

Bilingualism in Grade V Maltese Primary Schools  
A Sociolinguistic Perspective

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Declaration of Authenticity

39479M

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**Ph.D.**

**Bilingualism in Maltese Grade V Primary Schools**

**A Sociolinguistic Perspective**

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## Abstract

Chapter 1, Article 5 of the Constitution of Malta (1964) (*Il-Kostituzzjoni Ta' Malta*) recognises Maltese as the national language of Malta, whilst it accords both Maltese and English the status of official languages. Nonetheless, Malta's status as a bilingual country has over the years been repeatedly questioned and has also been the subject of many a heated debate amongst lay people and academics alike.

Provisional data obtained from the National Statistics Office resulting from the most recent Census 2011, confirms Maltese as being overwhelmingly the language of the majority, with 91.6% of the population describing their spoken proficiency as being 'very good'. Similarly, fresh data obtained from a representative study by Sciriha (2012) reveals that the majority of respondents (73.2%) believe that the Maltese generally possess a good standard of English (Sciriha 2012: 74).

Significantly however, seminal studies conducted over the years by Sciriha (1993, 1996, 1999, 2000, 2001, 2006 and 2013) have noted tangible concerns that cast a shadow over the actual standards of written Maltese as well as the standards of spoken and written English. These studies have therefore served to highlight the need for further data to corroborate these previous survey findings and to try and identify any shortcomings in the field of bilingual education in Malta.

Despite the guidelines and ideals laid out in the National Minimum Curriculum (1999) and the National Curriculum Framework (2012), Maltese schools still lack a clear-cut language policy that spells out the requirements that need to be adhered to in order to guarantee what is widely accepted to be the ideal – an additive bilingual education that empowers all students not only to progress academically should they desire to do so, but to equip them with a quality grasp of at least two languages without which, one is sure to be at a disadvantage on all fronts.

This study addresses what has been described as a rather ambitious project; ambitious because of its sheer scale and scope. Rather than investigating the proficiency of either one or the other of the country's two official languages, the present researcher felt that there was a void in terms of data which gauges respondents' attitudes towards and opinions about proficiency in the two languages.

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Further insight was needed to determine what hinders students from attaining a working proficiency in both languages and how much actual exposure to Malta's two official languages these respondents have, both within and outside the school domain. Respondents were not only asked to rate themselves in terms of spoken and written L1 and L2 skills but also required to complete a brief creative writing exercise that tested their written bilingual skills. Respondents' answers were evaluated in accordance with guidelines adapted from an accredited international testing body, specifically the International English Language Testing System (IELTS).

Hence the study's main research questions were:

- a) To what extent can Primary Grade V children be said to be bilingual and what factors aid or inhibit the attainment of age-appropriate bilingualism?
- b) How do primary school students, parents and teachers perceive spoken and written Maltese and English language skills?
- c) How important is bilingualism for primary school students?
- d) What is the actual extent of exposure to the two languages?
- e) To what extent may primary students be said to be bilingual?
- f) What are the strengths and the challenges that the Maltese bilingual education system faces?

The respondents interviewed in this study, are all main stakeholders in the field of education in the Maltese Islands. The respondents whose views are presented in this study are 987 primary Grade V students, 1316 primary school parents, as well as 30 primary Grade V teachers themselves.

Once the opinion of all of these stakeholders is gauged, it is hoped that this data would yield information which would be of use to education planners and policy-makers alike and contribute to current debate on the creation of a sound language policy which delineates specific guidelines that all primary educational institutions should abide by.

It is for this reason that this study is a mixed-methods study which is split into distinct phases: Phase I which yields a large-scale, quantitative study with Grade V primary students (the penultimate year of primary schooling); Phase II which consists of large-scale quantitative

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interviews with parents whose children are currently in Grade V, and Phase III which consists of in-depth qualitative interviews with Grade V primary school teachers.

It is hoped that the depth and the breadth of this study, incorporating the analysis of data from some of the main stakeholders in the field of education, would provide: a clear understanding of the de facto status of bilingualism in the Maltese islands. It is hoped that the insight thus acquired would be able to contribute to a better understanding of the strengths and weaknesses of current bilingual education programmes in the primary years, with the aim of encouraging equity for all students irrespective of their socio-economic background or the type of school they attend.

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**To my parents**  
**Alfred and Margaret Frendo**

**With gratitude for all that I am and all I shall ever be**

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## Chapter 1

### Introduction

#### 1.1 - A general introduction

At the age of five, all Maltese children start receiving formal education based on a curriculum delivered through Maltese and English. Indeed, these children receive a full eleven years of compulsory schooling. The Director General for Quality and Standards in Education and the Minister of Education and Employment launched The National Curriculum Framework in December 2012. This National Curriculum Framework, hereafter referred to as the NCF, is the document that outlines the national minimum conditions for all schools. It also replaces the earlier National Minimum Curriculum, which had considered ‘bilingualism as the basis of the educational system’ (NMC 1999:37).

The NCF (Ministry of Education and Employment 2012: xiv) establishes the ‘knowledge, skills, competences, attitudes and values that a learner is expected to have’ at the end of the Early Years Cycle, at the end of the Junior Years Cycle (Y6) and at the end of the Secondary Years Cycle (Year 11/Form V).

The NCF Outcome 1 for the Junior Years Cycle specifies its goal for children to ‘competently use the range of age-appropriate language skills in both Maltese and English.’ The specified Outcome 1 for the Secondary Years Cycle is to see ‘Young people who are able to communicate effectively in at least three languages, including Maltese and English’ (Ministry of Education and Employment 2012: 39).

However, thus far, large-scale scientifically-representative sociolinguistic surveys (Sciriha 1993, 1996, 1999, 2001), which investigated bilingualism in Malta, have repeatedly shown a steady decline in the standards of spoken and written English. In yet another scientifically-representative survey, Sciriha and Vassallo (2006) again confirmed Maltese as being the language spoken overwhelmingly by the majority of respondents, therefore immediately according Maltese the L1 status. However, it is interesting to note that as strange as it may seem, despite the fact that Maltese is favoured as a spoken medium of communication, it is not used as frequently in the written medium. Indeed, Fabri (2015) notes that, ‘It has often been observed, for example, that there is a strong preference for Maltese as the spoken medium and English as the written medium’ (Fabri 2015: 49).

One would therefore be inclined to think that this would lead to greater proficiency in spoken Maltese and greater competence in written English.

Both professional and lay-people alike have lamented the fact that the standards of English, in both spoken and written forms, have and still are suffering a steady decline and this seems to be the case particularly with the younger generations who receive curriculum instruction in the two languages. Maltese children attend either State, Church or Private institutions and although all schools should be following the guidelines as specified by the National Minimum Curriculum (1999), not all schools follow the same recommendations in the same way, as schools adapt these guidelines to their specific needs and realities.

Moreover, several voices in the field of education in Malta, have voiced their concern as regards the preservation of the Maltese bilingual heritage, bequeathed to these islands as a result of its colourful colonial past. There is a gaping void between what is enshrined in Malta's Constitution declaring Maltese and English as the official languages on the island and the reality, where many individuals find it natural to converse in spoken Maltese but are somewhat unsure of their written Maltese language skills. The National Census of Population and Housing of 2011 confirmed Maltese to be the preferred language of the home. When describing the current language situation in Malta, Fabri (2015: 49) contends that,

Although, generally, only Maltese is spoken within the family, in a few typically 'upper-middle class' towns, such as Tas-Sliema, Is-Swieqi and H'Attard, people often speak only English, or English peppered with Maltese. In most cases, those who speak only English in the family tend not to be proficient in Maltese, while many of those who speak Maltese are proficient in English to some extent, depending mainly on their level of education. In other words, for a small minority, English can be said to be their first language (L1); for others, it is a second language (L2); and for a number of others, it is a foreign language (FL).

The NCF is cognizant that 'potential dangers lurk [as] young and emerging workers are seen to have a lower command of the English language compared to workers who are 30 years of age and over' (Ministry of Education and Employment 2012: 7).

## **1.2 - The aims of the present study**

This study made up of two large-scale quantitative surveys and a qualitative study is primarily aimed at determining to what extent can Primary Grade V children be said to be bilingual and what factors aid or inhibit the attainment of age-appropriate bilingualism, whilst gauging amongst other factors, proficiency, attitudes and extent of use of Maltese and English amongst

Maltese primary school respondents.

Data provided by previous representative sociolinguistic studies carried out by Sciriha (2012), Sciriha and Vassallo (2001, 2006), as well as other studies such as the Programme for International Student Assessment (PISA 2009+) and the Progress in International Reading Literacy Study (PIRLS 2011), (PIRLS 2016), have shown that there is a general concern with language proficiency in both spoken and written Maltese and English.

Indeed, the question of whether one can safely attribute the label ‘bilingual’ or not to the Maltese in general, is a subject of much debate amongst lay-people and professionals alike. The ongoing debate shows that there is a very pressing need to have an effective and sustainable bilingual education language policy that addresses the aspirations of the Maltese education system. Currently, despite eleven years of compulsory education, major stakeholders may hardly be said to be satisfied with the working levels of Maltese and English that young Maltese people are leaving compulsory primary and secondary school with.

Although the current issues at stake are somewhat different from the political issues intertwined with one’s language choices in Malta in the late 1800s, the issues addressed in this study are a source of major concern for all involved in the field of language learning and identity. These are indeed issues that have had and are still having major repercussions on the academic future of so many young Maltese students, whose future is necessarily dependent on their proficiency in both Maltese and English.

In order to assess the extent at which Primary Grade V children may be said to be bilingual and in attempt to discover the factors that aid or inhibit the attainment of age-appropriate bilingualism, the present study is aimed at:

- a) gauging respondents’ proficiency in the two languages;
- b) gauging respondents’ attitudes towards the two languages;
- c) obtaining a clear picture of the extent of use of both Maltese and English in various domains;
- d) trying to identify the issues that help or that hinder primary school respondents from obtaining a satisfactory level of bilingual proficiency in both languages;
- f) understanding the challenges that primary school teachers face in the bilingual

education environment;

- g) gauging and evaluating teachers' feedback on students' bilingual spoken and written skills;
- h) gauging student, parent and teacher satisfaction with the quality of bilingual proficiency;
- i) identifying the measures that need to be implemented with a view to contribute to the creation and implementation of a sound bilingual education language policy for all educational institutions in Malta.

The study seeks to corroborate previous survey findings and provide the most recent and actual data that would be able to be of use to teachers, academic professionals and policy makers. The acquisition of this data would then be able to contribute in a concrete way to the ongoing debate on the establishment of a language policy for the Early Years which is currently still an ongoing process

It is hoped that this data would be able to shed light not only on whether Malta can truly be said to be bilingual or not, but furthermore identify the issues that are preventing so many young Maltese respondents from ever progressing up the social ladder in a competitive world where bilingualism is not a luxury but a necessity for survival.

### **1.3 - The evolution of a bilingual nation and its people**

Owing to their strategic location as a hub in the Mediterranean, the Maltese Islands, having a total surface area of 246 square kilometres, have hosted amongst others, the Phoenicians (circa. 800-480 BC), the Carthaginians (480-218 BC), and the Romans (218 BC-394 AD). In the 9th century, around 870 AD, the Maltese Islands, then under the rule of the Byzantines (395-870 AD), were conquered by the Muslims who brought with them the use of Arabic. Brincat (2011: xxxvi) notes that there were two varieties of Arabic, 'first the variety spoken by the conquering army and then in 1048, that spoken by individuals who probably migrated from Sicily and established a dominating colony which was governed from Muslim Sicily. This variety became the principal stratum.'

For more than 200 hundred years, the Arab rule prevailed until 1090 when Count Roger the Norman, who had established a kingdom in Southern Sicily took over. This led to Arabic being

side-lined and its stead, the local Romance dialect spread throughout Sicily (Brincat 2011). Henceforth, Malta no longer dealt in classical Arabic, but resorted to ‘Latin and Chancery Sicilian and these became the high languages in Malta too’ (Brincat 2011: xxxvi).

Up to the year 1127, Malta was governed by its Muslim rulers, however, once expelled, Malta fell under leadership of the Norman rule led by Count Roger II. This ensured that the native Maltese people were completely cut off from mainstream Arabic, so that what had originally been a language of Arabic descent, evolved and developed its unique characteristics, particularly when trade and administrative ties with neighbouring Sicily evolved. Brincat (2011) describes how the Christian rite was only openly practiced in Malta after the year 1127 and indeed there is evidence of a Christian community, with the Latin rite rapidly spreading throughout Sicily, ‘by establishing parishes in all the towns and villages, the Church was promoting the use of the Romance dialect, at least in the liturgy’ (Brincat 2011: 67).

A succession of Southern European rulers, together with the influence of noble European families increased trade with Sicilian merchants and this ensured that the Maltese language acquired strong linguistic elements from the Romance languages. It was around 1450, when a variety of Italian at the time considered to be the language of trade, commerce, culture and education in the Mediterranean, started to be used by the Maltese gentry and nobility.

The result of these foreign influences led to the development of a distinct Maltese language which was described as being ‘the only living vestige of dialectal Arabic that is spoken on European soil, surviving by many centuries the extinction of the medieval Arabic vernaculars of Sicily (12th century), Spain and Pantelleria (16th century)’ (Borg 1994: 27).

In 1241, Malta had a ‘mixed society in transition’ (Brincat, 2011) where the Christian community continued to become stronger whilst the Muslims became a minority, until they disappeared altogether some time later. This resulted in a situation where,

Arabic was in decline and the use of Latin was increasing, while at the lower level the local Arabic dialect survived by adapting itself to the changes in religion, culture, and social life through internal simplification and autonomous divergence and by the steady adoption of Romance terms as the need arose’

(Brincat 2011: 72).

Aquilina (1989) notes that whereas the local vernacular, Maltese was regarded as a language used by the lower classes, thus having a low-variety status, the Italian language and its varieties

were commonly regarded as languages of the high-variety status and consequently used by the upper classes. Brincat (2011: 72) attests that all documents produced in Malta from the thirteenth to the fifteenth century were written either in Latin or in chancery Sicilian. Moreover Brincat (2011: 109) notes that from the thirteenth to the sixteenth century, the use of Latin and Sicilian legal terminology continued to be assimilated into Maltese, particularly because those practising the notarial profession happened to be foreigners who hailed from Sicily and other parts of Italy, while also being used by Maltese nationals who had studied and perhaps had practiced their profession in Sicily itself.

The arrival of the Order of the Knights of St. John in 1530, strengthened the position of the Tuscan variety of Italian, known as the ‘volgare toscano’ (Brincat 2011: 79). What was destined to become Italy’s literary language, was also declared the official language of the Maltese Islands. Indeed, this is proven through the use of Italian in the minutes of the first chapter general held by Grand Master Philippe Villiers de l’Isle Adam in 1532 (Brincat 2011: 193). The Knights brought the ‘Golden Age’ upon Malta, and it was at this time that members of elite European society inevitably brought along with them the eight ‘langues’ of the Order, which included, French, Italian, Spanish and English. In Brincat’s words, ‘In 1530 [the Order of St John] introduced large-scale multilingualism when it brought over about 4,000 persons who spoke Romance languages and dialects (mainly Italian, French, Spanish and Portuguese) and a few hundred who spoke Greek’ (Brincat 2011: 217).

Napoleon landed on Maltese shores in 1798, under the false pretext of obtaining water and supplies. Marching into the capital city, he demanded that the Order leave the island within days. This was what brought an unprepared and disorganised Knighthood to its knees, thus relinquishing the islands to French rule.

Of note, however, is the fact that when the British reached Malta in the year 1800, so as to aid the Maltese in their determination to throw out the French, Malta appeared to be a ‘thoroughly Italianate culture’ (Frendo 1979: 2). As Aquilina (1973: 5) aptly summarises, ‘F’Malta jiltaqgħu dawn iż-żewġ ċiviltajiet, għax hawn Malta nitkellmu lsien li, minkejja l-kotra ta’ kliem missellef mill-Isqalli u mit-Taljan u, fi żmienna, mill-Ingliż, jidhol l-ilsien Għarbi.’ (In Malta, two civilizations meet, because although we speak a language that has many loan words from Sicilian and Italian and nowadays English, there is the presence of the Arabic language.)

Fishman (1967) regards such a linguistic scenario as being one of ‘diglossia without bilingualism’ (a context where two languages exist within a particular geographical area);

where the Maltese vernacular was still regarded by the noble gentry and upper-classes as the language of the uneducated, the ‘language of the kitchen’ (Aquilina, 1971), whilst on the other hand, Italian was the language of the cultured elite and educated individuals. Moreover, Italian was also the language of the law courts, the clergy, as well as the language used both in business and education.

Thomas Maitland’s appointment as Governor of Malta in 1813 brought about a ‘strong anglicization policy’ in a bid to weaken the position of Italian in Malta (Brincat 2011: 272). Additionally, during the late 1870s, a report on the civil establishment in Malta recommended that all government business ought to be conducted in English. Shortly afterwards, the Keenan report proposed a reform in the educational system which proposed that both English and Maltese should effectively have more prominence in the schools’ syllabi. Zammit Mangion (1991) reports that this debate triggered many an argument in the government council. The controversy that became to be known as the Language Question, was a battle between, ‘a small island-state which had always enjoyed some degree of relative self-determination in local matters under the Sicilian monarchs and the grand masters; on the other hand, there was the might of Great Britain which was represented on the island by its military leaders’ (Brincat 2011: 272).

In the beginning of the nineteenth century, the new British administration realised what benefits mass schooling for the impoverished Maltese populace would have. It went on to set up a Royal Commission which effectively endorsed what Michele Antonio Vassalli (widely considered as the ‘father of the Maltese language’ or the ‘father of the Maltese nation’ (Brincat 2011: 225) since he was responsible for plans for the organisation of schooling that included instruction in the local Maltese language) had risked his life for in promulgating: the fact that; ‘the working people are so poor and little able to imagine the manifold advantages of knowledge’ (Austin and Lewis, 1838: 42).

Naturally, the powers that be considered their various conflicting interests in having the masses educated. The islands’ ‘traditional indigenous elite,’ as well as the Catholic Church, were not so keen to see the masses educated, as this would necessarily lead to a loss of power over the illiterate classes. Having had Italian as the language of official communication, English was seen as a threat to the elite Maltese class as its implementation as the language of instruction for the masses would necessarily empower the indigenous people; yet, it would also lead them to become a ‘more governable people, free from criminal activity, and intent and equipped with

the right habits of mind to serve God, neighbour and country' and in so doing, the Maltese would also 'sympathise with and... respect their rulers' (Savona 1968: 24-25).

By 1868, Malta's educational system allowed the poorer classes to receive their education in an elementary government school, whilst the middle and upper classes would send their children to private institutions. In mid-19th century Malta, all educational private institutions were run by the Church upon the payment of a tuition fee. This allowed the emergence of a situation wherein the children of shopkeepers were given the opportunity to sit on the same benches with the sons of the nobility and the well-to-do.

The year 1898 was one which saw parents having to decide what language their children ought to learn. Upon completing the first two years of elementary schooling in Maltese, students were given the option to study English or Italian. As Cini (1901: 22) put it, one was free to 'die of hunger' if one were to opt for Italian, whilst if one studied English, one would receive 'honours, nominations for positions and jobs.'

It was quite evident that Italian would not have been able to retain its importance in the Maltese Islands because the majority of the inhabitants did not use the language in the first place and neither did it enjoy much popularity with the British rulers, even though the Constitution of Malta (1921) had declared both Italian and English the two official languages of Malta.

On the other hand, the Maltese vernacular was rather 'late' in its development as a written form, not only because it was the language used by the uneducated Maltese villagers, who lacked the opportunities to become literate, but also because of the fact that Maltese, being an offshoot of the Maghrebian dialect, and thus a language that had developed from, 'a nation foreign in both blood and faith of the Maltese', was intrinsically linked to memories of the Arabs' domination of Malta, which would, in the mind of many, rather be forgotten (Marshall, 1971:5).

Language has always been a sensitive issue in Malta and this dates back to the 1790s when Michele Anton Vassalli showed active interest in Maltese and sought to purify the language of Italianisms, with the aim of reviving it as a national language. Indeed Vassalli's primary aim was not that of ascribing Maltese the status it would receive so many years later, but that of giving priority to his fellow Maltese citizens, who as previously mentioned, would only be able to have access to a civil and moral education through their native Maltese language. The



education of the Maltese masses was Vassalli's primary aim; indeed a revolutionary call that would end up as a threat to Vassalli's very own safety.

In 1934, Maltese gained official 'ground' as a language of importance in Malta, when it came to share official status alongside English and Italian. English was designated as the language to be used by the administration; English and Maltese were to be used in government offices, and Maltese became the language of the law courts (Brincat 2011: 358). Arrangements were made to allow English to flourish in Malta through a reorganisation of the schooling system between the years 1870 and 1943, however it was only when elementary education became compulsory in 1946, following the end of the Second World War, that the use of English became popular allowing for its establishment as the high language. In 1961, English and Maltese were declared to be the official languages of the Maltese Islands. After obtaining Independence in 1964, the Maltese Constitution confirmed both Maltese and English as the official languages of the country, whilst Maltese was given the status of 'national language' as well as the language of the law courts.

The Constitution of Malta, Chapter 1, Section 5, Subarticles 1 – 4 state that:

- (1) The National language of Malta is the Maltese language.
- (2) The Maltese and the English languages and such other language as may be prescribed by Parliament (by a law passed by not less than two-thirds of all the members of the House of Representatives) shall be the official languages of Malta and the Administration may for all official purposes use any of such languages.
- (3) The language of the Courts shall be the Maltese language. Provided that any person may address the Administration in any of the official languages and the reply of the Administration thereto shall be in such language. Provided that Parliament may make such provision for the use of the English language in such cases and under such conditions as it may prescribe.
- (4) The House of Representatives may, in regulating its own procedure, determine the language or languages that shall be used in Parliamentary proceedings and records.

From thereon, Maltese gained rapidly in status, so much so that as multiple studies (Sciriha 1993, 1994, 2002, 2010, 2012; Sciriha and Vassallo 2001, 2006) have shown, Maltese is undoubtedly the indigenous and native language of the vast majority of the population as it had always been. Furthermore, the National Census of Population and Housing (2011) also showed

the predominance of Maltese language use, when no less than 352,121 native Maltese described themselves as being able to speak Maltese quite ‘well’<sup>1</sup>.

Even as early as the 1930s, knowledge of the English language was nonetheless seen as a feather in one’s cap, particularly if one was interested in pursuing a job in administration, regardless of the fact that it had been somehow ‘imposed’ on the Maltese by the British colonial rulers. Without a working knowledge of English, it is easy to realise how, despite the uniqueness of the Maltese language, a Maltese individual away from Maltese shores would end up being isolated and unable to communicate, thus making life considerably difficult when compared to the advantages that come with one’s being able to communicate in two languages.

As history decreed, English had indeed become somewhat of a ‘national heritage’, bequeathed to Malta over the centuries. Being ‘granted’ a language as part of a historical and national heritage, and the fact that that language happens to be the world’s global language, has been of considerable advantage to the Maltese people.

In 1994, the Maltese Government stepped up its efforts to protect and promote the national language by setting up a Maltese Language Review Board. As a result of the work of the Board, this effort was enhanced in 2005. The Maltese Language Act (2005) or (*Att Dwar L-Ilsien Malti*) saw the setting up of a National Council of the Maltese Language (*Il-Kunsill Nazzjonali tal-Isien Malti*). Article 4 of the Maltese Language Act states that the aim of the National Council was that of,

promoting a suitable language policy and strategy and to verify their performance and observance in every sector of Maltese life, for the benefit and development of the national language and the identity of the Maltese people.

Maltese Language Act, Article 4, 14th April 2005

Moreover, Article 5 states that the Council shall:

(1) Promote the Maltese Language both in Malta and in other countries by engaging actively to foster recognition and respect for the principles mentioned in Article 3.

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<sup>1</sup> This information was obtained from the National Census of Population and Housing report of 2011 found online at [https://nso.gov.mt/en/publicatons/Publications\\_by\\_Unit/Documents/01\\_Methodology\\_and\\_Research/Census2011\\_FinalReport.pdf](https://nso.gov.mt/en/publicatons/Publications_by_Unit/Documents/01_Methodology_and_Research/Census2011_FinalReport.pdf)

(2) The Council shall also update the orthography of the Maltese Language as necessary and, from time to time, establish the correct manner of writing words and phrases which enter the Maltese Language from other tongues.

Maltese Language Act, Article 5, 14th April 2005

Prior to Malta's accession to the European Union, Maltese was recognised as one of the Union's official languages and in 2002, the Maltese language was used in an address to the European Parliament. In 2003, Maltese Prime Minister Edward Fenech Adami delivered his speech in Maltese when signing the Accession Treaty. Use of the Maltese language in such an international arena naturally attributed the language a higher status and recognition than it has ever had before and has helped instil a new sense of pride in what was once regarded as the language of illiterates.

#### **1.4 - Maltese and English in Education**

Malta has had three Education Acts: in 1946, 1974 and 1988. Zammit Mangion (1991: 27) describes how:

The first was the Education Ordinance of 1946 which, together with the Compulsory Education Ordinance of the same year and the Royal University of Malta (Constitution) Ordinance of 1947, formed the educational legislation at the time. The second major act was that of 1974 which brought under one Act and updated the previous Acts and provided the basis for the improvement of education between 1974 and 1988. In this Act, for example, the duties of the Minister of Education were first set out. The Act also regulated the education imparted in Government Schools including the University, the regulation of Private Schools, and the legislation of Compulsory education.

Hence, education in Malta became compulsory in 1946 when both Maltese and English started to be taught in all State schools. The enactment of the third Education Act by Parliament in 1988 defined the rights and obligations of students, parents, the state and non-governmental organisations in the sphere of education (Sciriha 2013a).

The previous Education Act of 1974:

...looked upon the system of schools provided by the Government as the main system of education, and refuted the private sector as a separate almost alien system. The 1988 Education Act considers private schools, both independent and church-run, as a contribution to the education of the Maltese.

(Zammit Mangion 1990: 28).

The State regulates the curriculum for all schools. Article 5 of the Education Act declares that it is the right of the State to regulate education as well as:

- (a) to establish a National Curriculum Framework of studies for all schools;
- (b) to establish the national minimum conditions for all schools and
- (c) to secure compliance with the National Curriculum Framework of studies and the national minimum conditions for all schools.

Passes at Ordinary Level in both Maltese and English as well as Mathematics and a Science subject are compulsory for entrance into post-secondary academic institutions where students in turn prepare to sit for their Advanced Level examinations. Attainment of the Matriculation certificate allows access to tertiary education at the University of Malta. This fact alone highlights the importance of a very good knowledge of both languages if one is to progress up the educational and academic ladder.

As expressed by Zammit-Ciantar (2006: 88):

Learning English has become part of the development of our personality; it helps us break through the barriers of our geographical and linguistic insularity and feel part of a much larger world. It helps us understand the world around us, keep moving on in education for life, feel comfortable travelling to all the countries where large numbers of people can communicate through English, stand on fertile ground in furthering our studies, have wider job choices, be competitive in every sort of market and so on.

The University of Malta Secondary Education Certificate Board sets the SEC (Secondary Education Certificate) Maltese language and literature examination paper in Maltese. When sitting for their Religious studies, Social studies, History and Environmental studies examinations students have a choice between Maltese and English. All other SEC examinations are set in English.

Students wishing to further their studies in a post-secondary institution, which would in turn lead to their acquisition of the Matriculation Certificate (in which students must obtain passes at Grade C or better, in two Advanced level subjects and four Intermediate level subjects) must achieve a pass in at least six SEC examinations, including the compulsory subjects: Maltese, English language, Mathematics as well as a science subject.

Students must pass the SEC examination in Maltese if they wish to pursue tertiary education. In fact, in the statutes, bye-laws and regulations of the University of Malta, Statute 1.2 (Chapter 327, Laws of Malta) state that:

Maltese and English shall be compulsory subjects for admission for degree or diploma courses of the University: Provided that the Senate may by regulations allow candidates in special circumstances to offer other subjects instead.

The Ministry for Education and Employment (MEDE) has recently voiced concern at the fact that at the end of the compulsory secondary education cycle, there is a substantial number of students who either fail to obtain passes in SEC examinations in Maltese and English, or else do not even attempt to sit for these examinations in the first place. The latest report published by the University of Malta's MATSEC department has shown that in the May 2017 session, a total of 678 candidates out of 4366 candidates who sat for the English language SEC examination obtained an Unclassified 'U' grade, whilst another 545 candidates, obtained a Grade 6 or 7. In the SEC Maltese language and literature examination, a total of 824 candidates obtained an Unclassified 'U' grade and an additional 303 candidates obtained a Grade 6 or 7.<sup>2</sup>

Additionally, Advanced Level examination papers are almost all set in English with the exception of Maltese Language and Literature, Religious Studies and Systems of Knowledge which are set in either Maltese or English, depending on the candidate's choice of language. Moreover, if one is to seek entry into the University of Malta, one requires passes in Maltese and/or English at Intermediate or Advanced Level in order to follow undergraduate courses leading to particular degrees at the University of Malta (Sciriha 2013b: 36). For example, for degrees leading to Bachelor of Arts or Bachelor of Arts (Hons.), prospective students seeking admission to these courses need to be in possession of a Grade C or better at Advanced Matriculation Level for subjects such as Economics, English, Maltese, French, German, Italian and Music Studies<sup>3</sup>.

#### **1.4.1 - The use of Maltese and English at tertiary level**

It is clearly stipulated in the Statute of the University of Malta (1.1. Education Act) that the official languages of the University of Malta are Maltese and English and for this reason, the administration may use either language for official purposes.

The official website of the University is available in both Maltese and English. The use of both Maltese and English is accepted as the norm, even though, it is not the first time or the last,

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<sup>2</sup> The data was obtained from the University of Malta's MATSEC department page available at [https://www.um.edu.mt/\\_data/assets/pdf\\_file/0010/320689/SEC2017stats.pdf](https://www.um.edu.mt/_data/assets/pdf_file/0010/320689/SEC2017stats.pdf) and accessed on the 21<sup>st</sup> December 2017.

<sup>3</sup> This information is available on the University of Malta Faculty of Arts website, <https://www.um.edu.mt/registrar/regulations/faculties/arts> and accessed on the 28<sup>th</sup> December 2017.

that the present writer met various lecturers and professors teaching a variety of courses at various levels and heard them lament the decline in standards of English language proficiency, even going as far as to question how it was at all possible for some students to satisfy the University's entry criteria when their English expression was not up to the required standard demanded at this level. Of course, one may dismiss such comments as erroneous perceptions, however these comments have been made by educators who at tertiary level, expect higher standards of English language proficiency.

Additionally, once Maltese became one of the official languages of the EU, the ongoing debate on the capabilities and performance of Maltese translators, proofreaders and interpreters who were needed to fill up the posts in Brussels led the University of Malta to take up the challenge and begin to offer a Master's course in Interpreting Studies as well as a master's course in Translation and Terminology Studies.<sup>4</sup>

### **1.5 - Bilingualism in contemporary Malta: Quo vadis?**

Academics based at the University of Malta have long since been complaining that despite being exposed to bilingualism to varying degrees since childhood, undergraduate Maltese students state that they are unable to or lack the confidence to speak fluently in English. Indeed the Department of English within the Faculty of Arts deemed it necessary to establish a Centre for English Language Proficiency (CELP) to support students with aspects of spoken as well as written English. Before the inception of the CELP, the Institute of Linguistics offered courses in English for those who failed the proficiency test.

Away from the academic arena, Malta's English Speaking Union (ESU) launched a programme called 'Arm of Support' in 2009 which sought to target English oracy skills practice for young children at Kindergarten levels in communities which had been identified as being overwhelmingly Maltese speaking.

In an article, entitled, '*What language policy for the Maltese?*', Cassola (1994: 39) argues against the belief that the Maltese are bilingual. 'In my vocabulary, bilingual people are those people who can speak two languages with near-native accuracy...In this respect the Maltese are certainly not bilingual.'

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<sup>4</sup> This information is available on the Department of Translation, Terminology and Interpreting Studies website <https://www.um.edu.mt/arts/translation/courses>. It was accessed on the 29<sup>th</sup> December 2017.

Moreover, Cassola resounds his preoccupation when he invites one to, ‘Tape record our conversation and you will realise that after every four words of English we slip in one word of Maltese. When we speak English we are actually speaking Anglo-Maltese.’ The danger ultimately lies in sitting by and risking becoming, ‘...a nation that will only and exclusively be able to speak Maltish, a hotch-potch language spoken by the 400,000 people inhabiting these islands in 2094, which would be totally alien to us Maltese living in 1994’ (Cassola, 1994: 39).

In 2010, the then shadow Minister for Education, Bartolo (2010) summed the general concern of many a preoccupied teacher in an article entitled, ‘*Need for overhaul in the way English and Maltese are taught*’ when he stated that, ‘thousands of Maltese children are being brought up in families and educated in schools where English is not used regularly. We also have thousands of children whose first language at home, in the school and in their community, is not Maltese.’

He went on to comment that whatever language principles or policy had been in use thus far, their aims were still not being reached, having a bilingual education system which, ‘has not worked and is still not working.’ One should also consider the fact that on average, only 56% of candidates, walk away with passes in the Secondary Education Certificate (SEC) in English language and Maltese. Moreover, the more challenging SEC level Paper IIA requires candidates to attempt a creative writing task that should not exceed 350 words, whilst in Paper IIB (a paper that is relatively easier than Paper IIA) the creative writing task word limit is set at 200 words.

Bartolo goes on to argue that, ‘This failure to achieve competence and proficiency in English and Maltese also explains why only 60% of our students are continuing to study after the age of 16’ and why, ‘44% of our fifth formers still do not manage to become competent in English language and Maltese after 12 years of schooling, and without a good grasp of these languages, their whole educational achievement is threatened.’

There again, in December 2011, at the invitation of the English-Speaking Union of Malta, the eminent linguist, Professor David Crystal delivered an animated presentation at the University of Malta entitled ‘The Future of Englishes.’ When discussing bilingualism in Malta, and the anxiety over a report highlighting somewhat of a decline in spoken English fluency, Crystal recommended that, ‘One has to be realistic. There must be a formal standard to promote mutual intelligibility and continuity with the literature of the past, but on the other hand it is a fact that

language always changes and new styles of English emerge...There's no point in condemning change, it's inevitable.'<sup>5</sup>

Two years later, in an irate letter to the Editor of the Times of Malta, Petra Bianchi (The Times, 14th January, 2014) laments that English in Malta has declined because 'nobody dares to point a finger', and that the divergence in thought between the two is all the more evident for some,

politicians (who) fret about the economic consequences of losing our bilingual status, others spent the last 50 or 60 years instigating their supporters to jeer at anybody who would dare to use the English language in public. The victim would be publicly mocked with the title tal-pepè and the mockery occasionally escalated into blasphemy and even physical assault. Simultaneously, some pseudo academics promoted the use of the Maltese language by attacking English users as being cultural traitors.

In an interview, featured in The Sunday Times, 5th January 2014 and entitled, 'English is key to success', Patrick Cooke, chairman of the English Speaking Union, contends that 'We find we cannot select certain people because their level of English is going to hold them back. [...] People who are competent in English and Maltese are much more desirable to employers.'

A business entrepreneur himself, Cooke succinctly sums up many an employer's thoughts when he states that,

Our strategy is to encourage bilingualism; we are not a group of Anglophiles trying to make people speak English instead of Maltese' and that 'We Maltese are very good at reacting to a financial stimulus. People need to understand that if their kids are not competent in English, they will not advance in their careers. Similarly, people who are not competent in Maltese will be disadvantaged.

Several factors all point to the fact that in one way or another, the Maltese bilingual education sector needs much more attention. English language learning is indeed a sore spot which must be seen to. Recurring complaints have centered around the way in which English is being taught. The editorial of the local daily newspaper, *The Independent* (dated the 30th March 2001) lamented in no uncertain terms that:

For all the boasts that are made that our educational system is continually moving ahead, reality on the ground would seem to show that things are actually moving backwards...The past years have seen the standard of the teaching of the English language deteriorate instead of moving forward...English is being taught in Maltese in areas of the national educational effort...In many cases the teachers

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<sup>5</sup> This was an excerpt from the talk given by Professor David Crystal at the Sir Temi Zammit Hall at the University of Malta in December 2011.



are faced with an immediate and widespread opposition if they dare speak in English to their students....The fact is, you cannot teach a language like that, and as in so many other cases, we are actually losing what we inherited as an advantage. We had the advantage of being an English-speaking country and we are in the process of losing that...If our children are to be helped to be a success later on in their lives, we may start by helping them to preserve and improve one thing they were all born with: knowledge of a world language.

### **1.5.1 - The National Curriculum Framework (2012)**

It is apposite to note that a document entitled 'Your child's future education' lists bilingualism and also knowledge of foreign languages as one of its aims as part of the vision to help students become lifelong learners. Indeed, 'Being multilingual implies being able to communicate in speech and in writing in at least three languages' (DQSE 2011: 9). Furthermore, the same document elaborates that in order to achieve success in the world of work, the qualities that children should acquire include 'Confident and effective communication' achieved through 'successful social and personal development (that) requires children to express themselves in comprehensible and meaningful ways' (Directorate for Quality and Standards in Education, 2011: 10).

Moreover, 'Fluency and competence in both English and Maltese', and the 'state of a third language at primary level' together with a 'third and possibly a fourth language at secondary level' is the noble aim of this National Curriculum Framework (Directorate for Quality and Standards in Education, 2011: 14). The same document demands that 'All schools are to have a language strategy to implement the National Language Policy, with strong participation by families and communities', whilst 'more attention (is to be given) to fluency in the mother tongue in early primary school as well as exposure to the second language' (Directorate for Quality and Standards in Education, 2011: 25).

### **1.5.2 - Reactions to the National Curriculum Framework (2012)**

Following the publication of this document, the present researcher, herself a parent of a child attending a Church school, was notified through a letter by the school's Parent Teacher Association that the same association was rather concerned by the fact that there was 'not enough study and emphasis ...given in the NCF regarding bilingualism', and that it was hoped that bilingualism would be 'not only maintained but developed even further.'

Additionally, the University of Malta's Faculty of Education presented a document intended as feedback wherein it notes that the Consultation Document 2, Appendix 1, refers to the

‘concerns over the proficiency of Maltese and English in further and higher education institutions, where the perception is that proficiency in both languages has decreased over the years’ (DQSE 2011: 73).

Furthermore, in a paper entitled, ‘*Which Languages for Which Schools?*’ Sciriha (2013a) raises the concern when she states that although the National Minimum Curriculum does stipulate that lessons in English and Mathematics are to be delivered through English as the medium of instruction and Maltese is to be used to deliver the Maltese lesson, there is also the inclusion of a proviso for teachers to resort to ‘code-switching’ during these lessons. Nonetheless, while it is understood that a certain degree of code-switching is to be expected at this level, since Maltese is the L1 for the majority of school children, the NCF does not delineate how much allowance can and should be made for code-switching, thus leaving the onus on the individual class or subject teacher.

Gardner-Chloros (2015) emphasised just how intricate the process of trying to define the term ‘code-switching’ is when she quotes Bullock and Toribio’s definition of ‘The alternating use of two languages in the same stretch of discourse’ (Bullock and Toribio, 2009: xii); however, she still goes on to question this definition when she queries who exactly may be considered a bilingual and how proficient one must be to be classified as such (Gardner-Chloros 2015: 10). Gumperz (1982: 59) defines code-switching as the ‘juxtaposition within the same speech exchange of passages belonging to two different grammatical systems or subsystems’ and distinguishes between ‘intrasentential’ and ‘intersentential’ switching. ‘Intrasentential’ code-switching refers to switches that occur within the boundaries of a sentence, whereas ‘intrasentential’ refers to switches which occur at sentence boundaries.

Sciriha (2013a) goes on to state that the National Minimum Curriculum does not indicate the length of time that code-switching is to be considered as ‘acceptable’ and whether this is to be allowed in the first few years of primary schooling or whether this is a practice that is to be pursued during the later years too. This would naturally imply that if for the sake of the argument, a teacher perceived or knew her class to be more comfortable with having mathematical concepts explained in the L1, the teacher would be free to make use of the L1 since this is allowed by the curriculum as long as some English terms are used. Indeed, one of the questions presented to primary students in this present study was the question asking students to state which language is used mostly during the delivery of each of the lessons. The plethora and divergence of answers received is testimony to this phenomenon.

The code-switching practice might make delivery of a lesson smoother and less taxing maybe, for both student and teacher, nonetheless, students in the long run are bound to be short-changed because school textbooks are in English and the examination paper is set in English too and it is many a student who finds difficulty when trying to understand or express an answer to a question in an examination. Deguara (2009) corroborates this, because as stated in the same study, children fare badly in Mathematics because of the fact that the questions which were set in English were not being understood by the children sitting for that exam.

Such issues lead one to believe that a factor governing the failure to raise bilingual children does not centre around ‘the type of school that a child attends, but the language policy of the individual school – and even more important is the implementation of the language policy by the teacher. Though a school may have a specific language policy for each subject, the management of this school policy rests with the teacher’ (Sciriha 2013: 157).

Sciriha goes on to question whether such practices are indeed to blame for the lack of proficiency that students end up with, particularly when it is widely acknowledged by many a teacher that priority is given to the coverage of the syllabus rather than the language that the syllabus is delivered in. Does the ‘unconscious path of least resistance’ necessarily lead to ‘high levels of code-switching’, creating a situation that creates a lack of proficiency not only in one but in both languages?

This recent study goes on to suggest that there is a strong need for the state to assure that ‘all children, regardless of the school they attend, become truly fluent in both languages’ in a concerted effort to address the gaping areas that the curriculum has so far failed to address directly (Sciriha 2013a: 157).

## **1.6 - Research on the use of Maltese and English in Malta**

Indeed, as history has shown, language in the Maltese islands has always been an issue for various political or social reasons. It is no different today. The preoccupation of many voices in the field of education centres around the fact that despite the fact that Article 5b: 36

of the Maltese Constitution declares that:

The Maltese and the English languages and such other languages as may be prescribed by Parliament (by a law passed by not less than two-thirds of all the members of the House of Representatives) shall, be the official languages of

Malta and the Administration may for all official purposes use any of such languages

use of the English language across the Maltese Islands is certainly not as widespread as the use of Maltese which is by far, the majority language. In fact, two separate language surveys by Sciriha and Vassallo (2001, 2006) show that Maltese towers over English. Indeed, the 2006 survey by Sciriha and Vassallo show Maltese as the native language for 96.2% of the population, while the survey conducted by Sciriha in 2012 shows Maltese as being the native language for 94.4% of respondents, with English described as being the native language for 5% of the respondents.

In attempting to describe Maltese speech, Camilleri (1995), made a distinction between respondents who used standard Maltese and those who used dialectal Maltese. Knowledge of standard Maltese is regarded as being more prestigious than knowledge of dialectal Maltese (Borg 1980).

Ellul (1978) describes bilingual speech in Malta as varying from mainly Maltese (M), to Maltese with some English (Me), to mainly English with some Maltese (Em), to English only (E) whilst Borg (1980) labels utterances containing both Maltese and English words as 'Mixed Maltese English.'

Sciriha (1993) showed how an overwhelming number of Maltese respondents (90.4%) reported using only Maltese during interaction with family members, whilst only 1% claimed using English only. The rest of the 501 respondents stated that they used more Maltese than English (5%) whilst a minimal 1.8% claimed that they tended to communicate more in English than in Maltese.

In a successive study, Sciriha (1996) conducted a large-scale language survey among 930 Maltese children aged five to seven who attended both state and private schools. The findings of the survey revealed that Maltese dominates as a home language, particularly when children are interacting with their fathers (61.7%). The same study also showed that Maltese is the preferred language for those children who also attended Church and Private schools. The study revealed that Maltese is indeed the majority language that children used at school when interacting with their friends (57.6%) whilst also being the main language used when interacting with their teacher (60.6%).

Subsequently, the 1999 sociolinguistic survey sought to identify the languages that Maltese school children were being exposed to at school, as well as discover student perceptions on the importance of the languages that the respondents were taught at school. This has to be considered in view of the fact that the National Curriculum Framework (2012) actively encourages students to learn at least three languages, by making this directive mandatory. Consequently, in the survey conducted by Sciriha (1999), participants were asked whether they felt it was important for them to learn more than two languages. The overwhelming majority of respondents (98% female respondents and 91% male respondents) all agreed that, indeed a knowledge of three languages was an important part of their education.

Sciriha (1999) went on to highlight the fact that respondents categorised in the lowest socio-economic grouping, all considered a knowledge of languages to be a valuable asset. Moreover, this study also required respondents to rank seven languages (Maltese, English, Italian, French, German, Spanish and Arabic) in order of importance as ‘Maltese citizens living in Malta’ and subsequently as ‘citizens of the world.’ The results showed respondents to rank Maltese as the most important language for a Maltese living in Malta; however, as a citizen of the world, Maltese was given the last rating. These findings show that the respondents are aware of the fact that although Maltese is the dominant majority language, beyond the Maltese breakwater there was little market and economic value to be obtained from knowledge of this language outside Malta.

Moreover, the 1999 study also showed how code-switching, defined by Grosjean as the ‘alternate use of two or more languages in the same utterance of conversation’ (Grosjean 1982: 145) seems to be quite wide-spread, with most Maltese children switching from one language to another often within the same sentence. Indeed Malta might be facing a situation wherein,

Language and varieties formerly kept apart come to influence each other phonetically, lexically, semantically and even grammatically much more than before. Instead of two (or more) carefully separated languages each under the eye of caretaker groups of teachers, preachers and writers, several intervening varieties may be obtained, differing in degree of interpretation. Such fused varieties may, within time, become the mother-tongue and only tongue of a new generation...that language or variety which is fortunate enough to be associated with the predominant drift of social forces tends to displace the other.

(Fishman 1967:35-36)

**1.6.1 - The results of previous research by the researcher (a survey with teachers)**

A sociolinguistic study conducted by Sah Frendo in 2003 has shown that the majority of teachers interviewed in a face-to-face qualitative study all agreed that they were dissatisfied with children's levels of English proficiency, particularly with spoken English. Teachers stated that their students clearly lacked the necessary fluency required of a second language speaker. A number of factors were cited as being the cause for this lack of proficiency. Amongst these, teachers cited a lack of vocabulary and minimal use of the language in all domains such as the home, school and social environment itself as being the main reasons for this decline in standards.

On the one hand, although some teachers acknowledged that parents played a vital role in supporting the child at home, it was quite evident that parents alone cannot be expected to speak the second language with the same fluency and accuracy with which they speak their native tongue. Teachers also acknowledged that exposure to English from school was of primary importance. Indeed, many teachers acknowledged that second language input and output needed to be reinforced.

It was evident from the face-to-face interviews conducted with the teacher respondents that pupils needed to become more aware of their bilingual heritage. However, it was evident that many children were leaving school without a basic knowledge of either written or spoken English. All teachers, irrespective of the type of school they worked in, welcomed the prospect of alternative second language programmes. Moreover, teachers viewed the suggested introduction of immersion programmes positively. Teachers were aware of the fact that these programmes advocated additive bilingualism, where both Maltese - the native-tongue - and English - the second language, would be given primary importance in the curriculum so as to enable students to work with a demanding educational curriculum, which truly has bilingualism at its base.

**1.6.2 - The results of previous research by the researcher (a survey with parents)**

The second quantitative phase of the sociolinguistic study by Sah Frendo (2003) showed how the majority of Maltese children (75%) used their native-tongue when interacting in the home domain. Although this result is hardly surprising, following the sociolinguistic findings obtained by Sciriha (1993, 1996, 1999, 2001b) and Sciriha and Vassallo (2001), which repeatedly proved the Maltese language to be the language of the majority of the population

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used almost exclusively in all domains, the data obtained from the survey with parents also showed that in the school domain, which for most Maltese children translates as being the sole source of English input, 67% of parents believed that their child interacted with the teachers in Maltese. Asked about the language used by the children in class, 69% respondents confirmed Maltese as the class language.

The underlying aim of this quantitative phase of the study was that of proving that parent dissatisfaction with their children's bilingual proficiency was more than enough impetus to trigger alarm bells and raise awareness about a widespread educational void that is a definite cause of concern. Results from this quantitative study revealed that 41% of all respondents, rated spoken English proficiency as being 'poor', whilst 29% only ventured as far as rating their child as having an 'adequate' proficiency of English.

Parents' ratings for written English skills were slightly higher, with 34% of the respondents who gave a 'poor' rating, whilst 35% claimed this aspect of English level proficiency to be 'adequate.' Only 28% of respondents rated their child's English proficiency as being 'good' or 'very good.' Interestingly, the same percentage of respondents (28%) rated their children as having 'good' or 'very good' levels of written proficiency. These results all corroborate previous survey findings (Sciriha, 2001b) in adequately proving that dissatisfaction with second language performance amongst school-age children is high.

Of particular note in that same study was the fact that:

- (a) The overwhelming majority of respondents (99%) declared that late second language learning was a major cause of poor English proficiency;
- (b) Sixty-two percent of respondents claimed that the syllabus was not providing enough L2 input, whilst 63% also claimed that L2 output was lacking;
- (c) In all, 93% of all the parents surveyed expressed concern at the minimal English exposure received by their child;
- (d) A total of 95% of the parent respondents claimed to be willing to enroll their child in an immersion programme, claiming that such a step would give the child the 'best form of education' (32%), was beneficial (26%) and was a natural way of learning languages (18%).
- (e) A total of 93% of parent respondents claimed preference for an early total immersion programme for their children. All parents affirmed their approval of immersion programmes when they stated their belief that such additive language programmes would indeed help their children attain bilingual proficiency.

### **1.6.3 - The results of previous research by the researcher (a survey with primary school students)**

The third phase of the study by Sah Frendo (2003), which sought the children's own views on language education and bilingualism, re-affirmed the fact that the children respondents themselves believed that an increased exposure to the second language as a medium of instruction would serve to facilitate and enhance the opportunities for second language acquisition. These were opportunities that would only be able to come about if current bilingual education practices were to be re-addressed and re-vamped.

Even children from the lowest streams interviewed at the time proclaimed the benefits of having second language learning introduced early in primary school. These young respondents did not attempt to curb their bitterness at the fact that a lack of English language proficiency was indeed a major factor for the lack of success at school. This part of the study, perhaps the most heartbreaking, highlighted the difficulties faced by monolingual children, stuck in a bilingual curriculum which they found difficulty to keep up with. Despite their innocence and their young age, these primary school children did not fail to name both Maltese and English as being equally important for them as citizens of Malta and members of a wider international community.

### **1.7 - The rationale behind the present study**

The present researcher has been fascinated by the phenomenon of bilingualism ever since her undergraduate days as a student at the University of Malta, where sociolinguistics professors both inspired and instigated her to become interested in fieldwork which enables and affords one the opportunity to immerse oneself in the field. In so doing, the research question develops into a sociolinguistic inquiry that provides the researcher the depth that ethnographic research offers. This is where the researcher goes into a specific field and proceeds with interviewing the target respondents via a face-to-face method of interviewing which has long been cited as the most efficient and productive, even though it is the most difficult and time-consuming form of data collection.

As has already been discussed, it is quite evident that Maltese is not only used as a medium of instruction in most schools, particularly in State schools, but it is also the language of communication and interaction. On the other hand, in some Church and Private schools, the preferred medium for instruction, communication and interaction is English.



Textbooks and examinations in most subjects in the curriculum are in English. Such a decision cannot be deemed as being unwise since after all, English remains the dominant language of the economy and is still very widely regarded as being the ‘passport’ to the rest of the world. However, even the DQSE has gone as far as stating that the variety of English spoken by ‘most Maltese adults has crystallised into a post-colonial, increasingly localized ‘Maltese-English’ (Directorate for Quality and Standards in Education 2011: 73).

As has been seen, concern about decline in the standards of proficiency have frequently been voiced by several authorities. This has included not only parents who feel that schools and the educational system are not doing enough. Teachers who have direct hands-on experience can see very tangible decline in standards of proficiency from one year to another. Even employers, particularly those linked to the tourism industry, as well as organisations such as the Federation of English Language Teaching Organisation Malta (FELTOM) have highlighted their concerns about standards in proficiency.

The present researcher currently works in a sixth form institution and has also past work experience in secondary and junior lyceums. In the past she has also had the opportunity to give lectures at tertiary level; thus there has been enough opportunity to come across these concerns as one necessarily meets both concerned parents, as well as colleagues who unfailingly always end up discussing these declining standards, both in terms of spoken English proficiency as well as written proficiency in the same language.

Whereas the previous National Minimum Curriculum (1999: 37) had stated in no uncertain terms that it:

considers bilingualism as the basis of the educational system. This document regards bilingualism as entailing the effective, precise and confident use of the country’s two official languages: Maltese the national language and English. This goal must be reached by the students by the end of their entire schooling experience

the new National Curriculum Framework (2012) specifies the need to aim for students to possess: ‘listening, speaking, reading, writing and presentation skills’, as well as having the ability to ‘organise thoughts, ideas, feelings and knowledge; communicate with others and respond to how others communicate’, becoming, ‘competent users of both Maltese and English who are able to appreciate and enjoy the literary heritage of both languages’ (Ministry of Education and Employment 2012: 39). It goes on to state unequivocally the importance of an education system that, ‘equips tomorrow’s future adults with knowledge, skills, competencies,

attitudes and values to make the transition to employment will be more likely to secure a state of play which allows them to enjoy a quality of life based on their self worth' (Ministry of Education and Employment 2012: 29).

