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## APPENDICES





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## APPENDIX 1: DIARY CODING SYSTEM

Accounts of teachers, managers, students and absent participants (App. 2.1)			
Themes	Codes	Os/ds	App.
The role of the teacher	Contradictory pressures	13/6	2.111
	Teachers differ	4/1	2.112
	Teachers fear redundancy:	14/7	2.113
	sub-codes:		
	Inexperienced teachers fear most	6/4	2.114
Managers' priorities	Teachers are employed for cost/looks	3/1	2.115
	Managers prioritise commerce over teaching	20/5	2.121
Students as learners	Profit or status drives managers	4/1	2.122
	Students make little effort:	4/3	2.131
	sub-code:		
	Some students do want to study	4/3	2.132
	Students have financial authority	5/2	2.133
Absent participants	Culture affects learning	7/4	2.134
	Agents	7/6	2.141
	Teacher training	6/4	2.142
	Unions	3/3	2.143
	The education industry	3/3	2.144
	NEAS	1/1	2.145
	Federal government	1/1	2.146

Struggles in and over evaluation (App. 2.2)			
Themes	Codes	Os/ds	App.
Students evaluate/appraise teachers	Students' opinions drive management	8/4	2.211
Managers evaluate/appraise teachers	Managers equates 'happy' students with good teaching	11/5	2.221
	Managers appraise teacher's 'attitude'	1/1	2.222
	Sub-code: Managers priorities not explicit	3/2	2.223
Teachers evaluate/appraise managers	Pressure to be silent	9/5	2.231
	Teachers' opinions are ignored/reinterpreted	11/7	2.232
Students evaluate/appraise managers	Teachers support students against managers	4/3	2.241
Teachers evaluate/appraise students	Pressure to easify assessment:	10/5	2.251
	Sub-code:		
	Students resist teachers' assessments	4/3	2.252
	Pressure to improve attendance	1/1	2.253

The implications for other practices (App. 2.3)

Themes	Codes	Os/ds	App.
Classroom teaching	Class composition:		
	sub-codes:		
	Students are wrongly placed	11/5	2.312
	Too many students in classes	5/3	2.3121
	Students enrol continuously	4/2	2.3122
	Students are hard to control	4/2	2.3123
Professional development	Managers control teaching materials	4/2	2.3124
	Pressure to standardise teaching	2/1	2.3125
Beyond the college	PD is inadequate	6/4	2.331
	PD has commercial purposes	5/3	2.332
	Excursions must be fun	1/1	2.341
	Socialising is compromising	1/1	2.342

## APPENDIX 2: DIARY CODED TEXT SEGMENTS

### 2.1 ACCOUNTS OF TEACHERS, MANAGERS, STUDENTS AND ABSENT PARTICIPANTS

#### 2.11 The role of the teacher

##### 2.111 Contradictory pressures

TEXT: Diaries. Text only D1.txt (78/83)

CODE: 1) The participants are.1) Teachers.The role of the teacher.1) Contradictory pressures (G:100)

I thought this was particularly interesting as it revealed the fact that management is aware of the tension between the teachers' perception of their role and their view of management with its eye on the bottom line. This might seem obvious, but sometimes it becomes obscured in our institution where there is such verbal stress put on quality control.

TEXT: Diaries.Text only D2.txt (76/98)

CODE: 1) The participants are.1) Teachers.The role of the teacher.1) Contradictory pressures (G:100)

Two students joined the afternoon IELTS class who are not supposed to be there. One of them is an ex-student of the college and a friend of the other student. She was really just visiting. The other student attends twice every week. She is enrolled in a Cambridge course and has been coming along to the IELTS class for a few months like this even though she is not entitled to do so. She used to be in my class and when she asked me if she could continue to come along even after the Cambridge course started, I told her that it was not allowed but that she could if she wanted to. This is a not particularly critical incident, however it contravenes the rule that the only students in attendance should be those who are enrolled for that course. I don't feel guilty about breaking this rule in the case of one student and I have done this occasionally in the past, though I would not like to be caught. The consequences would probably not be severe anyway, just a warning not to do it again. The conflict here is the college's desire to make money and to run a disciplined ship versus my willingness to have extra students in my class who appreciate the teaching and have not paid. It is one of the core conflicts of ELICOS between the businesspeople who run the colleges for profit, often with little understanding or concern about education, and the teachers, who tend to see their work as part of a caring profession and definitely appreciate having students who like them and/or who want to study hard.

TEXT: Diaries.Text only D3.txt (33/49)

CODE: 1) The participants are.1) Teachers.The role of the teacher.1) Contradictory pressures (G:100)

I suppose this brings me to the problem of economics versus education within our industry. Classes closed, put together, students at inappropriate levels to facilitate numbers. I could write forever about this but I'm sure you get the gist.

**Marketing issues are always difficult - what does a teacher do when a student is in the wrong level due to classes being full?**

**What does a teacher do when its freezing in the class and the students are more interested in the internal climate and complaining about the studying?**

**Where is the teacher and where is the marketing manager within each teacher?**

**I remember being told numerous times to smile and greet students around the school - even rude obnoxious bastards!**

TEXT: Diaries.Text only D4.txt (99/113)

CODE: 1) The participants are.1) Teachers.The role of the teacher.1) Contradictory pressures (G:100)

I think this situation comes about because (esp. for lower level students with limited communication skills in English) their teacher is the one person they see on a daily basis, talk to and trust . I am torn between my roles as school representative one ought to defend the product but over this aspect I have no control but I learn a lot about similar dilemmas occurred when a student showed me photos she had of a filthy bathroom in her homestay and asked 'Is this normal?' I had to say that I thought it was disgusting but do not forget being told at a recent meeting by the marketing manager that it didn't help things when we sided with students against management on issues concerning student welfare, school activities, visas, attendance , fee payment and changing classes and anything else one could imagine. It seems that the teacher is required to play a silent mindless role whilst at the same time being responsible for everything that happens in the classroom every day of the week.

TEXT: Diaries.Text only D4.txt (215/223)

CODE: 1) The participants are.1) Teachers.The role of the teacher.1) Contradictory pressures (G:100)

- 1) teachers' views are ignored or used against them.
- 2) the people in charge don't know what they are doing - re. Methodology, language learning.
- 3) classes are getting bigger, rooms smaller and I can't do my job properly
- 4) inexperienced teachers are conducting placement tests.
- 5) there is no 'management by consensus', only by tyrannical rule.
- 6) teachers are expected to do more and more without an increase in pay or thanks.

TEXT: Diaries.Text only D4.txt (267/271)

CODE: 1) The participants are.1) Teachers.The role of the teacher.1) Contradictory pressures (G:100)

That afternoon I wondered what course of action I should take and how I should teach - was I a good/bad teacher, what stance should I take. How should I be?

I couldn't come up with a solution.

TEXT: Diaries.Text only D4.txt (287/289)

CODE: 1) The participants are.1) Teachers.The role of the teacher.1) Contradictory pressures (G:100)

All this seems to lead to but one conclusion - the GE teacher needs to have multiple personalities, to successfully cope with what I see as an increasingly impossible situation.

**TEXT: Diaries.Text only D4.txt (386/399)**

**CODE: 1) The participants are.1) Teachers.The role of the teacher.1) Contradictory pressures (G:100)**

**Ultimately I feel that I want/need to leave the industry altogether - it has grown too fast. Well-qualified, professional teachers teaching GE have an almost impossible task - differing student expectations and study objectives conflict with what the college wants to give them (which isn't itself always clear - all of these then collide with what teachers want to do in the classroom and their version of the best way to go about it. Students want to leave feeling they have made huge progress in their English and that it is the teachers' responsibility to fulfil this aim, the college and management want students to leave as a satisfied client who will spread the good word and encourage them to attend the school so that the Marketing Manager doesn't have to go on so many o.s. trips to create new markets. Teachers want to do a lot of different things - the main one is to feel they are doing something rewarding and fulfilling - I don't.**

TEXT: Diaries.Text only D6.txt (3/15)

CODE: 1) The participants are.1) Teachers.The role of the teacher.1) Contradictory pressures (G:100)

While passing through the library a senior teacher entered with a group of Japanese people in tow. I remember stopping and wondering what my role in their passage should entail. Initially I was unsure who they were - visitors , prospective students, enrolled students or study tour participants or agents. When I decided they were new to 6 the next question was whether to assume a helpful smiling demeanour, carry on with my business or wait for the teacher to introduce me. I settled for a hesitant smile and excused myself. The senior teacher gave little indication as to whether this was what was expected. This is not the first time I've been undecided as to what role I should adopt - teacher or customer service rep. Those present ten Japanese students (?), senior teacher, relief librarian, students in library and myself.

TEXT: Diaries.Text only D6.txt (18/22)

CODE: 1) The participants are.1) Teachers.The role of the teacher.1) Contradictory pressures (G:100)

While leaving a Writing Group meet R, C, and B and I chatting about teaching policy connected with ..... Ran into DOS. He challenged or made some remark , felt the need to halt conversation and assume role of deferent employee. Hate that feeling. Always felt that way with him.

**TEXT: Diaries.Text only D6.txt (192/196)**

**CODE: 1) The participants are.1) Teachers.The role of the teacher.1) Contradictory pressures (G:100)**

**An agent bailed me up after class today. Once again that dilemma about role. He asked me for a report - I slipped into Company Marketing Rep**

**mode but I couldn't help feeling that this really wasn't my job. I suppose a straight referral to reception was an option. However best be silent.**

26/June

After Tuesday's reflection on self identity today I approached my work from the position of a service provider rather than a teacher per se.

It actually went quite smoothly and after one little customer service (we try harder) event a Pre-Int student trotted out her first tag question. 'You're a good teacher aren't you ?' I was a little taken aback by this. Initially but going the extra mile from a service perspective seems to be read as good teaching. Bloody revelation. I wonder if it wouldn't be something to include in teacher training courses. Not only is it read as good practice by S's, Management also interpret it as quality education. I would still disagree with any argument that failed to contrast the two though.

