the process to their advantage as language learners and writers, and also how to produce an acceptable product upon demand," (Raimes, 1991, p.415). The issue has been 'one or the other', but the answer is 'both'. That is, the skills for understanding what to write in the National Secondary School entrance exam, but also a tool for simply understanding how to write.

The variety in the methods show distinctly that there is not felt to be one best method. In any case the surround affects how methods work. "Both in L1 and in L2 instruction, the power that theory, or method, has held over instruction is being challenged by what Shulman (1987) calls 'the wisdom of practice' (p.11), . . . . [That is] "what Prabhu (1990, p.172) calls 'a teacher's sense of plausibility about teaching, which is the development of a 'concept (or theory, or in a more dormant state, a pedagogic intuition), of how learning takes place and how teaching causes and supports it," (Raines, 1991, p.423). We now know that there is no such thing, as one best method. Rather there is one essential that all the teachers methods reveal, the need to empower student understanding. The need of the student is the core of the theory.

## 6.2 THE SURROUNDING FACTORS

The variety of the methods used by the teachers are affected by a number of surrounding factors: the '**educational objectives**' that the teachers must fulfil, the '**operating conditions**' that influence how a particular method is implemented, and the teachers '**underlying philosophy**' about how EFL learners best learn to write. These factors are what Prabhu calls the teaching context, meaning "that no single method is best for everyone, as there are important variations in the teaching context that influence what is best," (Prabhu, 1990, p.162). For example some teachers in the study preferred an authoritative style of teaching, while others preferred a more interactive style. Both find success with the methods they use and in the way they use them.

"To say that no single method is best for everyone is also to say that different methods are best for different people or for different teaching contexts. This implies that, for any single teaching context, there is in fact a method that is best," (Prabhu, 1990, p.163). However, the teachers in this study have a variety of methods which are successful and are governed by a number of differing factors. To seek a best method for a specific context such as the Solomons would still require much debate, for the surrounding factors differ even within each school. "As one applied linguist puts it, 'The important issues are not which method to adopt but how to develop procedures and instructional activities that will enable program objectives to be attained' (Richards, 1985, p.42)." (Prabhu, 1990, p.165).

The core variable 'empowering students in understanding to write in EFL' enables educational objectives to be fulfilled, the operating conditions to have positive influence, and the underlying philosophy to facilitate use of the method, but only so long as the student understanding is actually achieved. The following discusses how the surrounding factors affect teacher's methods, such that no one best method can be established, because all the teacher's methods show some degree of success, and are suited to the syllabus being used, the conditions such as native language that they operate under, and the teaching style of the teacher.

### **Educational Objectives**

Educational objectives fall into three categories: *skills*, *comprehension*, and *freewriting*. Most of the skills and comprehension exercises are similar to the exercises in the skills

oriented 'Pacific Series' syllabus (1967), and the freewriting activities bear resemblance to the 'Nguzu Nguzu' syllabus (1997) a whole language approach.

The *skills* objectives present "a strictly linear approach to language learning [and are] . . . based on the premise that learners acquire one grammatical item at a time. Metaphorically . . . the language wall is erected one linguistic 'brick' at a time," (Nunan, 1998, p.101). Teachers tend to follow this kind of objective in the "Pacific Series" syllabus (1967), a structured situational syllabus, which Long (1998) terms 'synthetic'. In this traditional syllabus, "The skills are approached through structure . . . Automatic control of basic structures and sentence patterns is fundamental to reading and writing skills, and this is achieved through speech work," (Richards & Rodgers, 1986, p.36). The teacher's situation is similar to the Japanese situation, where EFL writing is at the sentence level. "Paulston (1972: pp.3359) named this type of writing, 'service activity'. . . which has value to some extent. [The] more important thing is to get students to go beyond those sentence level reinforcement exercises and to let them engage in more creative activities," (Kawakami, [n.d.], p.1).

A synthetic syllabus focuses on form[s], teaching explicitly the grammatical rules of language out of context, and thus tending to lack meaning. The aim is "for the learner to get the linguistic bricks in the right order: first the word bricks, and then the sentence bricks. If the bricks are not in the correct order, the wall will collapse under its own ungrammaticality," (Nunan, 1998, p.101). In the emergent model of the Solomon situation, such an approach is clearly shown. The skills and comprehension exercises are

taken from the Pacific Series (1967) syllabus, which influences teachers to teach EFL writing using very structured grammatical exercises. For example, two grade six teachers (13A and 14A), asked the children to shorten sentences using the apostrophe. The singular and plural was explained to empower students understanding before attempting to write using out of context sentences. Such "decontextualized, fragmented lessons . . . are not likely to engage a . . . child who is accustomed to traditional fa'amanata'anga at home, where the focus is on comprehension, reasoning, and complex ideas creatively connected by the session leader to the child's own experience and sense of identity," (Watson-Gegeo & Gegeo, 1992, p.20).

Low achievers in the example above try to guess the right structure, but just 'hit and run' as was mentioned earlier in dialogue with Coordinator One. These "focus on forms lessons tend to be rather dry, consisting principally of work on the linguistic items," (Long, 1998, p.37). It is the mastery of grammatical elements (ie, skill's), in what is called the 'bottom-up' approach to teaching EFL writing, that dominates the Pacific Series (1967) syllabus. "In textbooks [like these], grammar is very often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercises involving repetition, manipulation, and grammatical transformation," (Nunan, 1998, p.102). The participant teachers therefore designed particular exercises to strengthen knowledge about the forms, one item at a time. For, "it is the learner's job to synthesize the parts for use in communication, which is why Wilkins (1976) called this the *synthetic* approach to syllabus design," (Long, 1998, p.36).

The *comprehension* exercises required the students to write and to think in EFL simultaneously about a given subject. There were only four comprehension methods out of the thirty-six reported lessons, and only Teacher 13C was successful for all abilities in fulfilling the writing objectives. The combination of skills and meaning was problematic for low achievers; perhaps the over use of skills exercises had ill prepared them for this. The focus is turning towards a form in context, away from the explicit grammatical exercises where "learners are presented with gestalt, comprehensible samples of communicative L2 use, e.g., in the form of content based lessons in sheltered subject-matter," (Long, 1998, p.39). Note that the comprehension objectives affecting the teacher's methods are not from an analytic language syllabus, such as purported by Swain (1998), or Mohan (1986), but the synthetic "Pacific Series" syllabus.

"Language instruction needs to be systematically integrated into content instruction," (Swain, 1998, leaflet), where pairs or small groups participate in collaborative activities. The Solomon teachers do not teach writing across the curriculum as recommended by the Solomon Island Education Department since the advent of the 'Nguzu Nguzu whole language syllabus. Following Mohan (1986) would require language teachers to organise information, through classification, evaluation, and experimental learning to draw on the content to assist language learning, while simultaneously allowing students to utilise their (limited) second language skills to make their encounters with content more meaningful and profitable. This indeed might make writing purposeful for many EFL Solomon Island writers.

Teacher 16B, referred to in section 5.2, initiated her lesson by questioning the children to empower their understanding of the story, before answering the written questions. Unfortunately, the average and below average students encountered difficulties in trying to juggle content and language in what is, for them, where theirs is a third/fourth language. However, the Mohan model of curriculum integration does not allow language to be isolated merely in the language curriculum. Teachers must organise "learning experiences so that students can build on initial understandings and progress from the easy to the more difficult, providing a sequence of learning and development," (Mohan, 1986, p.99). The Solomon situation clearly, by contrast, does not cross the curriculum, and language teaching remains relatively isolated.

The *freewriting* objectives show that the teachers are attempting to combine the familiar Pacific Series syllabus, with its emphasis on instruction in the correct forms, with the more open approach to teaching EFL writing found in the new Nguzu Nguzu literacy programme. The newer syllabus emphasises a 'whole-language approach' to teaching, integrating the four aspects of language teaching in fun prewriting activities. At the workshop it was agreed that the skills orientation to writing confuses the student. In dialogue with Coordinator One, it was emphasised that, "we need the children to understand the basics of the English language first, before this fluency in writing English correctly can take place," (Dialogue 1.6, Table B). This view does not show a focus on form, which sees learning as an organic process characterised by backsliding, leaps in competence and interaction between grammatical elements.



"If learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings," (Nunan, 1998, p.102). As expressed by Teacher 16 in the workshop, she makes sure they learn the difference between singular and plurals in a deliberate way in the beginning, but later she contradicts herself by stating that grammatical features out of context are confusing to the children. Perhaps it is not a contradiction, but rather, the use of different methods for different times of learning new and old subject matter. Nunan calls this latter "an 'organic' perspective . . . . [which] sees second language acquisition more like growing a garden than building a wall . . . . learners do not learn one thing perfectly, one item at a time, but numerous things simultaneously (and imperfectly)," (Nunan, 1998, p.102). This 'organic perspective' would be what Long (1998) would term a 'focus on form' which is "learner-centred in a radical, psycholinguistic sense: it respects the learner's internal syllabus . . . . [occurring] just when he or she has a communication problem . . . . and so is likely . . . to understand the meaning or function of the new form," (Long, 1998, p.41). This approach is clearly not utilised in the Solomon context.

The 'Nguzu Nguzu' (1997) syllabus is clearly not a 'focus on form', but rather a " 'form-focused instruction' . . . . [which] is an umbrella term widely used to refer to any pedagogical technique, proactive or reactive, implicit or explicit, used to draw student's attention to language form," (Long, 1998, p.41). That is, the Nguzu Nguzu activities that focus on form are preordained by it and the teacher, not the learner's internal syllabus as Long suggests should happen in a focus on form. The communicative approach to language learning takes account of the place that subconscious acquisition may have in

second language learning. "In other words, it will show them how to achieve their communicative ends through the appropriate deployment of grammatical resources." (Nunan, 1998, p.103). By grammatical consciousness raising exercises (Rutherford, 1987) the students engage with a form of writing. They begin to develop and induce in their understanding what is the norm of that form, instead of being given isolated rules to memorize. Thus Teacher 9C enabled his students to achieve free-writing (writing samples, appendix 5.2.3), by initiating understanding before writing through questioning the children, after they had listened to a story.

Consciousness raising bears some resemblance to traditional grammar exercises, but has a different purpose. It derives from genuine interactions, and recycles language points over several units of work, allowing students to formulate and reformulate their understanding of the language structures over time. As was referred to in previous chapters, the "Nguzu Nguzu" syllabus is based on an 'whole language approach'. "That is, not a method but a philosophy. It is not a programme to be followed BUT it is a set of beliefs that emphasises that language is learned best in real (authentic), meaningful situations," (Rotary International, 1989, p.2). The philosophy is based on Brian Cambourne's conditions for learning language. In particular these were translated for writing and are quoted in summary form below from the "South Pacific Education Literacy Course," (University of the South Pacific, 1992, pps.5-10).

**Immersion:** It is essential for children to see examples of written language being used purposefully in their environment.

**Demonstration:** The importance of writing will be demonstrated everyday as the children enjoy experiences with numerous materials, showing the importance of writing. The teacher must also model the process of writing, in a number of genres.

**Expectation:** We expect children to make errors in spelling and grammar, but we also expect that the conventional forms will be learnt through experience, example and guidance.

**Responsibility:** Children take the responsibility for their writing. Deciding what to write and how, and for the editing of their work so that it can be shared with others. They work with a group, cooperating on a task, and accepting group responsibility.

**Approximations:** Acceptance of children's approximations leads to progress. They will see the conventional form in the books they read with you, and in the wall stories and poems around them.

**Use or practice:** The serious practice of purposeful writing takes place at every level in an integrated literacy programme.

**Response:** To succeed in writing down one's ideas in a form that can be shared with others is the best reward there is. Writing needs to be published, not just ticked and put away.

The 'Nguzu Nguzu' syllabus however, is not structured enough for the Solomon teachers to use readily. They therefore return to the relative safety of the 'Pacific Series', which gives very precise instructions on what to do and how to teach each lesson.

This is evidenced by the small amount of freewriting in the methods the Solomon teachers use, only ten out of thirty-three lessons. The teachers find the 'Nguzu Nguzu' syllabus difficult to utilise 'because it takes a lot of time in preparation and the making and gathering of materials' (Dialogue 1.6). Therefore it is easier to follow the structured old syllabus, that they know 'works', and achieves writing skills to pass the National Secondary entrance examination. Parents measure a grade six teacher's ability by how many students he/she get into the top 20% Secondary school places. Last year (1997) 9,000 students took the exam but there were only 3,000 Secondary School places, the rest were rejected. Each year the number of students increases by 1,000 but the number of Secondary places remains the same. This all has a significant impact on how much 'free writing' is done in Solomon English language lessons.

### **Operating Conditions**

The operating conditions fall into four categories: *participating* in wholeclass or groupwork, *clarifying* English through Pijin, *fluency* in teachers English, and *stimulating* materials for motivation.

The first category is *participating* by active listening to a teacher's explanation or an active cooperation with peers in a prewriting activity. The teachers want all the children to participate, whether they use a wholeclass or groupwork approach to learning. However, it must be noted that methods utilising groupwork participation were more effective in fulfilling the writing sample objectives. Whichever approach the teachers use they all require total participation, but they do not always succeed for student three the (low achiever). This does not reflect Barry & King's (1993), or Pica's (1994) findings that "in small groups everyone gets a chance to contribute in a low-risk, low-anxiety atmosphere, [and wholeclass situations don't]," (Pica, 1994, p.34).

Participation is considered by all the teachers to be essential to their methods, for the student to gain understanding before writing takes place. Participation in groupwork paid higher dividends in writing achievement, and research has "found that group work enabled students to use language across a broader range of social and interpersonal functions than did lockstep, teacher-led classroom interaction," (Pica, 1994, p.61). However, Pica discusses Allwright's (1980) study where one student did not engage in much participation, but "her success appeared to be her attentiveness to the classroom contributions of her teacher and classmates," (Pica, 1994, p.64). Children learn differently.

Perhaps this is why group participation works best for some and wholeclass participation for others.

One of the constraints to participation in any form in the Solomon situation is the shyness felt by the students in speaking out, and breaking the custom. This is especially prevalent among the low achievers. In "the research evidence on the value of small-group cooperative learning we learn . . . . that students generally achieve either as well or better academically, than if learning in a traditional whole class situation," (Barry & King, 1993, p.581). The Solomon situation is culturally different and Solomon children may require a more wholeclass approach that is culturally aligned to their community learning.

All teachers acknowledged the use of Pijin in their lessons and explained that their use of Pijin was to help students gain understanding, by *clarifying* English in Pijin, where Pijin is widely used, and English is a third or fourth language. This, " 'instructional conversation' . . . [provides] natural opportunities for the teacher to model, question, and instruct, thereby scaffolding children's linguistic and cognitive performance." (Peregoy & Boyle, 1993, p.46). One private school teacher disagreed with all the other teachers in the workshop saying that there was no need for Pijin, but she still has problems with the children not wanting to speak in English amongst themselves. However, at the languages Pacific workshop (1988) it was concluded, that "English as a medium of instruction in schools and the official language of the Solomon Islands, has been, and will continue to be, one of the languages of the education system, hence it will prevail in the future. The role of English in the national curriculum and the examinations is a major one which is

well regarded by the Solomon Islands people," (Horoi & Ramo, 1988, p.49). This is a clear demonstration of a mismatch between the ideal practice and the actual practice.

Another teacher said, "Pijin is better for lower grades". This has been found to be true in the Aboriginal English study 'Langwij comes to school' (McRae, 1997), which also strongly suggests scaffolding language using mother tongue 'Kriol' as well as English, to gain understanding of the subject or exercise before writing takes place. "A child's mother tongue embodies all his or her early life experiences and ingrained language habits . . . . It allows the child to communicate, and function comfortably," (Eagleson et al, 1982, cited in McRae, 1997, p.15). A rationale for bilingual education was presented (McRae, 1997, p.24), where the teacher must respect the Kriol or [Pijin] language, support the family culture, help children by talking first in Kriol [or in this case Pijin], and helping the children to understand the difference between Kriol [or Pijin] and English, so they can learn to use English properly.

The Solomon solution at the workshop was different, where one teacher said 'Make English compulsory at school', and another said, 'Encourage NO teasing by parents when they hear children using English'. Coordinator One in dialogue said that *"The population speak and use many languages, and Pijin is the third if not fourth language."* (Table 5.3, Clarifying Construct). It seems impossible, in such a situation to empower the students in fluent oral EFL but Hudson (1997) offers a more realistic solution that "the key to understanding how Kriol [or Solomon Pijin] and English work together in education is to know that English does not replace Kriol but is added as a second language," (Hudson,

cited in McRae, 1997, p.18). This is already happening in the Solomon context, where every teacher recycles English in Solomon Pijin for clarity. If "the purposes to which they put [Pijin] . . . and the ways in which they do so, are absent or prohibited in the school [Then] the situation of the children, indeed, is much worse than 'deprivation' if their normal competence is punished in the school," (Hymes, 1972, p.xx [Roman numerals]).

The teachers felt that they lacked *fluency* in spoken English. They feel this restricts how they teach English because of their insecurity and the 'Pacific Series' offers a secure well known and reliable way for teaching EFL writing. However such a structured syllabus

depends largely on the control of the language suggested by the teacher and used by the children . . . . Only when the teacher is reasonably certain that learners can speak fairly correctly within the limits of their knowledge of sentence structure and vocabulary may he allow them free choice in sentence patterns and vocabulary (Pittman 1963:188, cited in Richards & Rodgers, 1986, p.37).

The 'Nguzu Nguzu' syllabus (1997) by contrast, requires that "the teacher must use English as much as possible . . . . [and] when necessary, the teacher may speak in language or Pijin, but should always repeat what he/she says in English as well," (CDC, 1997, p.10). For these reasons the teachers at the workshop agreed that they needed training specifically in the English language not just grammar, and some were more adamant about the need for real practice in speaking and using English to become fluent enough to understand what they are teaching the children.

"Since independence in 1978, expatriate teachers have increasingly been replaced by local teachers, many of whom do not have a command of standard English, the language of

instruction," (Watson-Gegeo & Gegeo, 1992, p.17). Added to this problem is the custom not to look as if you think highly of yourself. If the teachers try to practise English, they are likely to be criticised for it, as related by Teacher 16, (see Appendix 5.3, fluency Category), where she was criticised for using English, and made to feel she was thinking too highly of herself. Others agreed that this is part of the Solomon Island cultural thinking and said that this sort of incident happens to them too. They, as well as the students, are too shy to use English, and so never practise it.

*Stimulating materials* are in short supply, and cause the teacher's methods to be restricted to use of the blackboard or line drawings in the children's textbook or other materials attached to the 'Pacific Series' syllabus. "However, while the judicious use of instructional resources can enhance learning in a number of ways, it is also important to note some potential limitations," (Barry & King, 1993, p.137). The resources are dependent on the students' attitude to the material. Sometimes overseas materials are not suited to the Solomon situation, and can confuse or distract the child. Speaking from personal experience, it is better to use what is there, if at all possible, but this requires some ingenuity and craft, and requires a lot of teacher's time.

In the Aboriginal language study (1997) it was found that "all potential learners are more likely to engage with a curriculum which is relevant to them . . . . [and so therefore to] develop locally based Aboriginal [or in the context of this study, 'Solomon'] teaching materials," (McRae, 1997, p.29). Underpaid, tired teachers, trying to understand syllabus content, cannot always afford the time to create motivating, culturally acceptable.



materials. A few teachers say, "They do not need any materials, they just use themselves or another person as a talking point, or make up some pictures themselves." This may be true, but not many teachers find the time to actually put this into action as evidenced by the lack of such materials in the reported lessons.