The National Curriculum Framework (2012) recognises the need for clear direction on the language of instruction and assessment. Such a policy is a complex matter which needs to address:

- entitlement issues –students need to become proficient in Maltese and English and preferably in another language for their full social, cultural and economic integration.
- cultural issues – the rightful place of Maltese as an expression of our national identity; the preference for English as the first language of a minority of our population; the diverse nationalities of students in schools; overcoming prejudices or perceptions related to other languages and cultures.
- implementation issues – the use of language/s in different learning areas; language of assessment; the 1999 NMC recommendation that schools develop their own language policy according to their own needs.
- professional issues – teachers who are proficient in both English and Maltese; the development of resources in Maltese and in English as necessary; the development of Maltese for specific purposes; the need to heighten interest in and access resources for other languages.
- economic issues – the need to have proficiency in English for competitiveness in a globalised economic environment; the importance of foreign languages for the fostering of international relations

(Ministry of Education and Employment 2012: 59).

To date, the NCF does not outline a specific language policy which is to be adopted in view of Malta's official bilingual context, regardless of the fact that as mentioned earlier on, the National Minimum Curriculum (1999) did delineate Maltese as the language of instruction for some subjects, while reserving English for other subjects.

The NCF recognizes the need for clear direction and to that effect, a ministerial committee on language policy was set up with the intention of drafting recommendations that would be integrated in the working of the Learning Outcome Framework Board (Ministry of Education and Employment 2012: 26).

The Director General of the Directorate for Quality and Standards in Education will then 'integrate the recommendations of the language policy committee in the working of the Learning Outcome Framework Board' (Ministry of Education and Employment, 2012: 26).

This Board which will be set up by the Director General for Quality and Standards in Education will be responsible ‘for setting up Learning Areas Panels for the designing of the learning outcomes and monitoring of the different learning areas.’

The most recent action undertaken by the government was the launch of ‘*The Policy Document - The National Literacy Strategy for All in Malta and Gozo*’ (2014 – 2019). Launched on the 14<sup>th</sup> June 2014, the policy focuses on the promotion of bilingualism and the inclusion of more space for this in the daily school timetable. According to a press release by the Education Ministry (Times of Malta, 14<sup>th</sup> June 2016), this policy is to be implemented also in the light of:

recent results obtained by Malta in international assessments like the Progress in International Reading Literacy Study (PIRLS) and the Programme for International Student Assessment (PISA) where the percentage of 15 year olds who were low achievers in reading literacy (36%) was significantly higher than the EU average 19%.

Although the previous National Minimum Curriculum (1999) had addressed the issue of Maltese and English as media of instruction and had gone on to recommend that Maltese, Social Studies, History, Religion and PSD be taught in Maltese whilst the other subjects are to be taught in English, it is clear that schools are not all following these guidelines to the same degree. It is quite uncertain to which degree, ‘teachers tend to switch from Maltese to English in a complementary way during explanations in class’ (DQSE 2011: 73).

On the other hand, in a seminar held jointly in December 2009 by the DQSE and *Il-Kunsill Nazzjonali tal-Ilsien Malti*, the Council or ‘*Kunsill*’ promulgated the notion that the idea to have (what is presumed to be) the majority of subjects taught through the medium of English has reinforced the idea that the language of prestige is English (December 2009).

It is a fact that despite the 1999 NMC recommendation for all schools to formulate a language policy and give this issue importance in the individual School Development Plans, this has not been followed consistently by all schools. Sciriha (2013a) raises this same issue when she rightfully questions,

Do primary school teachers, who are ultimately the managers of a linguistic policy, follow the National Minimum Curriculum’s language guidelines? What do qualitative and quantitative studies conducted in state, church and independent schools reveal about what actually happens in such schools?

(Sciriha 2013a: 150).

Language surveys including those by the researcher have shown that the overwhelming majority of the Maltese people would favour English total immersion programmes (Sciriha 1999, 2001), Frendo (2001) and Sah Frendo (2003).

The current situation prevailing in the Maltese Islands is one where we currently lack the legal framework that purports to enshrine the importance of bilingualism. We do not have any bilingualism act, nor do we have a Commissioner of Official Languages as is the norm in other bilingual countries. Neither do we have a language policy that recommends which language is to be used in which context, particularly in the field of education (Sciriha, 2014). Of course, such a language policy should serve to strengthen and enhance Malta's bilingual heritage, whilst serving as general guidelines for the general public. Moreover, it should seek to address the needs of educators at primary, secondary, post-secondary and tertiary levels.

Moreover, an informal meeting held at the Ministry for Education and Employment (MEDE) between the researcher and the minister's permanent secretary in March 2014, also led the researcher to understand that there is the constant and most pressing need to have even more data to be collected, analysed and assessed. This would provide valuable information which would help education authorities in their decisions and plans for a sustainable language policy that truly has bilingualism as one of its main aims. It is the hope of the researcher that the present study will be able to provide more recent data and help contribute to the ever-growing body of sociolinguistic data on bilingualism in Maltese primary schools.

### **1.8 - Layout of the study**

Whereas this chapter has gone on to provide an introduction and background to the study, whilst also including a review of local sociolinguistic literature, the second chapter will deal with the international literature review on bilingualism, successful bilingual education programmes around the world and current successful international language policies.

Chapter III presents the Research Methodology and gives a detailed breakdown of the various separate stages of research which are based on both quantitative and qualitative methods of enquiry.

The next three chapters present the results obtained from the quantitative survey with primary school students (Chapter 4), the quantitative survey with primary school parents (Chapter 5), the qualitative survey with primary school teachers (Chapter 6).

The final chapter synthesises the main findings and makes the relevant observations based on the data thus acquired, whilst offering proposals based on the knowledge acquired during the various phases of the study in the hope that this might be considered useful to researchers, education planners and policy makers alike.

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## Chapter 2

### Literature Review

#### 2.1 – ‘Bilingualism’

This second chapter deals with the literature review on bilingualism and bilingual education. It first reviews the complexities surrounding the definition of these very terms. It then goes on to discuss the theories on bilingualism whilst also focussing on a review of successful international bilingual education programmes currently being implemented, as well as the language policies behind them.

Cazden and Snow (1990: 9) identify bilingualism as a ‘simple label for a complex phenomenon.’ As Baker (2001: 4) points out, ‘the ownership of two languages is not so simple as having two wheels or two eyes.’ Indeed, Baker (2011) distinguishes between bilingualism as an *individual* characteristic (individual bilingualism) and bilingualism in a *social* group (societal bilingualism).

The designatory term ‘bilingual’ used of an individual is in itself ambiguous, since it does not qualify whether it means that a person is *able* to speak two languages, when in fact only one language is used in practice. Even if both languages are spoken regularly, competence in one of the languages may be somewhat limiting, or limited. In another scenario, a ‘bilingual’ may cite a preference for speaking in a particular language whilst preferring another language for reading and writing. It is therefore also essential to make the distinction between language ability (degree) and language use (function).

Recent literature has diverged significantly from the view of the ‘bilingual’ as having equal ability or use of two or more languages. This is a far cry from Bloomfield’s (1933) definition of an individual having ‘native-like control’ of two or more languages. In sharp contrast, twenty years later, Haugen (1953) defined even someone who possessed a minimum proficiency in two languages as being bilingual. In that same year, Weinrich (1953) went on to designate as a bilingual someone who alternated between languages. Other, so-called minimalist views of what the term ‘bilingual’ constitutes have been proposed by Diebold (1964) and Macnamara (1967), for whom a ‘bilingual’ is seen as one who possesses at least one of the language skills of listening, speaking, reading and writing. Oestreicher’s (1974) definition of a bilingual echoes Bloomfield’s definition, when he describes a bilingual as being one who demonstrated

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complete mastery of two different languages, without any sort of interference between the two. These views have been regarded in the literature as being maximalist definitions of a ‘bilingual.’ More recently, Baker (2001) defines bilingualism as an individual’s ability to use more than one language, while Valdés (2003) depicts the ‘bilingual’ as existing on a continuum. Grosjean (2010: 4) has however defined bilinguals as being ‘those who use two or more languages (or dialects) in their everyday lives.’ Through this definition, Grosjean (2010) is emphasising the regular use of languages and not the fluency. Moreover, he includes dialects along with languages. Though Baker’s (2011) definition of a ‘bilingual’ also includes the use of two or more languages, he further distinguished between an elective and a circumstantial bilingual. The elective bilingual is one who chooses to learn a language in a classroom (Valdes 2003), whilst a circumstantial bilingual learns another language because of the circumstances one finds himself in, circumstances which may be dominated by political or employment issues. Such individuals are more than likely to aspire to have proficiency in a language that is used by the majority with the danger of losing command of an L1 in favour of an L2 in what is known as a subtractive linguistic environment.

Grosjean (1985, 2008), Cook (1992, 2002a), and Jessner (2008b) sum up the contrasting views of what being a ‘bilingual’ constitutes, as the *monolingual or fractional view*, which adheres to the notion of the bilingual as ‘two monolinguals in one person’; and the *holistic view*, which views the bilingual as having a unique linguistic profile. The two views are important because they affect the way in which a bilingual’s language scores are perceived, so that a bilingual’s second language score in a test, is measured against the scores achieved by a native speaker. The fractional view of the bilingual, wherein proficiency in a language is compared against that of a monolingual’s competence, has led to the notion of ‘semilingualism.’ Bilinguals who lacked proficiency in both their languages were ascribed the status of semilinguals (Hansegård 1975). However, the notion of semilingualism has been criticised due to the disparaging/denigrating overtones that it took (Skutnabb-Kangass 2000, Willey 1996a, 2005c, Mc Swan 2000). Garcia (2009) refutes the notion of semilingualism because its negative connotation is based on the comparison with monolingual children. The concept has been abandoned in recent years, although some still classify a lack of performance as semilingualism, further adding to the stigmatisation and language-shaming of many an ‘emergent bilingual.’ Garcia (2009a) has coined the term, ‘emerging bilingual’ to refer to an individual who will in the future be able to communicate in two languages.

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In discussing bilingualism for the 21<sup>st</sup> century, Garcia (2009) claims that various world settings show that ‘*linguaging bilingually*’ is commonplace. She defines the notion of ‘*linguaging bilingually*’ as ‘*translinguaging*’ which refers to the frequent, ‘*habitual practice of engaging in bilingual or multilingual discourse practices...based on the practices of bilinguals that are readily observable*’ (Garcia 2009: 44).

The term ‘*translinguaging*’, first borrowed from Cen Williams (as cited in Baker 2001), was first used to denote a pedagogical practice wherein individuals switched the mode of language in the context of a bilingual classroom, so that reading is done in one language, but writing is done in another. Garcia and Baetens Beardsmore (2009) define *translinguaging* as being ‘*the multiple discourse practices in which bilinguals engage in order to make sense of their bilingual worlds, comparing it to a family meal which included both bilinguals and monolingual speakers*’ (Garcia 2009: 45) with each one trying to get their message across. The concept had been extended by what Gutiérrez et al. (2001) had first described as being ‘*hybrid language use*’ or a ‘*systematic, strategic, affiliative and sense-making process*’ (Gutiérrez, Baquedano-López and Alvarez 2001: 128). In her discussion of ‘*translinguaging*’, Garcia explains that this phenomenon occurs not only to include and facilitate communication between parties, but also to allow for the construction of deeper understanding and to help individuals make sense of their bilingual worlds. Moreover, she contends that such a practice reflects the greater choice that individual bilinguals have, whilst at the same time conveying both linguistic as well as cultural knowledge. However, having the ability to *translanguage* does not mean that a user has equal ability in both; just like the multi-levelled terrain bilinguals traverse on, individuals make use of different languages in different situations, also based on their competence and preferred language.

### **2.1.2 - The breadth of bilingualism and related competence**

Some of the definitions highlighted above have portrayed bilingualism as being a traditionally balanced concept, similar to the perfectly round wheels on a bicycle. However, recent literature discards this notion, arguing instead that rather than the two, perfectly formed wheels on a bike, researchers, educators and stakeholders, ought to view bilingualism as an all-terrain vehicle with wheels extending, flexing and stretching in order to enable movement which, even though rather bumpy and difficult, achieves its purpose. Some individuals (having productive skills) may be able to speak a language, but may be unable to read or write. Some (having receptive skills) may understand and may be able to read, but they might not be able to speak that



particular language. Moreover, the four language abilities vary considerably. Although someone might be able to understand a given language in a particular informal context, he may have trouble following an academic context. Indeed, as Baker (2011: 7) notes, ‘a person’s ability in two languages is multidimensional’ making categorization rather difficult.

Scholarly literature defines the competences of someone who is equally fluent in two languages across varied contexts as being an ‘ambilingual’ or a ‘balanced bilingual.’ However, this remains a rather idealised concept, as bilinguals will use their two languages differently, based on whom they are addressing and the place/domain where the communicative act takes place. A more realistic definition of a ‘balanced bilingual’ is someone who may be said to have ‘appropriate competence’ in a language (Baker 2011: 9).

Indeed, levels of proficiency in a language may depend on which contexts (for example, the street and home) and how often that language is used. Communicative competence in one of a bilingual’s two languages may be stronger in some domains than in others. A ‘domain’ - defined by Romaine (1994: 34) as an, ‘abstraction which refers to a sphere of activity representing a combination of specific times, settings and role relationships’ – is the context where each language is acquired and used. This may also vary, as may the fact that an individual may make use of different languages in different domains, for example a situation in which one makes use of L1 in the home domain, reserving use of the L2 in the work domain.

The proficiency of a language user depends on *where* the language is used (the context), as well as *how often* a language is used and as such, communicative competence in one of the two different languages may vary. Moreover, Cummins (2000b) has proposed a distinction between surface fluency or conversational language competence and academic related language competence which may take as long as five to eight years or longer to be acquired. Baker (2011: 9) maintains that competence in a language cannot just be measured through the use of traditional pencil and paper tests, but should include communicative performance testing which is still difficult to gauge given that conversations do not occur in a vacuum; hence classroom tests are only a partial measure of a bilingual’s everyday performance. The notion of language ability is also complex. A bilingual may have the ability to speak and write in both languages, thus having productive competence, whereas another individual may only have receptive ability, in that he has the ability to understand or read a language.

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### 2.1.3 - Simultaneous or sequential bilingual development

Bilingualism acquired in early years, was seen as having negative effects on intellectual functioning (Saer 1923). This era was then followed by a period of doubt, with researchers concluding that bilingual education had no impact on intellectual functioning. However, nowadays there seems to be a consensus, that high-level bilingualism correlates with high intellectual functioning; this gave rise to a positive approach towards bilingual education which owes its inception to Peal and Lambert's (1962) French-Canadian study, described by Hakuta and Diaz (1985: 322) as being the 'punctuation point in research.' Peal and Lambert (1962) concluded that bilinguals not only outperformed monolingual subjects, but that these bilingual subjects harboured more positive attitudes towards French speakers. Baker (2011) states that any assessment of a bilingual's language proficiency should not revolve around traditional methods of language testing but should instead, seek to evaluate an individual's general communicative competence.

Children who acquire two or more languages from birth are known as 'simultaneous bilinguals' or as having 'bilingual first language acquisition' (De Houwer 2009a). The best documented cases of simultaneous bilingualism are those documented by linguists who adopted the One Parent, One Language approach. Ronjat (1913) introduced this concept, whilst Leopold (1939) employed the technique speaking only German with his daughter, whilst his wife spoke only English with the child. The term 'sequential' or 'consecutive' bilingualism is used if a second language is learnt after a child is three years old. Yet, one must account for the fact that most cases of bilingual development take place in mixed-language families where parents are bilingual.

Cenoz and Genesee (1998: 28), amongst others, have suggested that there are advantages to introducing an individual to a second language early on in school. However, acquisition of a second language in childhood does not automatically guarantee full bilingualism (Meisel, 2004). Genesee (2004: 555) goes on to maintain that, 'Notwithstanding some compelling arguments (e.g. Long, 1990; Scovel, 1998), empirical evidence in favour of a critical period for L2 acquisition has been equivocal, with some studies claiming evidence for a critical period and others' evidence against it (White and Genesee, 1996).'

Several European countries have adopted official measures to have parents plan for the bilingual upbringing of their children. In Wales, parents-to-be receive a kit-box with information on language planning (Edwards and Newcombe, 2006). Scotland too, disseminates

guidebooks amongst families, encouraging them to opt for the placement of a child from birth to the age of five in a Gaelic nursery. A term that is closely associated and frequently used in any discussion of bilingual development is the term ‘acquisition.’ According to Krashen (1981b) ‘acquisition’ is synonymous with ‘picking up’ a language in informal ways. On the other hand, the ‘learning’ of a language is associated with a formal setting such as a school.

Genesee (2015) claims that children are quite capable of developing dual language competence in early childhood and school settings, provided that certain favourable conditions are met. However, having said that, he notes that not all children thrive in dual language families or dual language schools to the same extent. The quality of the learning environment which young children grow up and are educated in, affects whether or not individual children become fully bilingual and succeed in school.

Genesee (2015) argues that the learning of two languages simultaneously is natural. It is as if children were learning one language and the fact that children can acquire full competence in two languages that is comparable with that of monolingual children, given the right learning environment, is a win-win situation for all concerned. Even children who have language learning difficulties can acquire competence in two languages at the same time during the preschool years (or successively in bilingual school programs) within the limits of their impairment. No current empirical research suggests that children with developmental disorders should be restricted from receiving bilingual education. A detailed discussion of this issue, however, goes beyond the scope of this study.

Generally, however, parents and educators need to ensure that children being raised bilingually receive adequate exposure to the target languages. As made amply evident by Grüter & Paradis, (2014), any differences amongst bilingual children and between bilingual and monolingual children, seem to be based on the characteristics of the learning environment, including the *quantity*, *nature*, and *consistency* of the input that bilingual children receive, rather than being attributed to the learning of two languages.

At the same time parents and others who care for children who are being raised bilingually should take active responsibility to ensure that they get *adequate exposure* to both languages so that they acquire both languages fully. Genesee (2015) emphasises that bilingual children need *continuous* and *regular exposure* to both languages, to ensure full acquisition and he goes on to advise against irregular exposure.

Genesee (2015) also maintains that children who speak a majority first language and who participate in second language immersion-type bilingual programmes attain the similar or better levels of native language proficiency and academic achievement in the long run, as children in monolingual programmes.

Additionally, it has been shown that students in immersion programmes acquire advanced levels of functional competence in a second language, and research on immersion programmes in Canada (Genesee, 2007) and the United States (Genesee & Lindholm-Leary, 2013), has indicated immersion education as being both suitable and effective for a wide variety of learners with no evidence to suggest that most students ought to be precluded from bilingual education. Due to the fact that the acquisition of bilingualism is a long-term process, parents must be prepared to make a long-term commitment to immersion education and they ought to be encouraged to keep students engaged in these programmes, unless counter-evidence suggests that their children would perform significantly better in a monolingual programme.

Moreover, where minority language students are concerned, research suggests that a high level of competence in the home language provides minority language children with an advantage in school, when these are compared with other minority language students who have not been fortunate enough to develop their home languages (Genesee & Geva, 2006). Indeed minority parents who do not speak the majority language should be encouraged to continue to use the home language with their children if it so happens that this language is their dominant language.

## **2.2 - Cognitive theories on bilingualism**

Theories linking bilingualism to inferior educational attainment were dominated by the now outdated simplistic theory of two languages existing together in a balance in the bilingual brain. An extension of this philosophy, viewed the ‘two language balloons’ inside the brain as being an accurate representation of the erroneous idea that as one balloon increased in size, the other decreased, leading to the birth of the now defunct notion of semilingualism. However, despite the early predominance of such negative views of bilingualism, the 1960s saw the rise of research that countered the detrimental effects of bilingualism.

Vygotsky (1962) claimed that children’s knowledge of two language systems resulted in greater linguistic awareness and linguistic flexibility, as if bilingualism gave the child something akin to x-ray vision, which helped the child conceptualise the underlying structures present in language and have these incorporated into one communicative system. Ever since

the seminal study by Peal and Lambert (1962), research has shown bilingualism to be an important factor in cognitive development. The bilingual ten-year-olds in the Montreal study outperformed monolingual peers in both verbal and non-verbal intelligence tests, leading the authors to conclude that bilingual subjects were more 'facile at concept formation and have greater flexibility' (Peal and Lambert 1962: 22). However, the authors also pointed out that it was not evident whether it was the more intelligent child who became bilingual, or whether it was bilingualism that aided the intellect of the child. Albert and Opler (1978) noted that there was more activity in the right hemisphere of the brain when bilinguals processed language.

Later, Hamers and Blanc (1982) concluded that the psychology of a bilingual will not only vary along the social psychological dimension, but it will also vary along the social, sociological and sociolinguistic dimensions as well. Ianco-Warrall (1972) confirmed the greater world awareness that a bilingual child possessed, while Ben-Zeev (1977) confirmed that bilingual children were superior to monolingual children in sentence construction.

Cummins (1980a) called the misconceived notion of the two separate linguistic entities existing in the minds of the 'emerging bilingual' (Garcia, 2009a) as the Separate Underlying Proficiency (SUP) Model of Bilingualism. Rather than entertaining this notion of two languages existing as two separate entities, Cummins (1980a, 1981a) proposed the model of a Common Underlying Proficiency (CUP) model of bilingualism. He drew upon the notion of two icebergs representing the two languages as separate at face value, but in reality, sharing a common base, so that both languages stemmed from a common central processing system. Bialystok (2001a: 59) supports the CUP model of bilingualism when she argues that research does not substantiate the notion of one language developing at the expense of another. On the contrary, research from heritage and immersion programmes have suggested that bilinguals benefit from the ability to transfer knowledge acquired in one language to the other language.

The Common Underlying Proficiency theory posits that any student who develops sound literacy in one language will have the tendency to acquire literacy in an additional language since the process takes place through a conceptual knowledge transfer wherein whatever is learnt through one language need not be relearnt in another language.

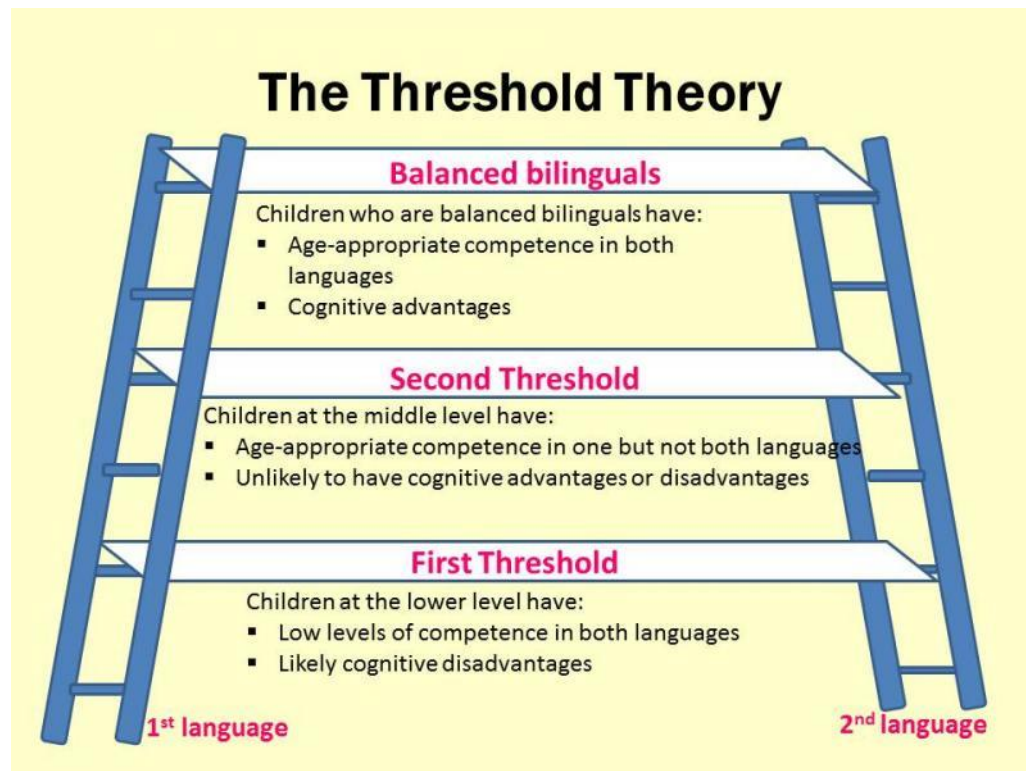
Time which is spent teaching in any one language directly affects the development of that language. Most importantly, it is not the specific time that is spent teaching through one language or the other, but the time spent in meaningful instruction, which is what will help

develop the individual's cognitive base, as well as the language and the literacy practices which will allow academic language to develop.

Bialystok (1987) also came to the conclusion that bilingual children were better able than monolingual children to accurately judge how grammatical a sentence was. Later, Cook (1992) summarised the research on psycholinguistics by stating that as a general rule, bilinguals were 'multicompetent' individuals who processed language differently from the way that monolinguals processed language. Cummins (1979, 1981b, 2000) proposed that it takes between five to seven years for an emerging bilingual to develop decontextualized academic language skills and practices of Cognitive Academic Language Proficiency (CALP). However, the Separate Underlying Proficiency and the Common Underlying Proficiency models do not completely sum up with research on cognitive functioning and bilingualism. Pavlenko (2005a) notes that the controversial Sapir-Whorf hypothesis - which states that the language we use, affects the way we view the world - leads one to suppose that second language learning, enhances a bilingual's understanding of his world, offering alternate meanings. Pavlenko (2005a) underscores the complexities at play, when she notes that there is no 'black or white' answer to this issue; also it is quite possible for meaning to be translated across languages, a language is still marked by relativity.

### **2.2.1 - The Thresholds Theory**

Cummins' SUP and CUP models paved the way for his Thresholds Theory which posited that the further the progress towards balanced bilingualism, the greater the cognitive advantages that are reaped (Bialystok 2001, Clarkson 1992, Cummins 2000b). This has led researchers to ask how far the second language learner travels in terms of second language acquisition in order to obtain cognitive advantages derived from bilingualism.



**Figure 2.1 The Thresholds Theory (Cummins, 2000b).**

First postulated by Cummins (1976) and Toukoma & Skutnabb-Kangas (1977), the first threshold is a level that must be reached so that the benefits of bilingualism may begin to be noticed. A second threshold must be reached for the ‘emerging bilingual’ (Garcia 2009a) to reap the positive advantages that bilingualism has to offer. Indeed a child having a low level of competence in both languages begets negative or detrimental cognitive effects, leading the child who fails to cope and to suffer educationally. Such a child, is represented as being on the bottom floor of the house as shown in Figure 2.1. A child who finds himself on the second floor of the house, is one who has age-appropriate competence in one of the languages. At this stage, the child in such a bilingual programme is comparable to a monolingual child; he does not receive neither significant positive effects nor negative cognitive differences. At the third floor of the house, the more ‘balanced bilinguals’ having age-appropriate competences, find themselves being able to cope with curriculum material presented in either of the two languages. It is at this level, that the positive cognitive advantages yielded by bilingualism actually become manifest. This theory has been supported by Dawe (1983) who found evidence of low and the high thresholds in his study of bilingual Panjabi, Mirpur and Jamaican children aged 11-13 years. He asserted that limited competence resulted in negative cognitive outcomes.

The Thresholds theory helps researchers understand why minority language children taught through a second language, fail to develop sufficient proficiency, why they fail to benefit from weak forms of bilingual education. Their low-level of proficiency in a language being used as a medium of instruction, limits their ability to cope in such a curriculum.

This places much responsibility on schools, since schools are the institutions that are able to help young learners develop their abilities beyond the second threshold. As concluded by Garcia (2010: 106), 'As children engage in complex language and literacy practices in two languages, their range of cognitive and social options increase, and so do the benefits they obtain from their bilingualism.'

Dual language programmes that allow the child to operate in the more developed home language, allow for a superior performance when compared to performance achieved through submersion or transitional bilingual education programmes. The difficulty with the Thresholds theory lies in pinpointing the level of language proficiency that needs to be achieved by a child in order to avoid the negative effects of bilingualism. To this effect, in recent years, Cummins outlined the linguistic Developmental Interdependence Hypothesis (2000a, 2000b) which suggests that a child's competence in his second language is dependent upon the competence achieved in the first language. When first language has developed to an advanced stage, the development of the second language is by comparison, a more attainable goal.

Huguet et al. (2000) supported the theory of the Developmental Interdependence Hypothesis in their study of Spanish/Catalan speakers, while Oller & Eilers (2002) found evidence in support of this theory in their study of Dual Language/Immersion schools in Florida. Further research by Cobo-Lewis et al. (2002: 120) and Proctor (2003) also concurred with the findings postulated by the Developmental Interdependence Hypothesis, as a result of their findings which showed students performing better when compared with peers receiving a monolingual education.

Ensuing research made a distinction between surface fluency and the more evolved language skills that are required of an individual to reap the benefits derived from the educational experience – a process which has been described by Hakuta et al. (2000) as taking between four to seven years. One must make a critical distinction between the surface fluency of an individual using language to interact with a greengrocer and the fluency needed to cope with for example, mathematical constructs that meet the cognitive and academic demands of the curriculum. As Adler (2001), Barwell (2002, 2005a, 2005b 2008, 2009), Barwell et al. (2007), Clarkson (2007)



and Moschkovich (2007) have shown through their research, a child needs a thorough understanding of the language that is used in a subject such as mathematics.

This has led researchers to distinguish between Basic Interpersonal Communicative skills (BICS) and Cognitive Academic Language Proficiency (CALP). Whereas BICS is supported by face-to-face, context-embedded situations, thus given paralinguistic support, CALP is in contrast, context-reduced and dependent on higher thinking skills, disembedded from supportive contexts. Limitations to these theories are the fact, that a bilingual's language competences is an evolving and dynamic process which is not easily compartmentalised. Furthermore, the BICS/CALP distinction is not easy to test, whilst terms have also been simplified and misused (Baker, 2011).

Cummins regards the development of Common Underlying Proficiency as a prerequisite for successful bilingual education. A child's language-cognitive abilities need sufficient development to enable them to cope with the classroom's curriculum process. He advised that instruction needed to be cognitively challenging in order to enable the use of higher order skills that would enable students to evaluate, to infer, to generalise and classify information. Moreover, curriculum content required integration with language instruction, whilst critical language awareness necessitated linguistic and sociocultural status and power.

The BICS/CALP distinction helps explain why minority language students classified as being Limited English Proficient (LEP) or English Learners (EL) initially, then awarded the status, Fluent English Proficient (FEP), (Linquanti, 2001), perform poorly. The lack of development of English or their home language, inhibits progress. Similar results have been observed in students following Canadian immersion programmes, where initially, immersion students seem to lag behind their monolingual peers, because of the cognitively demanding and context-reduced language learning environment. Hence, Cummins' theories are important because they bear a direct relation to the creation of 'instructional and learning environments that maximise the language and literacy development of socially marginalised students' (Cummins 2008a: 81).

Theories on bilingualism need to factor into the equation variables such as socio-economic class, cultural, social and political variables, home factors, as well as teacher and community expectations amongst others, since they are what make bilingualism an individual and societal phenomenon at the same time. Education must give due importance to contextual support and the cognitive demands presented by the classroom context, in order to start off from a position that maximises the learning potential in the curriculum.

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### 2.3 - Underachievement in bilinguals

Bilingualism has often been blamed as the reason for underachievement. There may be some truth in this, when both languages are insufficiently developed so that an individual is unable to cope with the system. A second factor contributing to underachievement is a lack of exposure to the majority languages; hence the difficulty in coping with instruction in that language. For example, Spanish or Bengali students in the United States have difficulty coping at school because of a lack of competence in the mainstream language. A process that transfers students too quickly from a transitional bilingual education programme to a mainstream educational system, denies the development of the child's skills in the home language, denies the cognitive and academic competence already achieved through the home language and instead, paves the path towards a system where the student either 'sinks or swims.'

Underachievement in majority language education may be countered through the provision of an education through the medium of the minority language such as Dual Language or Heritage language programmes which allows minority students to operate in their dominant language - a process which leads to better chances for success. Krashen's analysis of research conducted in the United States concludes that, 'well-designed bilingual programs produce better academic English...because they supply subject matter knowledge in the students' primary language, which makes the English the students hear and read much more comprehensive' (Krashen 1999: 7).

A third reason cited for underachievement is a mismatch between the home and school environments; not just in terms of language differences, but even in terms of the culture, values and beliefs that may be at loggerheads. Strengthening the inclusion of parents in the operation of the school and involving them where possible in the education of the child may lead to a favourable outcome. Socio-economic considerations, including poverty, isolation, malnutrition, health issues considerations as well as emotional issues at home, such as a lack of basic comforts, also contributed to underachievement.

The type of school and the type of bilingual programmes on offer, are attributed to underachievement too. Segregationist mainstreaming submersion programmes, mainstreaming submersion with withdrawal classes or sheltered English/content based ESL programmes all cater for language minority students and whose language outcome aim is monolingualism.

Mainstream schools can be regarded as being inferior or superior and so too the language programmes on offer. The quality of education must therefore be taken into account. The ethnicity of teachers, their own degree of bilingualism, the kind of commitment that individual teachers show towards the bilingual education construct, are all factors that cannot be negated. Another crucial aspect however, is the balance of language minority and language majority students in the classroom; when and where they are used within the classroom and the school in general; the availability of the appropriate resources, as well as the role of parental engagement and co-operation.

Yet another reason which is just as important as all the reasons cited previously, is the strong need to identify students' learning difficulties. Baker (2011) highlights the importance of making an appropriate distinction between 'real' and 'apparent' learning difficulties. According to Baker (2011) an unsympathetic system coupled with insensitive teaching methods are the main culprits for a student's failure rather than actual individual learning problems. The education system itself might need reviewing so that it may truly cater for the special needs of the individuals who require it.

Other researchers have identified factors that lead to students' underachievement. Valdés (2001) has cited impoverished, second language interactions, due to a teacher-student ratio of 1: 30, mixed-language competence, passive learning and stunted communication as complex factors that worked against a student's English language development. Menken (2009, 2011) has also shown that even after seven years of elementary schooling, English Language Learners (ELLs) in New York were still limited when it came to English academic literacy, given that even students' native language literacy skills are underdeveloped. Skutnabb-Kangas (1981, 2000) has highlighted the stress that students encounter through their limited proficiency students in their having to think about curriculum content in a language which is not the students' forte.

Cummins (2010) supports extensive use of the target language within a foreign/second language and bilingual/immersion programme as a useful and instructional strategy, however he also maintains that this should not be implemented rigidly or exclude the students' L1 completely. Such a stance is supported by Cummins' (1981, 2000) Interdependence Hypothesis which states:

To the extent that instruction in L<sub>x</sub> is effective in promoting proficiency in L<sub>x</sub>, transfer of this proficiency to L<sub>y</sub> will occur provided there is adequate exposure to L<sub>y</sub> (either in school or environment) and adequate motivation to learn L<sub>y</sub>.

(Cummins 2000: 38)

The Interdependence Hypothesis which has been extensively supported by empirical research (Baker 2001; Cummins, 2010; Genesee, Lindholm-Leary, Saunders and Christian 2006) is based on the premise that although the surface aspects of different languages are separate, there is nonetheless an underlying cognitive/academic proficiency that is common across languages, making possible the transfer of cognitive/academic or literacy-related proficiency from one language to another.

Cummins advances the argument that the students' L1 is a 'powerful intellectual resource' (Cummins 2010: 74) and that bilingual instructional strategies can usefully complement monolingual strategies, in an effort for the promotion of 'cognitively engaged learning.' Moreover, he adds that students ought to be provided with opportunities to develop ideas in their stronger language and then work collaboratively towards the expression of these ideas in the language which students are less proficient in. Such an approach is supported through the work of researchers such as Verhoeven (1991:72) who argued that,

With respect to linguistic measures, it was found that a strong emphasis on instruction in L1 does lead to better literacy in L1 with no retardation of literacy results in L2. On the contrary there was a tendency for L2 literacy results in the transitional classes to be better than in the regular submersion [Dutch-only] classes... Finally, there was positive evidence for... [the] interdependence hypothesis. From the study on biliteracy development, it was found that literacy skills being developed in one language strongly predict corresponding skills in another language acquired later in time.

Cummins makes clear the fact that the first language need not be fully developed before the second language is introduced in school. He also adds that the first language ought not to be abandoned before it is fully developed. Cummins' work is pivotal, because it also advocates the fact that linguistic transfer is not a process that develops automatically but rather that schools are responsible for 'guaranteeing the child's adequate exposure to each language' (Cummins 2000: 25).

#### **2.4 - Bilingual Education**

Andersson and Boyer (1970: 12) define bilingual education as the use of two or more languages as media of instruction in subjects other than the languages themselves, 'Bilingual education is instruction in two languages and the use of those two languages as mediums of instruction for any part, or all of the school curriculum.'

May (2008) contends that bilingual education is contested as a result of the varying interpretations of what such an education actually constitutes, however, Baker and Prys Jones (1998: 466) concluded that, ‘...bilingual education may be said to start when more than one language is used to teach content, rather than just being taught as a subject by itself.’ Leading pioneers in the research on bilingual education, namely Cummins (2003), Freeman (1998) and Hamers and Blanc (2000) concur with this definition. Curriculum content should therefore be delivered through the medium of both languages in a strong bilingual education programme.

Garcia (2009: 5) outlines how an ‘inclusive plural vision of bilingual education has the potential to transform the lives of children and adults throughout the world’ and, furthermore, she maintains that bilingual education is the ‘only way to educate children in the twenty-first century.’ Baker (1993) suggests that bilingual education sometimes refers to the education of students who are already speakers of two languages, whereas at other times, it refers to the education of those who are studying additional languages.

Many commentators who aim to define ‘bilingual education’ also attach significance to the philosophy and the educational goals that a programme offers; whether it aims for an additive or a subtractive approach to bilingualism. The additive/subtractive distinction was first postulated by Lambert (1974) when he first described Canadian immersion programmes. ‘Additive’ bilingual programmes are those language education programmes that seek to enhance an individual’s L1 whilst also helping the individual acquire a target L2 without any loss to L1. On the other hand, a ‘subtractive’ language programme, is one where the individual’s L1, usually a minority language is not learnt at school and is somewhat discarded as being unimportant, while all effort is directed at the acquisition of the majority language which is an L2 for the language learner. Research carried out in the last thirty years has consistently shown that the most successful programmes in terms of bilingualism and biliteracy are the additive bilingual programmes. Subtractive programmes, whose ultimate aim is monolingualism, have shown far lower levels of success at L2 attainment, when compared with additive programmes (Cummins 2000, Thomas and Collier 2002, May, Hill and Tiakwai 2004, Baker 2006).

A distinction needs to be made between traditional second or foreign-language programmes that teach the language as a subject and bilingual education programmes that make use of the target language as a medium of instruction. Cummins (2010: xiii) regards ‘bilingual education’ as the use of ‘two (or more) languages of instruction at some point in a student’s school career’,

wherein the languages are used to teach an individual subject's matter, rather than having the language taught as a subject itself.

Bilingual education is by no means a modern phenomenon. Indeed, its origins may be traced to Greek and Roman times. A large majority of countries offer some form of bilingual education in public or private school settings. Formal academic research on bilingual education has prevailed ever since the 1920s and psychoeducational research on bilingual education has been evaluated by several leading researchers (August and Shanahan, 2006; Cummins 2001; Genesee, Lindholm-Leary, Saunders and Christian, 2006), allowing them to reach some general conclusions about the outcomes of bilingual education. Regardless, bilingual education continues to be a subject which raises considerable controversy worldwide, but perhaps nowhere as much as in the United States of America. For example, evaluation of bilingual education programmes by the American Institutes for Research, concluded that such programmes have no impact on educational achievement (Danoff, Coles, McLaughlin and Reynolds, 1978). In 1981, President Reagan characterised bilingual education as being totally wrong and, by 1991, the historian Arthur Schlesinger Jr. also promoted his views that monolingual education opened doors, whereas bilingual education shut them. In 1983, a report by Baker and de Kanter also concluded that bilingual education failed to promote English language skills and also failed to make progress in minority students' academic achievements, particularly Spanish-speaking L1 students (Baker and de Kanter, 1983). As recently as 2007, even a former Speaker of the House of Representatives referred to bilingual education as being destructive, going on to cite it as a cause of the decay of American civilisation, unless English was declared to be the nation's official language (Cummins, 2010). These voices, all condemning bilingual education, stemmed from socio-political and ideological viewpoints rather than a consideration of the outcomes of bilingualism itself. Moreover, they failed to make a distinction between the various bilingual education programmes. Baker and de Kanter's findings were later contradicted by Willig (1985, 1987), who exposed the inadequacies of their negative findings. Willig's conclusions were also supported by Ramirez, Yuen and Ramey (1991) and Thomas and Collier (2002), all of whom consistently voiced their support for bilingual education, which took place in an additive bilingual context. Both the Ramirez et al. (1991) and the Thomas and Collier (2002) studies, revealed that gains in L1 and L2 were most pronounced in the programmes where a child's L1 served as a language of instruction for an extended period of time. The more L1 grade-level schooling, the higher the L2 achievement and as Thomas and Collier stated, only one-way or two-way, or dual immersion programmes

were able to produce desired results where students made considerable gains in both their L1 and L2. More positive, recent research reviews on the effects of additive bilingual education have also been extolled by none other than Cummins (2010), in the *Encyclopaedia of Language and Education*, who concludes that:

- a) Bilingual programmes for minority and majority language students have been successfully implemented in countries around the world;
- b) The development of literacy in two languages entails linguistic and cognitive advantages for bilingual students;
- c) Significant positive relationships exist between the development of academic skills in first and second languages (L1 and L2);
- d) The most successful bilingual programmes are those that aim to develop bilingualism and biliteracy, with dual-language programmes being identified as being particularly 'successful', through their service to majority-language dominant students in the same classes as minority students with each group acting as linguistic models for the other;
- e) Bilingual education for minority students is more effective in developing L2 literacy skills than monolingual education in the dominant language.

F(Cummins 2010:  
xiv).

According to Ferguson et al. (1977), there are ten aims of bilingual education:

- 1) To assimilate individuals/groups into mainstream society;
- 2) To unify a multilingual society;
- 3) To enable communication with the outside world;
- 4) To provide language skills that enable employment and status;
- 5) To help preserve ethnic identity;
- 6) To reconcile and mediate between different linguistic communities;
- 7) To spread the use of a colonial language and thus a colonial existence;
- 8) To strengthen an elite group of and preserve the privileged position in society;
- 9) To provide equal status in law to languages;
- 10) To deepen an understanding of language and culture.

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The list above shows that various types of bilingual education are centered around different philosophies – which Baker (2010c) defines as being a) language planning politics, b) economics, c) cost-efficiency and d) pedagogy. Initially, Mackey (1970) had identified at least 90 varieties of bilingual education programmes and even more sub-varieties of these programmes, whilst Skutnabb-Kangas (2000) and Garcia (2009a) provide examples of at least ten types of language education models, even though not all schools readily fit into the typology.

#### **2.4.1 - Subtractive or ‘weak’ forms of bilingual education**

Monoglossic ideologies persist in the belief that children who speak a language other than that of the state they live in should abandon it and take up the dominant language instead, in what has been described as ‘subtractive bilingualism’ – that is the learning of a second language with the intention of having it replace the minority language, so that the speaker ends up with only one language, rather than two or more in his linguistic repertoire. These monoglossic ideologies still prevail in countries such as the United States, where it seems the current movement is still dominated by socio-political agendas that seek to stifle indigenous languages.

Since this present study is only focussed on additive bilingualism, a wider and more in-depth focus shall dwell on a discussion of the main additive models of bilingualism, whilst only very briefly describing some of the most common subtractive bilingualism education types.

Monoglossic ideologies give rise to ‘weak’ forms of bilingual education which tend to favour a dominance in the majority language. Amongst these, one finds programmes such as transitional language programmes which include early-exit and late-exit programmes.

**1) The transitional model of bilingual education** uses the minority students’ L1 in the early stages of the educational programme. However, the aim is to have students shift towards the majority, dominant language so that students may be enabled to cope with the mainstream education system. Such transitional models are therefore regarded as ‘subtractive’ because the underlying aims are social and cultural assimilation. Fishman (1976: 34) views such a programme with contempt, even comparing it to a vaccine when he states:

If a non-English mother tongue is conceptualised as a disease of the poor, then in true vaccine style this disease is to be attacked by the disease bacillus itself. A little bit of the deadened mother tongue, introduced in slow stages in the classroom environment, will ultimately enable the patient to throw



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off the mother tongue entirely and to embrace all-American vim, vigour and stability.

**2 Mainstreaming or Submersion education** describes a process wherein language minority students get to be placed in mainstream education with the idea of the minority language student simply being placed there and expected to cope with the education system, without being given any form of support to enable them to cope. All day long, the child is subject to ‘receiving’ instruction in the majority language which could be totally alien to the child.

- a) Variations of this type of programme include ‘**Structured Immersion**’ programmes (Brisk, 1998) which ‘cater’ for language minority children, excluding language majority children altogether. In these programmes, the structured immersion teacher makes use of a simplified form of the target majority language and, although rather tolerant of contributions made by students in their native language (Brisk, 1998), these students receive no native language support whatsoever (August & Hakuta, 1997).
  
- b) ‘**Sheltered English**’ programmes or **Sheltered Content Instruction or SDAIE** (specially designed academic instruction in English) are an off-shoot of Mainstreaming with Pull-Out classes. They include classes that aim to lead to the development of English language skills (grammar, vocabulary and communication) to be used both for curriculum and for communication purposes. Such programmes make use of simplified language content and the use of simple syntax, repetition and the use of visual aids, with English being slowly introduced. As Faltis (1997), Faltis & Hudelson (1998) and Echevarría & Graves (1998) have shown, students following such programmes are exposed to a curriculum which is presented through the use of vocabulary which has been substantially simplified, as well as through the use of non-verbal communication, even though the medium of communication underlying all this, is invariably English (the country’s majority language).

In such programmes, as Valdés (1998: 7) observes, ‘English Language Learners interacted only with each other and with teachers who taught their classes’, whilst skills such as questioning, critical thinking and collaboration, were deemed to be impossible to achieve, given that programme participants were too limited in their understanding of the majority language (English in the case of the United States). Such an unfortunate language education experience frequently led to students becoming frustrated and their subsequent dropping-out of such courses, effectively disempowering them of chances for a secure future.

- c) **Mainstreaming with Pull-Out classes** may or may not have additional help such as that of ‘withdrawal’ classes or ‘pull-out’ classes. These classes serve language minority children who are receiving an education in mainstream schools. At designated times, students may be withdrawn for extra lessons in the majority language. Examples are English as a second language (ESL) pull-out programmes in the US and UK.

Such ESL pull-out programmes, frequently encountered in the United States, aim to keep language minority children in mainstream schooling and are a preferable option to giving such children no English language support. Such programmes allow students to not only receive extra help in the attainment of an English language medium of education, but it provides an opportunity to students to have more self-esteem. Having said that however, children who are ‘withdrawn’ from classes may, at the same time, end up being disadvantaged when compared to peers because they miss out on curriculum content which is absent from withdrawal classes. Another negative outcome of such programmes is the stigma that may develop as a result of bullying by peers who regard ‘withdrawn’ students as being inferior, or ‘backward in English.’

Ovando et al. (2003) have suggested that Pull-Out programmes are often not particularly effective, given that a) students miss out on the whole curriculum, b) the curriculum followed does not work in tandem with what is being covered by classroom teachers, and c) contrary to the principles expounded by CALP, students have no access to maintaining or reinforcing schooling in their primary language whilst attempting to learn the country’s majority language.

## **2.5 . Monolingual education: The Segregationist and Separatist models**

Segregationist Education, which is quite rare, is a form of ‘minority language only’ education (Mangubhai, 2002; Skutnabb-Kangas, 1981, 2000). De jure or de facto impositions prevent minority language speakers from having access to an education that is made available to majority language speakers. According to Skutnabb-Kangas (1981: 128), such a system is restrictive and subtractive, given that language minorities ‘do not learn enough of the power language to be able to influence the society or, especially, to acquire a common language with the other subordinated groups, a shared medium of communication and analysis.’

Separatist education programmes, though rare too, aim to prioritise monolingualism in the minority language. Schermerhorn (1970) called this a ‘secessionist movement’, in which a language minority chooses the path of separation from the language majority group in order

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to acquire or try to acquire a monolingualistic, monocultural way of life, for reasons which may vary from the political to religious or cultural reasons.

## **2.6 - Additive or 'strong' bilingual education programmes**

When a second language is not acquired in the community, the school is responsible for the teaching of the second language. When the school does not support immigrant or minority languages, the family may not be in a position to help support language maintenance. Where a language such as English is the language of the school, as well as the dominant language in a community, support such as that offered by local community groups worldwide, in the form of evening classes, vacation classes, Saturday and Sunday school, is essential. This is done with the goal of supporting bilingualism rather than majority language monolingualism (Contek et al., 2007; Creese and Martin, 2008).

Additive bilingualism is the concept of nurturing individuals' L1 while exposing individuals to opportunities that enable them to learn a second language (L2) with no loss to the first language. First proposed by Lambert (1975), additive bilingualism was the label ascribed to Canadian Immersion programmes that were born as a result of the concerted effort between parents and educational authorities to offer a language programme that would serve middle-class young English dominant language speakers. This opportunity to follow the national curriculum delivered through the French language in an effort to acquire French language proficiency would enable the young learners to learn not only a second language but also to acquire an appreciation of the L2 culture, thus allowing students the opportunity to become better representatives of the Canadian bilingual identity.

In addition to the concept of 'additive bilingualism', Garcia (2009) further refers to 'recursive' and 'dynamic' bilingualism. The term 'recursive' refers to the fact that it is bilingualism which had hitherto been suppressed and for which efforts are being consciously made to revive it, through its use in traditional ceremonies or official functions held in society being reconstituted to serve its new role. The 'dynamic' model on the other hand, refers to bilingualism which is not linear, wherein language practices adjust to suit the plurilingual, multilevel terrain that the communicative act intrinsically is. Dynamic bilingualism is, in fact, also similar in meaning to the concept of 'plurilingualism' held by the Council of Europe's Language Policy Division, where this is defined as being:

...the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency of varying degrees, in several languages, and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw.

(Council of Europe, 2001: 168).

Amongst some of the ‘strong’ forms of additive bilingual programmes which will next be discussed in turn, are:

- a) Content and Language Integrated Learning (CLIL) and CLIL-type of programmes
- b) Maintenance bilingual education programmes
- c) Heritage Language programmes
- d) Immersion programmes
- e) Dual language programmes

### **2.6.1a - CLIL and CLIL-type programmes – the French and Austrian models**

As Brinton, Snow and Wesche (1989) and Snow, Met, and Genesee, (1989) have shown, all bilingual education is a form of content-based language learning. However, in the last decade, both countries and supranational bodies, such as the Council of Europe (Strasbourg) and the European Commission (Brussels), operate through a policy of persuasion promoting the learning of languages and bilingual education. The European Commission has supported CLIL (Content and Language Integrated Learning) as a form of bilingual education for all its citizens. The initial premise is one wherein one to two subjects are taught in an additional language and given that programme participants speak different languages, they find themselves in multilingual environment from the start.

A bilingual education programme in a majority language, is a programme wherein the curriculum’s content is transmitted through the use of a second language. Launched in 1995, CLIL programmes aimed ‘to bind together diverse dual-focused educational practices with explicit attention given to both content and language’ (Marsh, 2008: 243). This type of bilingual education has been developing across Europe and has been modelled on the success criteria that have emerged from data from Canadian Immersion schools and Dual Language

programmes, even though the research evidence on the development and success is meagre when compared with the research evidence presented from Immersion and Dual Language bilingual education programmes (Coyle, 2007, 2008). However, Coyle & Baetens Beardsmore (2007) have highlighted its various achievements and applicability across a wide-range of contexts. The philosophy behind CLIL is the vision promoted by the European Union's agenda of the promotion of sustainable multilingualism.

Davison and Williams (2001) provide the rationale for teaching and learning content through a second language. The teaching and learning of a second language has received the blessing of educators for a number of reasons. According to Davison and Williams (2001) the learning of a language through its integration in the subject content, is a faster process. Moreover, rather than just teaching a language as a subject in itself, having it delivered in doses through education programmes such as CLIL (Content and Language Integrated Learning), exposes the student to the use of academic language, rather than simply acquiring the social aspect of language competence. Additionally, as Met (1998) has argued, making use of a communicative approach to second language teaching allows for communication which is both meaningful and authentic.

Teachers are required to have a high level of fluency, even though 'native-like' fluency is not a prerequisite. The first language is safeguarded through efforts to have it developed, however at the same time, students are exposed to a second language for a certain period of time. The EU designates that students should ideally be competent in both the mother tongue, as well as in another two languages, hence CLIL aims for plurilingualism.

In France, CLIL programmes aim to teach languages such as English, German, Spanish and Italian, whilst also including other languages such as Russian, Dutch and Chinese. The concept is one whose aim is to teach language in mainstream education, starting from pre-kindergarten right through to later years. Under the CLIL programme, part of a subject or part of the curriculum is taught through use of the target language. The home language is made use of to teach 'knowledge-intensive learning', whilst CLIL allows practice of the target language through its utilisation for communication in various activities (Garcia 2009a).

The Salzburg model in Austria makes use of a second language from the very first grade when students are six years old. The target language is taught daily and integrated into all the subjects taught at the school. The school adopted a system where although exposure is relatively low (accounting for as much as 5-15% of teaching time), the target language is made use of across

all the subjects. This programme has been successful in terms of the fact that students have been able to conceptualise in both their home, as well as their target language.

