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Evaluation of the Second Language Learning Funding Pool (1999-2003)

Report to the Ministry of Education

R. Ellis, S. Loewen and P. Hacker

RESEARCH DIVISION

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Rod Ellis, Shawn Loewen and Penny Hacker

Department of Applied Language Studies and Linguistics
The University of Auckland
Private Bag 92109
Auckland, New Zealand
E mail: r.ellis@auckland.ac.nz

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Executive Summary

INTRODUCTION

The Second Language Learning Funding Pool was set up in 1998 (with funding commencing in 1999). Its general aim was to help schools develop effective and sustainable second language learning programmes for students in years 7-10 in accordance with the Government's policy of encouraging schools to provide instruction in an additional language in these years. In March 2003 the Government accepted the recommendation from the Curriculum Stocktake Report that schools should be required to provide instruction in an additional language for students in years 7-10 (except for Maori immersion settings) but it should not be mandatory for all year 7-10 students to learn another language, and placed a five-year time frame around its implementation.

In mid 2004, the Ministry of Education commissioned a Research Team from the University of Auckland through Uniservices Ltd to evaluate the Pool. The evaluation was carried out over the following six months. The evaluation sought to determine the effectiveness of the funding in increasing and improving opportunities for the learning of an additional language in years 7-10 in schools. To this end, a number of Research Questions were formulated. The questions addressed the following aspects:

1. Profile of the funded schools
2. Benefits to students
3. Resources
4. Teacher capability
5. Networking
6. Community outreach
7. General

This summary will review the main findings related to each of these aspects.

Data for the evaluation were collected from a variety of sources – Ministry roll returns (for all funded schools), the Milestone Reports from the schools, a Motivation/ Attitudes questionnaire administered to 400 year 9 students studying languages, interviews with project directors and principals in 13 focus schools that had received funding in one or more years, and teacher questionnaires from language teachers at these schools. For some of the subsequent analyses, a subset of the schools receiving funding in 1999, 2001 and 2003 was used.

PROFILE OF THE FUNDED SCHOOLS

Schools in the higher decile range were more likely to receive funding than schools in the lower decile ranges. Schools with enrolments between 301 and 750 were the most likely to receive funding while schools with enrolments below 300 were the least likely. It is clear, therefore, that there is a relationship between both school decile and school size and funding received. Student enrolments in schools receiving funding did not exceed 11% of total school enrolments in any of the funding years.

In evaluating these findings it is important to bear in mind that it is not clear whether smaller schools in the lower decile range were less likely to receive funding because they did not submit applications to the Pool or because their applications failed.

BENEFITS TO STUDENTS

One obvious way in which students could benefit from the funding is through access to language classes that did not exist prior to the funding. The numbers of schools offering all the main languages (Chinese, French, German, Japanese, Samoan and Spanish) increased, most likely in response to the Government's promotion and resourcing of second language learning opportunities for students in years 7-10, but almost certainly as a result of the funding. However, this increase was almost entirely due to primary and intermediate schools introducing new language classes. Secondary schools used the funding to support existing language classes. This finding was borne out by a comparison of the number of enrolments in funded schools prior to the first year of funding and in the last year of funding. While enrolments in funded primary/ intermediate schools nearly doubled, those in secondary schools remained the same (refer p. 29). In the opinion of the project directors interviewed this was largely due to the restrictions on the ability to provide for increased opportunities for students to study languages within the secondary school curriculum and the fact that opportunities for language learning were already available.

Another way in which students might have benefited from the funding is in terms of motivation and more positive attitudes towards language learning. However, no statistically significant differences in motivation/ attitudes were found between year 9 students who had previously attended schools that had received funding and students who had not, although a number of differences that approached statistical significance did point to enhanced motivation/ attitudes in the former. Nevertheless, project directors in focus schools were strongly of the opinion that, as a result of the funding, students' confidence and interest in language learning had increased.

It was not possible to examine whether the funding had had any impact on student learning, as no information relating to student achievement prior to funding was available and, also, because there is no standardized method of assessing students' language achievement in the schools. However, the project directors were of the view that students' learning had benefited and they supported this with some anecdotal evidence.

RESOURCES

Overall, the schools sampled in 1999, 2001 and 2003 reported spending the funds they received on the following areas, rank ordered from highest to lowest: (1) teaching resources other than IT, (2) professional development, (3) information technology, (4) publicity and (5) networking. In all three years sampled, expenditure on (1) and (2) accounted for the bulk of the funds received. The interviews with the project directors in the focus schools revealed that some changes in spending patterns did occur but that the nature of these changes varied from school to school.

The primary and intermediate school project directors linked success in learning outcomes to pool funding spent on resources. The main point raised was that the funding was entirely or largely responsible for setting up or extending a language programme in the schools. The funding provided to secondary schools was largely used to provide resources for existing programmes.

The interviews provide clear evidence of the project directors' **conviction** that the resources they were able to purchase with the funding had enhanced language learning in their schools. In so far as the funding resulted in more languages being taught to more students, this conviction is justified. However, the **teaching** of languages cannot be simply equated with the **learning** of languages and the project directors were not able to demonstrate improved learning outcomes for the students.

TEACHER CAPABILITY

The schools sampled in 1999, 2001 and 2003 spent a substantial amount of the funding available from the Pool on professional development. The proportion of total funding spent on professional development was greatest in 2003, where it reached 30%.

The schools spent the funds they allocated to professional development on three major categories: (1) conferences/ meetings and courses, (2) teacher release/ relief (e.g., in order to allow a teacher to participate in professional development), and (3) other professional development. The bulk of the money was spent on (1) but substantial amounts were also spent on (2). There was a reduction in the proportion of money spent on conferences/ meetings/ courses over the three years and an increase in the proportion spent on teacher release/ relief.

The interviews indicated that all focus schools were concerned to develop teachers' methodological skills for teaching languages. Both teacher release/ relief and attending conferences/ meetings/ courses were seen as contributing to this. The primary school project directors also reported that money was spent on enhancing teachers' proficiency in the languages they taught and, in some schools, on employing specialist language teachers for professional development. The project directors of the majority of the focus schools identified professional development as the most important of the funding categories.

NETWORKING

The schools applied for little money for networking and spent even less. However, most of the teachers who answered the questionnaire indicated that they had engaged in networking and all the project directors reported that networking had taken place. The explanation for this apparent contradiction lies in the fact that networking arose predominantly through funding for professional development (e.g. through conferences). The cluster schools reported satisfaction with the networking this clustering promoted but, overall, it is clear that the networking that took place was predominantly at an informal, personal rather than an institutional level. The schools pointed to a number of advantages of networking (e.g. it helped teachers feel supported, it provided ideas for teaching, it developed awareness of available resources and it increased understanding of the needs of students) but offered no direct evidence of enhanced student learning as a result.

COMMUNITY OUTREACH

The schools applied for and spent relatively little money on publicizing their language programmes either within the wider community or within their own schools. Only 20% of the teachers who completed the questionnaire thought that any money had been spent to support school and community understanding. However, two-thirds of the project directors did claim that the funding had helped directly (e.g. through public relations evenings for parents) or indirectly (e.g. through international language weeks for schools) to promote community understanding. Somewhat fewer project directors felt that the funding had assisted greater understanding of the language programme within their schools.

GENERAL

An analysis of the applications to the Pool and the Milestone Reports indicates that, in general, the funding was not spent according to the categories of expenditure requested in the schools' applications. For example, in 1999 and 2003 the schools sampled reported overspending on teaching resources other than IT and underspending on other categories (including professional development, which project directors identified as the most important category). In the interviews, the project directors indicated that they had experienced difficulty in predicting funding areas in their applications (with several admitting to changes) but they also claimed that they had spent the money as intended. Overall, there appeared to be few commonalities in the changes that occurred.

The interviews provided evidence of some dissatisfaction with both the overall policy of asking schools to apply for funding and with the application and reporting processes. Concern was also raised about the unpredictability of future funding. Some of the project directors recognized the need for accountability but many inveighed against the workload involved in administering the fund and completing the Milestone Reports. There was general concern over what constituted 'evidence' that the aims of the funding had been reached and, in particular, that it had resulted in

gains in learning. The project directors and principals offered a number of recommendations directed at ensuring that funding for the teaching of languages continued and, in particular, emphasised the need to support the professional development of language teachers.

Background

In 1992, the report *Aotearoa: Speaking for Ourselves* (Waite, 1992) recommended that a second language be introduced in the core school curriculum. However fiscal constraints and the lack of qualified language teachers led the Minister of Education at that time to decline to make learning a second language compulsory. In 1993 the *New Zealand Curriculum Framework/ te Anga Marautanga o Aotearoa*, published by the Ministry of Education, promoted the learning of other languages as an area of the curriculum that was important to the country's well-being. This served as a basis for the development of language curriculum statements for a range of languages. In *Education for the 21st Century* (Ministry of Education, 1994) the Government proposed that by 2001 all students in years 7-10 would have an opportunity to learn a second language. In 1995, the Government agreed to an allocation of \$4.8 million in contestable funding to provide additional opportunities in second language learning. This was used to fund the Second Language Learning Project, which ran for three years. Ongoing baseline funding of \$1.8 million was made available from 1998. This included provision for directly funding schools through a Second Language Learning Contestable Funding Pool. Following a Curriculum Stocktake in 2000-02, the Ministry of Education reaffirmed the need for schools to provide instruction in an additional language for students in years 9-10 but also stated that it should not be mandatory for all year 7-10 students to learn another language. As a result of the Curriculum Stocktake report a new learning area, called *Learning Languages*, is being established.

These policy and curriculum developments constitute the context of the Second Language Learning Funding Pool (SLLFP). The Pool was set up in 1998 (with funding commencing in 1999) with a view to helping schools develop effective and sustainable second language learning programmes for students in years 7-10. The Pool drew on the \$1.8 million which the Government is making available annually to provide support to language learning programmes. To date, funding has been provided in six years (1999-2004). Funding continues in 2005. However, this evaluation of the Pool will only cover the years 1999-2003.

The specific aims of the Pool (1999 – 2003) were to:

- Improve student access to and achievement in second language learning
- Increase the number of students who begin and maintain second language learning
- Assist schools to provide the resources required to support second language learning programmes and make them effective
- Develop and improve teacher capability in the teaching of second languages
- Develop and strengthen support networks of teachers with second language learning expertise
- Increase school and community understanding of the value that second language learning adds to a student's education.

Schools interested in obtaining funding from the Pool are required to complete an application form either individually or as a cluster. The application form asks schools to indicate which languages are currently taught, the goals and outcomes of the proposed programme (together with a set of indicators to evaluate the programme), the languages to be taught (including existing and new

languages), how the proposed programme will contribute to continuity of language learning, and how it will assist the development or strengthening of local networks of teachers involved in language teaching. The application form also asks for detailed information relating to funding requirements for professional development, networking and materials.

The Ministry of Education provides an explicit set of criteria for evaluating applications from schools. These criteria have been derived from the *Analysis of Proposals for the Second Language Learning Funding Pool* (Ministry of Education, undated), which follows a methodology initially designed by Dr. Jenny Poskitt of Massey University and refined through discussion with the Ministry of Education. The criteria for applications in the years under study were as follows:

- a) The goals of the second language learning programme are clearly identified;
- b) Details of the programme are provided;
- c) The focus of professional development is on improving teacher skills in:
 - the target language and culture,
 - second language teaching and learning methodologies,
 - integrating ICT into classroom practice,
 - ensuring that classroom materials are used effectively for student learning;
- d) There are procedures, which include outcomes and indicators, for evaluating:
 - student learning,
 - the school's progress towards programme goals;
- e) The resources required to support the programme are identified;
- f) Links are proposed between schools to encourage a smooth transition of student learning between years 8 and 9;
- g) Networks of teachers involved in second language learning are identified;
- h) The project coordinator and key personnel are identified. The link between their roles and programme goals is made clear.
- i) A budget identifies the total amount requested, and provides a breakdown of budget items.

Schools receiving funding from the Pool are required to submit two Milestone Reports in each year of funding (May and December). The format of these reports has changed somewhat over the years. The current version requires schools to evaluate the extent to which their stated goals for the funding have been met and to provide evidence to support their claims. In cases where goals have not been met schools are required to give reasons and to indicate what additional steps they will take to achieve their goals. They are also required to give a detailed statement of expenditure.

The general aim of the evaluation of the Pool is to determine the effectiveness of the funding in increasing and improving opportunities for the learning of an additional language in years 7-10 in schools. The Ministry of Education anticipates that the results of the present evaluation will inform future decision-making on how to use available funding to support and sustain quality language teaching and learning.

Evaluating Language Teaching And Learning

Evaluations of language teaching programmes (or indeed of any other instructional programme) are rarely perfect. In an ideal world the evaluation should be planned before the commencement of the programme so that appropriate data can be collected as the programme proceeds. Evaluations carried out post-hoc are invariably problematic as more likely than not no valid data relating to learners' proficiency prior to the programme will be available, thus making it difficult if not impossible to assess what contribution the programme has made to end-of-programme proficiency. Although it is generally accepted that evaluations need to be planned at the onset of a programme, in reality such pre-planning has rarely been allowed for. The present evaluation is no exception. It has been planned some five years into the Pool.

Evaluations of language teaching programmes, especially those planned post-hoc, are unlikely to provide clear, definitive answers to the evaluation questions, especially if these address the learning that results from the programme. Alderson (1992) insists that 'evaluations will not reveal The Truth about a programme ... there is no One truth waiting to be discovered by evaluation' (p. 274). Thus the goal of an evaluation should be to present a set of 'findings' that illuminate how effective a programme has been and the reasons for its success/ failure as thoroughly, convincingly and impartially as possible.

There are published reports of numerous evaluations of specific language learning programmes (see, for example, Alderson and Beretta (1992), Weir and Roberts (1994) and Rea-Dickens and Germaine (1998)). These evaluations were both *judgemental* (i.e. they sought to satisfy the accountability needs of bodies that had funded specific projects) and *developmental* (i.e. they sought to identify ways in which specific programmes could be improved). Thus, the evaluations were directed at determining the success or worthwhileness of the projects and also at providing information that could feed into policy making, planning and change. They typically documented the extent to which the goals of specific language programmes were achieved and, also, the factors that influenced the extent to which the programmes were successful. Evaluators of language programmes frequently point to a tension between the judgemental and developmental aspects of evaluation.

A feature of the Second Language Learning Funding Pool was that it was directed at pre-secondary as well as secondary schools (years 7 to 10). Indeed, a major aim of the funding was to promote initiatives in teaching languages in primary and intermediate schools. This raises important questions: (1) What advantages are there for an 'early start' in foreign language learning? and (2) In what ways can secondary schools effectively build on the 'early start' made in pre-secondary language classes? Early research (e.g. Burstall et al., 1974) failed to demonstrate any advantage for an early start where learning was concerned (although some advantage where positive attitudes to foreign cultures were found). One reason for the lack of any effect on learning may well be the lack of liaison between the primary schools offering languages and the secondary schools the students subsequently attend. A recent case study of the transition of young learners

to secondary schools in the United Kingdom (Bolster et al., 2004) found that opportunities for building on primary language learning were largely wasted.

Language funding pools are not directed at a specific project or programme but rather at a range of educational institutions that offer (or wish to offer) language programmes, with individual schools receiving variable amounts of financial support. There have been three evaluations of such funding pools in New Zealand. These are reviewed briefly below.

The current evaluation was preceded by an evaluation of the Second Language Learning Project (Peddie et al., 1999). This project, aimed primarily at years 7-10 but with a major focus on years 7 and 8, made available \$4.8 million to extend the teaching of second languages in schools. The evaluation considered teachers and teaching, the use of education technology, programme issues, financial issues and prospects and plans. With regard to teaching and learning, the major findings were that the limited time available for learning languages together with a lack of understanding of good communicative teaching reduced the effectiveness of the teaching. The evaluators also noted that the budget for professional development was often underspent. Education technology was used much less frequently than expected and the evaluators suggested that schools needed assistance in identifying relevant materials and in technical support in using them effectively. Key programme issues were the long-term availability of language teachers in schools (which was seen as a problem) and the failure of schools to consider bilingual teaching to address the problem of a 'crowded curriculum'. Whereas the schools saw value in the limited-time language courses typically offered, the evaluators were more sceptical of the value of such 'taster approaches'. Regarding financial issues, the main finding was that the Second Language Learning Project was generally a cost-effective exercise. Finally, in considering prospects and plans, the evaluators reported that teaching staff, students, Principals and parents were all 'overwhelmingly positive' about including a second language in the curriculum with over 50% of schools planning to continue teaching languages after the funding ceased. The report concluded by suggesting that 'a carefully designed and properly researched strategy is now needed to capitalise on the demonstrated desire for languages' (p. 7). The setting up of the Second Language Learning Funding Pool can be seen as a response to this suggestion.

A further evaluation of various Ministry of Education funding initiatives directed at languages was undertaken by Gibbs and Holt (2003). This report includes comments on the responses of Regional Language Advisors, teachers and principals to a questionnaire evaluating the Second Language Learning Funding Pool (referred to as the 'Second Language Learning Proposals Pool' in the report). These comments indicated that the Regional Advisors believed that the Pool did promote the 'likely success' of the language programmes it had helped to fund by requiring schools to plan for sustainability, by emphasising professional development and by promoting diversification of the curriculum. The report also indicates that 92% of teachers and 85% of principals planned to continue to offer the current range of languages taught in their schools. However, the principals were reported as considering that funding was important to ensure continuation of the language programmes. The responding schools indicated that Pool funding was used primarily for purchasing resources, followed by cluster development and professional development. Gibbs and Holt made two recommendations regarding the Pool: (1) that applications that addressed the development and improvement of teacher capability be prioritised

and (2) that the effectiveness of the additional resources acquired by the school through the Pool be investigated.

The Evaluation of the Three Programmes in the Innovations Funding Pool Tu Tangata (Murrow et al., 2004) sought to determine whether the Tu Tangata programme was sustainable, adaptable and transferable and also the extent to which the programme brought about positive academic, social and behavioural change for the students in the 21 schools that received funding. Facing a lack of systematic, quantifiable data about the programme's effectiveness, the evaluators relied on a questionnaire and interviews to obtain data for the evaluation, which demonstrated a high level of support for the programmes within the schools and local communities.

Evaluations of funding pools need to establish the overall effectiveness of the financial support made available to schools in relation to the aims of the pool funding (i.e. a judgemental evaluation) and also make recommendations regarding ways in which the funding pool can effectively promote language teaching and learning in the future (i.e. a developmental evaluation). The evaluation of the Second Language Learning Funding Pool reported below was undertaken with these general goals in mind.

Research Questions

The evaluation sought to address the following Research Questions. These have been grouped according to topics:

PROFILE OF FUNDED SCHOOLS

1. What is the profile of schools that received funding in 1999-2003?

BENEFITS TO STUDENTS

2. What is the evidence for improved student access to second language learning in Pool funded schools?
3. What is the evidence for improved student achievement in second language learning in Pool funded schools?
4. Has the number of students beginning, and maintaining, second language learning increased in Pool funded schools? If not, what factors have had a bearing on the outcome?