TEXT: Diaries.Text only D6.txt (300/313)

CODE: 1) The participants are.1) Teachers.The role of the teacher.1) Contradictory pressures (G:100)

Since writing this diary the climate at 6 has changed significantly. Industrial action has created a tension that has severely eroded my self image as a 'service provider'. It seems that it is all one way. Management has not been able to extend itself in negotiations with teachers even though teachers have been bending over backwards (at least I have) to adopt a new corporate attitude. It's all rather sad. I feel that the climate at the moment has made it impossible to persist with 'teacher as corporate creature'. Teaching staff are nervous about job security and morale is low. Us and Them is the new catch phrase. Efficiency and Professionalism feel like early casualties. (see memos from management). The memos seem patronising and frame any dissension as deviant and unsociable. By definition deviants can't represent the company. It follows teachers are no longer company reps.

TEXT: Diaries.Text only D7.txt (185/199)

CODE: 1) The participants are.1) Teachers.The role of the teacher.1) Contradictory pressures (G:100)

There is an ever present pressure being applied to us to perform with our particular classes. It started with the friggin Art Project class, and now it continues into the general running of our normal classes.

The pressure being applied manifests itself in the following ways: A student may remark that I marked his/her attendance 'too harshly'; in other words I was being honest about a lack of punctuality, etc. Word gets back to the student's agent, who complains to a member of Admin. Senior teacher, DOS or other approaches me demanding to see my class role. For the sake of keeping things peaceful, I'm asked to be 'lenient' with my marking. What the f--- does that mean? You were telling us, when we started here as new teachers, that the rolls were legal documents, and that it was very important that they were kept diligently!! What the hell do I do in a situation like this one?



## 2.112 Teachers differ

TEXT: Diaries.Text only D1.txt (259/279)

CODE: 1) The participants are.1) Teachers.The role of the teacher.2) Ts differ (G:100)

One of the teachers who works with migrant classes took extreme offence at the description of the school as a business which was selling a product. I know him, and he is a nice boy who is dedicated to his work, and who has been making intelligent efforts to sell migrant classes to the ethnic community. He has, for example, been to visit the Islamic Council and a Jewish organisation and some other groups, trying to get ready for the withdrawal of the CES from its role of provider of education services. He should therefore be aware of the fact that money changes hands, but he was very upset. He seemed to equate the word 'product' with something inherently shonky. But then he is very left-wing.

From my point of view, the memo said, in essence try not to offend people don't use materials which say that Australian education is useless think before you give Pauline Hanson too much publicity. This does not seem too radical to me. (I did, though, try to make the memo a little stronger than just a suggestion.) I think that the reason must be that the teachers are so anti-management that any edict issued will be regarded with deep suspicion and automatically regarded as anti-teacher. This is a decision which management have brought upon themselves.

TEXT: Diaries.Text only D1.txt (291/304)

CODE: 1) The participants are.1) Teachers.The role of the teacher.2) Ts differ (G:100)

Some people mistake their role entirely, and see themselves as something else. I remember a teacher years ago who went into the classroom and gave a lesson on avoiding AIDS which included unrolling condoms onto her fingers. Lessons may also serve as therapy - for example the teacher whose lover was dying of AIDS who gave lesson after lesson on the disease. So we have teaching as social work and teaching as therapy for the teacher.

**I think ESL teaching is a kind of refuge for the desperate and battered, and this adds to the variety of strange ways in which teachers see themselves. Certainly, language rarely seems to come to the foreground. The majority of teachers at my organisation have little interest in language and see nothing strange in the fact that they cannot spell fairly simple words or explain basic grammar points.**

TEXT: Diaries.Text only D1.txt (311/326)

CODE: 1) The participants are.1) Teachers.The role of the teacher.2) Ts differ (G:100)

The inservice was yesterday, and I think it raised some interesting points from the point of view of this diary. Quite a few teachers seemed to think that it was of little use to try to accommodate students' cultural expectations, and that ss should simply do as the Romans do. There were a few cries of 'I can't be any different to what I am' and 'How can I be expected to change my personality?' There was little perception of the teacher as a professional provider of a service.

All in all, there seemed to be little realisation that we are providing a service to a customer. One man said that this was a new concept for him and he was happy with it, and felt that it made him more secure, because he could realise clearly what was the nature of his work. Such pragmatism is rare. Inexperienced teachers who have done a short course in one method of language teaching cannot be expected, of course, to be very flexible in their approach.

TEXT: Diaries.Text only D1.txt (328/336)

CODE: 1) The participants are.1) Teachers.The role of the teacher.2) Ts differ (G:100)

The most recent of my musings have made me realise that we are not simply looking at a situation where management espouses commercial considerations and teachers espouse pedagogical ones, with the former being the black hats and the latter the white ones. There is considerable variety among the teachers when it comes to recognising exactly what they do. The role of the teacher may be perceived in many different ways. There is also the division between that part of management which is concerned with status and the part whose principal concern is profit.

### 2.113 Teachers fear redundancy:

TEXT: Diaries.Text only D1.txt (281/289)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy (G:100)

There is also the point that teachers do not have very much power, and so perhaps they are determined to protect the last bastion of their freedom, the freedom to choose materials. Perhaps they can also gain some pleasure and some sense of power and worth if they can harangue the class about whatever it is that they are personally on about. I have felt this myself, but I recognise it for what it is. I believe there is also an element of punishment and revenge in the desire to tell the customers, who are sometimes far from fun, that their eating habits are disgusting and their politics suspect.

TEXT: Diaries.Text only D2.txt (187/204)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy (G:100)

I'm naturally always happy when students like being in my class and I want the DoS to know it too, particularly as on a few occasions over the past few years she and her predecessor "had words" with me regarding students who didn't like me or my teaching and I was put through the wringer of lesson observations to see whether I was up to scratch or not. This is a conflict due to the "quality control" of teaching by the management. The trouble is that students become "clients" who can damage a person's employment prospects and management can use it to intimidate or get rid of a teacher they no longer want, for whatever reason. We deal with hundreds of students, but naturally like humans everywhere they don't to the boss to say something positive, but to complain. I really dislike the regular student evaluation system here and the way it is dealt with so that you often do not even hear about it if you have positive appraisals, but it makes your life hell if a couple of students, for whatever reason, complain. It's really out of proportion if we are expected to



please almost all of the people all of the time. No further entries made until the end of week four.

TEXT: Diaries.Text only D3.txt (27/31)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy (G:100)

Brings me to the issue of the casualisation of our industry and how teachers tolerate and shut up out of fear of offending management who take general complaints as personal attacks. Perhaps a little bargaining skills in teacher training is worthwhile - otherwise management succeed by allowing 'time' to wear down reasonable demands.

TEXT: Diaries.Text only D3.txt (98/104)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy (G:100)

**I think one issue that bothers me is the lack of preparation time - we're meant to do a million things with no time. Magicians - maybe! The casualisation of the industry continues to encourage disempowerment. Recently we've received some new computers and I know we'll have a few inservice lectures about them but that's it. I feel to really know the computers books etc, we need more time to look them over - otherwise they remain underutilised.**

TEXT: Diaries.Text only D3.txt (194/207)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy (G:100)

I was speaking to a colleague who teaches at another institution and we spoke about the problems of some teachers being too afraid to take sick leave because of the reaction from management. She told me how inconvenient it was for her to be ill! (Inconvenient for her as well I suppose).

I also know some teachers who work on through a cold for flu because they don't want to be a 'bother' to their DOS. I think it's unimportant that trainee teachers are carefully made aware of their rights - not necessarily from the union - but from the trainers. I suppose it comes back to a point I made earlier about people being/feeling rather insecure about their jobs and not wanting to rock the boat - although the denial of sickleave through what is paramount to emotional blackmail is completely unacceptable.

TEXT: Diaries.Text only D4.txt (51/63)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy (G:100)

Many of these recent innovations do not yet seem to have their origins in teaching staff but come down from above - admin and management. It seems like teachers' lives are going to have to be adjusted in order to fill in with the needs of the school.

I can already predict that it is the teachers who are more experienced and have further qualifications who quietly question the validity, necessity and wisdom of these new pieces of paper. The real dilemma will come when we are asked to comment at a staff meeting. The newest teachers will happily agree to anything, older ones will murmur, some will speak up and others will not because it would cause too much

trouble - it's easier to keep quiet and you will at least keep your job!

TEXT: Diaries.Text only D4.txt (234/238)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy (G:100)

The problem is less the problem itself but knowing that offering criticisms or suggestions for change won't be well received and that I have to think carefully before doing this in front of management? Will I be re-employed, regarded as a troublemaker?

TEXT: Diaries.Text only D6.txt (28/36)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy (G:100)

**1. Group work was almost a confessional session. Participants were supposed to share frequency and personal strategies for coping with derailed lessons. A head teacher was in my group and it felt quite difficult to talk about bad lessons (recent ones) while Management is constantly cutting back staff and trimming hours of sessional teachers . Whether or not disclosure in a workshop is used as a basis of making decisions about teaching competency is hard to determine. I find it hard to believe it could be fully erased from a Management Agent's memory**

TEXT: Diaries.Text only D6.txt (81/105)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy (G:100)

Professional Development Session today threw up similar feeling to previous one. This dealt with a workshop that sought to provide metaphors for individual teaching style. Once again several assistant head teachers were present and I couldn't help thinking that it was unwise to be completely open about personal teaching philosophy.

When paired with a teacher who I trusted and who had always taught at 6 for an extended period. I remarked that it felt uncool to talk about or challenge some ideals. She told me that it best to be extremely careful about what I said in the earshot of some teacher (senior teachers!) as they would make judgments about personnel based on these comments.

She seemed particularly tuned in to the institutional culture and it was reassuring to hear her voice some of the reservations I had been personally entertaining about there matters. She stressed that saying the right things and being seen to fit into the school and its implicit assumptions about teaching was more important than what went on in the classroom.

Writing this journal has become somewhat of a covert (outlaw?) activity and I think I'll keep it locked in my briefcase from now on.

Today's observations continue to be a worry in the light of ongoing insecurity of tenure/job security.

TEXT: Diaries.Text only D6.txt (169/189)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy (G:100)

Well so much for an observed class. My fate was to have the flow of my Ss learning curve interrupted so they could become disoriented by a new teacher and I could be assigned dishwashing and cleaning duties.

One wonders whether cleaning up after other people is in my job description. Fairly unhappy about.