### **2.6.1b - Maintenance bilingual education programmes**

Contrastingly, a maintenance approach aims to maintain the students' minority language, whilst aiming to strengthen cultural and linguistic identity, even affirming the individual's ethnolinguistic rights. These types of programmes cater mostly for language minorities who make use of their own language at home when they initially start school and who want to maintain this language while they develop adequate proficiency in the community's dominant language. Such maintenance programmes are found to help 'maintain' languages such as Welsh in Britain, or Catalan in Spain. However, maintenance programmes also abound in Canada and the United States. The aim of such programmes is to maintain L1 for a sufficient period of time, so that academic proficiency in the L1 is achieved. This in turn, augurs well for the L2 literacy acquisition on the basis of the interdependence hypothesis (Cummins 1979, 2000). These programmes only make use of one language for a period of time and use of another language for another period of time. August and Hakuta (1998: 20) have defined maintenance programmes as ones which aim to 'develop English proficient (individuals) but also to develop academic proficiency in the native language.'

### **2.6.1c - Heritage language programmes**

The term 'heritage language' denotes languages that are spoken by ethnic communities. Being the first Canadian province to pass legislation in 1971 in order to allow the teaching and use of languages other than English or French, the province of Alberta has seen the setting up of educational programmes that keep the language of one's parents, grandparents or ancestors alive. Heritage language programmes have been resorted to in situations where language minority children make use of the native, ethnic or home language in the school as a medium of instruction with full bilingualism as its goal. However, Garcia (2005b) argues that focusing on one language robs the child of his bilingual identity and she extols the virtues of a bilingual education that allows the user better access to 'the full range of expressive and communicative possibilities now and in the future (Garcia 2009: 60).

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### 2.6.1d - Immersion programmes

With reference to the language learning context, the term ‘immersion’ was initially used to describe the intensive language programmes that American troops had to go through prior to participation in World War II combat, in order to allow individuals the opportunity to gain communicative competence that would prove to be useful whilst away from home (Baker 2011).

However, the mid-1960s saw the term ‘immersion’ education used in an educational context, to describe a revolutionary concept that developed following a Canadian experimental programme born in the Montréal suburb of St Lambert in 1965 (Lambert & Tucker, 1972), even though Rebuffot (1993) argues that École Cedar Park in Québec (started in 1958) and the Toronto French school (dating from 1962) were already in existence.

As described by Immersion specialists, majority language parents from an English speaking background had grown increasingly discontent with second language proficiency being acquired by their children in mainstream education and they hence persuaded the school district administrators to set up an experimental kindergarten, which initially started off with 26 children. The obvious economic and employment advantages to be gained from bilingualism, biliteracy and biculturalism were motivation enough for the parents who demanded an equitable education.

Immersion programmes originally sought to have students:

- (1) gain the competence of speaking, reading and writing in French;
- (2) achieve the appropriate levels across the curriculum and, at the same time, still allow students to keep gaining proficiency in their mother tongue, without any detrimental effects on their majority language;
- (3) become bicultural individuals through the appreciation of the traditions and culture of fellow French-speaking Canadians.

Immersion programmes sprouted worldwide, with programmes being set up in Ireland, Spain and Finland. Programmes varied in terms of the **age** at which a child is enrolled in a programme, whether he is enrolled in the earliest years (in an Early Immersion programme) or even at a point during secondary school (Late Immersion). In addition to age, programme variation worldwide exists with regard to the **degree** of exposure that an immersion programme

participant receives in a programme. Some programmes opt for 100% immersion at the earliest stages, reducing the target language exposure to 80%, by Grades 3-4 and then ending primary school with a ratio of 50:50.

D'Anglejan (1972: 19) summarized the outcomes of Canadian immersion, stating that 'the experimental students appear to be able to read, write, speak, understand, and use English as well as youngsters instructed in English in the conventional manner.'

Canadian immersion programmes also flourished because of the fact that the two languages, English and French were a) languages that had high prestige and b) programmes had the full support of parents. Use of the home language at the very earliest stages of immersion is allowed until the first year / year and a half, and teachers are competent bilinguals (Swain and Johnson, 1997 and Swain & Lapkin, 2005). Moreover, the language used in class is meaningful and authentic communication. The learning of a second language is therefore accidental or subconscious in early immersion, as the process of second language acquisition mirrors the natural acquisition of the first language. Another factor that aided and established the success of immersion programmes, was the fact that students all started from the same level of language proficiency. All the students had little or no experience in the target second language, therefore guaranteeing a homogenous school population. In addition, students' self-esteem and motivation remain a positive experience.

Tedick et al. (2011) raised issues noting that a significant number of language majority students do not achieve native-like proficiency in the target second language, despite having been in the immersion system for as long as thirteen years. Also, there were categories of students with learning difficulties (dyslexia, autism, Asperger's and Down's syndrome) for whom the outcome might be different than the outcome for peers without similar conditions. Moreover, the extent of social, cultural, and financial advantages require further research. Yet another issue that requires further investigation is the question on the best kind of training for immersion teaching staff.

Apart from Immersion Programmes, a new additive bilingual education programme was set up in Canada which aimed to help students acquire fluent communicative competence in spoken French, to enable them to function effectively as French speakers in society. Such programmes, introduced in Grades 5 or Grade 6, expose programme participants to what has been described as an intensive course for a period of five months, devoted to the learning of communicative French in order to help students reach particular learning outcomes. Some programmes



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introduce such a five-month intensive course towards the end of Grade 6. At least 50%-80% of the school day is devoted to French language learning, whilst other subjects receive a significant reduction in time allotment. Findings from such programmes have shown successful traits in the achievement of the original educational language learning goals (Netten & Germain, 2004).

### **2.6.2 - Language in Education planning and the Finnish Immersion programmes**

Being an official bilingual nation in Northern Europe, Finland makes use of Finnish and Swedish as the two official languages, as declared by the Finnish Constitution. According to Björklund and Mård-Miettinen (2011), Swedish-speaking Finns only account for 5.5% of the population and thus the country is linguistically homogenous. The national school system is expected to look after the induction of bilingualism, where this does not happen automatically in the family.

In Finland, schools offer either Finnish or Swedish language instruction and parents have become increasingly aware of the importance of bilingual communicative competence for the children in a trend that has been developing ever since the late 1980s. The current Finnish compulsory basic education system lasts a total of nine years and ranges from the age of 7 – 16 years. However, parents are encouraged to enroll their children in Early Childhood Education and Care (ECEC programmes) when they are six years old. The Finnish primary education curriculum is delivered by the classroom teacher, who teaches most of the subjects.

Contrary to the situation in Canada, the Finnish implementation of immersion did not come as a result of parent–pressure groups, but as a result of the political drive of a women’s group at Vaasa (Finland) in 1987. Their efforts gained political credibility for the integration of Swedish and Finnish-speaking children. The concept was backed by research conducted by Laurén and his team at the University of Vaasa (Laurén, 1994; Mejía, 2002). The first programme served as a prototype for ensuing immersion programmes in Finland.

The first immersion school in Vaasa had no more than 25 students enrolled in one preschool at its inception in 1987. Swedish immersion programmes offered immersion at three levels: preschool which welcomed children between the ages of 3 - 6 years; primary school which catered for students from Grade 1 – Grade 6 and secondary school which offered immersion classes for students from Grade 7 – Grade 9. By the age of 5 years, children are enrolled in Swedish immersion classes – two years before the onset compulsory schooling. Some children

are enrolled into these preschool classes by the age of 3 – 4 years. During the preschool years, all instruction is held in the target Swedish language, so that effectively, a child enrolled in a Swedish immersion programme would have received a two-year intensive course in Swedish, prior to the start of formal schooling. Similar to the founding concept in Canada, participants have no prior knowledge of Swedish. Teachers in these preschool immersion classes all have native or near-native proficiency in the target language.

From Grade 1 to Grade 2, Swedish immersion students receive 80% instruction in the target language. The first language that students learn to read and write in is Swedish – the students' L2. According to Swain and Johnson (2007) and Fortune and Teddick (2008), Swedish immersion programmes differ from other immersion programmes in that L1 language instruction – that is Finnish - also begins in Grade 1, with students receiving 1 – 2 Finnish lessons per week. These Finnish weekly or bi-weekly classes, focus on oral, as well as receptive Finnish language competence.

In other immersion programmes, such as the Hawaiian immersion programmes, L1 instruction is not imparted until students have reached Grade 5 (Wilson and Kamana, 2011). Swedish immersion programmes adopt the use of the one person-one language approach, so that students learn from the very start that they are to use only Swedish with the Swedish-speaking teacher and only Finnish with the Finnish-speaking teacher. According to Björklund and Mård-Miettinen (2011), the early introduction of oral and receptive L1 Finnish exposure during the 1 – 2 weekly lessons have had beneficial effects in terms of biliteracy and this assessment is based on a nationalised standard reading test which is administered to all students in Grade 3.

By Grade 3, immersion students perform as well as, or perform even better, than the national norm even though the standardised test is in the Finnish language. Therefore it seems that the early introduction of the L1 by Grade 1, has proved beneficial for Swedish immersion students who comparatively, perform better than Canadian immersion students who are introduced to L1 literacy in English only in Grade 3 or Grade 4 and who initially, show a lag in English literacy.

Björklund and Mård-Miettinen (2011) are unable to confirm whether the success achieved by Grade 3 Swedish immersion students in the standardised Finnish national reading test, is related to the introduction of early L1 literacy skills in Grades 1 – 2. What is notable, is the fact that the early introduction of L1 literacy skills helps in identifying whether any lag in literacy performance is due to individual learning difficulties or whether it is due to second language

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acquisition. Special education teachers are then assigned the task of addressing possible issues in the acquisition and progress in any of the two target languages. Other than that, a third language, usually English, is introduced to Swedish immersion students, in Grades 1 or 2, whilst a fourth language is introduced as early as Grade 4 or Grade 5 (Björklund and Mård-Miettinen, 2011).

### **2.6.3 - Two-way bilingual / Dual language programmes**

The first dual language programme, by the name of Coral Way originated in 1963, in Florida. During the 1960s, more programmes materialised in Canada and the USA, in a period when dual language education was seen as reflecting concerns about social inequality. These programmes were developed in an attempt to address this issue.

These programmes were also known as ‘two-way immersion’ and are defined by August and Hakuta (1998: 20) as being composed of a student population where, ‘half of the students in these programs are native speakers of English and the other half are English-language learners from the same language group. The goal of the program is to develop proficiency in both languages for both groups of students.’

Genesee and Lindholm-Leary (2010) define ‘dual language education,’ henceforth (DLE), as ‘schooling at the elementary and or secondary levels in which English along with another language is used for at least 50% of academic instruction during at least one school year.’ (Genesee and Lindholm-Leary 2010: 253).

A dual language programme also known as two-way bilingual programme and two-way bilingual immersion is one wherein approximately 50% majority and 50% minority language speakers choose to receive instruction through a bilingual teacher who, initially, mainly teaches through a minority language (90% of instruction takes place in the minority language, whilst the majority language is only used during the remaining 10% of instructional time) or through both languages (a 50:50 model) with the dominant language taught as a subject.

Dual language education programmes are a possibility when the class composition may be made up of approximately equal numbers of minority and majority language students. Both languages are used for the same amount of time and the aim is both bilingualism and biliteracy (Lindholm-Leary 2001) which is in cases, acquired sequentially and in others, simultaneously.

A large-scale study by Oller and Eilers (2002) has suggested that school type and age aside, the class population is likely to be dominated by majority language speakers. The dominance of the majority language can thus be addressed by the corresponding weight/importance given to the minority language in the school, both through curriculum and student enrollment.

The backing and involvement of the community is also crucial to ensure both the acceptance and the survival of such a programme. Such development may start through the inception of a dual language (DL) kindergarten class, having the DL class created each year, rather than initially having an entire school convert to DL ideology. Alternatively, conversion to a DL ideology may be spearheaded, through the creation of a DL class in each grade.

As Lindholm-Leary (2001) and Howard Christian (2002) have shown, DL programmes aim for:

- a) High levels of proficiency in both the students' first and second languages;
- b) Age-appropriate levels of reading and writing in both languages;
- c) Academic achievement in mathematics, science and other subjects which is at or above grade level;
- d) A harmonious community which benefits from having bilingual/biliterate individuals.

### **2.6.3a - Measures in order to ensure DL programme success**

In order to ensure that students become bilingual, biliterate and multicultural, a variety of practices have been identified. According to Christian et al., (1997), Cloud et al., (2000), Lindholm-Leary (2001, 2005) and Genesee & Lindholm-Leary (2008):

- a) The two languages in an authentic DL programme need to be given equal status in the school with both being used as a medium of instruction, integrating content and language. Subjects like maths and science, amongst others, may be taught through both languages, however repetition of the same material must not ensue and as Baker (2011) advises, the same content should not be taught in both languages;
- b) The school ethos must be bilingual, with both languages being used equally in and around the school, whilst reading and writing are to be given sufficient attention in the curriculum;

- c) Staff must be truly bilingual. Owing to concerns of teacher supplies, teachers could possibly be paired to work as a team, roping in the assistance of staff or parents who may be asked to volunteer to help. Soltero (2004) has highlighted how parents may be used as aides to the teacher.
- d) Another important factor is the duration of the DL programmes which must be a minimum of at least five years, although any extension is preferable.
- e) The classroom must be composed of a comparative balance between speakers of the majority and speakers of the minority language and co-operative learning strategies must be implemented. This language balance is important because if set aside, it may put bilingualism and biliteracy at risk. An imbalance leads to the dominance of one of the two languages, or lead to the exclusion of the speakers of one of the two languages; leading to a situation where segregation, rather than the intended integration takes place. Integration, provides authentic and meaningful communication between the two groups, therefore producing individuals who are more sensitive and tolerant of others coming from a different language background than their own. Contact between members of different groups, leads to increased liking and respect for members of the outgroup, and would include reduction in stereotyping, prejudice and discrimination (Genesee and Gándara 1999: 667). However, equally as important, is the presence of teachers who have been suitably trained and qualified.

### **2.6.3b - Examples of Dual Language programmes in action**

A well-known example of a successful dual language programme is Oyster School based in Washington D.C. At this school, both Spanish and English are valued as equal languages. Having two bilingual teachers, one who is a predominantly Spanish speaking teacher and one who is a predominantly English-speaking teacher in every classroom, the model which is followed at Oyster school is the 50:50 two-way model. Students address each teacher in one language only and the individual teacher only makes use of his/her dominant language. Despite the equal importance given to both languages, Freeman (1998) observed how English, nonetheless, had a higher prestige with students proceeding to codeswitch from Spanish to English more readily than vice-versa. Moreover, students seemed to leave Oyster School with a relatively higher proficiency in English than in written and oral Spanish.

Gross (2016) described a dual language programme which kickstarted in November 2016 and which has seen an intake of African-American children who had a low-income socio-economic background. At the age of 3 years, students at the Houston Elementary School in Washington followed their teacher as she sang in Spanish. According to their teacher, in just a month, students were able to ask for a ‘manzana’ (apple) and also understood their teacher when she uttered the word ‘fila’, a prompt which urged students to stand in a line. A programme such as this operates with lessons being delivered in English the following day; and languages would be alternated throughout the rest of the week. Such dual-language programmes are utilised with the aim of equipping ‘underserved students’ for a future in a competitive workforce. Other schools such as Houston are trying to target bilingual instruction to black children in low-income areas. Its Spanish-English programme opened at the preschool level this school year.

In an effort to address what was clearly an equity issue, California also joined other states in voting for dual-language learning, thus being able to undo the provisions of a law which had been enacted in 1998 and which advocated language learning that was predominantly English language learning, thus contributing to what Garcia (2009) has called the silencing of ‘bilingual’ education in the United States. Of course, challenges for such programmes include the limited resources and parent co-operation and engagement, since parents themselves have multiple jobs and are unable to help their children when difficulties with homework are encountered. In addition, there was also students’ stressful situation in the home domain, and potentially the limited skills of bilingual teachers to be able to cater effectively for their students. Careful planning and consideration needs to be given in order to address issues such as the quality of teaching staff and support for the most vulnerable families.

### **2.6.3c - Examples of Dual Language education in Europe**

#### **a) European Schools**

European Schools for civil servants, founded in 1953, were primarily aimed at providing a service to the children of European civil servants. Such schools cater for mixed nationalities giving importance to children’s trilingual language development, gaining reputation as examples of poly-directional multilingual education. Following on the Council of Europe’s linguistic policy, which advocates and encourages trilingualism, European schools support their students’ mother tongue, by providing an education in the child’s native language. However students also receive instruction in a language other than the mother tongue, as early as Grade 1 (in primary school) and lessons are eventually also delivered through this language.

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Once a student approaches the end of middle school, a third language is introduced. Students are provided ample space for participation in sociocultural and sociolinguistic activities. Such programmes have been described as being successful, in that at least 90% of students qualify for entry into universities.

#### **b) Begegnungsschule (Encounter schools)**

Begegnungsschule (Encounter schools) in Berlin are also poly-directional. Catering for students from kindergarten to secondary schools, a 50:50 model is followed. Working along the maxim of a ‘one teacher, one language’ approach, reading and writing are first taught in the language students feel most comfortable using; however the aim is for biliteracy by grade 8. Initially, students are kept in separate groups, however, they are mixed as they move into the higher classes. Interestingly, these schools make use of the majority language, German, to teach mathematics, whilst a non-core subject such as environmental studies is effected through what is called a ‘partner language.’ The exposure to a third language is dependent upon factors such as teacher availability and subject specialisation. Parental satisfaction has been favourable and the model offered by these programmes is proving to be effective, particularly in the light of the multilingual and multicultural dimension in Europe.

Yet another well developed system which fosters the culture of trilingualism is prevalent in Luxembourg. Whilst Luxemburgish is the majority language, schools have developed a system wherein children are first taught in the home language upon entering school, but are soon introduced to preliminary reading and writing in German (Baetens Beardsmore and Lebrun, 1991; Lebrun and Baetens Beardsmore, 1993; Clyne, 1997). The primary school teacher then proceeds to introduce French, which is followed up and used as a medium of instruction in secondary school.

#### **2.6.4 - Dual Language programmes and language compartmentalisation**

Dual language programmes have established the separation or compartmentalisation of languages as a central axiom for success. Baker (2011: 226) specifically instructs that ‘In each period of instruction, only one language is used’ and moreover that ‘language boundaries are (to be) established in terms of time, curriculum content and teaching.’ Decisions need to be made as to when each language is to be used. Many programmes prefer a system of different language use on alternate days using a message on the classroom door, as an indication of which language is to be used that day – and this is to be followed strictly. Additionally,

different lessons also make use of the different languages to ensure use in the various areas of the curriculum.

The length of time spent learning through each language is subject to variation and is programmed according to the school's needs. In the United States, the two main DL models adopt a 50:50 or 90:10 ratio. The 90:10 ratio makes use of 90% of school time devoted to instruction in the minority language in the first stages such as Kindergarten and Grade 1; 10% is devoted to the development of skills in the majority language, such as oral language development and the acquisition of pre-literacy skills. During the 4<sup>th</sup> to 6<sup>th</sup> elementary grades the ratio then changes to a 50:50 model. Formal majority language instruction begins in the third grade, even though exposure to majority language literacy commences as early as first grade.

Variations between the 90:10 / 50:50 models exist, but the minority language is always given more attention in the first two or three years, while middle and later years of schooling opt for a 50:50 balance. Some programmes also prefer to give more attention to the majority language in later years. Gómez et al. (2005) discussed the '50:50 content model,' which is based on the concept of different languages being utilised for different content areas. Such a model may prove to be effective where there is a predominance of minority language speakers, so that the balance is set on the languages of instruction, rather than on the balance of students. A third variation is a model wherein language minority and language majority students are separated for the native language instruction in the morning and then integrate for instruction that makes use of both languages. The set-up from Grade 3 onwards encapsulates a 50:50 model for all instruction. DL programmes insist on the separation or compartmentalisation of languages and switching is not considered helpful, because students may be inclined to 'switch off' until their preferred language is used. However, the reality is as Garcia (2009) claims, one where switching will occur as inevitably as it is natural – a factor which could have both communicative as well as pedagogic value.

Bilingual teachers should however try not to switch languages. Ideally, children should hear the use of and respond in the language they are spoken to. Baker (2011) suggests pairing teachers so that a teacher who only uses Spanish will work with a teacher who only uses English in the same class. A very challenging situation particularly prevalent in the local context, is one where language boundaries are not established in tandem with content curriculum. Christian et al. (1997) found that variation in how strict separation was adhered



to, which resulted in teachers making use of the child's stronger language to effect explanations, or a situation wherein peers would help each other translate in situations where a teacher refuses to do so.

Garcia (2009a, 2009b) argues that translanguage occurs naturally in a bilingual classroom and therefore, it makes sense to make use of both languages. This therefore is in conflict with the main premise in DL programmes – the segregation of languages. This is an issue that any prospective DL programme must give due consideration to, with a major affecting factor being the needs of the students participating in the programme.

The rationale behind DLE, basis itself on the premise that students can learn a second language if the second language is used for an extended period of time, as well as for substantive communication in school, in the same way as children make use of their L1 in their home domain. Additive dual language programmes aim for high levels of oral and written language proficiency in both the students' home language and the second language.

The last section in this chapter focusses on an introduction to language planning and language policy and proceeds to give some examples of language planning and language policy in action, focussing on some European examples of language planning and policy which have been enacted because of a language ecology that is not dissimilar to the one found in the local Maltese context. This allows for the final chapter to present a subsequent discussion of the factors that need to be taken into consideration when planning for a tailor-made language policy that is suitable for the unique Maltese primary education system.

## **2.7 - Language Planning and Language Policy**

Haugen (1972) introduced the notion of 'language ecology' to focus attention on the interaction between a language and its environment. Fishman (1973) has in turn, defined 'language planning' as the organised pursuit of solutions to language problems, typically on the national level. Cooper (1989) has defined language planning as deliberate efforts to influence the behaviour of others where acquisition, structure or functional allocation of their languages is concerned. According to Cooper (1989), language planning or language engineering refers to 'deliberate efforts to influence the behaviour of others with respect to the acquisition, structure or functional allocation of their language codes' (Cooper 1989: 45).

Skutnabb-Kangas and Phillipson (1994) discuss language policy as a right, placing emphasis on the fact that it is the individual's right to use and learn his home language. In so doing, Skutnabb-Kangas (2000, 2006) discusses two broad categories of human rights:

- 1) Expressive or non-instrumental rights - rights that ensure that users of a language are able to enjoy the secure linguistic environment that their home language provides and the chance for a people to self-reproduce themselves through their culture;
- 2) Instrumental human rights - rights that ensure that language does not serve as an obstacle to meaningful participation in the democratic process, public institutions as well as rights that do not hinder social and economic opportunities.

Ager (2001) discusses seven motives of language policy and planning namely:

- 1) Identity – this is when states designate certain languages as a link to specific identities – for example French being intrinsically tied to France, whilst other languages spoken in France are more or less, side-lined. In Canada, the Official Languages Act (1969) established English and French as the languages of Canadian identity. In contrast, Singapore adopted four official languages: Mandarin, Malay, Tamil and English.
- 2) Ideology – when states or groups impose a language or standards as a result of an ideology. The United States' recent federal law, No Child Left Behind, mandated students' annual progress reports that are based on written English assessments (Menken, 2006, 2008).
- 3) Image creation – when states try to ensure that their history and the language are given a 'favourable' view through the projection of a language. Both the British Council and the United States have supported the use of English in international communication, in the same way as Goethe Institute supports German and the Instituto Cervantes supports Spanish.
- 4) Insecurity – when states are wary of others and their language and thus they reject one language in favour of another. An example of this is the banning of bilingual

education in California in 1998 – wherein voters acted on what was termed ‘hispanophobia.’ This law was repealed only in 2017.

5) Inequality – when states act on language to correct inequalities in society as was the case with the use of politically correct language in the 1970s and the 1980s. Another example, is the U.S. Supreme Court case *Lau vs. Nichols* (1974) also considered as a case of inequality-based language planning. The outcome was the decision that the education of language learners in a language they did not understand was not supporting equal educational opportunity and that the language of instruction therefore had to be changed.

6) Integration – within a group. Following the Education Act of 1870 Welsh children were prohibited from speaking Welsh and were required to learn English at school.

7) Instrumental motives – when individual or groups acquire a second language because of economic or professional advantages which are attained through the acquisition of a language.

Spolsky (2004: 5) considers three components of language policy:

- 1) Language management – also known as language planning, including efforts to enable the manipulation of the language situation;
- 2) Language practices – the pattern of selecting amongst varieties that make up the linguistic repertoire; related to what Hymes (1967) called the ethnography of speaking;
- 3) Language beliefs or ideology - the beliefs about language and language use.

Fishman (2000, 2006) has posited that all language planning is based on the factor of independence (whether one social group wants to be considered independent) vs. interdependence (whether the social group wishes to be affiliated with another), whilst for Shohamy (2006b) decisions about the type of education policy that suits a country or a state best is language policy.

Garcia (2009: 85) described how language policy grew out of the needs of nations which were founded following their decolonisation. As a result, the earliest language planners believed that the issues facing languages could be solved, thus they focussed on three dimensions of language policy, namely:

- 1) Corpus planning: changing the form of language through the standardisation of language forms, the standardisation of a writing system (graphisation) and modernisation (the coining of new words and terms);
- 2) Status planning: modifying the status and prestige of the language within society in as many institutions as possible;
- 3) Acquisition planning: developing new users of the language through for example, language learning in school and adult language classes.

A country such as Wales also considers a fourth dimension,

- 4) Usage or Opportunity language planning (Baker, 2008a). Such language planning seeks the integration of the Welsh language and its culture in society in areas such as sport and leisure, and helps increase the necessity for the use of Welsh.

Due to the influence of the mass-media in the life of a child (Morris and Jones 2008) or the effect that relatives such as siblings have on the use of a minority language in the home domain, Baker (2011) maintains that it is up to education to produce more language speakers, both through bilingual education systems as well as life-long learning.

### **2.7.1 - Language Policy in Ireland**

Article 8 of the Irish Constitution of 1937 affirms the Irish language as the national language and the first official language, whilst English is affirmed as the second official language. It is estimated that the overwhelming majority of the Irish population (95%) use English while the remaining 5% make use of Irish.

The Irish government engaged in efforts to revive Irish between 1922 and 1960. It sought to engage in a policy of ‘maintenance and restoration’ wherein it aimed to maintain the spoken medium of communication in areas where it was still being actively used, whilst restoring the language through the reversal of language shift in areas where Irish was not spoken. In fact,

State policy re-established Irish as the national language. It reintroduced the language in domains where it had not been used in two centuries and it was also concerned with providing the necessary infrastructure for language maintenance and revival. Efforts were successful in increasing the number of Irish speakers outside the Gealtacht (areas where Irish is spoken as a first language). According to the 2002 census, some 9.05% of the population claimed to make use of Irish daily. Ireland has not given consideration to the status of English in Ireland – despite this, English dominated as the language of business, trade, administration and communication in general, highlighting the dominance of English as a ‘gateway to all form of social and economic success’ (Kaplan and Baldauf, 2007: 11).

Currently, language policy in Ireland is still focussed on protecting and regenerating the Irish language, rather than about implementing a language policy that sets English, Irish and the rest of the languages spoken in Ireland into perspective. It is the education sector that is calling for a regulatory language policy framework. Ever since 1922, the responsibility for the actualisation of policies for revitalisation were placed on the schools, which proceeded to include Irish as a core curriculum subject, with the aim of having Irish replace English as the medium of instruction for all subjects in the curriculum. However, time showed, that the effort of the schools alone was insufficient to address these aims and that without the necessary support and without the collective effort by society in general, these language ideals would remain unreachable.

The Official Languages Act of 2003, provided a statutory framework that would allow the delivery of services to be executed in Irish. Amongst the principal provisions, the Act decreed:

- a) The right for an individual to make use of the Irish language in court;
- b) That public bodies had the duty to ensure use of the Irish language only, or else make use of Irish and English languages together in visible places such as advertisements, signage and even stationery;
- c) Any communication provided to the public must be either in Irish or else have both the Irish and English versions appearing together.

Moreover the Act decreed that as from March 2005, Irish was to be the sole language identifying a place name, thus erasing English place names; however signage bearing both the Irish and English versions of official place names in the country had to be given equal importance. Such measures are intended as an initial stage where centralised language planning

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ensures inclusion of the needs of Irish speakers. It is important to note that although some shift to Irish has occurred as a result of a language education policy, this was not sufficient to generate the transmission of the language. Moreover favourable attitudes towards Irish as a national, official language were also insufficient to help establish Irish inside Irish homes. Hence, it may be concluded that apart from the Gaeltacht areas, Ireland may not be considered truly bilingual and efforts for Irish language revival outside Gaeltacht need to be redoubled.

### **2.7.2 - The Council of Europe Language Education Policies**

The plurilingualism of the individual is the central concept at the heart of the Council of Europe's language education policy. The Council makes a distinction between 'multilingualism,' which it defines as the presence of more than one language or language variety in a region, regardless of size, and 'plurilingualism', which it regards as 'the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency of varying degrees in several languages and the experience of several cultures' (Council of Europe, 2001: 168). Hence, plurilingualism, places the individual at the centre of the language policies that are adopted, reiterating the wealth that may be obtained from a development of an individual, to make use of the languages at his disposal. Moreover the development of this plurilingual competence requires support through the proper infrastructure through teaching and an education which is plurilingual, forming the basis of democratic citizenship. The Council of Europe education policies aim to promote:

- a) Plurilingualism: where all are entitled to develop a degree of communicative ability in a number of languages over their first one in accordance with their needs;
- b) Linguistic diversity: Europe is multilingual and all its languages are equally valuable modes of communication and expressions of identity. The right to use and to learn one's language(s) is protected in the Council of Europe Conventions;
- c) Mutual Understanding: The opportunity to learn other languages is an essential condition for intercultural communication and acceptance of cultural differences;
- d) Democratic citizenship: Participation in democratic and social processes in multilingual societies is facilitated by the plurilingual competence of individuals;

- e) Social Cohesion: Equality of opportunity for personal development, education, employment, mobility access to information and cultural enrichment depends on access to language learning throughout life

(Council of Europe, 2006: 5).

The Council of Europe has taken it upon itself to provide expertise to member states who request an assessment of where the country stands in relation to plurilingualism and how the country can improve its journey towards this plurilingual ideal. To this effect in 2003 it produced a document *Guide for the Development of Language Education Policies in Europe*, covering the whole of the language education system, including the gathering of information related to mother tongue, second language and foreign language education systems at work in a particular country or region (Garcia, 2009a). Any European member state has the option of requesting the help of an expert team, to aid the country in a form of self-evaluation exercise that is aimed at highlighting what has been achieved in terms of language education goals and identify areas that require further focus and more dialogue. Malta, too, has joined countries like Armenia, Austria, Cyprus, Hungary, Ireland, Lithuania, Luxembourg, Norway, Poland, and Slovenia (Garcia, 2009a) in requesting the assistance of the Council of Europe to create Country Profiles and subsequent Language in Education Policy profiles.

## **2.8 - Language education in Malta**

As has already been mentioned in the introductory chapter, large-scale, representative surveys on language use in Malta (Sciriha and Vassallo, 2001, 2006) have already shown Maltese as the mother tongue or the dominant language spoken by the Maltese; on the other hand, English, designated as the second language in the Maltese education system, is described as a mother tongue for a smaller percentage. These surveys have also shown English to be used consistently amongst the managerial and professional socio-economic categories, with Maltese being regarded as the L1 for the majority of individuals in the lower socio-economic categories, the homemakers and the unemployed. The complexity in the Maltese linguistic landscape is further accentuated when it becomes evident that according to statistics issued by the National Statistics Office (2011), the written English medium is given preference over the written Maltese medium and this fact is also evident in trends in newspaper readership, which are predominantly prevalent in English. The tendency for the Maltese public to generally prefer English as the written medium was also made evident in Sciriha's (2012) representative results in the monograph, *Profiling Language Use in Malta*. Sciriha asked Maltese respondents,

whether they agreed with a move to translate English base textbooks into Maltese, excluding the books which were used for the English language lesson. Most respondents, 57.4%, were shown to be opposed to such a proposal, while the remaining 42.6%, agreed that textbooks should be translated into Maltese (2012: 46).

Without brushing aside the fact that Maltese only officially became a national language in 1934 and despite the fact that local Maltese writers and poets have published considerable works of literary worth in Maltese, most textbooks utilised in schools are in English, whilst Maltese textbooks predominantly deal with the study of Maltese language and literature, apart from a few, which deal with subjects such as Religion and Social Studies. This shows that although Maltese may be the dominant language in Malta and one that is spoken with pride, language use in Malta presents bilingualism without diglossia – where both languages are used to varying degrees within the same domain.

The tripartite school system, comprised of State, Church and Private schools, is also associated with a predominance of the use of one language over another. State schools predominantly function in Maltese, whereas Church schools, (particularly the girls' schools located in the Northern Harbour area) and Private schools, place more value on and therefore tend to use a predominance of English. The fact that recent years have seen an increase in migrant students filtering steadily in the system, has resulted in a call for more guidance and the necessary infrastructure needed to cope and adapt to such challenges.

Code-switching remains an 'elephant in the room.' The study by Sciriha and Vassallo (2006) show that there is extensive use of code-switching and although arguments by Garcia (2009a) discussing the value of translanguaging as a resource tool still resound, the danger lies, as this study intends to show, that unbridled code-switching, also translates into a predominance of the use of one language instead of the other, resulting in an unequal exposure to one or another of the languages, contributing to underperformance and underachievement in the curriculum. As Sciriha (2013: 156) notes, 'It is understandable that a modicum of code-switching needs to be allowed, since the overwhelming majority of the Maltese children are native speakers of Maltese. However, fine tuning is necessary with regard to this proviso.'

The Language Education Policy Profile (2015) compiled by the joint efforts of the Council of Europe Expert Group and the Ministry for Education and Employment reflected the concerns of both the government as well as the stakeholders to overcome what was perceived to be a decline in the standards, which ultimately were not solely limited to language proficiency, but



to intellectual and cognitive abilities within the school system too. The Profile reiterated the concern of these stakeholders to try and identify how the Maltese education system could be strengthened even more, whilst trying to identify the impediments to a balanced bilingualism that is of ultimate importance for student success across the board. From absenteeism, and pupil failure, resulting in a substantial number of students who fail to sit for high stakes secondary examinations, to the subsequent drop-outs from the post-secondary school system, both English and Maltese language associations, have highlighted their concern with declining standards in both languages, a concern which was made very evident in the Country Report (2015).

The First European Survey on Language Competences (2012) has shown Maltese students achieving lower literacy in Maltese than English; however these results could also be a reflection of the fact that some Church and Private schools produce student cohorts who perform better in English. The Language Education Policy Profile asks whether the way in which the two languages are introduced in the education system bears any influence on overall student achievement, or whether there are other factors that play a role.

One of the main objectives of this present study is to determine where Maltese students stand on this continuum of the ideal bilingual standard. This study aims to show that more effort must be placed in offering all students the same effective bilingual education opportunities across the board, since it seems evident that school type attended is one of the factors that plays no small role in determining the outcome of language proficiency. Indeed, as the Language Education Policy Profile suggests, ‘improvement and clarification in language policy... would in turn affect some of the wider issues of learning and performance’, while examining, ‘the language of schooling and the maintenance and development’ of the balanced bilingual ideal (Language Education Policy Profile 2015: 34). Moreover, the same Profile hinted at the effects that a) methodology, b) teacher-training and c) socio-economic distinctions amongst pupils could have in addition to the impact by d) the bilingual education system itself. Three years prior to the publication of the Language Education Policy Profile, Sciriha (2012) had already assessed public sentiment as to whether specialist teachers of English should replace the current generalist teacher. Sciriha (2012: 64) had found that the majority of 71.8% would indeed welcome an English specialist teacher, with most citing reasons such as the fact that ‘very often the primary school teacher is not specialised in English’ (54.9%) whilst others affirming that ‘the teacher’s pronunciation is not always good’ (20.0%), or that a ‘specialist teacher of English

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will not make mistakes in pronunciation’ (17.5%). Hence this study shows that, in this respect, public opinion is already convinced about the fact that structured and carefully planned changes aimed at improving the system, would be well received.

The Language Education Policy Profile supports attention to the linguistic training of teachers in both languages, evidently concluding that doubtlessly, teachers’ competence and understanding are of paramount importance, since they are the ones in charge of the linguistic development of their pupils. This study presents the results of a mixed methods approach through the use of two large-scale quantitative surveys with Maltese primary school stakeholders and a qualitative study with primary school teachers themselves and shows that there is indeed variation in the status that Maltese and English have for different individuals. Whilst Maltese is the mother tongue for most of the population, English is the mother-tongue for a minority – however, one must also not neglect the complexity superimposed by the growing and steady presence of non-Maltese, migrant students, for whom neither Maltese nor English is a mother tongue. In fact, the NCF (2012) refers to the concept of ‘multilingualism’, whereas the NMC (1999) had only referred to ‘bilingualism.’ Such a stance adheres to the Council of Europe’s main proposal, that of having all European member states prioritise a nation’s mother tongue in addition to two more languages. Malta does follow such tenets. All students are given the opportunity to follow a bilingual education system rooted firmly in Maltese and English, whilst also being given the opportunity to acquire a third language. Some students are even provided with the opportunity to learn a fourth language.

## **2.9 - Conclusion**

The term ‘bilingualism’ has been incessantly debated by experts who have attempted to define it. Approaching an understanding of the term ‘balanced bilingualism’ is even more complex. In line with Garcia (2009), as with several other stalwarts who have written volumes about this topic, ‘balanced bilingualism’ is not necessarily equal to ‘dual’ monolingualism. In this study, the term ‘bilingual’ will be taken to infer age-appropriate, communicative competence in the two official languages of Malta. This study focusses on an in-depth understanding of issues that play a role in affecting the success or otherwise of age and level appropriate bilingualism in the primary school sector.

The development of a bilingual education language policy has been considered a ‘highly political activity’ and hence, ‘given its political nature, traditional linguistic research is necessary but not in itself sufficient... scholarly research may need to be expanded, to consider

not only the language at issue but also the social landscape in which the language exists... a critical step in policy development involves making research evidence understandable to the lay public' (Kaplan and Baldauf 2008: 3). The chapters that follow are the present researcher's attempt at trying to examine the social landscape by focussing on the main three stakeholders and in line with the directives highlighted in the Language education profile, to provide perspectives on the current prevailing state of the Maltese bilingual education system.

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## Chapter 3

### Research Methodology

#### 3.1 - Introduction

This study has as its main aim the collection of data which in its entirety, provides an overview of the opinions, the attitudes and the general current state of affairs in the field of bilingual education in the Maltese Islands. Previous large-scale sociolinguistic studies have investigated a particular segment of society by focussing on students, on teachers or on parents. In an attempt to expand on this body of data whilst at the same time, taking into consideration data acquired from the previous representative study by the researcher (Frendo 2001 and Sah Frendo 2003), this study aims to collect, analyse and synthesise data obtained from various stakeholders in the field of bilingual education in Malta. The aim is thus to acquire a holistic understanding of the degree of monolingualism or bilingualism, acquired by students by the time they are approximately 9-10 years of age. It is hoped that the data thus obtained would then be able to contribute to the current considerations that need to be factored in the establishment of a specific bilingual education language policy for Malta, which is currently being discussed and yet to be established.

#### 3.2 - The Research Approach and worldview adopted in this study

Collecting diverse types of data provides a more complete understanding of the research problem than either quantitative or qualitative data alone. Hence, a Mixed Methods approach was utilised. Creswell (2014) defines Mixed Methods as being in the middle of (a) continuum because it incorporates elements of both qualitative and quantitative approaches (Creswell 2014: 3).

In order to be classified as such, a Mixed Methods study must include at least one quantitative and one qualitative strand. It must encompass the basic process of conducting quantitative or qualitative research: posing a question, collecting, analysing, data and interpreting data (Teddlie & Tashakkori, 2009).

The overarching worldview adopted by the researcher was the pragmatic philosophical foundation (Tashakkori & Teddlie 2003). In this study, the term 'worldview' refers to 'a basic set of beliefs that guide action' (Guba 1990: 17). However, a worldview could also be referred to as being a 'paradigm' (Lincoln, Lynham and Guba 2011; Mertens 2010) or even referred to

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as ‘epistemology’ (Crotty 1998). Creswell (2014) defines a ‘worldview’ as a general philosophical orientation about the world and the nature of the research which the researcher brings to a study (Creswell 2014: 6).

Tashakkori and Teddlie (2003a) and Tashakkori and Teddlie (2010) indicate pragmatism as the appropriate worldview/paradigm for Mixed Methods Research. According to Murphy (1990) and Cherryholmes (1992), pragmatism draws on many ideas. It employs a number of approaches - whatever works in the attainment of knowledge. Creswell (2014) agrees that pragmatism does not commit itself to one system of philosophy, but that it draws liberally from both quantitative and qualitative approaches.

Taking a pragmatic perspective informed by Cummins’ BICS and CALP models on second language acquisition, the researcher combined quantitative and qualitative measures aimed at understanding how far Grade V primary students may be said to be bilingual whilst identifying attitudes and quantifying actual exposure to the two languages.

The main research question in this present study is: *To what extent can Primary Grade V children be said to be bilingual and what factors aid or inhibit the attainment of age-appropriate bilingualism?* Thus any approaches that are available to understand the problem (Rossman and Wilson, 1985) are made use of. Green (2007: 210) argues that a most critical decision behind a Mixed Methods Research approach is the extent to which the strands of quantitative and qualitative studies are kept independent or else have the different strands interact.

### **3.2.1 - Rationale behind the methodology employed in the study**

Being that ‘field that studies the relation between language and society, between the uses of language and the social structures in which the users of language live’ (Spolsky, 1998: 3), this sociolinguistic study is concerned with understanding the social origins, the context and the consequences of what the members of the particular members of society (hereafter referred to as the target population) believe.

In order to ‘document’ these issues, the researcher made use of the interview technique as a means of collecting data that reveals the beliefs and values of a particular social group under study. Such an exercise is crucial if one is to acquire an in-depth understanding of the several complex issues at hand.

In the first study on the suitability of immersion programmes within a Maltese context, Sciriha (2001b) made use of the questionnaire survey, administered via a face-to-face method of interviewing to 500 respondents aged between 18 and 50. Sciriha concluded that the educational system requires to be 'revamped' and that immersion programmes were indeed a viable alternative to what she has dubbed Malta's 'unofficial monolingualism' (Sciriha 2001b).

In her most recent study entitled '*Profiling English Use in Malta*', Sciriha (2012) again makes use of a quantitative survey analysis through the use of a questionnaire as a survey instrument. Opting for this method allows for the collection of more 'accurate data on the total population of Malta, and thus (allows) a much more precise target of corrective measures' (Sciriha 2012: 13). A follow-up to Sciriha's (2001b) study by Frendo (2001) included the administration of face-to-face interviews with teachers, and this study also corroborated the results obtained by Sciriha. Subsequently, Sah Frendo (2003) followed up on this through the study that brought together the views of students, parents and teachers, all of whom agreed that change with the aim of having a more effective additive bilingual education programme was necessary.

Consequently it was decided that the present study should aim to obtain the broadest perspective possible by 'discovering' the opinions and beliefs of respondents after obtaining clearance from the University of Malta's Research Ethics Committee. The researcher attempted to acquire the viewpoint of parents, teachers and students who affect and are in turn affected by their role in the field of education.

### **3.3 - Use of the Mixed Methods Research Design**

In order to address the overarching research question, a Mixed Methods approach was used which involved a total of three studies: two quantitative and one qualitative study. An explanatory sequential Mixed Methods research design was utilized. The use of an explanatory sequential mixed methods research design allowed the researcher to first conduct the quantitative research, analyse the results thus obtained and then build on the results in more detail with qualitative research (Creswell 2014), as may be seen in Figure 3.1. This method is defined as being 'explanatory' in that the initial quantitative data thus acquired is further explained through the analysis of the qualitative data.

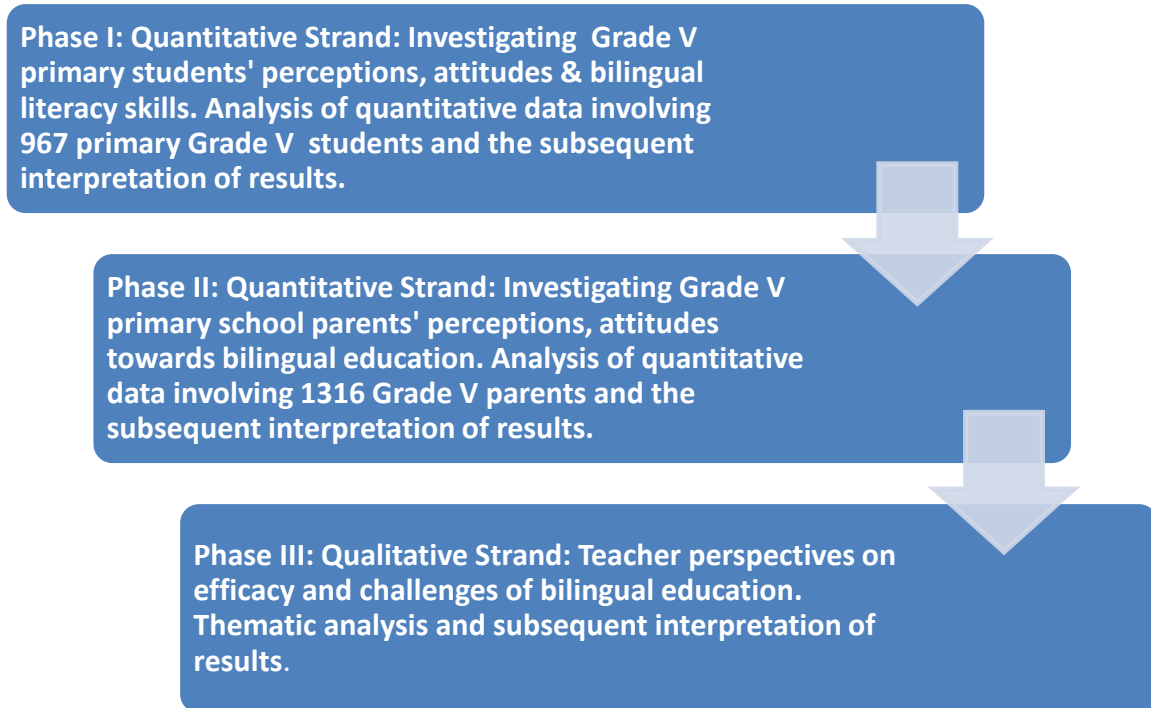


Figure 3.1: The explanatory sequential Mixed Methods research design

### 3.3.1 - Advantages of the use of Mixed Methods Design

Mixed methods are used to cross-validate findings (Denzin 1978) with the aim of reducing the bias inherent in any particular source or method. Denzin (1978) identified four types of triangulation:

- 1) Data triangulation, where different types of data sources are used in the study;
- 2) Investigator triangulation, involving more than one researcher in a single study;
- 3) Theory triangulation, using multiple perspectives to interpret a single set of data;
- 4) Methodological triangulation, which is the use of multiple methods to study a single problem.

Sciriha (1998a: 193) highlights the importance of applying both quantitative and qualitative research approaches when she states, ‘Sometimes it is important for a mix of the two approaches.’

Denzin, a qualitatively-oriented social scientist (1978), argues that an integration of both qualitative and quantitative methods used together in the same research project shed more light

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on the social phenomena under investigation. Webb, Campbell, Schwartz & Sechrest (1966) corroborate this by arguing that use of both qualitative and quantitative approaches for sociological inquiry lends survey results greater validity. The concept known as ‘triangulation’ has been used to account for the combination of qualitative and quantitative methods in sociology. On the other hand, Creswell (2014) refers to the combined approach of qualitative and quantitative methods of data collection, as the ‘Mixed Methods’ approach.

Denzin (1978: 304) maintains that ‘triangulation’ is a ‘complex process of playing each method off against the other so as to maximize the validity of field efforts,’ which would lead to a reduction of ‘threats to internal and external validity.’ Indeed, Flick (1998: 230) emphasises that ‘Triangulation is less a strategy for validating results and procedures than an alternative to validation...which increases scope, depth and consistency in methodological proceedings.’

### **3.4 - Phase I - Survey with Grade V Primary School Students : A Quantitative Inquiry**

#### **Sample Selection**

It was decided that it should be the Grade V students who should be the primary school respondents due to several factors. Firstly, it is far more difficult to obtain permission to interview Grade VI students because the syllabus is very demanding, with quite a significant number of students opting to sit for the end of primary benchmark examinations. A second reason for selecting Grade V primary students was that this particular class is the penultimate year of primary education and so any survey of this group would hypothetically offer valuable insights as to what the attitudes towards bilingualism at this stage are.

Table 3.1 represents the number of students enrolled in all primary schools across the Maltese Islands, based on information provided by the Research and Innovation Department at the Ministry for Education and Employment, in the scholastic year 2011/2012 when the researcher had first embarked on the first phase of data collection. As shown in Table 3.1 there were a total of 3926 students enrolled in primary schools, whilst the total sample size of State, Church and Private school students participating in the Phase I survey amounted to 987 students.



**Table 3.1: Students enrolled in all primary schools in the Maltese Islands in the scholastic year 2011/2012**

| <b>Regions</b>   | <b>State</b> | <b>Church</b> | <b>Private</b> | <b>Total</b> |
|------------------|--------------|---------------|----------------|--------------|
| Southern Harbour | 506          | 296           | 58             | 860          |
| Northern Harbour | 596          | 593           | 248            | 1,437        |
| South Eastern    | 444          | 49            | 2              | 495          |
| Western          | 314          | 115           | 48             | 477          |
| Northern         | 257          | -             | 126            | 383          |
| Gozo             | 176          | 98            | -              | 274          |
| <b>Total</b>     | <b>2,293</b> | <b>1,151</b>  | <b>482</b>     | <b>3,926</b> |

### 3.4.1 - Primary State School Sample Size

All Maltese primary schools having Grade V classes were sent requests asking for the participation of their Grade V classes in the survey. Requests were sent out to all schools, both through emails as well as through mailed letters which were then followed up by telephone calls made to the school to confirm that requests had been received. Table 3.2 shows a list of the State schools that were invited to participate in the survey.

**Table 3.2: Primary State schools that were invited to participate in the survey by Region**

| <b>Northern Harbour</b> | <b>Southern Harbour</b> | <b>South Eastern</b> | <b>Western</b> | <b>Northern</b>   |
|-------------------------|-------------------------|----------------------|----------------|-------------------|
| Birkirkara              | Bormla                  | Birżebbuġa           | Attard         | Għargħur          |
| Gżira                   | St Julian's             | Għaxaq               | Balzan         | Mellieħa          |
| Hamrun                  | Xgħajra                 | Gudja                | Dingli         | Mosta             |
| Lija                    | Paola                   | Kirkop               | Mġarr          | Naxxar            |
| Msida                   | Fgura                   | Marsaskala           | Mtarfa         | San Pawl il-Baħar |
| Pembroke                | Tarxien                 | Marsaxlokk           | Rabat          |                   |
| Pieta'                  | Senglea                 | Mqabba               | Siggiewi       |                   |
| Qormi                   | Luqa                    | Qrendi               | Żebbuġ         |                   |
| San Ġiljan              | Valletta                | Safi                 |                |                   |
| San Ġwann               | Kalkara                 | Żejtun               |                |                   |
| Santa Venera            | Marsa                   | Żurrieq              |                |                   |
| Sliema                  | Żabbar                  |                      |                |                   |
| Swieqi                  |                         |                      |                |                   |

Table 3.3 below, shows the total of twenty-one (21) primary State schools the researcher visited in different localities, namely Gżira, Hamrun, Kalkara, Marsa, Msida, Pieta, Qormi, Senglea, Sliema, St.Julian's, Tarxien, Xgħajra, Żabbar, Birżebbuġa, Marsaskala, Mqabba, Qrendi, Dingli, Rabat, Għargħur and Mellieħa. This shows a distribution of nine out of thirteen schools from the Northern Harbour region, four out of twelve schools from the Southern Harbour region, four out of eleven schools from the South Eastern region, two out of eight schools from the Western region and two out of five schools in the Northern region. The total sample of State school students who participated in the survey amounted to no less than 489 students.

**Table 3.3: Primary State School Sample**

| <b>Northern Harbour</b> | <b>Southern Harbour</b> | <b>South Eastern</b> | <b>Western</b> | <b>Northern</b> |
|-------------------------|-------------------------|----------------------|----------------|-----------------|
| Gżira                   | St Julian's             | Birżebbuġa           | Dingli         | Għargħur        |
| Hamrun                  | Tarxien                 | Marsaskala           | Rabat          | Mellieħa        |
| Kalkara                 | Xgħajra                 | Mqabba               |                |                 |
| Marsa                   | Żabbar                  | Qrendi               |                |                 |
| Msida                   |                         |                      |                |                 |
| Pieta'                  |                         |                      |                |                 |
| Qormi                   |                         |                      |                |                 |
| Senglea                 |                         |                      |                |                 |
| Sliema                  |                         |                      |                |                 |

Once heads of schools confirmed their agreement to participate in the study and appointments were set up so as to cause as little disruption to the school as possible, the researcher visited the school on the designated dates and distributed the questionnaires to each child. Each child had the option of choosing which language to answer the questionnaire in and once the questionnaires had been distributed, the researcher then proceeded to field one question at a time, clarifying any question that the student respondents might have had. It must be said at this stage, that generally all children co-operated fully and that prior to their answering the questionnaire, they were asked to be as truthful and as accurate as possible when considering their choice of answers.

