

# TEACHING SETTLEMENT IN THE CSWE CURRICULUM

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Thesis submitted for the degree of

Doctor of Philosophy

in the

Department of Linguistics

University of Adelaide

October 2013

**THIS THESIS HAS BEEN ACCEPTED FOR THE AWARD OF  
THE DEGREE  
OF  
MASTER OF PHILOSOPHY**

## Table of Contents

LIST OF TABLES .....	viii
LIST OF FIGURES .....	ix
TRANSCRIPT CONVENTIONS .....	x
DECLARATION .....	xi
ACKNOWLEDGMENTS .....	xii
ABSTRACT.....	xiii
1. INTRODUCTION .....	1
1.1 Purpose of the Study .....	1
1.2 Background.....	1
1.3 Aims of the study.....	4
1.4 Research Question .....	5
1.5 Significance of the study .....	5
1.6 Conceptual Frameworks .....	6
1.7 Limitations of the Study .....	7
1.7.1 Generalizability .....	7
1.7.2 Researcher Influence .....	7
1.7.3 Research Ethics .....	8
1.7.4 Triangulation .....	8
1.7.5 On-going data collection .....	8
1.7.6 Transcription of student interactions.....	9
2 LITERATURE REVIEW .....	10
2.1 Overview.....	10
2.2 Settlement .....	11
2.3 Certificate in Spoken and Written English (CSWE).....	16
2.4 Text-based Syllabus.....	20
2.5 Content Based Instruction (CBI) .....	22
2.6 Multiliteracies.....	24
2.7 Case Study .....	25
2.7.1 Settlement.....	25
2.7.2 CSWE.....	26
2.7.3 Text-Based Syllabus.....	27
2.7.4 Content Based Instruction .....	29
2.7.5 Multiliteracies.....	30

2.7.6	Timetable.....	30
3.	METHODS .....	32
3.1	Introduction.....	32
3.2	Case Study .....	33
3.2.1	Introduction .....	33
3.2.2	Research Participants .....	34
3.2.3	Research Setting .....	34
3.2.4	Data Collection.....	36
3.2.5	Digital Recording .....	37
3.2.6	Data Transcription.....	38
3.2.7	Data Coding.....	38
3.2.8	Data Description.....	38
3.2.9	Teaching materials .....	39
3.3	Narrative Inquiry .....	40
4.	FORMATTED TEXTS .....	42
4.1	Overview.....	42
4.2	Web Addresses .....	45
4.2.1	Aims and Objectives .....	45
4.2.2	Following a Procedural Text .....	46
4.2.3	Address Difficulties.....	52
4.2.4	Map Reading .....	55
4.2.5	Lesson Outcomes .....	56
4.3	Writing Addresses .....	57
4.3.1	Aims and Objectives .....	57
4.3.2	Introduction Activities.....	58
4.3.3	Writing Addresses .....	62
4.3.4	Filling in the First Form .....	67
4.3.5	Writing Addresses from Rental Advertisements .....	69
4.3.6	Finding Unfamiliar Suburbs on a Map.....	71
4.3.7	Lesson Outcomes .....	72
4.4	Following Instructions on Formatted Texts.....	73
4.4.1	Aims and Objectives .....	73
4.4.2	Following Instructions.....	73
4.4.3	The Census Form.....	76

4.4.4 Change of Address .....	86
4.4.5 Lesson Outcomes .....	91
4.5 Multiple Genres in a Formatted Text.....	92
4.5.1 Aims and Objectives .....	92
4.5.2 Australia Post Application to Redirect Mail .....	92
4.5.3 Lesson Outcomes .....	101
4.6 Transferrable Skills.....	101
4.6.1 Aims and Objectives .....	101
4.6.2 Tax File Number Declaration.....	102
4.6.3 Lesson Outcomes .....	111
4.7 Learning Outcome .....	111
4.7.1 Aims and Objectives .....	111
4.7.2 Formatted Text Test .....	112
4.7.3 Test Outcomes.....	113
4.7.4 Other Test Findings.....	114
4.8 Summary.....	115
4.8.1 Web Addresses .....	115
4.8.2 Writing Addresses .....	117
4.8.3 Following Instructions on Formatted Texts.....	118
4.8.4 Multiple Genres in a Formatted Text .....	120
4.8.5 Transferrable Skills .....	121
4.7.3 Learning Outcome.....	122
5. GRAPHIC TEXTS AND NEWSPAPERS .....	124
5.1 Overview.....	124
5.2 Introduction to Graphs and Newspapers.....	126
5.2.1 Aims and Objectives .....	126
5.2.2 Line Graph.....	127
5.2.3 Bar Graph .....	131
5.2.4 Pie Graph.....	134
5.2.5 Reading Tables .....	134
5.2.6 Introduction to newspapers.....	136
Backgrounds of students at school in term 1, 2006.....	136
Total     709.....	136
5.2.7 Lesson Outcomes .....	140