There is a little friction in the T room. A step 8 (D) teacher who has been here for a year has been continually refused a contract. Whereas a step 3 (S) teacher who has been here less time has been given on and a step up. Hd Teacher walked into the room and explained it by saying she does everything (S) asked e.g.s [unclear], changes to her program at short notice. (D) is furious. I wonder if I am cleaning up like good lad so I'll be thought fit for a contract? I'm not keen on being a cleaner. Perhaps being given cleaning duties is an acknowledgment that Management thinks I can fit in here.

2 teachers have interrupted my cleaning duties. Both have told me to refuse these no-teaching (?) related jobs. I will continue because the company employs no one to do this and if I don't I'll just have to put up with the mess.

TEXT: Diaries.Text only D6.txt (300/313)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy (G:100)

Since writing this diary the climate at 6 has changed significantly. Industrial action has created a tension that has severely eroded my self image as a 'service provider'. It seems that it is all one way. Management has not been able to extend itself in negotiations with teachers even though teachers have been bending over backwards (at least I have) to adopt a new corporate attitude. It's all rather sad. I feel that the climate at the moment has made it impossible to persist with 'teacher as corporate creature'. Teaching staff are nervous about job security and morale is low. Us and Them is the new catch phrase. Efficiency and Professionalism feel like early casualties. (see memos from management). The memos seem patronising and frame any dissension as deviant and unsociable. By definition deviants can't represent the company. It follows teachers are no longer company reps.

TEXT: Diaries.Text only D7.txt (320/328)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy (G:100)

Later, discussing the ordeal with others, I mentioned my feeling of discomfort at being observed so strenuously and for such a long time, and they also advised me that I wasn't the only one to have been pressured into this kind of experience. According to them, it was a common practice of the senior teacher. I can only hope that the observation and the subsequent feedback I received, were kept confidential, and not used in any way to affect the outcome of a possible application for permanency which I'd like to make later this year.

TEXT: Diaries.Text only D8.txt (48/124)

CODE: 1) The participants are. 1) Teachers. The role of the teacher. 3) Ts fear redundancy (G:100)

I'm at the copier (no queue!), and the DOS, Simon, says 'could you come into the office please?' I feel a stab of alarm - at this place, being called into the office is not good. I say, 'In one minute'. I catch Laura's eye, I've been summoned! She looks alarmed, she hasn't been. Simon looks polite but shifty. He tells me I won't be needed after 6/6/97 as numbers are down. I am aghast, my thoughts are racing - can I survive 6-7 weeks without work until numbers pick up? I ask, was there anything wrong with my observation? No, very good, we'll give you a reference. But isn't there some tour work coming up? I query. He looks vague, yes, a Thai tour in July... his eye contact is poor and his manner very hesitant. What about Laura's position? I ask, is it secure? Well, no, he replies hesitantly (this makes me feel a bit better). I stagger out of the office and tell Laura (not about her position though) and she is amazed. I tell the other teachers at my table who are shocked. I go to my class at 1 pm in a daze and tell them I have to leave in three weeks. They are concerned and ask what I will do. I muddle through the lesson and gradually it dawns on me that this doesn't add up.

2.45

I go into Vicky, by now rather angry. Simon is talking to Lydia in the office. I say to Vicky: why tell me my contract is up for change when all along there was the risk of being laid off? She looks angry and defensive and utters something I will never forget: 'Well, up until the time I observed you, that was the case. But then you gave answers that were different from everybody else's'. I feel a germ of alarm spreading. I say something about the policy of last in, first out, she says, oh no, that's not the case. She says I'll have to talk to Simon. I come back when he's free and the door is firmly closed - this is a most ominous sign. I ask, what is all this about? Vicky resumes: your answers were different. You have problems with the organisation, you found the situation in the staffroom puerile. Everyone else talked about teaching problems but you criticised the organisation. I say: but I don't have any problems with teaching! I am growing more incredulous by the minute, I can't believe that I'm hearing. Vicky passes the buck to Simon to continue, which is funny because he doesn't really know me. Simon says nervously looking at Vicky (this man's eye contact is hopeless). 'We perceive you have an attitude problem'. I ask, have I ever not done what was required of me? No, he replies, but sometimes you behaved with bad grace. I can feel the reality of the room and the moment slipping and sliding all over the place, this can't be happening? I ask for an example. He looks at Vicky and says hesitantly, 'When Maria (social organiser) comes into your class, she sometimes feels unwelcome'. My mouth actually drops open. I'm go because Maria feels unwelcome! Somewhere Vicky comments that I question things and tend to be negative. I ask: how long would you have let me believe I was going because of the numbers? She replies: we'd have told you, we knew you would come in here like this!

I go back to the substance of the criticisms I made and point out that there isn't much communication between teachers and management, and I

feel teachers should have a say. Simon agrees and warbles : oh! yes, it's the teachers' democratic right to speak up about things. My amazement increases further and I reply: but isn't that what I did and look where it got me? He looks as if he has lost the plot and doesn't reply, just looks to Vicky to take it from there. I ask was there anything wrong with my teaching? No, says Simon, but we don't just want good teachers at [name of college], we want people who will support the ethos of the College and roll with change.

I'm now trying to picture my future and ask: where does this leave me regarding relief work, will you use me? Simon looks at Vicky (for inspiration?) and says hesitantly: well, no..... I get more alarmed. What about another [name of parent organisation] college? I ask. This time a direct 'No'. Suddenly, the bottom is falling out of my world. Within the space of two hours they have moved from laying me off because the numbers are down to dismissal with the bonus of a black ban. The danger of not working again in the industry looms - my brilliant career over in ten months. Somehow, intuitively, I protest: You can't do this! IF you perceived an attitude problem, you should have identified it and nipped it in the bud; sat me down and discussed it, and given me time to shape up or ship out. An attitude can be changed! There is a silence. My last statement hangs in the air. Both Simon and Vicky now look as if they are making up the script as they go along. Simon says: we will take that to management. I feel somehow relieved that there is room for negotiation. I leave.

TEXT: Diaries.Text only D8.txt (466/493)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy (G:100)

The day dawns. Amazingly I slept last night. I toddle off to the city and have a coffee new the Commission. Sandra and Tracy walk in which startles me. I think they deliberately ignore me. They have faxed to Robert a copy of my contract - and they have added dates to make it look like I was contracted to finish on 6/6/97! Of course the dates were not sighted by me. In the foyer of the Commission, I say abruptly to Sandra: I've never seen that before. The hearing takes about 30 minutes. Sandra does not seem to have sought legal advice (or representation) and waffles on about short term contracts and the seasonal nature of the business. She doesn't seem to realise the sole issue under discussion is the nature of the work 'casual'.

She states categorically: Ms Dobson came to the end of her contract, it wasn't dismissal, you Honour. I am appalled. So this is what they are going to insist to their graves? Numbers down, end of contract, not sacked? Their graves can't come soon enough for me. I am actually sworn in to corroborate my statement of service. I wasn't expecting this and my blood pressure goes soaring. I can feel my heart beating so fast in the witness box. I am able to say with some satisfaction re the fudged contract , 'I've never seen it before'. Sandra waffles on about the paperwork belatedly not catching up with me. How anyone could have known on 24/4/97 that I was to terminate on 6/6/97 - in the middle of the module to boot - is beyond me, and I hope that commissioner saw this as the cover-up it was. Generally Robert comes across as very well prepared and researched, and sticking to the legal issues only. Sandra looks a bit silly and has to have things explained



to her. Tracy sits like a blob throughout. The commissioner reserves her decision and says she will hand it down the following week.

#### 2.114 Inexperienced teachers fear most

TEXT: Diaries.Text only D1.txt (352/362)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy.Inexperienced ts fear most (G:100)

Not so much news for the diary this week. I've been teaching elementary classes - something I haven't done for ages. There's not much in the way of materials. Some of the teachers who usually teach at that level have asked management for money to buy more, but their request was refused. Management then made a half-hearted attempt to get teachers to comply with the existing requirement that they should add a lesson to the file once a month. Teachers don't do it, and when they do, the stuff is pretty rubbishy anyway. Most of them have little experience and little time, and can't be expected to produce creative 'fun' lessons that people would be keen to use. There are no videos for this level at all, and very few skills materials.

TEXT: Diaries.Text only D1.txt (364/374)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy.Inexperienced ts fear most (G:100)

.Management are also trying at the moment to get the 'best' out of their investment in the professional development consultant by threatening the teachers with penalties if they do not attend the sessions. Some of the teachers are up in arms and are boycotting the sessions for this reason. The trainer is also very unhappy about it as she took the work on the understanding that attendance would be voluntary.

Management does not seem to realise that there is any connection between hiring the cheapest teachers possible and their having little time left over to attend inservices.

TEXT: Diaries.Text only D3.txt (200/207)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy.Inexperienced ts fear most (G:100)

**I also know some teachers who work on through a cold for flu because they don't want to be a 'bother' to their DOS. I think it's unimportant that trainee teachers are carefully made aware of their rights - not necessarily from the union - but from the trainers. I suppose it comes back to a point I made earlier about people being/feeling rather insecure about their jobs and not wanting to rock the boat - although the denial of sickleave through what is paramount to emotional blackmail is completely unacceptable.**

TEXT: Diaries.Text only D4.txt (361/376)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy.Inexperienced ts fear most (G:100)

There is a particular problem with the Head Teacher - she discusses private matters very loudly in the staffroom (ie student/teacher problems, teachers looking for jobs, what happened in the interviews and why she will/won't employ them. She mimics other teachers and

compares herself to the former DOS - 'He used to arrive at 8.20 and leave at 4 on the dot - but sometimes you just have to stay when there's a lot of work etc etc' - in front of everybody!! She shouted at me this week for 'abandoning' my class. She is the source of a lot of stress and distress, many teachers are looking for other jobs. This person is out of her depth, is unqualified and naïve. It devalues what we do and there is a lack of professional leadership.

Some results - some students have been grossly misplaced, relatively inexperienced teachers teach high level classes, there is a very high turnover, new teachers feel unsupported and when they ask the Head Teacher for help she gives them songs and games.