RESOURCING

5. What did the schools spend the funding they received on? How did the way they spend the money change over time?
6. How have the resources purchased enhanced the effectiveness of the programme in terms of learning outcomes for students?

TEACHER CAPABILITY

7. What professional development has been purchased with Pool funding?
8. Has the professional development purchased developed and improved teacher capability in the teaching of second languages? In which specific areas of knowledge have there been advances?

NETWORKING

9. How has the Pool funding supported networking amongst teachers?
10. Has the networking resulted in benefits for second language learning? What are these benefits?

COMMUNITY OUTREACH

11. How has the Pool funding been used to support school and community understanding of the value of language learning?

GENERAL

12. Have the schools spent the money on what they intended from their application? If not, why not? Were there commonalities across schools?
13. What are schools' attitudes to the contestable process?

Evaluation Methodology

OVERVIEW

The Evaluation of the Second Language Learning Funding Pool was conducted in the following phases:

1. An initial scoping and development phase in which the aims of the evaluation and the methodology for conducting the evaluation were discussed with Ministry of Education personnel. In this phase the focus schools for detailed study were selected.
2. A design phase in which the data sources for answering each Research Question were identified and data collection instruments were devised. This phase was also undertaken in collaboration with Ministry of Education personnel.
3. A data assembly stage in which relevant statistical information from the Ministry of Education records was obtained, interviews with staff in the focus schools were conducted and a questionnaire was administered to a sample of students studying languages.
4. A data analysis stage in which the quantitative and qualitative data were processed to provide answers to the Research Questions. During this stage the evaluators liaised closely with the Ministry of Education.
5. A stage where a draft report was prepared and reviewed by the Ministry of Education.
6. The preparation of the final report.

PARTICIPANTS

Quantitative data were collected about the 290 different schools that had received funding from the Pool in the years 1999, 2000, 2001, 2002 and 2003. The number of schools receiving funding in each of these years is shown in Table 1. It should be noted that some schools received funding in more than one year.

Table 1. Number of schools receiving funding and amounts of funding 1999-2003

	1999-2000	2000-2001	2001-2002	2002	2003
Numbers	54*	89**	79***	117	98
Total amount	\$609,000.00*	\$598,377.80**	\$938,086.94***	\$818,323.90	\$788,367.05

* These figures covered an 18 month period.

** These figures covered a 24 month period.

*** The period covered was variable (i.e. 12 or 24 months).

In the case of all of these schools documentary evidence was collected (see p.16). In addition, a number of schools were selected as focus schools for a more in-depth study. The criteria used to select the schools were as follows:

- the need to include both single and cluster schools
- the need to include schools from different deciles
- the need to include both urban and rural schools
- the need to include primary, intermediate and secondary schools.

Each of the selected schools' status (single or cluster) together with their deciles, whether they were urban/ rural, primary/ intermediate/ secondary, the years in which they received funding and the total amount of funding received in each year are shown in Table 2. These schools were visited by a researcher who conducted an interview with key personnel involved in the language programme for which funding had been received. All project directors were interviewed. In some schools the project directors were the principals. In some of the other schools principals were also interviewed, on the basis of their availability and familiarity with the funding. In addition, all teachers were provided with a questionnaire and asked to mail it back to the researchers.

Finally, the language advisors for the Auckland/ Northland and Christchurch/ Nelson regions were asked to identify a number of secondary schools that could be approached in order for their year 9 students to complete a Motivation/ Attitudes Questionnaire. Participating teachers and students completed an ethics permission form and then filled in the questionnaire, which was returned to the evaluators.

Table 2. Focus Schools chosen for in-depth study

School	Status	Decile	Urban/rural	Primary/ Intermediate/ Secondary	Years funding	Amount
<i>Auckland and Northland</i>						
School A	Single	8	Urban	Intermediate	2003	\$35,000.00
School B	Single	3	Urban	Intermediate	2003	\$4,965.00
School C	Cluster	3	Rural	Primary	1999 2001 2002 2003	\$50,000.00 \$38,728.00 \$3,560.00 \$1,730.00
School D	Cluster	6	Urban	Intermediate	2001 2002 2003	\$4,210.00 \$25,487.10 \$15,706.24
School E	Single	5	Rural	Secondary	2002 2003	\$6,290.41 \$4,593.73
School F	Single	7	Urban	Secondary	2002	\$3,800.00
School G	Single	6	Urban	Primary	2003	\$8,770.74
<i>Nelson</i>						
School H	Single	8	Urban	Secondary	2002 2003	\$7,040.00 \$13,900.00
School I	Single	8	Urban	Secondary	2002	\$11,565.62
School J	Cluster	6	Rural	Primary	2002 2003	\$1,182.52 \$31,623.90
School K	Cluster	8	Rural	Primary	2002 2003	Funded with School J
School L	Single	8	Urban	Secondary	1999 2002	\$5,000.00 \$8,507.85
School M	Single	8	Urban	Intermediate	2001	\$8,981.00

DATA COLLECTION

Data were collected from three major sources:

1. Documentary data from the Ministry of Education:
 - Lists of schools receiving funding from the Pool in the years 1999-2003, including the dollar amounts received
 - Application forms submitted by schools receiving funding from the Pool (when available)
 - Milestone Reports completed by the funded schools (when available)
 - Language class roll returns for 1998-2003
 - Information concerning schools.
2. Data collected from the schools chosen for in-depth study:
 - Interview schedule (project directors)
 - Interview schedule (principals)
 - Written questionnaire (teachers)
 - Enrolments chart.
3. Data collected from students:
 - Motivation/ attitudes questionnaire.

The main instruments and procedures used to collect information from these three sources are described below:

1. Ministry of Education roll returns

The language enrolment figures for all schools in New Zealand, including primary, intermediate and secondary, were obtained and the enrolment figures for each of the funded schools were extracted. These data were used to compare which languages were taught prior to schools receiving funding and in schools' final year of funding. In addition, the enrolment numbers in each language were examined prior to and during the funded period.

2. Milestone Reports

The following Milestone Reports from the funded schools were examined:

- a. All the reports for 2003. These were used to identify key themes relating to a number of the Research Questions (see Analysis).
- b. Eighteen reports for 1999 (constituting all those available) and 27 and 34 reports for 2001 and 2003 respectively (constituting 30% of the total forms available) were examined to establish the dollar amounts spent in each of these years on information technology, other teaching resources, professional development, networking, and publicity.

Finally, Ministry of Education letters of response to the 2003 Milestone Reports were also examined.

3. Interview schedules

The complete interview schedules for the project directors and principals can be found in Appendices A and B, respectively. The schedules were developed by referring to the Research Questions for the evaluation and also through a qualitative analysis of the Milestone Reports (see below). This analysis led to the identification of key 'themes' in the schools' responses, which were then reflected in the questions in the schedules. Our purpose was to ensure that the interviews addressed issues of obvious importance to the funded schools as well as to provide information directly relevant to the Research Questions.

The project directors' schedule consisted of 43 questions which were divided into eight sections. These sections were:

- Section A: General questions
- Section B: How the funds were spent
- Section C: Teachers' professional development
- Section D: Student access and learning
- Section E: Resources purchased
- Section F: School/ community outreach
- Section G: Networking
- Section H: Recommendations to the Ministry of Education.

The principals' schedule consisted of eight questions in two sections. The two sections were:

- Section A: General questions
- Section B: Recommendations to the Ministry of Education.

The principals of the focus schools were approached for permission to conduct the interviews and consented. The interviewees (i.e. the project directors and some principals) were given Participation Information sheets and subsequently signed the Consent Forms.

The interviews took place in the focus schools. A researcher sat with the project director/ principal in a quiet location and went through the questions. Where appropriate, ad hoc follow-up questions were also asked in order to obtain as comprehensive a response to each question as possible. The interviews were audio recorded. Each interview lasted between 43 and 106 minutes.

The interview schedules were submitted to the University of Auckland Ethics Committee and approved in August 2004.

4. Enrolment Chart

The Enrolment Chart (see Appendix D) required schools to indicate which languages were taught in their school and the enrolments for each language in each year between 1999 and 2003

inclusive. The chart was given to the project directors for completion at the end of their interviews and later returned to the research team. Charts were received from eight of the 13 focus schools. The information provided in the charts was used to cross-check the information from the Ministry roll returns. In these cross-checks it was noted there were some discrepancies between numbers in Ministry roll returns and the enrolment figures provided by focus school project directors. These discrepancies involved both the languages taught at specific schools (e.g., one school did not report teaching Japanese; however, the Ministry data reported enrolments in Japanese from 2001-2003) and the number of students enrolled in languages (e.g., one school reported enrolments of 117 and 129 for German in 2002 and 2003, while the Ministry roll returns showed 0 and 1, respectively). Such discrepancies raised questions about the reliability of the roll return data; however, given the lack of any alternative data source, the roll returns were used.

5. Teacher Questionnaire

Due to time constraints, it was not possible to interview all the language teachers at the focus schools. Therefore, it was decided to provide them with a short questionnaire (see Appendix C). The selected language teachers were given Participation Information sheets by their project directors and consented to participate in the research. They were then issued with the teacher questionnaire, which they completed in their own time and returned by mail to the researchers.

The questionnaire (see Appendix C) contained both closed and open questions, and asked for the teacher's personal views and experiences in relation to the Research Questions set out in the project. The percentage frequencies for the closed questions were calculated, and the themes in the open questions were identified. A total of 15 teachers from 7 of the 13 focus schools returned questionnaires. Of these teachers, 6 taught French, 3 German, 3 Japanese, 5 Spanish and 1 te reo Maori. (Note: some teachers taught more than one language.) They ranged in second language teaching experience from 1 term to 14 years, with a median of 2 years.

6. Motivation/ Attitudes Questionnaire

The Motivation/ Attitudes Questionnaire (see Appendix E) consisted of two parts:

Part A: Language background (including information on age, gender, mother tongue, school attended in years 7 and 8 and language(s) studied in these years).

Part B: Motivation and Second Language Learning. This part of the questionnaire was based on a questionnaire from Dornyei (1990). However, as Dornyei's questionnaire was designed for the Hungarian school system, it was modified substantially to adapt it to the New Zealand context. Also, some additional questions were added. The questionnaire had a six point Likert Scale format, as shown in this example:

	Strongly agree					Strongly disagree
New Zealanders think it is important to learn another language.	1	2	3	4	5	6

The questionnaire was submitted to the University of Auckland Ethics Committee and approved in August 2004.

Schools in the Auckland, Northland, the far North, Nelson and Christchurch areas were selected on the basis of advice from the regional Language Advisors, who were contracted to provide support to language teachers in all schools for years 7 to 10. The Advisors were asked to select secondary schools whose catchment area included primary/ intermediate schools that had received funding from the Pool. These secondary schools were then approached. Participation Information sheets and Consent Forms were issued to the principals, to teachers of the classes involved, to parents of the students and to the students themselves. A total of 1,713 questionnaires were mailed to schools.

The questionnaire was administered by teachers in their own classrooms and completed anonymously by year 9 students for whom the necessary Consent Forms had been obtained. A total of 400 completed questionnaires were mailed back to the research team. The students were then divided into two groups; those who, prior to year 9, had attended schools that had received funding from the Pool and those who had attended schools that had received no funding from the Pool. Table 3 lists the participating schools and the numbers of students in each school falling into the two groups.

Table 3. Year 9 students completing the motivation/ attitudes questionnaire

School	Number of students from schools with prior funding	Number of students from schools without prior funding
<i>North Island</i>		
School A	10	7
School B	2	8
School C	13	9
School D	32	110
School E	9	17
<i>South Island</i>		
School F	16	84
School G	14	15
School H	6	48
Total	102	298

ANALYSIS

Table 4 below shows the data sources used to address each Research Question.

Table 4. Data used to answer each Research Question

Research Questions	Data used
1. What is the profile of schools that received funding 1999-2003?	Ministry of Education information
2. What is the evidence for improved student access to second language learning in Pool funded schools?	Language roll returns Interviews with project directors and principals
3. What is the evidence for improved student achievement in second language learning in Pool funded schools?	Student questionnaires
4. Has the number of students beginning, and maintaining, second language learning increased in Pool funded schools? If not, what factors have had a bearing on the outcome?	Language roll returns Interviews with project directors and principals
5. What did the schools spend the funding they received on? How did the way they spend the money change over time?	Milestone Reports Interviews with project directors and principals
6. How have the resources purchased enhanced the effectiveness of the programme in terms of learning outcomes for students?	Milestone Reports Interviews with project directors and principals
7. What professional development has been purchased with Pool funding?	Milestone Reports Interviews with project directors and principals
8. Has the professional development purchased developed and improved teacher capability in the teaching of second languages? In which specific areas of knowledge have there been advances?	Interviews with project directors and principals Teacher questionnaire
9. How has the Pool funding supported networking amongst teachers?	Milestone Reports Interviews with project directors and principals Teacher questionnaire

<p>10. Has the networking resulted in benefits for second language learning? What are these benefits?</p>	<p>Interviews with project directors and principals Teacher questionnaire</p>
<p>11. How has the Pool funding been used to support school and community understanding of the value of language learning?</p>	<p>Milestone Reports Interviews with project directors and teachers</p>
<p>12. Have the schools spent the money on what they intended from their application? If not, why not? Were there commonalities across schools?</p>	<p>Applications Milestone Reports Interviews with project directors and principals</p>
<p>13. What are school's attitudes to the contestable process?</p>	<p>Interviews with project directors and principals</p>

The procedures used to analyze each of the data sets were as follows:

1. Lists of schools receiving funding from the Pool in the years 1999-2003, including the dollar amounts received

This information was obtained by inspecting Ministry of Education data sheets.

2. Information concerning the schools

The following information was extracted from the information provided by the Ministry of Education for each of the funded schools for the years they received funding:

- school decile
- school size
- number of years for which funding was received.

3. Application forms submitted by schools receiving funding from the Pool

The applications were inspected in order to:

- establish the categories of expenditure requested for information technology, other teaching resources, professional development, networking and publicity in the 2003 applications. This was undertaken in conjunction with an analysis of Milestone Reports (see below)
- establish the amounts of funding requested for each of the categories by selected schools in 1999, 2001 and 2003 together with the percentage of total funding requested for each category.

4. Language roll returns

The language roll returns from the Ministry of Education were inspected in order to:

- establish which languages were taught in which years in the funded schools. For each school, the languages taught in the year prior to the first year of funding were compared with the languages taught in the final year of funding
- establish the number of students enrolled in each language in each year. For each school, the number of students enrolled in the year prior to the first year of funding was compared with the number of students enrolled in the final year of funding.

5. Milestone Reports completed by the funded schools

All the 2003 Milestone Reports were examined qualitatively to identify key themes and categories within each theme. The key themes identified were (1) information technology, (2) other teaching resources, (3) professional development, (4) networking and (5) publicity. This analysis was used to formulate questions in the interview schedule relevant to each of these themes.

The Milestone Reports of the 79 selected schools in 1999, 2001 and 2003 (refer p. 13) were analysed quantitatively to provide information relating to total amounts (and percentages of the total amount) spent on technology, other teaching resources, professional development, networking and publicity.

6. Interviews

Interview responses relating to each of the Research Questions were transcribed. Each text was then examined inductively to determine key themes. Direct quotations from the texts were identified to illustrate the key themes.

7. Teacher questionnaire

For the Likert scale questions in the questionnaire mean scores for the respondents were calculated. The open-ended questions were analyzed inductively in order to identify key themes relevant to the Research Questions.

8. Motivation/ Attitudes Questionnaire

The sample was divided into two subsamples. One sample consisted of respondents who had attended Pool-funded schools in years 7/8. The other sample consisted of the remainder of the respondents (i.e. those who had attended schools that had not received any funding).

Responses for each subsample from Part A (Language Background Information) of the questionnaire were calculated for the following categories:

- gender
- mother tongue
- schools attended in years 7, 8 and 9

- languages studied in these years
- languages studied outside school.

Each respondent's responses to Part B (Likert Scale questions) of the questionnaire were entered into an SPSS file. The mean scores for each question for each sub-sample were then calculated. In addition, *t*-tests (with Bonferroni correction) were computed to establish whether the differences in the scores on each item in the questionnaire for the two sub-samples were statistically significant. An alpha level of .001 was used.

Findings

RESEARCH QUESTION 1

What is the profile of schools that received funding 1999-2003?

This question was addressed by examining the number of funded schools according to type, decile and school size. In addition, the number and percentage of students enrolled in each decile in funded schools was compared to overall student enrolments for each decile.

Table 5, indicating the number and percentage of funded schools according to type of school, shows that secondary schools comprised the largest type of school receiving funding, with the next two largest types being full primary and intermediate, respectively.

Table 5. Types of schools receiving pool funding (n=281*)

Type	Number of schools	Percentage of total
Full Primary	68	24.2
Intermediate	53	18.9
Composite	15	5.3
Restricted Composite	2	0.7
Year 7-15	26	9.3
Secondary	117	41.6

* Data were unavailable for 9 schools

Table 6 indicates the number and percentage of the funded schools according to decile. It also shows the total number and percentage of New Zealand schools in each decile. There is a strong correlation between the number of schools receiving funding and their decile, with more schools in the higher deciles obtaining funding. The difference between the percentage of schools receiving funding in a decile and the percentage of all schools in the same decile is also revealing. The difference is greatest in the lower deciles. Thus, for example, 11% of all schools were in decile 1 but only 2.8% of schools in this decile received funding, whereas 9.7% of all schools were in decile 10 but 12.4% of schools in this decile received funding. However, it should be borne in mind that the percentage of schools receiving funding in each decile must have been dependent in part at least on whether schools applied for funding.