5.3 Bar Graph of Unpaid Domestic Work .....	141
5.3.1 Aims and Objectives .....	141
5.3.2 Bar Graph of Unpaid Domestic Work.....	141
5.3.3 Pie Graph of Unpaid Domestic Work .....	143
5.3.4 Lesson Outcomes .....	145
5.4 Drawing a Graph from a Table .....	146
5.4.1 Aims and Objectives .....	146
5.4.2 Reading a Newspaper Article.....	146
5.4.3 Lesson Outcomes .....	153
5.5 Reading Rental Advertisements.....	153
5.5.1 Aims and Objectives .....	153
5.5.2 The Abbreviations Explained .....	154
5.5.3 Reading Rental Advertisements .....	157
5.5.4 Lesson Outcomes .....	161
5.6 Graphing Average Rental Costs .....	162
5.6.1 Aims and Objectives .....	162
5.6.2 Explaining the Task.....	162
5.6.3 Reading a Street Directory .....	168
5.6.4 Lesson Outcomes .....	169
5.7 Learning Outcome .....	170
5.7.1 Aims and Objectives .....	170
5.7.2 Read a Graphic Text Test.....	171
5.7.3 Test Outcomes .....	173
5.7.4 Other Test Findings .....	174
5.8 Summary.....	174
5.8.1 Introduction to Graphs.....	174
5.8.2 Graphs of Unpaid Domestic Work .....	175
5.8.3 Drawing a Graph from a Table.....	175
5.8.4 Reading Rental Advertisements .....	178
5.8.5 Graphing Average Rental Costs .....	180
5.8.6 Learning Outcome Test .....	181
6. CONCLUSION .....	182
6.1 Overview.....	182
6.2 Instructional Materials .....	183

6.3 Settlement Questions .....	185
6.4 Spatial Concepts .....	186
6.5 Further Research.....	186
6.6 Critical Reflection.....	187
REFERENCES.....	190

## **LIST OF TABLES**

Table 1	Timetable with session objectives .....	32
Table 2	Student Profiles .....	37
Table 3	Timetable for formatted texts .....	44
Table 4	Timetable for graphs and tables .....	126

## LIST OF FIGURES

Figure 4.2.1 Computing worksheet page 1 .....	47
Figure 4.2.2 Computing worksheet page 2 .....	49
Figure 4.3.1 First authentic form .....	68
Figure 4.3.2 Rental addresses .....	71
Figure 4.4.1 Practice following instructions .....	76
Figure 4.4.2 Front page of census form .....	81
Figure 4.4.3 Understanding the census instructions .....	84
Figure 4.4.4 Census vocabulary .....	84
Figure 4.4.5 Vocabulary worksheet .....	86
Figure 4.4.6 Moving scenario .....	87
Figure 4.4.7 Medicare change of address form .....	89
Figure 4.5.1 Application to redirect mail .....	94
Figure 4.6.1 Tax file number declaration .....	106
Figure 4.7.1 College application form .....	113
Figure 4.7.2 Additional information .....	113
Figure 5.2.1 Teaching material for line graph .....	128
Figure 5.2.2 Teaching material for bar/column graph .....	132
Figure 5.2.3 Teaching materials for pie graph .....	135
Figure 5.2.4 Teaching materials for drawing graphs (one) .....	136
Figure 5.2.5 Teaching materials for drawing graphs (two) .....	137
Figure 5.3.1 Survey and bar graph domestic work .....	144
Figure 5.3.2 Survey and pie graph domestic work .....	145
Figure 5.4.1 Unemployment rates article .....	149
Figure 5.4.2 Unemployment rates comprehension .....	153
Figure 5.5.1 Decoding key for rental advertisements .....	156
Figure 5.5.2 Newspaper rental advertisements .....	161
Figure 5.6.1 Student research of rental costs .....	164
Figure 5.6.2 Student survey of average rental costs .....	167
Figure 5.6.3 Worksheet for recording grid references .....	169
Figure 5.7.1 Test graph .....	172
Figure 5.7.2 Test questions .....	173