**TEXT: Diaries.Text only D7.txt (89/100)**

**CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy.Inexperienced ts fear most (G:100)**

**Another teacher, Constance, asked me today if I thought it was a good idea if we tried to get back the \$40 we'd spent on a school competition from the school's petty cash supply. I was dumb founded that she would even ask me!! She's one of those teachers who works so bloody hard, and is seen to be one of the beasts of burden around the place; a characteristic that certain other teachers and even the DOS heartily takes advantage of . If there's ever a new idea to experiment on, some professional development to be involved in or something to be created or organized, Constance is always around to be foisted into the lime-light by someone else. As relatively new teachers, we accept this as a form of 'initiation' which just may assist us in improving the longevity of our positions at (name of college).**

TEXT: Diaries.Text only D7.txt (177/199)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy.Inexperienced ts fear most (G:100)

Not a bad idea, but when there are rules for some and rules for others, you begin to think that there's some sort of conspiracy going on. I can't help thinking that I, apart from the other more recent teachers who have come here, am being 'utilized' beyond what any reasonable job description would outline. I keep mentioning Constance and considering how good it would have been for her to be writing one of these diaries too. Both of us have really been working our arses off; to the point that the usually bubbly Constance has been looking more ragged, and yesterday actually threw a sickie. There is an ever present pressure being applied to us to perform with our particular classes. It started with the friggin Art Project class, and now it continues into the general running of our normal classes.

The pressure being applied manifests itself in the following ways: A student may remark that I marked his/her attendance 'too harshly'; in other words I was being honest about a lack of punctuality, etc. Word gets back to the student's agent, who complains to a member of Admin. Senior teacher ,DOS or other approaches me demanding to see my class role. For the sake of keeping things peaceful, I'm asked to be 'lenient' with my marking. What the f--- does that mean? You were telling us, when we started here as new teachers, that the rolls were legal documents, and that it was very important that they were kept diligently!! What the hell do I do in a situation like this one?

## 2.115 Teachers are employed for cost/looks

TEXT: Diaries.Text only D1.txt (113/120)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy.Ts employed for cost/looks (G:100)

re low level business students mentioned in the last entry. Their only hope would be to strike a teacher so dedicated that he/she would spend a lot of their free time writing a course. This is very unlikely to happen as most of the teachers are so inexperienced that they don't realise that there is anything wrong. Of course, that is a commercial decision too. No school could afford to have a majority of very experienced teachers. But I wonder if the balance isn't a bit too far the other way in our case.

TEXT: Diaries.Text only D1.txt (134/158)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy.Ts employed for cost/looks (G:100)

When you look at the less-experienced and therefore cheaper teachers that are hired, there are certain characteristics that emerge. These teachers tend, for example, to be younger and better-looking than the run of the population. I would guess at a mean age of approximately 26. None of them have any visible physical defect, or are overweight. Very few of them even wear glasses. None are of Asian racial origin. This reminds me of the ads I used to see in the Japan Times for 'young, blond female English teacher, attractive and under 28'. Having seen groups of teachers from AMES, TAFE or even some other private schools, it does not seem to me that the characteristics predominating here reflect the mix of teachers as a whole. Schools associated with universities seem to have a more representative mix but it may be that being associated with a university is a strong enough selling point in itself without the need to focus on other points, including this, the 'school as sexual shop window' factor.

In our school, the few teachers who are older invariably teach on migrant classes - I am the only exception - and in those classes the salesmanship element is not present. Management would be quick to condemn the Japan Times type of advertising, but I think that they must be selecting with similar characteristics themselves. They would be loathe to admit it, but they know that, for example, Japanese girl students often swoon over handsome young male teachers, and that this factor would affect their assessments of the school.

TEXT: Diaries.Text only D1.txt (184/204)

CODE: 1) The participants are.1) Teachers.The role of the teacher.3) Ts fear redundancy.Ts employed for cost/looks (G:100)

I have been reflecting further on the matter of inexperienced teachers and that mount they teach. I said before, this school employs a big majority of relatively inexperienced teachers, and they do not teach, as I did when I was inexperienced, a limited number of hours. I remember that I started by teaching two days a week and feeling swamped even by that. Now those teachers teach more than any of the experienced teachers (except me, and I am regarded as being eccentric because I still prefer to teach). They tend to teach the full four and



a half day week, with perhaps half a day off for some other responsibility they have been given. This time is also often taken up with relief teaching. Being on the bottom of the heap, these teachers have no power to fob this duty off onto anyone else.

These teachers are often confused and exhausted. With a very few exceptions they take their work very seriously, spend hours in preparation, and feel devastated if something 'didn't go well'. For some reason, the experienced teachers' unwillingness to teach is taken as a given, and does not get questioned by the academic management, who, I guess, suffer from the same malaise themselves. Commercial considerations would seem to demand that the clients be served by the most able teachers, but instead they are served by the cheapest

## **2.12 Managers' priorities**

### 2.121 Managers prioritise commerce over teaching

TEXT: Diaries.Text only D1.txt (2/18)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

There has been some friction today between management and teachers about the selection of video materials. Management is concerned that teachers do not pay enough attention to commercial concerns in their choice of materials - e.g. one teacher recently showed a video of a 60 Minutes segment stating that Australian education was much inferior to that of Taiwan. There has also been some attempt on the part of management to stop teachers from using material on Pauline Hanson, as they feel that reporting of her pronouncements has already done some commercial damage. Teachers feel that management should not interfere in their selection of materials. It seems to me that teachers rarely choose material because it offers a good example of some particular type of language. They are more likely to choose it because they feel it may stimulate discussion, or because they are personally interested in it. I think it is interesting that when I pointed out to management that they themselves were still using a placement test that vilified Aeroflot, someone said that they hadn't had time to replace it. (It stemmed from a time when we never had Russian students.)

TEXT: Diaries.Text only D1.txt (20/44)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

I have been filling in for people on holiday until the new term starts, so I've had the chance to see some classes that I don't usually get to see. I've been teaching an 'intermediate' business class for a week now. the school obviously wants to offer 'business English' to anyone who asks for it, and probably some parents pressure their children to take it. In fact, it's a bit of a farce. A lot of the students are really elementary, but as there aren't any textbooks for elementary business English, the lowest class is simply called 'intermediate' and forced to use an intermediate book. It is way above the heads of about half the class.

Students in this class are required to do a 20 minute presentation in

order to graduate with a certificate in business English. From what I've seen of the drafts, they would seem more likely to take 5 minutes rather than 20, but I've been told that everyone must pass.

This is part of a general problem, which is that most classes tend to be over-rated - we often, for example, have intermediate classes which are really elementary. There is a kind of conspiracy that when ASLPR ratings are handed out they must fall within a bandwidth that has been established as acceptable for each class level. Teachers who stray outside this are asked to change their assessments, or simply have it done for them by their supervisors. Most teachers just accept this. New teachers find it puzzling, but soon realise that there is nothing they can do about it.

TEXT: Diaries.Text only D1.txt (113/120)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

re low level business students mentioned in the last entry. Their only hope would be to strike a teacher so dedicated that he/she would spend a lot of their free time writing a course. This is very unlikely to happen as most of the teachers are so inexperienced that they don't realise that there is anything wrong. Of course, that is a commercial decision too. No school could afford to have a majority of very experienced teachers. But I wonder if the balance isn't a bit too far the other way in our case.

TEXT: Diaries.Text only D1.txt (202/204)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

Commercial

considerations would seem to demand that the clients be served by the most able teachers, but instead they are served by the cheapest

TEXT: Diaries.Text only D1.txt (352/374)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

Not so much news for the diary this week. I've been teaching elementary classes - something I haven't done for ages. There's not much in the way of materials. Some of the teachers who usually teach at that level have asked management for money to buy more, but their request was refused. Management then made a half-hearted attempt to get teachers to comply with the existing requirement that they should add a lesson to the file once a month. Teachers don't do it, and when they do, the stuff is pretty rubbishy anyway. Most of them have little experience and little time, and can't be expected to produce creative 'fun' lessons that people would be keen to use. There are no videos for this level at all, and very few skills materials.

Management are also trying at the moment to get the 'best' out of their investment in the professional development consultant by threatening the teachers with penalties if they do not attend the sessions. Some of the teachers are up in arms and are boycotting the sessions for this reason. The trainer is also very unhappy about it as she took the work on the understanding that attendance would be voluntary.

Management does not seem to realise that there is any connection between hiring the cheapest teachers possible and their having little time left over to attend inservices.

TEXT: Diaries.Text only D2.txt (76/98)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

Two students joined the afternoon IELTS class who are not supposed to be there. One of them is an ex-student of the college and a friend of the other student. She was really just visiting. The other student attends twice every week. She is enrolled in a Cambridge course and has been coming along to the IELTS class for a few months like this even though she is not entitled to do so. She used to be in my class and when she asked me if she could continue to come along even after the Cambridge course started, I told her that it was not allowed but that she could if she wanted to. This is a not particularly critical incident, however it contravenes the rule that the only students in attendance should be those who are enrolled for that course. I don't feel guilty about breaking this rule in the case of one student and I have done this occasionally in the past, though I would not like to be caught. The consequences would probably not be severe anyway, just a warning not to do it again. The conflict here is the college's desire to make money and to run a disciplined ship versus my willingness to have extra students in my class who appreciate the teaching and have not paid. It is one of the core conflicts of ELICOS between the businesspeople who run the colleges for profit, often with little understanding or concern about education, and the teachers, who tend to see their work as part of a caring profession and definitely appreciate having students who like them and/or who want to study hard.

TEXT: Diaries.Text only D2.txt (187/204)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

I'm naturally always happy when students like being in my class and I want the DoS to know it too, particularly as on a few occasions over the past few years she and her predecessor "had words" with me regarding students who didn't like me or my teaching and I was put through the wringer of lesson observations to see whether I was up to scratch or not. This is a conflict due to the "quality control" of teaching by the management. The trouble is that students become "clients" who can damage a person's employment prospects and management can use it to intimidate or get rid of a teacher they no longer want, for whatever reason. We deal with hundreds of students, but naturally like humans everywhere they don't to the boss to say something positive, but to complain. I really dislike the regular student evaluation system here and the way it is dealt with so that you often do not even hear about it if you have positive appraisals, but it makes your life hell if a couple of students, for whatever reason, complain. It's really out of proportion if we are expected to please almost all of the people all of the time. No further entries made until the end of week four.