Table 6. Number of schools according to decile

Decile	Number of schools		Percentage of total	
	Funded	All Schools	Funded	All Schools
1	8	313	2.8	11.0
2	14	291	4.9	10.2
3	25	284	8.8	10.0
4	34	284	12.0	10.0
5	30	282	10.6	9.9
6	28	271	9.9	9.5
7	32	282	11.3	9.9
8	38	269	13.4	9.5
9	39	288	13.8	10.1
10	35	276	12.4	9.7
Total	283*	2840**	100.0	100.0

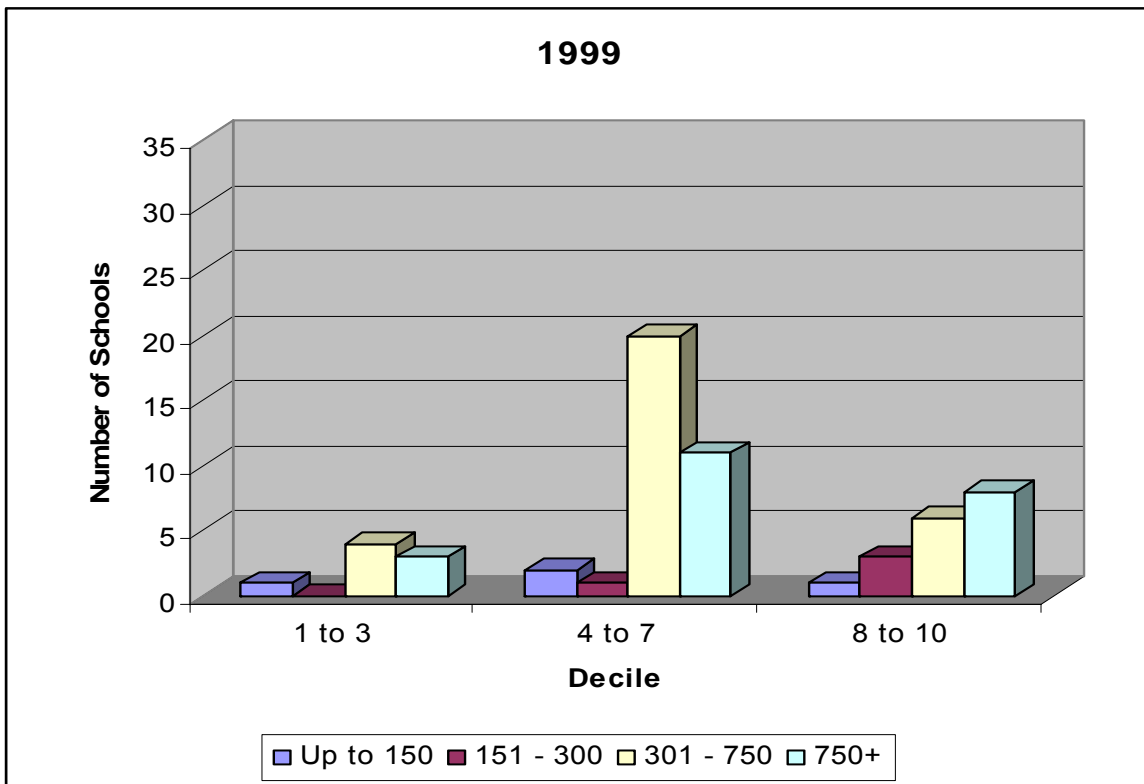
* No data available for 7 of the funded schools

** No data available for 391 of the schools

Figures 1a-e provide information about the size and number of the funded schools according to their decile for the years 1999-2003. It should be noted that these figures contain raw frequencies, rather than percentages, and that the middle category (decile 4 to 7) consists of four decile bands while the remaining categories contain only three bands each. The funded schools were classified into four sizes – up to 150, 151-300, 301-750, 750+. The school deciles were also banded (i.e. deciles 1-3, deciles 4-7 and deciles 8-10).

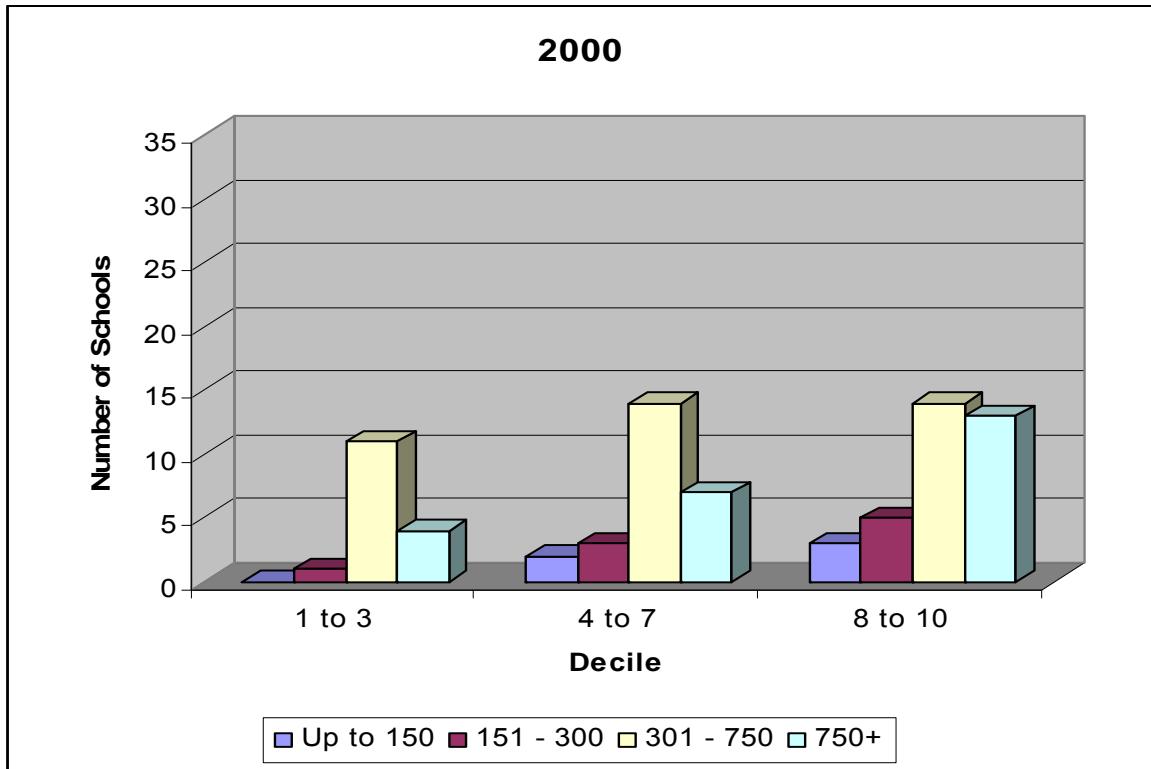
Two main findings emerge. First, the majority of the schools receiving funding came from the two largest sizes (i.e. they had more than 300 students enrolled) irrespective of their decile. Thus, relatively few of the smaller schools received funding, especially those in the 1-3 decile band. Second, the overall pattern of funding in relation to size of school does not change substantially from year to year. That is, the larger schools in the two higher decile bands were more likely to receive funding than the smaller schools in the lower decile band in all five years.

Figure 1a. Size and number of funded schools according to decile (1999)



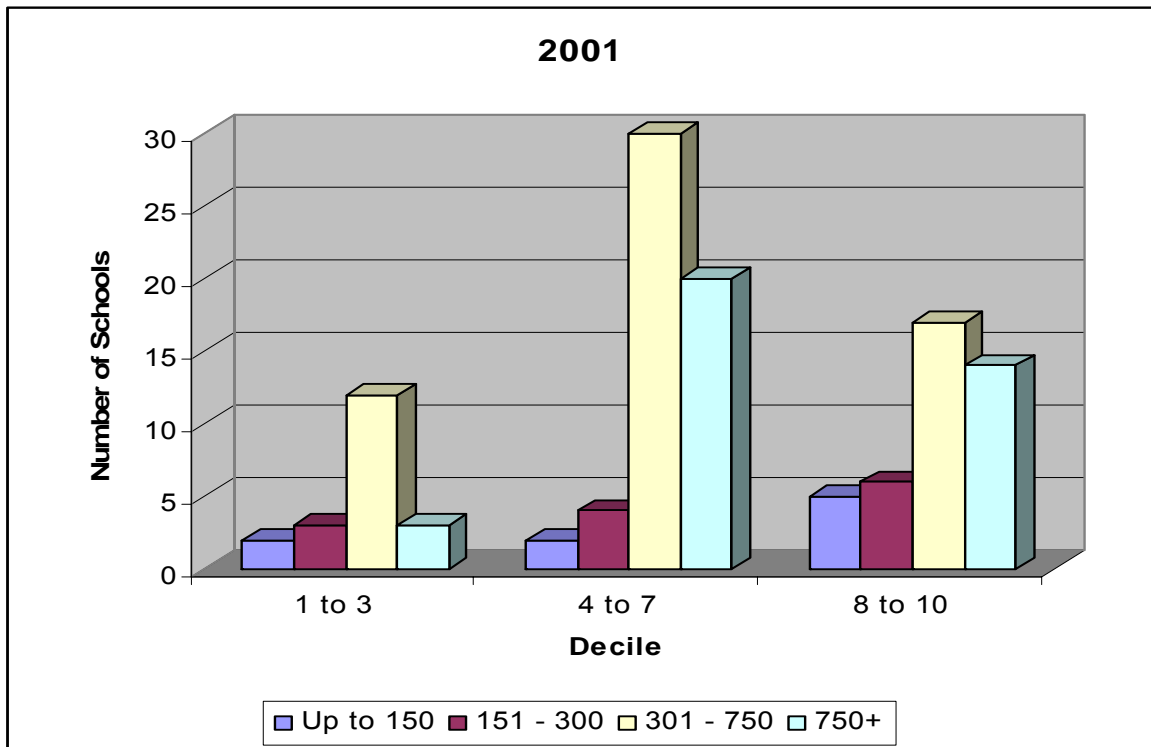
It should be noted that this figure contains raw frequencies, rather than percentages, and that the middle category (decile 4 to 7) consists of four decile bands while the remaining categories contain only three bands each.

Figure 1b. Size and number of funded schools according to decile (2000)



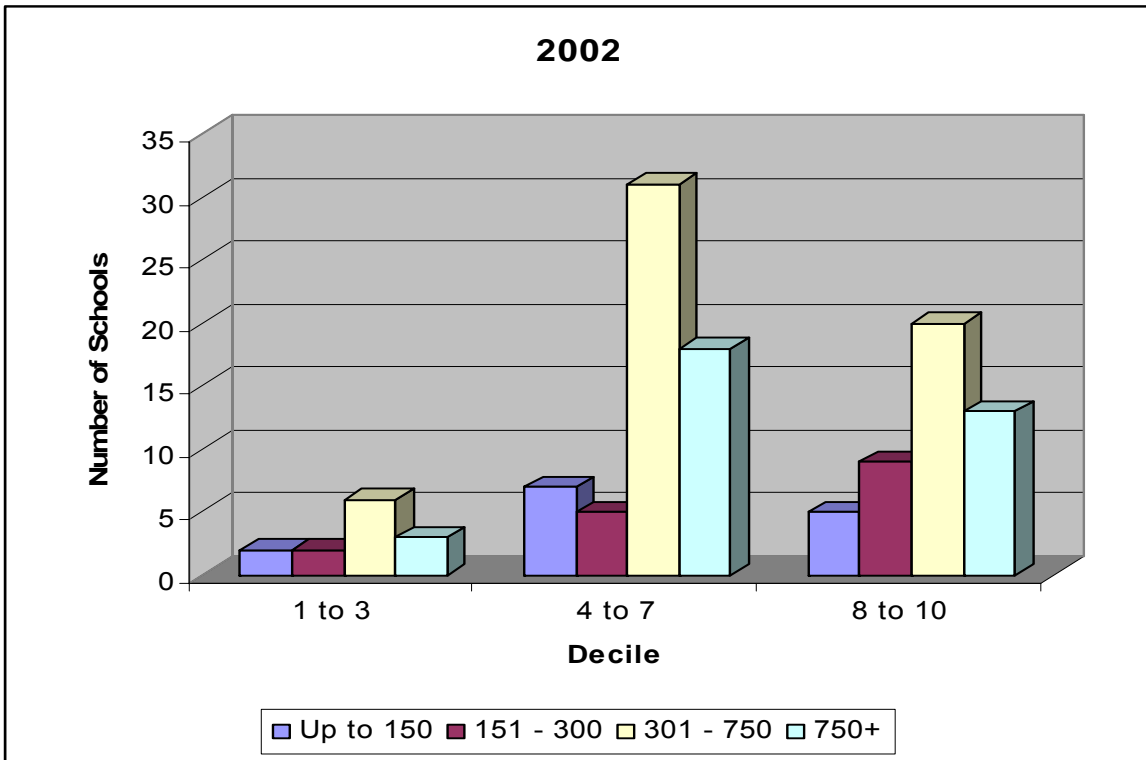
It should be noted that this figure contains raw frequencies, rather than percentages, and that the middle category (decile 4 to 7) consists of four decile bands while the remaining categories contain only three bands each.

Figure 1c. Size and number of funded schools according to decile (2001)



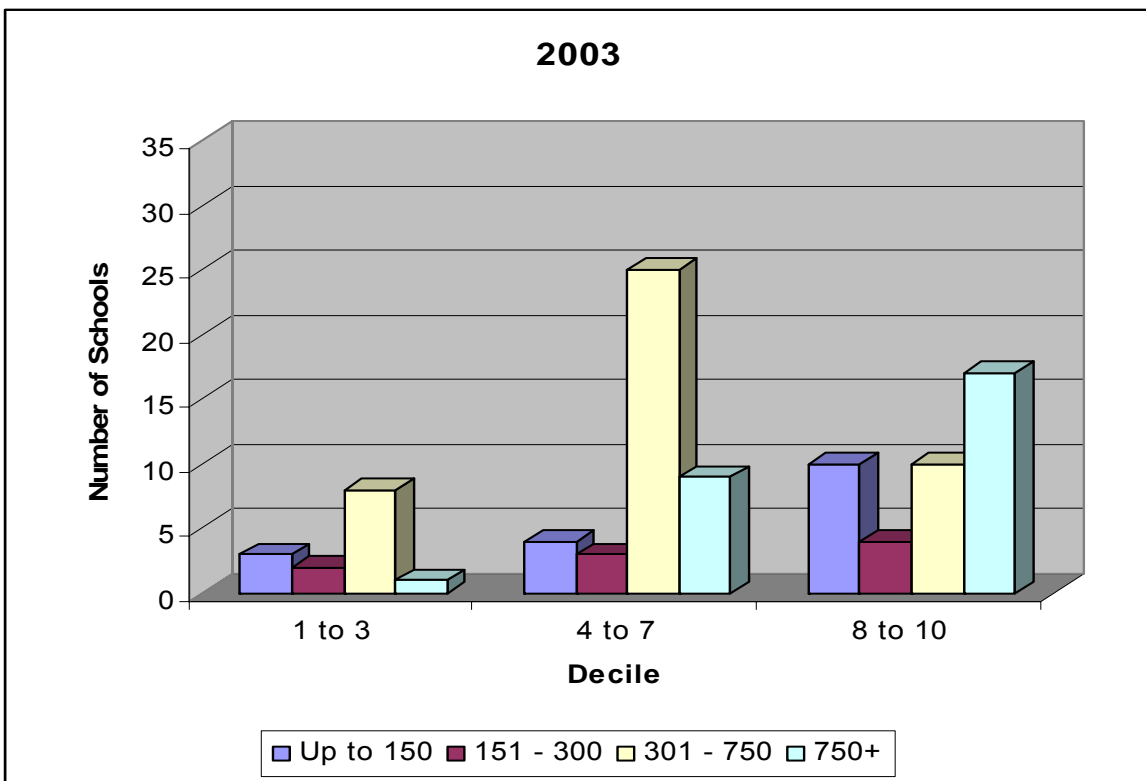
It should be noted that this figure contains raw frequencies, rather than percentages, and that the middle category (decile 4 to 7) consists of four decile bands while the remaining categories contain only three bands each.

Figure 1d. Size and number of funded schools according to decile (2002)



It should be noted that this figure contains raw frequencies, rather than percentages, and that the middle category (decile 4 to 7) consists of four decile bands while the remaining categories contain only three bands each.

Figure 1e. Size and number of funded schools according to decile (2003)



It should be noted that this figure contains raw frequencies, rather than percentages, and that the middle category (decile 4 to 7) consists of four decile bands while the remaining categories contain only three bands each.

Table 7 provides information about the numbers of students in funded schools as a percentage of the total enrolments in New Zealand schools. The percentage of students in funded schools was less than 11% in any one year. From 1999-2001 the percentage increased, but it then decreased after 2001.

Table 7. Number and percentage of students enrolled in funded schools in relation to total enrolled students

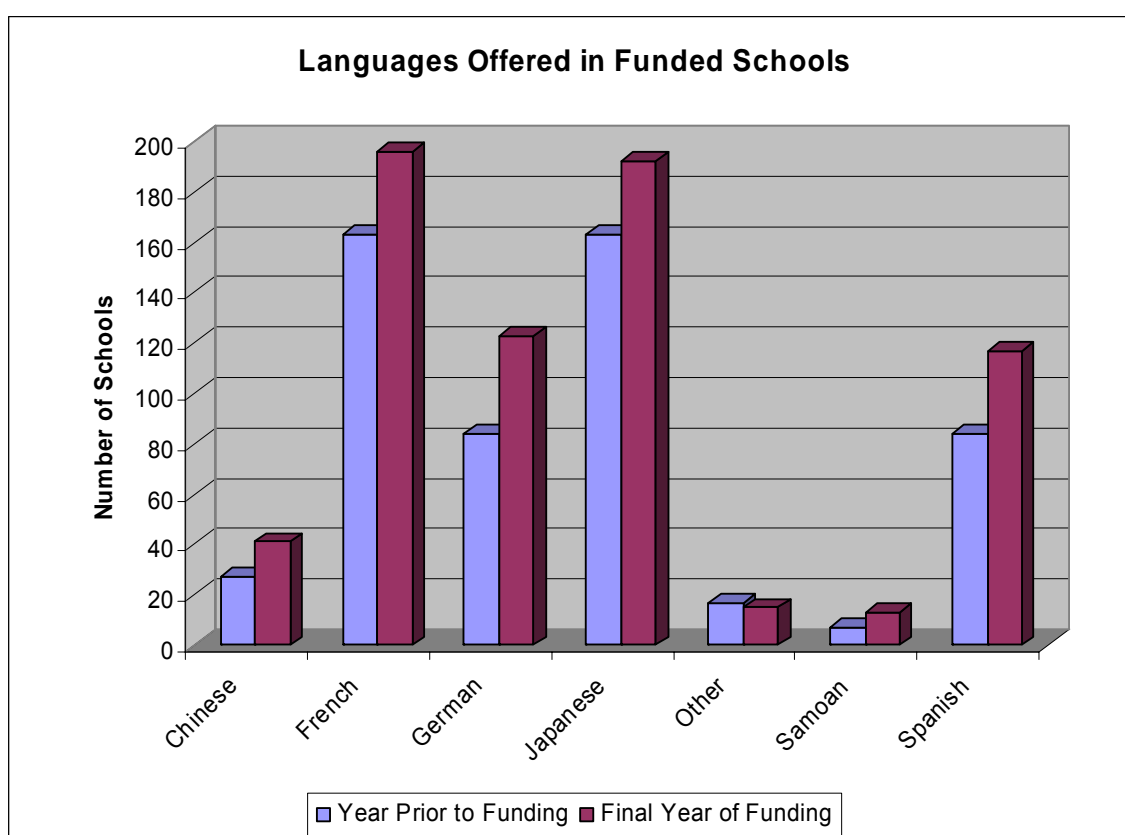
Year	Total enrolments	Number of enrolments in funded schools	Percentage
1999	727,801	34,204	4.7
2000	729,942	57,590	7.9
2001	733,924	78,837	10.7
2002	748,084	73,657	9.8
2003	755,168	60,310	8.0

RESEARCH QUESTION 2

What is the evidence for improved student access to second language learning in schools?