### **Underlying Philosophy**

Teacher's underlying philosophy falls into three categories: *involvement*, *interaction*, and *inducing*, reflecting the beliefs affecting the methods the teachers use. These could be termed as three types of teacher style, respectively informal, informal-formal, and formal.

*Involvement* in informal activities such as organised playing, picture activities, organised recall of own experiences, or daily freewriting, can help children to get a grasp of the concept or exercise before writing about it. "Beginning to learn English as a second language can be more effective in planned informal or semiformal activities i.e. by doing, role playing, imitating and through successive approximation etc." (Harris, 1987, p.45). The Solomon teachers see learning as a more informal activity for helping low achievers especially, for whom then find that a lack of parental involvement is a barrier to progress. For example, 'praise' is looked upon as 'bad', therefore many Solomon parents will not praise their children's achievements, so that they will not think highly of themselves.

At the workshop, some of the teachers said they would try to involve the slow achievers in informal group activities, like group discussion, to enable understanding before writing

could take place. Harris (1987) also found that Aboriginal learning styles in formal schooling enabled learning to take place. Therefore, in order to learn a concept and be able to write about it in EFL, "it is a good rule to begin with experiences, and then talk about and record those shared experiences," (Harris, 1987, p.54). However, this informal style is not approved by all the teachers. Some would prefer a more formal approach.

A third of the methods used in this study portray some kind of student *interaction* taking place. As the study progressed, more data accrued revealing the belief of the need for a close relationship between teacher and students where interaction could take place. Without this warm relationship it was felt that such interaction for enabling understanding would not be effective, nor would the students be willing to even begin to want to learn. This is reflected in Dellamont's (1987) report on teacher style where the 'mixed style' of informal and formal achieves the best results in any method used. The teachers saw this kind of interaction as the traditional style of fa'amanata'anga (*to shape the child's mind by discussion, within an interpersonal relationship of a group of children or student and teacher*). For example:

fa'ama...ata'anga, 'shaping the mind' (literally, causative + think = nominative) . . . . [involving] abstract discussion and the teaching of reasoning skills through questionanswer pairs, rhetorical questions, tightly argued sequences of ideas and premises, comparisoncontrast, and causal (ifthen) argumentation . . . . [When these sessions] focused on children [they were] . . . usually led by their parents. (Watson-Gegeo & Gegeo, 1992, p.13).

Fa'amanata'anga is an interactive process, which requires a warm teacher role and is utilised more by the female teachers who normally take the lower grades. Culturally,

mothers have a closer relationship with younger children than fathers, and according to Coordinator One, there has very rarely been a male Solomon teacher of the young. At the workshop, all the teachers believed that "fa'amanata'anga [shape the mind] is an interpersonal relationship the teacher must have as his or her goal, and as a vision of teaching, and without it the children will fail, and 'mi no win'. A mixed style, (in Dellamont's terms) seeks to develop relationships with all the students and the cooperation of all in interactive learning.

*Inducing* the child's understanding by listening to teacher's presentations of topics, explanations, and discussion, was felt to be important, especially by the male teachers, who teach mostly upper grades five and six. The relationship is more formal than the interactive or involvement philosophy requires. The insistence on power status relationship is not a sign of disrespect for the student as in the West, but rather a mutual respect between teacher and student. Watson-Gegeo & Gegeo (1992) stated that the formal style of teaching in Solomon Primary schools can be structured around pedagogical goals in contexts distant from the child. That is:

The teacher's version of the pedagogical strategy of wholegroup drill and practice with individual oral recitation, does little to develop children's cognitive skills . . . . The sentences are decontextualized, . . . [demonstrating] abstract notions of grammar and vocabulary. Their prosodic and paralinguistic features are also inauthentic, being a style developed for recitation, (Watson-Gegeo & Gegeo, 1992, p.1819).

The male teacher must be distant from female students whether the female student is younger or older. It is culturally unacceptable for females and males to mix from childhood on. The teachers in the study who favour this formal style of relationship, use a one way knowledge flow, like the Gwaunga'i teacher role, where the student must listen.

This formal style of teaching is very effective in the methods they use, and the relationship, though distant, is sincere, and it is not autocratic in the sense that Rodgers (1990) would advance where "overt power and constant teacher control . . . [telling] children what to do, with most children being compliant," (Rodgers, 1990, p.30). Consequently a mixed teacher style offers the best avenue for success.

### **Summary**

"If those who declare that there is no best method are asked why, the most immediate and frequent answer is likely to be, 'Because it all depends . . . on the teaching context'." (Prabhu, 1990, p.162).

The educational objectives certainly orient the methods to service writing, what Kawakami (n.d.) terms 'skill-getting'. Even with the presence of a 'whole language approach' the limited change in methodology shows in the small percentage of freewriting. However, change is occurring towards a Nunan's (1998) organic effect, not in terms of Long's (1998) focus on form, but in an instructional focus on form sense. For there to be integration across the curriculum as expected by the Solomon Education Department, there needs to be a wider use of skills in context writing coupling skill-getting and skill-using to enable student understanding before writing in EFL.

The operating conditions affect the methods both positively and negatively. Though wholeclass participation is used by the majority, group participation did have more success in achieving understanding and successful writing outcomes for low achievers.

Such group participation as recommended by Barry & King (1993) promotes second language writing where all can contribute, and is particularly beneficial for below average learners. Clarification of English in Pijin was necessary for understanding which Peregoy (1993) termed scaffolding. As Eagleson et. al. (1982) state, "It allows the child to communicate, and function comfortably," (Eagleson et. al. 1982, cited in McRae, 1997, p.15). A further addition to the problem is the teachers lack of fluency in spoken English. The teachers feel this traps them to a structured syllabus, and the short supply of stimulating materials adds to the constriction.

The underlying philosophies vary, where the informal teacher style relates to a learner role that learns by doing, and gains understanding through involvement in experiences. The formal teacher style is a more distant teacher role that requires the children to show respect and listen for understanding. This latter style is partly due to the cultural norm of male teachers having to be distant from female students, and partly due to the cultural norm of a traditional "Gwauga'i" teacher role usually male, authoritative, and distant in relationship. The mixed teacher style has a more interpersonal role that requires the children to interact between themselves and with the teacher, to gain understanding before writing in EFL. Traditionally this would be termed as a "fa'amanata'anga" teacher role where the teacher aims to shape the child's mind, through a close interactive relationship.

This surround evidently plays on the way a method is utilised by the teachers. The teachers who use group interaction, and all of them use Pijin, find their lessons work better for all abilities, even with limited materials. Yet according to the teachers' objectives

for the students' writing, they all show some success, including those who utilise whole class groupwork and differing degrees of formality. Therefore, "to say that the best method . . . varies from one teaching context to another does not help because it still leaves us with a search for the best method for any specific teaching context," (Prabhu, 1990, p.175). Rather, Prabhu recommends using the methods according to teacher plausibility, which, in this study, means requiring the teachers to accommodate the surrounding factors and seeks how best a particular method can be used to empower student understanding. This requires 'real' active teaching, not just adherence to a procedure.

### **6.3 THE CORE VARIABLE 'UNDERSTANDING'**

The teachers use a variety of methods and it would be impossible to choose one best method, just on the fulfilment of an objective in three writing samples. What did emerge however, was the teacher's unconscious or conscious need to initiate an activity or explanation to empower students through 'understanding' to write in EFL. Prabhu suggests "that the search for an inherently best method should perhaps give way to a search for ways in which teachers' and specialists' pedagogic perceptions can most widely interact with one another, so that teaching can become most widely and maximally real," Prabhu, 1990, p.176). This study presents the Solomon teacher's core perception of their pedagogic perceptions, as an explanation of EFL writing pedagogy in the Solomon context, which may also be extended or applied to and other similar EFL situations.

The four theoretical constructs provided four core categories, from which the single core variable emerged. Firstly, the listening methods were primarily used by the teachers but the conversing methods had the strongest outcomes for all abilities. Secondly the methods were predominantly influenced by skills objectives operating primarily via a need to clarify English in Pijin, with an underlying philosophy of a need for a close interactive teaching style operating by clarifying English in Pijin, with a predominant formal inducing philosophy on the one hand and a formal/informal interactive philosophy on the other. The underlying key to all the teacher's methods is the teacher's efforts to empower students in understanding to write in EFL. Below are given four examples of the same four teachers in the previous chapter of results, which exemplify how the core variable is

reflected in different ways by different teachers. Six specific studies similar to the present study are compared in the examples below. These are; Harris (1987), Kawakami (n.d.), Flinn (1991), Garcia (1991), Watson-Gegeo and Gegeo (1992), and Pennington (1997).

### **Example One**

A male teacher in grade five (Table 5.1, Teacher13C), emphasised the need for understanding using a *conversing* method, which combines process/product approaches. In Pennington's comparative Pacific/Asian study on teaching EFL writing, "many also remarked that they preferred a middle-of-the-road approach which combined process and product elements," (Pennington, 1997, p.131/2). Teacher 13C, asked his students to discuss a topic, while he used open-questioning to activate students' real life experiences, and ideas about their future life, before writing takes place. The microanalysis of literacy instruction and products also "indicated that teachers in Latino language minority classrooms organized instruction in such a way that students were required to interact with each other utilizing collaborative learning techniques," (Garcia, 1991, p.3). This method of conversing for understanding in Solomon Islands reflects a method termed *fa'amata'anga*, traditionally used to teach Solomon children to speak from a very young age (6months), "through a set of routines that structure interaction, control the child's behavior, communicate information and attitudes, and support the child's developing linguistic and cultural skill," (Watson-Gegeo & Gegeo, 1992, p.13).

As can be seen in the writing samples (appendix 5.1.1), all three students were able to fulfil the *comprehension* objective, "to understand the background of the story and



*meaning of the new words,"* (Table 5.2, Teacher 13C). This teacher's method was the only one to integrate across the curriculum by integrating a social studies topic 'business' with 'language'. Integration is a recent Educational guide given to Solomon Primary School teachers by the Ministry of Education since implementing the 'Nguzu Nguzu' syllabus. Many teachers however, find integration difficult to implement with the old structured syllabi for each subject is foreign to the Solomon situation and also outdated in many parts. It stands also as a barrier to integration, yet, because it is familiar it still enjoys much support and usage in the Solomon classroom. In the Garcia (1991) study it was found that integration empowered students in understanding across the curriculum by making sure "that students developed and utilized district-articulated grade-level skills in reading, writing, mathematics, and social studies," (Garcia, 1991, p.3).

Teacher 13 could only operate the method by making sure all the students understood by *clarifying* the task, in Pijin (Table 5.3, Teacher 13C). All the teachers apart from Teacher 16 agreed that Pijin was a necessity to the child understanding what was said in English. The private school teacher did admit however that sometimes she took new students from rural areas aside to explain an activity in Pijin. Otherwise they would not have understood what to do. Of course, "it is best and ideal to discuss only in English, but it is difficult for Japanese students, for whom English is a foreign language, to express their ideas in English at the same level as they can do in their mother tongue." (Kawakami, n.d., p.9). A similar solution to language scaffolding was found in the Latino students study, where in "classes with Spanish speakers, lower-grade teachers used both Spanish and English, whereas upper grade teachers utilized mostly English. However,

students were allowed to use either language," (Garcia, 1991, p.3). This code-switching is advised in the new 'Nguzu Nguzu' whole language syllabus, so that the children can easily gain understanding before writing. It is being found that Aboriginal students too should be taught "to switch languages in the appropriate situations and [learn] . . . how to be skilful at it' (Hudson, J. (1984)), " (cited in McRae Ed; 1997, p.19). This is also true in the Pulapese situation where English is taught as a second language from the earliest grades, but literacy is first encouraged in Chuukese, (Flinn, 1991, p.51).

The underlying belief that led Teacher 13C to use this method was *interaction*, where students of all abilities, but especially the below average students would be involved in sharing and understanding to be able to write (Table 5.4, Teacher 13C). In Garcia's study, below average Latino-American students were empowered in understanding to write in ESL by establishment of an "interactive, studentcentred, learning context . . . that academic learning has its roots in processes of social interaction," (Garcia, 1991, p.5). In Solomon Islands, traditional learning took place in interactive fa'amanata'anga sessions where parents empower the child's ability to understand by reasoning, that is, 'shaping the mind'. The parents assume,

that children are already knowledgeable and intelligent, and that their minds need to be guided and persuaded rather than forced into right thinking . . . . [this traditional education requires] practice of knowledge through routines, and formal fa'amanata'anga sessions in which children are taught to argue and reason, and knowledge is reviewed and ideas examined in the formal discourse register of the language, (WatsonGegeo & Gegeo, 1992, p.14).

Therefore utilising this traditional style of interactive teaching for all abilities will enable greater student understanding to write in EFL.

## Example Two

A female teacher in grade three (Table 5.1, Teacher 7C), used an *experiential* method, to aid the students in gaining understanding how to write about their own experiences within the environment. Thus, she provided a content/process crossover where formal learning of writing is;

started on familiar content, and that new Western content should, where possible, be introduced through informal processes, that is, through watching, doing, participating, telling and labelling (Harris, 1987, p.54).

The teacher made sure the children understood the new content first by watching, listening, doing, and participating in environmental observations, before moving to the formal learning process of writing and ultimately learning new content through self-discovery and talk. This typifies a Harris learning triangle where the teacher has used an experience to empower students understanding to end up in a more conscious, verbalised [written] school way of transmitting and reviewing knowledge, (Harris, 1987, p.54). Since Solomon Islanders traditionally learn through observation and imitation, this method is particularly suitable for the situation. "The process orientation is mirrored in a process view of language as fluid, changing, individual, and learnable only through real-life use or communicative activity," (Pennington, 1997, p.123).

As can be seen in the writing samples (appendix 5.1.2), all students were able to fulfill the *freewriting* objective "*to see if children can learn everywhere*," (Table 5.2, Teacher 7C). This method is moving towards a process approach where the goal of learning language is . . . self development and self expression with the English language being seen as a vehicle of communicative and intellectual power, (Pennington, 1997, p.123). This method

particularly shows the influence of the 'Nguzu Nguzu' whole language syllabus, where the four language modes should be integrated, immersing the children in spoken and written English, where English is learnt naturally, reflecting the environment, culture and society. Lastly, complete understanding can only be gained in, "a meaningful context, such as through a story or activity rather than through repetitive and meaningless drills," (Nguzu Nguzu, 1997, p.3).

The method was operated by the teacher using wholeclass and group work *participation* so that every child must observe their environment. (Table 5.3, Teacher 7C). In America, for Latino ESL students, "teachers consistently organized instruction so as to insure heterogeneous, smallgroup, collaborative, academic activities requiring a high degree of student/student interaction" (Garcia, 1991, p.5), whereas the teachers in this study required participation for understanding to be gained, whether it be in groups or in a wholeclass setting. Colonial government schools focused on basic literacy where teachers allowed questions of information from students, but open discussions and debate were prohibited (Watson-Gegeo & Gegeo, 1992, p17). This still continues in some of the Solomon classrooms due to teacher training from that time. However, the writing samples evidenced an all round fulfillment in writing objectives where the teacher used group participation.

The underlying belief that led her to using this method was *involvement*, "to see if children can write by themselves or for themselves, (Table 5.4, Teacher 7C). Many of the low achievers need to be involved in collaborative activities to aid them in their

understanding before completing a writing task. The reason for the low self-esteem of the below average learners is the fact that parents discourage the Mr.Me syndrome, and therefore will not praise their child, putting down any form of individualism. It is interesting that in Pulap, a similar context, "teachers encourage cooperation and conformity rather than competition or individualism . . . they do not encourage students to . . . display their skills or knowledge. Pulapese value *mehonohon*, 'humility', and discourage *lamalam tekiyah*, 'lofty thought', or 'arrogance'," (Flinn, 1992, p.54).

### **Example Three**

A female preschool teacher (Table 5.1, Teacher 1A), used a *practising* method to emphasise learning and understanding phonic sounds of the alphabet. The children did this by saying the abc letter names and the picture names several times. The children also had to spell the words using an imaginary pencil, ie; their finger on the floor, before writing could take place. This product orientation is "mirrored in a product view of language as a set of items, i.e., lexis and rules, which can be represented in a book and learned by study and memorization," (Pennington, 1997, p.123). The method facilitates the necessary skill in writing the letter 'abc' in a preparatory class. This user, to some extent, "bear[s] out Hairston's (1982) claim that . . . teachers still cling to the traditional model of instruction, 'frequently emphasising techniques that the research model of instruction has largely discredited'," (Zamel, 1987, p.699). However, there is a need for the children to practise the skill so that they can understand how to use it. No evidence that they used this skill in a whole text process approach was given in other methods the

teacher reported. However, teaching in a second language mitigates against the process approach and favours product teaching, (Pennington, 1997, p.124).

The teacher's *skills* objectives are particularly oriented to the the 'Pacific Series' (1967) syllabus which states that "the only way to learn a language is by regular practice of the correct forms. The children must be taught to understand spoken English and to speak it and write it themselves," (Rusterholtz, 1967, p.6/7). The writing lesson plan in the back of the Pacific Series (1967) syllabus is similar to the teacher's lesson with the pictures being added to stimulate interest. Watson-Gegeo and Gegeo's (1992) observations indicate that children "memorize the sing-song phrases required of them for oral recitation without understanding what the sentences mean . . . . [However] this" is what many Solomon parents, teachers, and administrators believe school learning is about. Their view is reinforced by the national examination system., " (Watson-Gegeo & Gegeo. 1992, p.18/9). The teacher's method requires the children to sound the letters so they can understand first its sound, then its name, and lastly what it looks like. This phonics section of the exercise does not occur in the 'Pacific Series' writing lesson plan, and it reveals more process orientation to writing where student understanding must be initiated before writing in EFL.

The teacher operated the method by providing *stimulating* materials: three hand drawn abc pictures on the blackboard, an alphabetical letters chart, papers, crayons and pencils, for the task (Table 5.3, Teacher 1A). An interesting improvisation in the use of materials to stimulate students is that recorded at the Pulap Primary School.

Some materials teachers develop in the absence of books reflect their own experiences and understanding. In a fourth grade science class, for instance, one teacher taught a unit on 'living things' . . . . Rather than dividing up the realm, as an American might, into three regions of land, air, and water, the teacher presented four regions that harbor living things. Consistent with their seafaring way of life, his regions consisted of air, land, fresh water, and salt, (Flinn, 1992, p.50).

At the workshop the teachers wrote down many ways to teach through local ways of life, and so by language experience to understand the traditional ways of fishing, collecting and preparing vine from the bush. An example was: Watching how to fish, before writing about it. However, not one of the teacher's reported methods utilise this traditional way of learning.

The underlying belief that led the teacher to use this method, was to *involve*, "*the children [by] look[ing] at the pictures, [because] it helps them to grasp the concept that the picture has a particular sound that begins with letter A, B, or C, and the word, and its name,*" (Table 5.4 Teacher 1A). In Garcia's paper on low achievers it was found that a similar need was required where, "teachers in Latino language minority classrooms organized instruction in such a way that students were required to interact with each other utilizing collaborative learning techniques," (Garcia, 1991, p.3).