### 3.4.2 - Phase I Part II: The Survey in Primary Church Schools

All heads of school at primary Church-run schools were contacted in the same way as the State School heads of school had first been contacted. Electronic mail was sent out to all heads of Church schools listed in Table 3.4.

**Table 3.4 Primary Church schools that were invited to participate in the survey by Region**

| <b>Northern Harbour</b> | <b>Southern Harbour</b> | <b>South Eastern</b> | <b>Western</b>               | <b>Northern</b> | <b>Gozo</b>           |
|-------------------------|-------------------------|----------------------|------------------------------|-----------------|-----------------------|
| St Aloysius             | De La Salle             | St Joan Antide       | Archbishop's Seminary Rabat  | St Monica Mosta | Bishop's Conservatory |
| St Dorothy's            | St Albert College       |                      | St Paul's Missionary College |                 | St Theresa School     |
| Our Lady Immaculate     | St Augustine College    |                      | St Dorothy's                 |                 | Laura Vicuna          |
| St Francis (B'Kara)     | Mater Bon Consilii      |                      |                              |                 | St Francis            |
| St Francis (Msida)      | Theresa Nuzzo           |                      |                              |                 |                       |
| St Joseph               |                         |                      |                              |                 |                       |
| St Joseph (Sliema)      |                         |                      |                              |                 |                       |
| St Monica               |                         |                      |                              |                 |                       |
| Sacred Heart College    |                         |                      |                              |                 |                       |
| St Monica Gzira         |                         |                      |                              |                 |                       |
| Stella Maris College    |                         |                      |                              |                 |                       |

Out of all the letters sent, only a handful of schools responded and of course appointments were fixed. Following this step, second, third and other attempts were made to try and get permission to enter the schools, once that the necessary permission from the Archbishop's Curia had been obtained.

After the first batch of Church schools had been covered, all the Church heads of school who had not contacted the researcher, had been called or resent fresh letters of request, both

electronic mail as well as mailed letters. By the end of February 2014, nine different Church schools had been visited and a total number of 453 students from these schools had participated in the survey. The Church school respondents hailed from nine different localities and were distributed into the various regions, this time also including a school in Malta's sister island of Gozo as shown in Table 3.5 below.

**Table 3.5: Primary Church School Sample**

| Northern Harbour | Southern Harbour | South Eastern | Northern | Western | Gozo   |
|------------------|------------------|---------------|----------|---------|--------|
| Paola            | Birkirkara       | Żejtun        | Balzan   | Żebbuġ  | Kerċem |
| Sliema           |                  |               |          |         |        |
| Gżira            |                  |               |          |         |        |
| Hamrun           |                  |               |          |         |        |

### 3.4.3 - Phase I Part III: The Survey in Primary Private Schools

All heads of Private schools were contacted, however it was only with great difficulty after months of trying to make contact, that the researcher finally managed to carry out the survey at these schools too. Table 3.6 represented below shows the the distribution in terms of localities.

**Table 3.6: Primary Private schools that were invited to participate in the survey by Region**

| Northern Harbour            | Southern Harbour | South Eastern             | Northern                 | Western               |
|-----------------------------|------------------|---------------------------|--------------------------|-----------------------|
| Private School San Ġwann    |                  | Private School Vittoriosa | Private School Mġarr     | Private School Attard |
| Private School Pembroke     |                  |                           | Private School Mġarr (2) |                       |
| Private School Pembroke (2) |                  |                           |                          |                       |

Table 3.7 shows the distribution of the three primary Private schools that agreed to participate in the study. The researcher had sent out emails and mailed letters, and was told to wait for replies since teachers had to be spoken to see what could be worked out. However, as with the other schools, in order for the study to be actually conducted, it took a number of months, given that students would have had other prior engagements such as exams, school concerts or other activities which impeded this last phase to be completed in the estimated time frame.

**Table 3.7: Primary Private School Sample**

| Northern Harbour               | Southern Harbour | South Eastern | Northern                | Western |
|--------------------------------|------------------|---------------|-------------------------|---------|
| Private School<br>Pembroke     |                  |               | Private School<br>Mġarr |         |
| Private School<br>Pembroke (2) |                  |               |                         |         |

The researcher had no other option but to wait in order to be given the go-ahead; one was very grateful of course, since an important and salient aspect would have been missing had access to Private schools not been made available. It would have been desirable had more Private schools agreed to have the research conducted at their schools however, it was not possible to do so.

### **3.5 - The design of the interview proforma and its presentation to Phase I Primary Grade V respondents**

The interview proforma was drafted from scratch and adjusted after being piloted with several children who were asked to fill in the questionnaire after being guided by the researcher.

The questionnaire was set in both Maltese and English and student respondents were given the option to select which language they would rather answer the questionnaire in. To guarantee anonymity, students were asked not to include their name on the questionnaire.

The young Grade V respondents were informed that the questionnaire was being filled in by a number of children around the Maltese islands. It was explained to them that the study was about Maltese and English and their feelings towards and use of the two languages and that it was extremely important for them to be entirely truthful and as accurate as possible in their answers. It was evident that the children were committed to being as truthful and as accurate

as possible, as evinced by the large number of questions asked during the filling in of the questionnaire, so that very often, depending on the children's queries (which were all individually addressed), the time-frame to complete the questionnaire would go well beyond the allotted period, much to the researcher's concern.

Students were first offered a choice between Maltese or English questionnaires and after the distribution of a questionnaire to each child in the preferred language, students were addressed as a class and instructed to fill in the questionnaire together with the researcher who would then go from one desk to another as students proceeded to fill in the eight-page questionnaire.

The first part of the questionnaire (Appendix A) which consisted of a series of close-ended questions, focused on the students' comfort when using spoken and written Maltese and English. Respondents were also asked which of the two languages were students most comfortable using.

Students were next asked whether it was important for them to be able to speak Maltese and English well. These questions were aimed at bringing to the fore, attitudes towards the two languages. Due to the fact that it is not unheard of that Maltese speakers of English are criticised by others, precisely due to their use of English, respondents were asked to state whether there was any such form of criticism when speaking in either Maltese or English.

The questionnaire next sought to discover which was the main language generally used in the home and the school domain; and more specifically which was the language used when communicating with the class teacher, with friends at school and also with the head of school. In order to obtain a more detailed picture, respondents were also asked to mention all the domains where English and Maltese were used. Respondents were able to select more than one domain.

Next, respondents were asked to state whether they have ever experienced difficulty with Maltese and English homework, which aspect of the syllabus presented them with problems and who they turned to when experiencing such difficulties.

Mid-way through the questionnaire, students were asked which language was used as the language of instruction in the subjects taught at school. Students were asked if lessons were conducted in Maltese, English, mostly Maltese, mostly English or Maltese and English equally. Students were asked which of these languages were used during the teaching of the subjects Maltese, English, Maths, Science, Social Studies, Religion, PE, Art and Drama.

Within the home domain, students were asked to name the language they preferred when watching cartoons, teleserials and DVDs, whilst being asked whether they enjoyed reading. They were asked whether the adults at home ever read and which language was the one they preferred to read in. They were also asked to state how many books they had read over the past couple of months.

Towards the end of the questionnaire, students were asked to rate their own proficiency in spoken and written Maltese, as well as spoken and written English. Finally, in order to acquire some data on their bilingual language skills, students were asked to write four sentences in both Maltese and English. Despite being asked to first describe their plans for the upcoming holidays in Maltese first and then express those sentences in English, almost invariably, students chose to first write sentences in the language they felt most comfortable writing in first and then proceeded to translate what they had written in their second language.

This section was then assessed and graded according to the rating scale that had been adapted from an international rating scale, namely, the Key English Test for Schools as structured by the University of Cambridge ESOL Examinations (University of Cambridge ESOL examinations, March 2010).

In order to assess this section, the researcher sought the help of a qualified multilingual teacher who had had over forty years of teaching experience in the primary and secondary school sectors. The researcher who was the first marker, graded the sentences written by the children according to the ESOL rating scale which was adapted in order to serve as a guideline throughout and then kept a record of the marks awarded to each student according to the each respective questionnaire's serial consecutive number (SCN). The batch of questionnaires was then also reviewed by the experienced educator, who performed the role of second marker and who also proceeded to grade written work according to the adapted rating scale. Grades for each questionnaire were then compared by the researcher and the second marker and in the very few instances where marks attributed varied slightly, the student's written work was reviewed and graded following agreement between the two markers.

At the end of the questionnaire, students were also asked to identify their gender, age and if known, their parents' occupations, in an effort to be able to ultimately draw parallels with respondents' answers and their parents'/guardians' socio-economic categories.

Every response on the questionnaire had been previously coded and assigned a numerical value in order to facilitate data entry once the interviewing stage had been completed. All responses were duly entered in the statistical programme SPSS (The Statistical Package for the Social Science) Version 23/24 and Chi Square Tests of Analysis were conducted in order to assess the data acquired.

### **3.5.1 - Challenges associated with the data collection exercise in the Primary school sector**

Ideally, a less time-consuming effort would have been a situation in which a scientifically representative sample of students hailing from each of the Maltese Islands' six regions had been chosen. Schools would have been chosen via a process of random sampling to ensure that every school would have had a chance of being selected for the survey's purpose. However, this was not as simple as one would have wished. Although permission from the local Directorate for Quality of Services in Education (DQSE) does allow a researcher to enter a school to carry out the research, permission to actually do so is only possible from the individual heads of school.

Moreover, most of the time the researcher was asked by the various heads of school to also obtain written permission from the various principals responsible for the various colleges, so that access to the students depended not only on the acceptance of heads of school, but on the principals in charge of the various colleges as well. This procedure, took up much time in terms of gaining access into the field, because the researcher had no option but to wait to get the answer not only from one, but two individuals who quite often had to be contacted time and again for the fieldwork to proceed.

Another difficulty encountered - one which was not simply limited to State schools - was the fact that several heads of school often requested the researcher to fix an appointment with them, despite having presented the DQSE permit and college principal's permission to carry out the survey. In view of the fact that the researcher used to try to find free slots between her own teaching duties, in order to carry out this survey, these appointments contributed to the difficulties encountered, because these appointments were simply a repetition of what had already been stated and discussed in the introductory communication.

As a result of the difficulties mentioned above, it was therefore rather impossible to adhere to the original target of having 500 respondents, selected through random sampling. Although a school might have been selected for participation in the study, the authorities at that same



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school might not have given actual permission for the study to be carried out, or would have asked to have the interview conducted at some later stage during the scholastic year, if at all. This was the reason why the researcher sent out requests to all primary schools in Malta and Gozo. This allowed the researcher to gain access to all the schools which accepted to have the researcher carry out the survey with their students, ultimately developing into an exercise which finally led to a much larger respondent base. Where possible, schools were selected from each of the six regions of the Maltese islands to ensure as wide a distribution as possible.

Another difficulty which made the entire process of data collection even lengthier was the fact that a good number of schools would initially show interest in having the study carried out at their schools, however they would then fail to communicate a set date for the survey to be carried out. This contributed to a lengthier process in this phase of the study which was staggered in five stages, namely, May-June 2012, then October-December 2012, January-June 2013, October-December 2013 and January-February 2014.

### **3.6 - Phase II Survey with Grade V Primary School parents – A Quantitative Inquiry**

Initially, the researcher had aimed to make use of a stratified random sampling technique. However, due to the challenges described for Phase I, that is, the fact that this possibility depended on being given permission by the individual school authorities to carry out the survey, this was not possible. All effort was made to have the survey conducted in the same schools where the Phase I surveys had taken place.

Hence, once again all primary Grade V classes were invited for participation in the survey and the survey was carried out in all those schools which accepted to allow the researcher to hand out questionnaires to Grade V primary students' parents. It would have been desirable had the respondents in Phase II been the parents of the students who had participated in Phase I. However, due to the difficulties already mentioned, namely the difficulties encountered in obtaining access to the student sample in the various schools, the time restraints, as well as the students' availability for survey purposes, this was not possible. Hence, in order to try to compensate for this, a larger sample of Grade V parents was sought. In fact, the final number of parent respondents in Phase II amounted to no less than 1316 parents. Considering that every year there is an approximate total of 5000 students in each grade, the sample size ultimately achieved, was deemed satisfactory. The interviewer had distributed even more questionnaires to all schools who accepted to pass these questionnaires to parents. There had in fact also been approximately, a further 200 questionnaires which were returned by parents to their Church

school administration. However, on this occasion, the head of school refused to hand the completed questionnaires back to the researcher, citing parents' unreliability in their answers as a reason for her to order the questionnaires' confiscation.

### **3.6.1 - Phase II Grade V Primary School parents' questionnaire and its analysis**

The design of the research instrument for this second part of the study was cross-sectional in nature, again providing descriptive data at a fixed point in time. As shown in Appendix B, the interview proforma was designed to suit the purpose and nature of the survey. Structured questionnaires were handed out to each Grade V primary school child, who then passed on the questionnaires to their parents to fill-in themselves and return to school. Most of the questions and answer units had fixed-alternative forms, where the fixed-alternative questions provided respondents with a selection of answers such as 'Yes', 'No' or 'Don't know.' However the questionnaire also allowed parents to express any other view that was not pre-set in the questionnaire and many parents did in fact go on to make use of the open-ended questions, which were subsequently categorised and analysed.

The questions laid out in the quantitative questionnaire primarily aimed to document parents':

1. Perceived satisfaction or dissatisfaction with their children's proficiency in both spoken and written Maltese and English;
2. Opinion about the frequency of the use of Maltese and English in the home and school domains;
3. Reasons for the success/failure of their children in attaining age-appropriate bilingualism according to parents whose children were in the penultimate year of primary education – according to their point of view and experience with their children;
4. Recommendations which according to parents whose children were still in the primary school system, would help ensure that children attained the desired proficiency in both languages. Such recommendations were made by parents according to their and their children's experience in the current bilingual education system.

Data acquired in the second quantitative phase of this study was organised and evaluated through the use of SPSS. Every response had also been previously coded and assigned a numerical value in order to facilitate data entry once the interviewing stage had been completed.

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Cross-tabulations and the use of the Chi Square Test was made use of to establish the relationship between each of the categorical variables.

### **3.7 - Phase III Qualitative face-to-face interviews with Grade V Primary Teachers**

A total of thirty qualitative face-to-face interviews were conducted in order to explain and interpret results in more detail, in particular when attempting to understand the challenges that Grade V primary school teachers faced in their attempt to truly deliver quality bilingual education. Moreover, the use of qualitative interviews aimed to achieve an understanding of teacher perceptions and expectations within the sphere of bilingual education in Malta. Thematic Analysis was conducted in order to extract the main themes (Clarke and Braun 2013), the findings of which will be amalgamated with the quantitative findings in the concluding chapter.

Interviews with the respondents in this third phase of the study were conducted in a semi-structured fashion which allowed the interviewer to ask specific questions whilst still having the freedom to probe beyond them if necessary. As shown in the questionnaire outline in Appendix C, question and answer units were ‘open-ended’ to allow greater freedom to the respondents, who were free to give an answer in whatever way they found preferable. For example, respondents were asked questions such as, “Generally, how would you rate your students’ performance in spoken and written Maltese?” or “What are the challenges that you are currently facing in the classroom?”

The aim was to allow the interviewee to speak more than the interviewer and ascertain that the interview would flow as a natural conversation would. Although the use of ‘open-ended’ questions generally makes analysis much more difficult after the completion of the interview due to the fact that answers have to be transcribed, it is believed that the spontaneity of answers provided make the effort well worthwhile. The questions laid out in the qualitative questionnaire primarily aimed to document:

- a) Teacher satisfaction with spoken and written English and Maltese. Moreover, these interviews also aimed to identify any negative attitudes and perceptions held currently by respondents’ students.
- b) The frequency and the quality of exposure to the two languages – as teachers are in a position to provide invaluable data since they are the ones most able to give first-hand information about the amount of L1 and L2 exposure throughout the scholastic year;

- c) Positive practice and methods used to teach English and Maltese;
- d) Whether teachers thought that their students would be anywhere near age-appropriate bilingualism by the end of the Primary Years Cycle;
- e) The challenges faced by the teacher in trying to promote and achieve the bilingual ideal.

These questions were presented to the respondents in the form of face-to-face interviews so as to ensure a maximal response rate. This method of face-to-face interviewing allowed the interviewer to probe and settle any queries the respondent might have, as well as guarantee personal contact and observation so that fatal biases, as far as possible, were reduced. Interviews were carried out in the individual schools.

Prior to the interviews being conducted, permission was sought both from the Education Department, as well as from the schools' administration. Once permission was forthcoming from the respective authorities, appointments with the respondents were fixed well beforehand, so as to minimise the inconvenience and ensure that there was ample time in which to carry out the interviews, without any form of interruption or anxiety on the part of the respondent due to any time constraints. Before the interview, respondents were informed that their answers were to be recorded, since the questions were 'open-ended' and would therefore take more time to be taken note of.

Again, as in the first two phases, all effort was made to carry out the interviews within the schools which had already agreed to participate in the Phase I and Phase II surveys. All the teachers respondents who were interviewed, worked in the schools which had already participated in Phase I and Phase II. Interviews were audio-recorded (with the respondents' permission) and then transcribed. The full transcriptions have been included and identified as Appendix F.

The following chapter, Chapter IV will hence proceed to analyse the results obtained from Phase I – the Quantitative Survey with Primary Grade V students. Chapter V provides the results obtained from the Phase II Quantitative Survey with Grade V Primary School Parents. Chapter VI proceeds to present the findings from the Phase III Qualitative Interviews with Grade V Primary school teachers.

## Chapter 4

### Phase I – A Quantitative Survey with Grade V Primary School Students

#### 4.1 - Introduction

The National Curriculum Framework (2012) establishes ‘the knowledge, skills, competences, attitudes and values’ that a learner is expected to have at the end of the Junior Years Cycle (Year 6). Amongst the NCF’s projected outcomes is the goal of seeing that children are able to competently make use of ‘the range of age-appropriate language skills in both Maltese and English’, whilst enabling children to ‘appreciate and promote their Maltese culture and heritage’, as well as appreciating their ‘European and global contexts’ (NCF 2012: 21). In view of this, this chapter presents the first phase of a tripartite study which investigated the opinions, attitudes, use of and exposure to the two official languages of the Maltese Islands: Maltese and English.

The researcher would have preferred to make use of a probability sampling technique, wherein one would achieve a statistical basis for declaring a sample representative of the population. However during the earliest stages of the study, the researcher realised this was not possible since access to schools is the prerogative of each individual head of school. As a result and because of time limitations, as well as other difficulties it was not possible to adopt a random sampling technique. This meant that the method of non-probability sampling had to be applied in this study. More specifically, a convenience sampling method was used. The absence of a random sampling method therefore does not allow the researcher to say that the study is representative however, the sheer size of the sample allows for a number of generalisations to be made.

This study is the first of its kind to carry out research on such a large-scale, not just limiting itself to one group of respondents but rather seeking to document the attitudes and opinions towards bilingualism as seen from the perspective of the primary school sector, from the point of view of the major stakeholders involved: students, parents and teachers.

This chapter which focuses on the results obtained from the first quantitative survey with primary school children, highlights the phenomenon of bilingualism from a variety of angles. It takes the views of student-respondents into account, records and gauges factors such as exposure, attitudes and written proficiency in both Maltese and English.

## 4.2 - The Sample Size

Table 4.1 shows the distribution of respondents according to the region their school was located in. The majority of respondents were from the Northern Harbour region (30.3%) and the Southern Harbour Region (29.4%).

**Table 4.1: Phase I Student Sample Distribution by Region**

|                         | Frequency | Valid Percent |
|-------------------------|-----------|---------------|
| <b>Northern Harbour</b> | 299       | 30.3%         |
| <b>Southern Harbour</b> | 290       | 29.4%         |
| <b>South Eastern</b>    | 154       | 15.6%         |
| <b>Northern</b>         | 117       | 11.9%         |
| <b>Western</b>          | 104       | 10.5%         |
| <b>Gozo</b>             | 23        | 2.3%          |
| <b>Total</b>            | 987       | 100%          |

Fifteen point six percent (15.6%) of the student sample hailed from the South Eastern Region with 11.9% and 10.5% from each of the Northern and Western Regions respectively. The smallest percentage, 2.3%, came from Malta's sister island of Gozo. Table 4.1 shows that there is therefore representation from each of the six regions.

In line with other large-scale sociolinguistic surveys (Sciriha 2010, 2012) it so happens that more females than males were interviewed. Table 4.2 shows that data from a total of 987 students, 534 (54.1%) were female, while 45.9% (453 students) were male. It is apposite to note that State and Private schools are co-ed, whereas only some Church schools are co-ed too.

**Table 4.2: Phase I Student Sample Distribution by Gender**

|               | Frequency | Valid Percent |
|---------------|-----------|---------------|
| <b>Male</b>   | 453       | 45.9%         |
| <b>Female</b> | 534       | 54.1%         |
| <b>Total</b>  | 987       | 100%          |

The age of the student respondents varied despite the fact that it was just the Grade 5 students who participated in the study. As mentioned previously, Grade 5 students were selected for participation in this study due to the fact that Grade 5 is the penultimate class before the end of the Primary Years Cycle and is far more readily available for participation in a study rather than the Grade 6s, who have more of a dense timetable to cope with.

Table 4.3 shows that the majority of the respondents were aged 9 years (50.4%). This is followed by students aged 10 years who make up 43.7% of the sample. There was only 4.1% of respondents who were 8 years old. Additionally, 1.9% of the respondents were aged 11.

**Table 4.3: Sample distribution by Age**

|                 | <b>Frequency</b> | <b>Valid Percent</b> |
|-----------------|------------------|----------------------|
| <b>8 years</b>  | 40               | 4.1%                 |
| <b>9 years</b>  | 497              | 50.4%                |
| <b>10 years</b> | 431              | 43.7%                |
| <b>11 years</b> | 19               | 1.9%                 |
| <b>Total</b>    | 987              | 100%                 |

As expected, given the prevalence of State schools on the island, the majority of student respondents participating in the study hailed from this type of school. As shown in Table 4.4, a total of 461 respondents, translating into 46.7%, hailed from State schools. This is closely followed by 406 or 41.1% Church school respondents and finally by a total of 12.2% or 120 students from the Private school sector.

**Table 4.4: Phase 1 Sample Distribution by Type of School**

|                | <b>Frequency</b> | <b>Valid Percent</b> |
|----------------|------------------|----------------------|
| <b>State</b>   | 461              | 46.7%                |
| <b>Church</b>  | 406              | 41.1%                |
| <b>Private</b> | 120              | 12.2%                |
| <b>Total</b>   | 987              | 100%                 |

In order to correlate the association between any two categorical variables, the Chi-Square test was applied when assessing data obtained through cross tabulations. The null hypothesis of this test specifies that there is no association between the two categorical variables and is accepted if the p value is higher than the 0.5 level of significance. On the other hand, the alternative hypothesis specifies the converse (significant association between the variables) and is accepted if the p value is less than the 0.5 criterion.

The association between two categorical variables is usually more visible by displaying row or column percentages. Since some questions had missing values, due to non-responses, the totals in the tables did not always tally to 987. The Statistical Package for the Social Sciences, used to analyse data, automatically excludes any cases where respondents fail to indicate a

particular answer. Hence, although such missing cases would appear as frequencies in a table, they would carry no valid percentage. For statistical purposes and ease of interpretation of the results, the frequencies were expressed as a percentage of the number of responses rather than the number of respondents. As a result all percentages summed up to 100%, despite the fact that the number of responses varied between questions. The same applied to multiple response questions where frequencies were expressed as a percentage of the number of responses so that percentages add up to 100%, despite the fact that respondents could select more than one option.

### 4.3 – Language choice

The researcher walked into every classroom with two batches of questionnaires - a batch in English and a batch in Maltese. Originally, the main intention was to enable students to answer the questions in the language that was easiest for them to understand, so as to eliminate any misunderstandings that might arise because of an inability to understand the questions in the questionnaire. The researcher always asked students which language they preferred to answer the questionnaire. In itself, this choice reflects student-respondents' preference for Maltese or English. As is shown in Table 4.5, a total of 68.8% chose to answer the questionnaire in Maltese whilst 31.2% chose to answer in English.

**Table 4.5: Language Chosen by Type of school**

| Language chosen | State | Church | Private | Total        |
|-----------------|-------|--------|---------|--------------|
| Maltese         | 91.5% | 57.9%  | 18.3%   | <b>68.8%</b> |
| English         | 8.5%  | 42.1%  | 81.7%   | <b>31.2%</b> |
| <b>Total</b>    | 100%  | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 = (275.95), p=0.000$$

A Chi-square test was applied to a cross-tabulation of two variables such as the language chosen by the respondents to answer the questionnaire in and the type of school attended by the respondents. The low p value validates the alternative hypothesis and shows that there is a direct relation between the choice of language selected by the students and the type of school they attend. This ultimately means that language preference is predictable on the basis of which school is attended.

Table 4.5 reveals that 91.5% of State school respondents opted to answer the questionnaire in Maltese. Eighty one point seven percent (81.7%) of Private School students chose to answer the English version of the questionnaire. Fifty-seven point nine percent (57.9%) Church school



respondents chose to answer the questionnaire in Maltese whilst 172 students or 42.1%, chose to answer the questionnaire in English. This initial analysis seems to show from the outset a clear preference for the native tongue in most of State as well as most of the Church schools, whilst a different reality emerges for some other students attending both Church and Private schools.

#### 4.3.1 – Whether students feel comfortable when speaking in Maltese

The first question set out in the questionnaire (Appendix A) sought to discover whether student respondents felt comfortable when speaking Maltese. The preference for a Maltese questionnaire would indicate that this preference is natural, since it is the native language of the majority of the population. This preference was also an expected outcome, given that all sociolinguistics studies in the past years (Sciriha 1989, 1992, 1994, 2010, 2012; Sciriha and Vassallo 2001, 2006) have shown Maltese to be the preferred, dominant language for the majority.

**Table 4.6: Whether student respondents feel comfortable speaking in Maltese**

|                             | Frequency | Valid Percent |
|-----------------------------|-----------|---------------|
| <b>Yes</b>                  | 742       | 75.8%         |
| <b>No</b>                   | 61        | 6.2%          |
| <b>So – so</b>              | 158       | 16.1%         |
| <b>Not sure</b>             | 18        | 1.8%          |
| <b>Non-Maltese students</b> | 8         | 0.1%          |
| <b>Total</b>                | 987       | 100%          |

As shown in Table 4.6, the absolute majority of students, 75.8% declared themselves as being comfortable when speaking Maltese. Only 22.3% (16.1% + 6.2%) replied that they would not be quite so confident doing so. A small percentage of 1.8% seemed to be uncertain, whilst 0.1% could give no other answer because they did not speak Maltese at all, since these respondents were foreign students. These findings are in line with large-scale, representative sociolinguistic surveys (Sciriha and Vassallo 2001, 2006) which confirmed Maltese as being the mother tongue of around 98% of the population, whilst a small percentage of Maltese nationals also claimed that English was their mother tongue.

In Table 4.7 which is the result of a Chi-Square test investigating the relationship between the question ‘Do you feel comfortable speaking Maltese?’ and the type of school attended, the p value which is cast at 0.000 refutes the null hypothesis, so that it becomes apparent that there is a relationship between the two categorical variables.

**Table 4.7: Whether respondents feel comfortable speaking in Maltese by Type of School**

|                 | Type of School |        |         |              |
|-----------------|----------------|--------|---------|--------------|
|                 | State          | Church | Private | Total        |
| <b>Yes</b>      | 396            | 291    | 55      | <b>742</b>   |
|                 | 86.1%          | 72.6%  | 46.6%   | <b>75.8%</b> |
| <b>No</b>       | 18             | 26     | 17      | <b>61</b>    |
|                 | 3.9%           | 6.5%   | 14.4%   | <b>6.2%</b>  |
| <b>So – so</b>  | 41             | 75     | 42      | <b>158</b>   |
|                 | 8.9%           | 18.7%  | 35.6%   | <b>16.1%</b> |
| <b>Not sure</b> | 5              | 9      | 4       | <b>18</b>    |
|                 | 1.1%           | 2.2%   | 3.4%    | <b>1.9%</b>  |
| <b>Total</b>    | 460            | 401    | 118     | <b>979</b>   |
|                 | 100%           | 100%   | 100%    | <b>100%</b>  |

$$x^2 (6) = 84.41, p = 0.000$$

As seen in Table 4.7, across the board, 86.1% of respondents in State schools were comfortable speaking Maltese. This is followed by 72.6% in Church schools and a much lower figure of 46.6% in Private schools. As expected, there was only a higher percentage of ‘No’ or ‘So - so’ responses in Private schools with 50% choosing such answers, confirming the worrying fact that half the Private school sample do not feel comfortable speaking Maltese.

#### **4.3.2 – Whether students feel comfortable when speaking in English**

Students were then asked whether they felt comfortable using English, officially regarded as Malta’s second language. The Chi Square test presented next in Table 4.8, again shows the results of a cross tabulation between this question and the respondents’ school type.

**Table 4.8: Whether respondents feel comfortable speaking in English by Type of School**

|                 | Type of School |        |         |              |
|-----------------|----------------|--------|---------|--------------|
|                 | State          | Church | Private | Total        |
| <b>Yes</b>      | 267            | 301    | 114     | <b>682</b>   |
|                 | 58.6%          | 75.1%  | 95.8%   | <b>69.9%</b> |
| <b>No</b>       | 66             | 14     | 0       | <b>80</b>    |
|                 | 14.5%          | 3.5%   | 0%      | <b>8.2%</b>  |
| <b>So – so</b>  | 109            | 81     | 4       | <b>194</b>   |
|                 | 23.9%          | 20.2%  | 3.4%    | <b>19.9%</b> |
| <b>Not sure</b> | 14             | 5      | 1       | <b>20</b>    |
|                 | 3%             | 1.2%   | 0.8%    | <b>2 %</b>   |
| <b>Total</b>    | 456            | 401    | 119     | <b>976</b>   |
|                 | 100%           | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 (6) = 88.35, p = 0.000$$

A low p value of .000, shows there is a relationship between the apparent ease at using spoken English and the type of school attended by the respondents. This changes the previous scenario considerably. This time, it is the Private schools with a staggering majority of 95.8% who overwhelmingly declare themselves as feeling comfortable when using English. This is followed by a steady 75.1% of Church school respondents, leaving State schools trailing behind with only 58.6% of the students who perceive themselves as being comfortable using English. Although once again this result was expected, 38.4% (the sum of those respondents in State schools selecting a ‘No’ or ‘So - so’ answer) are clearly not comfortable using English.

Moreover an additional 21.4% of Church school respondents also seem to be uncomfortable using English. Interestingly, it is only a minimal 4.2% in Private schools (essentially representing just 5 students) who stated that they were not really comfortable with using English.

This result is therefore clearly indicating that, when asked to rate their degree of comfort with spoken English, the majority of Private school students feel more comfortable speaking English than Maltese. In State schools however, there are a good number of students (at least 38.4%) who do not feel confident enough speaking English. The next question sought to gauge respondents’ comfort with the written medium of both Maltese and English.

#### **4.3.3 – Whether students feel comfortable when writing in Maltese**

Whereas in Table 4.7, 86.1% of State school students had described themselves as being ‘comfortable’ speaking Maltese, Table 4.9 shows there is a difference of 16% when students

are asked the same question about the written medium. The fact that almost 29.8% of State school respondents chose a ‘No’, ‘So - so’ or ‘Not sure’ type of response indicates that although students perceive a sense of confidence when using Maltese, they lack the same confidence when asked how comfortable they felt with the use of the written medium.

**Table 4.9: Whether respondents feel comfortable writing in Maltese by Type of School**

|                 | Type of School |        |         |              |
|-----------------|----------------|--------|---------|--------------|
|                 | State          | Church | Private | Total        |
| <b>Yes</b>      | 322            | 183    | 60      | <b>565</b>   |
|                 | 70.2%          | 45.6%  | 51.7%   | <b>57.9%</b> |
| <b>No</b>       | 33             | 58     | 24      | <b>115</b>   |
|                 | 7.2%           | 14.5%  | 20.7%   | <b>11.8%</b> |
| <b>So – so</b>  | 87             | 142    | 28      | <b>257</b>   |
|                 | 19%            | 35.4%  | 24.1%   | <b>26.3%</b> |
| <b>Not sure</b> | 17             | 18     | 4       | <b>39</b>    |
|                 | 3.6%           | 4.5%   | 3.5%    | <b>4%</b>    |
| <b>Total</b>    | 459            | 401    | 116     | <b>976</b>   |
|                 | 100%           | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 (6) = 64.24, p = 0.000$$

Interestingly, by comparison, there are fewer students in Private schools who opted for such answers as ‘No’, ‘So - so’ or ‘Not sure’ (48.3%) than Church schools, where the majority of respondents amounting to 54.4% (35.4% + 14.5% + 4.5%) of respondents declared feeling rather uncomfortable with the written Maltese.

This is an issue that requires further research, given that language competence necessitates proficiency in both the oral and written aspects of a language. Nonetheless, when it comes to confidence with written Maltese, quite a number of students (35.4% in Church, 24.1% in Private and 19% in State schools) are rather cautious when assessing their perceived comfort in this area. In fact it is a total of 78.5% (19% + 35.4% + 24.1%) of the students who rate themselves as feeling ‘so – so’ about their written Maltese skills.

#### **4.3.4 – Whether students feel comfortable when writing in English**

As may be seen in Table 4.10, a total of 76% of all respondents declared themselves as feeling comfortable with written English, whilst a total of 24% respondents opted for ‘No’, ‘So - so’ or ‘Not Sure’ answers. What is immediately blatantly evident is the absence of an outright ‘No’ answer in Private schools, when 8.5% of State School respondents and 3.4% of Church school attendees chose to opt for this answer. These findings are in line with the result obtained from

a survey carried out by the National Statistics Office (2011), which revealed that written English is preferred by 44.5% of the population, compared to the use of written Maltese at 43.1% (Language Education Policy Profile 2015: 12).

When one compares the answers given for students' perceived preference for, or comfort with the two languages, it is interesting to note that more students in this study think of themselves as being more comfortable when writing in English than when writing in Maltese. As shown in Table 4.10, 76% declared that they felt comfortable writing in English when they selected a 'Yes' answer; however, by contrast, only 57.9% admitted that they felt comfortable when writing in Maltese (Table 4.9). When comparing the results in this same Table 4.9, one notes that 42.1% of all student respondents declared themselves as being unsure of their Maltese writing skills. This contrasts with the total of 24% who selected 'No' (5.4%), 'So - so' (15.8%) and 'Not sure' (2.8%) answers when asked about written English.

**Table 4.10: Whether respondents feel comfortable writing in English by Type of School**

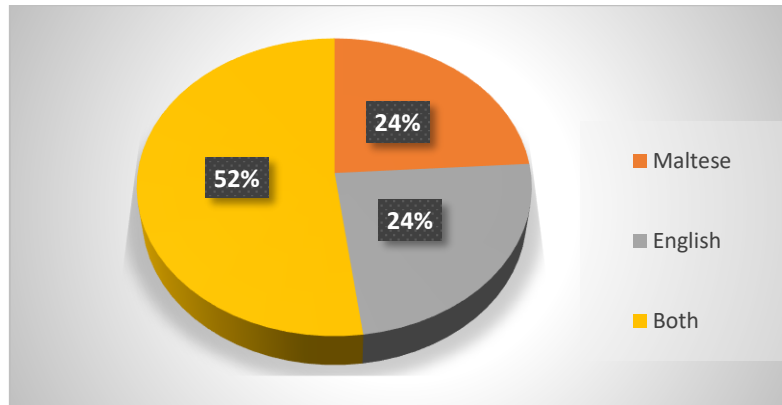
|                 | Type of School |             |             |                            |
|-----------------|----------------|-------------|-------------|----------------------------|
|                 | State          | Church      | Private     | Total                      |
| <b>Yes</b>      | 297<br>66.7%   | 317<br>83%  | 99<br>89.2% | <b>713</b><br><b>76%</b>   |
| <b>No</b>       | 38<br>8.5%     | 13<br>3.4%  | 0<br>0%     | <b>51</b><br><b>5.4%</b>   |
| <b>So - so</b>  | 96<br>21.6%    | 40<br>10.5% | 12<br>10.8% | <b>148</b><br><b>15.8%</b> |
| <b>Not sure</b> | 14<br>3.1%     | 12<br>3.1%  | 0<br>0%     | <b>26</b><br><b>2.8%</b>   |
| <b>Total</b>    | 445<br>100%    | 382<br>100% | 111<br>100% | <b>938</b><br><b>100%</b>  |

$$\chi^2(6) = 48.34, p = 0.000$$

Particularly noteworthy is the fact there are more State school students who declared being comfortable with the written medium of English (66.7%) than the spoken medium (58.6%). This shows that whereas State school students show more reservation towards the use of the spoken medium of English, the written medium seems to preoccupy students less and they feel more comfortable writing in English than writing in Maltese, possibly because that is the language they use most when writing.

#### 4.3.5 – The language that students generally feel most comfortable using

Student respondents were asked to state which language they preferred using the most. Students were given the choice to state whether they preferred Maltese, English or whether they felt comfortable using both languages. Figure 4.1 shows the result thus acquired.



**Figure 4.1: The language student respondents feel most comfortable using**

Fifty-two percent (52%) of all students reported feeling comfortable using Maltese and English; however 24% reported feeling more comfortable using either Maltese or English exclusively. This would suggest that 505 students out of 987 feel that they are able to communicate effectively bilingually, whereas almost an equal number totalling 24% reflecting approximately the answers of 230 individuals are comfortable using one only language – either Maltese or English.

Table 4.11 presents the results of a Chi Square Test which was used to analyse a cross-tabulation between data reflecting the language that respondents felt more comfortable using and the type of school they attended. This analysis proved to yield very significant results proving that there is a direct correlation between the two variables, given a low p value of 0.000. The majority of students in State and Church schools reported feeling comfortable using both languages – this would seemingly show that they perceive themselves as being bilingual.

**Table 4.11: The language that students feel most comfortable using by Type of School**

|                | Type of School |        |         | Total        |
|----------------|----------------|--------|---------|--------------|
|                | State          | Church | Private |              |
| <b>Maltese</b> | 145            | 81     | 7       | <b>233</b>   |
|                | 31.9%          | 20.4%  | 5.9%    | <b>24%</b>   |
| <b>English</b> | 65             | 111    | 56      | <b>232</b>   |
|                | 14.3%          | 28%    | 47.1%   | <b>23.9%</b> |
| <b>Both</b>    | 244            | 205    | 56      | <b>505</b>   |
|                | 53.7%          | 51.6%  | 47.1%   | <b>52.1%</b> |
| <b>Total</b>   | 454            | 397    | 119     | <b>970</b>   |
|                | 100%           | 100%   | 100%    | <b>100%</b>  |

$$\chi^2(4) = 77.99, p = 0.000$$

A closer analysis of the data reveals that the majority of State school students (53.7%) reported feeling comfortable using both Maltese and English equally. This is followed by 31.9% who identified Maltese as the language they felt most comfortable using. Respondents in Church schools equally suggested that they felt bilingual with 51.6% of the respondents who reported feeling comfortable using both languages. However 28% of Church school respondents showed a clear preference for English. Moreover, it may generally be stated that only half of the students attending Private schools perceive themselves as being bilingual, with 47.1% selecting to state that they feel comfortable using both languages, whilst another 47.1% of all Private school respondents selected English as their preferred language.

#### **4.3.6 – Reasons why students selected Maltese as the language they feel most comfortable using**

Those students who had stated that they felt more comfortable using Maltese were also asked to state the reasons for their choice. Respondents were provided with a series of close-ended questions whilst allowing space for any individual open-ended answers that respondents might have felt more appropriate. Students could opt to choose more than one answer and indeed many went on to tick several reasons behind their preference for Maltese. The same applied to students who selected English as the preferred language; they too were presented with a pre-coded list of reasons for choosing English as a preferred language. Being multiple-response questions, frequencies are expressed as a percentage of the number of responses so that percentages add up to 100% despite the fact that respondents could select more than one option. Table 4.12 presents the reasons why respondents selected Maltese as a preferred language.

**Table 4.12 - Reasons for declaring a preference for Maltese as the language students felt most comfortable using by Type of School**

|  |                          | Type of School |        |         | Total |
|--|--------------------------|----------------|--------|---------|-------|
|  |                          | State          | Church | Private |       |
| <b>It's my native language</b>                   | Count                    | 97             | 69     | 13      | 179   |
|  | *1. % within school type | 20.1%          | 22.6%  | 38.2%   | 21.8% |
|  | *2 % across school types | 54.2%          | 38.5%  | 7.3%    | 100%  |
| <b>It's the language I use the most</b>          | Count                    | 108            | 76     | 11      | 195   |
|  | % within school type     | 22.4%          | 24.9%  | 32.4%   | 23.7% |
|  | % across school types    | 55.4%          | 39%    | 5.6%    | 100%  |
| <b>I only speak Maltese</b>                      | Count                    | 43             | 17     | 1       | 61    |
|  | % within school type     | 8.9%           | 5.6%   | 2.9%    | 7.4%  |
|  | % across school types    | 70.5%          | 27.9%  | 1.6%    | 100%  |
| <b>English is not my language</b>                | Count                    | 31             | 23     | 2       | 56    |
|  | % within school type     | 6.4%           | 7.5%   | 5.9%    | 6.8%  |
|  | % across school types    | 55.4%          | 41.1%  | 3.6%    | 100%  |
| <b>English is difficult</b>                      | Count                    | 27             | 10     | 0       | 37    |
|  | % within school type     | 5.6%           | 3.3%   | 0%      | 4.5%  |
|  | % across school types    | 73%            | 27%    | 0%      | 100%  |
| <b>I don't like speaking English</b>             | Count                    | 35             | 29     | 1       | 65    |
|  | % within school type     | 7.2%           | 9.5%   | 2.9%    | 7.9%  |
|  | % across school types    | 53.8%          | 44.6%  | 1.5%    | 100%  |
| <b>I am shy to speak in English</b>              | Count                    | 17             | 20     | 2       | 39    |
|  | % within school type     | 3.5%           | 6.6%   | 5.9%    | 4.7%  |
|  | % across school types    | 43.6%          | 51.3%  | 5.1%    | 100%  |
| <b>I am afraid of making mistakes in English</b> | Count                    | 40             | 17     | 2       | 59    |
|  | % within school type     | 8.3%           | 5.6%   | 5.9%    | 7.2%  |
|  | % across school types    | 67.8%          | 28.8%  | 3.4%    | 100%  |
| <b>Maltese is easier than English</b>            | Count                    | 81             | 41     | 2       | 124   |
|  | % within school type     | 16.8%          | 13.4%  | 5.9%    | 15.1% |
|  | % across school types    | 65.3%          | 33.1%  | 1.6%    | 100%  |
| <b>Other reason</b>                              | Count                    | 4              | 3      | 0       | 7     |
|  | % within school type     | 0.8%           | 1.0%   | 0%      | 0.9%  |
|  | % across school types    | 57.1%          | 42.9%  | 0%      | 100%  |
| <b>Total</b>                                     | Count                    | 483            | 305    | 34      | 822   |
|  | % within school type     | 58.8%          | 37.1%  | 4.1%    | 100%  |
|  | % of total               | 100%           | 100%   | 100%    | 100%  |

$\chi^2 (18) = 26.31, p = 0.093$



In tables such as Table 4.12 and any subsequent tables which had multiple responses, tables presented feature both the column as well as the row percentages obtained. The column percentage, marked in the table as \*<sup>1</sup>, is the percentage of those who selected that response for those enrolled within that particular school type. The response, 'It's my native language' was selected 97 times by State school students. When the frequency of 97 is divided by the total number of State school students selecting one of these answers in the question – a total which amounted to 483 who opted to give a response, then  $97 / 483$  gives  $0.2008 \times 100 = 20.1\%$  hence the column percentage presented. However, column percentages alone would only reflect some of the patterns emerging. It is for this reason, that this table as well as others presenting multiple responses also include row percentages. Marked in Table 4.12 as \*<sup>2</sup> the row percentages reflect the percentage of the total responses across the school types. The row percentage is the percentage of those providing that response for those enrolled across all three school types. If the frequency of 97 which reflects the number of selections for the response 'It's my native language' is made and this is divided by the total responses of all students selecting this response – a total of 179 students across all three school types this yields the answer of  $97/179 \times 100$  hence yielding the percentage of 54.2%. It is therefore for this reason that multiple responses presented in this study shall subsequently go on to feature both column as well as row percentages so that more meaningful analysis may be made possible.

Table 4.12 reveals that there is a great difference between the 54.2% of respondents who have selected the answer 'It's my native language', in sharp contrast to the meagre 7.3% of Private school respondents who have selected this answer. This would show that Maltese is considered a native language by only 7.3% of Private school respondents, whereas 38.5% Church school respondents selected this answer, showing an affinity with Maltese as a native language. However, consideration of the 38.2% in the column percentages, reveals that the response 'It's my native language' was the favourite response out of all the other responses selected by Private school students – it was selected 13 times by these students.

When considering row percentages (across school types) State school students (55.4%) followed by Church school students (39%) are the ones who state that that they feel comfortable using Maltese due to the fact that is the language they use the most. This would prove that making use of the language in turn, generates the perception that frequency of use of a

language, in this case, Maltese, enables respondents to perceive themselves as being more comfortable using that language.

It is however quite interesting to consider the fact that a majority of 70.5% of State school respondents, fewer Church school respondents (27.9%) and far less Private school students (1.6%) feel more comfortable using Maltese because they ‘only speak in Maltese’, whilst there is an equally high percentage of State school students (73%) who seem to prefer using Maltese as a language because they perceive English as being difficult. Interestingly, there are no respondents from Private schools who selected this response, which goes to prove Private school students perceived comfort when using the English language. State school students yet again top the list when selecting responses such as ‘I am afraid of making mistakes in English’ (selected by 67.8% of State school students) and ‘Maltese is easier than English’ (selected by 65.3% of State school students).

#### **4.3.7 - Reasons why students selected English as the language they feel most comfortable using**

As previously mentioned, those students who declared feeling more comfortable using English were also asked to state reasons behind their choice of answer. As is shown in Table 4.13, there were a total of 228 responses from Church schools, 162 responses from Private Schools and 94 responses from State schools.

**Table 4.13: Reasons for declaring a preference for English as the language students felt most comfortable using by Type of School**

|  |                       | State | Church | Private | Total |
|--|-----------------------|-------|--------|---------|-------|
| <b>It's my native language</b>                   | <b>Count</b>          | 1     | 0      | 0       | 1     |
|  | % within school type  | 1.1%  | 0%     | 0%      | 0.2%  |
|  | % across school types | 100%  | 0%     | 0%      | 100%  |
| <b>It's the language I use most</b>              | <b>Count</b>          | 6     | 22     | 26      | 54    |
|  | % within school type  | 6.4%  | 9.6%   | 16%     | 11.2% |
|  | % across school types | 11.1% | 40.7%  | 48.1%   | 100%  |
| <b>I only speak in English</b>                   | <b>Count</b>          | 5     | 8      | 11      | 24    |
|  | % within school type  | 5.3%  | 3.5%   | 6.8%    | 5%    |
|  | % across school types | 20.8% | 33.3%  | 45.8%   | 100%  |
| <b>Maltese is not my language</b>                | <b>Count</b>          | 5     | 11     | 8       | 24    |
|  | % within school type  | 5.3%  | 4.8%   | 4.9%    | 5%    |
|  | % across school types | 20.8% | 45.8%  | 33.3%   | 100%  |
| <b>Maltese is difficult</b>                      | <b>Count</b>          | 11    | 34     | 21      | 66    |
|  | % within school type  | 11.7% | 14.9%  | 13%     | 13.6% |
|  | % across school types | 14.3% | 49%    | 36.7%   | 100%  |
| <b>I don't like speaking in Maltese</b>          | <b>Count</b>          | 7     | 24     | 18      | 49    |
|  | % within school type  | 7.4%  | 10.5%  | 11.1%   | 10.1% |
|  | % across school types | 14.3% | 49%    | 36.7%   | 100%  |
| <b>I am shy to speak in Maltese</b>              | <b>Count</b>          | 6     | 8      | 16      | 30    |
|  | % within school type  | 6.4%  | 3.5%   | 9.9%    | 6.2%  |
|  | % across school types | 20%   | 26.7%  | 53.3%   | 100%  |
| <b>I am afraid of making mistakes in Maltese</b> | <b>Count</b>          | 17    | 44     | 20      | 81    |
|  | % within school type  | 18.1% | 19.3%  | 12.3%   | 16.7% |
|  | % across school types | 21%   | 54.3%  | 24.7%   | 100%  |
| <b>English is easier than Maltese</b>            | <b>Count</b>          | 32    | 74     | 42      | 148   |
|  | % within school type  | 34%   | 32.5%  | 25.9%   | 30.6% |
|  | % across school types | 21.6% | 50%    | 28.4%   | 100%  |
| <b>Other Reason</b>                              | <b>Count</b>          | 4     | 3      | 0       | 7     |
|  | % within school type  | 4.3%  | 1.3%   | 0%      | 1.4%  |
|  | % across school types | 57.1% | 42.9%  | 0%      | 100%  |
| <b>Total</b>                                     | <b>Count</b>          | 94    | 228    | 162     | 484   |
|  | % within school type  | 19.1% | 47.1%  | 33.5%   | 100%  |
|  | % of total            | 100%  | 100%   | 100%    | 100%  |

The answers obtained when students were asked for reasons behind their preference for English were clearly very different from the previous set of answers obtained for Maltese. The most commonly selected answer was, 'English is easier than Maltese' (30.6%). The answer 'I am afraid of making mistakes in Maltese' was selected 16.7% of the time whilst the third most commonly selected answer, 'Maltese is difficult' – was an answer selected sixty-six times (13.6%). The fourth most-commonly selected answer (11.2%) was the option 'It's the language

I use most.’ Then there is the percentage of 6.8% for the option ‘I only speak in English’, an answer selected mostly by Private school respondents. The most popular response in State schools was ‘English is easier than Maltese’ (34%) and this is followed by the percentage of 32.5% from Church school students. This same answer, ‘English is easier than Maltese’ was selected a total of forty-two times (25.9%) by students attending Private schools. Incidentally, the response ‘I am afraid of making mistakes in Maltese’ had a higher incidence amongst Church school respondents (19.3%) than any other school, when considering the school type for all those selecting this response.

If one were to take into consideration the percentages ‘% within school type’ for the response, ‘It’s the language I use the most’, it is evident that the highest percentage of responses within those selecting this answer are Private school students (16% as opposed to 6.4% State school responses). One may therefore infer that with Private school students, preference for English results from the fact that it is the language they use most often. This trend is again repeated for the answer ‘I only speak in English’. It is in fact 6.8% of Private school students who select this as opposed to the lower percentage of 5.3% (selected by State school students) and 3.5% (selected by Church school students). It would therefore seem that there is a relation between the frequency at which a language is used and a preference for that language for Private school students.

There were hardly any selections for the response ‘It’s my native language’, when selecting reasons for declaring a preference for English. The response ‘Maltese is difficult’ seemed to be more popular amongst Church school students with this response being selected 14.9% of the time as opposed to the 11.7% of State school students who selected this response. Moreover, the response, ‘I am shy to speak in Maltese’ seems to be a sentiment that predominates amongst Private school students. Row percentages for this response indicate its selection 53.3% of the time by Private school respondents whilst being selected less frequently by Church (26.7%) and State school students (20%).

#### **4.4 – Attitudes towards bilingualism – the importance of speaking and understanding the two languages**

In an effort to gauge student attitude towards each of the two languages, students were asked how important it was for them to speak Maltese and English well, as well as to establish whether the student sample participating in the survey had experienced any negativity when

using either of the two languages. Hence, students were first asked how important it was for them to speak Maltese well. The researcher distributed the questionnaire to all students in each of the classrooms visited. There were a few foreign students who did not speak Maltese or whose knowledge of Maltese was rudimentary. This is the reason behind the fact that as seen in Table 4.14, 10 respondents did not answer this question and hence this carries no statistically valid percentage at all.

**Table 4.14: Is it important for students to be able to speak Maltese well?**

|           | Frequency | Valid Percent |
|-----------|-----------|---------------|
| Yes       | 837       | 85.7%         |
| So – so   | 99        | 10.1%         |
| No        | 41        | 4.2%          |
| No answer | 10        | 0%            |
| Total     | 987       | 100%          |

It is clear that overall, 85.7% do perceive the importance of speaking Maltese well. By comparison, the 14.3% who replied that speaking Maltese was only just peripherally important is almost negligible. Hence one seems to be in a position to say that at least, the majority of student respondents do give consideration to the importance of being able to speak Maltese well. Next, students were asked how important it was for them to be able to speak English well.

#### **4.4.1 - How important is it for students to be able to speak English well?**

Very similar results were obtained when students were asked whether speaking English well was also deemed important. Table 4.15 shows that in fact the majority (84.9%) categorically stated this outright. The fact that results are so close is indicative of the fact that even at this early age in primary school, students are indeed aware of the advantages of knowing and being able to speak both languages fluently and this is an indication of a somewhat favourable attitude towards bilingualism.