Figure 2 shows the number of funded schools offering different languages in the year prior to receiving funding and the final year they received funding. There were notable gains in the number of schools offering Chinese, French, German, Japanese, Samoan and Spanish. For example, 84 schools were offering German prior to any funding while 123 offered this language after receiving funding. There was no reduction in the number of schools offering any of the languages (except 'Other', which includes Indonesian and Russian as well as languages unspecified in the Ministry of Education data sources).

Figure 2. Languages Offered in Funded Schools



The interviews with the project directors in the intermediate/ primary schools indicated that the Pool funding did enable them to introduce new languages. The interviews provided information about the factors that influenced schools' ability to offer specific languages and the factors that determined whether students in these schools had access to more than one language. Factors reported to influence the choice of specific languages were:

- the availability of teachers with knowledge of particular languages
- the specific language a teacher chose to teach in situations where the teacher had no prior knowledge of any language
- the language for which parents had indicated a preference.

Factors reported to influence whether students had the opportunity to study more than one language were:

- the number of languages on offer within a single school (i.e. in schools that offered several languages, the policy might be to offer a different language to students in different years)
- the language offered by the students' class teacher (i.e. if the class teacher remained the same from one year to the next the students continued to learn the same language but if the class teacher changed they may switch to another language).

In contrast to the primary/ intermediate schools, the project directors in the secondary schools indicated that the Pool funding was not used to introduce any new languages into the curriculum. Schools already had an existing policy/ scheme for teaching languages and preferred to use the funding to support this. Also, introducing an additional language was problematic as it was felt that this would draw students away from existing language classes and result in smaller class sizes. Implicit in these comments was the view that there was a relatively finite number of students who would choose to study a language.

It is clear that the Pool funding has had a positive effect on the ability of schools to offer languages in years 7 and 8. The funding has enabled schools to start up language programmes where they previously had none or to extend existing programmes by offering additional languages. The interviews with the project directors indicate that there is considerable variety in the nature of the language learning experiences offered to students in years 7 and 8. In particular, whereas some students have the opportunity to study the same language over the two years, other students may end up studying two or more languages. In the case of secondary schools, the interviews show that the Pool funding has been used to support existing programmes. It would seem reasonable to conclude, then, that the increase in the number of schools offering languages, as shown in Figure 2, is almost entirely due to new language classes being offered in primary/ intermediate schools, a trend which will be illustrated in Figure 3.

RESEARCH QUESTION 3

What is the evidence for improved student achievement in second language learning in Pool funded schools?

Table 8 provides background information about the two year 9 sub-samples that completed the Motivation/ Attitudes Questionnaire. Out of a total of 400 students who completed the questionnaire, the majority (74.5%) had not, in previous years, attended a school that had received funding from the pool. However, it should be noted that a substantial number of these had studied a language in year 7 (46%) and/or year 8 (63.3%). Of the 102 students who had attended a funded school, the majority (53%) had studied a language in year 7 and nearly all (81.2%) in year 8. In this respect, there was a clear difference in the opportunities for studying a language between the two samples. However, it should be noted that more students in the non-funded sample had studied a language outside school (i.e. 23.5% as opposed to 12.6%). In all other respects, the samples were very similar.

Table 8. Background of students according to previous school attended

Variable	Funded sample	Non-funded sample
Total students	102 (25.5%)	298 (74.5%)
Age (average)	13.5	13.5
Gender	Male – 34.3% Female – 65.7%	Male – 21.8% Female – 78.2%
Mother tongue	English – 95% Other – 5%	English – 85.6% Other – 14.4%
Language study in school	Year 7 – 53% Year 8 – 81.2% Year 9 – 92.2%	Year 7 – 46% Year 8 – 63.3% Year 9 – 92%
Language study outside school	12.6%	23.5%

The reliability of the Motivation/ Attitudes Questionnaire, as measured by Cronbach alpha, was .89, indicating high internal consistency. The results of the analysis for all the items can be found in Appendix F. The two sub-samples did not differ significantly (when the Bonferroni correction was applied) in their responses to any of the 36 items in the questionnaire. In other words, there is no evidence that the students in the funded sample experienced greater motivation or more positive attitudes towards learning a language than the students in the non-funded sample. Table 9 displays the mean scores and *t*-test scores for five items where the responses of the two samples approached statistical significance (see Appendix F for the full set of *t*-test results). It should be noted that lower mean scores indicate stronger agreement with the statements. On four of these items (items 1, 2, 4 and 5) the students in the funded sample registered the more positive attitudes. They were more inclined to think that everybody in New Zealand should speak another language, were less bothered about making mistakes, were less concerned about studying another language for examination purposes and registered a greater interest in Pacific Island languages. However, the students in the non-funded sample were more likely to know a lot of people who speak another language well.

Table 9. Differences between the two samples' responses to selected questionnaire items

Question	Funded Score		Non-funded Score		T	df	p
	Mean*	SD	Mean*	SD			
1. Everybody in New Zealand should speak another language well.	3.2	1.56	3.5	1.59	-1.773	342	.007
2. It doesn't matter if I make mistakes in another language.	2.9	1.57	3.5	1.61	-2.712	337	.007
3. I know a lot of people who speak another language well.	3.3	1.53	2.9	1.60	1.790	342	.074
4. Getting NCEA credit is not my main reason for studying another language at school.	2.7	1.49	3.0	1.63	-1.913	343	.057
5. I am particularly interested in Pacific Island languages	4.1	1.70	4.6	1.52	-2.537	342	.012

* Lower mean scores indicate stronger agreement with the statements.

Overall, the results of the questionnaire do not provide convincing evidence that the Pool funding had any substantial effect on the students' motivation and attitudes to learning a language. This is, perhaps, not surprising, given that many students in years 7 and 8 in the funded schools may have received only limited opportunities to learn a language. It is encouraging to note, however, that in the five instances where there was a trend towards differences in motivation/ attitudes between students from the funded and non-funded schools, this was in favour of the students from the funded schools.

Qualitative data relevant to this Research Question were available from four of the questions in the interview with the project directors. Two of these addressed motivation (D7 and D8) and a further two success in language learning (D4 and D5).

The project directors in the primary, intermediate and secondary schools all reported enhanced interest and motivation in learning languages in their schools. 73% of the teachers who responded to the questionnaire also indicated that they thought the Pool funding had contributed to students' motivation. The primary school project directors gave as evidence the fact that younger children were observed using the languages taught with the older children in playground talk and games and also that children had requested to be taught specific items in a particular language. One primary school project director mentioned that students who had now left the school were choosing to study a language in year 9:

'The kids going off – the year 9s now, the children who went through the year of French – parents were astounded that they had chosen to take a language at college. They just had no idea that "Tom" would go for French – which he did.'

The project directors in the intermediate schools reported increased interest in languages from students, teachers and parents. In one school, for example, student interest was evidenced by the sheer numbers of teachers assigned to start-up language classes. Teachers' enthusiasm was evidenced by their preparedness to volunteer for teaching a language. In one school, parents' interest in the Te Reo Maori and Kapa Haka programmes was evident in their expressed wish that their children participate. All the secondary school project directors stated that they were aware of increased interest in languages in their schools. One project director, in a school where language study was compulsory, commented on the positive attitudes of lower ability students, noting that such students were 'on a level playing field' because a lot of the instruction was oral. Evidence cited by project directors from schools where languages were optional subjects included increased numbers of students choosing languages in year 9, which they put down to the fact that students had had experience of learning languages in years 7 and 8, and higher retention rates at senior levels. One project director commented:

'I'm now having parents complaining that students aren't getting the language they chose, whereas before they didn't. It was like, "Well, why do I have to do a language?" ... But now the students are coming here with an idea because of the primary school exposure to languages ... And they're getting much more vocal in their protests if they don't get what they want.'

Thus, while the evidence cited by these project directors was largely anecdotal, it did testify to their conviction that students' interest and motivation in languages was increasing and that this was, in part at least, due to the additional language programmes made possible by the Pool funding.

The project directors also felt that the funding had resulted in increased success in language learning, although there were some dissenting voices. For example, one primary school project director found it impossible to judge and one secondary school project director claimed she saw no real improvement. The primary and intermediate project directors who claimed enhanced learning could not point to any hard evidence, voicing instead their general impressions that communication skills and confidence were improving. In contrast, some of the secondary school project directors did point to student assessments showing higher achievement rates. Overall, then, the interviews demonstrated the project directors' conviction that learning had been enhanced as a result of the funding but without their being able to point to hard evidence in support of this.

RESEARCH QUESTION 4

Has the number of students beginning, and maintaining, second language learning increased in Pool funded schools? If not, what factors have had a bearing on the outcome?

Figure 3 shows the number of students in years 7 and 8 in the funded schools studying languages in the year prior to their school receiving funding and in the final year of funding. Figure 4 provides the same information for students enrolled in years 9 and 10. The number of students studying all languages (except 'other') in years 7 and 8 increased substantially, often by more than 50%. In contrast, with the exception of Spanish, there was hardly any change in student enrolments in years 9 and 10. These results bear out the comments of the project directors reported in the findings for Research Question 2. Whereas the primary and intermediate schools used the funding for new language classes with resulting increases in enrolments, the secondary schools used the funding to support existing programmes. It should be noted that in 2002, the Ministry of Education changed the manner of reporting enrolments from recording the enrolments at a single point in time to the entire year. The language enrolments in the year prior to funding for 238 of the schools were calculated under the old reporting system, while the enrolments in the year prior to funding for 52 schools were recorded under the new system. This discrepancy may affect slightly the comparison between language enrolments in the prior year of funding and in the final year of funding; however, the change in reporting method should not affect the differences seen in enrolments between year 7/8 and year 9/10 students.

Figure 3. Numbers of students in years 7 and 8 enrolled in language classes in the year prior to funding and in the final year of funding

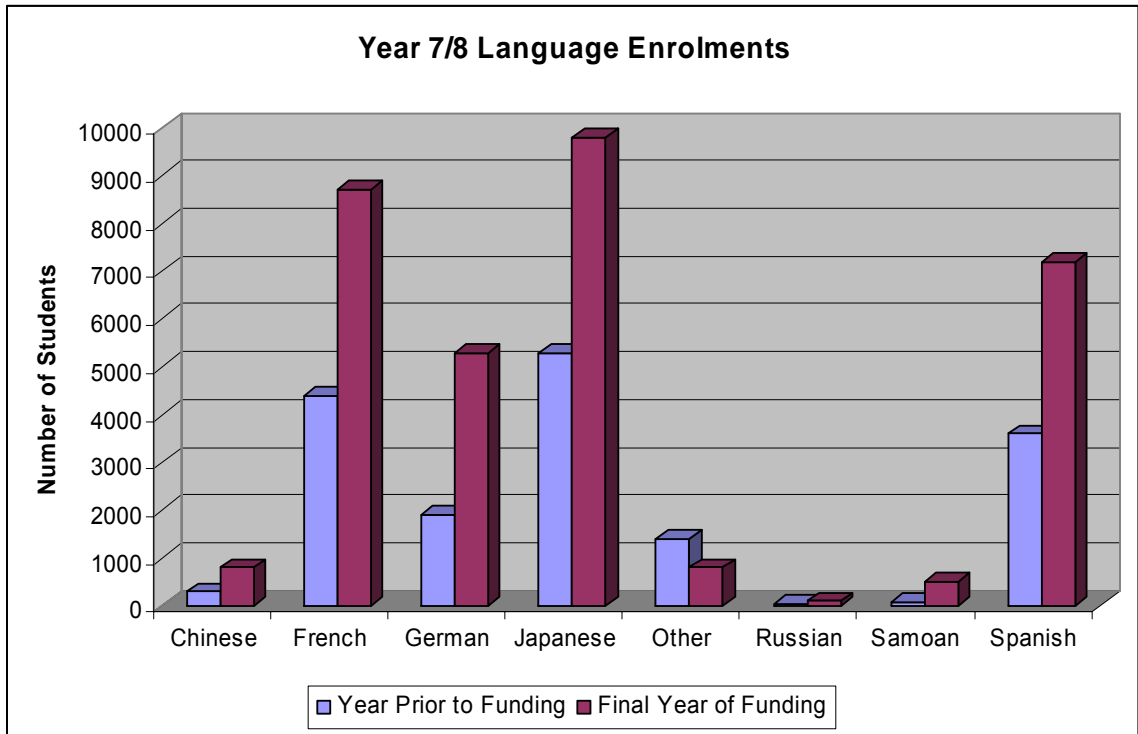
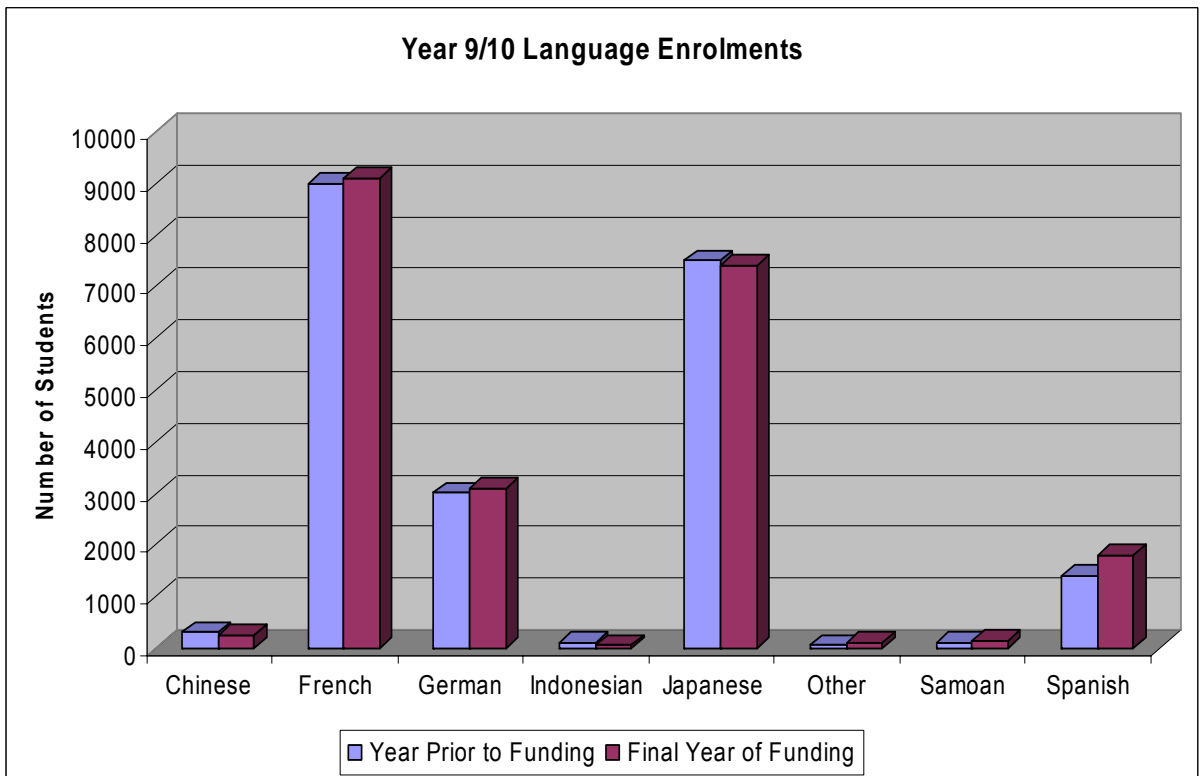


Figure 4. Numbers of students in years 9 and 10 enrolled in language classes in the year prior to funding and in the final year of funding



Project directors were asked to comment on the factors that they thought had had a bearing on any increase in the number of students studying languages. The following factors were identified and are presented with examples of comments made by the project directors:

1. Parental support

'I really think that the parents have seen what we're doing ... and some parents have given us lots of pats on the back and said "What a great thing that a wee school like us out here is opening these kids eyes"' (primary school project director).

2. Teacher enthusiasm

'At this level I would say teacher enthusiasm (is) undoubtedly more (important) than (teacher) proficiency. Obviously you're going for proficiency but being boring is worse than being incorrect' (primary school project director).

3. High quality teaching materials

'Given how user friendly the manuals (e.g. 'Hai') are ... we're also looking at maybe taking language to lower levels ... so that by the time they come to year 7 and they will have been through two three-year cycles, so if they've met Japanese twice in that time then they're poised to get up and go. So I suppose in terms of future funding, as we develop, we know we've got that support' (primary school project director).

4. Making lessons interesting

'And in the first term we had a lot of kids and then we also did nice things; played pétanque ... did a cooking day ... and the kids have kept on coming throughout the year and that's pretty good' (intermediate school project director).

'We've had large numbers in year 9 this year and I think it's a lot to do with the reputation amongst the students where the word is now getting out to the younger students that languages is here and that languages is fun' (secondary school project director).

5. Positive attitude of principals and schools towards languages

'I think it is the positive nature of our principal and the school towards language learning. She's very much acknowledged the factor that we were able to apply for funding and able to purchase things that we couldn't have otherwise' (secondary school project director).

In the case of secondary schools, a number of factors that inhibited enrolments were mentioned. The main one was that languages were optional in the curriculum and the number of electives students could take was restricted. This may account for why the funding did not result in any noticeable increase in enrolments in secondary schools.

RESEARCH QUESTION 5

What did the schools spend the funding they received on? How did the way they spend the money change over time?

Quantitative information about what the schools spent the funding they received on was obtained from the Milestone Reports for selected schools in the years 1999, 2001 and 2003. There were a number of problems with this data source. First, sample size for 1999 is much smaller than for the other two years as Milestone Reports were only available for 18 schools. Second, the format for reporting amounts spent in the Milestone Reports changed from year to year. Third, some of the selected schools failed to provide a breakdown of expenditure in their Milestone Reports and, therefore, had to be excluded from the analysis. Also, it was not always clear what period of time the breakdown of expenditure covered. Finally, it was not always possible to determine whether the breakdown of expenditure included or excluded Goods and Services Tax. For these reasons, the results for this Research Question need to be treated as indicative only.

Table 10 provides information about the total funding the sampled schools received in 1999, 2001 and 2003. This shows that the mean amount received by the 2001 schools was greater than in the other two years. It also shows that the amount received by different schools in each year varied enormously, ranging from \$41.55 for one school in 2001 to \$17, 570.90 for one school in 2003.