#### **Example Four**

A male teacher in grade four (Table 5.1, Teacher 9B/C), used a *listening* method, to empower the students' understanding. In lesson B, he explained the lesson, and gave examples to the class before the lesson, so that they would understand the writing comprehension task. In lesson C he read a story while the children listened. Then he

questioned for understanding before the children read and began the written task. This approach is also utilised on Pulap Atoll where "Ifaluk islanders believe that socially acceptable behavior, obedience, and learning depend on listening and understanding," (Lutz 1985:61, cited in Flinn, 1992, p.53). Solomon children principally learn and understand how something works by observing, imitating, and doing, while listening. Listening is practised when attending a Gwaungai and teachers can easily have that traditional authority role. "In the 1940s and 1950s, salaries for local teachers were minimal, teaching was seen as a calling, and local teachers were regarded as Gwaunga'i," (Watson-Gegeo & Gegeo, 1992, p.16). Even in Aboriginal societies there is a need to listen. Harris (1987) reports how "parents train their children [to listen and] not to ask questions," (Harris, 1987, p.51).

In lesson B he used a *skills* objective for his lesson, though from a situational structured syllabus. These were all fulfilled in the students' writing samples (Appendix 5.1.4). Even though a synthetic syllabus is used, understanding is acquired because of the teacher's ability to use an appropriately formal style of teaching, with those kind of children. This reflects a similar situation in Japan where, "much current practice . . . is still characterized by the construction of isolated sentences to reinforce the teaching of grammatical structures, by the use of models for controlled parallel production. And the instruction of composition is still dominated by product oriented view of writing," (Kawakami, n.d., p.12). However Teacher 9 also utilises a free writing objective while using a philosophy of inducing understanding. Kawakami stresses a need for this kind of mix in writing



pedagogy, skill-getting and skill-using levels of writing continually being utilised.

Pennington (1997) found that Asian/Pacific teachers are perhaps forming

an adaptive behaviour in developing new orientations to the teaching of writing. These may represent neither Asian nor Western approaches and neither the process or product . . . . Rather, they may be new kinds of compromise positions or unique outcomes of the current demographics of teaching English in the AsiaPacific region, formed as deliberate or unconscious syntheses of process and product elements, (Pennington, 1997, p.140).

This method is influenced by the amount of *fluency* in the teachers ability in speaking English. The teacher senses a lack of fluency in his English language and says: *"Yes, everytime, we need further training in English if I want students to be fluent so must I. This is a major problem,"* (Table 5.3, Teacher 9). Coordinator One also said *"What I see is that training is needed apart from grammar . . . . What we teach is something that will stuck for lifetime in children. If we try as much as possible to teach it out we teach the wrong things to the children."* That is, unless the teacher's fluency has correct forms embedded in it she/he will teach the wrong grammatical structure, or more likely the wrong ways to use it. This lack of facility in English is not the fault of the teachers, "in 1978, for example, it was estimated that 30% of primary teachers were untrained and an additional 20% partially trained . . . . As of 1987, Form 3 school leavers were still being posted as teachers to rural primary schools without any teacher training," (Watson-Gegeo & Gegeo, 1992, p.17).

Teacher 9's underlying belief that led to using this method was to *induce* understanding by teacher example. He believed that formal instruction was the *good* method (Table 5.4, Teacher 9B), and that it was the good method to write good English (Table 5.4, Teacher

9C). The Gwaunga'i teacher role is achieved, "through demonstrations of cultural knowledge and appropriate behavior, and they are expected to model key cultural values." (Watson-Gegeo & Gegeo, 1992, p.11). This traditional teacher role reflects the expectation of the teacher role in upper grade primary school teachers, especially for male teachers, whereby the teacher induces understanding through demonstrations of their expert knowledge.

### **Summary**

The core variable "empowering students in 'understanding' to write in EFL", emerged from the four theoretical constructs which are: the methods, educational objectives, operating conditions, and underlying philosophy. The four examples above exemplify how the core variable is common to and explanatory of all the methods chosen by the teachers.

Beyond the above four examples others can be cited. Teacher 13C emphasised the need for understanding using a *conversing* method for initiating understanding. Teacher 7C enabled understanding by providing in an experiential method, what Harris (1987) terms 'content process crossover' enabling understanding through talk. Teacher 1A engaged understanding by a practising method, and Teacher 9B/C empowered understanding by using a presentational mode that is the listening method with success for all three students in fulfilling the writing objectives for both lessons. (see writing samples 5.1.4.a,b,c).

In view of the above variety of methods, Prabhu's suggestion that teachers have a personal conceptualisation of their teaching, arising from past experiences, can be taken as true. They are affected by exposure to methods while training, from encountering other teachers actions or opinions, and their own parental experience. These experiences and beliefs influence different teacher's differently, resulting in a varied concept of how teaching and learning should take place. "It is what may be called a teachers *sense of plausibility* about teaching." (Prabhu, 1991, p.172). It is abundantly clear that plausibility varies exceedingly since it is related to the complex of the individual teacher's experience. The idea of plausibility is common but what is plausible varies. The core variable of this study being grounded in the data does not vary in itself. 'Empowering student understanding' is the single key which unlocks the barrier to student progress. The way in which a given teacher enables student understanding varies in precisely the way which Prabhu suggests, hence the usual broad range of classroom methods which one might have expected. But the core item "student understanding" is firm, anchored as it is in the broad ground of the data.

These results therefore reveal a singular fact; a variable truly at the core of what is done by teachers. It is common to all the reported methods. Right across the spectrum of varied teacher and student surrounds in the Solomon Island EFL classroom, the core variable holds good.

## Chapter 7

### CONCLUSION

Five major conclusions may be drawn, one from each of the four major constructs plus one from the core variable. These constructs are: **The Methods, Educational Objectives, Operating Conditions, Underlying Philosophy**, and the core variable is **Understanding**. Following these conclusions are statements of what is indicated for further avenues of research in the area of this study.

#### **The Methods**

There is no one best method. The teachers' methods are not unlike Penningtons (1997) Asian/Pacific teachers product/process combination approach to teaching EFL writing. Like the Asian teachers, though, Solomon Island methods for teaching writing are more product than process where prewriting or brainstorming are immediately guillotined by the writing stage. Though a teacher's "sense of plausibility" may reflect the ultimate choice of what will work, the choice of method may be related more to a desire that the student gain understanding. Behind this, and helping to drive it, is parents limited expectations of what success means. Since the national school entrance examination requires only *written* English, parents tend to disregard the fluency in *speaking* EFL, which would aid development of written language. Teachers must make up the lack, and by many oral means they promote understanding. The key to the success which is achieved lies more in the attention given to the core variable than in classroom method selection. The Solomon teachers selection of successful methods show a varied sense of

what is plausible, but the key to their success in using the methods is their meeting of the student's need to gain understanding. That alone is the true common variable

### **Educational objectives**

To take students from where they are and to get them where the synthetic syllabus directs them to be taken, a structure of linguistic brick has to be built. Something must help them build, for clearly some (though not all) are succeeding. The way in which teachers in Solomon Islands apply their classroom methods is shown to promote student understanding, and it is this which is revealed as the vital cement that holds the wall together. To change the metaphor, it is also a key allowing students to unlock a gate into Nunan's (1998) organic garden, where learners grow at different times according to the surrounding climate. Teachers' sense of plausibility tends to make them favour certain methods in a given surround, but this study reveals that the varied 'senses of plausibility' that drives method selection can be further synthesised to a single key of empowering understanding. With the understanding, success is achievable no matter what the surround is. This is relatively independent of, but closely geared to, achieving any given educational objectives.

### **Operating Conditions**

There is no doubt that much mechanical teaching, where a method proceeds in isolation to the surrounding factors categorically following the procedure given (as opposed to real teaching) occurs in Solomon Islands. That is; procedure takes precedence over operating conditions, such as whether to utilise group work because of its advantages or simply to follow the synthetic syllabus procedure and go ahead as a whole class. Clarifying English

in Pijin is seen as an absolute necessity, but code-switching could be emphasised more, making less of a stark choice between English or English-and-Pijin. Teacher's EFL fluency itself places real limits on how the children learn EFL writing. Materials used are not as stimulating as they could be but teachers are endeavouring to do what they can. They have, as Prabhu (1990) suggests, a sense of plausibility which takes into account how their teaching leads to desired learning with a notion of causation that has a measure of credibility for them." (Prabhu, 1990, p. 172)

### **Underlying philosophy**

The core variable is perhaps nowhere more powerfully shown than when it arises from the teachers' underlying philosophy, where the relationship of the teachers to the students is also most strongly evident. The common categories of student involvement, interaction, and inducing understanding are the practical expressions of real beliefs. These probably reflect cultural teaching/learning strategies, such as the fa'amanata'anga discussions reported by Watson-Gegeo and Gegeo (1992). Inducing understanding certainly predominates as a belief. Interacting succeeds, for all abilities, but it has only been utilised by the minority of teachers. The teachers stated clearly enough their practical beliefs as to why they chose the classroom methods, but underlying these varied beliefs, and seemingly quite unconscious, is a common perception of the student as one in need, and that need being to gain understanding. All the teachers' methods are engaged using this underlying belief that unless understanding is acquired the teaching objectives cannot succeed.

### **Core Variable**

Empowering students' understanding provides a key for Solomon Island teachers to open the way for students to pass from 'mechanical' writing to 'real' writing. The 'notion of causation' that may be required is for the Solomon Island teachers, helped by researchers and the Solomon Islands Education Ministry, to make this core variable more explicit. If we know that empowering understanding has such an important place in our historically successful strategies, we ourselves are empowered to use the key to model our philosophy, our teaching approach, our classroom management, and our lesson design/methodology to achieve the best we can whatever our resources may be. What Solomon Islands teachers do, which is not merely to achieve their own success but meet the need of the student, is to empower the student in understanding to write in EFL.

### **Future Avenues of Research**

There is a great need for 'real' EFL writing in the situation under study. The present synthetic syllabus 'Pacific Series' (1967) restricts this. The gradual implementation by an overseas team of the 'Nguzu Nguzu' (1997) analytical syllabus moves towards an integration of the four literacy modes. The Solomon Islands Education Department requires integration across the curriculum such as Mohan's model (1987) proposes for purposeful writing, but no practical support has yet been given to enable Solomon Islands EFL teachers to accomplish this task. The Solomon Islands Education Ministry in seeking to update syllabi has received "funds . . . from the ROC [Republic of China] government for the development of the Primary education programme which would involve reviewing and printing of curriculum materials relating to science and agriculture, community studies, physical education and expressive arts," (Solomon Star, 1998.p2). According to

Coordinator One, and my own past observations, a language-content curriculum is considered desirable by both the Ministry and a majority of teachers but presently poses an impossible task for the EFL Solomon Islands teachers already struggling with the English Syllabus.

If knowledge of the core variable revealed in this study is to greatly benefit the Solomon Islands teachers, it has to be translated into explicit classroom action. This has to happen in the context of implementing the newer syllabus, as well as addressing the EFL environment which affects both the teachers and the students. Action research may be a profitable approach by which to implement Mohan's (1987) model in order to integrate subject content and language processes, and so promote progress to 'real' EFL writing in Solomon Islands. If in so doing it specifically encourages lesson designs where student understanding is empowered, together with appropriate use of helpful cultural learning modes based on familiar societal relationships, it will be likely to have a greater success.

It ought to be noted though, that research into ways in which these issues can be addressed in classrooms will be but the beginning of what is likely to be a slow process towards improvement in English teaching in Solomon Island Schools. While possibly a long and involved process, that can only be regarded as a worthwhile calling for those who may involve in it.



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## APPENDICES

The handling of large amounts of coded verbal data in this study has led to the use of a number system for the appendices which mimics exactly to the numbering of the text sections. There is therefore no appendices 1,2,3, since chapters 1 to 3 require no appendix. Appendix 4 relates to chapter 4; Appendix 5 to chapter 5.

	page
<b>4      Data collection</b>	<b>123</b>
4.3.1    Data collection instrument	123
4.4.1    Time frame for this project	129
4.4.2    Belief sheet	130
4.4.3    Ten major findings	131
4.4.4    Workshop comment sheet	134
4.5.1    Example of one computerised report file (Teacher 9)	136
4.5.2    One page summary of the report file data	138
 <b>5      Full list of data incidents</b>	 <b>139</b>
5.1      The Methods: conversing, experiential, practising, & listening	139
5.2      Educational Objectives: skills, comprehension, & free-writing	143
5.3      Operating Conditions: participate, clarify, fluency, & stimulate	146
5.4      Underlying Philosophy: involvement, interacting, & inducing	151
 <b>The Writing Samples Illustrating the Methods</b>	 <b>157</b>
5.1.1    Conversing Method writing samples (teacher 13)	157
5.1.2    Experiential Method writing sample (teacher 7C)	160
5.1.3    Practising Method writing sample (teacher 1A)	162
5.1.4    Listening Method writing sample (teacher 9B)	163
 <b>The Writing Samples Illustrating The Objectives</b>	 <b>166</b>
5.2.1    Skills objective writing sample (teacher 3A)	166
5.2.2    Comprehension objective (teacher 16B)	167
5.2.3    Free writing objective (teacher 9C)	169

# INSTRUCTIONS

1. Please describe your classroom and the resources available to you.

2. Choose **THREE** of your most successful methods for teaching writing, and think of them as method A, B, and C.

**For EACH method:**

**Explain YOUR beliefs that have led you to use it.  
Expalin any problems YOU have had in using it.  
Describe a "lesson" or "unit" that uses it.**

3. For **EACH** method:  
provide **THREE** student writing samples,  
from the "lesson" OR "unit".

**\* the three students should be  
the same students, for every "lesson" or "unit".**

**\* please do not correct the students' work.  
(write what it says on the back, if unclear).**

**\* staple the writing samples,  
to the pages at the back of this report file.**

**DATA COLLECTION INSTRUMENT (appendix 4.3.1.b)**

**4. Please fill-in the boxes below.**

**The THREE students should be from families in which english is not the mother tongue.**

**DO NOT GIVE THE STUDENT'S NAME**

**STUDENT 1: ABOVE-AVERAGE WRITING ABILITY.**

Place of birth:                      Age:                      (male/female)

Useful background information:

**STUDENT 2: AVERAGE WRITING ABILITY.**

Place of Birth:                      Age:                      (male/female)

Useful background information:

**STUDENT 3: BELOW-AVERAGE WRITING ABILITY.**

Place of Birth:                      Age:                      (male/female)

Useful background information:

## **My Classroom & Resources**

Please describe your classroom and the resources available to you, (include a classroom photograph, if you want to).



## METHOD A

Time taken for "this lesson" or "this unit".

Describe the specific objectives for "this lesson" or "this unit".

Describe how you organised the students in "this lesson" or "this unit" (whole-class/ group-work, etc;).

Describe any materials you and the children used in "this lesson" or "this unit".

List any languages including Solomon Pijin, that you and the children used in "this lesson" or "this unit", and explain why.

## **METHOD A**

PLEASE DESCRIBE THE STEPS OF THIS "LESSON" OR "UNIT"

In each step, try to explain how YOU behave to the children,  
& how YOU allow the children to behave to you & to each other.

Please use the other side of this page, if you need more space.

## **METHOD A**

Please explain YOUR personal beliefs about teaching,  
that have led YOU to use this method.

Please explain any PROBLEMS you and the children have had,  
in using this method.

# 1998 TIME FRAME FOR THIS PROJECT (appendix 4.4.1)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Sat/Sun
May	4 Pilot Report File returned	5	6	7	8	9-10
	11	12	13 Thesis Proposal Presentation	14	15	16-17
	18	19	20	21	22	23-24
	25	26	27	28	29	30-31
June	1	2	3	4	5	6-7
	8	9	10 Submit proposal to examiners	11	12	13-14
	15	16	17	18	19	20-21
	22	23	24	25	26	27-28
July	29	30	1	2	3	4-5
	6	7	8	9	10	11-12 Sent report files to Solomons
	13	14	15	16	17	18-19
	20	21	22	23	24	25-26
	27 Report Files returned	28	29	30	31	1-2
August	3	4	5	6	7	8-9
	10	11	12	13	14	15-16
	17	18	19	20 Proposal Approved	21	22-23
	24 Data Analysis >	25	26	27	28	29-30
Sept;	31 Data Analysis >	1	2	3	4	5-6
	7 Data Analysis >	8	9	10	11	12-13
	14 Data Analysis >	15	16	17	18	19-20
	21 Data Analysis >	22	23	24	25	26-27
Oct;	28 Results summary	29	30	1	2	3-4
	5 Letter of findings faxed to teachers	6 Write method >	7	8	9	10-11
	12 Teachers Workshop	13 Teacher comment faxed back to me	14 Analyse teacher comments >	15	16	17-18
	19 Write method & literature on it >	20	21	22	23	24-25
	26 Write introduction & begin results >	27	28	29	30 Workshop tape & notes returned	31-1
Nov;	2	3 Analyse workshop data	4 Write literature & framework >	5	6	7-8
	9 Dialogue to check theory	10 Analyse dialogue data	11 Write results & discussion >	12	13	14-15
	16 Write abstract & conclusion >	17 Submit to librarian 4 thesis pages	18	19	20	21-22
	23 Proof read & edit Thesis	24	25	26	27	28-29
Dec:	30 Submit 3 unbound thesis to HDO	1	2	3	4	5-6
	7	8	9	10	11	12-13
	14	15	16	17	18	19-20

## **BELIEF SHEET (appendix 4.4.2)**

Please fill in the following, explaining any beliefs about teaching EFL writing . Perhaps there is something further that you did not think to write in your report file.

My name is \_\_\_\_\_, and I am a Solomon Island teacher.

**1. I believe that the children in my class learn to write by . . . . .**

**2. I believe . . . . .**

**3. I believe. . . . .**

**4. I believe . . . . .**

**5. I believe . . . . .**

## TEN MAJOR FINDINGS (appendix 4.4.3.a)

### 1. I have found that your students' consciousness of errors, hinders their writing

☞ Many teachers in this project feel that children who are conscious of their errors in their writing (spelling, or punctuation) will not try, but hardly write anything. Usually this happens to the below average students.

☞ Several teachers in this project feel that children need lots of oral practise in reading, spelling, using nouns etc, before writing, to activate this knowledge first, but below average students still find difficulty because they are conscious of making errors.

☐ *If these things are true in your class, in what ways do you try to help the slower learners overcome their consciousness of (spelling/punctuation/sentence construction) errors?*

### 2. I have found that your limited resources prevent students understanding new topics.

☞ Five out of eleven teachers in this project believe that pictures are important in activating thoughts and comprehension of new topic, before children write, but not many pictures are available to them.

☞ Some teachers in this project sometimes don't teach a abstract topic because they cannot get the resources necessary to teach it. Without the hands-on materials the children will very likely not understand the concept, and not be able to write about it. Many teachers appear to like using reading books but four to five students have to share one reader, also flashcard games have become old and completely worn out, some unusable. Every teacher in this project uses the blackboard most of the time for wholeclass participation, so that children can at least see and gain some understanding of the topic, before writing.