**Table 4.15: Is it important for students to be able to speak English well?**

|           | Frequency | Valid Percent |
|-----------|-----------|---------------|
| Yes       | 830       | 84.9%         |
| So – so   | 114       | 11.7%         |
| No        | 34        | 3.5%          |
| No answer | 9         | 0%            |
| Total     | 987       | 100%          |

Since the researcher was trying to understand what attitudes respondents had towards the two languages and whether there was any particular reason behind adopting certain attitudes towards language learning, the next question that was set required students to state whether family or friends made fun of them or passed any negative remarks when they spoke Maltese and conversely when they spoke in English.

#### **4.4.2 - Whether respondents received any negative feedback when using either Maltese or English**

From data displayed in Table 4.16, it is evident that at the particular stage in time when the study was conducted, the majority of the students did not mention that any negative comments were passed when they used either Maltese or English with family members or friends. Nonetheless, there seems to be a tendency for a slightly higher percentage of those recording negative comments when English was used. This was expressed by 4.2% of the respondents who claimed to have come across negative comments when they used English. Few students, (3.3%) claimed to being ridiculed or receiving negative comments when they used Maltese.

**Table 4.16: Whether respondents experienced any negativity when speaking Maltese or English**

| <b>Negative comments when respondent uses Maltese</b> | <b>Frequency</b> | <b>Valid Percent</b> |
|---|------------------|----------------------|
| <b>Yes</b>  | 32               | 3.3%                 |
| <b>So – so</b>  | 56               | 5.7%                 |
| <b>No</b>   | 886              | 91%                  |
| <b>No answer</b>                                      | 13               | 0%                   |
| <b>Total</b>  | 987              | 100%                 |
| <b>Negative comments when respondent uses English</b> | <b>Frequency</b> | <b>Valid Percent</b> |
| <b>Yes</b>  | 41               | 4.2%                 |
| <b>So – so</b>  | 88               | 9%                   |
| <b>No</b>   | 844              | 86.7%                |
| <b>No answer</b>                                      | 14               | 0%                   |
| <b>Total</b>  | 987              | 100%                 |

#### **4.4.3 - Whether students understand the teacher when Maltese is spoken**

Students were next asked to state whether they generally understood their teacher when Maltese is spoken.

**Table 4.17 - Whether students understand the teacher when Maltese is spoken**

|                                     | Frequency | Valid Percent |
|-------------------------------------|-----------|---------------|
| <b>Yes I always understand</b>      | 617       | 63.5%         |
| <b>Sometimes I don't understand</b> | 324       | 33.3%         |
| <b>Mostly I never understand</b>    | 22        | 2.3%          |
| <b>I never understand</b>           | 9         | 0.9%          |
| <b>No Answer</b>                    | 15        | 0%            |
| <b>Total</b>                        | 987       | 100%          |

Of note, in Table 4.17 is the fact that 63.5% claimed to ‘always understand’ and this naturally augurs well. Nonetheless, there was a substantial 33.3% who claimed to ‘not understand sometimes’ and a minimal 2.3% who claimed not to understand much at all. Only a negligible 0.9% ‘never understand’ whilst fifteen individuals did not select any option at all.

Table 4.18 presents the results of a Chi-Square test investigating how students from the three different school types responded when asked whether they understood their teacher when Maltese was used.

**Table 4.18: Whether students understand the teacher when Maltese is spoken by Type of School**

|                                     | State        | Church       | Private     | Total                      |
|-------------------------------------|--------------|--------------|-------------|----------------------------|
| <b>Yes I always understand</b>      | 310<br>67.7% | 267<br>66.8% | 40<br>35.1% | <b>617</b><br><b>63.5%</b> |
| <b>Sometimes I don't understand</b> | 139<br>30.3% | 119<br>29.8% | 66<br>57.9% | <b>324</b><br><b>33.3%</b> |
| <b>Mostly I never understand</b>    | 7<br>1.5%    | 7<br>1.8%    | 8<br>7%     | <b>22</b><br><b>2.3%</b>   |
| <b>I never understand</b>           | 2<br>0.4%    | 7<br>1.8%    | 0<br>0%     | <b>9</b><br><b>0.9%</b>    |
| <b>Total</b>                        | 458<br>100%  | 400<br>100%  | 114<br>100% | <b>972</b><br><b>100%</b>  |

$$\chi^2 (6) = 57.93, p = 0.000$$

The highest percentage of students who claimed to always understand the teacher when Maltese is used hailed, as expected, from State schools with 67.7% claiming this to be the case. Even so, despite the fact that Maltese is considered to be the dominant L1 for the majority of State school students, it is interesting to note that almost half as many of this majority, 30.3%, claimed that they sometimes had difficulty understanding the teacher when Maltese was used in class. One may yet again note the low p value reflecting the alternative hypothesis which highlights the significant association between the variables. This reflects the fact that there is

a direct association between the type of school attended by respondents and their understanding of Maltese when used by their teacher. The highest percentage of students who claimed that they ‘sometimes did not understand’ were the respondents who came from Private schools (57.9%). However, it was only 7% of students hailing from this school type who claimed that they ‘mostly never understood’ when Maltese was used in class. There were approximately an equal number of students hailing from State and Church schools, 30.3% and 29.8% respectively, who claimed to have difficulty understanding Maltese only ‘sometimes.’

#### 4.4.4 – Whether students understand the teacher when English is spoken

The majority of respondents seem to experience no difficulty in understanding the teacher when English is used in the classroom. Indeed, as shown in Table 4.19, 62.3% claimed to always understand, whereas 34.3% claimed to experience difficulty only sometimes.

**Table 4.19: Whether students understand the teacher when English is spoken**

|                                     | Frequency | Valid Percent |
|-------------------------------------|-----------|---------------|
| <b>Yes I always understand</b>      | 607       | 62.3%         |
| <b>Sometimes I don't understand</b> | 334       | 34.3%         |
| <b>Mostly I never understand</b>    | 18        | 1.8%          |
| <b>I never understand</b>           | 15        | 1.5%          |
| <b>N/A</b>                          | 13        | 0%            |
| <b>Total</b>                        | 987       | 100%          |

Once again this data was cross-tabulated by the school type using a Chi Square method of analysis to establish whether there was any link between the two categorical variables. This test yielded interesting results as shown in the next table, Table 4.20.

**Table 4.20: Whether students understand the teacher when English is spoken by Type of School**

|                                     | Type of School |              |              | Total                      |
|-------------------------------------|----------------|--------------|--------------|----------------------------|
|                                     | State          | Church       | Private      |                            |
| <b>Yes I always understand</b>      | 213<br>46.6%   | 287<br>72.3% | 107<br>89.2% | <b>607</b><br><b>62.3%</b> |
| <b>Sometimes I don't understand</b> | 218<br>47.7%   | 104<br>26.2% | 12<br>10%    | <b>334</b><br><b>34.3%</b> |
| <b>Mostly I never understand</b>    | 14<br>3.1%     | 3<br>0.8%    | 1<br>0.8%    | <b>18</b><br><b>1.8%</b>   |
| <b>I almost never understand</b>    | 12<br>2.6%     | 3<br>0.8%    | 0<br>0%      | <b>15</b><br><b>1.5%</b>   |
| <b>Total</b>                        | 457<br>100%    | 397<br>100%  | 120<br>100%  | <b>974</b><br><b>100%</b>  |

$$\chi^2(6) = 104.33, p = 0.000$$



Private school students showed outright confidence with a majority of 89.2% declaring having no difficulty at all in understanding the teacher when English is used. Most Church school students also seemed to experience no difficulty at all, with 72.3% stating that they always understood. However the same cannot be said for State school students where there is a dwindling in the percentage of students who claimed to ‘always understand.’

This means that when spoken English is used only 46.6% of State school students claimed to ‘always understand their teacher.’ Considering the fact that comprehension precedes production, it is perturbing to note that at the age of 9-10 years, 47.7% of State school students are still having difficulty understanding their teacher when English is used in the classroom. Half of this amount (26.2%) in Church schools reported having difficulty only ‘sometimes’, whilst even less students from Private schools (10%) admitted to having difficulty ‘sometimes’ when the language in use was English.

This points to the fact that the greater predominance of exposure to Maltese in State schools was having a detrimental effect on State school children’s English comprehension skills, whilst a greater predominance of exposure to English in Private schools was allowing Private school students to follow instruction in English but leading to a situation where the majority of the students had difficulty following instruction in Maltese. Somewhere in the middle of the spectrum, one finds Church school students who mostly seemed to have no difficulty understanding the teacher both when Maltese or English is used. Indeed only 29.8% (Table 4.18) declared having some difficulty following the use of Maltese and similarly, a percentage of 26.2% (Table 4.20) admitted this was the case when English was used by the teacher in class.

Thus far, the questionnaire had focused on perceptions about Maltese and English proficiency. The next set of questions were designed to try and pinpoint the young respondents’ actual exposure to the two languages in domains such as the school as well as the home environments. Students were able to select answers which catered for a non-homogenous linguistic background to include Maltese, English, a predominance of Maltese, a predominance of English or both languages equally.

#### 4.5 – Extent of use of the two languages in the various domains – from the home to the school environs

As Table 4.21 shows, Maltese, the L1 for the majority, dominates the linguistic scene with 63.5% stating that they used either Maltese solely (43.7%) or ‘Mostly Maltese’ (19.8%). Only 19.2% reported using both languages in the home domain. Those reporting using English or ‘Mostly English’ in the home domain amounted to 17.3%. These findings are once again in line with the survey by Sciriha and Vassallo (2006), which established the fact that interaction in most families takes place overwhelmingly in Maltese.

**Table 4.21: The main language used at home**

|                                     | Frequency | Valid Percent |
|-------------------------------------|-----------|---------------|
| <b>Maltese</b>                      | 423       | 43.7%         |
| <b>English</b>                      | 92        | 9.5%          |
| <b>Mostly Maltese</b>               | 192       | 19.8%         |
| <b>Mostly English</b>               | 76        | 7.8%          |
| <b>I use both languages equally</b> | 186       | 19.2%         |
| <b>No answer</b>                    | 18        | 0%            |
| <b>Total</b>                        | 987       | 100%          |

Furthermore, Table 4.22 presents the results obtained when this data was cross-tabulated by the school type. It reveals the fact that 30.7% of the base sample use Maltese exclusively. If one adds the figure of 14% hailing from the students who declared using ‘Mostly Maltese’ at home, then the percentage increases to 44.7%. It is the majority of students attending State schools (53.3%) who declared using Maltese at home. Again if one were to include those State school students who also opted to cite using ‘Mostly Maltese’ in the home domain, this percentage of those who declare use of Maltese in the home domain, rises to a steep 77.8%.

**Table 4.22: The main language used at home by Type of School**

|  | Type of School |              |             | Total                      |
|--|----------------|--------------|-------------|----------------------------|
|  | State          | Church       | Private     |                            |
| <b>Maltese</b>                                 | 244<br>53.3%   | 161<br>40.7% | 18<br>15.7% | <b>300</b><br><b>30.7%</b> |
| <b>English</b>                                 | 20<br>4.4%     | 33<br>8.3%   | 39<br>33.9% | <b>133</b><br><b>13.6%</b> |
| <b>Mostly Maltese</b>                          | 112<br>24.5%   | 74<br>18.7%  | 6<br>5.2%   | <b>137</b><br><b>14%</b>   |
| <b>Mostly English</b>                          | 9<br>2%        | 33<br>8.3%   | 34<br>29.6% | <b>80</b><br><b>8.2%</b>   |
| <b>I use both languages to an equal extent</b> | 73<br>15.9%    | 95<br>24%    | 18<br>15.7% | <b>328</b><br><b>33.5%</b> |
| <b>Total</b>                                   | 458<br>100%    | 396<br>100%  | 115<br>100% | <b>978</b><br><b>100%</b>  |

$$\chi^2 (8) = 231.75, p = 0.000$$

Thus this shows a situation where the language of the majority is being used in the home domain and once again being reinforced through maximum exposure to Maltese in the school domain.

A similar result repeats itself when it comes to Church school respondents, 59.4% of whom claim to use ‘Maltese’ or ‘Mostly Maltese’ in the home domain. Despite this fact, Church school students seem to be the ones who are more exposed to a bilingual environment given that 24% report using both Maltese and English to an equal extent in the home domain.

Conversely, only 15.7% of Private school respondents reported using Maltese and English to an equal extent in the home domain. The majority of those Private school students who report exclusive use of English (33.9%) or ‘mostly English’ (29.6%), amount to quite a high 63.5%. This leads to a situation where the L1 for these students is not Maltese but English.

It seems to be quite clear that we have an interesting scenario developing where Maltese, the dominant home language in the case of State school students, is being reinforced and used to a greater extent in the school domain; and on the other end of the spectrum, we have a similar case scenario with Private school students who receive more exposure to English as the home language, a language which is then reinforced in the school domain. This thus succeeds in the creation of two different realities for students hailing from the different family backgrounds, enabling different linguistic educational experiences and outcomes.

The responses by Church school students fall somewhere in the middle of this spectrum. Church schools return the highest number of students who reported an equal amount of both English and Maltese at home (24%). There are nonetheless, 59.4% who reported using Maltese exclusively in the home domain (40.7%) and ‘Mostly Maltese’ (18.7%). Only 16.6% of Church school respondents admitted that English was the main language used in the home domain. The fact that Church school students returned responses showing a more bilingual linguistic experience in the home domain, possibly reflects the concern by their parents who might be more aware of the need to have their children exposed to the two languages, being fully cognizant of the multiple benefits this would yield for their children.

Since it would naturally be interesting to find out which language was the one that students felt was more dominant in the school domain to try and enable the researcher to gather a better understanding of the kind of exposure these children received, students were given the same set of coded answers and asked which language was the one used most frequently in the school domain.

#### 4.5.1 - The language generally used by respondents in the school environment

Data presented in Table 4.23 shows that the responses varied when students were questioned about the language that is mainly used in the school domain.

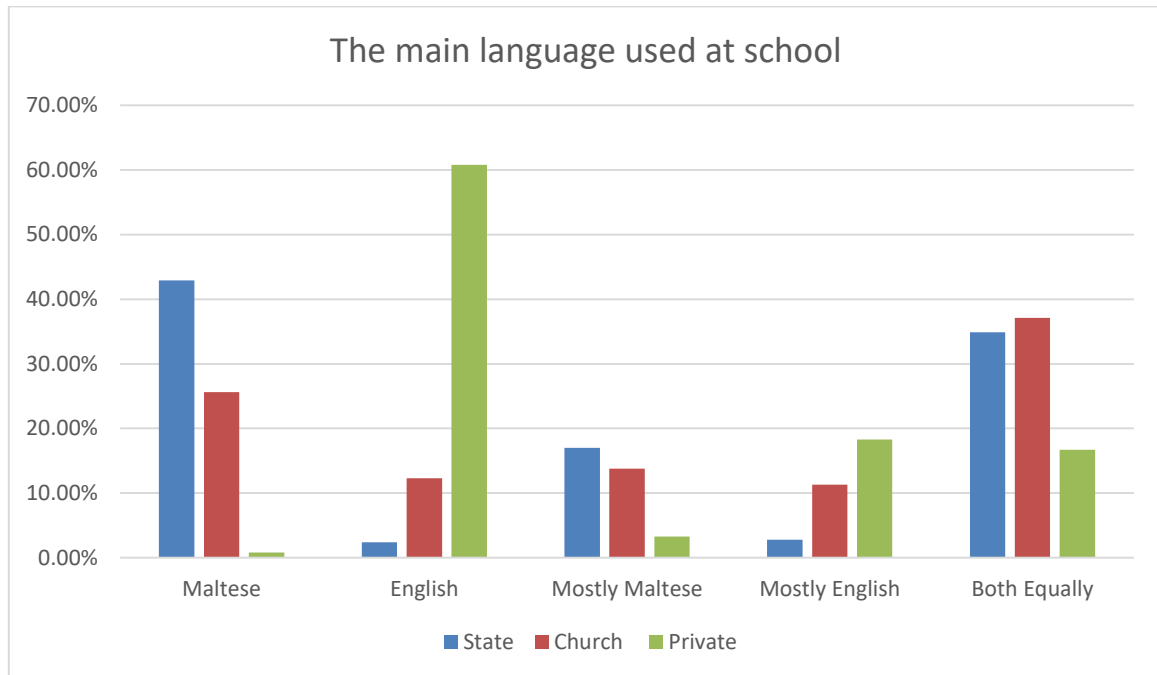
**Table 4.23: The main language used at school**

|   | Frequency | Valid Percent |
|---|-----------|---------------|
| <b>Maltese</b>                                    | 300       | 30.7%         |
| <b>English</b>                                    | 133       | 13.6%         |
| <b>Mostly Maltese</b>                             | 137       | 14%           |
| <b>Mostly English</b>                             | 80        | 8.2%          |
| <b>Both languages are used to an equal extent</b> | 328       | 33.5%         |
| <b>N/A</b>  | 9         | 0%            |
| <b>Total</b>                                      | 987       | 100%          |

Only 33.5% stated that there seems to be a balanced bilingual policy in the school domain where both Maltese and English are used to an equal extent. However, the fact that an almost similar figure of 30.7% claim that Maltese is the dominant language at school, coupled by the fact that another 14% state that it is a ‘Mostly Maltese’ environment that predominates in the school domain, shows that as stated earlier, it can be safely stated that generally, the language

mostly used at home (Maltese) is being reinforced in the school domain. On the other hand, 21.8% (13.6% + 8.2%) state that their school environment is predominantly English-based.

An intriguing picture emerges when one considers the data obtained through a Chi Square analysis cross-tabulated by the school type, the findings of which are presented in Figure 4.2.



**Figure 4.2: The main language used at school by Type of School**

Maltese emerges as the dominant language in State schools with 59.9% of the participants selecting Maltese or ‘Mostly Maltese’ as the language used in the State school domain. Forty-two point nine percent (42.9%) report an exclusive use of Maltese in the school domain. Only 34.9% report an equal exposure and use of both Maltese and English, whilst 5.2% claimed that English or ‘Mostly English’ is used at school.

As shown more clearly in Table 4.24, there seems to be a sway towards a more bilingual situation in Church schools with 37.1% reporting exposure and use of both languages. This contrasts heavily with the state of affairs in Private schools where roughly only half of that amount (16.7%) report equal use of both Maltese and English.

**Table 4.24: The main language used at school by Type of School**

|  | Type of School |              |             | Total                      |
|--|----------------|--------------|-------------|----------------------------|
|  | State          | Church       | Private     |                            |
| <b>Maltese</b>                                 | 197<br>42.9%   | 102<br>25.6% | 1<br>0.8%   | <b>300</b><br><b>30.7%</b> |
| <b>English</b>                                 | 11<br>2.4%     | 49<br>12.3%  | 73<br>60.8% | <b>133</b><br><b>13.6%</b> |
| <b>Mostly Maltese</b>                          | 78<br>17%      | 55<br>13.8%  | 4<br>3.3%   | <b>137</b><br><b>14%</b>   |
| <b>Mostly English</b>                          | 13<br>2.8%     | 45<br>11.3%  | 22<br>18.3% | <b>80</b><br><b>8.2%</b>   |
| <b>I use both languages to an equal extent</b> | 160<br>34.9%   | 148<br>37.1% | 20<br>16.7% | <b>328</b><br><b>33.5%</b> |
| <b>Total</b>                                   | 459<br>100%    | 399<br>100%  | 120<br>100% | <b>978</b><br><b>100%</b>  |

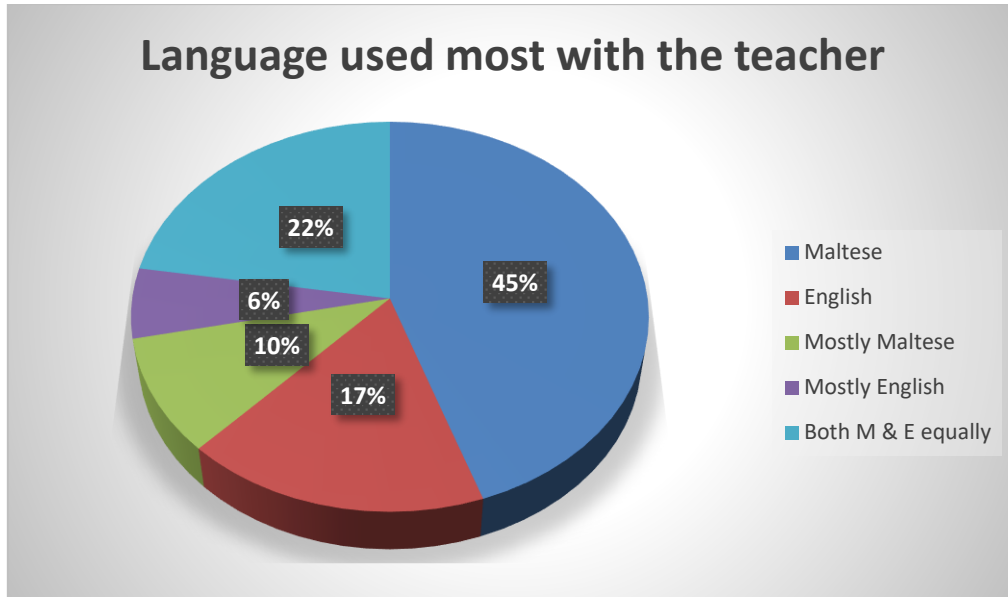
$$\chi^2 (8) = 360.88, p = 0.000$$

Private schools reflect a situation that is almost the complete opposite of the reality prevalent in State schools so much so that a total of 79.1% (60.8% + 18.3%) report exclusive use of English or ‘Mostly English’ in the school environment.

#### **4.5.2 – The language student respondents mostly use with their class teacher**

One of the researcher’s aims was to record what kind of language exposure students received. It was for this reason that it was decided to question students not only about language exposure in the home domain but also in the school domain. More specifically, students were asked to identify the language used with their main class teacher, with the head of school as well as with their friends at school. For this reason, students were asked to identify the main language used with the teacher at school, results of which are presented in Figure 4.3.

In the Maltese primary education system, there is only one teacher who delivers core lessons in Maltese, English, Mathematics, Religion and Social Studies. In some cases there are specific subject teachers for subjects like science, art, physical education. However, primary students get to spend most of their time at school with the one main class teacher. Therefore students were asked to state which language they mainly used to interact with their teacher, since this is the person whom they get to spend most time with.



**Figure 4.3: The language that is used most with the class teacher**

A substantial 44.7% reported using Maltese when interacting with their class teacher. Twenty-two point five percent (22.5%) reported using both languages to an equal extent, whilst only 17.5% reported using English. These results were cross-tabulated with the school type to reveal some interesting findings which are next presented in Table 4.25.

**Table 4.25: The language used most by respondents with their class teacher by Type of School**

|  | Type of School |              |             | Total                      |
|--|----------------|--------------|-------------|----------------------------|
|  | State          | Church       | Private     |                            |
| <b>Maltese</b>                                 | 286<br>62.4%   | 144<br>36.5% | 4<br>3.4%   | <b>434</b><br><b>44.7%</b> |
| <b>English</b>                                 | 21<br>4.6%     | 60<br>15.2%  | 89<br>75.4% | <b>170</b><br><b>17.5%</b> |
| <b>Mostly Maltese</b>                          | 57<br>12.4%    | 35<br>8.9%   | 1<br>0.8%   | <b>93</b><br><b>9.6%</b>   |
| <b>Mostly English</b>                          | 9<br>2%        | 33<br>8.4%   | 14<br>11.9% | <b>56</b><br><b>5.8%</b>   |
| <b>I use both languages to an equal extent</b> | 85<br>18.6%    | 123<br>31.1% | 10<br>8.5%  | <b>218</b><br><b>22.5%</b> |
| <b>Total</b>                                   | 458<br>100%    | 395<br>100%  | 118<br>100% | <b>971</b><br><b>100%</b>  |

$\chi^2 (8) = 418.14, p = 0.000$

When cross-tabulating results by school type, one can easily see that the main language of interaction with the class teacher is Maltese. This is true for 62.4% of State school respondents. Some 36.5% Church school respondents report using Maltese, whilst in stark contrast, only a

negligible percentage of 3.4% of Private school students report using what is the L1 for the majority of the respondents.

When one takes into consideration the total of 17.5% of student respondents who reported using English with their class teacher, one notices that most of these respondents (75.4%) were students who attended Private schools. Interestingly, one also notes that Church school students were making more of an effort than either their State school or Private school counterparts to use Maltese and English to an equal extent (31.1%). This data reveals once again how State, Church and Private school students adopted various modes of communicating with their class teacher.

#### 4.5.3 - The language respondents use mostly with their peers at school

Unsurprisingly, Maltese dominates the scene as the language chosen by students to interact with their fellow peers. As shown in Table 4.26, a total of 66.8% (that is, 54.6% + 12.2%) report using Maltese with their peers. Only 12.6% stated that they used both official languages on an equal basis, whilst a slightly larger percentage of 16% declared that they only used English with their peers.

**Table 4.26: The language respondents use mostly with peers at school**

|  | Frequency | Valid Percent |
|--|-----------|---------------|
| <b>Maltese</b>                                 | 530       | 54.6%         |
| <b>English</b>                                 | 155       | 16%           |
| <b>Mostly Maltese</b>                          | 118       | 12.2%         |
| <b>Mostly English</b>                          | 46        | 4.7%          |
| <b>I use both languages to an equal extent</b> | 122       | 12.6%         |
| <b>No answer</b>                               | 16        | 0%            |
| <b>Total</b>                                   | 987       | 100%          |



Cross-tabulating this data by school type reveals the exclusive use of Maltese to be the case for 70.2% of State school students, as well as for the majority of Church school respondents with 51.4% declaring this to be so. Table 4.27 shows that this contrasts with the meagre 5.1% of Private school respondents who report using Maltese in informal communication with their peers. Indeed, 69.5% of Private school respondents declared using English when communicating with their peers. Only 11% State school respondents claimed they used Maltese and English to an equal extent amongst their friends whilst a slightly higher percentage of 15.9% Church school students reported doing this. With a p value of 0.000, the Chi Square test once again revealed a definite correlation between the school type and the choice of language used by the students.

**Table 4.27 : The language respondents use mostly with their peers at school by Type of School**

|  | Type of School             |                            |                           | Total                      |
|--|----------------------------|----------------------------|---------------------------|----------------------------|
|  | State                      | Church                     | Private                   |                            |
| <b>Maltese</b>                                 | <b>320</b><br><b>70.2%</b> | <b>204</b><br><b>51.4%</b> | <b>6</b><br><b>5.1%</b>   | <b>530</b><br><b>54.6%</b> |
| <b>English</b>                                 | <b>14</b><br><b>3.1%</b>   | <b>59</b><br><b>14.9%</b>  | <b>82</b><br><b>69.5%</b> | <b>155</b><br><b>16%</b>   |
| <b>Mostly Maltese</b>                          | <b>65</b><br><b>14.3%</b>  | <b>50</b><br><b>12.6%</b>  | <b>3</b><br><b>2.5%</b>   | <b>118</b><br><b>12.2%</b> |
| <b>Mostly English</b>                          | <b>7</b><br><b>1.5%</b>    | <b>21</b><br><b>5.3%</b>   | <b>18</b><br><b>15.3%</b> | <b>46</b><br><b>4.7%</b>   |
| <b>I use both languages to an equal extent</b> | <b>50</b><br><b>11%</b>    | <b>63</b><br><b>15.9%</b>  | <b>9</b><br><b>7.6%</b>   | <b>122</b><br><b>12.6%</b> |
| <b>Total</b>                                   | <b>456</b><br><b>100%</b>  | <b>397</b><br><b>100%</b>  | <b>118</b><br><b>100%</b> | <b>971</b><br><b>100%</b>  |

$$\chi^2 (8) = 388.64, p = 0.000$$

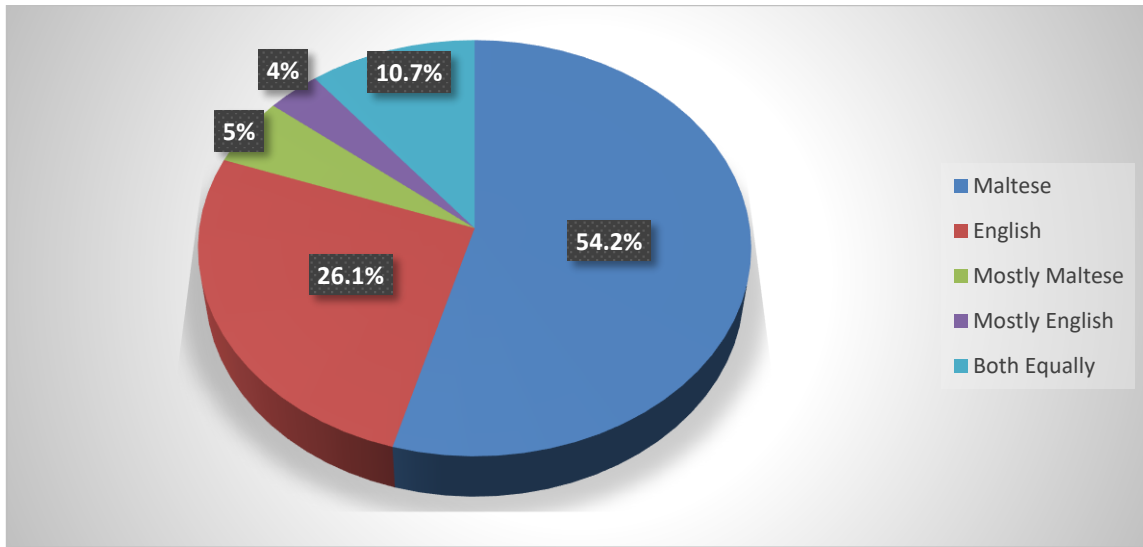
This data confirms what was hypothesised, namely, that there is a different language reality according to the school types attended. Hence any language policy to be applied in order to address the quality of bilingual education in schools across Malta and Gozo, must take this reality into consideration. A blanket policy will possibly not be successful in yielding the desired degrees of bilingualism one expects from a progressive European country.

So far, data is consistently showing that the native language for respondents is being reinforced according to the type of school one attends. Communication with peers is of course the most informal communication, thus it is easy to identify Maltese as the language that students feel most comfortable using with their friends. On the other hand, since English is the mother

tongue for students attending Private schools, the latter make use of this language also when communicating informally amongst their peers.

#### 4.5.4 – The language respondents use most with the Head of School

Students were next asked to identify which language was used when interacting with the head of school. Figure 4.4 presents the results graphically.



**Figure 4.4: The language respondents use most with the Head of School**

As previous questions have revealed, Maltese inevitably takes the lead with the majority of 54.2% of the total student sample using Maltese when communicating or when sent on errands to the head of school's office. It is interesting to note that almost 26.1% tend to use only English when speaking to the head of school, whilst 10.7% use both languages to an equal extent.

A Pearson Chi Square test (Table 4.28) once again reveals a correlation between the two categorical variables such as the language used by respondents with the head of school and the type of school attended by the students.

**Table 4.28: The language respondents use most with the Head of School by Type of School**

|  | <b>State</b> | <b>Church</b> | <b>Private</b> | <b>Total</b> |
|--|--------------|---------------|----------------|--------------|
| <b>Maltese</b>   | 356          | 167           | 1              | 524          |
|  | 78.4%        | 42.3%         | 0.8%           | 54.2%        |
| <b>English</b>   | 28           | 116           | 108            | 252          |
|  | 6.2%         | 29.4%         | 92%            | 26.1%        |
| <b>Mostly Maltese</b>                                      | 36           | 19            | 0              | 55           |
|  | 7.9%         | 4.8%          | 0%             | 5.7%         |
| <b>Mostly English</b>                                      | 6            | 20            | 7              | 33           |
|  | 1.3%         | 5.1%          | 5.9%           | 3.4%         |
| <b>I use both Maltese &amp; English to an equal extent</b> | 28           | 73            | 2              | 103          |
|  | 6.2%         | 18.5%         | 1.7%           | 10.7%        |
| <b>Total</b>   | 454          | 395           | 118            | 967          |
|  | 100%         | 100%          | 100%           | 100%         |

$$\chi^2 (8) = 448.73, p = 0.000$$

Table 4.28 shows that State school students use Maltese most with their head of school, with 78.4% naming Maltese as the primary language that is used for interaction. Private school students constitute the highest percentage (92%) of students who declared using English exclusively when interacting with their head of school. Church school respondents, on the other hand, are the students with the highest percentage of those who said that they used Maltese and English to a more or less equal extent with 18.5% reflecting this reality. In contrast, only 6.2% from State schools and a minimal 1.7% from Private schools declared doing so.

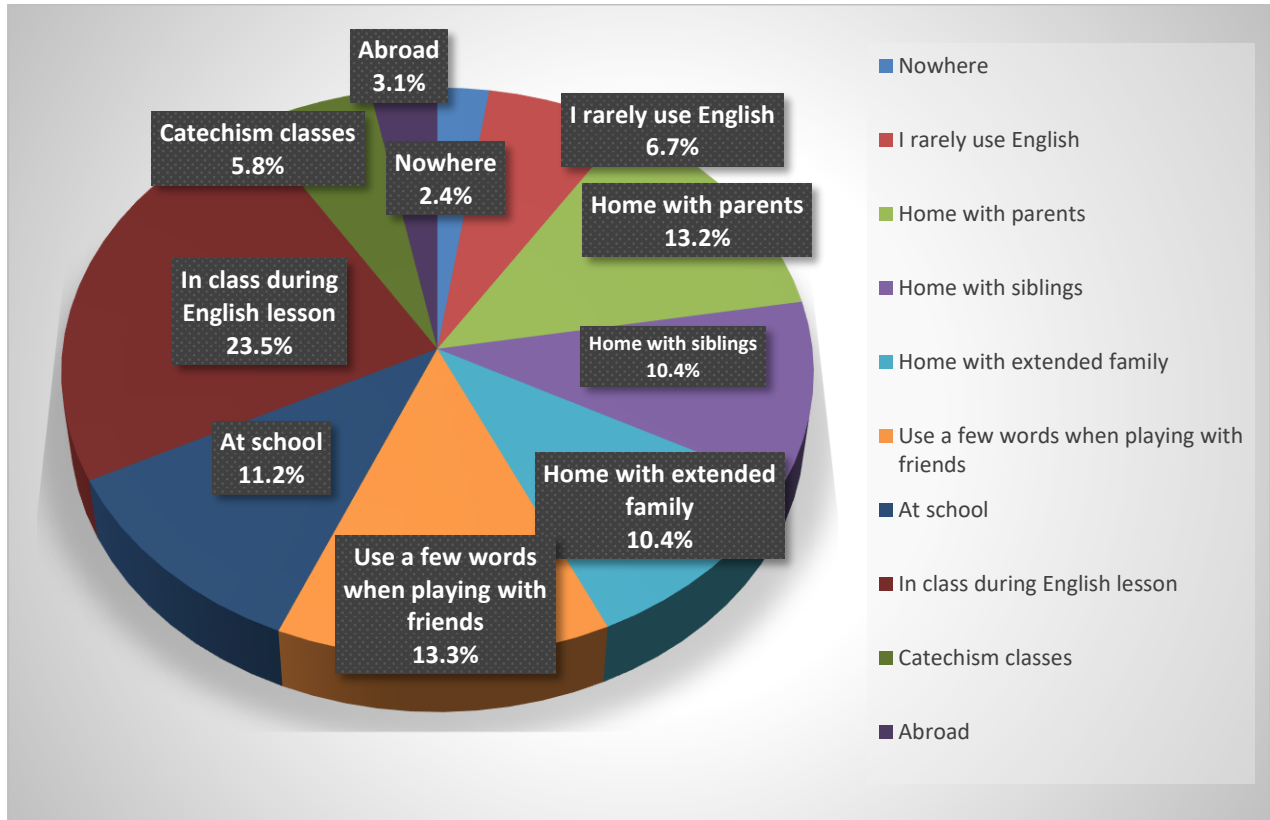
The overall results present a picture where Maltese is used by 86.3% State school students when interacting with the head of school. Church school respondents return a result where 47.1% use Maltese but 34.5% use English. A further 18.5% declared making use of both languages to an equal extent. In contrast, in Private schools the overwhelming majority of 97.9% reported using English exclusively when communicating with the head of school.

Once information was gathered about language use in both in the home as well as within the school domain, student respondents were then asked to try and identify the specific domains where they were exposed to, or where they used Maltese, as well as English.

#### **4.5.5- The domains where English is used by the respondents**

Since this was a multiple-response type of question, this allowed students to select more than one possible answer so that student respondents who do use English were given the opportunity to identify all the places where they used English. As in all multiple-response type of questions,

the frequencies next presented Figure 4.5 are expressed as a percentage of the number of responses and not the respondents. This means that the percentages reflect how often a particular response was selected by respondents.



**Figure 4.5: The domains where English is used by the respondents**

As may be seen in Figure 4.5, by considering the responses of all students who selected answers in this multiple response question, there were 627 instances (23.5%) where students indicated that the class room domain, and particularly the English lesson, as the places where English is used. The next most common domains were ‘When playing with friends’ selected 355 times (13.3%) followed by the third most popular answer when students reported using English at home with their parents (13.2%). The answer, ‘I use English at school most of the time’ was selected 298 times (11.2%). This is followed by the response ‘I use English at home with siblings’ (a response selected 278 times or 10.4% of the time) or ‘I use English at home with extended family’ each response being selected a total of 278 times (10.4%). There were also 243 instances (9.1%) when students selected answers stating that they did not use English at all or used it only very rarely. Catechism was indicated 5.8% of the time while the response ‘I use English abroad’ was selected a total of 82 times – incidentally this is never a response that

is selected by Private school students, possibly due to the fact that since English is the language that they use most often, there was no novelty in stating that they used what is essentially their native language, even when travelling abroad.

The results of a Chi Square test presented in Table 4.29 revealed the absence of the null hypothesis, highlighting the absolute correlation between the three school types and the domains where English was used.

**Table 4.29: The domains where English is used by Type of School**

|   |                       | Type of School |        |         |       |
|---|-----------------------|----------------|--------|---------|-------|
|   |                       | State          | Church | Private | Total |
| <b>Nowhere</b>                                  | Count                 | 38             | 26     | 0       | 64    |
|   | % within school type  | 3.9%           | 2.2%   | 0%      | 2.4%  |
|   | % across school types | 59.4%          | 40.6%  | 0%      | 100%  |
| <b>I rarely use English</b>                     | Count                 | 81             | 88     | 10      | 179   |
|   | % within school type  | 8.3%           | 7.5%   | 2%      | 6.7%  |
|   | % across school types | 45.3%          | 49.2%  | 5.6%    | 100%  |
| <b>At home with parents</b>                     | Count                 | 125            | 149    | 79      | 353   |
|   | % within school type  | 12.8%          | 12.6%  | 15.5%   | 13.2% |
|   | % across school types | 35.4%          | 42.2%  | 22.4%   | 100%  |
| <b>At home with siblings</b>                    | Count                 | 77             | 130    | 72      | 278   |
|   | % within school type  | 7.9%           | 11%    | 14.1%   | 10.4% |
|   | % across school types | 27.6%          | 46.6%  | 25.8%   | 100%  |
| <b>At home with extended family</b>             | Count                 | 95             | 112    | 71      | 278   |
|   | % within school type  | 9.7%           | 9.5%   | 13.9%   | 10.4% |
|   | % across school types | 34.2%          | 40.3%  | 25.5%   | 100%  |
| <b>I use English when playing with friends</b>  | Count                 | 141            | 160    | 54      | 355   |
|   | % within school type  | 14.4%          | 13.6%  | 10.6%   | 13.3% |
|   | % across school types | 39.7%          | 45.1%  | 15.2%   | 100%  |
| <b>I use English at school most of the time</b> | Count                 | 74             | 136    | 88      | 298   |
|   | % within school type  | 7.6%           | 11.5%  | 17.3%   | 11.2% |
|   | % across school types | 24.8%          | 45.6%  | 29.5%   | 100%  |
| <b>In the classroom during the lesson</b>       | Count                 | 269            | 267    | 91      | 627   |
|   | % within school type  | 27.4%          | 22.6%  | 17.8%   | 23.5% |
|   | % across school types | 42.9%          | 42.6%  | 14.5%   | 100%  |
| <b>During Catechism classes</b>                 | Count                 | 46             | 64     | 45      | 155   |
|   | % within school type  | 4.7%           | 5.4%   | 8.8%    | 5.8%  |
|   | % across school types | 29.7%          | 41.3%  | 29%     | 100%  |
| <b>Abroad</b>                                   | Count                 | 34             | 48     | 0       | 82    |
|   | % within school type  | 3.5%           | 4.1%   | 0%      | 3.1%  |
|   | % across school types | 41.5%          | 58.5%  | 0%      | 100%  |
| <b>Total</b>                                    | Count                 | 980            | 1179   | 510     | 2669  |
|   | % within school type  | 36.7%          | 44.2%  | 19.1%   | 100%  |
|   | % of total            | 100%           | 100%   | 100%    | 100%  |

$$\chi^2 (18) = 142.73, p = 0.000$$

Across the board, it seems that the English lesson is the time when most students in all three school types are exposed to, and make most use of English. Out of all the students selecting this response, the highest selection for use of English ‘in the classroom during the lesson’ is made by State school students – a selection made no less than 42.9% of the time. This sheds light on how truly crucial this lesson is for English language exposure for State school students.

A similar experience occurs in Church schools where 42.6% identify the classroom domain as one where English is mostly used. Private schools follow with 14.5% naming the classroom and particularly the English lesson as the time when the children actually used English.

In the light of the question seeking to identify the domains where English was used, students could have selected the response, ‘Nowhere.’ It is State school students who when compared with Church and Private school students, were the ones to select the answer ‘Nowhere’ the most. When considering row percentages (% across school types) generated for this question, one may see that it is State school students (59.4%) followed by Church school students (40.6%) who stated that they did not use English at all. The issue seems compounded by the fact that yet another substantial percentage of 45.3% selected by State school students, and 49.2% selected by Church school students, also shows students from these school types declaring that they ‘rarely use English.’ It is of note to see that none of the Private school students selected the ‘nowhere’ option. Additionally, there is only 5.6% response selection for the response ‘I rarely use English’ from the Private school sectors as opposed to 45.3% State school students responses and 49.2% Church school student responses.

The response, ‘I use English at school most of the time’, was singled out mostly by Church school students (selected 45.6% of the time) followed by Private school students selecting this response 88 times (29.5%). The school domain is of relative importance, given that the classroom is identified as being the place where English is mostly used, if only for 42.9% of State school respondents who selected this option, as well as for 42.6% of Church school respondents, who saw it fit to select this response. Yet again, despite the fact that in previous questions asked about the language used in class during the English lesson, in which Private school students overwhelmingly identified English as the main language used therein, it is interesting to note that it is only a relatively small percentage of 14.5% (when compared to the 42.9% State and 42.6% Church school students who selected this response). This might once again be due to the fact that English is the predominant language in the Private school

environment and hence students did not feel the need to single out use of the language they used most regularly either in the classroom domain or when travelling abroad, for example.

‘Playing with friends’, provides Church school students the opportunity to use English the most. This response was the second most commonly selected response following the identification of the school and classroom as the domains where English was used the most with this being selected 13.3% or 355 times. Interestingly, ‘playing with friends’, allows for English language use mostly for Church school students who select this response most frequently 45.1% of the time. State school students were the next to select this response, with 39.7% choosing this option. Repetitive patterns may be seen in the various response options. Private school students did not select this response as often as their counterparts in Church and State schools, with only 15.2% (in comparison to 45.1% Church and 39.7% State school students) who singled out this response.

The home domain ranks as the third place where English is mostly used – a selection made 13.2% of the time. Again when considering responses across school types, Private school students are the last to identify use of the English language in the home domain, a response only selected 22.4% of the time. There is however notable variance in the percentages acquired by Church school students (42.2%) and State school students (35.4%) where English language use tends to be used more when respondents are at home with their parents.

When asked about the language used with siblings, the data across row percentages reveals that comparatively across the three school types, Church school students were the ones to mostly identify use of English in the home domain with siblings (46.6%) as opposed to the percentage of 27.6% of State school selections for this answer. Again, Private school students rank last in identifying their home language as the one they used when communicating with their siblings at home (25.8%).

Church school students also lead in identifying the use of English in the home domain with extended family with no less than 112 instances (40.3%) where this response is selected. A lower percentage of 34.2% is registered by State school students, whilst seeing use of English ‘at home with extended family’ only being selected 25.5% of the time by Private school students.

This data therefore reveals that the English lesson is most crucial to most State and Church students (42.9% and 42.6% respectively), as this is possibly close to being the only time when children are exposed to English at this stage in life for them.

Respondents were next asked to name all the domains where Maltese was used. Once again, being a multiple response question, in the following table (Table 4.30), frequencies are expressed as a percentage of the number of responses so that percentages add up to 100%, despite the fact that respondents could and did in fact, select more than one option.

**Table 4.30: The domains where Maltese is used by Type of School**

|   |                       | State | Church | Private | Total |
|---|-----------------------|-------|--------|---------|-------|
| <b>Nowhere</b>                                  | Count                 | 11    | 51     | 13      | 75    |
|   | % within school type  | 0.5%  | 2.8%   | 4.4%    | 1.7%  |
|   | % across school types | 14.7% | 68%    | 17.3%   | 100%  |
| <b>I rarely use Maltese</b>                     | Count                 | 23    | 47     | 39      | 109   |
|   | % within school type  | 1%    | 2.5%   | 13.1%   | 2.4%  |
|   | % across school types | 21.1% | 43.1%  | 35.8%   | 100%  |
| <b>At home with parents</b>                     | Count                 | 385   | 299    | 47      | 732   |
|   | % within school type  | 16.3% | 16.2%  | 15.8%   | 16.2% |
|   | % across school types | 52.7% | 40.9%  | 6.4%    | 100%  |
| <b>At home with siblings</b>                    | Count                 | 316   | 221    | 27      | 564   |
|   | % within school type  | 13.4% | 11.9%  | 9.1%    | 12.5% |
|   | % across school types | 56%   | 39.2%  | 4.8%    | 100%  |
| <b>At home with extended family</b>             | Count                 | 355   | 264    | 47      | 666   |
|   | % within school type  | 15%   | 14.3%  | 15.8%   | 14.8% |
|   | % across school types | 53.3% | 39.6%  | 7.1%    | 100%  |
| <b>I use Maltese when playing with friends</b>  | Count                 | 240   | 188    | 24      | 452   |
|   | % within school type  | 10.2% | 10.2%  | 8.1%    | 10%   |
|   | % across school types | 53.1% | 41.6%  | 5.3%    | 100%  |
| <b>I use Maltese at school most of the time</b> | Count                 | 352   | 246    | 11      | 609   |
|   | % within school type  | 14.9% | 13.3%  | 3.7%    | 13.5% |
|   | % across school types | 57.8% | 40.4%  | 1.8%    | 100%  |
| <b>In the classroom during the lesson</b>       | Count                 | 346   | 268    | 61      | 675   |
|   | % within school type  | 14.6% | 14.5%  | 20.5%   | 15%   |
|   | % across school types | 51.3% | 39.7%  | 9%      | 100%  |
| <b>During Catechism classes</b>                 | Count                 | 334   | 267    | 29      | 630   |
|   | % within school type  | 14.1% | 14.4%  | 9.7%    | 14%   |
|   | % across school types | 53%   | 42.4%  | 4.6%    | 100%  |
| <b>Total</b>                                    | Count                 | 2362  | 1851   | 298     | 4511  |
|   | % within school type  | 52.4% | 41%    | 6.6%    | 100%  |
|   | Total                 | 100%  | 100%   | 100%    | 100%  |

$$\chi^2 (16) = 249.63, p = 0.000$$



By considering the responses of all students who chose to select responses for this question, it may be seen that the most commonly selected response in this instance was the prevalent use of Maltese ‘at home with parents’, selected by students in 732 instances (16.2%). Lesson time was identified as the second most popular domain selected 675 times (15%). Use of Maltese ‘at home with extended family’ also proved to be popular, as this answer was selected 666 times (14.8%). It is interesting to note that the responses ‘I use Maltese at school most of the time’ is very commonly selected by both State and Church school respondents (57.8% and 40.4% respectively) but the response is hardly selected by Private school students with the school domain being identified only 11 times (1.8%).

The classroom domain and particularly the Maltese lesson was identified on sixty-one (61) occasions by Private school respondents. Use of Maltese during catechism classes was not selected as being important for Private school students with there being only twenty-nine (29) instances when this answer was indicated. This might possibly be due to the fact that some Private schools offer Catechism lessons after school, with English being used as the medium for instruction.

There is a great variance in the row percentages across the school types when one considers student responses of the option which identified the home domain ‘with parents’ as the most commonly selected. It is the favoured selection by 52.7% State school respondents, being selected a total of 385 times. This relatively high percentage somewhat decreases when it comes to Church school students with these students identifying communication with their parents in the home domain as the place where Maltese is most commonly used – a selection made 299 times (40.9%). Comparatively, a very small percentage of 6.4% of all Private school responses identified Maltese and its use in the home domain.

Once again, when taking row percentages into account, data shows that 35.8% and an additional 17.3% of Private school responses, present Maltese as being hardly used at all. This would mean that in total, 35.8% in addition to a further 17.3%, yield a total of 53.1% of Private school respondents who did not indicate use of Maltese outside the school domain, particularly in the classroom where it is only selected as a domain where Private school students make use of Maltese – at least 9% of the time. This relatively low percentage differs considerably from the much higher percentage of Maltese use within the classroom domain in State schools (51.3%), followed by Church school respondents, who selected this response 39.7% of the time.

The Maltese language is once again used mostly at home with extended family especially for the 53.3% of State school respondents who selected this response and followed by 39.6% of Church school respondents in turn. This would effectively mean that for State school students (as well as a considerable number of Church school students), the Maltese language being used within the home domain with parents (responses made by 52.7% State and 40.9% Church school respondents) is again being reinforced through its use in the school domain (responses given by 57.8% State and 40.4% Church school respondents). Moreover, it transpires that Maltese is also predominantly used by respondents when communicating with siblings (responses given by 56% State and 39.2% Church school respondents) and extended family (responses selected by 53.3% State and 39.6% Church school respondents).

Church school students hover in the middle between the two extremes presented by State and Private school students. Whilst the home domain ‘with parents’ response is identified as the response most commonly selected by Church school respondents (40.9%) being selected a total of 299 times by respondents, there were also 47 instances being reflected in the percentage of 43.1% where Church school respondents indicated rarely using Maltese. Additionally, the greatest variance is seen in the number of Church school respondents who selected the response ‘nowhere’ when asked where they used Maltese. This response was selected 68% of the time, a far greater percentage when compared with the Private school students who selected this option (17.3%) of the time and only 14.7% of the time by State school students.

#### 4.5.6 - Whether student respondents use Maltese when they are away from school

Having gathered enough data about the likely exposure to both languages, the questionnaire next turned to asking students whether they actually used Maltese and English when they were not at school. Table 4.31 shows the data thus acquired.

**Table 4.31: Whether respondents use Maltese when they are not at school**

|                    | Frequency | Valid Percent |
|--------------------|-----------|---------------|
| <b>Yes Always</b>  | 607       | 62.2%         |
| <b>Sometimes</b>   | 250       | 25.6%         |
| <b>Very rarely</b> | 67        | 6.9%          |
| <b>Never</b>       | 52        | 5.3%          |
| <b>No response</b> | 11        | 0%*           |
| <b>Total</b>       | 987       | 100%          |

\*The total number of respondents add up to 987, however there are eleven missing cases which cases are not assigned a valid percentage by SPSS.

The overwhelming majority of 62.2% claim to use Maltese when they are not at school. A further 25.6% claim to use it ‘sometimes’ whilst it is a very small percentage of 6.9% who claim to use it only very rarely. It may be safely assumed that the 5.3% who stated that they ‘never’ used Maltese also includes non-Maltese individuals. Once this data is cross-tabulated according to the school type, it is evident that patterns present in previous data consistently reproduce themselves in this instance too.

Table 4.32 shows that the majority of respondents (62.2%) claimed to ‘always’ use Maltese when they are not in school.

**Table 4.32: Whether respondents use Maltese when they are not in class or at school**

|                    | State | Church | Private | Total        |
|--------------------|-------|--------|---------|--------------|
| <b>Yes always</b>  | 345   | 241    | 21      | <b>607</b>   |
|                    | 75.3% | 59.8%  | 18.3%   | <b>62.2%</b> |
| <b>Sometimes</b>   | 87    | 117    | 46      | <b>250</b>   |
|                    | 19%   | 29%    | 40%     | <b>25.6%</b> |
| <b>Very rarely</b> | 13    | 25     | 29      | <b>67</b>    |
|                    | 2.8%  | 6.2%   | 25.2%   | <b>6.9%</b>  |
| <b>Never</b>       | 13    | 20     | 19      | <b>52</b>    |
|                    | 2.8%  | 5%     | 16.5%   | <b>5.3%</b>  |
| <b>Total</b>       | 458   | 403    | 115     | <b>976</b>   |
|                    | 100%  | 100%   | 100%    | <b>100%</b>  |

$$\chi^2(6) = 167.69, p = 0.000$$

A further 25.6% reinforce this, stating that they use Maltese ‘sometimes.’ When added to the previous percentage this shows that 87.8% use Maltese ‘always’ or at least, ‘sometimes.’ Very few respondents claimed that they only used it very rarely and this amounts to 6.9%. Once again the 5.3% who never use Maltese are those hailing from non-Maltese speaking backgrounds.