Table 10. Funding spent for schools sampled

Year	Total	Mean	Minimum	Maximum
1999 (N=18)	\$72,320.00	\$4,017.80	\$400.00	\$15,710.46
2001 (N=27)	\$133,636.41	\$4,949.50	\$41.55	\$14,347.38
2003 (N = 34)	\$141,413.37	\$4,159.22	\$338.84	\$17,570.90

An inspection of the Milestone Reports revealed that the main areas of expenditure were information technology, other teaching resources, professional development, networking and publicity. These areas did not account for all the funds spent as it was not always possible to determine from the Milestone Reports what the funds were actually spent on. Tables 11 to 15 show the number of schools spending money on each area in the three years. It also indicates the total amounts, means and minimum and maximum amounts spent on these five areas.

In all three years, the majority of the sampled schools spent money on teaching resources other than information technology and professional development. The amounts and the means spent on these areas were generally correspondingly higher. A substantial number of schools also spent the funds on information technology in all three years. In contrast, relatively few schools spent only relatively small amounts on networking and publicity.

Table 11. Funding spent on information technology

Year	Total	Mean	Minimum	Maximum
1999 (N=6)	\$5,719.15	\$953.19	\$359.94	\$2,150.32
2001 (N=8)	\$19,528.82	\$2,441.10	\$650.00	\$5,986.07
2003 (N=10)	\$15,717.00	\$1,571.77	\$150.92	\$4,071.33

Table 12. Funding spent on teaching resources other than information technology

Year	Total	Mean	Minimum	Maximum
1999 (N=12)	\$14,466.47	\$1,205.54	\$71.00	\$4,892.51
2001 (N = 19)	\$49,423.84	\$2,601.25	\$385.48	\$7,217.25
2003 (N = 30)	\$76,151.86	\$2,538.40	\$40.00	\$10,567.85

Table 13. Funding spent on professional development

Year	Total	Mean	Minimum	Maximum
1999 (N=10)	\$21,567.00	\$2,157.62	\$110.00	\$9,875.41
2001 (N=19)	\$27,205.50	\$1,431.87	\$53.78	\$4,433.07
2003 (N=26)	\$44,649.34	\$1,717.28	\$38.00	\$8,300.00

Table 14. Funding spent on networking

Year	Total	Mean	Minimum	Maximum
1999 (N=0)	-	-	-	-
2001 (N=2)	\$247.22	\$123.61	\$75.00	\$172.22
2003 (N=2)	\$416.50	\$208.25	\$186.50	\$230.00

Table 15. Funding spent on publicity

Year	Total	Mean	Minimum	Maximum
1999 (N=3)	\$567.20	\$189.07	\$90.00	\$285.03
2001 (N=3)	\$1,153.36	\$384.45	\$87.71	\$700.00
2003 (N=3)	\$792.02	\$264.01	\$59.10	\$792.02

The proportions of total expenditure on each area for each year are shown in Figures 5 to 8. This analysis excludes unclear expenditures and for this reason the percentages presented in these figures do not total 100%. The figures show that a larger proportion of the total funds was spent on information technology in 2001 than in the other two years. However, in this peak year expenditure on IT only amounted to 10% of the total. A larger proportion was spent on other teaching resources and on professional development in 2003 than in 1999 or 2001. Expenditure on teaching resources other than IT exceeded 30% of the total in all three years. Expenditure on professional development was over or close to 20% of the total in all three years. No changes over the years were evident in networking/ publicity, which were combined given the very small proportions of expenditure on each of these areas.

Figure 5. Percentage of funding spent on IT in sampled schools in 1999, 2001 and 2003

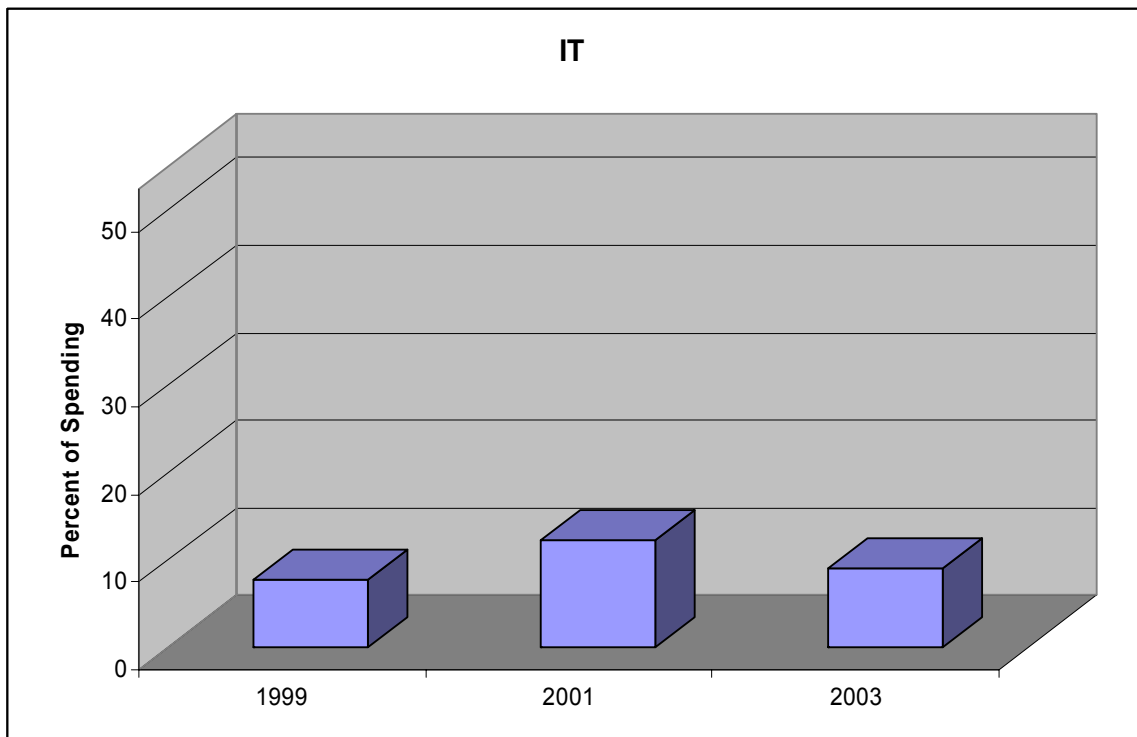


Figure 6. Percentage of funding spent on teaching resources other than information technology in sampled schools in 1999, 2001 and 2003

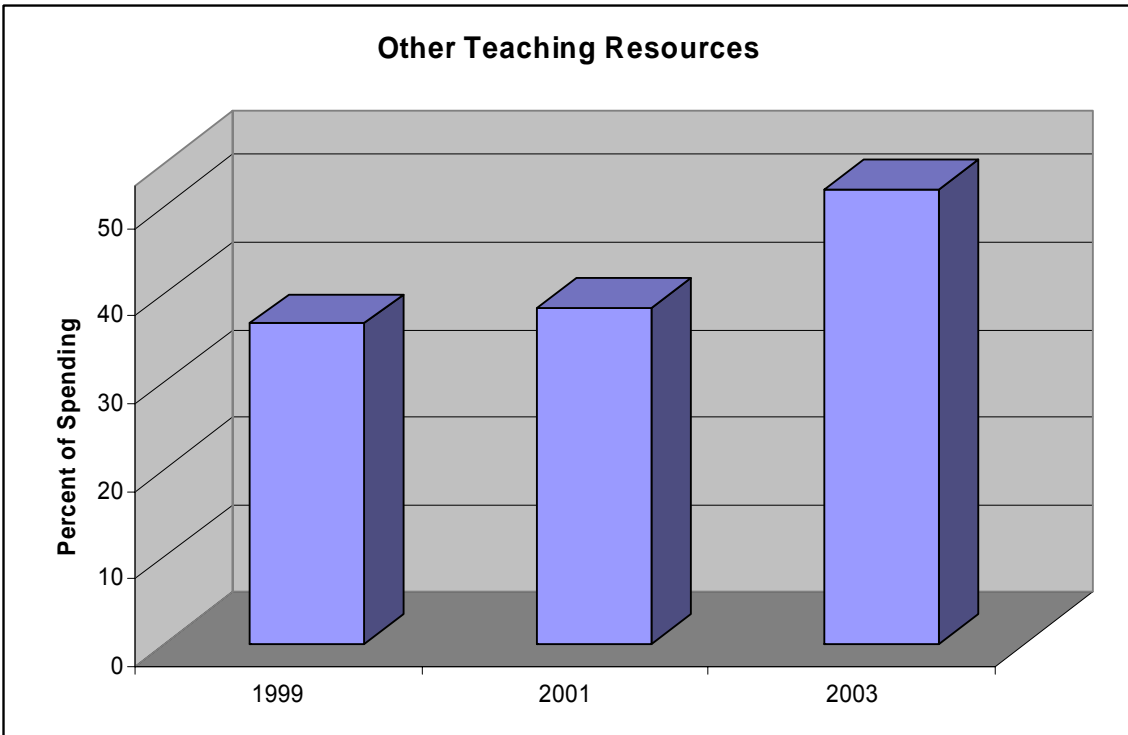


Figure 7. Percentage of funding spent on professional development in sampled schools in 1999, 2001 and 2003

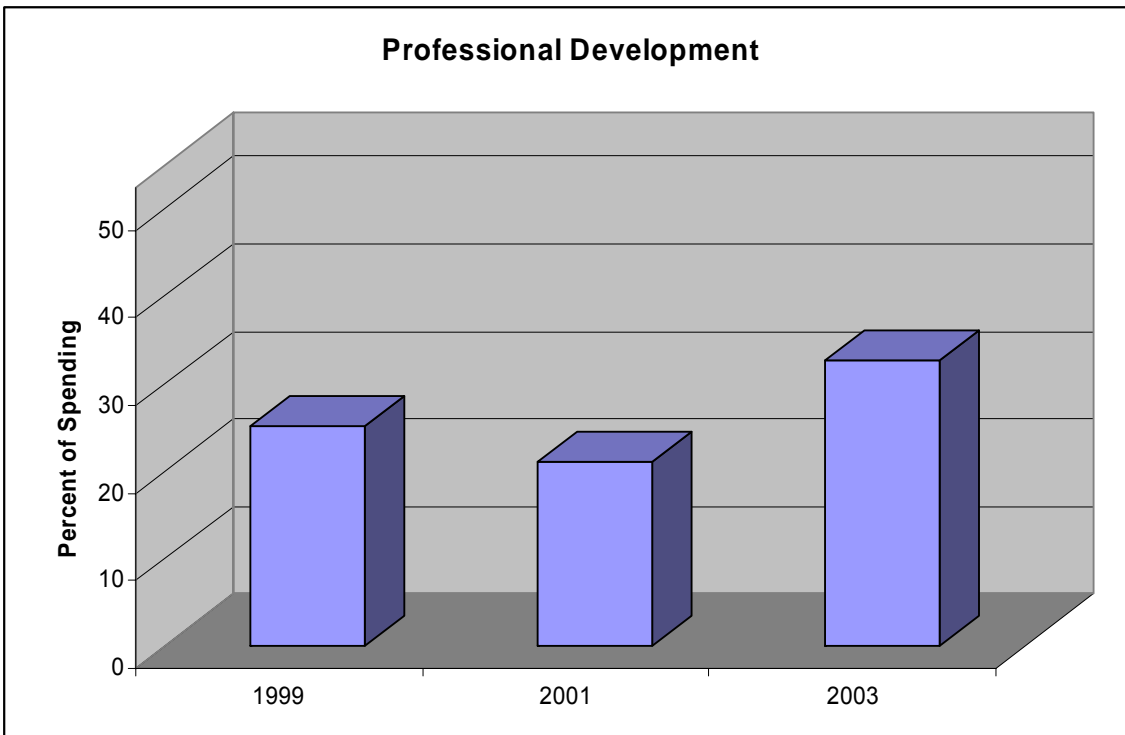
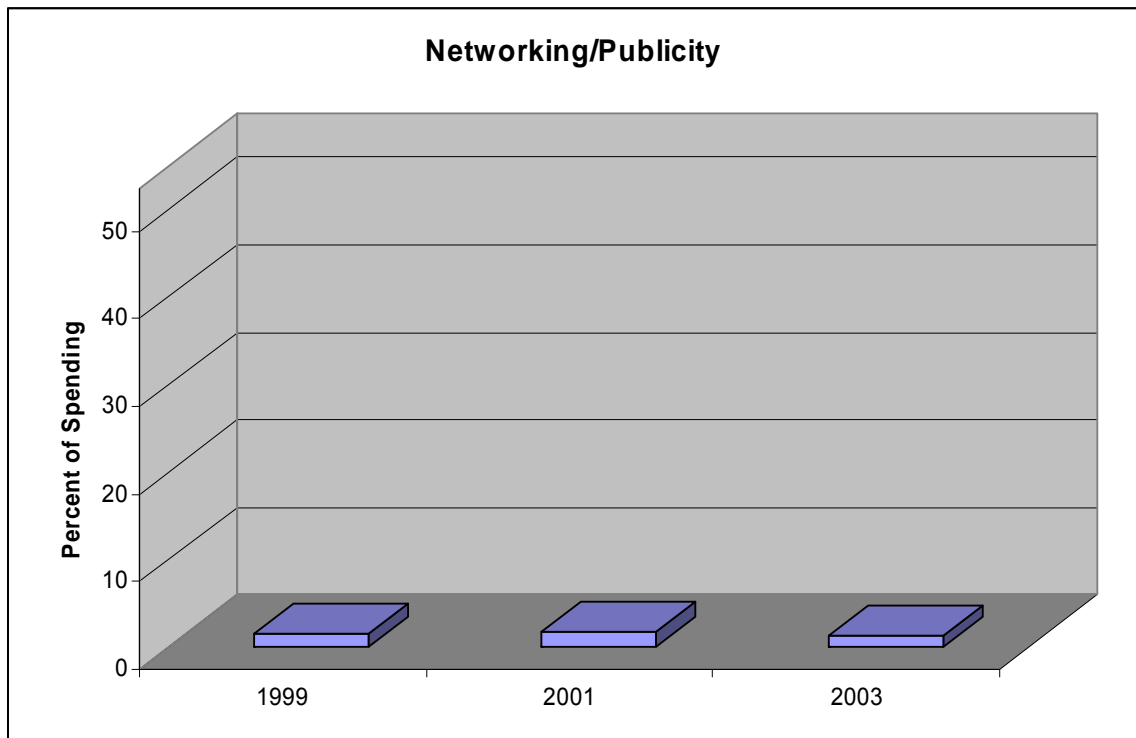


Figure 8. Percentage of funding spent on networking and publicity in sampled schools in 1999, 2001 and 2003



The interviews with project directors in the 13 focus schools indicated that many schools had received funding for more than one year, thus making it possible to consider changes in funding over time in these schools. The primary school project directors reported a change over time in the resources they purchased. They reported that initially they spent the funds mainly on audio-visual equipment and subsequently on published materials, consumables, professional development and hiring itinerant tutor-teachers. The intermediate school project directors also reported changes in expenditure over time. These were varied. One project director indicated that expenditure switched from teaching materials to audio-visual equipment and another from student workbooks to more kinaesthetically-based resources (e.g. puppets and toys). These schools also came to recognize the importance of using the funds to pay for professional development. Two of the secondary school project directors reported little change in the resources purchased for their schools over time. The other three did refer to changes (e.g. from purchasing IT software to professional development in one case and from textbooks to IT hardware and software in another). Several of the project directors in the primary and intermediate schools reported difficulty in determining what to spend the money on initially but greater understanding, as a result of networking (for example, in conferences) with other schools, later on. For example, one teacher commented:

'That (i.e. deciding what to spend the money on) was quite difficult in the early stages because there was no guidance given as to what the money might be given for. So I think gradually over the years we've got together and seen what other people have got it for and decided how it could be used.'

Thus, the picture that emerges from the interviews is of changes in how the money was spent, particularly in the primary and secondary schools, but that these changes were quite varied, specific to individual schools. It is also clear that schools were not always clear how best to spend the money and benefited from experience and communication with teachers from other schools.

To sum up, considerable problems arose in processing the quantitative information about expenditure from the Milestone Reports. Overall, the schools sampled in 1999, 2001 and 2003 reported spending the funds they received on the following areas, rank ordered from highest to lowest: (1) teaching resources other than IT, (2) professional development, (3) information technology, (4) publicity and (5) networking. The bulk of the money was spent on (1) and (2). Very small amounts were spent on (4) and (5). Some changes in expenditure were evident. A larger proportion of the funds available were spent on IT in 2001 than in 1999 or 2003. However, in all three years sampled, expenditure on (1) and (2) accounted for the bulk of the funds received. It is important to recognize that this quantitative analysis may mask changes in expenditure occurring in individual schools. The interviews with the project directors revealed that changes did occur but that the nature of these changes varied from school to school. The interviews also showed that some schools experienced problems in deciding how to spend funds once their applications for funding were accepted (see page 7) but that these problems decreased over time.

The teacher questionnaire provides information about the categories of funding the teachers believed were priorities for future funding: 93% indicated that improving teaching skills should be a priority, 80% said improving teachers' linguistic proficiency, 67% said other teaching resources, 33% said IT, 33% said networking, and 7% said publicizing the school's language programme.

RESEARCH QUESTION 6

How have the resources purchased enhanced the effectiveness of the programme in terms of learning outcomes for students?

As no quantitative data were available to address this Research Question, the responses by the project directors from the focus schools to two questions in the interview schedule served to provide an answer:

How has the Pool funding contributed to any success in language learning in your school/ cluster? (D6)

Are there any resources that you have found especially useful? (E3)

As with the previous Research Questions, primary schools, intermediate schools and secondary schools are considered separately.

All the primary school project directors linked success in learning outcomes to pool funding. The main point raised was that the funding was entirely or largely responsible for the setting up of a language programme in the schools, as illustrated in these quotations:

‘I think without the funding there wouldn’t be the languages – not to this extent and not so professionally or proficiently done.’

‘Well, it wouldn’t have happened without it (the funding). I’m quite certain of that.’

The resources that were mentioned as especially useful by different project directors were (in no special order):

- ILS language kits
- TV/ video players
- Books relating to the cultural background of the languages taught
- TV trolleys (to enable mobility of audiovisual equipment).

The project directors in the intermediate schools were equally convinced that the funding had contributed in a major way to the setting up of language programmes. In one case, the funding was used to offer extension classes for more capable students. Resources identified as especially useful were:

- Music tapes and CDs
- Books (other than textbooks) to support language learning.

The funding provided to secondary schools was largely used to support existing programmes, although the project director of one school reported that it was used to establish a new programme. The secondary school project directors also recognized the flow-on effect from the new programmes in years 7 and 8. As one director put it:

‘The fact was that languages were dying in this school and now things are looking a lot more healthy. It’s not so much that we’ve had funding, but that other schools have had funding – that they can actually introduce languages.’

The funding was used to purchase a variety of resources in the secondary schools:

- Good quality equipment (e.g. TVs and cassette players)
- Graded readers
- Software programmes
- Videos.

One project director was particularly impressed with the computer software the school had purchased, commenting that the students ‘don’t actually realise that they’re learning while they’re playing language games’.