☐ *If these things are true in your class, what additional (cheap!) resources could be utilised to improve the teaching of writing in your classroom?*

### 3. I have found that some of you believe that your students must listen to write well.

☞ Many teachers in this project believe that their students must listen to gain understanding about a particular grammar form (use of apostrophes, punctuation, sentence construction), and to pass the national high school entrance examination. Children must listen and not interrupt the teacher. Traditionally in Malaita - Solomon Islands, even though their are elders (gwaunga'i) of kin lines and elected village chiefs, decisions are made consensually. The gwaunga'i are expected to be leaders in cultural knowledge and appropriate behaviour, and are respected for their knowledge more than their ability to argue or persuade.

☐ *If these things are true in your class, do you have a status like gwaunga'i in the eyes of the children in your class, where the students listen to your reasoning about the topic or grammar exercise, to gain understanding on how/what to write? -describe how.*

## TEN MAJOR FINDINGS (appendix 4.4.3.b)

### 4. I have found that some of you consider writing to be more important than speaking.

Many teachers in this project believe that to be able to write and read in English, is seen as an important step to progress for a Solomon Island child. Whereas the correct speaking of English is not seen as important, especially by parents, who want their children to pass the written National High School Entrance Examination.

*If these things are true, how extensive is the lack of parental support in speaking English?*

### 5. I have found that you believe discussion/questioning are needed before writing.

Many teachers in this project strongly believe that lots of student free/open group discussion (some around roleplays) about a topic or story is necessary before writing. It involves everyone in understanding English forms, such as sentence construction and comprehension exercises.

One teacher in this project emphasised student questioning as necessary to activate the students' imagination on a topic before writing.

Some teachers in this project strongly believe that teacher led talk, teacher led questioning, and teacher examples are best for motivating students and communicating correct forms of punctuation and sentence construction. Teacher led discussion is also easier to control than student group discussion.

*If these things are true in your class, can you explain why you prefer 'teacher led wholeclass discussions/questioning', or, and 'student group discussions/questioning'?*

### 6. I have found that your student discussions may be like "fa'amanata'anga".

Many teachers in this project use group and pair discussion. This discussion appears to be like the traditional Solomon Island - Malaitan learning, called "fa'amanata'anga" which is a direct and interpersonal way of teaching using a discussion, and reasoning through question/answer. It also uses cause and consequence (if/the) arguments, rhetorical questions, and sequenced ideas, and comparison/contrast. It assumes that the child has prior intelligence, knowledge, and only needs to be given a sound reason for doing something.

*If this is true, do your students' discussions take place in a traditional Solomon Island manner, like "fa'amanata'anga" - ('shaping the mind'), by reasoning and talking around the topic, to clarify the writing task before the student can perform the task?*

### 7. I would like to know if there are any other traditional ways of learning that you use.

Perhaps there are some Solomon traditional ways of learning that are used in your classroom, or other primary schools, to develop Solomon Island children's writing, that have not been mentioned. I would like to know what they are and how you use them in teaching writing, so that other teachers, teaching in Solomon Islands would be able to teach Solomon Island children better.

*If so, can you please describe how you use these in teaching writing?*

## TEN MAJOR FINDINGS (appendix 4.4.3.c)

### 8. I have found that teacher explanations and student discussions are in Pijin.

☞ All teachers in this project except one, say that they have to repeat their lesson explanation in Solomon Pijin, otherwise the students will not understand, due to the students' lack of English grammar. EFL theory agrees that the first language of the students should be used alongside the foreign language (I know that Pijin may be a students' third or fourth language but for now we will call it their first language). It has not been made clear however if the students also speak in Pijin during discussions or are made to use only English all the time in a writing lesson. Perhaps the Pijin speaking causes the errors in the students writing, as the writing samples sometimes show a Pijin word order not a English word order.

☐ *If these things are true about the use of Pijin by both teachers and students, what are the main reasons for this need?*

### 9. I have found that your writing lessons are mostly exercises from your teachers book.

☞ Every teacher in this project has 30 minute writing lessons. Perhaps this is due to Education policy, School policy, or your teachers English book.

☞ Several Solomon Island teachers in this project, feel they lack good English grammar skills themselves, and therefore find it hard to teach their students the correct form of English. They have to rely on structured grammar exercises (punctuation exercises, shorten-sentences-with-apostrophes exercises, sentence construction exercises) from their teachers English Book, that the children may soon forget. If they let the children learn incidentally from writing stories, reports, procedures, recounts, & expositions, perhaps the children will not learn the correct form of English. There were ten story & report writing lessons out of thirty-three lessons taught in this project, all the rest were grammar exercises.

☐ *If these things are true in your teaching, can you explain which you consider as more important in teaching writing: out-of-context grammar exercises, or punctuation and sentence construction learnt incidentally in a story or report?*

### 10. I have found one teacher saying, that SI teachers need English grammar training.

☞ One teacher in this project believes that an answer to the lack of English grammar would be training in English Grammar. If Solomon Island teachers really do lack fluency in English (good grammar skills) - then English grammar training is needed for each teacher, so that they can teach English fluently. Not having to rely so much on structured teachers English book grammar exercises, that seem to be quickly forgotten by the children.

☐ *If these things are true, can you explain what you think about this?*



## WORKSHOP COMMENT SHEET (appendix 4.4.4.a)

1. I have found that your students' consciousness of errors, hinders their writing.

☐ If these things are true in your class, in what ways do you try to help the slower learners overcome their consciousness of (spelling/punctuation/sentence construction) errors?

2. I have found that your limited resources prevent students understanding new topics.

☐ If these things are true in your class, what additional (cheap!) resources could be utilised to improve the teaching of writing in your classroom?

3. I have found that some of you believe that your students must listen to write well.

☐ If these things are true in your class, do you have a status like gwaunga'i in the eyes of the children in your class, where the students listen to your reasoning about the topic or grammar exercise, to gain understanding on how/what to write? -describe how.

4. I have found that some of you consider writing to be more important than speaking.

☐ If these things are true, how extensive is the lack of parental support in speaking English?

5. I have found that you believe discussion/questioning are needed before writing.

☐ If these things are true in your class, can you explain why you prefer 'teacher led wholeclass discussions/questioning', or, and 'student group discussions/questioning'?

## WORKSHOP COMMENT SHEET (appendix 4.4.4.b)

6. I have found that your student discussions may be like "fa'amanata'anga".

☐ If this is true, do your students' discussions take place in a traditional Solomon Island manner, like "fa'amanatu'anga" - ('shaping the mind'), by reasoning and talking around the topic, to clarify the writing task before the student can perform the task?

7. I would like to know if there are any other traditional ways of learning that you use.

☐ If so, can you please describe how you use these in teaching writing?

8. I have found that teacher explanations and student discussions are in Pijin.

☐ If these things are true about the use of Pijin by both teachers and students, what are the main reasons for this need?

9. I have found that your writing lessons are mostly exercises from your teachers book.

☐ If these things are true in your teaching, can you explain which you consider as more important in teaching writing: out-of-context grammar exercises, or punctuation and sentence construction learnt incidentally in a story or report?

10. I have found one teacher saying, that SI teachers need English grammar training.

☐ If these things are true, can you explain what you think about this?

## EXAMPLE OF ONE COMPUTERISED REPORT FILE (appendix 4.5.1.a)

### Teacher 9

#### My classroom and resources

This class has 40 students in the class and all the students are coming from different islands in the Solomons. They all speak different languages in their own mother tongue. The official language that we speak it in the class is Pijin English and English. We use mainly the resources that are available in the class for teaching like chalk, charts, text books and newspapers. This class four or grade four is a literacy trial class where students learning exercise from any materials that are available in the class. All the methods used are coming from the books which the teacher has them in hand.



#### METHOD A

Belief My personal beliefs for using this method is that; the method is good because it includes the whole class, and makes the students talk openly in the class.

The method is used for the student to understand the language and familiar with the given report and speeches.

Problems The problem is only a few people are our brave to talk and share idea. The problem with this method it is too noisy with those who are not give idea. The problem is not enough time for the whole class and group to contribute.

Time taken for this lesson was 30 minutes

Objectives The aim for this lesson is for the students to understand the sequence of the story from all play.

Organisation We use the whole class and student make role play in their group.

Materials Chalk, paper, chalk, board, story, paper.

Languages Solomon Pijin because it is easy to communicate.

#### The lesson

1. Teacher put the picture chart on the board.
2. Teacher tell each group to look at their picture chart.
3. Teacher introduce the lesson to the group.
4. Teacher tell the group to role play the story.
5. Teacher make a conclusion to the lesson to the whole class.

## Example of one computerised report file continued (appendix 4.5.1.b)

### Teacher 9

#### METHOD B

Beliefs The method is good for teaching this topic but may change if the topic is different and I believe that this is the good method

Problem Children are learning by copying from others. Children don't feel enough learning. Children make it as a daily routine only

Time taken for this less than 30 minutes

Objectives By the end of the lesson children should be able to write and make up good punctuation for their sentences.

Organisation This method is a whole class activity where it including the whole class with children or to work in a group.

Materials Teachers note for English, children's pupils book, chalkboard

Languages Solomon Pijin because it is easy to understand by the children, also English

#### The lesson

Teachers did the explanation of the lesson.

Teacher given example to the class before the lesson.

Teacher share the pupils work book and childrens receive it

Children's work by themselves in their own desks

#### METHOD C

Belief I believe to this method I think it will enable the student to write good sentence and good English languages

Problems there are some hard words are used in the story books. Some students don't write long stories for their story

Time taken for this lesson was 30 minutes

Objectives This unit make the child think about the story he read and makes him know how to write their own story

Organisation This is a whole class activity where children come together in front and sit at the front of the teachers table read with the teacher and after that ask question and answers.

Materials The materials used in this lesson is reading book, piece of paper, chalk and colour for colouring the picture for their story

Languages The languages that we use in this lesson is Solomon Pijin. We use this language for explaining the lesson so that the student can understand well the lesson before doing it

#### The lesson

Teacher read the reading story book to the student

Teacher ask the questions about the reading book read to the student

Teacher ask the student to read the story book together in the class

Teacher told the children to rewrite the story following the story they read as an example

Children write their own story



## APPENDIX 4.5.2: A one-page summary of the Report file data

	METHOD A	METHOD B	METHOD C
<b>Teacher</b>	1A pre-school (whole - 30mins)	1B pre-school (group - 30mins)	1C pre-school (whole - 30mins)
<b>Objective</b>	To write letters abc in words	To match colours and objects	To match objects 1-10
<b>Outcome</b>	1-yes, 2-yes, 3-no idea	1-yes, 2-almost, 3-no can't match	1-yes, 2-yes, 3-no idea
<b>Lesson</b>	Chn, practice letters abc	Chn match colours & objects	Chn listen & match objects
<b>Materials</b>	BB, abc chart	picture & colour match cards	BB, counting chart, objects
<b>Language</b>	Simple English and Pijin	Simple English & Pijin	Simple English & Pijin
<b>Belief</b>	Pictures activate letter sounds	Manipulating objects for learning	Repetition enables memory
<b>Problem</b>	But slow sts; need practise	No problem	But still confused about concept
<b>Teacher</b>	3A grade one (whole 30mins)	3b grade one (whole- 30mins)	3C grade one (whole - 30mins)
<b>Objective</b>	To develop grammar & vocab	To recognise words	To construct simple sentences
<b>Outcome</b>	1-yes, 2-yes, 3-no verbs mixed	1,2,3,-yes	1,2,3,-yes
<b>Lesson</b>	Chn make sentences in roleplay	Read/discuss big book, nouns	Tchr BB sentences, explain pics;
<b>Materials</b>	Tchr BB sentences, flashcards	Used big book & flashcards	BB, counting chart, objects
<b>Language</b>	Pijin so chn can understand	Pijin so everyone can understand	Pijin so chn can understand
<b>Belief</b>	Sts; involve so ideas grasped	Free discussion -everyone learn	Pictures help to find verb
<b>Problem</b>	Some writers too slow	Much effort to get participation	Few sts, unable to recognize verb
<b>Teacher</b>	5A grade two (whole -30mins)	1B pre-school (group - 30mins)	1C pre-school (whole - 30mins)
<b>Objective</b>	No objective	None	None
<b>Outcome</b>	No samples	None	None
<b>Lesson</b>	Chn, sit & listen to tchr then write	Chn sit & look& listen. Tchr quest;	Chn listen & match objects
<b>Materials</b>	Sticks & rubberbands, maths.	Books	BB, counting chart, objects
<b>Language</b>	Solomon Pijin & English	English & Pijin	Simple English & Pijin
<b>Belief</b>	Listen to understand/pass exam	Good teaching-good leaders	Repetition enables memory
<b>Problem</b>	But workbook exercise not enough	Difficult for chn; who know not Eng;	But still confused about concept
<b>Teacher</b>	6A grade two (whole - 30mins)	6B grade two (group - )	6C grade two (whole - 20mins)
<b>Objective</b>	To add sum and write it	To say, spell & write words	To read & write sentences
<b>Outcome</b>	1-yes, 2-yes, 3-no idea	1,2,3,- yes	1-yes, 2-yes, 3-no idea
<b>Lesson</b>	Tchr, demo while chn listen	Chn in groups practice oral spelling	Tchr & chn read word chart tog;
<b>Materials</b>	Tchr manual, BB, stone, midrib	Tchr manual, BB, flashcards	Tchr manual, BB, sentence chart
<b>Language</b>	Solomon Pijin & English	Solomon Pijin & English	Solomon Pijin & English
<b>Belief</b>	Tchr mark - motivate need to write	Peer discussion - better writing	Read correct form better sentence
<b>Problem</b>	Dependent on cooperation.	But difficult to check on individuals	books, make own-no paper
<b>Teacher</b>	7A grade three (wh/gp -45mins)	7B grade three (whole - 30mins)	7C grade two (whole -30mins)
<b>Objective</b>	To recognise & read words	To join & sequence sentences	To see if chn learn everywhere
<b>Outcome</b>	1-yes, 2-yes, 3-no idea	1,2,3,-yes	1,2,3,-yes
<b>Lesson</b>	Tchr, BB sentence & read story	Teacher BB questions to read.	Chn describe what they see
<b>Materials</b>	Reading books, flashcards, BB.	Exercise book & BB	Papers
<b>Language</b>	Solomon Pijin & English	Solomon Pijin & English	Solomon Pijin & English
<b>Belief</b>	Chn; think/discover own answers	Must activate prior thinking	Lots of writing practise
<b>Problem</b>	No problems	but difficulties with spelling	No problem
<b>Teacher</b>	9A grade four (whole/gp - 30mins)	9B grade four (whole -30mins)	9C grade four (whole 3-mins)
<b>Objective</b>	To sequence story from roleplay	To write & punctuate sentences	To write a story
<b>Outcome</b>	1,2,3,-yes	1,2,3,-yes	1,2,3,-yes
<b>Lesson</b>	Chart used to roleplay story	Tchr; explain how to construct	Chn listen & match objects
<b>Materials</b>	BB and story	Tchr/pupil textbook & BB	BB, counting chart, objects
<b>Language</b>	Pijin to explain so chn understand	Pijin to explain so chn understand	Pijin to explain so chn understand
<b>Belief</b>	Open talk to understand language	Tchr; example best for construct	Listening helps form good sentis;
<b>Problem</b>	Few brave to talk & involve	But only daily exercise, forget	But difficult words used in story
<b>Teacher</b>	12A grade five (whole -25mins)	12B grade five (whole - 45mins)	12C grade five (whole - 20mins)
<b>Objective</b>	To read & comprehend poem	To write a complete story	To write sentis; & correct spellings
<b>Outcome</b>	1-yes, 2-yes, 3-no idea	1,2,3,-yes	1-yes, 2-yes, 3-no idea
<b>Lesson</b>	Student question/discuss poem	Student question to understand	Tchr; explain lesson, st; question
<b>Materials</b>	BB and teacher	BB, teacher, & picture chart	BB and teacher
<b>Language</b>	Explain in English repeat in Pijin	Explain in English repeat in Pijin	Explain in English repeat in Pijin
<b>Belief</b>	Chn; share own understanding	Tchr-centred discussion better	Tchr explanation & St; question
<b>Problem</b>	But lazy sts; do not participate	But difficulty in spelling	But Ltd; exposure to literature
<b>Teacher</b>	13A grade six (pairs - 20mins)	13B grade six (pairs - 30mins)	13C grade six (whole - 20mins)
<b>Objective</b>	Shorten sentis, using apostrophe	To use pics; to recount story	To understand meaning of story
<b>Outcome</b>	1-yes, 2-yes, 3-no different lesson	1,2,3,-yes	1,2,3,-yes
<b>Lesson</b>	Tchr; explain use of apostrophe	Chn; discuss story, read wordlist	Chn; discuss topic, & read story
<b>Materials</b>	Textbook	Textbook	Reader
<b>Language</b>	English & Solomon Pijin	English & Solomon Pijin	English & Solomon Pijin
<b>Belief</b>	Form examples - good grammar	Discuss pics; activates ideas	Topic discuss motivates writing
<b>Problem</b>	But confusion when to use	Difficulty in sentence sequencing	But slow readers can't catch up
<b>Teacher</b>	14A grade six (whole - 30mins)	14B grade six (whole - 30mins)	14C grade six (whole - 30mins)
<b>Objective</b>	To use apostrophe's correctly	To use pics; to write a story	To listen to story & answer quest;
<b>Outcome</b>	1-yes, 2-yes, 3-no idea	1-yes, 2-almost, 3-no flow	1-yes, 2-yes, 3-no idea
<b>Lesson</b>	Tchr; explained & gave example	Chn; sequence pics; to write story	Tchr; read story & questions
<b>Materials</b>	Textbook	Use picture chart in textbook	Textbook
<b>Language</b>	Pijin to explain	Pijin to explain	Pijin to explain
<b>Belief</b>	Tchr-centred most popular in St's	Individual teach best for st.3's	Listening develops writing
<b>Problem</b>	But below ave; sts; work too slow	But needs too much time to write	But chn have prob; with spelling
<b>Teacher</b>	15A pre-school (Gr/Indiv - 1hour)	15B pre-school (Wh/gr - 30mins)	15C pre-school (W/G/- 35mins)
<b>Objective</b>	To construct own sentences	To develop listening & write	To develop writing skills
<b>Outcome</b>	1,2,3,-yes	1,2,3,-yes	1,2,3,-yes
<b>Lesson</b>	Chn' say a sent; about each picture	Tchr; read story, chn; discuss	Chn; discuss news, indiv oral report
<b>Materials</b>	paper, pencil, crayon, paints	Paper, pencil, crayons, paint	Paper, pencil, crayons, paints
<b>Language</b>	Simple English repeat in Pijin	Simple English repeat in Pijin	Simple English repeat in Pijin
<b>Belief</b>	Pictures activate sent; construct;	Stories activate own story writing	Talking activate thoughts to write
<b>Problem</b>	But chn; dream until tchr; explain	Some don't understand- no listen	But some chn; can't recall
<b>Teacher</b>	16A grade three (group - 35mins)	16B grade three (group - 30mins)	16C grade three (whole - 10mins)
<b>Objective</b>	To construct/punctuate sentence	To listen & speak to comprehend	To assess what speech chn know
<b>Outcome</b>	1-yes, 2-yes, 3-no idea	1-yes, 2-almost, 3-no can't	1-yes, 2-yes, 3-no idea
<b>Lesson</b>	Chn; construct sent; adding nouns	Tchr/chn question & discuss first	Chn; write for 10mins on any topic
<b>Materials</b>	Pencil & books	Depends on whether read/maths	Pencils & books
<b>Language</b>	English as much as possible	English as much as possible	English as much as possible
<b>Belief</b>	Games format motivates learning	Indiv; teach best for low/high learner	Listen develops comprehension
<b>Problem</b>	Consciousness of errors hinders	But class too noisy = bad teacher	Conscious of errors limits writing



TABLE 5.1: THE METHODS (FULL LIST OF CONVERSING INCIDENTS)

CATEGORIES, LEVEL II - FOCUSED CODING, BELIEF SHEETS, AND WORKSHOP DATA

**CONVERSING**

Only nine out of thirty six lessons used group discussion. However the teachers were only allowed to report three of their methods they had found successful.