TEXT: Diaries.Text only D4.txt (66/79)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

I have a new 'small' Pre-int class of 8 students. The class is a good one and as most are good Elementary level I'd rather it didn't grow. I was told that classes were starting small and my class could grow to 16 - many to be added next week. The pressures of continuous enrolment and large class size mean I won't be able to devote sufficient attention to slower and weaker students but know from previous experience that objections to large class sizes will be met by looks of disapproval from management. I will somehow be at fault for causing trouble, rocking the boat. We all know that financial concerns are uppermost - that we can never have 2 classes of 8 when there could be a class of 16. I These consideration also affect placement decisions - students will be moved up or down so that class sizes are neat and may be moved up because they've already 'done the book' of a certain class. Objections will be met with stony looks.

TEXT: Diaries.Text only D4.txt (159/186)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

My class increased in size from 6-12 and we were moved, ironically, to a smaller room so another class of 16 could have our old room. This new room is an awkward shape - some students cannot see the board at all unless they stand up and take about five steps. Ridiculous. Some of the 'old' students commented that the room was very small and I agreed. Should I have? I said I would say something about it but also hinted that students' complaints received a quicker response than teachers'. 'Yes, I know' replied the student 'because we pay money'. I nodded in tacit agreement. I know management would scream if they heard this. He went and complained at breaktime and so did I. I know whose complaint will be followed up first, I have been in this situation so many times - a room which is too small, unsuitable, noisy, badly located (once in a class of kids with bars on the windows on the second floor with no fire escape!) that I feel fed up. Do I shut up and accept the unacceptable or encourage them to complain - especially when they are paying a lot of money. Oddly enough, students are very aware of all those things once they have been at the school for a while. I also found I also found out that one of my new students will be starting FCE examinations in less than two months' time - he is very early Pre-intermediate and my comments at last meeting about stricter entry testing requirements for Cambridge have gone unheeded. I pity the poor FCE teacher who will have to mould a Pre-Int student in Upper Int material. I wonder why the school doesn't take more care about things like this - exam results would be better, students more satisfied and teachers would have an easier task. The whole problem of entry testing, levels, exam candidates, comes up time and time again. But if he has the money and wants to do a more expensive exam class - let him.

TEXT: Diaries.Text only D4.txt (227/234)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

On this same day, I taught a 'study skills' course which wasn't that at all, the cause is a PET exam practice book and I feel a sham standing there pretending to teach them stuff that wasn't general English. It was too easy and dreadfully boring, when I told the Head

Teacher this - she could do much because that was the least troublesome of the courses. I find it problematic because I know these options are being offered so that the school can be seen to be offering a diversified product

TEXT: Diaries.Text only D5.txt (21/26)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

This month there are 3 such students that have been thrown into Elem 2 and a handful of other weaker new students. They should be doing Elementary 1, but the school obviously wants to save money and has jammed them into a class of 15. I spoke to the director about this problem, and he said that we might be able to create 2 next week when some new students arrive.

TEXT: Diaries.Text only D5.txt (143/178)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

Last year my school opened a new building, right on (Z) - and since the day it was opened, it has largely been a marble monument for overseas agents, politicians ready to sing the school's praises, and any other agents willing to assist the school in publicity or marketing. From the teachers' perspective, there have been many pitfalls despite the flashy veneer both for themselves and their students. Although the front rooms overlook the gorgeous blue ocean horizon, they are not very conducive to teaching and learning.

Today at the staff meeting, teachers complained of having to wear 'sunnies' in order to bear the glare of the late-rising winter sun. They revealed that students have been complaining that the back of their necks have been getting burnt as they turn from the reflected glare. Everyone insisted that we write these complaints into the minutes of the meeting, as their numerous requests to management over the past years for vertical blinds have gone ignored. OHP's, needless to say, have become a useless tool, even though many new ones were purchased for the new building.

Anyway, back to my original point - the computer lab, which happens to literally be the 'crowning glory' of the new building. The school invested a huge amount in 12 IBM computers and installed them in the lavish penthouse, once again with sweeping views perfect for the most enviable brochure.

However, after the initial investment, attempts to actually manage this new resource started to fall apart. An ex-teacher knowledgeable regarding computerese was hired to organise the equipment and give teachers a few blitz 'how-to-do-it' sessions. There were only 2 or 3 of the latter, and these were largely confusing due to our large numbers and lack of prior computer training on the job. It has always surprised me how the school can expect lesson materials to be desk-top publishing standard and yet not be willing to assist teachers with adequate training (to remedy this defect personally, I'm now taking a course at (P) at my own expense - at least I'll be able to get a tax deduction from it).



TEXT: Diaries.Text only D5.txt (288/297)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

Finally, we were also promised that the mess in the computer lab would be straightened out. The network that (B) had installed will be removed. I just hope that the new networking isn't worse. As well, students who want to use e-mail will now have to pay an extra fee, and they will be issued with a disc at the beginning of their course. Perhaps the changes in the computer lab are motivated more by the promise of these profits than they are by a desire to have a dependable resource for teachers and students. Whatever the underlying cause, I suppose that we staff can only feel grateful if the improvements actually materialise after these months of madness.

TEXT: Diaries.Text only D6.txt (113/118)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

A program manager recounted an incident between himself and DOS. He had been asked to cut his hair. Apparently it didn't reflect the image appropriate for the corporate culture. This teacher's hair was neat but long enough for a pony tail. It seems his presentation was more important than his teaching ability. As a dip qualified he was most confused.

TEXT: Diaries.Text only D6.txt (120/129)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

**A lesson I had collaborated on with another teacher focussing on Pauline Hanson was vetoed by the Head Teacher. Reasoning was that it was too sensitive from a marketing perspective. The topic was in response to a student request. The tension between pedagogy and company demands was particularly obvious here. The other teacher was a bit surprised by all this and was under the impression that student generated subject matter was OK to use regardless of topic. I am no longer so sure about this. All the crap about needs analysis, social utility and authentic materials contents all seems like rhetoric these days.**

TEXT: Diaries.Text only D6.txt (156/166)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

I'm becoming more comfortable with the undercurrent here now that I've had a chance to think about it more carefully. However, I can't help thinking it would be much better all round if management and their representatives could be a bit more explicit about their aims and expectations. It would go a long way towards cutting back the hypocrisy that this is an educational institution. It's much closer to a business that deals in education.

By failing to acknowledge exactly the nature of what's going on its almost as if they are doomed to be an inefficient business and an ineffective educational institution.

TEXT: Diaries.Text only D6.txt (236/246)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t

(G:100)

It was brought to my attention that in testing recently (controlled listening, reading and writing) a teacher was reprimanded for sending two students out for cheating.

I found several cheating in my class and felt unable to do much more that raise an eyebrow.

The loss of face clients experience is apparently bad for business.

Once again the integrity of the education compromised by business concerns - typical.

TEXT: Diaries.Text only D6.txt (250/255)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

Head Teacher overheard bowing to student complaints about levels resulting from oral and written tests. Several changes as a result. It seems the customer is always right. I suppose the last few days have highlighted just how arbitrary placement really is. I've always had doubts about the precision of the testing instruments but I'm even more cynical about the process.

TEXT: Diaries.Text only D6.txt (278/286)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

Professional Development Session today focussed on cross cultural difference and awareness raising (or something like that). It was held hot on the heels of attached memo.

The presenter went to great length to disassociate herself it from the memo however HT used the opportunity to point out the importance and relationship of both classroom management and materials content to future student numbers. I guess this was their idea (or hers) of issue management.

TEXT: Diaries.Text only D6.txt (289/297)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.1) Ms prioritise com. over t (G:100)

Asst Hd Teachers approaches a teacher about a student who is leaving. 'Does x deserve our highest marks? What do you think?' there seemed little doubt what sort of answer this type of question was supposed to elicit. Of course the teacher supplied the answer that was required and the student received the highest marks. This has happened quite a few times over the last month and its usually because the student in question (or their agent) is able to influence repeat or further business for the company. I don't know if it's talked about explicitly in some instances but it always seems to be just under the surface.

## 2.122 Profit or status drives managers

TEXT: Diaries.Text only D1.txt (120/134)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.2) Profit or status drives ms (G:100)

And of course there is the strange phenomenon that the more experienced the teacher, the less likely they are to actually teach. For nine staff members who might be regarded as senior - they have an MA or RSA Diploma, or have just been teaching for a long time -- the average weekly workload in the classroom is one and a half days. There are four who do not teach at all.

While often telling people how important teaching standards are, most of these people would rather have their wisdom teeth drawn than go into the classroom. Since management is happy to countenance this, it must mean that they believe that these people contribute more to the well-being of the company by not teaching.

Not teaching is a sign of status, and sometimes you here people say 'only a teacher'.

TEXT: Diaries.Text only D1.txt (173/181)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.2) Profit or status drives ms (G:100)

Of course, we do now have a consultant two days a week who manages a staff development program. This is one of the saving graces. If we were talking about management motivation, though, I think that her appointment has something to do with the perennial question that sales and promotion people get asked by overseas agents: 'What is the difference between your school and the cheaper ones?' The presence of the consultant has been used extensively in marketing, as has the series of external inservices she is running for teachers from other schools.

TEXT: Diaries.Text only D1.txt (206/209)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.2) Profit or status drives ms (G:100)

So management on the teaching side place the maintenance of their own status above all other considerations, both commercial and educational, and management who have never taught simply place commercial interests first.

TEXT: Diaries.Text only D1.txt (334/336)

CODE: 1) The participants are.2) Managers.1) Ms' priorities.2) Profit or status drives ms (G:100)

There is also the division between that part of management which is concerned with status and the part whose principal concern is profit.

## **2.13 Students as learners**

### **2.131 Students make little effort:**

TEXT: Diaries.Text only D3.txt (51/66)

CODE: 1) The participants are.3) Students.1) Students as learners.1) Ss make little effort (G:100)

Last week I had a problem in my class of students continually speaking their own language - after many years of teaching I usually politely ask them to leave a speak outside in their language - on this occasion



it was some oh so cool French students who each time I asked them to leave, apologised profoundly but then continued to rave on in French. After days of this I really lost my patience and blew up but I wonder if this is necessary - I was feeling pressured that week - I often feel as though I dragged the student off the street, held a gun to their head and said 'learn English' - this continues to fascinate me.