It is the State school students who in their overwhelming majority (75.3%) state that they always use Maltese even when they are not at school. A total of eighty-seven (87) State school students amounting to 19% also indicated that they used Maltese ‘sometimes.’ Very small percentages of students hailing from State schools have claimed to only use Maltese ‘very rarely’ or even ‘never’ (2.8% respectively). At the time of conducting this study, as has already been noted there were a number of non-Maltese students who attended State, Church and Private schools, therefore these percentages are quite expected.

Most respondents attending Church schools have also indicated that they ‘Always’ used Maltese outside school domains. Whilst this was stated by 59.8% of the respondents, a further 29% used it ‘sometimes’ - bringing the total percentage of respondents who stated they used Maltese either ‘always’ or ‘sometimes’ to an overwhelming 88.8%. There were more Church school students who claimed to ‘rarely’ use Maltese outside the school domain than in State schools – amounting to 6.2% and there were an additional 5% who also claimed to ‘never’ use Maltese, possibly reflecting the number of non-Maltese children in the Church schools who participated in this study.

Where Private school students are concerned, one observes a dramatic fall in the use of Maltese outside school when results are compared with the other school types. It is only 18.3% of students attending these Private schools who stated that they ‘always’ used Maltese once they were away from school. A further 40% stated that they used Maltese ‘sometimes.’ However the percentages for those who stated that they ‘rarely’ or ‘never’ used Maltese rises too, with a total of what is close to half the students or more accurately 41.7%, hardly being exposed to and using Maltese outside the school domain. The percentage of 41.7% who state that Maltese is rarely or never used, does include a relatively small number of foreign students - however the majority of students identifying this response were mostly Maltese students themselves

#### **4.5.7 - Whether student respondents use English when they are away from school**

Table 4.33 shows that out of the total student sample, most students (48.2%) stated that when away from school, English was only used ‘sometimes.’ A further 29.4% stated that they always used English whilst 22.4% (effectively amounting to 220 students out of 982 students who chose to answer this question) stated that they ‘very rarely’ or ‘never’ used English, once they were out of the school precinct. The low p value of 0.000 once again presents a direct correlation between the answers provided by students and the type of school they attend.

**Table 4.33: Whether English is used when not in class or at school by Type of School**

|                    | <b>State</b> | <b>Church</b> | <b>Private</b> | <b>Total</b> |
|--------------------|--------------|---------------|----------------|--------------|
| <b>Yes always</b>  | 90           | 118           | 81             | <b>289</b>   |
|                    | 19.7%        | 29.1%         | 67.5%          | <b>29.4%</b> |
| <b>Sometimes</b>   | 238          | 208           | 27             | <b>473</b>   |
|                    | 52.1%        | 51.4%         | 22.5%          | <b>48.2%</b> |
| <b>Very rarely</b> | 84           | 47            | 5              | <b>136</b>   |
|                    | 18.4%        | 11.6%         | 4.2%           | <b>13.8%</b> |
| <b>Never</b>       | 45           | 32            | 7              | <b>84</b>    |
|                    | 9.8%         | 7.9%          | 5.8%           | <b>8.6%</b>  |
| <b>Total</b>       | 457          | 405           | 120            | <b>982</b>   |
|                    | 100%         | 100%          | 100%           | <b>100%</b>  |

$$\chi^2 (6) = (111.05), p=0.000$$

Out of the three school types, it is evident that State school students are the ones who use English the least once they are away from school. Out of the total of 457 State school students who chose to answer this question, only 90 students claimed to always use English. Most State school students (52.1%) only used English ‘sometimes’, whereas a substantial 28.2% claimed to ‘very rarely’ or ‘never’ use English.

Results are slightly rosier for Church school respondents, out of whom one hundred and eighteen (118) students or 29.1% claimed to always use English once school is over. The percentage of Church school students who used English ‘sometimes’ (51.4%) is quite similar to results obtained for the same answer in State schools (52.1%). Although when compared to State schools, percentages for those stating to ‘very rarely’ or ‘never’ use English are lower, the total of 19.5% students who selected these answers are still quite high, considering the status that English has for the Maltese nation as a whole. This would mean that Church school students overall are indeed both more exposed to English and also make more use of English. However close to 20% of the Church school population must view English as a ‘foreign language’ more than a second language, given the fact that it is only a language they come into contact with for a limited time within the school domain alone. This highlights the importance of more CLIL or other methods of instilling a true culture of additive bilingualism in the school domain if students are to become better geared to function in a competitive multilingual world.

A different scenario emerges in Private schools, where the majority of these respondents (67.5%) claimed to ‘always’ use English once the last lesson of the afternoon was over. A further 22.5% also claimed using English sometimes, bringing the total of Private school students, who ‘always’ or ‘sometimes’ use English to 90%. There were fewer students who

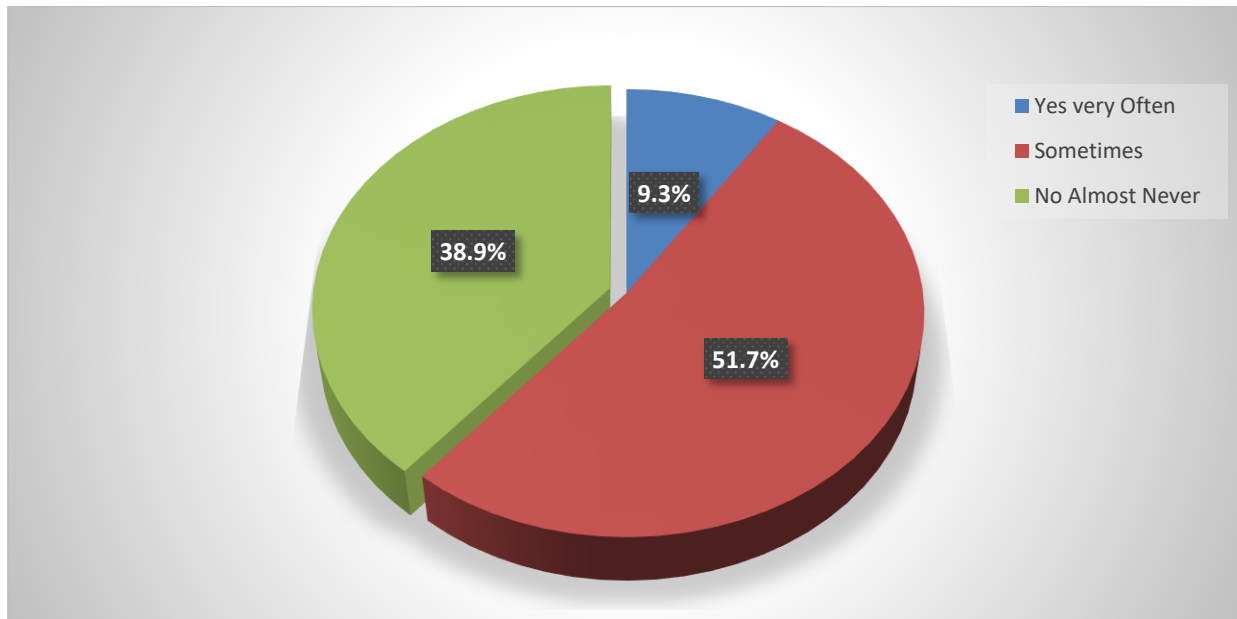
reported only using English ‘sometimes’ outside the school domain, because there are of course many more students in Private schools for whom English is the main language both in the home as well as in the school domain. There are only 10% of Private school children who ‘rarely’ or ‘never’ make use of English outside the school domain. Of these, several are of course, foreign students making use of their own native languages when away from school.

This data shows notable differences between the various degrees of exposure to the two languages. By no means can one generalise and speak of a situation where there is one L1 for all Maltese school children. Maltese is a mother tongue for the majority, however English is the mother tongue for a minority. We also have a situation in State schools where Maltese as an L1 is being reinforced and used extensively in the school domain both in terms of exposure to and use of the language. On the other hand, one may see the same scenario but with English as an L1 instead of Maltese. Church school students find themselves between these two extremes. Therefore any policy and subsequently the curriculum, must take these factors into account, if one is to have a truly level playing ground for all students to succeed.

Towards the end of the questionnaire after having gathered information about the way students feel about the use of the two languages, the degree of exposure to the two languages in question and the amount of exposure to the two languages from resources such as books and social media, the questionnaire geared towards a final self-assessment of the spoken and written Maltese language skills, as well as a self-assessment of spoken and written English language skills.

#### **4.6 –Difficulty with Maltese and English homework**

As shown in Figure 4.6, whilst the majority of 51.7%% of all respondents declared that they only experienced difficulty with Maltese homework tasks sometimes, 38.9% said that almost never had any difficulty. Only 9.3% claimed to find difficulty very often.



**Figure 4.6: Whether respondents encounter difficulty with Maltese homework**

Based on previous data which has already been presented, one would hypothesise that the majority of students only claiming to have difficulty ‘sometimes’ would hail from State schools, whilst the 9.3% would be reflecting the majority of students from Private schools.

Cross-tabulating this data with the three school types as seen in Table 4.34, also reveals interesting data. The Chi Square test run in this instance showed that there is a significant relation between the two categorical variables: the type of school attended by respondents as well as the question asking students whether they experienced any difficulty during their Maltese homework tasks.

**Table 4.34: Whether respondents ever have difficulty with Maltese homework by Type of School**

|                         | State | Church | Private | Total        |
|-------------------------|-------|--------|---------|--------------|
| <b>Yes very often</b>   | 38    | 37     | 15      | <b>90</b>    |
|                         | 8.4%  | 9.3%   | 13.6%   | <b>9.3%</b>  |
| <b>Sometimes</b>        | 208   | 223    | 67      | <b>498</b>   |
|                         | 45.9% | 55.8%  | 61%     | <b>51.7%</b> |
| <b>No, almost never</b> | 207   | 140    | 28      | <b>375</b>   |
|                         | 45.7% | 35%    | 25.5%   | <b>38.9%</b> |
| <b>Total</b>            | 453   | 400    | 110     | <b>963</b>   |
|                         | 100%  | 100%   | 100%    | <b>100%</b>  |

$\chi^2 (4) = 20.65, p = 0.000$

As predicted, the highest percentage of students who claimed to never have any difficulty with their Maltese homework hailed from State schools with 45.7% stating this fact. Church school respondents rank in next, with some 35% of students stating that they have hardly ever had any difficulties with Maltese homework. As expected, even fewer Private school respondents (25.5%) said that they have never had difficulty with this issue. A total of 13.6% Private school respondents said they experienced difficulties ‘very often’; in contrast fewer students from State schools claimed that they ‘very often’ had difficulties (8.4%).

Additionally, the greatest number of Private school students who claimed they experienced difficulty ‘sometimes’ amounted to 61%. Some 55.8% Church school respondents and 45.9% State school respondents also admitted to having difficulty only ‘sometimes.’

Once students completed this question, they were next asked which particular area of their Maltese homework gave them the most difficulty. Students were once again provided with a list of pre-coded questions to select the areas related to Maltese homework that troubled them the most. In fact, students could opt to tick: a) grammar exercises, b) creative writing tasks, c) comprehension tasks and d) dictation. One would naturally assume that creative writing tasks which involve not only good language skills but also a wide vocabulary base as well as good organisation skills, would be the more challenging area. As in previous questions asked, students were able to select more than one answer, the results of which are presented in Table 4.35.



**Table 4.35: What respondents find difficult in Maltese homework by Type of School**

|  |                       | State | Church | Private | Total |
|--|-----------------------|-------|--------|---------|-------|
| <b>Grammar exercises</b>                   | Count                 | 96    | 118    | 30      | 244   |
|  | % within school type  | 20.3% | 20.7%  | 17.2%   | 20%   |
|  | % across school types | 39.3% | 48.4%  | 12.3%   | 100%  |
| <b>Compositions/creative writing tasks</b> | Count                 | 204   | 217    | 61      | 482   |
|  | % within school type  | 43%   | 38.1%  | 35.1%   | 39.6% |
|  | % across school types | 42.3% | 45%    | 12.7%   | 100%  |
| <b>Comprehensions</b>                      | Count                 | 104   | 126    | 43      | 273   |
|  | % within school type  | 21.9% | 22.1%  | 24.7%   | 22.4% |
|  | % across school types | 38.1% | 46.2%  | 15.8%   | 100%  |
| <b>Spoken Maltese</b>                      | Count                 | 18    | 41     | 26      | 85    |
|  | % within school type  | 3.8%  | 7.2%   | 14.9%   | 7%    |
|  | % across school types | 21.2% | 48.2%  | 30.6%   | 100%  |
| <b>Dictations</b>                          | Count                 | 52    | 67     | 14      | 133   |
|  | % within school type  | 11%   | 11.8%  | 8%      | 10.9% |
|  | % across school types | 39.1% | 50.4%  | 10.5%   | 100%  |
| <b>Total</b>                               | Count                 | 474   | 569    | 174     | 1217  |
|  | % within school type  | 38.9% | 46.8%  | 14.3%   | 100%  |
|  | Total                 | 100%  | 100%   | 100%    | 100%  |

$$\chi^2 (8) = 28.34, p = 0.00$$

The most commonly selected areas which troubled students most when doing their Maltese homework were a) compositions and creative writing tasks (39.6%), b) comprehensions (22.4%) and c) grammar exercises (20%). An interesting fact that emerges from this study is that despite the fact that Private school students were the ones who find Maltese to be more challenging, the section ‘compositions and creative writing tasks’ was only selected sixty-one times (35.1%) by these students. Even when it came to the grammar section, it was surprising to see that this was only highlighted as an area of difficulty some thirty times (17.2%). It is only the comprehension (24.7%) and spoken Maltese (14.9%) areas that were more commonly selected by Private school students other than students in the two other school types.

The rest of the percentages presented in Table 4.35 show that both State and Church school students seem to have the same difficulties when doing their Maltese homework. When considering the responses of all the students who answered this question, it transpires that 43%

of State school students and 38.1% of Church school respondents indicated that they found difficulty with compositions and creative writing tasks. One encounters the same close percentages for comprehensions, the latter being identified as an area of difficulty by 38.1% State school respondents and 46.2% Church school students.

Spoken Maltese is the area that generated least concern for both 21.2% State and 48.2% Church school students. Thirty point six percent (30.6%) Private school respondents also identified spoken Maltese as a concern. The figures representing the totals of 474, 569 and 174 (each reflecting 100% as in Table 4.35) represent the number of answers selected by respondents from each of the three school types. It is evident therefore that students in Church and Private schools selected more than just one response, citing more than just one area of difficulty with Maltese homework.

#### 4.6.1 – Whether respondents encounter difficulty with English Homework

Students were next asked whether they have ever had difficulty with their English homework. Whereas it was only a total of 9.3% who mentioned having difficulty with their Maltese homework, in this instance only 6.8% of the students said that they experienced difficulty with their English homework as is evident in Table 4.36.

**Table 4.36: Whether respondents ever have difficulty with their English homework**

|                         | Frequency | Valid Percent |
|-------------------------|-----------|---------------|
| <b>Yes, very often</b>  | 66        | 6.8%          |
| <b>Sometimes</b>        | 341       | 35.4%         |
| <b>No, almost never</b> | 557       | 57.8%         |
| <b>N/A</b>              | 23        | 0%            |
| <b>Total</b>            | 987       | 100%          |

In the same vein, fewer students also declared having difficulty with their English homework ‘sometimes’ (35.4%) when compared to the same question asked about Maltese (for which 51.7% declared finding difficulty). Once again, the trend persists, with an even greater number of students 57.8% declaring that they ‘almost never’ experienced difficulty with their English homework when compared to 38.9% who ‘almost never’ found difficulty with their Maltese homework.

This essentially means that although the vast majority of students are exposed to Maltese as the dominant L1 both within the home and school domains, there is more difficulty when it

comes to Maltese homework than when they are tackling their English homework. This creates the same scenario found in the researcher's previous large-scale study (Sah Frendo, 2003) which showed that whereas Maltese is the language of the majority, when it comes to written Maltese, students encounter more difficulty. This creates a most intriguing language phenomena.

Students hailing from all three school types claimed that writing compositions or creative writing is what they found most difficulty with. When one considers the responses indicated by students, it becomes evident that compositions/creative writing were identified a total of 341 times (39.9%). The next most commonly selected area of difficulty was comprehensions selected 182 times (21.3%), followed by grammar, indicated 143 times (16.7%) as being the third most commonly selected area which students found to be challenging. These findings presented in Table 4.37 are in line with the answers obtained for Maltese, wherein it was the same three areas that had been identified by students as the ones offering most difficulty.

**Table 4.37: What respondents find difficult in English homework by Type of School**

|                                      |                       | State | Church | Private | Total |
|--------------------------------------|-----------------------|-------|--------|---------|-------|
| <b>Grammar</b>                       | Count                 | 75    | 60     | 8       | 143   |
|                                      | % within school type  | 15.8% | 19.5%  | 11.3%   | 16.7% |
|                                      | % across school types | 52.4% | 42%    | 5.6%    | 100%  |
| <b>Compositions/Creative writing</b> | Count                 | 203   | 107    | 31      | 341   |
|                                      | % within school type  | 42.7% | 34.7%  | 43.7%   | 39.9% |
|                                      | % across school types | 59.5% | 31.4%  | 9.1%    | 100%  |
| <b>Comprehensions</b>                | Count                 | 99    | 63     | 20      | 182   |
|                                      | % within school type  | 20.8% | 20.5%  | 28.2%   | 21.3% |
|                                      | % across school types | 54.4% | 34.6%  | 11%     | 100%  |
| <b>Spoken English</b>                | Count                 | 48    | 33     | 3       | 84    |
|                                      | % within school type  | 10.1% | 10.7%  | 4.2%    | 9.8%  |
|                                      | % across school types | 57.1% | 39.3%  | 3.6%    | 100%  |
| <b>Dictations</b>                    | Count                 | 50    | 45     | 9       | 104   |
|                                      | % within school type  | 10.5% | 14.6%  | 12.7%   | 12.2% |
|                                      | % across school types | 48.1% | 43.3%  | 8.7%    | 100%  |
| <b>Total</b>                         | Count                 | 475   | 308    | 71      | 854   |
|                                      | % within school type  | 55.6% | 36.1%  | 8.3%    | 100%  |
|                                      | Total                 | 100%  | 100%   | 100%    | 100%  |

$$\chi^2 (10) = 18.66, p=0.045$$

One may conclude that there are difficulties associated with both Maltese and English homework, particularly where unguided, creative writing tasks are concerned. Compositions

and other such unguided creative writing tasks are very often assigned as homework and therefore this means that unless students receive support with their work - provided that they do have someone who is able to help them out - this kind of written practice will be seen as burdensome to those who struggle with creative ideas and means of expression in both Maltese and English.

The row percentages across school types included in Table 4.37 highlight the differences between the three school types in terms of the kind of difficulties that students encountered. Out of the total of 341 instances where the response ‘Compositions/creative writing’ was selected, it transpires that State school students indicated this response the most (59.5%), followed by difficulties in ‘spoken English’ (57.1%). Comprehensions and grammar exercises also trouble State school students, being selected 54.4% and 52.4% of the time. Comparatively, there were far fewer instances of the selection of these responses by Private school students, most of whom identified compositions or creative writing tasks as being the most challenging. Nonetheless, this was only a reality for respondents who selected this option 9.1% of the time, as opposed to the 59.5% State and 31.4% Church school response selections respectively.

In order to identify what kind of support students received at home when they experienced difficulty with both their Maltese and English work, respondents were asked to identify the individuals who helped them out when they required back-up. Respondents were asked to indicate whether they received help from parents, older siblings, members of the extended family, private lessons, or whether they had to plod on independently.

#### **4.6.2 – Who helps respondents when they encounter difficulty with Maltese homework?**

As in previous questions, respondents were able to select more than one answer when asked to identify who helped them out when they encountered difficulty with Maltese homework. Table 4.38 shows that when one considers the responses of the students who answered this question, 49.4% indicated ‘parents’ as being the main source of help. Across the three school types, many students highlighted the importance of having parents around to help them deal with difficulties or simply to help them get their homework done.

**Table 4.38: Who helps respondents with Maltese homework by Type of School**

|                                |                       | State | Church | Private | Total |
|--------------------------------|-----------------------|-------|--------|---------|-------|
| <b>Parents</b>                 | Count                 | 368   | 356    | 92      | 816   |
|                                | % within school type  | 46.5% | 52%    | 52.3%   | 49.4% |
|                                | % across school types | 45.1% | 43.6%  | 11.3%   | 100%  |
| <b>Older Siblings</b>          | Count                 | 131   | 96     | 22      | 249   |
|                                | % within school type  | 16.6% | 14%    | 12.5%   | 15.1% |
|                                | % across school types | 52.6% | 38.6%  | 8.8%    | 100%  |
| <b>Extended family</b>         | Count                 | 106   | 106    | 29      | 241   |
|                                | % within school type  | 13.4% | 15.5%  | 16.5%   | 14.6% |
|                                | % across school types | 44%   | 44%    | 12%     | 100%  |
| <b>Neighbours</b>              | Count                 | 24    | 8      | 3       | 35    |
|                                | % within school type  | 3%    | 1.2%   | 1.7%    | 2.1%  |
|                                | % across school types | 68.6% | 22.9%  | 8.6%    | 100%  |
| <b>Private lessons</b>         | Count                 | 58    | 63     | 12      | 133   |
|                                | % within school type  | 7.3%  | 9.2%   | 6.8%    | 8.1%  |
|                                | % across school types | 43.6% | 47.4%  | 9%      | 100%  |
| <b>Local education centres</b> | Count                 | 15    | 13     | 3       | 31    |
|                                | % within school type  | 1.9%  | 1.9%   | 1.7%    | 1.9%  |
|                                | % across school types | 48.4% | 41.9%  | 9.7%    | 100%  |
| <b>Nobody helps me</b>         | Count                 | 62    | 25     | 8       | 95    |
|                                | % within school type  | 7.8%  | 3.7%   | 4.5%    | 5.8%  |
|                                | % across school types | 65.3% | 26.3%  | 8.4%    | 100%  |
| <b>Other</b>                   | Count                 | 27    | 17     | 7       | 51    |
|                                | % within school type  | 3.4%  | 2.5%   | 4%      | 3.1%  |
|                                | % across school types | 52.9% | 33.3%  | 13.7%   | 100%  |
| <b>Total</b>                   | Count                 | 791   | 684    | 176     | 1651  |
|                                | % within school type  | 47.9% | 41.4%  | 10.7%   | 100%  |
|                                | Total                 | 100%  | 100%   | 100%    | 100%  |

$$\chi^2 (14) = 27.96, p = 0.014$$

Older siblings and the extended family were the next two most frequently selected answers. Naturally, students will turn to whoever is first available, hence, it is of paramount importance to the student to be able to find that support, especially at this stage in primary schooling.

Private lessons were identified as being the fourth most-commonly selected answer, with this being selected a total of 133 times (8.1%). There is a fairly strong private lesson culture in Malta, where concerned parents seek the services of qualified teaching staff to provide extra tuition after school, aimed at addressing students' weaker areas. An aspect that is worthy of comment is the fact that the category, 'private lessons' was only selected a total of twelve times (9%) by respondents in Private schools and yet more readily selected by counterparts in both State (43.6%) and Church schools (47.4%). Could it be the case that at this stage in their education, parents whose children attend Private schools do not see the need to send their

children to private lessons, given that it is not considered such an important subject at this point in the lives of their children? One can only speculate at this stage of course; however it is still an interesting finding.

Albeit a small percentage, the answer ‘Nobody helps me’ was selected a total of 95 times (5.8%) by students attending the three school types. It is interesting to note that there is a higher percentage of the selection of this answer from students in State schools. When compared to Church schools, this answer was selected a total of sixty-two (62) times (65.3%) by State school students, and twenty-five (25) times (26.3%) by Church school students. This would imply that these students would either end up skipping their work altogether or delivering work of poor quality. Neither options benefit the unfortunate student.

#### **4.6.3 – Who helps respondents when they encounter difficulty with English homework?**

Table 4.39 shows results that are similar to the ones obtained in Table 4.38. When students were asked who it was that they turned to when encountering difficulty with English homework, across the three school types, it is parents (50.5%) who were identified (and justifiably so) as students’ first point of reference. The percentage 50.5% reflects the total of seven hundred and twenty-four (724) instances when this answer was indicated by the respondents.

**Table 4.39: Who helps respondents with English homework by Type of School**

|                                |                       | <b>State</b> | <b>Church</b> | <b>Private</b> | <b>Total</b> |
|--------------------------------|-----------------------|--------------|---------------|----------------|--------------|
| <b>Parents</b>                 | Count                 | 342          | 297           | 85             | 724          |
|                                | % within school type  | 49.5%        | 50.1%         | 57%            | 50.5%        |
|                                | % across school types | 47.2%        | 41%           | 11.7%          | 100%         |
| <b>Older Siblings</b>          | Count                 | 120          | 79            | 18             | 217          |
|                                | % within school type  | 17.4%        | 13.3%         | 12.1%          | 15.1%        |
|                                | % across school types | 55.3%        | 36.4%         | 8.3%           | 100%         |
| <b>Extended family</b>         | Count                 | 86           | 87            | 16             | 189          |
|                                | % within school type  | 12.4%        | 14.7%         | 10.7%          | 13.2%        |
|                                | % across school types | 45.5%        | 46%           | 8.5%           | 100%         |
| <b>Neighbours</b>              | Count                 | 18           | 8             | 1              | 27           |
|                                | % within school type  | 2.6%         | 1.3%          | 0.7%           | 1.9%         |
|                                | % across school types | 66.7%        | 29.6%         | 3.7%           | 100%         |
| <b>Private lessons</b>         | Count                 | 50           | 42            | 7              | 99           |
|                                | % within school type  | 7.2%         | 7.1%          | 4.7%           | 6.9%         |
|                                | % across school types | 50.5%        | 42.4%         | 7.1%           | 100%         |
| <b>Local education centres</b> | Count                 | 12           | 11            | 1              | 24           |
|                                | % within school type  | 1.7%         | 1.9%          | 0.7%           | 1.7%         |
|                                | % across school types | 50%          | 45.8%         | 4.2%           | 100%         |
| <b>Nobody helps me</b>         | Count                 | 63           | 69            | 21             | 153          |
|                                | % within school type  | 9.1%         | 11.6%         | 14.1%          | 10.7%        |
|                                | % across school types | 41.2%        | 45.1%         | 13.7%          | 100%         |
| <b>Other</b>                   | Count                 | 29           | 13            | 3              | 45           |
|                                | % within school type  | 4%           | 2.1%          | 2%             | 3%           |
|                                | % across school types | 64.4%        | 28.9%         | 6.7%           | 100%         |
| <b>Total</b>                   | Count                 | 720          | 606           | 152            | 1478         |
|                                | % within school type  | 48.7%        | 41%           | 10.3%          | 100%         |
|                                | Total                 | 100%         | 100%          | 100%           | 100%         |

$$\chi^2(14) = 22.41, p = 0.070$$

By considering the responses of the students who selected one or more responses, the option ‘parents’ was indicated no less than three hundred forty-two (342) times (47.2%) by State

school attendees, whilst also being indicated 297 times (41%) of the time by Church school respondents.

‘Older siblings’ was the next category to be referred to, being selected 15.1% of the time, whilst ‘extended family’ was mentioned next, one hundred and eighty-nine (189) times (13.2%). Whilst the frequencies of responses remain more or less the same as those for Maltese, findings show that there is a higher frequency of students in Church schools who selected the answer ‘Nobody helps me’ when considering row percentages across school types (45.1%). One can imagine that this could be due to a number of factors: parents might be unable to help because they did not know how to help; being away at work could be another reason; or students are simply unable to seek help from anyone, so that work ends up being done incorrectly or not being done at all.

While it is understood that a possible reason why the response, ‘Nobody helps me’ was selected by some students is that they might have felt that they did not need help with their work, on the other hand, this data is ultimately showing that there are students who do not receive help and therefore, this should be taken as a factor into the equation, particularly when assessing the reason behind the persistent weakness exhibited by students in particular subject areas. Weakness that shows itself in the primary school years and which goes unchecked or unaddressed inevitably results in basic concepts that are never grasped and which persist all through both primary and secondary school cycles. It is no wonder then that we are faced with situations where a substantial number of students do not sit for important Matsec examinations which are essential for students to succeed, despite having spent eleven years in the primary and secondary school systems.

#### **4.7 – The language that is used in each of the academic subjects taught at school**

As had been previously mentioned, in total there were 461 students from State schools, 406 students from Church schools and 120 students from Private schools. The data that follow were analysed through the use of a Chi-square test in which the differences between the proportions are significant since the p value is less than the 0.05 level of significance, hence the allowance for certain generalisations to be made.

The following section analyses the responses given by the 987 Grade V primary students who were asked about the medium of instruction for each of the individual lessons followed at school. In the Primary Years, all students (irrespective of the school type they attend) follow a



common learning programme. As specified by the National Curriculum Framework (NCF 2012), the Junior Years Curriculum covers:

- Languages: Maltese and English
- Mathematics
- Science and Technology
- Religion and Ethical Education
- Humanities: Geography and History
- Education for Democracy
- Visual and Performing Arts
- Health and Physical Education

(The National Curriculum Framework 2012: 39)

Students were asked if these lessons were conducted in ‘Maltese’, ‘English’, ‘Mostly Maltese’, ‘Mostly English’ or ‘Maltese and English equally.’ The young respondents were asked which of these languages were used in the following nine subjects, namely: Maltese, English, Mathematics, Science, Social Studies, Religion, Physical Education, Art and Drama.

#### **4.7.1 – The language used in class during the teaching of Maltese**

Indeed, as is evident in Table 4.40, it is rather interesting to note that whereas 87.6% or 403 students coming from State schools reported Maltese as the language that is mostly used in class during the teaching of Maltese, a slightly lower percentage of 80.4% of students coming from Church schools claimed that this was so. An aspect worthy of note is the fact that this was so for 45.7% of students coming from Private schools, with an additional 38.8% of students in Private schools claiming that the Maltese lesson was conducted ‘Mostly in Maltese and Some English.’ This contrasts sharply with the figures of 7.4% (State) and 9.4% (Church) schools who stated that the Maltese lesson was conducted ‘Mostly in Maltese and Some English.’

**Table 4.40: The language used in class during the teaching of Maltese by Type of School**

|                                 | <b>State</b> | <b>Church</b> | <b>Private</b> | <b>Total</b> |
|---------------------------------|--------------|---------------|----------------|--------------|
| <b>Maltese</b>                  | 403          | 325           | 53             | <b>781</b>   |
|                                 | 87.6%        | 80.4%         | 45.7%          | <b>79.7%</b> |
| <b>English</b>                  | 1            | 3             | 3              | <b>7</b>     |
|                                 | 0.2%         | 0.7%          | 2.6%           | <b>0.7%</b>  |
| <b>Mostly Maltese</b>           | 34           | 38            | 45             | <b>117</b>   |
|                                 | 7.4%         | 9.4%          | 38.8%          | <b>11.9%</b> |
| <b>Mostly English</b>           | 2            | 13            | 9              | <b>24</b>    |
|                                 | 0.4%         | 3.2%          | 7.8%           | <b>2.4%</b>  |
| <b>Both Maltese and English</b> | 20           | 25            | 6              | <b>51</b>    |
|                                 | 4.3%         | 6.2%          | 5.2%           | <b>5.2%</b>  |
| <b>Total</b>                    | 460          | 404           | 116            | <b>980</b>   |
|                                 | 100%         | 100%          | 100%           | <b>100%</b>  |

$$\chi^2(8) = 131.31, p = 0.000$$

#### 4.7.2 - The language used in class during the teaching of English

When students were asked about the language mostly used during the English lesson (Table 4.41), a total of 80.9% of the sample reported exclusive use of English during the English lesson. However it is very apposite to note that it is the Private Schools with a staggering 94.2%, that report exclusive use of English during the English lesson. Noteworthy is the fact that 72% of students hailing from State schools report exclusive use of English during the English lesson and this is followed by 87.1% of the Church school population who claim that this is so. Moreover, a factor to note is that whereas a 100 students (21.7%) from State schools reported use of 'Mostly English and Some Maltese' during the English lesson, only a mere 4.2% of Private School respondents claimed that this happens.

Another fact worthy of note is that whereas 3.7% in State Schools report the use of 'Maltese and English being used equally' and this is closely followed by 3% of respondents in Church schools, only 0.8% from Private schools claimed that Maltese and English were used equally in the classroom during the delivery of their English lesson.

**Table 4.41: The language most used in class during the teaching of English by Type of School**

|   | Type of School |        |         | Total        |
|---|----------------|--------|---------|--------------|
|   | State          | Church | Private |              |
| <b>No answer selected</b>               | 1              | 0      | 0       | <b>1</b>     |
|   | 0.2%           | 0%     | 0%      | <b>0.1%</b>  |
| <b>Maltese</b>                          | 3              | 1      | 1       | <b>5</b>     |
|   | 0.7%           | 0.2%   | 0.8%    | <b>0.5%</b>  |
| <b>English</b>                          | 332            | 352    | 113     | <b>797</b>   |
|   | 72%            | 87.1%  | 94.2%   | <b>80.9%</b> |
| <b>Maltese</b>                          | 8              | 5      | 0       | <b>13</b>    |
|   | 1.7%           | 1.2%   | 0%      | <b>1.3%</b>  |
| <b>Mostly English</b>                   | 100            | 34     | 5       | <b>139</b>   |
|   | 21.7%          | 8.4%   | 4.2%    | <b>14.1%</b> |
| <b>Maltese and English used equally</b> | 17             | 12     | 1       | <b>30</b>    |
|   | 3.7%           | 3%     | 0.8%    | <b>3%</b>    |
| <b>Total</b>                            | 461            | 404    | 120     | <b>985</b>   |
|   | 100%           | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 (10) = 52.39, p = 0.000$$

#### 4.7.3 - The language used in class during the teaching of Mathematics

A number of important differences are to be noted here. Firstly it has to be said that the NMC traditionally instructed teachers to use English as a medium of instruction during the Mathematics lessons. As shown in Table 4.42, whereas no Private school student reported use of Maltese during the Mathematics lesson (0%), 11.5% of students hailing from State schools named Maltese as the language used during their lesson.

The trend for the greater likelihood of English being used during the mathematics lesson is the greatest in Private schools with 86.7% reporting the use of English, whilst only 34.5% of students in State schools stated that English is used during this lesson. It needs to be noted at this stage that mathematics papers are always set in English for all schools. Therefore, it might be helpful to co-relate this in a future study, gauging the performance of students in Maths when these students come from State schools, versus the performance of students hailing from Private schools.

**Table 4.42: The language that is used in class during the teaching of Mathematics by Type of School**

|   | Type of School |        |         | Total        |
|---|----------------|--------|---------|--------------|
|   | State          | Church | Private |              |
| <b>No answer selected</b>                 | 0              | 1      | 0       | <b>1</b>     |
|   | 0%             | 0.2%   | 0%      | <b>0.1%</b>  |
| <b>Maltese</b>                            | 53             | 26     | 0       | <b>79</b>    |
|   | 11.5%          | 6.4%   | 0%      | <b>8%</b>    |
| <b>English</b>                            | 159            | 178    | 104     | <b>441</b>   |
|   | 34.5%          | 44.1%  | 86.7%   | <b>44.8%</b> |
| <b>Mostly Maltese</b>                     | 37             | 21     | 1       | <b>59</b>    |
|   | 8%             | 5.2%   | 0.8%    | <b>6%</b>    |
| <b>Mostly English</b>                     | 88             | 70     | 9       | <b>167</b>   |
|   | 19.1%          | 17.3%  | 7.5%    | <b>17%</b>   |
| <b>Maltese &amp; English used equally</b> | 124            | 108    | 6       | <b>238</b>   |
|   | 26.9%          | 26.7%  | 5%      | <b>24.2%</b> |
| <b>Total</b>                              | 461            | 404    | 120     | <b>985</b>   |
|   | 100%           | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 (10) = 114.55, p=0.000$$

Furthermore, a difference in percentages was noted when it transpired that whereas only 5% of student respondents hailing from Private schools reported that ‘Maltese and English were both used equally’ in class during the mathematics lesson, there is also 26.9% (from State schools) followed by an equally high 26.7% (from Church schools) who stated that in their school this subject was taught through the use of both Maltese and English, each used to an equal extent.

This would effectively mean that, essentially, there is 19.5% (11.5% + 8%) of State school students exposed to a relatively high dose of Maltese during the mathematics lesson, even though books are in English and the exam papers they will eventually be answering during Half-Yearly and Annual examinations are invariably in English. This is creating a situation that is going to prove rather challenging for these students in the long run.

Another noteworthy fact is that when looking at the situation in Church schools, (44.1% + 17.3%) 61.4% stated that English is used or mostly used during the mathematics lesson - yet this leaves 38.6% of students who receive instruction in Maltese. All in all, when one takes into account the total of 24.2% who stated that Maltese and English are used equally, the situation is overall rather worrying.

#### 4.7.4 - The language used in class during the teaching of Science

Science textbooks, like those in mathematics, are also in English. However, this data (Table 4.43) shows that the majority of State school respondents (32.1%) declared that the Science lesson is conducted solely in Maltese, 15.2% maintain that it is 'Mostly in Maltese and some English' with yet another 25.4% stating that Maltese and English are used to an equal extent during the Science lesson. The figures put together reflect an overwhelming majority of 72.7% of Maltese language content-instruction during the Science lesson.

Conversely, in Church schools students reported a greater percentage of English language use during the Science lesson (49%), whilst another 16.2% of Church school respondents claimed that the lesson was conducted 'Mostly in English.' Nonetheless once again, it is the Private schools that return the highest percentage of English language use during the Science lesson (80.7%) with another 16% citing a 'Mostly English' lesson.

**Table 4.43: The language that is used in class during the teaching of Science by Type of School**

|   | Type of School |        |         |              |
|---|----------------|--------|---------|--------------|
|   | State          | Church | Private | Total        |
| <b>No answer selected</b>               | 3              | 2      | 0       | <b>5</b>     |
|   | 0.7%           | 0.5%   | 0%      | <b>0.5%</b>  |
| <b>Maltese</b>                          | 148            | 40     | 1       | <b>189</b>   |
|   | 32.1%          | 10%    | 0.8%    | <b>19.2%</b> |
| <b>English</b>                          | 66             | 197    | 96      | <b>359</b>   |
|   | 14.3%          | 49%    | 80.7%   | <b>36.6%</b> |
| <b>Mostly Maltese</b>                   | 70             | 15     | 1       | <b>86</b>    |
|   | 15.2%          | 3.7%   | 0.8%    | <b>8.8%</b>  |
| <b>Mostly English</b>                   | 57             | 65     | 19      | <b>141</b>   |
|   | 12.4%          | 16.2%  | 16%     | <b>14.4%</b> |
| <b>Maltese and English used equally</b> | 117            | 83     | 2       | <b>202</b>   |
|   | 25.4%          | 20.6%  | 1.7%    | <b>20.6%</b> |
| <b>Total</b>                            | 461            | 402    | 119     | <b>982</b>   |
|   | 100%           | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 (10) = 292.23, p=0.000$$

Overall, students would benefit from English language proficiency, in a subject such as science. However, the stark truth is that an 'English' only medium of instruction is only a reality for 14.3% of students in State schools - whilst 49% of students in Church schools and 80.7% in Private schools receive science instruction in English.

#### **4.7.5 - The language used in class during the teaching of Social Studies**

There is a further anomaly in the teaching of Social Studies, which imparts primary students with knowledge on selected topics ranging from geography to history. Generally, Social Studies is one of those subjects which, as specified by the National Minimum Curriculum of (1999) is generally taught in Maltese. Textbooks for this subject are in Maltese. A total of 86.8% of all State school respondents claim that the medium of instruction is Maltese. Additionally, 74.6% of all Church school respondents claimed this was also the case in their school. Only an almost negligible figure of 2.6% stated that Maltese is the language used for Social Studies instruction in Private schools, whilst only 1.1% of State school respondents cite English as the medium of instruction for this subject.

Interestingly, a whopping 70.9% of Private school respondents stated that the language mostly used during this lesson was English. A further 21.4% Private school students also said that the language used in class during Social Studies was 'Mostly English.' This data therefore shows that there are indeed great discrepancies between the medium of instruction used in the three school types.

#### **4.7.6 - The language used in class during the teaching of Religious Studies**

A similar situation occurs during the teaching of Religious studies. A total of 65.9% of all respondents stated that Maltese is the medium of instruction for Religion, whilst another 6.9% stated that it was 'Mostly Maltese.' It was only 13.7% of students (from the total sample of 975 students who actually studied Religion) who stated that the medium of instruction was English. Further analysis indicated that for 86.7% State school respondents, the language used during the religion lesson was Maltese. However, by comparison there were only 56.4% Church school respondents who stated that this subject was taught in Maltese. Indeed 17.3% Church school respondents said that their religion lesson mostly made use of English as a medium of instruction. Whereas in some schools, the textbook used is a Maltese one at this stage in primary, in other schools, the text book used is in English.

#### **4.7.7 - The language used in class during the teaching of Physical Education**

As regards Physical Education, Maltese stands out once again as the main language used, with a total of 39.1% of all respondents citing Maltese as the medium of instruction. English medium instruction during PE lessons is only a fact for 74.2% of Private school students, whilst it is a

mere 27.2% of Church school students that maintain this, too. If one takes into account the fact that in total 73% of all State school children receive Physical Education instruction in Maltese, when only 40.4% of Church School students reflect this reality (Maltese used as medium of instruction), then it is amply evident that, once again, the language which children are exposed to depends on the type of school attended as well as other factors. Only 17.5% of all Private school respondents stated that their PE lesson instruction was either in 'Maltese' or 'Mostly Maltese.'

#### 4.7.8 - The language used in class during the teaching of Art

Maltese once again reigns supreme in the subject of Art as graphically shown in Figure 4.7, with a total of 43% citing Maltese as the medium of instruction. If one includes the percentage of those claiming 'Mostly Maltese' as the medium of instruction, then this figure rises to 57.1% (43% + 14.1%). Interestingly, out of the 159 students who stated that Maltese and English are used to an equal extent in Art lessons, the majority of these hail from Church schools (100 respondents), followed by State Schools (59 respondents) and none from Private schools, where Art instruction is definitely conducted through the use of the English medium.

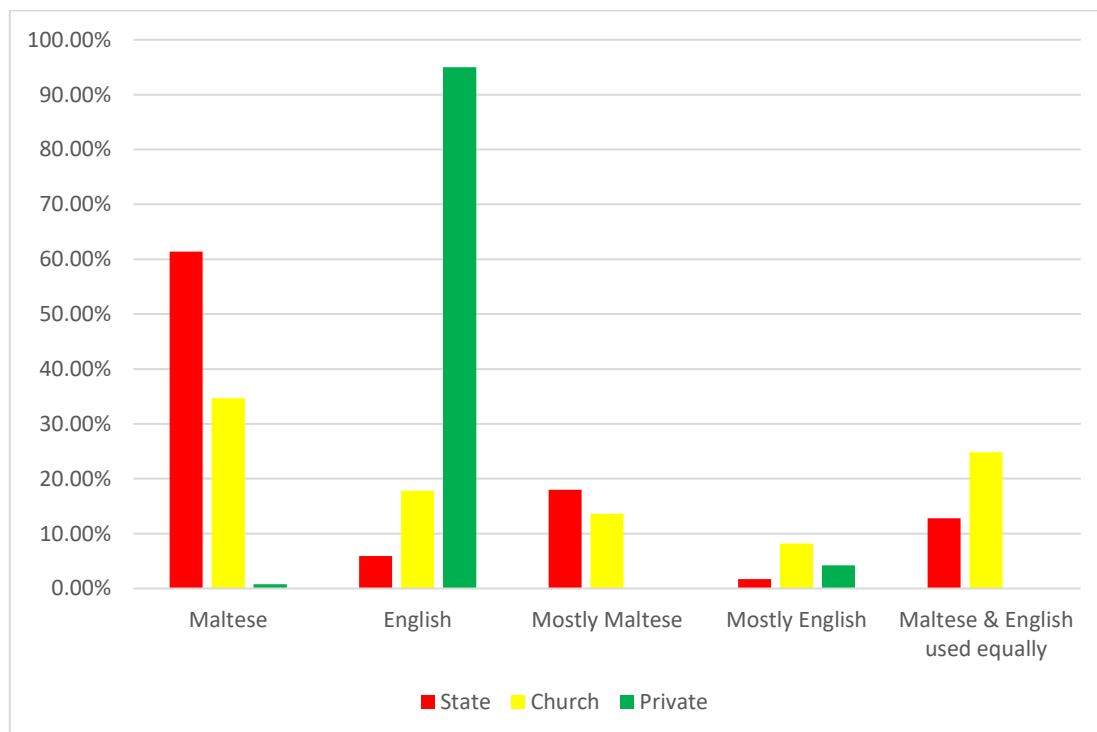


Figure 4.7: The language most used in class during the teaching of Art by Type of School

#### **4.7.9 - The language used in class during the teaching of Drama**

The use of English dominated Drama lessons in Private schools (94.2%), as well as Church schools, even if the percentage in the latter was not as high as that in Private schools. Indeed 45.3% of Church school respondents claimed that the language mostly used during the Drama lesson was English. This situation does not prevail in State schools where on the contrary, 60% of State school respondents reported exclusive use of ‘Maltese’ or ‘Mostly Maltese’ during their drama lesson.

#### **4.7.10 - In summary**

The overall summary of the data therefore shows that in seven (7) out of nine (9) subjects, Maltese is used overwhelmingly as the medium of instruction in State schools, except during the Mathematics and English lessons.

In Church schools, Maltese seems to be becoming the language used mostly during five (5) out of nine (9) subjects, which include Maltese, Social Studies, Religion, Art and Physical Education, whilst English is used to teach Drama, Science, Mathematics and English.

In Private schools, however, the converse is true. English is overwhelmingly the language used in all the eight (8) subjects. Maltese is used to a great extent during the Maltese lesson.

This data therefore has shown that currently the amount of exposure to Maltese and English that Grade V primary students receive does depend on the type of school as one factor.

Far from having a ‘One Subject - One Language’ approach, the individual school's unofficial language policy, and most importantly the management and implementation of that policy, plays an important role in determining which of the two official languages students ultimately end up being proficient in at the end of the Primary Years Cycle.

If bilingual proficiency is to be gained through the administration of a bilingual curriculum, then the data presented here shows that whereas State school children will be more proficient in spoken Maltese, since this is the main language of instruction used during the majority of the school day, a different reality applies to Private school students who will turn out to be more proficient in English, leaving Church school students, somewhere in between.

More exposure to one language rather than another, must play a distinctive role in determining whether students will eventually be benefitting from the advantages that bilingual competence



can offer. As it is, an imbalanced exposure to the country’s two official languages deprives students from the advantages that a bilingual world has to offer.

In another bid to gauge and trace student respondents’ habits and exposure to languages outside the school and classroom domain, students were next asked to state which language or languages they preferred when watching TV. Students were asked to identify whether it was Maltese, English, Italian or whether they enjoyed watching Maltese and English programmes equally. At times, to show their preference, students selected more than one answer, for example citing a preference both for watching cartoons in English as well as in Italian. Hence the data that follows is an analysis of multi-response questions yet again, wherein students were asked to state their preferred language when watching cartoons, teleserials and DVDs. For this reason, frequencies are expressed as a percentage of the number of responses and not the respondents.

#### 4.8 – Preferred language for entertainment: cartoons, teleserials and DVDs

As may be seen in Figure 4.8, English is the preferred language choice, ranking first as the language preferred by students when watching cartoons (69.6%).

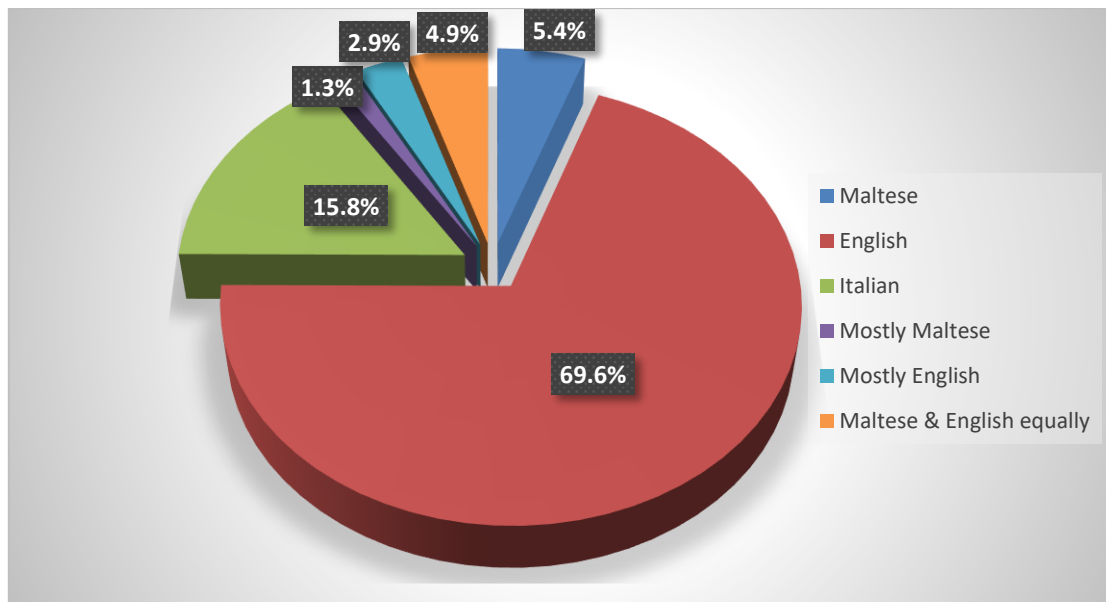


Figure 4.8: Preferred language when watching cartoons or children’s programmes

This result is not really surprising. In truth, the answer to this question could hardly have been otherwise, because there are no Maltese cartoons and with the local service providers offering an excellent array of TV channels such as Nickleodeon, Boomerang, and several others all of

which feature cartoons in English, children are spoilt for choice where English language cartoons are concerned. Children are naturally interested in simply enjoying the animations they inevitably grow up watching, with little or no particular concern about the language used. Incidentally, it is worth mentioning that at the time of writing, the first animated feature film in Maltese, ‘Qrempuču’ was being advertised as a new release in cinemas in the following months.

It is a fact nonetheless that it is not the language as such that attracts the viewer, it is of course the TV programme that is most important and therefore the fact that local service providers do cater for the young viewers yields an excellent opportunity for English language input. One has to add that this might very well be the only other source of quality English language exposure, particularly when one considers that apart from the English one is exposed to at school, with all the limitations that go with it, there is very little opportunity for English language exposure where this is a second, if not a foreign language, for some students.

In the past, before the advent of cable TV companies in Malta, viewers did not have much of a choice when it came to entertainment for children on television. In the early 1980s, the only option was to watch all cartoons being shown on TV in Italian or else not watch anything at all. Many, including the researcher herself, opted for the latter, resulting in a situation which opened doors to learning a third language (Caruana 2003, 2006, 2009). By the age of 4 or 5, many children in the 1980s therefore had good oracy skills in the language as well. However with the advent of cable TV, Italian language cartoons, were somehow given the back stage with many young children opting to go for the plethora of American and British cartoons instead. This is what has inevitably led to children being exposed to the English language in a Maltese linguistic environment.

When considering the responses of all students, as may be seen in Table 4.44, English was selected as the preferred language (69.6%), whilst Italian was selected as the preferred language, 15.8% of the time. Out of the three school types, the percentage of 64% out of State schools was the lowest for those stating a preference for watching cartoons in English. Seventy-one point six percent (71.6%) from Church schools and 84% from Private schools indicated English as the preferred language when watching their favourite cartoons.