Belief, 14.4: 'Group discussion studying pictures helps to write better sentences'.

Belief, 13.4: 'I believe that children learn to write if they ask questions to each other and help together'.

Teacher 'at the workshop comment sheet' (at wcs).

At wsc4: 'Student group discussion - to talk freely - not depend on teacher'.

At wsc10: 'Student group discussion/question - not feel bored, involved, children contribute more'.

At wsc13: 'Student discussion question helps students, get involved - gets ideas for writing'.

At wsc15: 'Student discussions but - to understand more - encourages shy children to talk'.

At wsc16: 'Student group discussions involves children more, knowledge gained, and extended through own discussions'.

Teacher 'not at the workshop comment sheet' (not at wcs).

Not at wsc1: 'Teacher lead question, easier to motivate pre-school children'.

Not at wsc3: 'Writing improves if children allowed to discuss own experiences'.

Not at wsc5: 'I prefer whole class discussion/questioning - so I can explain and show what to do'.

Not at wsc7: 'Yes to get ideas - slower ones get to express own ideas too'.

Not at wsc9: 'Teacher best to get proper understanding but student discussion led by teacher works best'.

Not at wsc14: 'Teacher discussion and questioning before children can write'.

**WORKSHOP**

Teacher 16: (Mi bae sei, mi prefer children discussion bikos when I find out I do most of the talking ia, those children are bored so maybe one or two continue to listen. If iu nomoa readim note ia and putim up long blackboard fo oloketa copem, samtaem they don't know what they are writing about is so that's why mi consider disfalla student discussion group rather than the teacher led one) - I prefer children discussion because when I do most of the talking those children are bored while only few would listen. If you alone read notes, write it on the board for them to copy sometimes they don't know what they are writing about.

Teacher 10: (As a whole class - Bae iu findem maybe one or two save contribute. But as a group you will have more bae contribute an oloketa feel frii fo tok ia. Additional as a teacher we must consider all our kids ia, everyone of them and so iumi mas consider these shy ones tu ia, some of them are too shy to talk. It is best iumi duim group activities ia, involve them in groups so that oloketa too feel part of the class) - As a whole class - one finds only few would contribute. But in groups one finds more will contribute as they feel free to talk. Yes. In additional we teachers must consider all our kids, All of them, Even the shy ones too that are too shy to talk [in open class] . It is best to do group activities, involving them so that they too feel they are part of the class.

**SUBSTANTIVE CODES, LEVEL 1 - OPEN CODING, REPORT FILE DATA**

KEY: Students writing sample objective fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of 'YYY' or 'YYN' or 'YYN'.

**PICTURE/TOPIC DISCUSSION****PREP - GRADE 3,**

15A: In groups the children & the teacher aide talk about what they can see in each picture. I let the child say a sentence about each picture. Each child writes a sentence for each of the four pictures. (exercise). YYY.

15B: Teacher read story, then children in group with the teacher aide talked about what is happening in the story. Each child writes their own story similar to the one that I read. (continuous prose). YYY.

15C: Teacher & children talk about what we did on the weekend. Then I let each child tell the class what they did on the weekend. Children sit in groups, and each child writes their own weekend news (continuous prose) YYY.

**GRADE 4 - 6,**

13B: Give each child a copy of the pictures. Encourage children to imagine that they are the girl in the picture. Discuss each picture together with the children, six pictures altogether. Provide a list of words on the topic on the board. Ask them to write sentences for each picture in a form of story. Teacher correct the written work with children and explain their weaknesses. (continuous prose). YYY.

13C: Ask children to open reader one to page 43 to 45 and pupils book one (page 128, lesson 1). Introduce the story: discuss, what is a business? Introduce the following words into discussions, 'Stall, bargain, on credit, running a business, real business van'. Talk about the kind of business students would like to start when they leave school, EG trade stores, making furnitures, selling artefacts, growing vegetables etc; Ask children to read the story in reader one. Then do lesson one page 12B of using English book 1. (reading exercise) YYY.

**STUDENT DISCUSSION****GRADE 4 - 6**

12A: Firstly settle down the students before discussing the lesson. Introduce the lesson content, then relate more examples related to the lesson. Discuss the lesson content in detail & allow pupils to ask question. Teachers & pupils read the poem together. Finally pupils started working with the exercise given. I supervise the students, while working on the comprehension exercise. (exercise).

12B: Firstly, settle down pupils, purposely to get their full attention. You make sure that everyone is eyeing on you. Secondly introduce the new lesson content. Do it in a way that they will be showing up interest. In a way that you are trying to put their imagination into the particular situation. Allow pupils to ask questions before they asked to do the work. Pupils start working on the story. (continuous prose) YYY.

12C: Slowly settle down the class pupils, as some students are still working with other class unit. Gain pupils interest, also relating example situations, relating to the exercise. Explain the lesson content in detail, also allowing class pupils to ask questions. I make sure that they are fully aware of what to do, then the pupils can start to work on the exercise. To write sentences and correct spellings. (exercise) YYN.



TABLE 5.1: THE METHODS (FULL LIST OF EXPERIENTIAL INCIDENTS)

CATEGORIES, LEVEL II - FOCUSED CODING, BELIEF SHEETS, AND WORKSHOP DATA

#### EXPERIENTIAL

It can be very hard to convey concepts before writing, but teachers are trying to utilise local materials.

Belief, 3.3: 'I believe when writing a sentence with it's picture at the end, it helps the children to understand what the sentence is all about.

Belief, 7.5: 'Sequence of pictures gives them some ideas of how to write'.

Belief, 14.5: 'Sequence of pictures helps children, write sentences about what they see.

Belief, 3.1: 'The children in my class learn to write by imitating what their parents do at home or even their elder sisters and brothers because they always write sentences about their own experiences. Children found it easier to recall and write about the past events they're involved in'.

#### SUBSTANTIVE CODES, LEVEL 1 - OPEN CODING, REPORT FILE DATA

KEY: Students writing sample objective fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of 'YYY' or 'YYN' or 'YNN'.

#### FLASHCARD EXPERIENCES

##### PREP - GRADE 3

3B: Children tell the teacher what they can see on the cover of the big storybook. Teacher and children read the title plus the names of the people who published or did the drawings. Teacher must listen very carefully for the pronunciations. Children say the flashcard noun words after the teacher several times, to be able to write a similar title to the story title and draw pictures related to it (exercise) YYN.

7A: Teacher read the story, children listen, while the teacher read she must point to each word of the story. Teacher and children read together, (The Clam Shell) book title. They have cards of the same story. In groups the children join the cards to make the story again. Each group to arrange the story, after the other. Teacher write sentences, children complete (continuous prose). YYY

#### OWN EXPERIENCES

##### PREP - GRADE 3

7B: Teacher writes the question on the blackboard, example what did you do during Easter all weekend. Children to think about what they do during Easter. Children read orally their sentences before they write it in their books or papers. Any errors corrected during oral reading before they write. Children read their sentences to the teacher and the class (continuous prose). YYY.

7C: Children went outside and describe and describe what they see or hear. Children draw and write about it in their papers. Children read what they wrote. YYY.

16C: Children to write for 10mins on whatever topic or lesson. You may give them sentence beginning if you need to assess part of speech. e.g., last night, . . . or tomorrow night, . . . for tenses. Collect books after 10mins. Just tick to indicate you've seen the work. Praise if they have written a lot of sentences. Encourage slow writers to do more next lesson. (continuous prose).

#### PICTURE EXPERIENCES

##### GRADE 4 - 6

9A: Teacher put the picture chart on the board, tell each group to look at their picture chart, and introduce the lesson to the group. Each group role play the story. Teacher make a conclusion to the lesson. Children write story using pictures. (continuous prose). YYY.

14B: Children do pupils book two, pages 28 to 29. Sequence pictures. Children write short stories about pictures (continuous prose) YYN.

TABLE 5.1: THE METHODS (FULL LIST OF PRACTISING INCIDENTS)

CATEGORIES, LEVEL II - FOCUSED CODING, BELIEF SHEETS, AND WORKSHOP DATA

#### PRACTISING

Oral practise enables the language to be heard in action, to be seen, then written. The sharing of a big book fulfilled the objectives in the writing samples.

Belief, 7.3: 'Reading beforehand best for writing'.

Belief, 9.5: 'Teacher explain the lesson on writing clearly and give some examples for the lesson on the board'.

Belief, 14.3 'Important - children's learning not dependant only on reading, but by the way they see things, so they make up sentences in their mind before writing it down'.

#### SUBSTANTIVE CODES, LEVEL 1 - OPEN CODING, REPORT FILE DATA

KEY: Students writing sample objective fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of 'YYY' or 'YYN' or 'YNN'.

#### ORAL READING

##### PREP - GRADE 3

3A: Teacher show & drill flashcard words written on the flash cards several times, then ask the children to say each word after the teacher. Three children roleplay: combing her hair, reading a book, drawing a picture. While class say what each is doing the teacher writes the sentences on the BB. Teacher & children read the sentences on the board, then children copy the sentences. (exercise). YYN.

3C: Teacher BB sentences with a verb missing from each sentence, eg; John is a \_\_\_ in the sea, and draw a picture for each sentence. REad the sentences several time with the children and explain to them that the picture helps tell what each sentence is about. Teacher drills the list of words with the children. Children to copy the sentences (list of missing verbs are written on the board) (exercise). YYY.

6C: Teacher shows flashcards words like: good, throw, more; and then asks three chn; to say them. Teacher pins the reading chart on the BB, while chn; watch. Teacher points & says & reads the word, while chn; listen. Teacher explains the activity to the chn; while chn; listen for explanation. Chn; write the sentences & draw pictures related to them. Teacher walks around & help the weak one, who raise their hands for help. Teacher collect the sheet & the chn; read with her for the last time. (exercise). YYN.

#### ORAL SPELLING

##### PREP - GRADE 3

1A: Teacher BB three objects for letters abc. Chn; say the phonic sound for letter a to z. Children say abc letter names and names of the pictures several times & spell the letters of the word writing them with thier fingers on the floor. Then children draw pictures & write the names beside. Teacher assist, encourage chn; then mark chn's work. (exercises) YYN.

6B: Teacher asks the chn; to say their previous words & says it, while chn; in their groupd watch & listen to the words. Groups to study it for two mins. Two chn; to spell the words correctly. Chn; write their missing letter activity. Teacher corrects the exercise on the BB. (exercise). YYY.

#### ORAL NOUN ACTION

##### PREP - GRADE 3

16A: Construct a sentence in groups, starting with 'I like rice'. Second child adds on his or her like to the first one, EG; I like rice & Taiyo. the last person would come to say a very long sentence. Use a team for demonstration. Have the final sentence written on the BB. Children to put in commas where necessary. Extend sentcnes by saying I like fish because.... (exercise). YYN.



TABLE 5.1: THE METHODS (FULL LIST OF LISTENING INCIDENTS)

CATEGORIES, LEVEL II - FOCUSED CODING, BELIEF SHEETS, AND WORKSHOP DATA

LISTENING
The teacher's explanation is seen as very important, so that the students have it clear in their minds.
Belief, 1.1: 'In Solomon Islands children learn to write English . . . just by listening . . . as children must only do what older people told them and not to answer them back'.
Belief, 13.3: 'Children learn to write whenever they pay more attention to the teacher while the teacher explain the lesson on the board'.
Teacher 'at workshop comment sheet' (at wcs).
At wcs4: 'Student must listen while I explain main character or grammar clearly to be able to write'.
At wcs10: 'No, teacher must involve children so they free to express themselves'.
At wcs13: 'Yes, to teach basic areas of the topic, to give clear explanations'.
At wcs15: 'No, student/teacher's relationship must be close not distant'.
At wcs16: 'Children must listen attentively to teacher's explanation, but teacher/student barriers should be at ease to avoid consciousness'.
Teacher 'not at workshop comment sheet' (not at wcs).
Not at wcs1: 'Yes, teacher must reason in front of children to their level'.
Not at wcs3: 'Not gwawaunga'i them happy if children; interrupt in middle of session'.
Not at wcs7: 'Try to help those who cannot listen with individual and after'.
Not at wcs14: 'I always act as leader in the class and reason about topic or exercise, children listen'.
WORKSHOP
Teacher 16: (Take for example, if you do singulars and plurals, hemi garem rules ia wea hem save change what mi regard as basic nao ia. Mi, especially save taem this is your listening time, you miss it I'm not explaining or saying again ia, that's where you become a chief ia, bae iu bikam sambodi oloketa need to concentration must be long dea nao ia.) - Take for example, if you do singulars and plurals, it has rules that might be change what I regard as only the basics. Especially I can tell this is your listening time, you miss it I'm not explaining or saying it again, that's where you become a chief where they need to focus their concentration on.
Teacher 15: (Mi, wat mi tok abaot fo little ones, hao fo iu tisim oloketa hao fo trae fo writim sentence or what, hemi gud oloketa mas save sounds lo letters fo helpem oloketa fo save able fo writem if wat kaen wod nao oloketa laek fo writem sei, if mats oloketa mas save fastaem letters ia) - I talk about the little ones, how I teach them to try to write sentence, they must know their phonic sounds for example word like mat, they must know their sounds.
Teacher 10: (Wat mi tingim long own tinting blong mi especially when you come across long teaching, especially phonic sounds, nao taem mi kam long sound fo tok abaot mi mek sure iumi mas mekem oloketa children involve more rather dan iumi just directim oloketa) - What I thought of especially when teaching phonic sounds, when talking about it we must make sure to involve the children more rather than directing them.

## SUBSTANTIVE CODES, LEVEL 1 - OPEN CODING, REPORT FILE DATA

KEY: Students writing sample objective fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of 'YYY' or 'YYN' or 'YYN'.

LISTEN TO WRITE
PREP - GRADE 3
1B: Teacher divides the children into four groups. Children in groups match 'colour/objects' cards. Then each child completes a pre-reading matching worksheet exercise after quietly listening to the teacher explaining what to do. (pre-reading exercise) YYN.
1C: Children listen and match objects numerically, (maths). YYN.
5A: Children to sit and listen to the teacher then write. (no writing samples).
5B: Children to sit, look and listen to what I say, Then I ask them questions and they answer me. After they do their work. (no writing samples).
5C: I always see that the children must be quiet and listen to the teacher who is talking (no writing samples).
16B: Group chn; & ask questions that would lead to primary knowledge answers. Make stops to question chn; for their comprehension or understanding of the story (if it is a reading). Set any sort of comprehension exercise based on your lesson. EG answering questions or whatever. Chn; had to complete sentences about the story. (exercise) YYY.
GRADE 4 - 6
9C: Teacher read the reading storybook to the student Teacher ask the questions about the story. Teacher ask the student to read the story book together. Teacher told the chn to rewrite the story following the story they read as example. Children write their own story. (continuous prose). YYY.
9B: Teacher explain the lesson, and give example to the class before the lesson. Children work by themselves in their own desks. (exercise) YYY.
14C: The teacher read the story in reader three pages 7 to 8, while the children listen carefully to the story. The teacher read the questions and let the children to answer the questions. (reading dictation exercise). YYN.
LISTEN TO SHORTEN SENTENCES
GRADE 4 - 6
13A: Give out pupils book one to two child sitting in pairs. Explain that we use apostrophes to show tow things: 1. that something belongs to someone or something eg; the girls' pencil (the pencil belongs to the girl). Remind the chn; that if you are writing about one girl's pencils, the apostrophe goes after the s. But if you are writing about the plural word that does not end in s you put an apostrophe then add an s. Apostrophes are also used to shorten words in eg; isn't (is not). Children work on exercise in pupils book. Teacher mark children's work. (exercise). YY N-different exercise.
14A: Explain the activity for the children. Give an example for the children to do before they do the activity. Children do the exercise on using English book two, page 26, lesson 3. Apostrophes to show that something belongs to someone. (exercise). YYN.



TABLE 5.2: CHARACTERISTIC ONE (FULL LIST OF SKILLS INCIDENTS)

CATEGORIES LEVEL II - FOCUSED CODING, BELIEF SHEETS AND WORKSHOP DATA

**SKILLS**

Nineteen structured writing lessons -dependence on teachers English textbook maybe- ask at workshop. Time taken for these type of exercises are 15-30mins, much shorter than the whole text & paragraph level of writing. These sentence level exercise may have short effect on the abstract thoughts of the learner.

Belief 1.4: 'Because we don't speak English regularly, it is very difficult for us to teach the correct use of Grammar to our students'.

Belief 14.2: 'Children taught properly at early age of learning so they continue to develop good skills in writing'.

Teacher 'not at workshop comment sheet' (not at wcs).

Not at wcs1: 'Student need good grammar then other areas of writing easier'.

Not at wcs9: 'Time limitations means we must keep to English text books'.

**WORKSHOP**

Teacher 16: (These ideas of extracting grammar is out, the thing mi lukim herni no really extendim pikinini ia. Hemi sort of learning blong hem kasim dea nomoa ia wea tu laekim fo kasim) - These ideas of extracting grammar out I see it does not broaden the child's understanding. It is a sort of learning that has limits you want them to get to.

**SUBSTANTIVE CODES, LEVEL 1 - OPEN CODING, REPORT FILE DATA**

KEY: students writing sample objective fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of 'YYY' or 'YYN' or 'YNN'.

**SPELLING & PENCIL CONTROL**

**PREP - GRADE 3**

1A: (30mins, Whole/group) To make phonic sounds for letter abc. Draw pictures and write names beside. YY N-no idea.

1B: (30mins, Groupwork) To match colours and objects. YNN

1C: (30mins, Wholeclass) To match objects 1-10 YNN

6A: (30mins, Individual) To add sum and write it. YYN.

6B: (15mins, Groupwork) To say the spelling words, spell the spelling words, and write the spelling activity. YYY.

7A: (60mins, whole/group) To recognise words and be able to read them. YYN-messy.

**SENTENCES**

**PREP - GRADE 3**

3A: (30mins, Wholeclass) To help to familiarise them with simple sentences which are often used YYN-mixes verbs.

3B: (30mins, Wholeclass) To be able to talk with confidence in front of the other children. To be able to recognise words. YYY

3C: (30mins, Wholeclass) To be able to make simple sentences (fill in verbs) To help improve their writing skills YYY.

6C: (15mins, Wholeclass) To read sentences, write the sentences, and also to draw the picture. YY N-sentences incomplete

15A: (60mins Groupwork) To look at the pictures, so he or she can write sentence about the picture YYY.

16A: (30mins Groupwork) To listen and follow instructions in constructing sentences YY N-cannot punctuate.

**GRADE 4 - 6**

9B: (30mins W) To write and make up good punctuation for their sentences. YYY.

12C: (15mins W) To be able to write sentences and be able to correct spellings. YY N-no idea.