I'm also constantly aware of disinterested eyebrow raising students who I want to slap across the face! HARD

Another problem is the disinterested student - the moaner, the sleeper, the victim. How effectively does one handle them when you have to see them everyday? The perfect formula stills eludes me.

TEXT: Diaries.Text only D4.txt (291/297)

CODE: 1) The participants are.3) Students.1) Students as learners.1) Ss make little effort (G:100)

This is probably the single most important recurrent critical incident that I have reported so far. Directors/owners will often reply by suggesting that the teachers' skill/mastery is in their ability to achieve this impossible balance. At the end of the day the teacher aims for something which makes as many students as possible feel that they are learning, not that their teacher is teaching them without students having to put in any real effort.

TEXT: Diaries.Text only D4.txt (318/346)

CODE: 1) The participants are.3) Students.1) Students as learners.1) Ss make little effort (G:100)

The idea that after so many weeks a student will have magically changed from eg an Upp-Int student into an advanced one. Schools often structure their courses so that students go up through the system without achieving real proficiency in all/major skills at the various levels - students wanting to go up because they've done all the grammar in the book have/have 'done' the book before or want to leave with 'Advanced' on their certificates. This week a student who had been in Upp-Int for 4 weeks informed me of his plan. 1 month's holiday - on his return he would spend a month in Pre-Advanced and a month in Advanced. He looked puzzled when I explained that this was not necessarily automatic, it depended on the level of English and his teachers' recommendations. He won't buy a good learners dictionary, has bought a coursebook to share with his flatmate and asks me 'Could your tell me all the rules for 'of' in English?! - **The system and students perception of it annoys the hell out of me. Is it only me who as language learning as the goal. The students who're most insistent about going up who spend all their time with other students , hardly open a paper and demand I tell them everything (331-335).** 'I paid a lot of money' - is something students from E. Europe have said to me lately - one in reply to me asking her to get a late note, the other when I explained that I couldn't answer his (complicated and obscure) Q's while we were in the middle of an activity. Another said 'I prefer it when you tell me, when I asked him to look up a word in the dictionary for a change! **Students seem to feel that all this money entitles them to make all sorts of exacting and ridiculous demands on their teacher , that I am responsible for their program and that they are there to be spoon-fed. Few students in GE show genuine motivation**

**or display study skills/learning strategies. Most are in holiday mode and I wonder why they bother at all (343-346).**

TEXT: Diaries.Text only D7.txt (213/252)

CODE: 1) The participants are.3) Students.1) Students as learners.1) Ss make little effort (G:100)

In fact, during a class discussion last week while some of the more vocal Northern Europeans were 'having their fill', I couldn't help but notice that the Japanese students just completely shut up; I mean I'm well aware of the cultural differences when it comes to basic communication in the classroom; the way the more diffident, self-conscious students tend to retreat when 'louder' ones are on their soap boxes, but one wonders sometimes if the silence is really a form of something else other than genuine lack of ability. **It's my opinion that many students think that teachers are there in front of them for entertainment purposes; that if they sit there long enough and keep their mouths shut, that somehow the teacher will finally get frustrated enough, stop trying to make them speak, and 'show' them what they SHOULD be doing.** I absolutely cringe at that moment when you've just asked a class a reasonably simple question, i.e.- as in a Monday morning warmer; Did you do anything different or more exciting on the weekend? And all you get is that horrific silent treatment! This is something that I particularly despise. Often I can spend a good half hour on the bus in the morning just wondering what the hell I'm going to use to warm up a class, when I can't even warm myself up for the battle of going into the room again, to start another week. Usually I get quite resentful of this realization. I'm rambling here I know, but this is the train of my thought most mornings on the bus: I've got to get them enthused. Even though I've spent most of my weekend indoors because of the rain, I now have to go into the room and initiate something. Yes, I know I'm the teacher, but just for once I'd love someone else to take the initiative. No, this doesn't mean that I'm forsaking my responsibility as instructor. I also have the right to have a shit day, or to have had a bad weekend. Isn't it possible that one of them couldn't just say, "o.k. Steven, sit down and just relax, we'll get on with a light discussion and you can come into the lesson at your own time.?" I'd give my right bloody arm! Realising that the aforementioned scenario is a dream, I get on with devising some quick-draw method of firing up the troops. But should this be a dream? Hey, aren't these people 'young adults'? Why can't they initiate something? Have we hand fed these students to the point that they can't even ask a simple, polite question, that isn't necessarily related to the prepositions we were doing? It really begs the question. There tends to be an unspoken acceptance of producing these clever warmers for .let's face it, Adults, who probably consider them baby-ish, and possibly really don't give a stuff.

## 2.132 Some students do want to study

TEXT: Diaries.Text only D2.txt (15/25)

CODE: 1) The participants are.3) Students.1) Students as learners.1) Ss make little effort.1) Some ss do want to study (G:100)

She may be one of those people who are hopeless at learning a foreign language. I ascertained that she is aware that it

is a very hard exam and she seems to be a person who studies hard, perhaps with bad methods. At least she's not going to be in my class. It may be better to counsel her in a couple of weeks or after she's sat her IELTS test, assuming that she will not reach the proficiency level she will need, to do some course at a business or other college where she can get away from learning English and get into studying something which may be of use to her and through which her English may improve. It's a situation where I think there's not much that can be done at the moment. This is a common situation.

**TEXT: Diaries.Text only D2.txt (90/98)**

**CODE: 1) The participants are.3) Students.1) Students as learners.1) Ss make little effort.1) Some ss do want to study (G:100)**

**The conflict here is the college's desire to make money and to run a disciplined ship versus my willingness to have extra students in my class who appreciate the teaching and have not paid. It is one of the core conflicts of ELICOS between the businesspeople who run the colleges for profit, often with little understanding or concern about education, and the teachers, who tend to see their work as part of a caring profession and definitely appreciate having students who like them and/or who want to study hard.**

TEXT: Diaries.Text only D3.txt (148/154)

CODE: 1) The participants are.3) Students.1) Students as learners.1) Ss make little effort.1) Some ss do want to study (G:100)

I have also developed a bad habit or trying to please students who are really 'negative' in their attitude or behaviour. It really annoys me that I focus so much on them and not on the students who really want to learn and who work really hard. I've spoken to my colleagues and they all say the same thing that when someone is being really negative it gains their attention and they try to please that student often at the expense of the others.

**TEXT: Diaries.Text only D4.txt (251/257)**

**CODE: 1) The participants are.3) Students.1) Students as learners.1) Ss make little effort.1) Some ss do want to study (G:100)**

**A student was unhappy because she felt that by doing skills work in afternoon lessons we weren't 'studying English' which is grammar and writing. I had a long discussion with her trying to explain the usual things. 'I paid a lot of money and some people are here just for holidays and fun. What she wanted was hard work, not fun and games. I left work feeling stressed and tired that this as a problem which could never be solved in General English.**

### 2.133 Students have financial authority

TEXT: Diaries.Text only D1.txt (338/349)

CODE: 1) The participants are.3) Students.1) Students as learners.2)Ss have financial authority (G:100)

I remembered this morning (this is not strictly related to my last remark) the case of a teacher in an off-shore branch whose students said they all hated pair/group work. They did not want to do it, they said, because the reason they had paid for the course was to speak to

the teacher. Despite of explanations of the benefits, they refused to budge. Sydney top management's attitude was "Stop all pair/group work immediately"; lower level management (themselves ex-teachers and products of the communicative method era) said "Let's think up new ways to get them to accept it"; the teacher said "they must be forced to accept it or there is no way they can be taught". Of course, these were not ELICOS students as they were in an EFL situation, but it illustrates well the way that teachers and management think.

TEXT: Diaries.Text only D1.txt (377/384)

CODE: 1) The participants are.3) Students.1) Students as learners.2)Ss have financial authority (G:100)

I was thinking today that if I were asked to choose the most common area of conflict between pedagogical and financial concerns in this school it would be the placement of students in classes. It is almost impossible to demote a student, even if they have been seriously misplaced in the first instance, and the labels on the classes have very little to do with the students in them. Most 'advanced' students are in fact intermediate, and some of them are closer to pre-intermediate. Only the lowest levels are accurately.

TEXT: Diaries.Text only D4.txt (159/186)

CODE: 1) The participants are.3) Students.1) Students as learners.2)Ss have financial authority (G:100)

My class increased in size from 6-12 and we were moved, ironically, to a smaller room so another class of 16 could have our old room. This new room is an awkward shape - some students cannot see the board at all unless they stand up and take about five steps. Ridiculous. Some of the 'old' students commented that the room was very small and I agreed. Should I have? I said I would say something about it but also hinted that students' complaints received a quicker response than teachers'. 'Yes, I know' replied the student 'because we pay money'. I nodded in tacit agreement. I know management would scream if they heard this. He went and complained at breaktime and so did I. I know whose complaint will be followed up first, I have been in this situation so many times - a room which is too small, unsuitable, noisy, badly located (once in a class of kids with bars on the windows on the second floor with no fire escape!) that I feel fed up. Do I shut up and accept the unacceptable or encourage them to complain - especially when they are paying a lot of money. Oddly enough, students are very aware of all those things once they have been at the school for a while. I also found I also found out that one of my new students will be starting FCE examinations in less than two months' time - he is very early Pre-intermediate and my comments at last meeting about stricter entry testing requirements for Cambridge have gone unheeded. I pity the poor FCE teacher who will have to mould a Pre-Int student in Upper Int material. I wonder why the school doesn't take more care about things like this - exam results would be better, students more satisfied and teachers would have an easier task. The whole problem of entry testing, levels, exam candidates, comes up time and time again. But if he has the money and wants to do a more expensive exam class - let him.

TEXT: Diaries.Text only D4.txt (251/257)

CODE: 1) The participants are.3) Students.1) Students as learners.2)Ss have financial

**authority (G:100)**

A student was unhappy because she felt that by doing skills work in afternoon lessons we weren't 'studying English' which is grammar and writing. I had a long discussion with her trying to explain the usual things. 'I paid a lot of money and some people are here just for holidays and fun. What she wanted was hard work, not fun and games. I left work feeling stressed and tired that this as a problem which could never be solved in General English.