# TRANSCRIPT CONVENTIONS

Transcript 3a	session number (3) and extract order (a)
00:07:30	time markers on recording
01, 02	speaker turn
T	teacher
Vi, Ru	first two letters of student's name
S1, S2	unknown students
Ss	more than one student speaking
] ]	overlapping speech
/, //, ///	pause (length of seconds)
<b>bold</b>	emphasis given by speaker
( )	unintelligible speech
{ }	activity associated with speech

(Adapted from Barnard and Torres-Guzman (2009))

## **DECLARATION**

This work contains no material which has been accepted for the award of any other degree or diploma in any university or other tertiary institution to Glenda Inverarity and, to the best of my knowledge and belief, contains no material previously published or written by any other person, except where due reference has been made in the text.

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## **ACKNOWLEDGMENTS**

I wish to take this opportunity to thank all those who have supported and encouraged me throughout the research period.

To my principal supervisor, Dr Peter Mickan, for your constant encouragement, guidance and support that expertly challenged me to extend my thinking and to critically question all aspects of my research and for this I sincerely thank you.

To my AMEP workplace manager for her permission for the classroom research to take place, giving me the opportunity to experience and reflect deeply on how my curriculum offers enhanced learning opportunities for the students, and to understand my profession in ways which could not be achieved in any other manner.

I have a multitude of thanks to all the students who participated in this research. Without your cooperation and participation this study would not have been possible. I have found the research outcomes very rewarding, in that the findings from the study will be of great benefit to future ESL students.

Finally, to my husband Leigh, thank you for your continued love, support and patience while I pursued this study over the course of many weekends.

# **ABSTRACT**

## **Settlement in the Curriculum Enactment**

The objective of this classroom based case study is to identify, explain and describe settlement teaching that occurred during the enactment of the Certificate of Spoken and Written English (CSWE) curriculum to newly arrived migrants. The case study uses a narrative inquiry approach (Webster & Mertova, 2007) in order to identify settlement questions as they occur. Transcribed lesson segments demonstrate how settlement questions arose during the lessons.

The students were immersed in the settlement topic of housing. Instructional materials were prepared to address the housing topic while also meeting the learning requirements of the CSWE curriculum. The settlement information that is revealed in this case study demonstrates that there are many items of general knowledge within a society that are not understood by those new to the society. It is these items of general knowledge that constitute settlement information that is relevant for newly arrived migrants to understand to assist them to learn to live in a new social setting.

The settlement questions revealed in this thesis are concerned with housing, and demonstrate that by carefully selecting instructional material, the lecturer can nurture the development of settlement skills while teaching English. In this case study, it will be shown that the students began with learning their address and finding their suburb on a map, and ended being able to read rental advertisements, graph the cost of rent, and find rental addresses in a street directory. The housing topics that were discussed in the lessons were general knowledge that

is shared by the host society. Migrants who are not aware of the social system of the host society may have difficulty in negotiating their new surroundings. The purpose of teaching settlement to newly arrived migrants is to increase general knowledge of our social systems thereby making it easier to make meaning of their surroundings and start a new life in a new culture.

The analysis demonstrates that the questions that students ask arise in direct relation to the topic being studied. It was found that when studying addresses, questions arose regarding house numbers and when studying interest rates, questions were asked about mortgages. Furthermore it was found that in this research, the lecturer responded to the students using a Lave & Wenger (1991) model of “expert” rather than the model of discussion as suggested by Burns & McPherson (2004).

Further research is suggested on analysing the questions asked by students under the new approach to teaching settlement in the Adult Migrant English Program (AMEP) whereby ten settlement topics are taught over a period of a minimum of forty hours.

The research also found that when undertaking the test for filling in a formatted text, the students performed poorly on the spatial aspect of writing their address on a form. This is another area recommended for further research.