**PUNCTUATION**

**GRADE 4 - 6**

13A: (15mins I) To shorten sentences by using apostrophes correctly. YY N-different exercise.

14A: (30mins W) To use apostrophes to show that something belongs to someone YY N-guessing use

TABLE 5.2: CHARACTERISTIC ONE (FULL LIST OF COMPREHENSION INCIDENTS)

CATEGORIES LEVEL II - FOCUSED CODING, BELIEF SHEETS AND WORKSHOP DATA

<div><div>COMPREHENSION</div><div>The questions ask for more meaning to be implemented, in the child's thinking out the story or topic.</div><div>Belief 7.4: 'Questions before writing really helps them a lot'.</div></div>
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SUBSTANTIVE CODES, LEVEL 1 - OPEN CODING, REPORT FILE DATA

KEY: students writing sample objective fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of 'YYY' or 'YYN' or 'YNN'.

<div><div>COMPREHENSION QUESTIONS</div><div><div>PREP - GRADE 3</div><div>16B: (15mins G) To listen and speak or participate with class discussions to motivate their understanding YYN</div></div><div><div>GRADE 4 - 6</div><div>12A: (15mins W) To read and understand the poem, AND to write the correct answers. YYN</div><div>13C: (30mins W) To understand the background to the story and meaning of the new words YYY</div><div>14C: (30mins W) To test how well the children can listen AND comprehend YY N-no comprehension</div></div></div>
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TABLE 5.2: CHARACTERISTIC ONE (FULL LIST OF FREE WRITING INCIDENTS)

CATEGORIES LEVEL II - FOCUSED CODING, BELIEF SHEETS AND WORKSHOP DATA

**FREE-WRITING**

There are ten whole text level lessons. Time taken for these lessons are 30mins each with one taking an hour. The writing samples show the child putting skills into action in their stories and reports. Understanding before writing-

Belief 9.1: 'my class learn to write by get them involved themselves in the role play'.

Teacher 'at workshop comment sheet' (at wcs).

At wcs4: 'Incidental best - children learn to spell etc, verbs and nouns used at sometimes'.

At wcs10: 'Incidental best - children recognise context of grammar, and punctuations'.

At wcs13: 'Incidental best for punctuation and sentence construction - build word identification'.

At wcs15: 'Incidental best - can use story for punctuation and grammar from story'.

At wcs16: 'Incidental best - children understood parts of language usage. Isolated grammar parts confuse teachers and students.

Teacher 'not at workshop comment sheet' (not at wcs).

Not at wcs3: 'Punctuation etc, learnt incidentally best - as children write about own experience'.

Not at wcs5: 'Yes writing stories best, it involves them more'.

Not at wcs7: 'Yes stories - children can elaborate on what they know'.

Not at wcs14: 'Incidentally best - as they write sentences in own stories'.

**WORKSHOP**

Teacher16: (I see English as a whole. You take a story out of the story. Iu can base whatever Iu laek fo duim waitim bae hem sort of more open to the children ia to learn ia, bikos staka pikinini no save wat nao 'verb', wat nao 'nouns' ia. If Iu tisim separate olsem bae oloketa confuse whereas if Iu tekem story an sei, let's find our verbs in here olsem, as Iu duim all along bae hem helpem oloketa). From the story, and talking about it, you can base whatever you want the children to do on it, as it's easier for the children to learn from, [because] many children don't know what is a verb, or what nouns are. If you teach such things in isolation the children will be confused, whereas if you take the story and say "let's find the verbs in this", as you do this then the whole thing can really help them.

SUBSTANTIVE CODES, LEVEL 1 - OPEN CODING, REPORT FILE DATA

KEY: students writing sample objective fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of 'YYY' or 'YYN' or 'YNN'.

**STORYWRITING**

**PREP - GRADE 3**

9A: (30mins Groupwork) To understand the sequence of the story from the roleplay. YYY-but short sentences.

15B: (30mins Groupwork) To see how well they listen and understand the story, to make their own stories YYY

**GRADE 4-6**

9C: (30mins Wholeclass) To think about the story they read and know how to write their own story YY Y-lacks grammar

12B: (60mins Wholeclass) To be able to write a complete story YY Y-but lacks grammar/spelling

13B: (30mins Individual) To write sentences about each picture about what Kila did last Saturday morning YYY

14B: (30mins Wholeclass) To write a story about a set of sequence pictures YY N-flow between sentences.

**NEWS REPORT**

**PREP - GRADE 3**

7B: (30mins Wholeclass) To join sentences or sequencing of sentences. YYY-but lacks punctuation

7C: (30mins Wholeclass) To see if children can learn everywhere. YYY.

15C: (30mins Groupwork) To see how well he or she can remember what they did on the weekend. YYY-but messy.

16C: (15mins Wholeclass) To write as much as they could within the time allocated YYN-can't write on own topic.

TABLE 5.3: CHARACTERISTIC TWO (FULL LIST OF PARTICIPATING INCIDENTS)

CATEGORIES LEVEL II - FOCUSED CODING, BELIEF SHEETS AND WORKSHOP DATA

**PARTICIPATING**

Writing lessons are very teacher centred, where the children are taught as a whole. Some teachers use group discussion.

Belief 3.4: 'I believe that the children learn more quickly when in pairs or small groups because everybody will participate and help each other'.

Belief 9.3: 'Chn learn to write by group work where the children can discuss the problem they face in writing'.

Belief 7.1: 'Children learn to write by help from teachers and other children'.

SUBSTANTIVE CODES, LEVEL 1 - OPEN CODING, REPORT FILE DATA

KEY: Students writing sample objective fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of 'YYY' or 'YYN' or 'YNN'.

**WHOLECLASS**

**PREP - GRADE 3**

1A: A whole class activity which involved all the children in the class

1C: This is a whole class activity,

3A: This is a whole class lesson. Teacher will select some children to do the role play while others say the sentences.

3B: The whole class to sit on the floor. 3C: The whole class to sit on the floor in front of the classroom.

5B: Sit in front, a child stand and say what she or he eats then write and draw in a book.

6C: organised into a whole class because the activity need three behavioural objectives and they need to share, discuss with each other.

7B: wholeclass.

7C: wholeclass.

16C: wholeclass.

**GRADE 4 - 6**

9B: this method is a whole activity where it including the whole class with children or to work individually.

9C: wholeclass activity where children come together in front and sit at the front of the teachers table.

12A: wholeclass with the teacher centered in the lesson taught.

12B: whole class and teacher centred.

12C: the students are in wholeclass because I thought it suited well the lesson content.

13C: This is a wholeclass activity.

14A: Wholeclass teaching. The children sit at their desks and given text books for them to use.

14B: whole class.

**GROUP WORK**

**PREP - GRADE 3**

1B: divide the children into groups of eight children, four groups altogether.

15A: we usually sit together as a group on the floor then after the children will go to their own tables.

15B: They sit as a group on the floor while listening to the story. After they sit around the tables.

15C: we together as a wholeclass and let the children tell the class what they did on the weekend then divided into groups.

5A: groupwork; I have four groups. They sit in a circle and, count ten sticks and bundles.

5C: sit in groups on the desks.

6B: The children are organised into groups and at the end of the lesson they are to work individually on own activities.

7A: wholeclass, and groupwork.

16A: in groups randomly so that everyone would get a chance to construct a sentence.

16B: wholeclass or groupwork, but preferred group work.

**GRADE 4 - 6**

9A: we use the wholeclass and student make role play in their group.

**INDIVIDUAL/PAIRWORK**

**PREP - GRADE 3**

6A: I organised the students individually. The students are to work individually and not as a whole class.

**GRADE 4 - 6**

13A: The children work in pairs and discussed together.

13B: The composition pictures are shared among the two people and then discussed together about it before they write story about it.

TABLE 5.3: CHARACTERISTIC TWO (FULL LIST OF CLARIFYING INCIDENTS)

CATEGORIES LEVEL II - FOCUSED CODING, BELIEF SHEETS AND WORKSHOP DATA

**CLARIFYING**

Many teachers use Pijin to recycle English language, otherwise the children would not understand the writing task. The use of Pijin maybe confusing word order in their written English.

Belief 3.2: "Teachers need to give proper guide about grammar and vocabulary because Pijin is a mixture of English. As a result children often found it difficult (to learn English). Also parents never help them in this."

Belief 1.3: "There's no encouragement from parents, because the National exam for secondary schools is a written exam and no speaking is needed."

Belief 7.2: "Pijin makes difficulties for writing English, but teachers helps children to work at their best".

Teacher 'at workshop comment sheet' (at wcs)

At wcs4: "Pijin is common language to communicate, not everyone speak the same language".

At wcs10: "Pijin to understand explanation of activities".

At wcs13: "Pijin to understand lesson and for children to communicate with each other".

At wcs15: "Pijin to explain clearly, so children can do their work easily".

At wcs16: "Pijin for understanding instructions - But more English used more understanding gained, no need for Pijin".

Teacher 'not at workshop comment sheet' (not at wcs)

Not at wcs1: "Pijin and English word order different and confuses children in writing".

Not at wcs3: "Children in Pijin, Teacher in English, and repeat children's words in English and use Pijin if student can't understand.

Not at wcs5: "Pijin only way to communicate, so children can understand". Not at wcs7: "Difficult to speak in English at home, because parents only knows language and Pijin, so we must use Pijin".

Not at wcs9: "Pijin for understanding of difficult words and phrases in English and to perform the talk properly".

Not at wcs14: "Pijin for understanding especially for lower grades".

**WORKSHOP**

Teacher 16: (If iu allow the child to talk in pijin laek mi mentionim earlier, alot of children write how they speak ia. But I don't see any reason why we should use pijin in teaching because I believe in using language it'self bae hem save helpem pikinini kamap quick taem an garem lelebet standard long English language) - If you allow the child to talk in pijin as I mention earlier, alot of children write how they speak. But I don't see any reason why we should use pijin in teaching because I believe in using language it'self it will help how they speak.

Teacher 4: (Saed lo hia lo taon, samfalla pikinini no speak lo language ia, oloketa usually pijin so hemi gud fo example, if iumi readim stori lo English iumi mas relatim go long pijin fo oloketa understandim wat nao stori abaot. So fo English and Pijin go togeta hemi still educatim pikinini. Hemi nomoa mi tingim ia, need blong Pijin) - In our town, some children don't speak their native language, they only use pijin so for us to read story in English, we must relate it in Pijin so that they could understand what the story is about. English and Pijin taught together still educate the children.

Teacher 16: (Ating understanding nao wat bae mi ting raonim ia. First the understanding because if you are teaching anything then iu barava laekem idea ia fo go into the child's understanding, you have to use the language that hem barava fit in well waitim. Samtaem iu trae fo usim English olowe bae iu lukim samfalla sit daon nao, no save wat nao fo really duim untill iu lelebet whisper lo hem oh-o-o or unless iu mekem English blong iu simple as much as possible ia, usim easy language) - I think understanding is what we must think of. First the understanding because if you are teaching anything them you really want that idea to go into the child's mind, you have to use the language that he really knows. Sometimes we try to use English all the time some children sit down and don't know what to do untill you whisper to them or you speak in very simple or use an easy language.

TABLE 5.3: CHARACTERISTIC TWO (FULL LIST OF CLARIFYING INCIDENTS)

SUBSTANTIVE CODES, LEVEL 1 - OPEN CODING, REPORT FILE DATA

KEY: Students writing sample objective fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of 'YYY' or 'YYN' or 'YNN'.

**RECYCLE SIMPLE ENGLISH IN PIJIN**

**PREP - GRADE 3**

1A: most children can't understand English so I have to teach Pijin then explain in simple English words.

1B: In Pijin & simple English language.

1C: Solomon Pijin and simple English because some children can't understand English. It is their third or fourth language.

5A: Pijin is the only language we can use or English.

5B: English & Pijin is always used in school.

5C: English & Pijin.

6A: English & Solomon Pijin. 6B: Solomon Pijin & English. 6C: English & Pijin.

7A: Pijin & English. 7B: English & Pijin. 7C: Pijin.

15A: I talk to them in English and for some who did not understand. I have to say it again in Solomon Pijin.

15B: I explain it in English first & if some still don't understand I have to say it again in Solomon Pijin so that they can get the idea of what I am trying to teach them.

15C: English and in Solomon Pijin for those who don't understand.

3A: Pijin because everybody in the class understand it.

3B: Pijin because everybody understand it.

3C: Pijin because it is the language everyone can speak & understand.

**GRADE 4 - 6**

9A: Solomon Pijin because it is easy to communicate.

9B: Solomon Pijin because it is easy to understand by the children, also English.

9C: Solomon Pijin. We use this language for explaining the lesson so that the student will understand well the lesson before doing it.

12A: Solomon Pijin & English language, but most part of the lesson was emphasis more in Pijin, so that it bring more understanding.

12B: Solomon Pijin & English language. Most explanation were done in English, but emphasis and repetition work in Pijin. This is to give a clear understanding to the pupils. No other mother tongue language was used because not everyone in the class comes from the particular mother tongue place.

12c: What language used? -is Solomon Pijin and English language, because this is the only two languagwe that is widely used in the school and are also spoken daily from all students. Overall this is the common language.

13A: English & Pijin. 13B: English & Pijin. 13C: English & Pijin.

14A: Language used when explaining the activity before the children do it is it in English & Pijin.

14B: first I explain it in English, & then after I explain it again in Pijin so they understand.

**TEACH IN ENGLISH ONLY**

**PREP - GRADE 3**

16A: As much as possible we tries to use English terms, unless any words haven't got an English term for it. Otherwise none at all.

16B: Again depends on the subject.

16C: Maybe words children unable to spell or remember their proper terms would use Pijin spellings.

**GRADE 4 - 6**

14C: English: the story to be read in English and the children to answer it in English by writing it in their exercise books.

TABLE 5.3: CHARACTERISTIC TWO (FULL LIST OF FLUENCY INCIDENTS)

CATEGORIES LEVEL II - FOCUSED CODING, BELIEF SHEETS AND WORKSHOP DATA

## FLUENCY

Teacher 'at the workshop comment sheet' (At the wcs).

At the wcs4: "Yes, need more training in correct use of English". At the wcs10: "Yes, short University of the south pacific course, more practise involve in speaking English".

At the wcs13: "Make English compulsory and basic training for teachers in listening and speaking and writing".

At the wcs15: "Yes - to speak and practise speaking English in classroom".

At the wcs16: "No training - YES if a specialist native English teacher- practise- use books to support with correct format.

Teacher 'not at workshop comment sheet; (Not at wcs).

Not at wcs1: "Yes - Important to be fluent to teach correct use".

Not at wcs3: "Our main area of difficulty - it discourage us - and affects children and grammar".

Not at wcs5: "We need more books to read to know how to speak grammar".

Not at wcs7: "Yes we get confused when correcting children's work, need extra books with explanation".

Not at wcs9: "Yes, everytime, we need further training in English if I want students to be fluent so must i. This is a major problem".

Not at wcs14: "This is the most important area for Solomon Islands teachers, we use Pijin while teaching but we need English grammar training".

## WORKSHOP

Teacher 16: (If iumi laek luk at the majority of Solomon Islands teachers ia, I think iumi evert wan kam under wan kaen training College. Dis training iumi go through hem diskaen general training nomoa ia, iumi no specialise long wan subject but still we can teach English. I don't really believe in going for further or special training for teaching English. So if iumi luk ahead an really ting heavi long usim disfalla langus ia, you know if you want to be lelebet master lo disfalla area ia, you practistm nomoa) - If we look at the majority of Solomon Islands teachers, I think we all came under one type of training at college. This training is a sort of General in different subject areas, we are not specialised in any subject but we still can teach English. If we look ahead and really think of this language and you want to master it, you must do alot of practise.

Teacher 13: (Opinion blong mi nao is fo iumi laek fo learn English Grammar, iumi tu have to try our best to be fluent in English. Iumi tu ating iumi trae fo mekem English lo college ia to be compulsory hem tu wan so dat mi have to be confident more in learning dat langus mas be compulsory fo everibodi ia) - My opinion is for us to learn English Grammar, we have to try our best to be fluent in English and try to make it compulsory at the college so that everyone must have confidence when speaking it.

Teacher 15: (Hem semsem waitim tufalla ia, hem gud dat iumi mas practise as often as iumi trae no shy long samwan bae mek fun lo iumi or iumi mas preten an toktok nao long hem an no fraet moa) - It's the same with those two, we must practise as often as we could and try not to be shy even if they tease us, we must pretend to talk and not to be afraid.

Teacher 4: (Hem gud fo iumi learnmore abaot English ia, but not grammar nomoa, bikos hem no coverem whole part long English ia, hem lelebet part nomoa. So hem better fo iumi ty mas shoim lo life blong iumi hao fo usim English baek lo hom an lo classroom. Fo us tisas mas upgradim oloketa tisas fo learnim more English long college) - It's good for us to learn more about English, but not only grammar because it only covers part of it but English as a whole. We must show it in our lives and use it at home and in classrooms. For teachers we need upgrading courses to help us understand more about English in the college.

Teacher 10: (Tingting blong mi, hem luk laek most of the teachers, theyknow how to speak, oloketa save the grammars but fear or shy of speaking it hem nao hem problem but fo iumi trae fo students blong iumi mas encouragin long school fo practise more. Staka practise lu save findim aot lo sam wet oloketa save speakim well sei, suppose wanfalla whiteman tok might in herem herni speakem well but suppose between lu tufalla nomoa. Bikos hem might garef fear nara wan might critisizim hem or samting olsem) - I think it looks like most teachers know how to speak, they know their grammars but due to fear and shyness of speaking is the problem but we must encourage our students to do more practise. Some of them can speak it while speaking with whiteman but with two of you, they might have fear of being critisized.

Co-ordinator: The other opinion I hold to sum up is that, I believe in what 4 has said looking at what you 16 has mentioned earlier today is very true like children need to be taught with the basics, we can easily link other components of English which are taught in schools. With teachers, I agree with the fact that they have pkproblems in English as well. (everybody laughed) You are laughing because it's true about us. What I see is that training is needed apart from that. One re-enforcement encourage teachers to use it as much as possible yeah, but when we talk about because remember what they teach is something that will stuck for lifetime in children. If they try as much as possible to teach it out they teach the wrong things to the children yes, I agreed with the fact that with those guidance in the teacher's books, those books are the ones teachers rely on. So what I suggest is that to do with the training of teachers like the skills that need to be develop with listening, speaking and writing, teachers need to have a good basic training on these areas actually teaching to the children too. So I agree with apart from grannars where it's just one component of English. But teachers need to have training and this will help them to teach the correct message across to the children. This is one area I've seen after the discussion.

## SUBSTANTIVE CODES, LEVEL 1 - OPEN CODING, REPORT FILE DATA

KEY: Students writing sample objective fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of 'YYY' or 'YYN' or 'YNN'.

## FLUENCY

BELIEF 1.4, We have little knowledge of English Grammar during our teacher's training at college it is difficult for us to teach correct use of Grammars. Solomon Island teachers needs good training of English Grammars.



TABLE 5.3: CHARACTERISTIC TWO (FULL LIST OF STIMULATING INCIDENTS)

CATEGORIES LEVEL II - FOCUSED CODING, BELIEF SHEETS AND WORKSHOP DATA

#### STIMULATING

Resources are very limited and therefore some topics are not taught. Local materials can be unsuitable to the concept.