**Table 4.44: The language student respondents prefer when watching cartoons by Type of School**

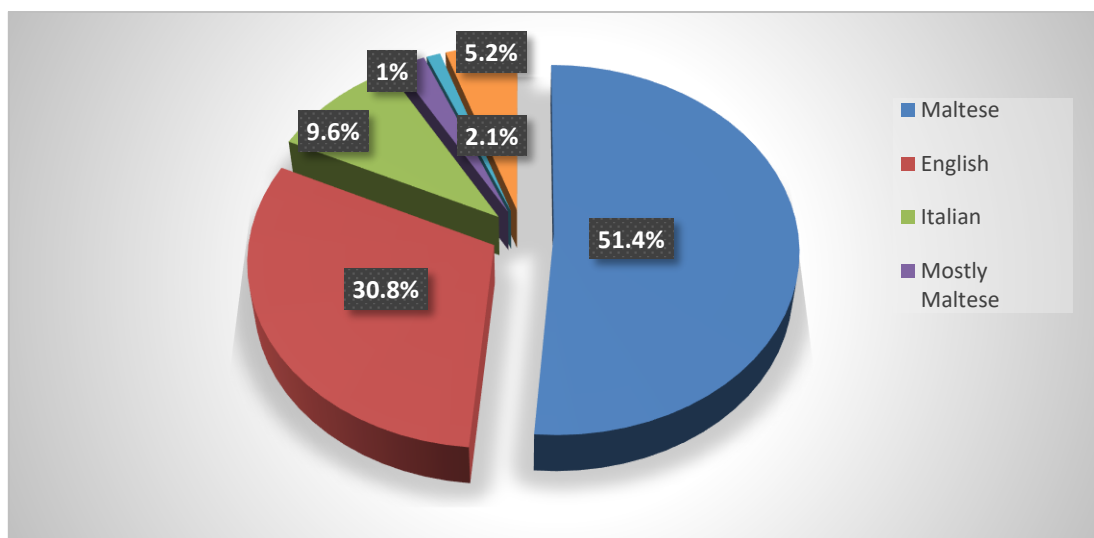
|                           | Type of School |            |            | Total        |
|---------------------------|----------------|------------|------------|--------------|
|                           | State          | Church     | Private    |              |
| Maltese                   | 34             | 23         | 2          | <b>59</b>    |
|                           | 7%             | 4.8%       | 1.6%       | <b>5.4%</b>  |
| English                   | 313            | 343        | 105        | <b>761</b>   |
|                           | 64%            | 71.6%      | 84.0%      | <b>69.6%</b> |
| Italian                   | 86             | 77         | 10         | <b>173</b>   |
|                           | 17.6%          | 16.1%      | 8.0%       | <b>15.8%</b> |
| Mostly Maltese            | 11             | 3          | 0          | <b>14</b>    |
|                           | 2.2%           | 0.6%       | 0.0%       | <b>1.3%</b>  |
| Mostly English            | 14             | 15         | 3          | <b>32</b>    |
|                           | 2.9%           | 3.1%       | 2.4%       | <b>2.9%</b>  |
| Maltese & English equally | 31             | 18         | 5          | <b>54</b>    |
|                           | 6.3%           | 3.8%       | 4.0%       | <b>4.9%</b>  |
| <b>Total</b>              | <b>489</b>     | <b>479</b> | <b>125</b> | <b>1093</b>  |

$\chi^2 (10) = 28.35, p = 0.002$

One notes that it is more likely for Italian cartoons to be followed by State school students (17.6%) rather than Church (16.1%) or Private school students (8%) respectively.

**4.8.1 – The language student respondents prefer when watching teleserials**

Figure 4.9 shows that when taking the entire student population into account, it transpires that 51.4% watch teleserials in Maltese, whereas 30.8% stated they preferred watching teleserials in English. Only a minimal percentage of 9.6% stated they followed teleserials in the Italian language.



**Figure 4.9: Preferred language when watching teleserials**

Cross-tabulating results for preferred language when watching teleserials by school type (Table 4.45) again reveals an association between the two variables. Certain teleserials followed by the young respondents might certainly not have age-appropriate content however as may be seen by the high percentages for such programmes in State schools (68.4%), Maltese language teleserials are certainly quite popular amongst young respondents.

It is interesting to note that whereas only 6.2% from Private schools indicate a preference for Maltese language teleserials, these are very much followed by students in Church schools (44.9%) and their counterparts in State schools (68.4%) as has already been noted.

Moreover, Church school students return the highest percentage out of the three school types when declaring preference for watching Italian language teleserials (12.4%) and lowest in Private schools (3.5%).

**Table: 4.45 The language that student respondents prefer when watching teleserials by Type of School**

|                                    | State | Church | Private | Total        |
|------------------------------------|-------|--------|---------|--------------|
| <b>Maltese</b>                     | 320   | 199    | 7       | <b>526</b>   |
|                                    | 68.4% | 44.9%  | 6.2%    | <b>51.4%</b> |
| <b>English</b>                     | 69    | 147    | 99      | <b>315</b>   |
|                                    | 14.7% | 33.2%  | 87.6%   | <b>30.8%</b> |
| <b>Italian</b>                     | 39    | 55     | 4       | <b>98</b>    |
|                                    | 8.3%  | 12.4%  | 3.5%    | <b>9.6%</b>  |
| <b>Mostly Maltese</b>              | 13    | 9      | 0       | <b>22</b>    |
|                                    | 2.8%  | 2%     | 0%      | <b>2.1%</b>  |
| <b>Mostly English</b>              | 4     | 5      | 1       | <b>10</b>    |
|                                    | 0.9%  | 1.1%   | 0.9%    | <b>1%</b>    |
| <b>Maltese and English equally</b> | 23    | 28     | 2       | <b>53</b>    |
|                                    | 4.9%  | 6.3%   | 1.8%    | <b>5.2%</b>  |
| <b>Total</b>                       | 468   | 443    | 113     | <b>1024</b>  |
|                                    | 100%  | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 (10) = 249.43, p=0.000$$

At the age of 9 or 10, children naturally choose a show through which to entertain themselves because it can be thoroughly enjoyed and understood, avoiding having to face language barriers that would impede understanding.

#### 4.8.2 - The language that student respondents prefer when watching DVDs

Given the fact that there are far fewer DVDs in Maltese and comparatively limited content that is appropriate for children, it is quite expected that the majority of respondents amounting to 75.4% would choose to say that they watched DVDs in English (Figure 4.10).

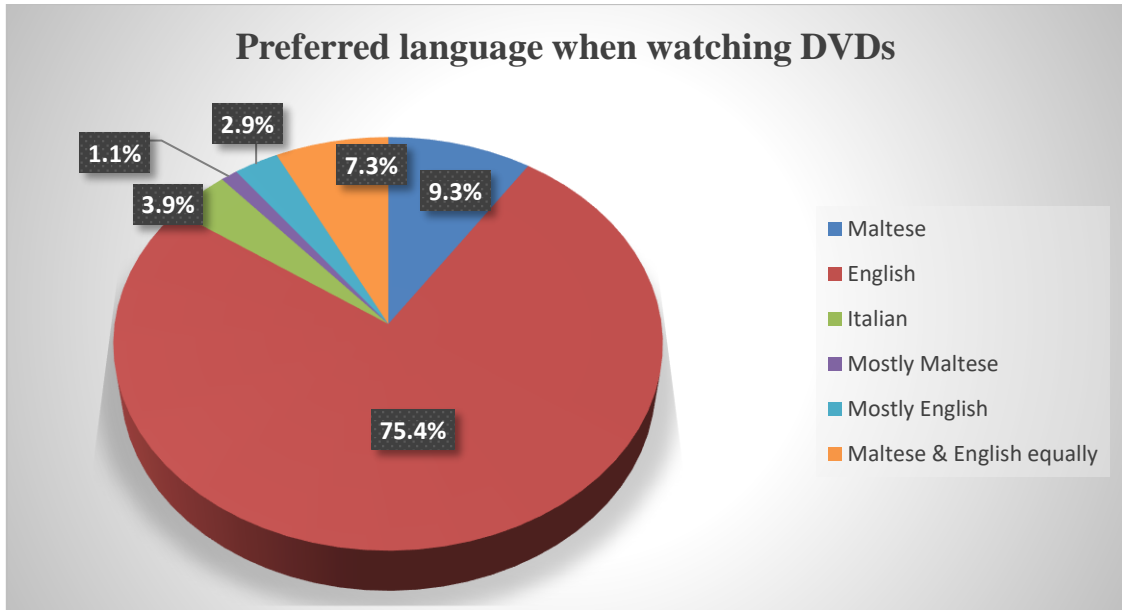


Figure 4.10: Preferred language when watching DVDs

The data presented in Table 4.46 was also cross-tabulated by school type when conducting the Chi Square analysis, which again refuted the null hypothesis outright. When considering the responses of all students, it is evident that English takes the first preference, a preference which was indicated by 75.4%. There was only a very small percentage of 9.3% who indicated a preference for Maltese language DVDs and these responses hailed mostly from State schools (11.3%).

Table 4.46: The language student respondents prefer when watching DVDs by Type of School

|                                    | State        | Church       | Private      | Total        |
|------------------------------------|--------------|--------------|--------------|--------------|
| <b>Maltese</b>                     | 51<br>11.3%  | 38<br>9.4%   | 1<br>0.9%    | 90<br>9.3%   |
| <b>English</b>                     | 310<br>68.4% | 314<br>77.7% | 107<br>95.5% | 731<br>75.4% |
| <b>Italian</b>                     | 22<br>4.9%   | 15<br>3.7%   | 1<br>0.9%    | 38<br>3.9%   |
| <b>Mostly Maltese</b>              | 7<br>1.5%    | 4<br>1%      | 0<br>0%      | 11<br>1.1%   |
| <b>Mostly English</b>              | 16<br>3.5%   | 11<br>2.7%   | 1<br>0.9%    | 28<br>2.9%   |
| <b>Maltese and English equally</b> | 47<br>10.4%  | 22<br>5.4%   | 2<br>1.8%    | 71<br>7.3%   |
| <b>Total</b>                       | 453<br>100%  | 404<br>100%  | 112<br>100%  | 969<br>100%  |

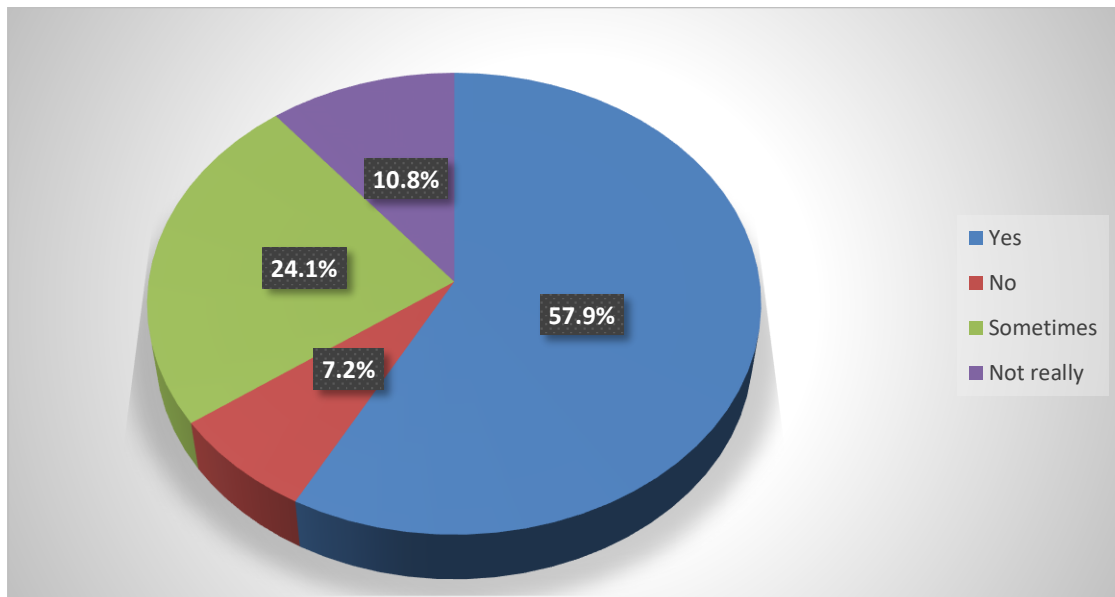
$\chi^2 (10) = 39.93, p=0.000$

Therefore, asking students about their television/entertainment habits helped gauge the kind of language exposure received via this medium. Indeed, television or DVDs provide an excellent source of English input. One might also go as far to say that for some respondents, this is the only source of English input, other than the English exposure that is received at school.

It seems that for State school students, at least, TV is definitely a great source of exposure – it is possibly the only source of exposure, once away from the school domain. It would also seem to be the case that Church school respondents enjoy both English language programmes as well as Maltese language programmes, whereas the majority of Private school respondents follow programmes in what is for them the dominant language in both the home and the school environment. The question that followed next, sought to gather information about another source of quality language input – respondents’ reading habits.

#### 4.9 – Respondents’ reading habits

Figure 4.11 shows that fifty-seven point nine percent (57.9%) of the total sample base proceeded to select a ‘Yes’ answer when asked whether they enjoyed reading. A less enthusiastic 24.1% only claimed to enjoy reading ‘sometimes’, whilst another 18% (10.8% + 7.2%) either selected a ‘No’ answer (7.2%) or the ‘Not really’ response (10.8%).



**Figure 4.11: Whether respondents enjoyed reading**

The Chi Square analysis presented in Table 4.47 which cross tabulates reading habits by gender shows that girls are keener on reading than boys.

**Table 4.47 Whether respondents enjoy reading by Gender**

|                   | <b>Male</b> | <b>Female</b> | <b>Total</b> |
|-------------------|-------------|---------------|--------------|
| <b>Yes</b>        | 229         | 338           | <b>567</b>   |
|                   | 51.1%       | 63.7%         | <b>57.9%</b> |
| <b>No</b>         | 48          | 22            | <b>70</b>    |
|                   | 10.7%       | 4.1%          | <b>7.2%</b>  |
| <b>Sometimes</b>  | 124         | 112           | <b>236</b>   |
|                   | 27.7%       | 21.1%         | <b>24.1%</b> |
| <b>Not really</b> | 47          | 59            | <b>106</b>   |
|                   | 10.5%       | 11.1%         | <b>10.8%</b> |
| <b>Total</b>      | 448         | 531           | <b>979</b>   |
|                   | 100%        | 100%          | <b>100%</b>  |

$$\chi^2 (3) = 25.72, p=0.000$$

Sixty-three point seven percent (63.7%) females stated that they enjoyed reading whilst a lower percentage of 51.1% males selected a ‘yes’ answer when asked this question. Indeed, there were more boys (10.7%) who opted to select a ‘No’ answer whereas only 4.1% females selected a ‘No’ answer. A percentage of 27.7% males and 21.1% females, both stated that they read only ‘sometimes’, whereas an almost similar percentage between males and females resulted from those selecting the ‘Not really’ type of response. This therefore means that 21.2% males selected a ‘No’ or ‘Not really’ option whereas less girls, 15.2% selected these same responses.

The Chi square test presented next in Table 4.48 reveals that the highest percentage for the ‘No’ camp hailed from State schools with 8.3% selecting this answer whilst another 12.2% chose to select the answer ‘Not really.’ This effectively means that 20.5% of State school students are either not enthusiastic about reading or they do not enjoy it.

**Table 4.48: Whether respondents enjoy reading by Type of School**

|                   | <b>Type of School</b> |               |                |              |
|-------------------|-----------------------|---------------|----------------|--------------|
|                   | <b>State</b>          | <b>Church</b> | <b>Private</b> | <b>Total</b> |
| <b>Yes</b>        | 253                   | 240           | 74             | <b>567</b>   |
|                   | 55.2%                 | 59.7%         | 62.2%          | <b>57.9%</b> |
| <b>No</b>         | 38                    | 25            | 7              | <b>70</b>    |
|                   | 8.3%                  | 6.2%          | 5.9%           | <b>7.2%</b>  |
| <b>Sometimes</b>  | 111                   | 93            | 32             | <b>236</b>   |
|                   | 24.2%                 | 23.1%         | 26.9%          | <b>24.1%</b> |
| <b>Not really</b> | 56                    | 44            | 6              | <b>106</b>   |
|                   | 12.2%                 | 10.9%         | 5%             | <b>10.8%</b> |
| <b>Total</b>      | 458                   | 402           | 119            | <b>979</b>   |
|                   | 100%                  | 100%          | 100%           | <b>100%</b>  |

$$\chi^2 (6) = 7.81, p = 0.252$$

Private school respondents were those who had the highest percentage of those claiming to enjoy reading only ‘Sometimes’ (26.9%). They are also however the respondents who answered the most favourably when asked whether they enjoy reading, with a majority of 62.2% opting for a ‘Yes’ answer.

Church school respondents rank second where reading preference is concerned with 59.7% stating that they enjoyed reading. The sum of those who stated that they did not really like reading amounted to 17.1%, whilst 23.1% stated they only enjoyed reading sometimes.

#### 4.9.1 - The language respondents prefer to read in

The low p value of 0.00 in this instance, rejects the null hypothesis outright, to show a direct correlation between the two categorical variables such as the language most preferred for students to read in and the type of school attended by the respondents. These results are presented in Table 4.49.

**Table 4.49: The language respondents prefer reading in by Type of School**

|  | Type of School |        |         | Total        |
|--|----------------|--------|---------|--------------|
|  | State          | Church | Private |              |
| <b>Maltese</b>                           | 100            | 45     | 4       | <b>149</b>   |
|  | 21.8%          | 11.2%  | 3.4%    | <b>15.2%</b> |
| <b>English</b>                           | 144            | 196    | 76      | <b>416</b>   |
|  | 31.4%          | 48.8%  | 64.4%   | <b>42.5%</b> |
| <b>Mostly Maltese</b>                    | 22             | 9      | 1       | <b>32</b>    |
|  | 4.8%           | 2.2%   | 0.8%    | <b>3.3%</b>  |
| <b>Mostly English</b>                    | 33             | 38     | 12      | <b>83</b>    |
|  | 7.2%           | 9.5%   | 10.2%   | <b>8.5%</b>  |
| <b>I enjoy reading in both languages</b> | 160            | 114    | 25      | <b>299</b>   |
|  | 34.9%          | 28.4%  | 21.2%   | <b>30.5%</b> |
| <b>Total</b>                             | 459            | 402    | 118     | <b>979</b>   |
|  | 100%           | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 (8) = 73.78, p=0.000$$

As shown in Table 4.49, most respondents (51%), stated that they preferred to read in English (42.5%) or ‘Mostly English’ (8.5%); 30.5% stated that they enjoyed reading in both Maltese and English equally, whilst 18.5% of the total sample base selected a preference for reading in ‘Maltese (15.2%) or ‘Mostly Maltese’ (3.3%).

Being all the more dominant and more heavily exposed to what is the L1 both at home and at school, it is expected that 26.6% (21.8% + 4.8%) of State school respondents would prefer



Maltese over English when reading; however this study again replicates other previous studies (Sciriha 1993, 1996, 2015) that showed that although Maltese is the dominant and preferred language for interaction and socialising, more respondents however prefer to read in English, even possibly because of better availability and diversity of reading material in English.

For all three school types, there is a stronger preference for reading in English. The highest percentage of those who selected ‘English’ or ‘Mostly English’ came from students who attended Private schools. Indeed a total of 74.6% claimed their preference for reading in English.

These findings replicate a study by Sciriha and Vassallo (2007) which sought to investigate whether young five-to-seven year old Maltese respondents preferred being read to in Maltese, in English or both languages. The large-scale language survey which evaluated the responses of 930 students showed that Private students were the ones who preferred being read to in English (44.5%) when compared to their counterparts in State schools (16.5%).

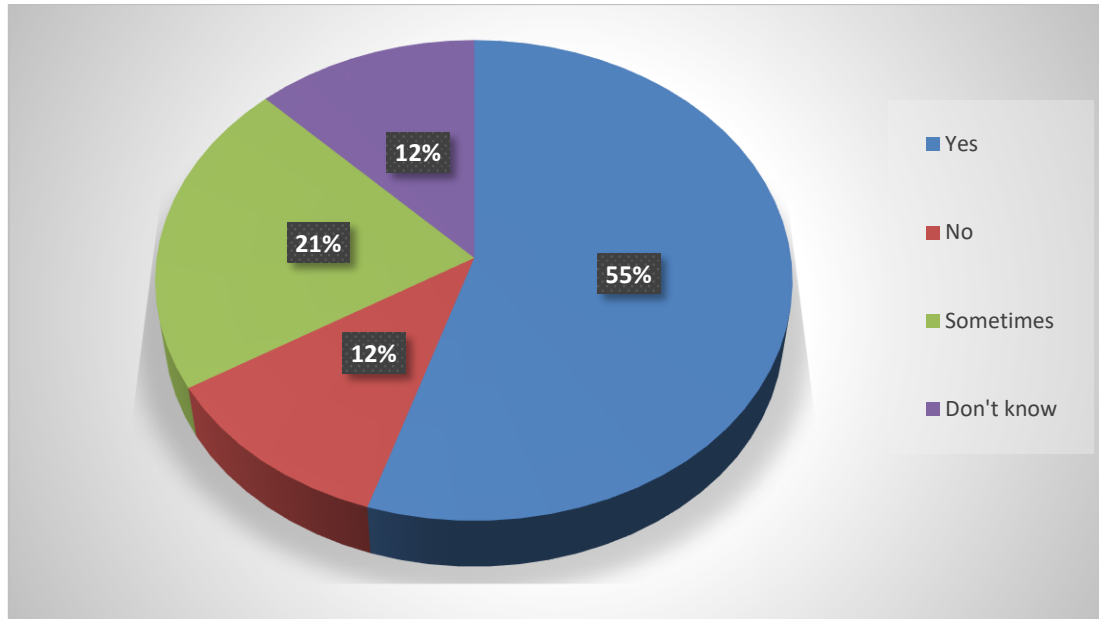
In addition, this same study showed that State school students (58.7%) were more likely to show a preference for being read to in Maltese and English than their counterparts in Private schools. Similarly this present study also shows that it is also State school students (34.9%) rather than Church (28%) or Private school students (21%) who were more likely to prefer reading in both Maltese and English.

In fact, 58.3% Church school students selected a preference for reading in English (48.8%) or ‘mostly English’ (9.5%) with only 13.4% claiming they preferred Maltese (11.2%) or ‘mostly Maltese’ (2.2%).

It is the researcher’s personal belief, as well as a belief held by many, that when the parents or the main caregivers read, it is likely that children would follow in their footsteps and take to reading too. It was for this reason that respondents were next asked whether the adults at home read at all.

#### **4.9.2 - Whether the adults at home read**

Figure 4.12 shows that the children respondents in this study are being shown healthy examples towards reading with 55% claiming that the adults at home did read. A further 21% claimed that adults at home read ‘sometimes.’



**Figure 4.12: Whether the adults at home read**

There was an equal percentage of 12% of those respondents who reported not seeing adults at home read, or who did not know whether the adults or guardians at home read at all. As evidenced by data in Table 4.50, 29% of the respondents which is the highest overall percentage, claimed that their guardians read in both languages whilst a further 29% claimed that the adults at home, read in English.

**Table 4.50: The language that adults at home prefer to read in by Type of School**

|   | Type of School |              |             | Total                      |
|---|----------------|--------------|-------------|----------------------------|
|   | State          | Church       | Private     |                            |
| <b>Maltese</b>                              | 125<br>28.3%   | 80<br>21.3%  | 10<br>9.3%  | <b>215</b><br><b>23.3%</b> |
| <b>English</b>                              | 111<br>25.2%   | 106<br>28.3% | 5<br>47.2%  | <b>268</b><br><b>29%</b>   |
| <b>Mostly Maltese</b>                       | 19<br>4.3%     | 12<br>3.2%   | 6<br>5.6%   | <b>37</b><br><b>4%</b>     |
| <b>Mostly English</b>                       | 18<br>4.1%     | 22<br>5.9%   | 7<br>6.5%   | <b>47</b><br><b>5.1%</b>   |
| <b>They enjoy reading in both languages</b> | 113<br>25.6%   | 125<br>33.3% | 32<br>29.6% | <b>270</b><br><b>29.2%</b> |
| <b>They do not read</b>                     | 55<br>12.5%    | 30<br>8%     | 2<br>1.9%   | <b>87</b><br><b>9.4%</b>   |
| <b>Total</b>                                | 441<br>100%    | 375<br>100%  | 108<br>100% | <b>924</b><br><b>100%</b>  |

$$\chi^2 (10) = 48.21, p=0.000$$

The highest percentage of respondents who claimed that their guardians read in English were those children who attended Private schools (47.2%) whilst the lowest percentage for those who stated that their guardians read in English were students who attended State schools (25.2%).

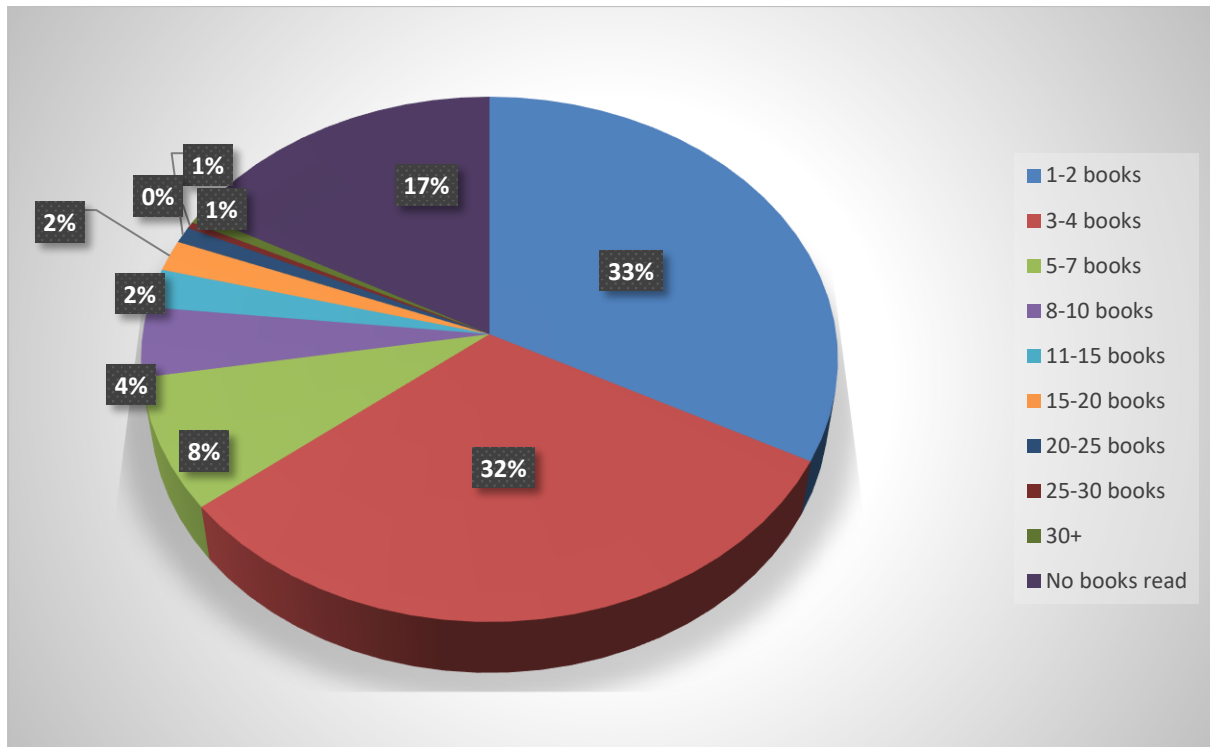
Church school respondents are those who stated that their parents or guardians read in both languages (33.3%). However, this figure is not dissimilar to answers given by Private school students, 29.6% of whom also portrayed their parents/guardians as having an equal preference for both Maltese and English.

It may be interesting to note that the highest percentage of those who reported that their parents/guardians did not read at all were those respondents who attended State schools (12.5%). This is followed by 8% of Church school respondents who shared this same opinion. Results in this regard are lowest for those attending Private schools with only 2% selecting this option.

Hence one may see that the majority of primary school children in this study stated that their parents/guardians do read at home and also believed that their parents/guardians were able to read in both languages.

#### **4.9.3 - Maltese books read by student respondents in the last two months**

Simply asking students to state whether they read or not, or whether they enjoy reading can be somewhat misleading. Therefore in order to have a general idea of the amount of reading these young respondents actually did manage to do, students were next asked for a rough estimate of the number of books they read over the past couple of months. These results feature next in Figure 4.13.



**Figure 4.13: The number of Maltese books read by respondents in two months**

Having first been asked whether they enjoyed reading, students were asked to give an approximate idea of the number of books read both in Maltese as well as in English. Figure 4.13 shows that there is an almost equal frequency of those respondents who read between 1 - 2 books (approximately 33%) and those who read between 3 - 4 books (approximately 32%). A relatively smaller percentage of 8% claimed to read between 5 - 7 books whilst over 4% claimed to have read between 8 - 10 books. What is rather disconcerting is the fact that 17% reported not having read any Maltese books at all.

Data presented in Table 4.51 shows a total of three hundred seventeen students or 32.7% of the total student sample as stating to have read between 1-2 books over a two-month period. The second highest percentage of 31.5% reported reading 3-4 books whilst 8.1% read between 5-7 books. One does however notice a rather concerning trend when one takes into consideration the fact that a total of 165 students or 17% read no books at all.

**Table 4.51: The number of Maltese books read by Type of School**

| Number of Books read | Type of School |        |         | Total        |
|----------------------|----------------|--------|---------|--------------|
|                      | State          | Church | Private |              |
| 1-2 Books            | 168            | 110    | 39      | <b>317</b>   |
|                      | 36.5%          | 27.8%  | 33.9%   | <b>32.7%</b> |
| 3-4 Books            | 176            | 110    | 20      | <b>306</b>   |
|                      | 38.3%          | 27.8%  | 17.4%   | <b>31.5%</b> |
| 5-7 Books            | 18             | 49     | 12      | <b>79</b>    |
|                      | 3.9%           | 12.4%  | 10.4%   | <b>8.1%</b>  |
| 8-10 Books           | 2              | 28     | 12      | <b>42</b>    |
|                      | 0.4%           | 7.1%   | 10.4%   | <b>4.3%</b>  |
| 11-15 Books          | 4              | 12     | 7       | <b>23</b>    |
|                      | 0.9%           | 3%     | 6.1%    | <b>2.4%</b>  |
| 15-20 Books          | 3              | 13     | 2       | <b>18</b>    |
|                      | 0.7%           | 3.3%   | 1.7%    | <b>1.9%</b>  |
| 20-25 Books          | 1              | 5      | 4       | <b>10</b>    |
|                      | 0.2%           | 1.3%   | 3.5%    | <b>1%</b>    |
| 25-30 Books          | 0              | 0      | 4       | <b>4</b>     |
|                      | 0%             | 0%     | 3.5%    | <b>0.4%</b>  |
| 30+ Books            | 2              | 3      | 1       | <b>6</b>     |
|                      | 0.4%           | 0.8%   | 0.9%    | <b>0.6%</b>  |
| No Books Read        | 86             | 65     | 14      | <b>165</b>   |
|                      | 18.7%          | 16.5%  | 12.2%   | <b>17%</b>   |
| Total                | 460            | 395    | 115     | <b>970</b>   |
|                      | 100%           | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 (18) = 135.45, p = 0.000$$

A close look at Table 4.51 indicates that out of a total of four hundred and sixty (460) State school students who answered this question, eighty-six (86) students or 18.7% of State school students had not read a single book over a two month period. However, there was also a considerable percentage of Church school respondents (16.5%) who also failed to take up a book in this same time span. The percentage of 12.2% from Private schools followed suit.

The data also shows that the most avid readers reading between 5 – 20 books over a two-month time span came from Church and Private schools. For example, only 0.4% State school students read between 8 – 10 books whereas 7.1% Church school respondents and a higher percentage of 10.4% Private school respondents claimed to have read between 8 – 10 books.

#### 4.9.4 - English books read by student respondents in the last two months

Table 4.52 shows that most respondents (35.2%) claim to have read a total of about 3-4 books over a two month period. Twenty-four point seventy percent (24.7%) claim to have read 1-2 books, whereas 12.2% claim to have read between 5-7 books.

A further 3.8% claim to have read between 11-15 books. It is apposite to note that there are fewer respondents stating that they have not read any books in the given two-month time frame when compared to results obtained when the same question was asked about Maltese books. However, at face value, these statistics seem rather poor when one considers the 8-week time frame suggested to respondents.

**Table 4.52: The number of English books read in a 2-month time frame**

| Number of Books | Frequency | Valid Percent |
|-----------------|-----------|---------------|
| 1-2 Books       | 244       | 24.7%         |
| 3-4 Books       | 344       | 35.2%         |
| 5-7 Books       | 119       | 12.2%         |
| 8-10 Books      | 69        | 7.1%          |
| 11-15 Books     | 37        | 3.8%          |
| 15-20 Books     | 21        | 2.2%          |
| 20-25 Books     | 22        | 2.3%          |
| 25-30 Books     | 21        | 2.2%          |
| 30+ Books       | 19        | 1.9%          |
| No Books Read   | 83        | 8.5%          |
| No response     | 11        | 0%*           |
| <b>Total</b>    | 987       | 100%          |

\*The total number of respondents add up to 987, however there are eleven missing cases which cases are not assigned a valid percentage by SPSS.

One other factor to keep in mind is the age of the respondents who participated in this study. Given that there is no other previous data with which to compare these findings about reading habits, it is very difficult to analyse these results except take note of them. Exposure to the second language through books is an excellent source of language input, be it for Maltese or English, however it seems that this sample of respondents are not such keen readers. These results were next cross-tabulated with the school type (Table 4.53) so as to allow for further generalisations to be made given that the Chi Square test with a low p value highlights the significance between the findings and the type of school.

**Table 4.53: The number of English books read in the last two months by Type of School**

|                      | Type of School |        |         | Total        |
|----------------------|----------------|--------|---------|--------------|
|                      | State          | Church | Private |              |
| <b>1-2 Books</b>     | 148            | 77     | 16      | <b>241</b>   |
|                      | 32.1%          | 19.3%  | 13.8%   | <b>24.7%</b> |
| <b>3-4 Books</b>     | 207            | 103    | 34      | <b>344</b>   |
|                      | 44.9%          | 25.8%  | 29.3%   | <b>35.2%</b> |
| <b>5-7 Books</b>     | 27             | 76     | 16      | <b>119</b>   |
|                      | 5.9%           | 19%    | 13.8%   | <b>12.2%</b> |
| <b>8-10 Books</b>    | 6              | 55     | 8       | <b>69</b>    |
|                      | 1.3%           | 13.8%  | 6.9%    | <b>7.1%</b>  |
| <b>11-15 Books</b>   | 3              | 20     | 14      | <b>37</b>    |
|                      | 0.7%           | 5%     | 12.1%   | <b>3.8%</b>  |
| <b>15-20 Books</b>   | 2              | 15     | 4       | <b>21</b>    |
|                      | 0.4%           | 3.8%   | 3.4%    | <b>2.2%</b>  |
| <b>20-25 Books</b>   | 2              | 13     | 7       | <b>22</b>    |
|                      | 0.4%           | 3.3%   | 6%      | <b>2.3%</b>  |
| <b>25-30 Books</b>   | 0              | 13     | 8       | <b>21</b>    |
|                      | 0%             | 3.3%   | 6.9%    | <b>2.2%</b>  |
| <b>30+ Books</b>     | 2              | 9      | 8       | <b>19</b>    |
|                      | 0.4%           | 2.3%   | 6.9%    | <b>1.9%</b>  |
| <b>No Books Read</b> | 64             | 18     | 1       | <b>83</b>    |
|                      | 13.9%          | 4.5%   | 0.9%    | <b>8.5%</b>  |
| <b>Total</b>         | 461            | 399    | 116     | <b>976</b>   |
|                      | 100%           | 100%   | 100%    | <b>100%</b>  |

$$\chi^2(18) = 260.05, p = 0.000$$

Table 4.53 shows that a total of 35.2% of all the 976 students who chose to answer this question stated that they had read between 3-4 books English books over two months. The second highest percentage (24.7%), reflected students' claims to have read between 1-2 books in the same period. A further 12.2% said they read 5-7 books. When asked about the quantity of books read over a two-month timeframe, it transpired that there were 8.5% only who had not read at all. This was less than the 17% (Table 4.51) who claimed not to have read any Maltese books.

This data has revealed State school students to be reading more than their counterparts in Church and Private schools. State school students lead the way with 44.9% stating they have read between 3-4 books. A further 32.1% claim to have read between 1-2 books. Generally, a total of 84.2% State school students claim to have read between 1-10 books over a two month period. There is this result on one end of the spectrum and yet on the other hand, State school students also seem to be the ones who do not read much in English. In fact, 13.9% admitted that they did not read any books at all in two months.

With regard to Church schools, data reveals a similar percentage of 19.3% for those who said they read 1-2 books and 19% for those having read 5-7 books respectively. Twenty-five point eight percent (25.8%) claim to have read 3-4 books, whilst another 19% said they read between 5-7 books. Church school respondents rank second in line to State schools, with 77.9% having read between 1 – 10 books over a two month period.

Overall, Private schools rank third, with 63.8% having read between 1 -10 books. Whilst 13.8% have claimed to have read between 1-2 books and 5-7 books respectively, 12.1% claim to have read between 11-15 books. Despite ranking last out of the three school types however, it is also to be noted that considering the small percentages, it would seem that there are more ‘bookworms’ in Private schools than in any other school type. This comment is being supported by the fact that there is a percentage of 12.1% (Private school students) who read 11-15 books in English, when compared to the almost negligible 0.7% who claimed to have read as many books in State schools. Noteworthy is the fact that there is also a total of 19.8% of Private school respondents who claim to have read between 20-30 or more books.

#### **4.10 – Proficiency in the two languages: students’ self-assessment**

As is evident in Figure 4.14, fifty-two percent (52%) of the entire sample stated that they are rather pleased with their spoken Maltese skills, perceiving themselves as being ‘Very Good.’ A further 28% saw themselves as being rather ‘good’ whilst 15% generally relegated their spoken proficiency of Maltese to a more or less ‘average’ type of skill by decreeing their oracy skills as being but ‘so - so.’ A negligible percentage of 5% - the same 5% that keeps cropping up in the study and denoting the presence of foreign students who also participated in the study, reported their spoken Maltese skills as being either ‘bad’ or ‘very bad.’





**Figure 4.14: Students' spoken Maltese self-assessment**

With the Chi Square test yet again yielding a low p value, there is evidence of the direct association between the two categorical variables; the answers provided by the respondents and the three school types. Table 4.54 shows most State school students' confidence with spoken Maltese proficiency, with 59.3% who described themselves as being 'Very good' at it.

**Table 4.54: Students' spoken Maltese self-assessment by Type of School**

|                  | State        | Church       | Private     | Total                      |
|------------------|--------------|--------------|-------------|----------------------------|
| <b>Very Good</b> | 272<br>59.3% | 203<br>50.4% | 35<br>30.4% | <b>510</b><br><b>52.2%</b> |
| <b>Good</b>      | 125<br>27.2% | 113<br>28%   | 31<br>27%   | <b>269</b><br><b>28%</b>   |
| <b>So - so</b>   | 51<br>11.1%  | 65<br>16.1%  | 29<br>25.2% | <b>145</b><br><b>15%</b>   |
| <b>Quite bad</b> | 8<br>1.7%    | 15<br>3.7%   | 11<br>9.6%  | <b>34</b><br><b>3.5%</b>   |
| <b>Very Bad</b>  | 3<br>0.7%    | 7<br>1.7%    | 9<br>8%     | <b>19</b><br><b>2%</b>     |
| <b>Total</b>     | 459<br>100%  | 403<br>100%  | 115<br>100% | <b>977</b><br><b>100%</b>  |

$$\chi^2 (8) = 69.00, p = 0.000$$

A more cautious 27.2% stated they perceived themselves as being rather 'good.' A conservative 11.1% stated that they perceived themselves as having skills which somehow left a lot to desire, by opting to select the option 'so - so.' Only a negligible percentage of approximately 2.4% of State school students thought of themselves as having rather poor spoken Maltese skills.

Fifty point four percent (50.4%) of all those respondents attending Church schools perceived themselves as being ‘Very good’ at spoken Maltese. This figure is just 9% less than their counterparts in State schools. This proximity is also reflected in the number of students who stated that their skills were ‘good.’ There were however, slightly more Church school students (16.1%) who reported having more of average spoken skills in the L1 and about a total of 5.4% who saw themselves as being either ‘quite bad’ or ‘very bad’ at Maltese.

The percentage of 30.4% of respondents attending Private schools believe that their spoken Maltese skills are ‘very good.’ A further 27% would also rate their skills as being ‘good.’ Almost just as many (25.2%) do not seem so confident, reflecting the reason behind their choice of a ‘so - so’ rating for themselves. The percentage of students who perceive themselves as being ‘bad’ or ‘very bad’ at Maltese spirals up to 17.6% in this instance. Students were next requested to assess their written Maltese skills and the results are rather surprising.

#### 4.10.1 - Student respondents’ written Maltese self-assessment

Considering that Maltese is the L1 for the majority of the population, it is only 22% of Maltese primary students who perceive themselves as being ‘very good’ at writing at what is essentially their native tongue (Figure 4.15).

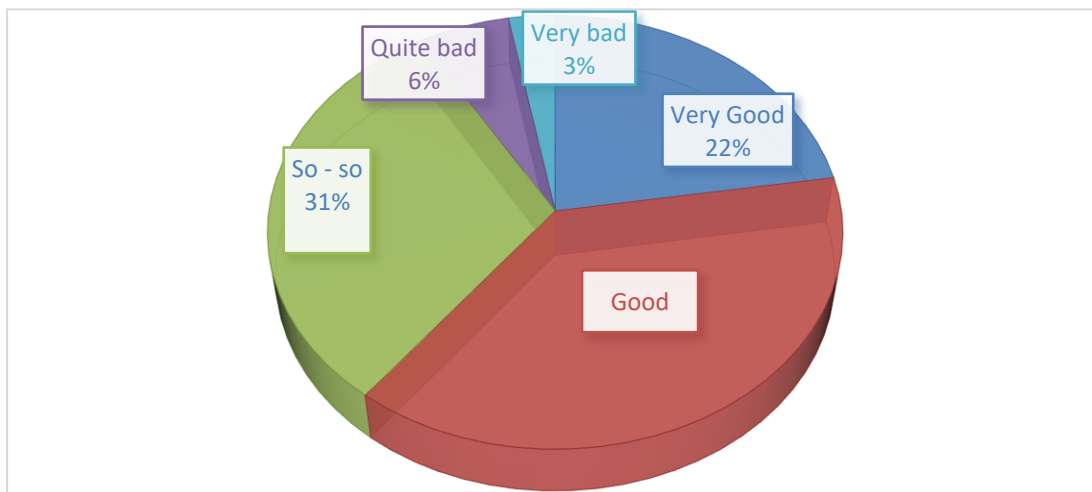


Figure 4.15: Students’ written Maltese self-assessment

Given that Maltese has repeatedly emerged as the more dominant language in the Maltese islands in all large-scale sociolinguistic studies (Sciriha 1989, 1992, 1994, 2010; 2012; Sciriha and Vassallo 2001, 2006), it is rather surprising that when it comes to the written aspect, it is only 22% of this entire sample of 987 students who regards their written skills as being ‘very

good.’ A more cautious group of 38% only go as far as rating themselves as having a ‘good’ proficiency; yet almost just as many, are quite uncertain of their Maltese written skills. In fact, 31% cautiously state that they would rate their written Maltese skills as being only ‘so - so.’ A total of 9% rated themselves as being either ‘bad’ or else ‘very bad’ at written Maltese. What one is witnessing essentially, is a sharp decline not between the standards of proficiency for Maltese and English, but a sharp decline between standards of oracy and literacy in the native tongue itself. These findings have already been replicated in the researcher’s own study over 12 years ago as well as in other studies by Sciriha (2010, 2012) and Sciriha and Vassallo (2006). They are findings which are also corroborated by studies such as the (PISA 2009+), PIRLS (2011) and PIRLS (2016).

As educators, one may see a situation which has not improved over the years because there is this innate lack of confidence amongst students themselves about their proficiency in their own native tongue. This shows the development of a situation where despite the efforts of all parties involved, students themselves lack this sense of confidence when rating their own skills in a language which is considered as being the dominant one both within the home as well as in the school domain, at least for State and Church school respondents.

A factor that ought to be considered at this stage are the 2015 Secondary Education Certificate (SEC) results. As highlighted in the examiners’ report published that same year, one should also note that out of 1837 candidates sitting for the less challenging Paper B in Maltese at ‘SEC’ level, 636 candidates received an ‘U’ (Unclassified) grade, whilst out of the 2314 candidates who sat for Paper A, only 101 candidates received a ‘Grade A’ or ‘1’, with another 402 candidates being awarded a ‘2.’ The most common grade for candidates sitting for this paper was ‘Grade 4’ with 726 candidates obtaining this mark<sup>6</sup>. This worrying trend has also been seen in the national Maltese ‘SEC’ results (2016) when fewer students obtained a pass in their Maltese ‘SEC’, despite the fact that there had been increase in the number of applicants sitting for the Maltese language examination. Out of the 4,166 students who sat for their Maltese ‘SEC’, only 2,720 obtained a pass (MATSEC, 2016)<sup>7</sup>.

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<sup>7</sup> This information was obtained from the University of Malta, MATSEC Examinations Board SEC Examiner’s Report May 2016 and available at [https://www.um.edu.mt/\\_\\_data/assets/pdf\\_file/0020/301862/SECENLA.pdf](https://www.um.edu.mt/__data/assets/pdf_file/0020/301862/SECENLA.pdf).

Additionally, according to the 2016 PIRLS report, published on the 5th December 2017, literacy rates achieved by Maltese students, were found to be rather less satisfactory than the results of a similar PIRLS test conducted in 2011. The report places Malta in the 40th place out of the 50 countries that participated in the study. It should be noted that in 2011, the PIRLS main reading test was an English reading test, whereas in 2016, the main reading test was in the Maltese language. This ultimately shows that Maltese students performed worse when they read in Maltese (with the score achieved being 452) rather than when they read in English (when the score achieved was 457)<sup>8</sup>.

As shown in Table 4.55, at least 28.3% State school students seem to be the ones who are most confident about their Maltese written skills, whilst a further 39.3% also top the league, perceiving themselves to have ‘good’ written skills in their L1.

**Table 4.55: Students’ written Maltese self-assessment by Type of School**

|                  | State | Church | Private | Total        |
|------------------|-------|--------|---------|--------------|
| <b>Very Good</b> | 129   | 62     | 28      | <b>219</b>   |
|                  | 28.3% | 15.4%  | 24.1%   | <b>22.5%</b> |
| <b>Good</b>      | 179   | 156    | 35      | <b>370</b>   |
|                  | 39.3% | 38.8%  | 30.2%   | <b>38%</b>   |
| <b>So - so</b>   | 125   | 148    | 29      | <b>302</b>   |
|                  | 27.4% | 36.8%  | 25%     | <b>31%</b>   |
| <b>Quite bad</b> | 16    | 24     | 15      | <b>55</b>    |
|                  | 3.5%  | 6%     | 12.9%   | <b>5.6%</b>  |
| <b>Very Bad</b>  | 7     | 12     | 9       | <b>28</b>    |
|                  | 1.5%  | 3%     | 7.8%    | <b>2.9%</b>  |
| <b>Total</b>     | 456   | 402    | 116     | <b>974</b>   |
|                  | 100%  | 100%   | 100%    | <b>100%</b>  |

$$\chi^2(8) = 52.79, p = 0.000$$

As many as 27.4% are not so confident about their written skills, leading them to rate their written skills as being ‘so - so’ whilst 5% view their skills as being ‘quite bad’ (3.5%) or ‘very bad’ (1.5%). It must be said however that out of the three school types, it seems that State school students are the ones who seem to be the most confident with their written Maltese skills. There were more Private school students (24.1%) than Church schools respondents (15.4%) who rated themselves as being ‘very good.’ An additional 30.2% Private school respondents suggest that their skills are ‘good.’ The percentage of those who chose the ‘so -

<sup>8</sup> This information was obtained from the PIRLS 2016 report and available at <http://pirls2016.org/pirls/student-achievement/>. It was accessed on the 20<sup>th</sup> December 2017.

so' option - 25%, is very similar to the percentage that this option garnered by State school students. In contrast to State school students however, 12.9% were quite forthcoming in their self-assessment and perceived their skills as being 'quite bad.' In line with general assumptions, Private schools respondents are those who have the greatest concerns with Maltese written skills. Seven point eight percent (7.8%) think of themselves as being 'very bad.' Therefore this would mean that a total of 20.7% Private school respondents consider their written Maltese skills as being 'quite bad' or 'very bad.'

This study revealed that Church school students were the ones who were the most forward in revealing that they were the least confident about their Maltese writing skills. Only 15.4% rated themselves as being 'very good' at Maltese, 38,8% rated themselves as being 'good' at it, whilst a similar percentage of 36.8% would only go as far as saying that their written skills were 'so - so.' A further 9% thought of themselves as being 'Quite bad' (6%) or 'Very Bad' (3%). This self-assessment comes across as being rather surprising considering that Church school respondents have been fairly consistent in describing themselves as the recipients of a relatively balanced exposure to both Maltese and English.

#### 4.10.2 – Student respondents' spoken English self-assessment

As is shown in Table 4.56, at this stage in primary school in the penultimate year before leaving primary school and starting a new phase of secondary education, a majority of 52.3% of Maltese primary school student participants in this study rated themselves as being 'very good' at spoken English.

**Table 4.56: Students' spoken English self-assessment**

|                    | <b>Frequency</b> | <b>Valid Percent</b> |
|--------------------|------------------|----------------------|
| <b>Very Good</b>   | 514              | 52.3%                |
| <b>Good</b>        | 270              | 27.5%                |
| <b>So – so</b>     | 166              | 16.9%                |
| <b>Quite bad</b>   | 19               | 1.9%                 |
| <b>Very Bad</b>    | 13               | 1.3%                 |
| <b>No response</b> | 5                | 0%*                  |
| <b>Total</b>       | 987              | 100%                 |

\*The total number of respondents add up to 987, however there are five missing cases which cases are not assigned a valid percentage by SPSS.

Twenty-seven point five percent (27.5%) rated themselves as being 'good' whereas 16.9% were not that sure and opted to select the option 'so - so.' Three point two percent (3.2%) rated themselves as being either 'quite bad' or 'very bad' 1.3%. A cross tabulation of this data is

essential to identify any relation between the type of school attended by the respondents and the choice of answer given in this instance.

**Table 4.57: Students’ spoken English self-assessment by Type of School**

|                  | Type of School |        |         | Total        |
|------------------|----------------|--------|---------|--------------|
|                  | State          | Church | Private |              |
| <b>Very Good</b> | 170            | 245    | 99      | <b>514</b>   |
|                  | 37.1%          | 60.5%  | 83.2%   | <b>52.3%</b> |
| <b>Good</b>      | 152            | 101    | 17      | <b>270</b>   |
|                  | 33.2%          | 24.9%  | 14.3%   | <b>27.5%</b> |
| <b>So - so</b>   | 112            | 53     | 1       | <b>166</b>   |
|                  | 24.5%          | 13.1%  | 0.8%    | <b>16.9%</b> |
| <b>Quite bad</b> | 13             | 4      | 2       | <b>19</b>    |
|                  | 2.8%           | 1%     | 1.7%    | <b>1.9%</b>  |
| <b>Very Bad</b>  | 11             | 2      | 0       | <b>13</b>    |
|                  | 2.4%           | 0.5%   | 0%      | <b>1%</b>    |
| <b>Total</b>     | 458            | 405    | 119     | <b>982</b>   |
|                  | 100%           | 100%   | 100%    | <b>100%</b>  |

Table 4.57 shows that it is Private school students who emerge as the most confident with their spoken English skills. Indeed an overwhelming majority of Private school respondents (83.2%) rated their spoken English skills as being ‘very good.’ Church schools rank in next, with 60.5% feeling quite sure of themselves by selecting this category. State school students with the least exposure to English are the least confident of their spoken English skills and therefore only 37.1% perceive themselves as being ‘Very good’ at Spoken English.

Indeed 33.2% State school students are the ones who rate their spoken English skills as being ‘good.’ Fewer students in Church schools 24.9% opted for this rating whilst the lowest percentage of those who rated their spoken skills as being ‘good’ came as one would naturally expect from Private schools, whose students were more confident in English which is for them their L1 both in the home as well as in the school domain. State school students are the ones who are the most unsure about their spoken English skills with 24.5% rating this as being ‘so - so.’ This contrasts heavily with the much smaller percentage of 0.8% of Private school students who also selected this response.

Nonetheless, it bodes well that there is only a minimal percentage across all three school types who perceive their spoken English skills as being ‘Quite Bad’ (cited by 2.8% of the respondents in State schools, 1% of the respondents in Church schools and 1.7% of the respondents in

Private schools. Very few student respondents self-reported their spoken English skills as being ‘quite bad.’ In fact, while 2.4% State school students declared their spoken English skills to be poor, a negligible 0.5% in Church schools and no student in Private school opted for this kind of rating when evaluating themselves.

#### 4.10.3 - Students’ written English self-assessment

The percentage of 40.2% of Maltese primary students whose rating was recorded in this study perceive themselves as being rather ‘very good’ at written English (Table 4.58).

**Table 4.58: Students’ written English self-assessment**

|                    | Frequency | Valid Percent |
|--------------------|-----------|---------------|
| <b>Very Good</b>   | 394       | 40.2%         |
| <b>Good</b>        | 368       | 37.6%         |
| <b>So – so</b>     | 180       | 18.4%         |
| <b>Quite bad</b>   | 24        | 2.5%          |
| <b>Very Bad</b>    | 13        | 1.3%          |
| <b>No response</b> | 8         | 0%*           |
| <b>Total</b>       | 987       | 100%          |

- The total number of respondents add up to 987, however there are eight missing cases which cases are not assigned a valid percentage by SPSS.

This is followed by 37.6% of the total student sample who rate themselves as being ‘good’ at this. A further 18.4% are less sure of their written skills whilst almost 4% perceive their written English skills as being ‘Quite bad’ (2.5%) or ‘Very bad’ (1.3%). Table 4.59 presents a Chi Square cross-tabulation analysis by type of school.