**TEXT: Diaries.Text only D4.txt (336/346)**

**CODE: 1) The participants are.3) Students.1) Students as learners.2)Ss have financial authority (G:100)**

'I paid a lot of money' - is something students from E. Europe have said to me lately - one in reply to me asking her to get a late note, the other when I explained that I couldn't answer his (complicated and obscure) Q's while we were in the middle of an activity. Another said 'I prefer it when you tell me, when I asked him to look up a word in the dictionary for a change! Students seem to feel that all this money entitles them to make all sorts of exacting and ridiculous demands on their teacher, that I am responsible for their program and that they are there to be spoon-fed. Few students in GE show genuine motivation or display study skills/learning strategies. Most are in holiday mode and I wonder why they bother at all.

## 2.134 Culture affects learning

**TEXT: Diaries.Text only D1.txt (286/289)**

**CODE: 1) The participants are.3) Students.1) Students as learners.3) Culture affects learning (G:100)**

have felt this myself, but I recognise it for what it is. I believe there is also an element of punishment and revenge in the desire to tell the customers, who are sometimes far from fun, that their eating habits are disgusting and their politics suspect.

**TEXT: Diaries.Text only D2.txt (29/70)**

**CODE: 1) The participants are.3) Students.1) Students as learners.3) Culture affects learning (G:100)**

At lunchtime the DoS told me that a student I was to have had in my class starting that afternoon had transferred to another class. She told me that he had said he wanted to change class because I am rude to Indonesian students [he is Indonesian], citing as an example that I had called him "the cigarette man". I had not known until that moment that this student did not like me or had taken my joke badly. I had never had him as a student before and knew him only through other Indonesian students. When the DoS told me what he'd said I felt that I needed to explain to her what it was about, which I immediately did, partly to clear my name, even though she had not told me it in any censoring tone and she was not making a big thing of it. What had happened was that a few weeks previously a Korean student gave me two packets of Indonesian cigarettes which the Indonesian guy had given her and then the next day she gave me two more packets which were from him. She said he had given packets to other students as well after returning from a holiday in Indonesia. That's why I called him the cigarette man. After the DoS told me about it I felt bad, as teachers



tend to do when any student makes a negative comment about them or their teaching. It is a problem which arises because we deal with humans and it is hard not to take things personally. It was lunchtime and I felt bad about it and thought to myself that I didn't want to run into him but on the other hand felt like confronting him with it to explain that I had not meant it in any bad way.

Then I thought it's probably best to ignore it and thought that he is perhaps just thin-skinned. As a general point I felt that I should be careful to know a student better before making such a comment to them. It occurred to me that for him it may have been an insulting term because in Indonesia young guys who go around on the street selling cigarettes have low status. During lunch I told another teacher about what had happened because I find that helps when there is any such problem at work and I got the expression of solidarity which I had been expecting and hoping for. Just to tell the story/complaint helps and other teachers have usually experienced something similar and offer a sympathetic ear. I have had some other quite similar experiences of students taking things I said the wrong way in the past. In part they do not recognise that Australians make fun of someone as a gesture of friendliness. It is easy to forget as a teacher what an impact our words can have on students, perhaps more so students from Asian than Western countries. After talking with the other teacher I did not think of it again until writing this up, so it wasn't a really serious matter.

TEXT: Diaries.Text only D2.txt (232/240)

CODE: 1) The participants are.3) Students.1) Students as learners.3) Culture affects learning (G:100)

I have noticed several times that I prefer having Asian to European students and feel far more relaxed with the former. I think one reason for this is because the whites tend to be greater complainers and less respectful of teachers and this puts me on my guard. Though I have more in common with the Euros culturally, many of them appear to me as spoiled chewing-gum-chewing self-absorbed children of excess consumption. Fortunately I have had few European students in the last few years, a consequence of concentrating on EAP/IELTS and avoiding Cambridge preparation courses.

TEXT: Diaries.Text only D3.txt (1/10)

CODE: 1) The participants are.3) Students.1) Students as learners.3) Culture affects learning (G:100)

Once again the issue of cultural awareness was raised, not in my class but at school, and its a problem that has been repeated throughout my teaching. A teacher reprimanded a new Korean student for wearing a hat in class, this of course drew unwanted attention to the student who became quite distressed. She consequently banded together the Koreans to form a deputation about racism towards Korean students - it seems that the Korean students are quite sensitive to this type of issue as many times this incident has arisen in one way or another. A little more tact from teachers and a little less over reaction from students is probably the solution.

TEXT: Diaries.Text only D3.txt (93/96)

CODE: 1) The participants are.3) Students.1) Students as learners.3) Culture affects learning

(G:100)

These issues are hard culturally and I almost had students killing each other in my class this week about different issues. We have cultural awareness packages today which are great but I don't think we still do enough.

TEXT: Diaries.Text only D3.txt (156/183)

CODE: 1) The participants are.3) Students.1) Students as learners.3) Culture affects learning (G:100)

On thing I also wanted to talk about is the problems that arise when students opinions radically differ from you won eg. you will die in hell because you don't go to church every Sunday.

I often find myself getting rather irritated and pissed off at the narrow mindedness or often downright racism (new word - poetic license?) or some of the students. I find that often this drives me to despair.

Sometimes I argue but nowadays I just say something along the lines of - well that's your opinion, not everyone agrees etc. Its hard because I'm sure you can imagine what I really want to say. How much sexism, racism, etc should we except? How imparted are we expected to be whilst maintaining our own dignity? Again we're back to the grey areas of this job and I don't imagine for one second that there's any simple answer.

I don't fall to pieces when this happens but often I feel that I'm selling my beliefs short and I don't feel comfortable with that. I suppose it's not just an issue in this industry but it is one that we face repeatedly.

The issue of students thinking that it is really cool or shocking to swear in class came up again last week. It is usually my policy to teach taboo words but often some students like to overuse the words for their 'shock value'. I often ask them if they would use the same language in their country and of course they reply that they wouldn't but in the next breath they continue with the 'fucks'.

TEXT: Diaries.Text only D7.txt (213/222)

CODE: 1) The participants are.3) Students.1) Students as learners.3) Culture affects learning (G:100)

**In fact, during a class discussion last week while some of the more vocal Northern Europeans were 'having their fill', I couldn't help but notice that the Japanese students just completely shut up; I mean I'm well aware of the cultural differences when it comes to basic communication in the classroom; the way the more diffident, self-conscious students tend to retreat when 'louder' ones are on their soap boxes, but one wonders sometimes if the silence is really a form of something else other than genuine lack of ability. It's my opinion that many students think that teachers are there in front of them for entertainment purposes;**

TEXT: Diaries.Text only D7.txt (268/286)

CODE: 1) The participants are.3) Students.1) Students as learners.3) Culture affects learning (G:100)

Jake, one of my Korean students, came to me on Friday in the classroom. He wanted to speak to me outside. I thought it was a little strange considering we were in the middle of the lesson, but he looked as if he had something on his mind. When I got outside the room with him, he bowed his head, and began weeping very softly. He asked me to excuse his not being particularly interested in the lesson, as he had a personal problem with a friend. On enquiring about his dilemma, he predictably closed up, and didn't want to speak. I asked him if he'd like to go home, but he declined saying that he was O.K

The rest of the lesson I couldn't help but take into account this guy's emotional state, and I became aware that I was either leaving him out of class activities, or going very easy on him. I suspect the other students knew what I was trying to do but they eventually got frustrated with my 'accommodating' of Jake. Because of his position as Head Korean within the patriarchal system of male students in the class, I think that many of the students saw my behaviour as favoritism. I hope not. It's difficult to know where to go in a situation like this.

## **2.14 Absent participants**

### 2.141 Agents

TEXT: Diaries.Text only D1.txt (173/181)

CODE: 1) The participants are.4) Absent participants.1) Agents (G:100)

Of course, we do now have a consultant two days a week who manages a staff development program. This is one of the saving graces. If we were talking about management motivation, though, I think that her appointment has something to do with the perennial question that sales and promotion people get asked by overseas agents: 'What is the difference between your school and the cheaper ones?' The presence of the consultant has been used extensively in marketing, as has the series of external inservices she is running for teachers from other schools.

TEXT: Diaries.Text only D4.txt (113/117)

CODE: 1) The participants are.4) Absent participants.1) Agents (G:100)

yet

another new form introduced - teachers are to note any problems they encounter and forward this to Senior Teacher/Admin immediately. This is to catch/anticipate problems to avoid complaints from agents months later.

TEXT: Diaries.Text only D5.txt (143/150)

CODE: 1) The participants are.4) Absent participants.1) Agents (G:100)

Last year my school opened a new building, right on (Z) - and since the day it was opened, it has largely been a marble monument for overseas agents, politicians ready to sing the school's praises, and any other agents willing to assist the school in publicity or marketing. From the teachers' perspective, there have been many pitfalls despite the flashy veneer both for themselves and their students. Although the front rooms overlook the gorgeous blue ocean horizon, they are not very conducive to teaching and learning.



TEXT: Diaries.Text only D6.txt (3/15)

CODE: 1) The participants are.4) Absent participants.1) Agents (G:100)

While passing through the library a senior teacher entered with a group of Japanese people in tow. I remember stopping and wondering what my role in their passage should entail. Initially I was unsure who they were - visitors , prospective students, enrolled students or study tour participants or agents. When I decided they were new to 6 the next question was whether to assume a helpful smiling demeanour, carry on with my business or wait for the teacher to introduce me. I settled for a hesitant smile and excused myself. The senior teacher gave little indication as to whether this was what was expected. This is not the first time I've been undecided as to what role I should adopt - teacher or customer service rep. Those present ten Japanese students (?), senior teacher, relief librarian, students in library and myself.

TEXT: Diaries.Text only D6.txt (192/196)

CODE: 1) The participants are.4) Absent participants.1) Agents (G:100)

An agent bailed me up after class today. Once again that dilemma about role. He asked me for a report - I slipped into Company Marketing Rep mode but I couldn't help feeling that this really wasn't my job. I suppose a straight referral to reception was an option. However best be silent.