Belief 1.2: 'Teachers usually skip over lessons when there are no resources to help us teach the concept'.

Teacher 'at workshop comment sheet' (At wcs).

At wcs4: "Use local material, make own, draw pictures. Use traditional way of collecting water in bamboo".

At wcs10: "Make own picture book, use local materials; and environment discussions. Use traditional weaving".

At wcs13: "Use person to create discussion - morning talk. Demonstrate use of bush vine, for children to write about".

At wcs15: "Talk about ourselves, morning talks, stories. Use traditional fishing".

At wcs16: "Use yourself to create discussion, morning talks. Do more in traditional styles".

Teacher 'not at workshop comment sheet' (Not at wcs).

Not at wcs1: "Local materials - but different from concept impossible to teach children new topics".

Not at wcs3: "Local materials, empty cartons, computer paper, magazines papers".

Not at wcs5: "Need resources, children can use and see individually".

Not at wcs7: "Use bush materials (bamboo, rope) - box from stores - cheap".

Not at wcs9: "Take children outside to make observations of traffic say - write about it".

Not at wcs14: "Yes cheap resources around but we don't know how to use materials to suit the topic".

#### WORKSHOP

Teacher 16: For example, I use myself, you use the person to do discussion, yeah! talk about it then, they can come up with all sort of stories.

Teacher 4: (Mi long ting-ting blong mi, iumi need fo mekem own ones blong iumi, from pictures den oloketa mekem sentences out of what iumi dram) - For myself, I think we need to make our own from pictures. Then the children [can] make sentences out of what we draw.

Teacher 10: (Wat mi tingim lo hia is, get them, example like morning talk, ia, iu save fo mekem kam up stori of wat they have in the morning, by talem wat nao oloketa duim) - What I think about it is, to get them...for example as a morning talk, they make up a story about what they have done that morning, so telling what it is they have done [or are about to do].

Teacher 16: (Weaving laek bifo iumi no usim turnas saucepan ia hem kam yesterday ia. Stones an bamboo oloketa ia nao oloketa usim bifo, they are not expensive you just get them and use them. Plus if iu go lo bush, no need fo karem pot, they are there. You just collect them and use them. Resource blong iu nao ia, natural resources) - In the old lifestyle we didn't use [metal] saucepans, these were introduced only lately. We used to use stones and bamboos to do our cooking in and they are not expensive [ie need no money], you only need to collect them and use them. Plus, when you are out in the bush there is no need to carry a pot, they are already there. You just collect and use them - our very own natural resources.

#### SUBSTANTIVE CODES, LEVEL 1 - OPEN CODING, REPORT FILE DATA

KEY: Students writing sample objective fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of 'YYY' or 'YYN' or 'YNN'.

#### BLACKBOARD/HANDS-ON

##### PREP - GRADE 3

1A: BlackBoard, alphabetical letters chart 1B: picture/colour matching cards. 1C: counting chart, objects, BlackBoard.

3A: Flashcards, comb. 3B: Big book. 3C: BlackBoard, books.

13A: colour pencil, water colour. 15B: colours & paper. 15C: papers & pencils.

5A: stick, rubber band. 5B: book, pencils. 5C: none.

6A: teachers manual book, BlackBoard, real materials, eg: midribs, stone.

6B: Teachers note for English, BB, flashcards, charter spelling words.

6C: Teachers note book for reading, charter of reading sentences, BlackBoard, flashcards.

7A: reading books, flashcards, Blackboard. 7B: BlackBoard. 7C: Papers.

16A: none. 16B: it depends on what subject you are to teach. 16C: none.

#### ICONIC AND ABSTRACT

##### GRADE 4 - 6

9A: BlackBoard, story. 9B: teachers note for English, pupils book, chalkboard. 9C: reading book.

12A: BlackBoard. 12B: picture chart, Blackboard. 12C: BlackBoard & myself.

13A: Teachers notes for English Pacific Series pupils English Bk.1.

13B: a series of picture in their exercise books.

13C: reader 1, using English pupils book 1.

14A: children's English book two. 14B: a chart with sequence pictures. 14C: reader three.

TABLE 5.4: CHARACTERISTIC THREE (FULL LIST OF INVOLVEMENT INCIDENTS)

## CATEGORIES LEVEL II - FOCUSED CODING, BELIEF SHEETS AND WORKSHOP DATA

**INVOLVEMENT**

Teachers try to involve all students in the activity prior to writing, to enable writing. But even so, below ave; students find difficulty in participating, or writing later on, because they do not want to make any errors. Teachers see pictures as a necessary item for making concepts explicit.

Belief 13.2: 'Dramatizing pictures of story together ... gets more ideas of how to write a good and sensible sentence about the story'.

Belief 14.1: 'Student involvement in practical activities before writing to catch interest'.

Belief 9.2: 'The children learn to write by using the story which they involve themselves in it. When they write the story they share idea and discuss'.

Belief 9.4: 'Children learn how to write by looking at the picture of different culture from each children they stay together in the class learning from the picture writing is more effective'.

Teacher 'at workshop comment sheet' (at wcs).

At wcs4: "Ability groups - bright ones to help them. The teacher's role to educate parents to aide children in speaking English by making books."

At wcs10: "Praise and guide - don't neglect, and use bright leaders. Make English compulsory at schools, and help parents to encourage children."

At wcs13: "Group work to involve children and give the slow learners praise. Also make English compulsory at schools, and help parents to encourage children."

At wcs15: "Praise, use groupwork, and don't label groups. Discourage children teasing children, who speak in English."

At wcs 16: "Praise, and shared group activities, with lots of involvement. Also explain to parents that you can't communicate if you can't speak in English."

Teacher 'not at workshop comment sheet' (not at wcs).

Not at wcs1: "Encourage children to write way they think. Yes - but parents don't know English. Must encourage parents". Not at wcs3: "Play letter games and encourage discussions. Even our grandparents learnt only to write English not speak it".

Not at wcs5: "Blackboard spelling, Mixed ability groups. Slow learners can talk well but can't write sentences".

Not at wcs7: "Mixed ability groups. True parents believe children, only need to read and write English".

Not at wcs9: "Extra remedial classes - more homework. Children are not supported in speaking English by parents - fail exams".

Not at wcs14: "Remedial classes - more homework. To understand English, we must speak it to write it properly. Speaking comes first".

**WORKSHOP**

Teacher 16: (Iumi mas presim oloketa nomata oloketa mek mistek) - We must praise the children even when they make mistakes.

Teacher 13: (Tingting blong mi, fo slow learners bae iumi no trae fo neglectim oloketa trae putim oloketa lo grup waitem student wea oloketa garem gud tingting rather than livim oloketa seleva). - I think for the slower learners we must not neglect them but try to put them into groups with bright students and don't leave them alone.

Teacher 10: (Mi helpem oloketa along, gigim praise wod, and kontialu fo gaedem oloketa along an tu can get sam other past learners get them along fo assist, supervise). - I help them along, give praise and continue to guide them and you can get some other past learners to assist and supervise them.

Teacher 4: (Fo mi, iumi save putim oloketa lo grup bata no talem long oloketa nao slow learners ia, no talem olokeat if olsem bae oloketa embarrass an no enkare fo learn nao ia). For me I put them into groups but I don't tell them that they are the slow learners, if they know they will be embarrass and are not encourage to learn..

Teacher 2: (Inorder fo oloketa no garem shy, iumi mas stat nao, emphasize diafalla English speaking long hem an long class. Hem tru dat most long iumi tias iumi no usim English in class ia, iumi no speakim but iumi laek fo wraet long English) - Inorder for us not to shy, we must start now to emphasize English speaking at home and in class. It is true that most of us teachers don't use English in class but we want to write it.

Teacher 16: (To be honest, wan taem wanfalla pikinini lo koloale school, this was 3 or 4 years ago, mi stay aotsaed long school blong mifalla den mi go ahead fo stori waitem sambodi but hem no Solomon Islander but hemi dark skln. So just bikos hem harem mitufalla speakim English, hem go pas nao an hem sei, samfalla white man lelebet. Mi turn araon an sei, wat kaen student ia, wat kaen langus nao tu usim long class? So if mi no garem confidence fo tok olsem lo pikinini bae, bae mi feel no gud nao ia bikos I'am been told off for using another language. An hemi insaet culture blong iumi nao. But hemi very hard fo iumi tu fo educatim parents) - To be honest enough, there was a time a child from Koloale school this was 3 or 4 years ago, I stood outside our school and told story with somebody which was not a Solomon Islander but had dark skln. As the child passed by and heard us spoke in English he said, so you are trying to be a whiteman. I turned around and said, what student are you? what language do you use in class? I have confidence to talk to that child or I will feel bad because I'am been told off for using another language. It has been inside our culture and it's very hard to educate the parents. They see the unimportance of passing the Solomon Islands Secondary Entrance exam which is written in English but they do not support the use of English at home. One of the things is we must make them aware of the fact that even the child that use English at home is part of learning and should encourage them not to tease.

Teacher 2: (Since that iumi garem community support program for schools nao, I think that's the best place to make awareness to all the parents. Hold workshops for parents and educate them about English) - Since we have the community support program for schools, I think that's the best place to make awareness to all the parents. Hold workshops for parents and educate them about English.

TABLE 5.4: CHARACTERISTIC THREE (FULL LIST OF INVOLVEMENT INCIDENTS)

SUBSTANTIVE CODES, LEVEL 1 - OPEN CODING, REPORT FILE DATA

KEY: Students writing sample fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of 'YYY' or 'YYN' or 'YNN'

#### PLAYING MOTIVATES

##### PREP - GRADE 3

3A: (sentences from roleplay) I believe that when students involve themselves in an activity they quickly grasped the ideas. Also they'll enjoyed the lesson BUT some of these students are very slow writers. Others are brought up from families which parental support it never have been applied. So their knowledges on things done in class is not up to the standard, YYN.

16A: (puncuate sentences) Through experience in the number of years I have taught, I've found out that children understand language better by playing around to have fun with it. ie; using it orally, without restrictions with mistakes they make. Teaching them sentence patterns helps orally and later on in written exercises. A game format is a lot off fun, because children take it as another play time, therefore they are willing or enthusiastic in participating. But senses, if it is a sentence to do with the tenses, but not a major problem. Plurals, the same as tenses. Vocabularies, spellings, which we children and teacher do general corrections, so as not to embarrass children with mistakes,YYN.

#### DAILY WRITING

##### PREP - GRADE 3

7C: (news report) To encourage children to write more. To see if children can write by themselves or and for themselves. BUT no problem children to write what they see outside. YYN.

16C: (journal) Children are always pleased to express themselves in writing despite the mistakes they make in parts of the speech. They enjoy free writing and as long as they know what to do they would write you pages of sentences BUT children who are so worried about spelling would not write much. YYN.

#### PRIOR KNOWLEDGE

##### PREP - GRADE 3

1C: (maths) Children can easily identify the same number of objects in a picture when they see pictures drawn. As they do more practice by repeating what they learn, it helps them to understand that concept more into their mind, BUT some children still mixed up with exercise as matching so they don't draw out the exact number of objects for some pictures. YNN.

7A: (story) Children to discover answers for themselves. Train their memories, BUT we have no problem. YYY

7B: (news report) Children learn about themselves. Children to think more. BUT while writing children only find difficulties with spelling of words. YYY

#### PICTURES ACTIVATE KNOWLEDGE

##### PREP - GRADE 3

1A: (abc) As the children look at the pictures it helps them to grasp the concept that the picture has a particular sound that begins with letter A,B, or C and the word is its name. It is easy for the children to identify picture that associates with the sound But children managed to identify pictures and sounds, but when writing a few slower ones can't write the words. They still need more practice on writing. Quite a few write letters in the opposite direction.YYN.

1B: ( pre-reading) As the children manipulates with the coloured cards, it helps them get the idea into their mind where as when you just talk, they won't understand. But this exercise is very simple and the children have no problem when doingit, that concept more into their mind. YNN.

3C: (verb sentences) I decided to use blackboard exercise for method C, because I want everybody to participate when going through the words and the sentences. Also by looking at the pictures it will help the children to find out the correct verbs But very few students cannot recognised the verbs even pictures are drawn to help them. Some are very slow writers. YYY.

14B: (story) Individual teaching. This method is used when working with a child on a one to one basis. This method is used well because most of the children have learning difficulties or have a different level of working and learning But the problem of when using this method is that it needs a lot of preparation. It takes a lot of time for the teacher to see the whole class YYN.

15A: (sentences) I believe that if I let the children look at the picture they'll find it easier to write the sentence But some children have problem in English they have to sit down and wondered unless the teacher explains it slowly for themselves before they do it. YYY.

TABLE 5.4: CHARACTERISTIC THREE (FULL LIST OF INTERACTING INCIDENTS)

## CATEGORIES LEVEL II - FOCUSED CODING, BELIEF SHEETS AND WORKSHOP DATA

**INTERACTING**

Perhaps these discussions are like the traditional style of discussion 'fa'ama'anata'anga' [to shape the child's mind] Ask at workshop if this is true or not.

Belief 13.1: "I believe that the children in my class learn to write by getting involved in groupwork and discussed about the activity."

Teacher 'at workshop comment sheet' (at wcs).

At wcs4: "Children should be moulded at early stages to continue next class".

At wcs10: "Teacher has aims in order to maintain students work performance".

At wcs13: "Shape mind to bring confidence when they come to next level".

At wcs15: "Shape mind, I really want to know whether the child is learning to go on to next class".

At wcs16: "Shape mind". Important for child and to be done continuously".

Teacher 'not at workshop comment sheet' (not wcs).

Not at wcs1: "Yes, Solomon children learn by reasoning round topic in Pijin to clarify writing talk, when English children quiet".

Not at wcs3: "Not all discussions are traditional - some are to find out answers themselves".

Not at wcs5: "No traditional way of discussion - only use Pijin and English".

Not at wcs7: "Everyone should do the discussion - it's the only way to help below average to get idea for writing".

Not at wcs9: "Yes my class discuss meaning, reasons why, arguments, raised questions about topic. Finally they conclude before they write".

Not at wcs14: "Yes, though it depends on the group arrangement, a leader in the group acts as teacher".

**WORKSHOP**

Coordinator: (Fa'amata'anga hemi wea uimi trae as much as possible this interrelationship waitim children bikos we want them as much as possible as close as possible for learnim wanem nao uimi laek ia, is for shapem up mind blong oloketa wea taem oloketa grow up oloketa mas save long culture. That is refering to custom but in this case, tumi refer to learning language) - Fa'amata'anga is where we try as much as possible to develop this interrelationship with the children because we want to shape up their mind so that when they grow up, they must know their culture. This is refering to custom but in this case we refer to learning language.

Teacher 2: (Mi tekem pre-class bae mi traem best fo mekem oloketa save wraet gud ia, mi putim foundation ia an dat's my interest so oloketa mas save hao fo wraet or hao fo read bifo oloketa move long next class. If tumi no garem vision fo class blong tumi ia to fulfil ia dat mi tu bae hapi an parents tu bae hapi an sermtaem bae pikinini tu bae hapi. Hemi very important fo tumi shapim oloketa pikinini wea tumi tistim bifo oloketa move on to the next class) - I take pre-class and I tried my best to help them write properly - I'm laying the foundation and it's my interest to see they know how to write and read before moving on to the next class. We need a vision for our class to fulfil so that both we and the parents will be happy, and at the same time too the children will be happy. It is very important for us to shape our children's mind as we teach them, before they move on to the next class.

Teacher 16: (Yes, yes tisa mas garem datwan) - Yes, yes teachers must have that one.

Co-ordinator: Apart from what I shared today and see that we have it.

Everybody: Yeah, yeah.

Co-ordinator: Is it true?

Teacher 16: (Oh yes, taem iu mitim parents blong hem bae iu sei, oh yes, there's a big improvement an mi win. If tumi garem strong tingting dat tumi meanim teaching really laek fo shapim up pikinini to be what should be, hem go waitim diswan nomoa ia. Samtaem iu save tekem own pikinini blong iu, mi save go dat far, mi save tekem hem an sei, my child, diswan ia should go olsem ia. Hem tek taem fo especially oloketa wea aot of control - wan fo iu moldim oloketa otherwise hem worth while doing it ia) - When you meet the parents you will say, "Oh yes, there's a big improvement and I won". If we really have a mind to teach properly, and really want to shape up our children to be what they should be, it does require this. Sometimes you take your own child - I go so far myself - I take him and say, my child, this is how you should go. It takes time, especially with the ones that are out of control - the one(s) you really wish to mould - and it's very worth while [ie satisfying] doing it. (Everybody laugh in agreement).

Teacher 13: (Not only dat wan but luk insaet suppose tumi shapim gud oloketa pikinini bae tumi luk save dat progression blong oloketa nao bae hemi start fo improve. Den bae show that their performance bae still kontiniu, hem no hard fo oloketa go lo nara class ia) - Not only that, but suppose we atend to shaping the children's mind properly, we will see their progression start to improve. Then, when their evident improvement continues, they won't find it hard to move up to the next class.

Teacher 4: (Mi kam across long experience dat if mifalla duim reading and oloketa no save gud, bae mi no hapi long performance oloketa duim. Hemi gud dat tumi tisas mas alaim waitim objectives wea tumi should tistim long class long oloketa pikinini blong tumi) - In my experience, when we do reading and they don't understand, I would not feel happy about their performance. It is necessary for us teachers have aims and objectives which we should be teaching in our children's class.

TABLE 5.4: CHARACTERISTIC THREE (FULL LIST OF INTERACTING INCIDENTS)

SUBSTANTIVE CODES, LEVEL 1 - OPEN CODING, REPORT FILE DATA

KEY: Students writing sample fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of 'YYY' or 'YYN' or 'YNN'

#### PEER DISCUSSION

##### PREP - GRADE 3

6B: (spelling) Bright sts; will help the weaker ones. The other reason is that the weaker ones will be able to contribute to talk as they are being supported by the advanced ones. Children work confidently and learn to share the answer which they want to give in response to the teachers question. BUT the prob; I discovered or experienced in method B is that some children relied on the bright ones. And the bright ones who involved more than the weaker ones. There is competition as the brighter chn; want to score higher marks. The other prob; is that the teacher found difficulty in checjing individuals. YYY.

##### GRADE 4 - 6

13C: (comprehension) I use this method because it is help arouse children's interest and know about what is business as they take part in the discussion, but the slow readers can't catch up with the advanced reader's work. YYY.

13B: (Story) It gives children more idea on how to write about the pictures BUT some children find it hard to sequence their sentences. Some find spelling to be the most difficult problem. YYY

#### OPEN TALK & ROLEPLAY

##### GRADE 4 - 6

9A: (story-roleplay) My personal beliefs for using this method is because it includes the whole class, and makes the students talk openly in the class. The method is used for the student to understand the language and familiar with the give report and speeches. BUT the problem is only a few people are brave to talk and share idea. The problem with this method it is too noisy with those who are not give idea. Not enough time for whole class and group to contribute. YYY

#### FREE DISCUSSION

##### PREP - GRADE 3

3B: (sentences) Everybody can participate & are free to say anything they have in mind about the title. This lesson can develop their vocabulary & their own knowledge about the title. BUT some if the children in my eyes are very slow learners. It needs a lot of effort and different kinds of method to use before some of them can get in the mood of recognising words. YYY.