In the teacher questionnaire, 93% of the teachers said that they had used teaching resources purchased from the fund. 87% of these reported that they had found the resources useful.

The qualitative data provide clear evidence of teachers’ **conviction** that the funding had enhanced language learning in their schools. Where the funding was used to establish new programmes, such a conviction is perhaps justified on the grounds that some language teaching must be better

for language learning than none. It is also justified by the project directors' belief that the opportunity to study a language in years 7 and 8 has led to more students opting for language study in secondary schools. However, the **teaching** of languages cannot be simply equated with the **learning** of languages and the project directors were not able to point to ways in which the funding had led to improved learning outcomes for the students. As noted in the answer to Research Question 3, no hard evidence was available to demonstrate that the funding had enhanced learning. As one secondary school project director noted:

'Whether the pleasing results in NCEA is a direct effect of the second language funding would be very difficult to say'.

RESEARCH QUESTION 7

What professional development has been purchased with Pool funding?

The Milestone Reports sampled from years 1999, 2001 and 2003 revealed that the schools spent the funds they allocated to professional development on three major categories: conferences, meetings and courses; remuneration for teacher relief associated with the release of teachers to attend such professional development events; and other professional development. Tables 16 to 18 show the number of schools, the total amounts spent, the means and the minimum and maximum amounts for each of these categories. The bulk of the money was spent on teacher release/ relief (e.g., in order to allow a teacher to participate in professional development) in all three years. However, substantial amounts were also spent on conferences/ meetings/ courses.

Table 16. Funding spent on conferences/meetings/courses

Year	Total	Mean	Minimum	Maximum
1999 (N=5)	\$3,562.13	\$712.43	\$60.00	\$1,623.02
2001 (N=6)	\$2,250.48	\$375.08	\$53.34	\$885.00
2003 (N=7)	\$5,447.96	\$778.28	\$125.00	\$1,927.96

Table 17. Funding spent on teacher release/relief

Year	Total	Mean	Minimum	Maximum
1999 (N=4)	\$5,821.77	\$1,455.44	\$876.00	\$1,866.45
2001 (N=6)	\$9,347.22	\$1,557.87	\$322.00	\$3,200.00
2003 (N=12)	\$13,965.77	\$1,163.81	\$200.00	\$3,000.00

Table 18. Funding spent on other professional development

Year	Total	Mean	Minimum	Maximum
1999 (N=1)	\$50.00	\$50.00	\$50.00	\$50.00
2001 (N=0)	-	-	-	-
2003 (N=6)	\$1,126.56	\$187.76	\$38.00	\$720.00

Figures 9 and 10 show the proportion of funding spent on conferences/ meetings/ courses and on teacher release/ relief out of the total expenditure for professional development. These show a reduction in the proportion of money spent on conferences/ meetings/ courses over the three years and an increase in the proportion spent on teacher release/ relief from 1999 to 2001 which was largely maintained in 2003.

Figure 9. Percentage of total funding spent on conference/ meetings and courses in sampled schools in 1999, 2001 and 2003

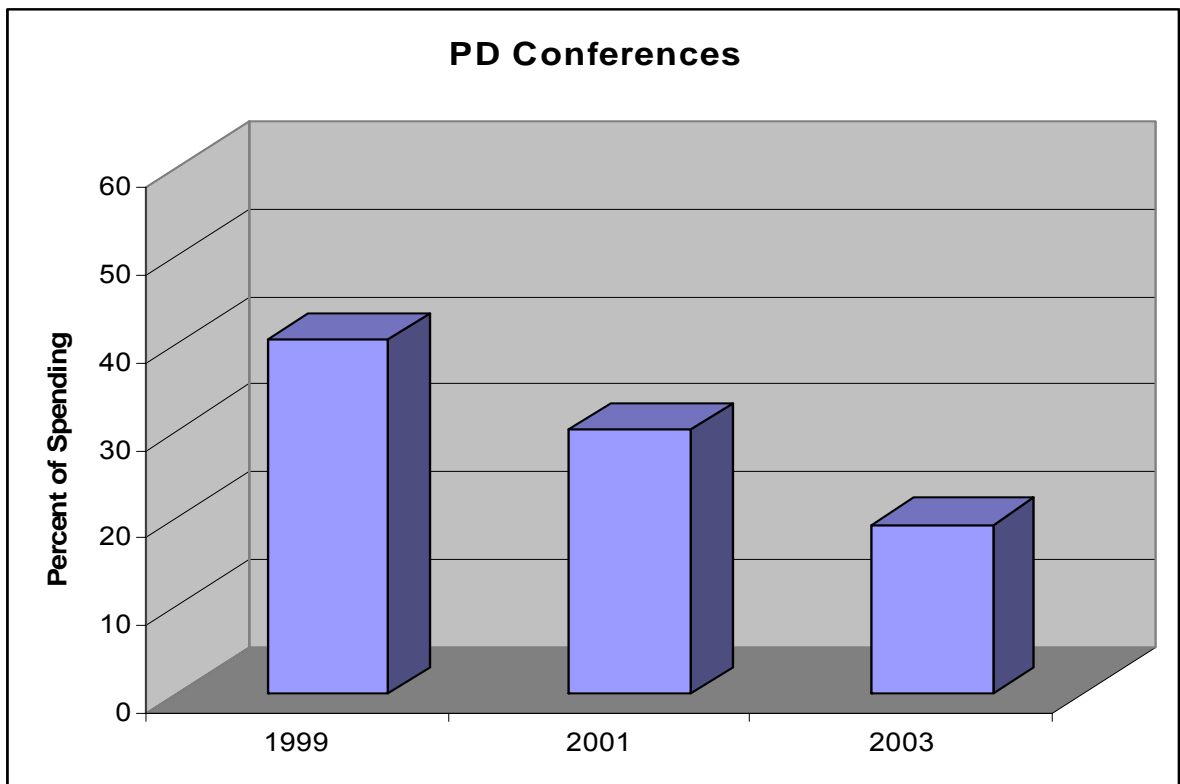
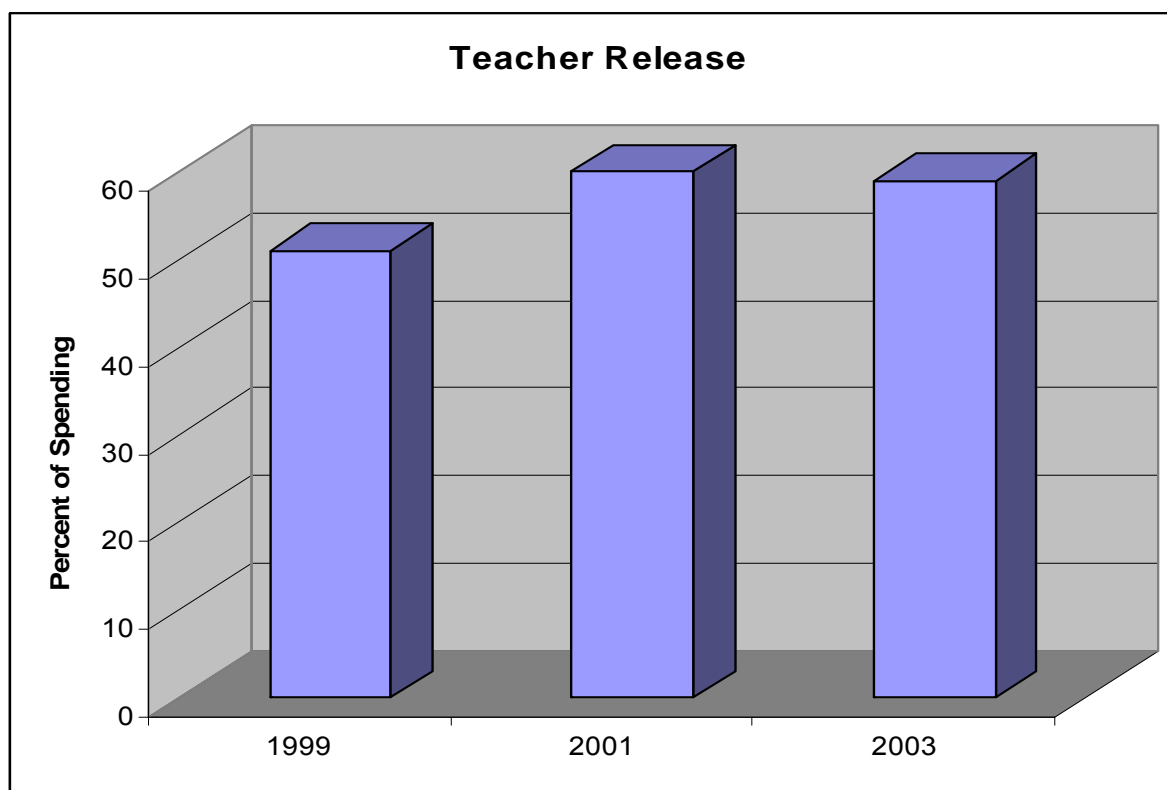


Figure 10. Percentage of total funding spent on teacher release/ relief in sampled schools in 1999, 2001 and 2003



The interviews with the project directors in the focus schools afford a detailed picture of the basis on which they made their decisions regarding professional development. In the case of the primary schools, there was a recognized need to develop the existing teachers' proficiency in both a language and language teaching methodology. Two of the focus primary schools addressed this problem by employing a specialist teacher-tutor for professional development. The intermediate schools recognized both short-term and long-term professional needs. The short-term needs included assistance with language teaching methodology, especially ideas for activities and in making teaching resources, and, crucially, in developing the teachers' confidence in their own ability to teach languages. The project directors indicated that the language advisors played a major role in meeting these needs. The long-term need recognized by some of the schools was the imperative of preparing for a time when the funding would not be available. As one project director put it:

'The aim was to get a programme that was sustainable so that ... if we didn't have the funding we had teachers trained and extras trained to be able to sustain it. ... So that's why there were so many staff that were trained.'

The secondary school project directors focussed on the need for teacher 'up-skilling' in language proficiency (just one school), language teaching methodology (several schools) and information technology (one school). They also addressed the problem of the language teachers in their schools feeling very isolated (because, for example, they were the only teacher of a particular

language) and the importance of their being able to network with other language teachers through conferences.

In the teacher questionnaire, all teachers indicated they had received professional development from pool funding. All had received professional development in teaching methodology and 80% in language proficiency.

RESEARCH QUESTION 8

Has the professional development purchased developed and improved teacher capability in the teaching of second languages? In which specific areas of knowledge have there been advances?

Tables 16-18 (see p. 44-45) provided information about the funding spent on professional development in the sub-sample of schools for the years 1999, 2001 and 2003. Figure 7 (see p. 40) shows the proportion of funds spent on professional development out of the total funds made available to these schools in the same years. The number of schools spending money on professional development increased over the three years. However, the mean amount per school was highest in 1999 and lowest in 2001. The proportion of total funding spent on professional development was greatest in 2003, where it reached 30% of the total. Overall, then, the schools spent a substantial amount of the funding available from the Pool on professional development.

It was clear from the interviews that the primary and intermediate schools viewed the funding spent on professional development as invaluable. Many schools spent money on enhancing the teachers' language proficiency (e.g. through correspondence school courses), pointing to gains in vocabulary, grammar, pronunciation and in oral fluency from the training provided. One project director noted the value of the class teachers undertaking the language teaching rather than hiring a native-speaker helper because 'unless they were actively taking a lesson themselves they weren't lifting their [own] levels'. Other benefits from funding spent on professional development were also mentioned, including improved teaching methodology and networking with other teachers at courses and conferences. Many of the project directors in the primary and intermediate schools applauded the assistance they had received from the regional language advisors. The general view was that the on-going support that the funding enabled the schools to provide played a crucial role in developing the teachers' confidence to teach languages.

The secondary schools also considered the money spent on professional development of great value, one project director regretting not having applied for more funding for this category. In contrast to the primary/ intermediate schools, the secondary schools used the funding primarily to improve teaching methodology rather than to enhance language proficiency. This occurred predominantly through funding for conferences, which facilitated networking and idea sharing with other teachers, including primary school teachers.

RESEARCH QUESTION 9

How has the Pool funding supported networking amongst teachers?

In the teacher questionnaire, 12 of the 15 teachers indicated that they had networked with language teachers from other schools. Nine said that the pool funding had facilitated networking, while 4 said that it had not. One was not sure if pool funding had facilitated networking and one did not respond.

Figure 8 shows that the selected schools in 1999, 2001 and 2003 requested relatively little money for networking. However, in the interviews, all the project directors reported that networking had taken place. It occurred at cluster, area and national levels, mainly through teachers' participation in events such as conferences, workshops (run by the New Zealand Association of Language Teachers) and professional development sessions.

The frequency of networking ranged from once a term to weekly (as in the case of one cluster's professional development sessions with their itinerant tutor). Other informal networking occurred by way of spontaneous emails and telephone calls, particularly on the part of project directors. Very little funding can be said to have been used directly for networking. It occurred largely as a result of other activities. Yet project directors asserted that the funding was essential in promoting networking. As one commented, 'It (i.e. networking) wouldn't have happened unless we had the money available for professional development'. One secondary school did request funding specifically to continue a programme of networking with primary schools but their application for funding for this purpose was unsuccessful.

Unless meetings were organised by language advisors, any links schools had with their local intermediate or secondary schools tended to be of an informal nature. Two secondary school project directors registered frustration that their contributing intermediate colleagues were apparently uninterested in networking. One remarked that, 'our main contributing intermediate school doesn't see language learning as being of high priority'.

In general, there was little networking between primary/ intermediate schools in the sample on the one hand and secondary schools on the other. This reflects Bolster et al.'s (2004) finding in their case study of networking in UK schools. However, the project director of one cluster of primary schools reported exchanging ideas and cooperatively planning for year 8 students' transition to the local secondary school.

Schools connected through clusters indicated a high level of satisfaction with the idea of networking. Among the advantages the project directors mentioned, special emphasis was given to its motivational value and to providing support and collegiality. Some disadvantages were also mentioned – the difficulty of timetabling meetings, and heavy workloads completing applications and Milestone Reports. Also, the relatively high staff turnover at primary level made networking problematic.

All the project directors except one were convinced of the benefits to their students of networking with other teachers.

RESEARCH QUESTION 10

Has the networking resulted in benefits for second language learning? What are these benefits?

As the findings of Research Question 9 indicate, very little pool funding was used by the focus schools to promote networking directly. Rather, project directors indicated that through funded activities such as professional development and attendance at conferences and other meetings, networking occurred as a flow-on effect. Through the networking that took place, several areas were cited as important to the promotion of students' learning. The three main areas were:

- Teacher support:

'[Networking] has got to help in the way of teachers feeling supported and not being isolated.'

- Ideas for teaching:

'The money spent on networking through courses attended has helped a lot because every time I've been on a course I've come back with new ideas that I've tried straight away in the classroom and usually have got really good responses to it.'

- Awareness of available resources:

'Probably just being aware of different resources [has been helpful].'

In addition, one project director mentioned the awareness of the needs of year 9 students on the part of secondary teachers:

'...being aware of what some of the primary school teachers are doing so that we can change our year 9 programmes to follow on from those. Sometimes there are lovely ideas that primary school teachers have that we can pick up on and follow through on.'

One project director summed up the flow-on effect in this response:

'Students are the bottom line and we must ensure that they're engaged positively in the learning. Therefore that comes back to the teacher, which comes back to the teacher support, which comes back to the collegiality, which comes back to the PD [professional development], which comes back to the networking and then [funding]. So, hugely'.

RESEARCH QUESTION 11

How has the Pool funding been used to support school and community understanding of the value of language learning?

In the teacher questionnaire, three of the 15 teachers said the Pool funding had helped them publicize their language programme in the wider community, four did not find that the funding helped them publicize their programmes and the remaining teachers were not sure, or failed to respond to this question.

Nearly two-thirds of the project directors reported that funding had either directly or indirectly assisted them in publicizing their language programmes in the wider community. Several of the project directors mentioned the value of funding a community-wide international languages week and one mentioned funding public relations evenings to introduce parents to schools' languages programmes. Indirect uses of the Pool to support school and community understanding involved activities which were subsequently reported in local newspapers (e.g. teachers' attendance at New Zealand Association of Language Teachers workshops (LangSems), cluster language days and poster competitions). A number of schools also made indirect use of funding to provide relief for teachers to visit other schools and disseminate information about their language programme. One project director's remark aptly conveys the overriding sentiment of others: 'It's not that the funding has helped us publicise it, it's that we have wanted to publicise what we're doing.'

Most of the project directors reported no direct use of funding to familiarise their schools, staff and students with language programmes. However, they did mention a number of indirect ways. A number of schools reported using the funding for new library resources made available to all staff and students. Two schools used the Pool to fund school-wide language days. One teacher commented:

'Staff are very supportive and love them. They get right behind them and they teach whatever they're told to teach or run whatever dance lessons they're told to run. They love it – and get dressed up and are really into it. [The students who don't take a language] also get behind it – most of them.'

Individual schools reported using the funding to purchase new materials and equipment which were showcased in the school's staff room, to provide language lessons in which school administrative staff participated and to buy release time for a teacher to visit individual classes and explain about the language programme.

Two project directors acknowledged that funding had not assisted in publicizing their language programmes.

RESEARCH QUESTION 12

Have the schools spent the money on what they intended from their application? If not, why not? Were there commonalities across schools?

Table 19 shows the dollar amounts requested, granted and spent by selected schools in 1999, 2001 and 2003. Caution needs to be exercised in interpreting the figures as the sources of information differed. The amount requested was taken from the schools' applications, the amount granted from Ministry of Education records and the amount spent from the Milestone Reports. In particular, uncertainty exists as to whether the schools accurately reported their expenditure in the Milestone Reports. The figures for 1999 are particularly unreliable as the periods covered by the applications, the Ministry of Education records and the Milestone Reports were probably not the same. No further comment will be made about 1999. It would appear that in 2001 and 2002 the schools spent only a proportion (i.e. 54% and 60%) of the funding they were granted.

Table 19. Dollar amounts requested, granted and spent by selected schools in 1999, 2001 and 2003

Year	Amount requested (from applications)	Amount granted (from Ministry of Education records)	Amount spent (from Milestone Reports)
1999 (N = 18)			
Total	\$184,079.38	\$295,000.00	\$67,309.00
Mean	\$11,504.13	\$18,437.50	\$4,206.83
2001 (N = 27)			
Total	\$275,777.40	\$247,502.91	\$133,797.39
Mean	\$10,213.98	\$9,166.77	\$4,955.46
2003 (N = 34)			
Total	\$314,593.99	\$234,100.66	\$140,837.64
Mean	\$9,533.15	\$7,093.96	\$4,267.81

The proportions of funding requested and actually spent were calculated for different categories of expenditure – IT, other teaching resources, professional development, networking and publicity – for the three years. The results are shown in Figures 11a-c. In 1999 less was spent on IT, professional development and networking than actually requested and more was spent on teaching resources and publicity. However, it was unclear how 20% of the funds were actually spent. In 2001 less money than requested was spent on all categories but the percentage of unclear expenditure was 25%. In 2003, as in 1999, more was spent on teaching resources than was requested and less on the other categories. Overall, these results indicate that the funding was not spent according to the requests made in the schools' applications.