TEXT: Diaries.Text only D6.txt (289/297)

CODE: 1) The participants are.4) Absent participants.1) Agents (G:100)

**Asst Hd Teachers approaches a teacher about a student who is leaving. 'Does x deserve our highest marks? What do you think?' there seemed little doubt what sort of answer this type of question was supposed to elicit. Of course the teacher supplied the answer that was required and the student received the highest marks. This has happened quite a few times over the last month and its usually because the student in question (or their agent) is able to influence repeat or further business for the company. I don't know if it's talked about explicitly in some instances but it always seems to be just under the surface.**

TEXT: Diaries.Text only D7.txt (185/199)

CODE: 1) The participants are.4) Absent participants.1) Agents (G:100)

There is

an ever present pressure being applied to us to perform with our particular classes. It started with the friggin Art Project class, and now it continues into the general running of our normal classes.

The pressure being applied manifests itself in the following ways: A student may remark that I marked his/her attendance ' too harshly'; in other words I was being honest about a lack of punctuality, etc. Word gets back to the student's agent, who complains to a member of Admin. Senior teacher ,DOS or other approaches me demanding to see my class role. For the sake of keeping things peaceful, I'm asked to be 'lenient' with my marking. What the f--- does that mean? You were telling us, when we started here as new teachers, that the rolls were legal documents, and that it was very important that they were kept diligently!! What the hell do I do in a situation like this one?

## 2.142 Teacher training

TEXT: Diaries.Text only D1.txt (320/326)

CODE: 1) The participants are.4) Absent participants.2) Teacher training (G:100)

**All in all, there seemed to be little realisation that we are providing a service to a customer. One man said that this was a new concept for him and he was happy with it, and felt that it made him more secure, because he could realise clearly what was the nature of his work. Such pragmatism is rare. Inexperienced teachers who have done a short course in one method of language teaching cannot be expected, of course, to be very flexible in their approach.**

TEXT: Diaries.Text only D3.txt (27/31)

CODE: 1) The participants are.4) Absent participants.2) Teacher training (G:100)

Brings me to the issue of the casualisation of our industry and how teachers tolerate and shut up out of fear of offending management who take general complaints as personal attacks. Perhaps a little bargaining skills in teacher training is worthwhile - otherwise management succeed by allowing 'time' to wear down reasonable demands.

TEXT: Diaries.Text only D3.txt (116/127)

CODE: 1) The participants are.4) Absent participants.2) Teacher training (G:100)

Now I suppose I want to think about over-preparedness. I watched a colleague cut and paste for hours to make something minimally better. I think time utilisation is not fully exploited in teacher training and I don't mean lesson planning I mean changing, rewriting things that are 80% Ok and you can work around it without a huge hassle. I often get teachers asking me how I get away with so little preparation - I firmly believe that they are wasting their time joining the cut and paste phenomenon which has swept our industry! I also recently had a younger teacher ask me about 'warmers' which I only use occasionally - and she was shocked by this - I often don't use them because I find them unnecessary with adults and especially in higher levels ( I'm aware some are fantastic).

TEXT: Diaries.Text only D3.txt (200/207)

CODE: 1) The participants are.4) Absent participants.2) Teacher training (G:100)

I also know some teachers who work on through a cold for flu because they don't want to be a 'bother' to their DOS. I think it's unimportant that trainee teachers are carefully made aware of their rights - not necessarily from the union - but from the trainers. I suppose it comes back to a point I made earlier about people being/feeling rather insecure about their jobs and not wanting to rock the boat - although the denial of sickleave through what is paramount to emotional blackmail is completely unacceptable.

TEXT: Diaries.Text only D6.txt (267/275)

CODE: 1) The participants are.4) Absent participants.2) Teacher training (G:100)

It actually went quite smoothly and after one little customer service (we try harder) event a Pre-Int student trotted out her first tag question. 'You're a good teacher aren't you ?' I was a little taken aback by this. Initially but going the extra mile from a service perspective seems to be read as good teaching. Bloody revelation. I wonder if it wouldn't be something to include in teacher training

courses. Not only is it read as good practice by S's, Management also interpret it as quality education. I would still disagree with any argument that failed to contrast the two though.

TEXT: Diaries.Text only D8.txt (28/34)

CODE: 1) The participants are.4) Absent participants.2) Teacher training (G:100)

Vicky gives me feedback on my teaching, generally very good. Says I remind her of herself as a teacher (not sure if this is a compliment but presume so). However, she merely reads her written comments to me in a rushed fashion, no eye contact, no real positivism or conviction, a curiously lacklustre delivery. I think: she hasn't had any training in how to give feedback. I assume everything is therefore OK and do not ask.

## 2.143 Unions

TEXT: Diaries.Text only D3.txt (200/207)

CODE: 1) The participants are.4) Absent participants.3) Unions (G:100)

I also know some teachers who work on through a cold for flu because they don't want to be a 'bother' to their DOS. I think it's unimportant that trainee teachers are carefully made aware of their rights - not necessarily from the union - but from the trainers. I suppose it comes back to a point I made earlier about people being/feeling rather insecure about their jobs and not wanting to rock the boat - although the denial of sickleave through what is paramount to emotional blackmail is completely unacceptable.

TEXT: Diaries.Text only D7.txt (79/87)

CODE: 1) The participants are.4) Absent participants.3) Unions (G:100)

Today we took Industrial Action . We'd been talking with the Independent Education Union rep for a couple of weeks, trying to avoid going out, but considering the appalling offer that was made by our employer we really had no choice. You have to wonder though, if half an hour on strike will really make any type of difference at all ? I'm not the only one who went out exclusively for the purpose of supporting the more senior teachers; some of us I imagine must really be questioning the validity of the claim, and/or whether we should have accepted the 9% that was offered over three years.

TEXT: Diaries.Text only D8.txt (256/265)

CODE: 1) The participants are.4) Absent participants.3) Unions (G:100)

I have given up on the sleeping pills and try to sleep when I can. Today after work I rang [regulatory body] to tell them my tale of woe. A very sympathetic lady listens and says: Sandra must see that she can't do this. I feel better, and listened to. I also call the Union; of course, I wasn't in the union, was I? Was going to join when I was more 'permanent'. They advise me I can represent myself in an unfair dismissal case. I tell them that at the recent union meeting teachers felt unable to speak up about an issue because Vicky was present - and now I learn she is not even in the union! What am I uncovering here? What can of worms?

**TEXT: Diaries.Text only D1.txt (211/237)**

**CODE: 1) The participants are.4) Absent participants.4) the education industry (G:100)**

Yesterday I was telephoned at home and told that I would not be teaching on General English in the upcoming term, but on EAP. I felt myself curiously unwilling to do this, and, on analysing my feelings, I decided that this must be because I do not want to come too close to the nasty picture of what is happening to Australian education.

I have seen some of the writing produced by students in the EAP stream, examples which have been regarded as good, and I thought they were terrible. I feel that students wishing to enter university in any discipline should have to pass HSC English (I find IELTS a very poor substitute), but I know this would reduce the numbers to almost zero. I know that there is enormous pressure on academics to pass all full-fee-paying students, and I have personally heard parents in Taiwan say of their offspring who have failed to gain a place in a university there : "Never mind, we'll send him/her to Australia."

Sorry if I seem to be wandering off the point. But there is a connection, because EAP is the first step on the escalator of lies, I think. I know it's there, but I'd prefer to avoid dealing with it personally. This marketing of Australian education is becoming such a big industry now that it's scary. I asked the teacher who is in charge of the EAP program what has happened to the system which was devised with one of the universities whereby our students could bypass the IELTS exam by completing a written assignment and gaining a certain mark on our placement test. He said that no-one had entered university by this method recently, but that it was still used as a marketing point.

**TEXT: Diaries.Text only D2.txt (242/248)**

**CODE: 1) The participants are.4) Absent participants.4) the education industry (G:100)**

As the Cambridge courses finished last Friday, a number of teachers didn't have their contracts extended. If I took holidays now or in January, which I don't want to do, someone would have a bit more work. Plus, with the recent economic events in Asian countries, my vague plans to move workplaces have been put on hold for a while. To go part time would solve many problems, but I doubt whether they'll let me.

**TEXT: Diaries.Text only D3.txt (33/49)**

**CODE: 1) The participants are.4) Absent participants.4) the education industry (G:100)**

I suppose this brings me to the problem of economics versus education within our industry. Classes closed, put together, students at inappropriate levels to facilitate numbers. I could write forever about this but I'm sure you get the gist.

Marketing issues are always difficult - what does a teacher do when a student is in the wrong level due to classes being full?

What does a teacher do when its freezing in the class and the students are more interested in the internal climate and complaining about the studying?

Where is the teacher and where is the marketing manager within each teacher?

I remember being told numerous times to smile and greet students around the school - even rude obnoxious bastards!

TEXT: Diaries.Text only D6.txt (227/232)

CODE: 1) The participants are.4) Absent participants.4) the education industry (G:100)

More and more I am becoming acutely aware that this is a company selling education rather than a school that is organised like a company. When I first arrived here I thought it was the former but since writing this diary and thinking about it I've changed my mind. It is much more like the big 'Schools' (language services) companies that dominate the market in Japan. Not as efficient though.

## 2.145 NEAS

TEXT: Diaries.Text only D8.txt (256/265)

CODE: 1) The participants are.4) Absent participants.5) NEAS (G:100)

I have given up on the sleeping pills and try to sleep when I can. Today after work I rang [regulatory body] to tell them my tale of woe. A very sympathetic lady listens and says: Sandra must see that she can't do this. I feel better, and listened to. I also call the Union; of course, I wasn't in the union, was I? Was going to join when I was more 'permanent'. They advise me I can represent myself in an unfair dismissal case. I tell them that at the recent union meeting teachers felt unable to speak up about an issue because Vicky was present - and now I learn she is not even in the union! What am I uncovering here? What can of worms?

## 2.146 Federal government

TEXT: Diaries.Text only D2.txt (161/172)

CODE: 1) The participants are.4) Absent participants.6) The federal government (G:100)

Some very minor matters. We have to keep attendance records of students to see if they comply with the 90% regulation. This is a bit complicated here and requires getting data from a couple of sources, some of which is not always kept well, so that it may appear students did not attend an activity beyond the classroom which they did in fact attend. I'm usually quite careful with it but today I just filled in the spaces for those students who I felt would have attended but who, according to the record had not been there, and when I asked them later they said they had in fact done so. It's another conflict between bureaucratic rules (in this case by the Department of Immigration) and a teacher's desire to do well by students who make a serious effort at study.