15C: (news) I believe it help them to think of what they have done and to write a story about themselves. BUT some find it hard to remember what they have done so I have to stay with them and ask then slowly until they know & remember what they did, YYY.

16B: (?) When chn; are given the chance to speak freely in class, it develops self-confidence in whatever they do. Most children like to tell teachers what they know or discovered outside of class. Motivation is important in learning. Open discussions arouses or motivates childres learning. BUT class may be too noisy and out of control, but stick on discipline. YYY.

##### GRADE 4 - 6

12A: (comprehension) This method I believe is very effective, because class pupils would involved in sharing their understanding to this activity. Also in this mehtod I can able to identify those whom are not taking part in sharing their idea. Especially in my case where most of my students are average learners since the beginning of school term. Over all theis method it is working out well for this kind of exercise. But problemus raised when using this method is sometimes there are some pupils whom are very lazy to participate. But overall, there is not much problem in this method. It is students who are not mentally good. YYY

TABLE 5.4: CHARACTERISTIC THREE (FULL LIST OF INDUCING INCIDENTS)

CATEGORIES LEVEL II - FOCUSED CODING, BELIEF SHEETS AND WORKSHOP DATA

#### INDUCING

All the teachers in this study believe that students will only succeed in writing, if the teacher communicates the forms of the English language correctly. Is this like the traditional secret knowledge elder called "Gwaungai"? Whose relationship with his followers is distant? Ask at workshop.

Belief 13.5: 'I believe that children learn to write if the teacher explain the lesson to them more clearly and give them enough information about the lesson'.

Teacher 'not at workshop comment sheet' (not at wcs).

Not at wcs 5: "Children must listen and watch before they can write well."

Not at wcs 9: "Students must listen to my explanation and reasoning."

#### Workshop

Teacher 4: (Mi long experience blong mi, taem mi talem stori, mi no act olsem policeman fo oloketa pikinini, olsem bae oloketa fraet fo learn nao ia. So fo mi, mi no laekem fo tok big or tok harsh long oloketa fo mekem oloketa fraet and ting mi nao boss long class ia) - My experience when I tell a story, I don't act as a policeman to the children because they will have fear and don't want to learn. I don't want to talk too loud and harsh and the children to have the thought that I'm the boss.

Teacher 13: (Experience blong mi fo class, tisa mas explainim gud fataem nao nem, character or the part of the story long oloketa pikinini so that oloketa pikinini mas fully understand gud wat nao all abaot dat falla stori ia, after that before allow oloketa pikinini seleva nao to be trae fo oloketa nao fo leadim other students long grup wok blong activities dat all abaot dat stori ia) - My experience teacher must explain first name, characters of the story to the children so that they fully understand what it is all about before they try to lead other in group work doing activities on that story.

TABLE 5.4: CHARACTERISTIC THREE (FULL LIST OF INDUCING INCIDENTS)

SUBSTANTIVE CODES, LEVEL 1 - OPEN CODING, REPORT FILE DATA

KEY: Students writing sample fulfilled? (Y=yes, N=no). Student 1: 1st letter, Student 2: 2nd letter, Student 3: 3rd letter, of 'YYY' or 'YYN' or 'YYN'

#### TEACHER LED TALK

##### PREP - GRADE 3

6A: (maths) Reason for using method A is because the chn; want to see how better they are. When their teacher marks their works. They can see their own errors. At the same time they would be practising their hands in their writing skills. Another reason is that the teacher herself can identify those who need help from their works she marked. But the only disadvantage of method A is some chn; would not struggle to work out their sums themselves, YYN.

##### GRADE 4 - 6

9B: (punctuation) The method is good for teaching this topic but may change if the topic is different and I believe that this the good method. BUT children are learning by copying from others. Chn; don't find enough learning. Chn; make it as a daily exercise only, YYY.

12B: (story) I have been using other method, but end result not good. So I used class work with teacher-centred. I have seen pupils work well with confidence when using this method. Also there are not enough time when using other method. But some pupils find it a little difficult to start write a paragraph. Most pupils find the little difficult when comes to spelling and putting simple sentence together. Few, totally can't put the story together and end up with all sort of work. Overall there is less problem in this method, but pupils whom are mentally in learning. YYY.

12C: (complete sentences) wholeclass & tchr-centred. I personally belief in this method, particularly in this lesson, writing seven sentences of their own. But not much problem in this method especially in this lesson, writing seven sentences of their own. Adding to this, most pupils also having problems with their spelling, as well as their grammar. It is because of less exposure in reading books, etc; YYN.

13A: (shorten sentences) It well help the chn; to be able to understand where to put the apostrophes by using them examples But chn; will sit still have confusion when writing in apostrophes. Some still can't shorten their sentences if the sentences are too long. Correct work on BB, YYN.

14A: (apostrophes) Personal belief: it was the most common method used by teachers in primary schools in SIs. This method is the simplest approach for the teacher because the tchr; will not used to many teaching aids during lessons. This method is used when the teacher is teaching the whole class in one big group. BUT the only problem I find when using this method is that those students who are below average will still find problems with thier work and will be much lower than those who are above average. Students who are above average will not find any problem with their work. YYN.

#### LISTEN TO STORIES

##### PREP - GRADE 3

15B: (story) I believe that when listening to the story the chn; may use their listening skill & the ability to write their own stories & to draw their own pictures. BUT for some of the chn; who are not listening while I'm reading the story they don't understand what to do. So I explain it slowly to them. YYY.

##### GRADE 4 - 6

14C: (comprehension) The main reason for using this method is to test the children's listening skills. Another reason is to enable the children to give accurate answers to questions about stories BUT the main problem find using this method is that some of the children finding problems with their spelling. YYN.

#### TEACHER EXAMPLES FOR CORRECT FORM

##### PREP - GRADE 3

5A: (maths) I believe that if I teach the chn & they listen & learn what I tell them they would know & understand what they learn & would be able to pass the exam for high school. But I need to write the work on the BB because the books were not enough. (No writing samples).

5B: (morning talk) I believe that if I teach good they will become good leaders of the future. BUT sometimes it is not easy to teach the children who don't know how it has taught in English. (No writing samples).

5C: The teaching is good and gives wisdom to chn; if they are willing to listen & obey what the teachers says to do. But sometimes there are not enough books for use. We must make our own book from the children's work. No paper or paint or colour crayons. (No writing samples).

6C: (sentences) The reasons for using method C is that it is an important method without it the chn; cannot do all other activities. Both method A & B cannot go without method C. Then the other two methods will be more easy for them. This is the reason for stating method C as one of the important methods. As a teacher I cannot prepare my activities without method C, I must use method C before I prepare my presentation. But the problem I have had been using method C is that there is always a shortage of books. There are three to four chn; using one book. When I want to listen to individual reading it is always difficult and impossible to do it because each individual person has no book to use, YYN.

##### GRADE 4 - 6

9C: (story) I believe to this method I think it will enable the student to write good sentence & good English languages. But their are some hard words used in the story books. Some students don't write long stories for their story, YYY.

## Writing Sample (appendix 5.1.1.a)

### Teacher 13C - Conversing Method

#### Student 1

##### Reading "The Pie Stall"

Read the story to yourself and then do the work below

- ① What did the boys see that gave them an idea for starting a business? Because they saw the student ran to a long way to the nearest shop.
- ② What things did they need to start their business? They would credit from the bakery to start of their business.
- ③ Why was the truck three-quarters of an hour late on day? Because it had a flat tyre.
- ④ What did Sevese say that made the manager of the bakery agree to make them pay for only the pies they had sold on 1<sup>st</sup> day the truck was late? Because he didn't want the boys to order from other bakery.
- ⑤ How <sup>much</sup> profit did the boys make one each pie? \$00.02
- ⑥ How much money did they collect on the first day? How much of that was the profit? \$8.20 . \$2.40
- ⑦ Can you find work out about what time the boys took the pies back to the bakery on the day the were delivered late? Half past one.

Find the meanings of these words.

- ⑧ credit  $\Rightarrow$  trusting someone to pay for something later on.
- ⑨ bargain  $\Rightarrow$  to argue over the price of something.
- ⑩ leaned  $\Rightarrow$  to bend your body towards or over something.



## Writing Sample (appendix 5.1.1.b)

### Teacher 13C - Conversing Method

#### Student 2

Reading

Title: "Pie Pie Stall"

1. What did the boys see that gave them an idea for starting a business? The boys saw the students running to store to buy their lunch. So they said that they will make a small business.
2. What things did they need to start their business? They will need some money to start their business.
3. Why was the truck three-quarters of an hour late one day? Because it have a flat tyre.
4. What did Sevese say that made the manager of the bakery agree to make them pay for only the pies they had sold on the day the truck was late? Because we made a bargain. You agreed to deliver the pies at a quarter to twelve and you didn't get them there till late. It was your fault we didn't sell them. You didn't keep your part of the bargain. We can go to another bakery if we have to.
5. How much profit did the boys make on each pie? Two kina.
6. How much money did they collect on the first day? 20 kina. How much of that was profit? 6 kina.
7. Can you work out about what time the boys took the pies back to the bakery on the day they were delivered late? Half past one.
8. Credit means → An arrangement trusting a person to pay for something later on.
9. Bargain means → An agreement about buying or selling or exchanging something.
10. Leaned means → bend your body towards or over something.

## Writing Sample (appendix 5.1.1.c)

### Teacher 13C - Conversing Method

#### Student 3

' Reading

Title The Pie Stall

1) What did the boys see that gave them an idea for starting a business? The boy saw the students running to class to their lunch so they said that they will make a small business.

2) What things did they need to start their business? They will need some money to start their business.

3) Why was the truck three-quarters of an hour late one day? Because it had a flat tyre.

4) What did Serese say that made the manager of the bakery agree to make them pay for only the pies they had sold on the day the truck was late? Because we made a bargain you agreed to deliver 11 pies at a time till late it was your fault we didn't sell them. You didn't keep your part of the bargain we can go to another bakery if we have to.

5) How much profit did the boys make on each pie? Two kina.

6) How much money did they collect on the first of 20 kina. How much of that was profit? 6 kina.

7) Can you work out about what time the boys took the pie back to the bakery on the day they were delivered late? Half past one.

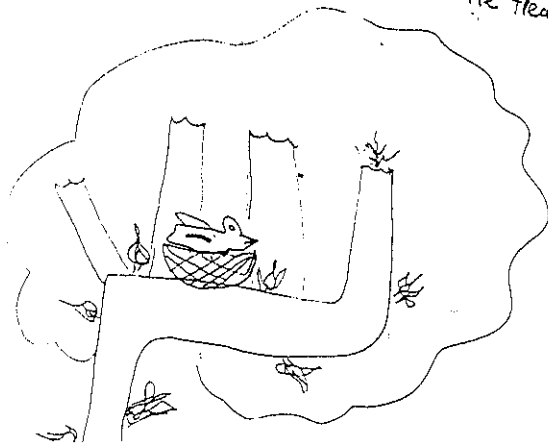
8) Credit means - An arrangement of selling or exchanging something.

9) Bargain means - An agreement about buying or selling or exchanging something.

10) Leaned means - bend your body towards or over something.

I saw a little birds.

I saw a bird. He swinging on the branches of the tree. And He sing some song He was very happy.  
And He flies with <sup>his</sup> small wing. After He flew away.



Student 1

## Writing Sample (appendix 5.1.2.b)

### Teacher 7C - Experiential Method

#### Student 2

Monday 21 April 1992

I saw a flower the flower is red and the leaf is green.



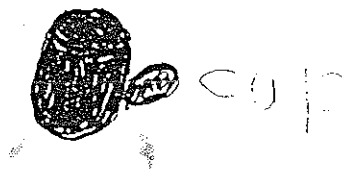
#### Student 3

leaf is green. The flower is red and the flower is green.

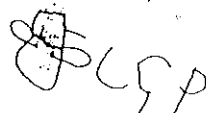
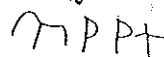
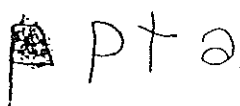
## Writing Sample (appendix 5.1.3)

### Teacher 1A - Practising Method

#### Student 1



#### Student 2



#### Student 3



## Writing Samples (appendix 5.1.4.a)

### Teacher 9B - Listening Method

#### Student 1

##### ENGLISH TEST

- ① The teacher said something about Australia. /
- ② The painter said nothing about the accident. /
- ③ James and Wasu said something about a big fire. /
- ④ The fisherman said nothing about his visit to Hula. /
- ⑤ The coffee-grower said something about the rough road to Mt Hagen. /
- ⑥ The bulldozer driver said nothing about Kieta. /
- ⑦ The shopkeeper said nothing about the South Pacific post. /
- ⑧ The old Lulwai said something to the Provincial Commissioner. /
- ⑨ James brother said something about our house. /
- ⑩ The baby said nothing about the mattress. /

## Writing Samples (appendix 5.1.4.b)

### Teacher 9B - Listening Method

#### Student 2

Friday English Test 23<sup>th</sup> Jan 1978.

English test.

Copy these sentences in your Book.

- 1) The teacher said something about Australia.
- 2) The painter said nothing about the accident.
- 3) James and Wastu said something about a big fire.
- 4) The fisherman said nothing about his visit to Hula.
- 5) The coffee-grower said nothing about the rough road to Mt Hagen.
- 6) The bulldozer driver said nothing about Kieta.
- The Shepkeeper said nothing about the South Pacific post.
- The old Lilewai said something to the Provincial Commissioner.
- James brother said something about our house.
- The baby said nothing about the mattress.

## Writing Sample (appendix 5.1.4.c)

### Teacher 9B - Listening Method

#### Student 3

Copy of the teacher's notes from the listening method.

1. The teacher said something about Australia /
2. The painter said nothing about the accident,
3. JAMES and WASU said something about a big fire
4. The ... said nothing about his visit to Lul
5. The coffee-grower said something about the rough road to Mt HAGEN
6. The bulldozer driver said nothing about Kieta
7. The shopkeeper said nothing about the South Pacific post
8. The old Lulwai said something to the provincial commissioner
9. James brother said something about all the Hows:
10. The baby said nothing about the mattress



## Writing Sample (appendix 5.2.1)

### Teacher 3A - Skills Objective

#### Student 1

She is combing her hair.

She is reading a book.

He is drawin a picture

#### Student 2

She is combing her hair

She is reading a book

He is drawing a picture

#### Student 3

she is combing her hair

She is reading a book

He is drawing a picture

## Writing Sample (appendix 5.2.2a)

### Teacher 16B - Comprehension Objective

#### Student 1

1. She crashed on the reef and the waves started to smash her to pieces. She boat.
2. Moses and John found the three rocks and the clam shell.
3. An octopus frightened the boys out of the water.
4. Old Abraham's wife said that silly boys listened to Old Abraham's stories.
5. The boys didn't get the gold but they did get a pearl.
6. A schooner is a ship or boat.
7. The pearl was found in an oyster.
8. His wife made him look guilty.

## Writing Sample (appendix 5.2.2b)

### Teacher 16B - Comprehension Objective

#### Student 2

Thursday 23<sup>rd</sup> July

1. She crashed on the reef and the waves started smashing her to pieces. She is about
2. Moses and John found the three rocks and the clam shell.
3. The octopus frightened the boys out of the water.
4. old Abraham wife said he is making up his own stories.

#### Student 3

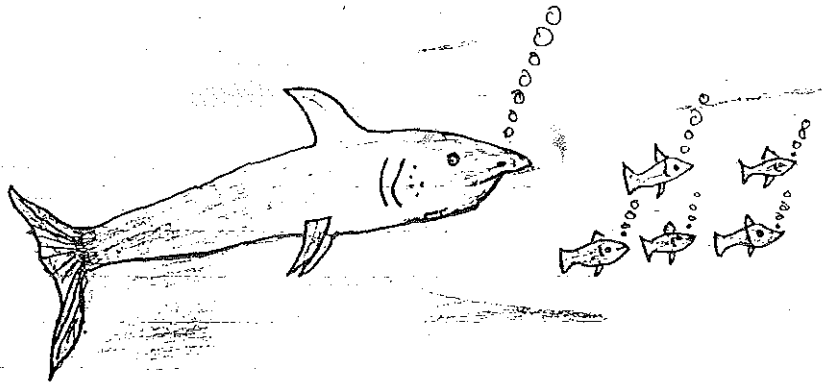
1. She crashed on the reef and the waves started to smash to pieces she is about
2. John and Moses found the three rock and the
3. The shark frightened out of the water
4. old Abraham wife said that don't listened to old abrahams stories
5. The boys didn't get the gold but the did go
6. are about
7. in a oyster

## Writing Sample (appendix 5.2.3a)

### Teacher 9C - Free Writing Objective

#### Student 1

WHY SHARKS WANT TO EAT LITTLE FISH.



Once upon a time, there was a shark.

One day, the shark was hungry he went off to find some food. The shark swam over a big rock under the sea, he saw some small fish and the shark chased them. The small fish swam fast as they could under the rock.

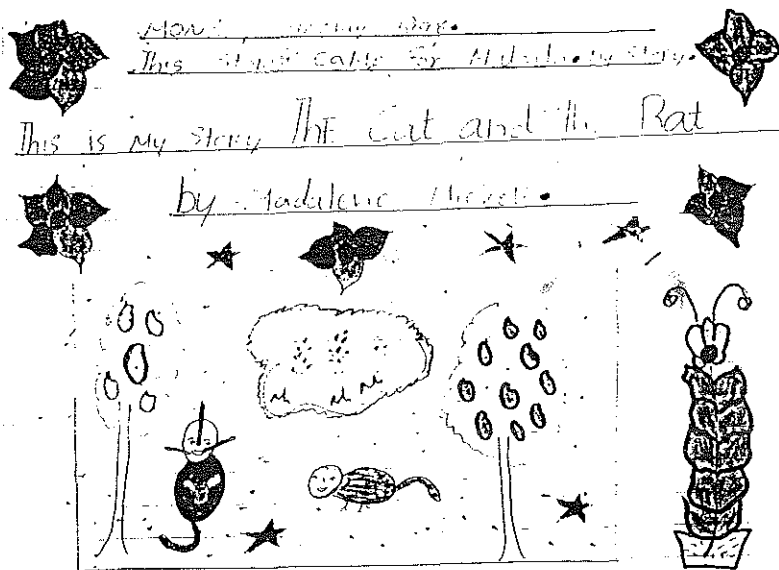
The shark was angry, he pushed the rock out. When the shark looked under the rock, he didn't see the small fish. The small fish hide in the seaweeds. The shark can't swim to the sea-weeds, because it wasn't deep enough for him, the shark swam back to his place. Now that's why the shark want to eat little fish this days.

THE END OF THE STORY

## Writing Sample (appendix 5.2.3.b)

### Teacher 9C - Free Writing Objective

#### Student 2



ONCE upon a Time, There Were  
LIVE TWO Animals, The two Animals Were  
friend, The two Animals Name called Cat and Rat,  
One Morning The Cat Said to his friend  
Rat, Come lets go to our garden, The Im All sick,  
and The cat angry and went to the garden  
When He came back He kill the Rat and the Rat was  
away for the cat.

(9) Method C, Student 2

## Writing Sample (appendix 5.2.3.c)

### Teacher 9C - Free Writing Objective

#### Student 3

Story are bout family

One day the family went to the Island. There were plenty of big garden in their Island. Ely in the morning father went to the small Island. there were starting fishing. After that there were going home when they were cooking some potato and some fish too.