Figure 11a. Proportions of funding requested and actually spent on different categories for 1999

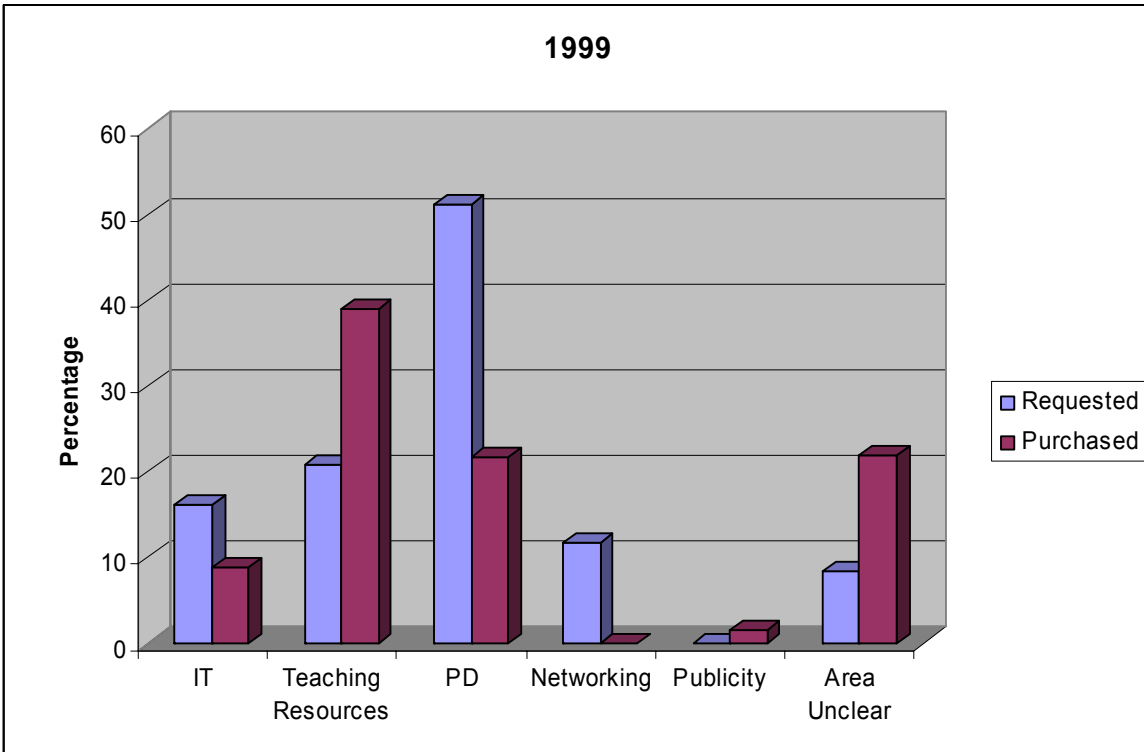


Figure 11b. Proportions of funding requested and actually spent on different categories for 2001

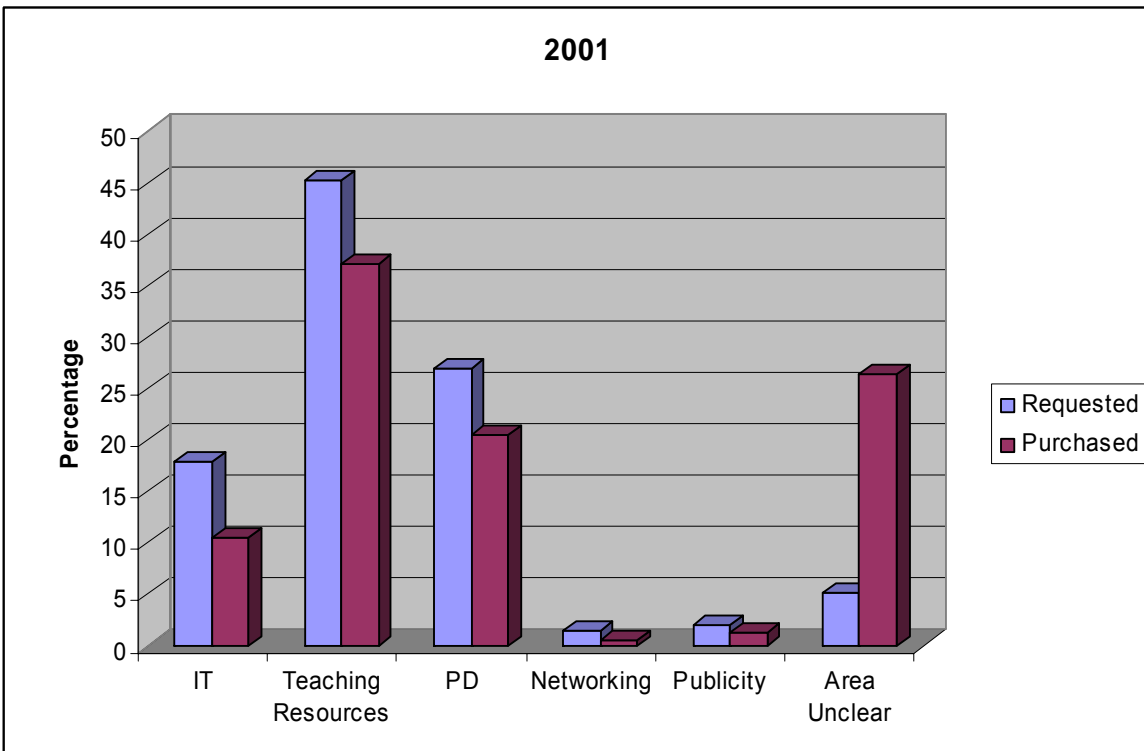
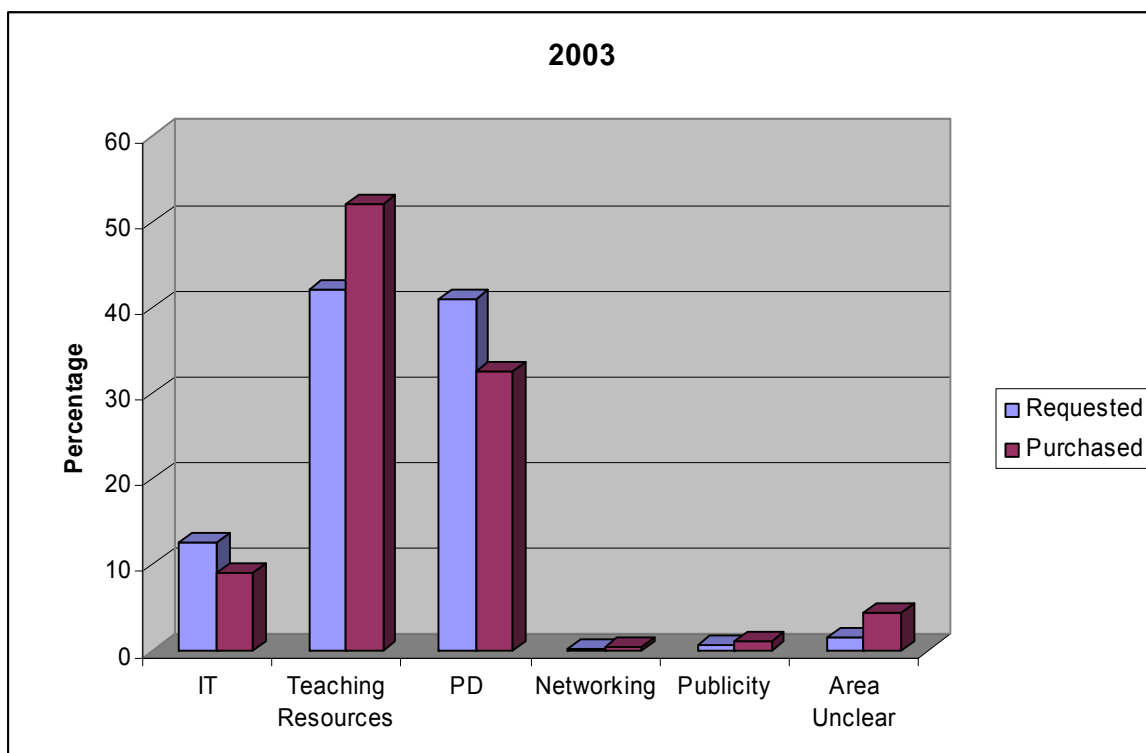


Figure 11c. Proportions of funding requested and actually spent on different categories for 2003.



Finally, Table 20 shows, for 2003, the number of schools underspending and overspending in the various areas according to whether this was the school's first year of funding or whether they had also received funding in previous years. Figures for 1999 and 2001 were not calculated because the data available were not considered to be as reliable (see above). In 2003, more schools underspent than overspent on most categories, irrespective of whether the schools were in their first year of funding or had received two or more years of funding in previous years. The most obvious exception was 'Other Teaching Resources', where more schools in the first year of funding overspent than underspent. It is clear, however, that the schools differed considerably amongst themselves on whether they underspent or overspent on the different categories.

Table 20. Number and percentage of schools underspending and overspending in 2003 (n=34)

Area	First Year of Funding		Two or More Years of Funding	
	Underspent	Overspent	Underspent	Overspent
IT	8 (42%)	4 (21%)	9 (60%)	3 (20%)
Other Teaching Resources	6 (32%)	13 (68%)	7 (47%)	7 (47%)
Professional Development	14 (74%)	5 (26%)	10 (67%)	5 (33%)
Networking	0	1 (5%)	1 (7%)	1 (7%)
Publicity	1 (5%)	2 (10%)	1 (7%)	0

The majority of project directors of the focus schools indicated in the interviews that they had spent allocated funding almost as they had intended in their applications to the Ministry of Education. Of these schools, two reported using funds exactly as they had anticipated and the others all cited one area where their intentions had changed. These were specific to the individual school contexts and showed no commonality across the schools. However, the changes made were all considered improvements on the original requests. Two other project directors reported having made considerable changes in their use of funding. They both reported having applied for funding with insufficient information about requested items:

‘...it hasn’t been easy to stick with the proposal because you ask for the money in advance and you’re never really quite sure what you’re asking for.’

‘Because it was the great unknown, we sometimes put down things just because we thought maybe that was what we could spend it on.’

A common theme among project directors’ comments was that it was not possible at the time of writing funding proposals to accurately predict needs or circumstances so far in advance. For example, one project director expressed that:

‘When you apply for the money midway through the year, by the end of the next year sometimes things can have changed quite a lot in terms of numbers of students that are studying the language or availability of resources or needs for PD [professional development]. So it’s quite a long time before you start to spend the money and there can be things that [have changed such as] things are more expensive than you’d researched them to be.’

However, in apparent contradiction, when asked if they would decide differently about any of the requests made for funding, all the project directors except one said that they had requested money for the right things. Several did mention that they could have asked for more money for certain items. These included postage and exchange rate related costs on imported resources from Australia, professional development and teacher relief for completing applications and Milestone Reports.

Information gained through networking with other teachers enabled one project director to evaluate previous spending as inappropriate:

‘I think we were a little bit entrenched in books initially but we’ve been able to think a bit wider more recently. The fact that there’s been PD [professional development] where we can meet up with other teachers and compare ideas, make resources, which is a different way of looking at what you’re doing. We would certainly have spent more on PD [professional development], certainly.’

RESEARCH QUESTION 13

What are schools' attitudes to the contestable process?

The following three funding priorities were identified by the project directors:

1. Professional Development

This area was of particular concern to many primary and intermediate school project directors and principals but not to secondary schools. One principal identified two stages of professional development (PD):

- initial PD for teachers new to language teaching – either in newly funded schools or schools with on-going funding
- a contractual or second stage for those who, through the funding, had already gained a level of linguistic proficiency and skill in language teaching yet still needed on-going development.

2. Networking

The relationship between networking with colleagues and the success of language teaching programmes was seen by many project directors and principals to be extremely important. It was therefore with disappointment that one project director reported:

'I had the impression that networking was a priority' yet the request for funding for networking with local primary and intermediate schools was 'turned down, [our informal cluster] having been held up at a Ministry of Education SLLF [Second Language Learning Funding] day earlier in the year as a prototype for how primary and secondary schools could work together.'

3. Resources

Expensive resources such as IT software and texts from overseas were seen by one project director as a priority. Another encouraged the Ministry to 'move with technology' and allow the purchase of DVD players and discs as these were much more serviceable and versatile than video equipment. A third argued for resources that would provide 'mileage' (i.e. could be used frequently) for both teachers and students.

Project directors and principals made four suggestions relating to how the Ministry of Education should determine the allocation of funding.

1. Funding should be available to all schools

Several participants referred to the Ministry of Education's focus on promoting the teaching of languages in primary schools. They argued that funding should be made available to all primary schools. For example, one principal said:

'I think that if people are running a language programme like the ILS [International Language Series] that it shouldn't be a contestable pool of funding; that people should be given what they need to keep it going. We know what we need to keep it going. I think that we're honest. I don't think we're asking for money that we are misusing in any way at

all and I just think that the whole contestable part of the funding is – I don't think it reflects the fact that this is something that you want everyone to do. It's as though you only want some people to do it if you're going to make it a contestable fund.'

2. Funding should be on-going

A feeling of apprehension was evident among many project directors and principals. This related to unpredictability of the future availability of the funding pool itself, as reflected in the following comment:

'I'd just like to know long-term where it's heading. We didn't know that we were even going to have an application this year until not very long ago. Each year you don't know if it's going to continue. ... Where is it heading? What are their plans?'

and the success of schools' applications to the fund:

'We've put a lot of work into an application but we don't know from one year to the next if it is stopping. They keep on saying that they're giving us this opportunity to learn other languages and we put all this work in, but if we don't get funding we won't be doing [a second language] next year' (primary school principal).

The participants emphasised that funding needed to ensure that teachers developed requisite proficiency in the languages they were teaching and this could not be achieved by means of 'one-shot' programmes. However, several participants pointed out that when teachers had developed the requisite proficiency they frequently moved on, taking their skills elsewhere:

'The assumption is that we now have a base of knowledge that we don't need financial support for. But it's not recognising the fact that in our cluster of five schools there are four new principals and three new classroom teachers so we are almost right back to where we were when we first started applying for funding. Our base of knowledge has gone. How you can you establish a base of knowledge when you've got staff changes and people are coming in without the skills? So I've made an application for funding for next year in spite of the fact that I'd been told that this would be our last. But I've also tried to make it clear that we haven't got a base of knowledge any more. It would be such a shame to lose it because it's such a strong cluster that's doing well.'

3. Funding should be awarded to sustainable, inclusive programmes

Several of the project directors indicated that the main purpose of the funding should be to ensure that the programmes offered were sustainable and inclusive, as expressed in the following comment:

'I think the first priority should be for schools who can design sustainable programmes. And ones that provide it for a lot of students. I hear about a lot of schools doing good quality lessons but I worry about that not being inclusive – not being available to all students. There needs to be something that if the funding goes [stops], that it [the

programme] can carry on. Otherwise I just don't see the point' (primary school project director).

4. Funding should be available to low-decile schools

Another view expressed by one of the project directors was that low-decile schools should be prioritised for funding:

'I tend to feel that this type of school – lower decile in this type of area – these children need it even more. Here, it really is a cultural experience for them – learning about another culture. It opens up their world a little bit. It's a chance for them and I think perhaps it's a chance they may not get at high school ... or maybe they will take it at high school because of it' (primary school project director).

Comments were also made regarding the usefulness of the Milestone Reports, both positive and negative. It was generally acknowledged that completing the reports 'forces you to reflect on what you've been doing and where we could have improved'. The need for accountability was also recognised: 'I think it's fair that one should be recording how one spends money.' A few project directors found them very useful but there was dissatisfaction voiced by the majority of the others. Two project directors, however, recognised that recent modifications by the Ministry of Education had brought improvements: 'I think they've shortened them and made them a bit more user-friendly. They're not quite as bad [now].' Three project directors voiced disappointment over the lack of Ministry of Education response to Milestone Reports¹. One of these commented:

'The only feedback that I've had is a letter that says "your Milestone Report has been accepted". So that's the only feedback I've ever had which is a huge relief – your ten hours have been worth it. But for me, they're not useful at all and I don't know how useful my Milestone Reports are. I don't know whether as much effort is spent reading what I've written as I put into writing it. And if it isn't, then I'm wasting my time and my time is precious like everybody else's is. I would like to think that yes, I need to be accountable, and I want to be accountable and I want somebody to be checking up on me so that nothing goes wrong but I don't think that the Milestone Reports are doing it for me at the moment.'

Several project directors also commented on the Second Language Learning Funding Pool application and reporting process, criticizing the length of the application form and the need to employ the right register (one project director referred to this as 'education-speak'). Several project directors said that without the help of language advisors they would not 'know where to start'. Suggestions for improving the application process included allocating funding for two years rather than just one and simplifying the application form. Project directors were also critical of the work-load entailed in administering the funding. One director commented: 'It's one of the things that puts me off applying for the funding'. Another remarked that, 'I'm not applying for funding next year and one of the reasons is that it's too much for me to administer.'

¹ It is the Ministry of Education's current practice to provide a tailored response to milestone reports.

The Ministry of Education required schools receiving funding to provide evidence of enhanced learning. The project directors and principals were almost unanimous in their conviction that language learning had taken place among their students as a result of the Second Language Learning Funding Pool. However, they were equally unsure that 'hard evidence' of this could be provided:

'I couldn't specifically say that it was SLLF [Second Language Learning Funding] that has changed anything in the classroom. We can quantify it, but how am I going to say honestly the fact that I've had 24 in a class one year and have got 30 in a class another year, that that's a direct response to SLLF [Second Language Learning Funding]? I can't.'

Participants raised two main issues relating to the provision of evidence of learning:

1. Most of the participants acknowledge confusion as to what constitutes 'evidence':
'I'm a fairly sort of intellectual person - I'm no Einstein - but I still find it hard to know what to write on Milestone Reports. For me I would like more guidance as to what they want. I'm being asked what do I think I could reasonably provide. Well I'm providing everything that I think I can provide, but if the Ministry could tell us what they're wanting to hear, we could tell them what we do. So I still find it really, really hard. I sit there with this piece of paper and I have to provide evidence and outcomes and I'm thinking, what is evidence and what is outcomes? I'm still not clear despite help from advisors and getting together with other language teachers at Milestone Report time. I still find it's a real headache. So I think, for me, more guidance – what evidence can we give?' (Secondary project school director).

2. Many of the participants registered resistance to providing quantified measures of learning on the grounds that it would have a negative effect on the students:

'If you want hard evidence you'd have to go back and fill out all the check lists. We can do that but it doesn't reflect what we're doing in our class programmes. Why do the Ministry need this at this level, is my question. Perhaps at secondary school for NCEA it's totally different. But we're trying to set these kids up for a love of learning a language – to see the benefits and that they might want to take it at high school; to give them the confidence to try it and take a risk and those sorts of things. If we kill it (the building blocks in learning language) now at this level, we'll stop it dead – going into high school. We're all very aware of that and so are the high school teachers. So why get so analytical? That's what we're saying' (primary school project director).

When asked what evidence of learning they could reasonably provide, a number of suggestions were made - test results; reporting against the International Language Series checkpoints; feedback from secondary schools regarding year 9 continuation; feedback from secondary schools regarding proficiency levels of year 9 entrants; retention rates. One project director suggested that the Ministry of Education conduct evaluations in schools rather than schools providing reports for the Ministry of Education.

The participants were also asked what additional recommendations to the Ministry of Education they had (question H4). They were unanimous in wishing to see the Ministry of Education continue to fund second language learning.

Other suggestions advanced by two participants or more were:

- Identifying ways or providing for effective language teaching in accordance with the specific local conditions in individual schools – for example:
 - Funding an itinerant tutor for cluster teachers' professional development in very isolated areas
 - Funding graduate native language assistants to work alongside primary and intermediate language teachers
- That training be offered by the Ministry of Education for project directors
- That, in view of the heavy work-load for project directors, they be remunerated accordingly
- That the Ministry of Education bring project directors and principals of successful pool funded programmes together to consult about the way forward for second language learning in schools
- That, in view of the Ministry of Education initiative to promote te reo Maori in primary and intermediate schools over the next three and a half years, the experience gained in teaching languages successfully in primary schools as a result of the funding be used to develop effective Te Reo programmes

- That the Ministry of Education encourage the development of pre-service primary school education programmes that provide training in the teaching of additional languages in order that all schools have specialist language teachers
- That Second Language Learning be made compulsory in primary and intermediate schools.

Limitations

Any evaluation of a language programme needs to examine to what extent the programme has resulted in successful language learning. However, this was not possible in the present evaluation as no information about the students' proficiency prior to and after schools had received funding was available. Ideally, evaluations of programmes such as the Second Language Learning Funding Pool need to be planned prior to the onset of the programmes. The inability to establish whether the Pool funding contributed to enhanced language learning constitutes a serious limitation in this evaluation.

For 2005 the Ministry of Education requests schools to outline clearly the indicators for the goals and outcomes of the proposed programme and evaluation processes to be followed. In the past, however, this has not been achieved. From the perspective of this evaluation, it is also problematic that schools have been allowed to use different indicators as this makes it impossible to determine to what extent the funding has been successful in promoting language learning in the funded schools overall. A better approach might be for the Ministry of Education to establish a list of explicitly defined indicators and invite schools to select which ones they wish to use in the evaluations they present in the Milestone Reports.

A further limitation in conducting the evaluation was the difficulty of obtaining reliable information for all schools from data held by the Ministry of Education (e.g. the roll returns). Cross-checks of enrolment data revealed considerable discrepancies between numbers held in Ministry roll returns and the enrolment figures provided to the researchers by focus school project directors. These discrepancies raised doubts about the reliability of the roll return data as held by the Ministry; however, given the lack of any alternative data source, the roll returns were used.

Issues

No attempt will be made to present a series of recommendations based on the evaluation. However, it is appropriate to flag a number of issues that emerged from the quantitative analyses or the qualitative comments made by the project directors in the course of the evaluation. The issues are:

1. the extent to which funding should be used to develop the teaching of languages already being taught in schools as opposed to resourcing the introduction of new languages (this is particularly relevant to the different ways in which the funding is used by primary and secondary schools)
2. the possibility of prioritising low decile schools for funding
3. ways of measuring the extent to which the funding does contribute to language learning by students (i.e. through the provision of a set of indicators of learning)
4. the need for guidance to schools receiving funding for the first time on teaching resources that have been found to be effective
5. the need for guidance to schools in the appropriate use of funding for professional development, in particular regarding the allocation of funds for developing teachers' proficiency in a second language as opposed to helping teachers to a better understanding of the methodology of language teaching
6. the need to examine specific ways in which funding can be used to promote networking among teachers of languages (given that relatively little money was actually spent on networking)
7. the value of allocating funding to community outreach and, if this is considered an important use of the funding, how it can be achieved (again given that relatively little money was actually spent on community outreach)

In addition, there are several points that do not emerge directly from the data but which are nevertheless worthy of consideration:

- the extent to which schools that have received previous funding for teaching languages should continue to be funded as opposed to directing funding at schools that have not yet received any funding and need support in setting up language programmes
- the need for guidance on the relative advantages of using class teachers, who may have limited proficiency in any second language, to teach language classes as opposed to hiring specialist adjunct language teachers
- the need to consider ways in which primary and secondary schools can liaise to maximise the advantages of learning languages at primary schools
- the possible need to limit the number of modifications that are made to the templates for funding applications and Milestone Reports. Having standardised forms (as opposed to regularly amending the formats) could allow for greater ease of gathering and measuring data over time
- the extent to which funding should be used for 'taster courses'. It was clear that in many schools the funding was used to provide short-term language learning experiences to students. Like Peddie, Gunn & Lewis (1999), we are sceptical of the value of such courses, as little language learning of value can be achieved in a course of a few weeks

duration. We believe that the funding would be better utilized if it afforded students the opportunity to study a single language over a sustained period of time.

Finally, it is suggested that future evaluations of any funding pools for language learning include case studies of individual schools and clusters with a view to providing an indepth, quantitative and qualitative account of how individual schools have made use of the funding and what impact the funding has had on the actual practice of teaching languages and on learning languages.

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Appendix A: Questions for interviews with Project Directors

A. General questions

1. Is there a second language learning policy document for your school?
2. How effective do you feel language teaching is in your school/cluster?
 - in terms of language learning
 - in terms of students' motivation to continue learning languages
3. What limitations or problems are there?
4. In what ways do you feel the funding has helped you to deal with these limitations or problems?
5. If you used funding from the Pool to start a language programme, would you have started the programme if you had not received funding?

B. How the funds were spent

1. How did you decide what to request money for in your proposal?
2. Did you actually spend the money in accordance with the approved proposal?
If there were changes, what caused them?
3. In retrospect, do you think that you requested money for the right things or would you now decide differently?
4. If your school is a member of a cluster receiving funding, how did you decide on the distribution of the funds received?

C. Teachers' professional development

1. In which of the following ways did you spend money on professional development?
 - Teacher release/relief
 - Conference attendance
 - External courses/seminars
 - In-service meetings in the school
 - Subscriptions
 - Professionals' fees (e.g. to pay external people to run workshops)
2. On what basis did you decide to spend it in these ways?
3. Did you find any of these of special value?
4. Did you find any of uncertain or limited value?
5. In retrospect, is there any way in which the funding could have been more usefully spent to promote professional development?
6. In what ways have teachers in your school/cluster benefited from the money spent on professional development?
 - in terms of improved proficiency in languages taught (e.g. vocabulary/use of language/pronunciation/skills)
 - in terms of any other benefits
7. Do you have any evidence of these benefits?

8. Do all teachers teaching languages in your school have adequate proficiency in the languages they teach?
9. To what extent do you feel the funding has enabled you to deal with any language proficiency problems your teachers might have?
10. What do you think is the best way of dealing with any proficiency problems?

D. Student access and learning

1. Has the Pool funding enabled you to introduce any new languages into your language programme?
2. What factors do you think have had a bearing on any increase/decrease in the number of students taking the different languages?
3. How do you assess student learning of languages?
4. Has there been any increased success in language learning in your school/cluster?
5. What evidence of this can you give?
6. How has Pool funding contributed to any success?
7. Has there been any increased interest in and motivation to learn languages in your school/cluster?
8. What evidence of this can you give?
9. How has Pool funding contributed to any increased interest and motivation?

E. Resources purchased

1. What resources have you purchased with the funding?
2. If you have received funding for more than one year, have there been any changes in the resources you have purchased from one year to another? If yes, why?
3. Are there any resources that you have found especially useful?
4. In hindsight, was this the best use of the funding? Why?

F. School/Community outreach

1. To what extent has the funding assisted you in publicizing your language programme in the wider community?
2. To what extent has the funding helped you to familiarise the school, staff and students with the language programme?

G. Networking

1. Do your language teachers network with language teachers from other schools in any way? (How often? What do they do? Etc.)
2. How has funding from the pool supported this?
3. What formal or informal links do you have with your local Intermediate/Secondary schools with regard to the teaching of languages?
4. If your school was part of a cluster receiving funding, how effectively did the schools operate as a cluster?
5. What are the advantages/disadvantages of acting as a cluster as opposed to your school receiving the funding independently of other schools?
6. How has the funding spent on networking assisted student language learning?

H. Recommendations to the Ministry of Education

1. If you were responsible in the Ministry of Education for administering the Second Language Learning Funding Pool, what would be your priorities and how do you think the funding awarded should be determined?
2. How useful have you found completing the Milestone Reports? Do you have any suggestions for improving milestone reporting?
3. The Ministry of Education, in its responses to Milestone Reports, has indicated that it wants harder evidence from schools to show that past funding has enhanced language learning. What kind of evidence do you think you could reasonably provide to satisfy the Ministry of Education?
4. Are there any other specific recommendations with regard to the SLL funding Pool you would like to make to the Ministry of Education?

Appendix B: Questions for school Principals

These questions are to gather information about the impact of Pool funding in your school.

A. General questions

1. Is there a second language learning policy document for your school?
2. How effective do you feel language teaching is in your school/cluster?
 - in terms of language learning
 - in terms of students' motivation to continue learning languages
3. What limitations or problems are there?
4. In what ways do you feel the funding has helped you to deal with these limitations or problems?
5. If you used funding from the Pool to start a language programme, would you have started the programme if you had not received funding?

B. Recommendations to the Ministry of Education

1. If you were responsible in the Ministry of Education for administering the Second Language Learning Funding Pool, what would be your priorities and how do you think the funding awarded should be determined?
2. The Ministry of Education, in its responses to Milestone Reports, has indicated that it wants harder evidence from schools to show that past funding has enhanced language learning. What kind of evidence do you think you could reasonably provide to satisfy the Ministry of Education?
3. Are there any other specific recommendations you would like to make to the Ministry of Education?

Thank you for your participation.

Appendix C: Questions for language teachers

School: _____

These questions are to gather information about the impact of Pool funding on language teaching in your school. You do not need to answer questions you do not feel you have sufficient information about.

1. What language(s) do you teach?

2. How long have you been teaching this/these language(s)?

3. What limitations/problems have you experienced in teaching a language?

4. Were you consulted when the proposal for funding was drawn up? Yes / No

5. Have you used any teaching resources purchased from the fund? Yes / No / Not Sure

6. If you used any, how useful have you found them?

Very Useful Somewhat Useful Not Very Useful

7. Have you received any professional development in relation to language teaching as a result of pool funding?

Yes / No / Not sure

8. If so, what? (Please tick all that apply)

a. Language proficiency

b. Language teaching methodology

c. Other (Please specify) _____

9. How has this professional development helped you?

a. Language proficiency

b. Teaching methodology

c. Other

10. Has the number of students studying the languages you personally teach in your classes:

increased / decreased / remained the same since your school received Pool funding?

11. Do you think the Pool funding has contributed to students' motivation to learn languages?

Yes / No / Not Sure

12. If so, how?

13. Do you network with language teachers from other schools?

Yes / No

14. Has the Pool Funding facilitated any networking?

Yes / No / Not sure

15. If so, how?

16. Have you used Pool funding to help you publicize your programme in the wider community?

Yes / No / Not Sure

17. If so, how?

18. What do you think the priorities should be for any further Pool funding for language teaching?
(Tick up to 3)

- ICT
- Other teaching resources
- Improving teachers' linguistic proficiency
- Improving language teaching skills
- Networking
- Publicizing the school's language programme

19. Are there any additional comments you have relating to Pool funding?

Thank you for your participation.

Appendix D: Enrolment Chart

If possible, please complete this table.

Evaluation of Ministry of Education 2LL Funding Pool
Enrolments for languages taught 1999 – 2004

School: _____

(If you need more space please feel free to photocopy this sheet)

Language	1999	2000	2001	2002	2003	
e.g. French	Yr 9 ...23..... Yr 10 ...20..... Yr 11 ...13..... Yr 12 ...11..... Yr 13 ...11.....	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___
	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	
	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	
	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___ Yr ___ ___	

Appendix E: Student Questionnaire

There are two parts to this questionnaire. Please answer all the questions in Part A. Then answer the questions in Part B.

Part A: Language Background

The purpose of this part of the questionnaire is to get information about New Zealand students' language learning backgrounds.

1. Age: _____

2. Gender: Male / Female

3. What is your mother tongue (i.e. the language you acquired first)?

4. What School are you attending now? _____

5. What year are you in at School now? _____

6. Which school did you attend in year 8? _____

Did you attend the same school in year 7? Yes / No

If not, which school did you attend?

7. Did you study a language at school in year 8? Yes / No

If so, which one(s)?

8. Did you study a language at school in year 7? Yes / No

If so, which one (s)?

9. Are you currently studying a language at school? Yes / No

If so, which one(s)?

10. Have you learnt other languages outside of school? Yes / No
If so, please fill in the chart below:

Language	Length of time I have learnt it	Where I have learnt it

1.1.1.1

Now go to Part B.

Part B: Motivation and Second Language Learning

The purpose of this part of the questionnaire is to get information about New Zealand students' attitudes to learning languages. Please indicate how strongly you agree or disagree with each statement by circling the appropriate number next to each statement.

	Strongly agree				Strongly disagree	
	1	2	3	4	5	6
1. I am especially interested in learning an Asian language (e.g. Japanese, Chinese, Korean).	1	2	3	4	5	6
2. If I speak another language, I can have a better job.	1	2	3	4	5	6
3. New Zealanders think it is important to learn other languages.	1	2	3	4	5	6
4. I believe that I'll be able to learn another language well enough to satisfy myself.	1	2	3	4	5	6
5. I think language learning is more difficult for me than for the average learner.	1	2	3	4	5	6
6. Studying another language is important to me because it is an intellectual challenge.	1	2	3	4	5	6
7. Everybody in New Zealand should learn to speak another language well.	1	2	3	4	5	6
8. I think I have a real ability for learning languages.	1	2	3	4	5	6
9. For me, language learning is a hobby.	1	2	3	4	5	6
10. I would like to take a foreign language at NCEA level.	1	2	3	4	5	6
11. It doesn't matter if I make mistakes in another language.	1	2	3	4	5	6
12. I am especially interested in learning a European language (e.g. French, Spanish, German)	1	2	3	4	5	6
13. I know a lot of people who can speak another language well.	1	2	3	4	5	6
14. I am especially interested in learning te reo Maori.	1	2	3	4	5	6
15. At present, learning another language is very important to me.	1	2	3	4	5	6
16. Getting NCEA credit is not my main reason for studying another language.	1	2	3	4	5	6
17. I only study languages because I have to.	1	2	3	4	5	6
18. I would like to have more opportunity to study another language at school.	1	2	3	4	5	6

19. I want to speak another language well so people will think highly of me.	1	2	3	4	5	6
20. My parents expect me to learn another language.	1	2	3	4	5	6
21. I am the type of learner who completely loses interest in learning if I have a bad teacher.	1	2	3	4	5	6
22. For me, language learning is an exciting activity.	1	2	3	4	5	6
23. Learning another language gets easier if a person sticks at it.	1	2	3	4	5	6
24. I have had some good experiences learning another language.	1	2	3	4	5	6
25. I am especially interested in learning a Pacific Island language (e.g. Samoan, Tongan, etc.)	1	2	3	4	5	6
26. I need to take a language at NCEA to achieve my future goals.	1	2	3	4	5	6
27. I need good pronunciation in another language in order to make myself understood.	1	2	3	4	5	6
28. I am learning another language because I would like to live overseas.	1	2	3	4	5	6
29. I would like to learn a lot of different languages.	1	2	3	4	5	6
30. If I speak another language, I can have more opportunities to travel.	1	2	3	4	5	6
31. I find language learning hard work.	1	2	3	4	5	6
32. Learning another language is important to me because it will allow me to get to know various cultures and peoples.	1	2	3	4	5	6
33. I have had some bad experiences with learning languages.	1	2	3	4	5	6
34. Language learning often gives me a feeling of success.	1	2	3	4	5	6
35. Learning another language enriches the lives of New Zealanders.	1	2	3	4	5	6
36. Most of my friends want to study another language.	1	2	3	4	5	6

If you could chose any ONE language to study in your school, which language would you choose?

Thank you for participating

Appendix F: *t*-test Results for Student Questionnaire

	t	df	p
I am interested in learning an Asian language	-.136	344	.892
if I speak another language, I can have a better job	-.001	344	.999
New Zealanders think it is important to learn other languages	-.074	342	.941
I'll be able to learn a language well enough to satisfy myself	-1.344	340	.180
language learning is more difficult for me than for the average learner	.532	340	.595
studying another language is important because intellectual challenge	-.370	341	.711
everybody in NZ should speak another language well	-1.773	342	.077
I think I have real ability for learning languages	.314	342	.754
language learning is my hobby	-.793	340	.428
foreign language at NCEA level	-.393	342	.695
doesn't matter if I make mistakes in another language	-2.712	337	.007
especially interested in European language	-.720	344	.472
know a lot of people who speak another language well	1.790	342	.074

interested in te reo Maori	-.755	343	.451
learning another language is very important to me	.070	341	.944
getting NCEA credit is not my main reason for studying another language	-1.913	343	.057
only study languages because I have to	.996	344	.320
like more opportunity to study another language at school	-.599	344	.550
want to speak another language so that people think highly of me	.643	344	.521
parents expect me to learn another language	1.126	344	.261
lose interest if have a bad teacher	-.402	342	.688
language learning exciting activity	.490	342	.624
learning another language gets easier if person sticks at it	.277	341	.782
good experiences at learning another language	.371	342	.711
particularly interested in Pacific Island language	-2.537	342	.012
need to take language at NCEA to achieve future goals	-.018	344	.985
need good pronunciation to make myself understood	-.157	342	.875
learning another language in order to go overseas	-.415	344	.679
would like to learn a lot of different languages	-.242	342	.809

if I speak another language, I have more opportunity to travel	-.516	344	.606
I find language learning hard work	.908	342	.364
learning another language allows me to get to know cultures and people	1.035	339	.301
I've had some bad experiences at learning languages	1.288	343	.199
language learning gives me feeling of success	1.190	343	.235
learning another language enriches the lives of New Zealander	-.321	342	.748
most of my friends want to study another language	.293	344	.770