**Table 4.59: Students’ written English self-assessment by Type of School**

|                  | Type of School |        |         | Total        |
|------------------|----------------|--------|---------|--------------|
|                  | State          | Church | Private |              |
| <b>Very Good</b> | 144            | 187    | 63      | <b>394</b>   |
|                  | 31.6%          | 46.4%  | 52.5%   | <b>40.2%</b> |
| <b>Good</b>      | 171            | 151    | 46      | <b>368</b>   |
|                  | 37.5%          | 37.5%  | 38.3%   | <b>37.6%</b> |
| <b>So – so</b>   | 113            | 58     | 9       | <b>180</b>   |
|                  | 24.8%          | 14.4%  | 7.5%    | <b>18.4%</b> |
| <b>Quite bad</b> | 18             | 4      | 2       | <b>24</b>    |
|                  | 3.9%           | 1%     | 1.7%    | <b>2.5%</b>  |
| <b>Very Bad</b>  | 10             | 3      | 0       | <b>13</b>    |
|                  | 2.2%           | 1%     | 0%      | <b>1%</b>    |
| <b>Total</b>     | 456            | 403    | 120     | <b>979</b>   |
|                  | 100%           | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 = (8) = 51.33, p = 0.000$$

Private school students lead the way with 52.5% choosing to rate themselves as being ‘very good’ at written English. This is closely followed by 46.4% of Church school respondents. State school students rank third with 31.6% assessing themselves as being very good at their L2.

Percentages for all three school types are very similar when considering all those who chose to rate their skills in the second category ‘Good.’ Approximately 38% of State, Church and Private schools regard their skills as being ‘good.’ However, discrepancies lie in the ratings provided by the three school types in the middle scale of rating, where more State school students (24.8%) seem to be less sure of their written L2 skills.

Fewer Church school students in fact seem to think less of their written skills with 14.4% opting for this choice. Only 7.5% of Private school respondents however seem to be the least sure about their English writing skills. Analysing the percentages both for spoken Maltese and spoken English, one can see that the primary student sample surveyed share a perception that they perform well in spoken Maltese as well as in spoken English. Table 4.60 shows that 52.2% rate their spoken Maltese as being ‘Very good.’ Similarly, 52.3% also rate their spoken English as being ‘Very good.’

**Table 4.60: Comparative analysis of students’ spoken Maltese and spoken English self-assessment**

| <b>Comparison of Self-Ratings for Spoken Maltese and Spoken English</b> |                  |                      |
|---|------------------|----------------------|
| <b>Spoken Maltese</b>   | <b>Frequency</b> | <b>Valid Percent</b> |
| Very Good   | 510              | 52.2%                |
| Good  | 269              | 27.5%                |
| So – so   | 145              | 14.8%                |
| Quite bad   | 34               | 3.5%                 |
| Very Bad  | 19               | 1.9%                 |
| No response   | 10               | 0%*                  |
| Total   | 987              | 100%                 |
| <b>Spoken English</b>   | <b>Frequency</b> | <b>Valid Percent</b> |
| Very Good   | 514              | 52.3%                |
| Good  | 270              | 27.5%                |
| So – so   | 166              | 16.9%                |
| Quite bad   | 19               | 1.9%                 |
| Very Bad  | 13               | 1.3%                 |
| No response   | 5                | 0%*                  |
| Total   | 982              | 100%                 |

\*The total number of respondents adds up to 987, however there are ten and five missing cases respectively, which cases are not assigned a valid percentage by SPSS.



There is an equal percentage of 27.5% of those who stated that their Spoken Maltese as well as their spoken English is ‘good.’ This would lead one to the conclusion that being exposed, albeit to varying degrees to the two languages, seems to have a healthy additive linguistic environment for the majority of approximately 52% of the total sample population surveyed.

Nonetheless, at this stage in primary school education, there is a percentage of 16% who perceive themselves as being rather unsure of both their Maltese and English language skills. This shows that there are issues which a language policy needs to address. Success is not only dependent on one’s ability to express oneself fluently when speaking a language, but is also dependent on one being able to express one’s thoughts through the written medium. However, the fact that there is rather high percentage of students who at this stage in their education are already somewhat unsure of their skills, should direct educators towards evaluating how this gap may be bridged. The answer undoubtedly lies in data which has been consistently presented throughout this exercise. Exposure to the language in the home domain, as well as exposure to the target language in the school domain, from the very first stages of primary is essential. If a language such as English is not the language that is being supported through use in the home domain, then quality exposure to the language through the media could very well help to begin to address these gaps. Moreover, if the dominant L1 is being supported in the home and the community domain, then it follows that the school domain must endeavour to make up for that lack of additive linguistic environment and create a system which moulds itself and addresses the particular needs of the student, placing that student in a target language immersion system to help the student acquire the language through play and interaction both with the teacher and with class peers.

Language is the most essential and most basic means of expressing oneself and the inability to express oneself clearly and coherently becomes a burden which students carry throughout their lives not only in primary and secondary school, but throughout their academic and professional careers. A culture of simply ‘making do’ is not enough if present and future generations are to find stable positions in the employment sector. What this calls for is a carefully co-ordinated position where language exposure is to be given primary importance so as to enable children to truly grow in an additive bilingual environment.

Regardless of the standards of the past, good or bad, one must focus on a bilingual education system that adapts itself to the needs of categories of students, rather than having categories of students trying to adapt, (and sometimes failing to adapt) to a system where they have already

sunk before they have begun to swim. Oral expression is the most vital of prerequisites for progress in all stages of one’s development. A sense of insecurity about one’s skills does not help; all the more when this perception is accompanied by actual evidence of mediocrity in expression which nonetheless allows students to filter through the educational system from primary all the way to the tertiary level of education.

One cannot say the same about the comparative analysis for data obtained for ratings in Maltese and English. The issues are more complex particularly because despite having a language which is the main language for the majority at this young and crucial stage in primary – this being the penultimate year of the primary cycle – students already perceive a weakness when it comes to written Maltese, in a Maltese language dominant society. As shown in Table 4.61 only 22.5% of respondents perceive their skills as being ‘Very good’, whilst a further 38% regard their written Maltese language skills as being ‘Good.’

**Table 4.61: Comparative analysis of students’ written Maltese and written English self-assessment**

| <b>Written Maltese</b> | <b>Frequency</b> | <b>Valid Percent</b> |
|------------------------|------------------|----------------------|
| Very Good              | 219              | 22.5%                |
| Good                   | 370              | 38%                  |
| So – so                | 302              | 31%                  |
| Quite bad              | 55               | 5.6%                 |
| Very Bad               | 28               | 2.9%                 |
| N/A                    | 13               | 0%*                  |
| Total                  | 987              | 100%                 |
| <b>Written English</b> | <b>Frequency</b> | <b>Valid Percent</b> |
| Very Good              | 394              | 40.2%                |
| Good                   | 368              | 37.6%                |
| So – so                | 180              | 18.4%                |
| Quite bad              | 24               | 2.5%                 |
| Very Bad               | 13               | 1.3%                 |
| N/A                    | 8                | 0%*                  |
| Total                  | 987              | 100%                 |

- The total number of respondents add up to 987, however there are thirteen and eight missing cases respectively which cases are not assigned a valid percentage by SPSS.

The data in Table 4.61 presents a situation as being one where there is more confidence in terms of spoken Maltese, but this confidence fades when one considers the written aspect of the language. Of most concern is the 31% who describe their written Maltese skills as being ‘so-so’, coupled with 8.5% who consider the written Maltese skills as being ‘Quite bad’ or

‘Very bad.’ As the situation stands at the moment, Maltese is considered one of the core subjects necessary for students to progress from a secondary to a post-secondary institution.

Proficiency in oracy is of course invaluable, but in the current education system accuracy at the level of literacy is also essential, particularly because there are certain examinations which students must sit for in Maltese and others which students must sit for in English. Proficiency in written language is essential if one is to progress up the academic ladder. According to the way the curriculum is set at the moment, Maltese is a passport to post-secondary institutions.

It is both relevant and apt to note at this stage that the year 2015 had seen a drop in the number of candidates sitting for the local Maltese ‘SEC’ examinations. There were 351 students less sitting for this exam when comparing figures with the previous year 2014, while the failure rate has remained that of 20% (MATSEC Examiners’ Report, May 2015). As mentioned previously, the academic year 2016 has seen an increase in the number of applicants who sat for their Maltese ‘SEC’ exam, however fewer students managed to obtain a pass. Indeed as mentioned earlier, out of the 4166 students who sat for the national Maltese O Level or SEC examination, only 2720 obtained a pass mark (MATSEC Examiners’ Report, May 2016).

The student respondents in this study are by far more confident of their written English language skills with 40.2% rating their skills as being ‘very good’, as opposed to the 22.5% who chose this same rating for Maltese. A further 37.6% consider themselves to be quite ‘good.’ All this augurs well for English. At least the perception towards the medium which is essential for progress in the academic and professional world is relatively good. However, there are those 22.2% who are either unsure of their written English skills (18.4%) as well as others who perceive themselves to be quite poor in this area.

So far, this study has requested students to rate themselves as well as to describe their attitudes towards the language. It also documented the actual exposure to both languages, after having asked respondents to state where and to what extent they were exposed to Maltese and English.

The last exercise in the questionnaire required students to convey ideas about their goals for the upcoming holiday season. Having guided the students throughout the questionnaire, the researcher explained she was an inquisitive being who wanted to know as much detail about what they liked to do in their holidays and therefore it would be great if they could write four full sentences detailing what their adventurous exploits during the summer or wintery season would turn out to be. Students were invited to view this as a game, whereby the researcher

would understand more about their habits through the written medium. The students were told that the researcher would have been so glad if students could spontaneously convey their ideas in full sentences in both Maltese and English.

#### **4.10.4 - The methodology used for the written Maltese and English exercise**

The main aim of this grading exercise was to provide a raw score that would serve as an indication of the levels of written proficiency for both Maltese and English. The nature of this exercise was not to catch respondents out on what they did not know, but it was held in order to serve as a neutral assessment of what they did know. Hence this very brief assessment was intended as part of a normal classroom activity.

In line with a study conducted by Sciriha (2012), a measure of the language proficiency of the subjects was needed and hence an appropriate, language exercise was designed. Such a performance test in which a sample of students' creative writing abilities are investigated are, 'elicited from the test-taker and judged by one or more trained raters using an agreed rating procedure' (McNamara 2000: 6). This study therefore gathered evidence of general written language abilities from the performance in the designed task, so as to enable the researcher to reach an assessment of how capable students were in communicating their thoughts or ideas in both languages. Data of course was limited only to an assessment of this particular student cohort at a fixed point in time.

#### **4.10.5 - The rating scale adopted for the written Maltese and English exercise**

As a result of the brevity of the exercise due to both time and logistical considerations, and given the fact that there was no tool that could be used to analyse students' written bilingual skills simultaneously, the researcher turned to international set of criteria of assessment (Table 4.62) as indicated both by the KET (University of Cambridge Key English Test for Schools) which stands at Level A2 of the Common European Framework of reference for Languages for a fair evaluation of sentences written by students. Hence, Table 4.62 represents the rating scale that was adapted from the University of Cambridge ESOL Examinations KET Past Paper Pack (2010) for the dual language exercise's assessment purposes.

**Table: 4.62 Criteria of Assessment**

| Mark | Criteria of Assessment for each set of written expressions  |
|------|---|
| 5    | A cohesive message which successfully communicates content points with only minor spelling or grammatical errors. No effort is required of the reader to understand the candidate's writing which is coherent for the greater part.   |
| 4    | Main parts of the message are communicated allowing for some non-impeding error in spelling and grammar or some awkwardness of expression. There is only a little effort required of the reader to understand, with the writer having achieved the desired effect.                                      |
| 3    | For the most part some effort at expression has been attempted but the expression requires interpretation by the reader and contains impeding errors in spelling and grammar. Some effort is required of the reader to understand.  |
| 2    | The candidate's writing struggles to achieve the desired effect on the reader. The use of language is simplistic, limited or repetitive. The response may be incoherent or there are numerous errors which sometimes impede communication. Considerable effort is required by the reader to understand. |
| 1    | The candidate's writing has a negative effect on the reader. Language is severely restricted with no evidence of structure and vocabulary. Language is very poorly controlled and the response difficult to understand. Excessive effort is required of the reader.                                     |
| 0    | The question is unattempted, the response is incomprehensible or illegible.   |

When drafting the questionnaire it was decided to have students write four sentences and to have those written as fully as possible – something the researcher emphasised both prior and during the undertaking of the exercise. When going through the written data however, the researcher ran into several difficulties because sentences were not written in full or came in the form of phrases or, at times, single verbs, leaving very little for the markers to evaluate. Therefore in order to present an accurate representation of the students' work; it was decided to do away with the original idea of describing the written work as 'sentences' and instead refer to written work in terms of 'written expressions.' Each and every 'written expression' in both Maltese and English is being reproduced verbatim in Appendix E.

When analysing all the work that was thus obtained, the researcher took note of the following:

- a) The number of written 'expressions' attempted in Maltese and English (since students were asked to fill in four lines, aimed originally at allowing sufficient space for four sentences – however students at times were not able to think of four sentences in the two languages).

- b) Identification of the ‘type’ of written expression thereby indicating whether it is a:
- Verb
  - Phrase
  - Meaningful expression
  - Single Verb / Phrase
  - Partly meaningful expression/partly phrase
  - Unattempted/Illegible
- c) The assigned mark ranging from 0 – 5 as described in Table 4.62. The mark scheme summarised the content, the organisation and cohesion, the range of structures and vocabulary as well as the general effect on the reader. In order to achieve 5 marks, a student needed to overall write cohesive expressions which successfully conveyed meaning. Henceforth, the raw scores assigned for each of the Maltese and English sections will be referred to as a ‘mark’ which as previously explained may range from the highest mark possible ‘5’ to the lowest mark possible ‘0.’

#### **4.10.6 - The correlation between student performance and school type attended**

Overall, this data reflected the fact that the amount of exposure to Maltese and English that Grade V primary students receive depends on the type of school as one major issue which is certainly a determining factor in establishing which language students receive more exposure to and consequently, which language they will become proficient in.

The findings of this study are however by no means limited to the Maltese context only. Even in Colombia for example, where English has been mandatory since 1994, research has also shown there are profound differences between the public and the private education sectors, in terms of the time devoted to instruction and opportunities to use the language. Ordonez (2004) has shown how whereas in the public education system, students received one hour of English per week in elementary schools, private schools in contrast, dedicated between three to ten hours per week to English instruction.

Table 4.63 highlights the crux of the matter. It throws the spotlight on the actual performance of students at a given point in time in written Maltese. As might be well imagined, it was Private school students who fared the worst out of the three school types, because 27.5% of the student respondents produced work which merited no more than 0 marks.

**Table 4.63: Respondents' performance - Written Maltese Expressions**

| State Schools Maltese   |       | 0 marks | 1 mark | 2 marks | 3 marks | 4 marks | 5 marks |
|-------------------------|-------|---------|--------|---------|---------|---------|---------|
| Verb Only               | 5%    | 6.1%    | 9.1%   | 13.7%   | 28.2%   | 25.6%   | 17.4%   |
| Phrase Only             | 20.6% |         |        |         |         |         |         |
| Meaningful expressions  | 65.5% |         |        |         |         |         |         |
| Blank/Undecipherable    | 5.4%  |         |        |         |         |         |         |
| Church Schools Maltese  |       | 0 marks | 1 mark | 2 marks | 3 marks | 4 marks | 5 marks |
| Verb Only               | 7.6%  | 6.9%    | 5.4%   | 13.1%   | 27.8%   | 24.4%   | 22.4%   |
| Phrase Only             | 9.6%  |         |        |         |         |         |         |
| Meaningful expressions  | 70.2% |         |        |         |         |         |         |
| Blank/Undecipherable    | 6.7%  |         |        |         |         |         |         |
| Private Schools Maltese |       | 0 marks | 1 mark | 2 marks | 3 marks | 4 marks | 5 marks |
| Verb Only               | 1.7%  | 27.5%   | 5.8%   | 11.7%   | 18.3%   | 15.8%   | 20.8%   |
| Phrase Only             | 14.2% |         |        |         |         |         |         |
| Meaningful expressions  | 55.8% |         |        |         |         |         |         |
| Blank/Undecipherable    | 25%   |         |        |         |         |         |         |

There are more or less similar percentages of between 6.1% State school students and 6.9% Church school students whose work was also rated in this category. Notwithstanding, it is also interesting to note that there were comparable percentages for those who were awarded 5 marks (the highest mark) where Church and Private school students were concerned. Twenty point eight percent (20.8%) of Private school respondents and 22.4% of Church school respondents produced work which was awarded the full five marks.

Students in State schools were the ones who were most commonly awarded 3-4 marks. Indeed, 28.2% were awarded three marks and another 25.6%, produced work which was given 4 marks. These results are quite closely followed by students in Church schools, 27.8% of whom were awarded 3 marks and 24.4% whose work was likewise awarded 4 marks.

Table 4.63 presented above, has shown that there was a total of 28.9% State school students, 25.4% Church school students and 45% Private school students whose written Maltese work was only awarded 0 - 2 marks. This shows that these students were clearly not adequately prepared to deal with the challenges that a bilingual education system presents given that they

were unable to express themselves when asked to write four simple sentences about immediate goals or plans that they had for the upcoming holiday season.

The same analysis was carried out for students' English written proficiency, the results of which are presented in Table 4.64. When comparing results for Maltese and English, one notices an increase in the percentages for those students whose work was awarded the lower marks. When analysing written English work, one may note that there is a total of 40.3% State school students whose work was given between 0 – 2 marks (when previously in Table 4.63, only 28.9% produced work that was attributed these same low grades). In addition, 37.4% Church school students also obtained a score ranging between 0 – 2 marks (when previously as shown in Table 4.64 only the work of 25.4% had been placed within these bands when their Maltese writing was being assessed) .

**Table 4.64: Respondents' performance - Written English Expressions**

| State Schools English         |       | 0 marks | 1 mark | 2 marks | 3 marks | 4 marks | 5 marks |
|-------------------------------|-------|---------|--------|---------|---------|---------|---------|
| <i>Verb Only</i>              | 4.3%  | 10.4%   | 11.5%  | 18.4%   | 32.5%   | 18.2%   | 8.9%    |
| <i>Phrase Only</i>            | 41%   |         |        |         |         |         |         |
| <i>Meaningful expressions</i> | 37.7% |         |        |         |         |         |         |
| <i>Blank/Undecipherable</i>   | 9.3%  |         |        |         |         |         |         |
| Church Schools English        |       | 0 marks | 1 mark | 2 marks | 3 marks | 4 marks | 5 marks |
| <i>Verb Only</i>              | 6.9%  | 7.1%    | 10.8%  | 19.5%   | 30.3%   | 21.4%   | 10.8%   |
| <i>Phrase Only</i>            | 30.8% |         |        |         |         |         |         |
| <i>Meaningful expressions</i> | 44.3% |         |        |         |         |         |         |
| <i>Blank/Undecipherable</i>   | 6.2%  |         |        |         |         |         |         |
| Private Schools English       |       | 0 marks | 1 mark | 2 marks | 3 marks | 4 marks | 5 marks |
| <i>Verb Only</i>              | 3.3%  | 1.7%    | 6.7%   | 15.8%   | 39.2%   | 20.8%   | 15.8%   |
| <i>Phrase Only</i>            | 27.5% |         |        |         |         |         |         |
| <i>Meaningful expressions</i> | 62.5% |         |        |         |         |         |         |
| <i>Blank/Undecipherable</i>   | 1.7%  |         |        |         |         |         |         |

On the other hand, this trend is not observed in Private schools which had the least (out of the three school types) percentages of work which was rated as being of the lower quality (0 - 2 marks). In fact, as had been seen in Table 4.63, the work by 45% Private school students had been given between 0 – 2 marks for their Maltese work. Indeed, the work by Private school students was mostly assigned the average and higher marks. Only 24.2% (15.8% + 6.7%+ 1.7%) produced written work that was placed in the lowest bands. From amongst the three school types, Private school students ranked first from amongst the three school types, to produce work which was consistently awarded 5 marks. This top mark was achieved by 15.8%



of Private school respondents, followed by 10.8% of Church school attendees, whilst only being achieved by 8.9% of State school students. A comparable percentage of Church and Private school students achieved 4 marks, (21.4% and 20.8% respectively), whereas State schools yet again ranked third with 18.2% achieving 4 marks. Most State school students' work (32.5%) was given 3 marks and this may therefore be considered as the median, with another 30.3% Church school students and 39.2% Private school students also obtaining this grade.

Given that the written English work by Private school students was mostly given a rating that saw it mostly being given between 3 – 5 marks, this therefore shows that 75.8% Private school students seem to be able to perform better in written English than their counterparts in other schools. Additionally, the quality of work produced by 62.5% Church school students was also awarded a mark ranging between 3 – 5. State school students ranked last in terms of the quality of English written work they produced. Only the work produced by a little more than half the respondents (59.6%) who participated in the study was awarded 3 – 5 marks.

#### **4.10.7 - Concluding remarks**

It is indeed of concern to see that 40.3% of the State school students, 37.4% Church school students and 24.2% Private school students who participated in this study, are certainly going to need that extra help and attention if they are ever to successfully complete their secondary education. As it is, it is clear that they are struggling to express themselves in an education system whose very foundation is based on written examinations to see them through to their next level of education. Clearly disadvantaged, these students and others facing their same predicament, cannot aspire to progress in a system where some examinations are set in the English language and where their aspirations for decent jobs in the work-force, remains unachievable. It is unacceptable that in this modern day and age, there are students who are struggling to express themselves in simple English sentences, when students have been given the opportunity to partake of a bilingual education system from the age of five.

From the results obtained in this study, it is evident that there is the need to address the lack of exposure to English and to written Maltese and the ability to think and write coherent sentences in English. Inability to perform adequately in one language or another is clearly a demeaning factor for students and despite their young age, students are very much aware of where their strengths and weaknesses lie. This study has shown the majority of this particular State school student cohort as being unable to write meaningful expressions about their immediate goals

and aspirations at this level towards the end of their primary school years cycle. This shows these students to be quite a way off from the original goals and aspirations of the National Curriculum Framework (2012).

With reference to Table 4.65 one may say that overall, the student participants in this study fared better in written Maltese than in written English – a result that as mentioned earlier, also featured in the National Benchmark examinations for the years 2013 and 2014 (the particular student cohort surveyed in this study would have sat for this examination in the period 2013 - 2014).

**Table 4.65: A comparison of the marks for Written Maltese and Written English**

|                    | Written Maltese | Written English |
|--------------------|-----------------|-----------------|
| <b>5 marks</b>     | 19.9%           | 10.5%           |
| <b>4 marks</b>     | 23.9%           | 19.9%           |
| <b>3 marks</b>     | 26.8%           | 32.4%           |
| <b>1 – 2 marks</b> | 20.4%           | 29.1%           |
| <b>0 marks</b>     | 9%              | 8%              |

Whereas 19.9% of the students had been awarded 5 marks for their written Maltese, only what is approximately half of that, 10.5% were given those same marks for their work in English. Again, there is a higher percentage of students (23.9%) whose written Maltese work was given 4 marks in contrast to the 19.9% of those students who were given this same mark for their written English work. We see a higher percentage of students obtaining 3 marks for English (32.4%) as opposed to 26.8% who obtained this mark for Maltese. It is understandable that being the middle mark, this would turn out to be the most popular. The lower marks unfortunately also reflect some percentages which need to be taken into account. There are more students who fare worse in English than in Maltese given that 29.1% produce written English work which has been rated as being of inferior quality (1 – 2 marks) whilst 20.4% are assigned these same marks for written Maltese. The fact remains however, that the differences between these percentages for these lowest marks are not so high. This leads one to note that there are weak levels in both Maltese as well as in English, at least if one takes into account the total percentage of 29.4% (20.4% + 9%) of the written Maltese work produced which merited no more than 0 – 2 marks and the percentage of 37.1% of the written English work produced by students for this study. The lack of exposure to the target languages plays an intrinsic role in this.

These results lead one to think that rather than finding their feet in an education system that aims to cater for students' learning needs, the percentage of students whose work falls into the lower end of the rating-scale seem to arise out of what seems to be a subtractive, rather than additive bilingual education programme, where those who perform poorly in one language, also perform poorly in the second language – a language that forms an integral part of the education system. This might also be the crux of the matter. Could it be that as educators students are being enforced from their infancy to fit in a classroom seat which does not cater for the needs of the individual student? Or is it a system which does not take their difficulties and the multi-challenges they face into consideration? Consequently, the one-size-fits-all approach is clearly not working for too many students who are unwittingly, unwilling actors, playing a role they ultimately cannot perform in.

## Chapter 5

### Phase II - The Quantitative Survey with Primary Grade V Parents

#### 5.1 - Introduction

After concluding the first quantitative survey with students, the second phase of this tripartite study was conducted with Grade 5 parents to obtain insight into what parents' opinions were at this penultimate stage in their children's Primary Years Cycle. The researcher envisaged that interviewing parents as stakeholders in a second large-scale, quantitative study would serve to augment the data and help the researcher consolidate some of the issues that affect the nature of bilingual education and bilingualism in Malta.

The introduction and implementation of a sound bilingual education language policy within schools is of paramount importance. Enabling school administration and empowering teaching staff in order to deliver expected outcomes in the provision of quality bilingual education is just as important. However, all that is achieved within the school walls may be visibly undone unless fully supported by the students' primary care-givers - their parents. Parents are stakeholders in their children's education and future. They play key roles in the lives of their children, given that as the primary care-givers, their efforts, attitudes and decisions will play a significant role in yielding or depriving their children of educational success.

Indeed, students, their parents and their teachers need to work as a collaborative team if students are to succeed. It was for this reason that this study sought not only to investigate student opinion but also to gain insight into parents' point of view whilst ultimately also taking into consideration what professional teachers had to say about the strengths and the weaknesses of the present bilingual education system in Malta.

This is certainly not the first study to take into consideration parents' attitudes towards language learning. Local research undertaken by the present researcher herself (Frendo 2001, Sah Frendo 2003), Cutajar (2012), Bezzina and Deguara (2013) as well large-scale, scientifically-representative surveys by Sciriha (1998, 2012, 2013) and Sciriha and Vassallo (2007) have studied the opinions and attitudes held by parent respondents.

The researcher tried to reach the parents of those respondents who had participated in the first phase of the study; however, due to a number of constraints (which shall be discussed in the following sections), this was not always possible. The same Grade 5 cohort was selected because it made sense to carry out the survey with parents who once again, like the students who participated in the study in Phase I, found themselves in the penultimate year of the Primary Years Cycle.

## **5.2 - The hypothesis and aims of the Phase II study**

The working hypothesis was that when a child's first language is the language that dominates the school environment through that institution's established language policy, there is the greater likelihood for better proficiency and success in that language. Moreover, the parents' level of education and consequently their involvement, was key to their childrens' successful L1 and L2 development. A third hypothesis and one that has been proven in Phase I (Chapter IV) was that respondents would rate English and Maltese oracy higher than they would rate written skills in both languages.

In view of the foregoing, this second large-scale quantitative survey aimed to:

- a) allow the researcher insight into what major stakeholders - the parents- had to say about their satisfaction or otherwise with their children's language proficiency in both Maltese and English;
- b) determine to what extent were Maltese and English used in the home domains;
- c) determine parents' perception about the extent of use of Maltese and English in the school domains;
- d) determine whether parents believed that their children would be fluent enough in both languages by the end of the primary school years;
- e) and gather insight into parent opinion as to what could be done by the competent authorities to improve the level of Maltese and English teaching in schools.

### 5.3 - Methodology of research

It had also been the researcher's wish to conduct a quantitative survey based on a random sampling technique to enable representation however this was not possible due to a number of factors:

- a) Parents could be reached only after obtaining permission from the Directorate for Quality and Standards in Education;
- b) Following this approval, the researcher needed to obtain the individual school's consent to have the study conducted;
- c) The researcher had to adhere to specific time frames within which to conduct the study;
- d) The researcher had a limited time frame within which to collect the data;
- e) The individual schools' acceptance or rejection for this research necessitated requests for permission to be once again sent out to all the primary schools, with particular emphasis on the schools that had already participated in the first phase of the study;
- f) The researcher then had to wait for permission and scheduled appointments to be granted, to have the questionnaires delivered to each school which had accepted to participate.

As a result of the conditioning factors just mentioned, a non-probability sampling technique, more specifically, a convenience sampling technique, had to be resorted to in this second phase of research. The sample was chosen according to the characteristics of target population and the needs of the study. As a result of the use of this sampling technique, members of the target population had a chance of being selected whilst others were not. The use of non-probability sampling does not allow the researcher to claim that the study is 'representative.' However, considering that this present study gathers the opinion of a total of 1316 respondents, it is hoped that it will in some way, contribute to current research on bilingual education in Malta.

Grade 5 parents were asked to complete the questionnaire sent home to them through their children and return the filled-in questionnaire to school within a specific timeframe, which was generally a week. Every school that accepted to participate in the study was therefore

visited, so that the researcher handed out a total of 2100 questionnaires. The survey response rate depended on the number of parents who agreed to participate in the study by filling in the responses in each of the questionnaires and returning these to school.

#### **5.4 - Respondent bias and limitations of the study**

Any research undertaken would certainly have its limitations and this present study is no different. The parent respondents in this second phase of the study, were the parents of Grade 5 students during the scholastic years 2014 and 2015. These respondents' children would have consequently sat for the national Benchmark 2015 and 2016 examinations (which assesses candidates' skills in Maltese, English and Mathematics). Therefore, the sample reflects the opinions of the target population at the time when the study was conducted. All schools which had accepted to have the researcher conduct the survey with their students' parents were thus visited. There was a total of 1316 self-administered questionnaires which were collected from each of the State, Church and Private schools which agreed to participate in the study.

Given that questionnaires were answered by the parent respondents themselves; there was always going to be the issue of respondent bias. Issues of social desirability are a concern whenever studies based on self-rating are undertaken. On the other hand, other issues such as the 'Observer's Paradox' (Labov, 1972) are eliminated since respondents answered the questionnaire in the privacy of their home in the absence of any interviewer.

Thirdly, as mentioned earlier, the bilingual questionnaire sent home to the parent respondents was mostly a closed-ended questionnaire, where respondents could select answers from a pre-set list of answers. The use of close-ended questionnaires offered the opportunity to measure the gradation in the opinions and attitudes held by parents. Clear instructions were provided on the questionnaire and the order of choices on a four-point scale ranged from responses such as 'Very satisfied' to 'Very Dissatisfied' at each end of the scale. Consideration was also given to the length of the questionnaire as well as to the language employed with the researcher keeping the wide range of respondents' literacy levels very much in mind. The length of the questionnaire had to be considerably briefer than that administered to student respondents in Phase I, in order to maximise the response rate. Hence, the researcher regarded the necessary brevity of the questionnaire as another limiting factor. Undoubtedly, in-person interviews would have allowed for more data to be acquired, however this was not an available option.

Respondents were however given the chance to describe their own experiences and opinions rather than having these inferred, whilst the inclusion of open-ended questions allowed for more depth in order to eliminate any restrictive situations that might have prevented respondents from presenting valid and meaningful responses.

As was also done in Phase I, respondents were asked to rate their satisfaction with their children's spoken and written L1 and L2 proficiency skills. Evaluation of perceived competence in language has received considerable interest amongst linguists and has proven to be effective as a means of gauging language proficiency (Ready-Morfitt, 1991, MacIntyre, Noels and Clement 1997, Sciriha 2006, 2012, 2013, Golan et al. 2012). To this effect, the researcher considered issues of underestimation and overestimation as another limitation. In order to try and address this concern, results obtained in this present study were matched against data obtained from the Benchmarking Project 2015 led by Cambridge University, as well as the national benchmark examinations results for the years 2015 and 2016.

### **5.5 - Sample Profile**

This study's fieldwork was directly dependent on schools accepting the researcher to deliver questionnaires to their students' parents. Had the schools not consented to allow the researcher access to the school, it would have been very difficult to reach the parents, given the limited time and effort required to locate and successfully interview parents having children who were currently in Grade 5. Table 5.1 shows a similar pattern that was evident in the Phase I Quantitative Survey. Schools in the Northern Harbour area were the most receptive with 37.4% of the sample being represented from this region. This is followed by 20.6% hailing from the Southern Harbour region. The distribution for the rest of the regions is quite similar with 12.6% hailing from the Northern region, 11.6% hailing from the Western region and 10.9% hailing from the South Eastern Region. The Gozitan region is also represented by 6.9% of the total sample.



**Table 5.1: Phase II – Parent Sample Distribution by Region**

| Region           | Frequency   | Valid Percent |
|------------------|-------------|---------------|
| Northern Harbour | 492         | 37.4%         |
| Southern Harbour | 271         | 20.6%         |
| Northern         | 166         | 12.6%         |
| Western          | 153         | 11.6%         |
| South Eastern    | 142         | 10.9%         |
| Gozo             | 91          | 6.9%          |
| <b>Total</b>     | <b>1316</b> | <b>100%</b>   |

Table 5.2 presents the Phase II Parent Sample Distribution by Gender. It is evident that the children's mothers are the ones who deal with their children's school affairs since the respondents who answered the questionnaire were in their majority females (86.2% vs. 13.8% males).

**Table 5.2 Phase II - Parent Sample Distribution by Gender**

|               | Frequency   | Valid Percent |
|---------------|-------------|---------------|
| <b>Male</b>   | 182         | 13.8%         |
| <b>Female</b> | 1134        | 86.2%         |
| <b>Total</b>  | <b>1316</b> | <b>100%</b>   |

Table 5.3 presents the sample distribution by school type. This table shows that although the sample is not a random sample and therefore cannot be described as being 'representative' because of the limitations encountered, nonetheless this second large-scale quantitative survey also reflects the way the tripartite education system in Malta is set : 56% State schools, 31% Church schools and 13% Private schools (Language Education Policy Profile 2015: 19).

**Table 5.3: Phase II Parent Sample Distribution by Type of School**

|                | Frequency   | Valid Percent |
|----------------|-------------|---------------|
| <b>State</b>   | 745         | 56.6%         |
| <b>Church</b>  | 484         | 36.8%         |
| <b>Private</b> | 87          | 6.6%          |
| <b>Total</b>   | <b>1316</b> | <b>100%</b>   |

The largest percentage of respondents hail from State Schools making up a total of 56.6%. This is followed by the percentage of 36.8% from Church schools, whilst Private schools are represented through the 6.6% who participated in the study.

Table 5.4 shows a direct correlation between the type of school attended by the respondents' children and respondents' socio-economic category as is evidenced by the very low p value of 0.00 obtained when a Chi Square test of independence was performed.

The occupation of the breadwinner as identified by the parent respondents was grouped under the socio-economic categories in line with 'the social grading of occupations' (Sciriha and Vassallo 2007: 244) in sociological literature as first presented by Vassallo et al. (1994: 26).

Most of those who refused to state their occupation were those respondents whose children attended State schools (60%). There were fewer respondents from Church schools who omitted this information (34.8%) and even less (5.2%) when questionnaires were answered by Private school parent respondents.

**Table 5.4 Phase II – Parent Sample Distribution by Type of School and their Socio-Economic category**

|         | Socio-Economic Category |          |          |         |         |           | Total |
|---------|-------------------------|----------|----------|---------|---------|-----------|-------|
|         | Unknown                 | Group AB | Group C1 | Group D | Group E | Housewife |       |
| State   | 195                     | 79       | 205      | 154     | 35      | 77        | 745   |
|         | 60%                     | 33.5%    | 53.2%    | 68.1%   | 87.5%   | 74%       | 56.6% |
| Church  | 113                     | 127      | 154      | 62      | 5       | 23        | 484   |
|         | 34.8%                   | 53.8%    | 40%      | 27.4%   | 12.5%   | 22.1%     | 36.8% |
| Private | 17                      | 30       | 26       | 10      | 0       | 4         | 87    |
|         | 5.2%                    | 12.7%    | 6.8%     | 4.4%    | 0%      | 3.8%      | 6.6%  |
| Total   | 325                     | 236      | 385      | 226     | 40      | 104       | 1316  |
|         | 100%                    | 100%     | 100%     | 100%    | 100%    | 100%      | 100%  |

$$\chi^2 (10) = 99.01, p= 0.000^9$$

The highest percentage of parents (53.8%) who were classified under the Group AB category (respondents who exercise a profession, or who occupy managerial and administrative posts) were those whose children attended Church schools, whilst 33.5% of respondents grouped under this same category sent their children to State schools. There were a total of 12.7% of this same group whose children attended Private schools. The highest proportion of parents in Group AB were Private School Parents (30 out of a total of 87 parents).

Group C1 (those parents who were employed as higher clerical, skilled craftsmen and technicians, or who were managers or owners of small businesses) is partly composed of

<sup>9</sup> A detailed explanation of the Chi Square formula presented in each of the subsequent details is presented as Appendix D.

53.2% of those parents whose children attend State schools, whilst 40% and 6.8% send their children to Church and Private schools respectively.

Sixty-eight point one percent (68.1%) of Group D respondents (composed of those persons who were semi-skilled, unskilled workers, labourers and casual workers) sent their children to State schools, whilst an even smaller percentage of 27.4% sent their children to Church schools. Considering the relatively hefty fees imposed by Private schools, there was a surprising 4.4% whose children attended this type of school.

The greatest majority of Group E respondents (the unemployed or whose income was provided by the State) which percentage adds up to 87.5% - sent their children to State schools, whilst 12.5% attended Church schools. Since the majority of the respondents who answered the questionnaires turned out to be females, there was also a substantial number of parents who only listed their own ‘occupation’ and not that of the bread winner and who thus proceeded to describe their occupation as ‘housewives.’

### 5.6 - Parent choice of language for survey purposes

In order to analyse the association between two categorical variables, the Chi-Square test was applied when performing a cross-tabulation analysis between any of these categorical variables. All subsequent tables presented will feature the p value obtained for each cross-tabulation analysis. As is evident from the low p value presented in Table 5.5, one notes the direct significance between the school type that is attended by the respondents’ children and the language selected by respondents to answer the questionnaire in

**Table 5.5: Language chosen by respondents to answer the questionnaire by Type of School**

|                | School Type |        |         | Total       |
|----------------|-------------|--------|---------|-------------|
|                | State       | Church | Private |             |
| <b>Maltese</b> | 654         | 424    | 41      | <b>1119</b> |
|                | 87.8%       | 87.6%  | 47.1%   | <b>85%</b>  |
| <b>English</b> | 91          | 60     | 46      | <b>197</b>  |
|                | 12.2%       | 12.4%  | 52.9%   | <b>15%</b>  |
| <b>Total</b>   | 745         | 484    | 87      | <b>1316</b> |
|                | 100%        | 100%   | 100%    | <b>100%</b> |

$$\chi^2 (2) = 105.16 , p = 0.000$$

The questionnaire was distributed in both languages to each respondent who proceeded to answer in the language they felt most comfortable with. There are similar percentages of

87.8% and 87.6% from State and Church schools who chose to answer the Maltese version of the questionnaire, whereas most Private school parents (52.9%) chose to answer the questionnaire in English. It is overtly evident that Maltese remained the favoured language being selected by 85% of the sample, whilst only 15% chose to answer the English version of the questionnaire. This finding reinforces that fact that the greater majority of the cohort surveyed in this study showed a clear preference for Maltese over English.

### 5.7 – Proficiency in the two languages: parent satisfaction with spoken Maltese

The low p value of 0.000 displayed in Table 5.6 once again shows the correlation between the school type attended by the parent respondents’ children and their opinion when asked how satisfied they were with their children’s spoken Maltese proficiency.

**Table 5.6: Parent Satisfaction with children’s Spoken Maltese**

|                          | School Type |        |         | Total        |
|--------------------------|-------------|--------|---------|--------------|
|                          | State       | Church | Private |              |
| <b>Very Satisfied</b>    | 340         | 193    | 12      | <b>545</b>   |
|                          | 45.6%       | 39.9%  | 13.8%   | <b>41.4%</b> |
| <b>Satisfied</b>         | 346         | 236    | 34      | <b>616</b>   |
|                          | 46.4%       | 48.8%  | 39.1%   | <b>46.8%</b> |
| <b>Dissatisfied</b>      | 50          | 44     | 29      | <b>123</b>   |
|                          | 6.7%        | 9.1%   | 33.3%   | <b>9.3%</b>  |
| <b>Very Dissatisfied</b> | 9           | 11     | 12      | <b>32</b>    |
|                          | 1.2%        | 2.3%   | 13.8%   | <b>2.4%</b>  |
| <b>Total</b>             | 745         | 484    | 87      | <b>1316</b>  |
|                          | 100%        | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 (6) = 130.98, p = 0.000$$

When one considers the data represented in Table 5.6 and takes into account the actual number of parent respondents according to the school type, one becomes aware of the following patterns revealed. A total of 686 parents in State schools claim to be either ‘very satisfied’ or ‘satisfied’ with their children’s spoken Maltese proficiency. Considering the fact that 745 State school parents participated in the study, this translates into a percentage of 92% State school parents who are the most satisfied with their children’s proficiency levels of spoken Maltese.

Taking into account the total of 484 Church school parents who participated and who claimed to be ‘satisfied’ or ‘very satisfied’, Church school parents are therefore next in line to State schools with a percentage of 88.7% who declare themselves to be satisfied. In turn, Private

school parents were the least satisfied with their children's spoken Maltese proficiency with only 52.9% describing themselves as being either 'satisfied' or 'very satisfied.'

Despite the fact that Maltese is the dominant language preferred by most respondents, it is still interesting to note that only 41.4% of the sample seemed to be completely satisfied with the level of their children's spoken Maltese. There were actually more parents (46.8%) who described themselves as being 'satisfied', while a total of 11.7% (9.3% + 2.4%) said they were either 'dissatisfied' or 'very dissatisfied.'

A closer analysis of Table 5.6 shows that most of the parents who stated that they were 'very satisfied' with their children's spoken Maltese hailed from State schools (45.6%). There is a lower percentage of 39.9% of parents whose children attend Church schools who stated this too. In contrast, one notices how the percentage dwindles in the Private school sector with only 13.8% expressing complete satisfaction with what is the nation's dominant L1. It is therefore not really surprising to note that dissatisfaction is highest in Private schools with 47.1% (33.3% + 13.8%) of parent respondents choosing this type of a response.

A common factor across the three school types is the fact that most respondents (46.4% from State schools, 48.8% from Church schools and 39.1% from Private schools) only go as far as claiming themselves to be rather 'satisfied' with their children's spoken Maltese – a surprising fact, considering that the Maltese language is the L1 for the majority. The researcher had expected a higher rating for spoken Maltese skills, given that Maltese is not only the language of the majority, but is also the dominant language in the school domain too.

### **5.7.1 – Proficiency in the two languages: Parent Satisfaction with Spoken English**

As shown in Table 5.7, percentages dwindle somewhat (when compared with Maltese) when parents were asked about their satisfaction with their children's spoken English. This time round, the parents who stated they were 'very satisfied' with their children's spoken English goes down to 37.8%, whilst a little less than half of the sample (49.1%) stated that they were 'satisfied.' The percentage of those parents who recorded their dissatisfaction with English oracy rose to 13.1% (11.1% + 2%).

**Table 5.7: Parent Satisfaction with their children’s Spoken English proficiency by Type of School**

|                          | School Type |        |         | Total        |
|--------------------------|-------------|--------|---------|--------------|
|                          | State       | Church | Private |              |
| <b>Very Satisfied</b>    | 249         | 193    | 55      | <b>497</b>   |
|                          | 33.5%       | 39.9%  | 63.2%   | <b>37.8%</b> |
| <b>Satisfied</b>         | 363         | 257    | 26      | <b>646</b>   |
|                          | 48.8%       | 53.1%  | 29.9%   | <b>49.1%</b> |
| <b>Dissatisfied</b>      | 110         | 32     | 4       | <b>146</b>   |
|                          | 14.8%       | 6.6%   | 4.6%    | <b>11.1%</b> |
| <b>Very Dissatisfied</b> | 22          | 2      | 2       | <b>26</b>    |
|                          | 3.0%        | 0.4%   | 2.3%    | <b>2.0%</b>  |
| <b>Total</b>             | 744         | 484    | 87      | <b>1315</b>  |
|                          | 100%        | 100%   | 100%    | <b>100 %</b> |

$$\chi^2 (6) = 58.08, p = 0.000$$

The low p value of 0.000 in this Chi Square test shows that the answers obtained when respondents were asked this particular question very much depended on the school type attended by their children. This is made clearer when one takes a close look at Table 5.7 wherein it becomes evident that the highest percentage of those parents claiming to be ‘very satisfied’ with their children’s spoken English are those parents whose children attend Private schools. Contrastingly, percentages featuring this response are lowest (33.5%) in State schools, with a slightly higher percentage of 39.9% of Church school parents, standing in middle of the spectrum.

The constant exposure to English oracy in the Private school domain, coupled by the fact that it is also the language mostly used at home, makes this a win-win situation for Private school children and their parents. Nonetheless, despite all this, there are still 6.9% Private school parents who are not pleased with their children’s spoken English progress. While it seems to be evident that there is certainly no lack of exposure to English in Private schools, the fact remains that those parents who cannot or do not make use of English within the home domain, are going to witness their own children struggle when compared with their peers who hail from a predominantly, English-speaking background.

When compared with Private schools, the percentage of those Church school parents claiming to be dissatisfied is quite similar in both schools (6.9% in Private schools and 7% in Church schools); however dissatisfaction is the highest in State schools, with 17.8% clearly showing that parents are less than happy with their children’s progress, towards what is mostly the end of the Primary Years Cycle.

A comparison of data in Table 5.6 (Parent Satisfaction with Spoken Maltese) and Table 5.7 (Parent Satisfaction with Spoken English) shows that generally, parents in State schools tend to be the most dissatisfied with their children's Spoken English proficiency. In fact, whereas only 7.9% of State school parents expressed dissatisfaction with the children's Spoken Maltese (Table 5.6), there were 17.8% of the same State school parents, who expressed dissatisfaction with their children's spoken English.

Overall, parent dissatisfaction with spoken Maltese and spoken English are comparatively quite similar, with 11.4% expressing dissatisfaction with spoken Maltese and less parents (7%), expressing dissatisfaction with spoken English.

In Private schools then, we see a situation wherein parent dissatisfaction is highest when parents were asked to rate their children's spoken Maltese proficiency, with 47.1% choosing responses such as 'dissatisfied' or 'very dissatisfied' whilst there is hardly any displeasure when parents were asked to rate spoken English, with only 6.9% recording their dissatisfaction.

Incidentally, one would do well to refer to the Technical Report by the Cambridge English Language Assessment body who conducted 'The English Benchmarking Study in Maltese Schools' (2015), which concluded that 'Speaking is the learner's strongest skill with 18% of the candidates achieving Levels C1 and above' (Cambridge English Language Assessment report: The English Benchmarking Study in Maltese Schools 2015: 3).

So far, parents were asked to gauge their opinion about their children's oracy skills in both Maltese and English. The next set of questions asks them to gauge their children's written skills in the two languages.

### **5.7.2 – Proficiency in the two languages: Parent Satisfaction with Written Maltese**

A low p value again indicates the presence of the alternative hypothesis suggesting that there is an association between the results obtained and the type of school attended by the respondents' children.

**Table 5.8: Parent Satisfaction with children's Written Maltese**

|                          | School Type |        |         | Total |
|--------------------------|-------------|--------|---------|-------|
|                          | State       | Church | Private |       |
| <b>Very Satisfied</b>    | 142         | 61     | 8       | 211   |
|                          | 19.1%       | 12.6%  | 9.2%    | 16.1% |
| <b>Satisfied</b>         | 446         | 287    | 32      | 765   |
|                          | 60%         | 59.4%  | 36.8%   | 58.3% |
| <b>Dissatisfied</b>      | 134         | 118    | 32      | 284   |
|                          | 18%         | 24.4%  | 36.8%   | 21.6% |
| <b>Very Dissatisfied</b> | 21          | 17     | 15      | 53    |
|                          | 2.8%        | 3.5%   | 17.2%   | 4%    |
| <b>Total</b>             | 743         | 483    | 87      | 1313  |
|                          | 100%        | 100%   | 100%    | 100%  |

$$\chi^2(6) = 73.81, p = 0.000$$

Considering the fact that Table 5.6 had shown parents' satisfaction with spoken Maltese to be quite high, it is rather surprising to note that the same cannot be said when they were next asked about their children's written Maltese proficiency. Indeed, Table 5.8 shows that out of a total sample of 1313 respondents (as three respondents did not answer this question), only 16.1% claimed to be 'very satisfied', while a further 58.3% described themselves as being 'satisfied.' It would mean that 74.4% of all parents are relatively pleased with their children's progress, whilst 25.6% (21.6% + 4%) of the total sample, have voiced their dissatisfaction.

This contrasts with the high percentage of 88.2% (41.4% + 46.8%) who had claimed to be 'satisfied' or 'very satisfied' with children's spoken Maltese. This also means that State school parents' dissatisfaction with written Maltese, is also higher than for spoken Maltese, with 20.8% (18% + 2.8%) claiming to be discontent (in contrast with the lower 7.9% (6.7% + 1.2%) who had claimed to be discontent with spoken Maltese).

Nineteen point one (19.1%) of the parents whose children attend State schools, are the ones who seem to be the most pleased with their children's written Maltese progress. Twelve point six percent (12.6%) hailing from Church schools also reported this, whilst a lower percentage of 9.2% of parents from Private schools, reported being 'very satisfied.'

A further sixty percent (60%) State school and 59.4% Church school parents described themselves as being 'satisfied', but as expected, percentages dwindle in this category when one considers Private school respondents, where only 36.8% report being 'satisfied' with the level of written Maltese produced by their children.



One would well imagine that this sense of satisfaction or dissatisfaction would stem not only from school-based assessments and examinations, but also from the quality of homework produced by the students.

Parent dissatisfaction with written Maltese is generally lowest in State schools (20.8%) and highest in Private schools (54% - from the 36.8% + 17.2%), with Church schools parents standing between these two extremities, having 27.9% reporting dissatisfaction with the written aspect of Maltese.

Data acquired from parents' assessment of their children's written Maltese skills were then cross-tabulated according to the respondents' respective socio-economic categories as seen in Table 5.9.

**Table 5.9: Parent Satisfaction with Written Maltese by Socio-Economic Category**

|                          | Socio-Economic Category |          |          |         |         |           | Total        |
|--------------------------|-------------------------|----------|----------|---------|---------|-----------|--------------|
|                          | Unknown                 | Group AB | Group C1 | Group D | Group E | Housewife |              |
| <b>Very Satisfied</b>    | 55                      | 28       | 56       | 39      | 11      | 22        | <b>211</b>   |
|                          | 16.9%                   | 11.9%    | 14.5%    | 17.3%   | 27.5%   | 21.4%     | <b>16.1%</b> |
| <b>Satisfied</b>         | 177                     | 136      | 235      | 134     | 23      | 60        | <b>765</b>   |
|                          | 54.5%                   | 57.9%    | 61%      | 59.6%   | 57.5%   | 58.3%     | <b>58.3%</b> |
| <b>Dissatisfied</b>      | 75                      | 56       | 86       | 43      | 4       | 20        | <b>284</b>   |
|                          | 23.1%                   | 23.8%    | 22.3%    | 19.1%   | 10%     | 19.4%     | <b>21.6%</b> |
| <b>Very Dissatisfied</b> | 18                      | 15       | 8        | 9       | 2       | 1         | <b>53</b>    |
|                          | 5.5%                    | 6.4%     | 2.1%     | 4%      | 5%      | 1%        | <b>4%</b>    |
| <b>Total</b>             | 325                     | 235      | 385      | 225     | 40      | 103       | <b>1313</b>  |
|                          | 100%                    | 100%     | 100%     | 100%    | 100%    | 100%      | <b>100%</b>  |

$$\chi^2 (15) = 25.38, p = 0.045$$

A relatively high p value, indicated the presence of the null hypothesis, therefore there is no particular significance between the two categorical variables so that satisfaction or otherwise is not dependent on the parents' socio-economic category in particular, but that results are similar across the board.

The first column in Table 5.9 shows the category 'Unknown.' When respondents were asked to identify their occupation, or the occupation of the family's bread winner, there was a total of 325 respondents who refrained from mentioning any occupation – this was therefore categorised as being 'unknown.' Now the researcher can only surmise and offer the following

as possible reasons why individuals would not want to disclose such information. Having being an interviewer herself for a number of years, when respondents do not disclose information, it is done because they feel that any information given might place them in what they perceive as potential jeopardy. Possible reasons could be that a) they either did not feel safe disclosing what they regarded as personal information, b) they were not legally employed (possibly not wanting to disclose the fact that they earned an income), c) they were simply not employed or earning a wage. When respondents were gainfully or legally employed, their occupation or else the occupation of the family's breadwinner was stated outright.

Out of the 211 respondents who expressed themselves as being 'very satisfied' with levels of written Maltese, 55 of these never identified their occupation. Another 177 respondents who also withheld this information also described themselves as being 'satisfied' with their children's written Maltese. What is certainly of note is the fact that only 11.9% of those who were grouped under the higher socio-economic categories (Group AB), described themselves as being 'very satisfied', whilst again only 14.5% in the C1 category, indicated this kind of rating when assessing their children's proficiency. Additionally, the majority of respondents in the socio-economic categories 'Group D', 'Group E' and those who described themselves as being 'Housewives', all went on to rate their children's written Maltese proficiency as being one they were 'satisfied' with. The fact remains that as with all self-administered questionnaires, one tends to over-rate proficiency, or else help create an impression which might not be entirely accurate and which must be compared with other data presented by the study.

### **5.7.3 – Proficiency in the two languages: Parent Satisfaction with their children's Written English**

Out of the total sample of 1316 respondents, only 26.8% respondents reported feeling 'very satisfied' with their children's written English proficiency. Most respondents (58.4%) reported being just 'satisfied', whilst a total of 14.8% proved to be dissatisfied with the command of written English.

In line with the results obtained in the first phase of this study, Table 5.10 shows that satisfaction with written English is the highest in Private schools, with a total of 93.1% (46% + 47.1%) describing themselves as being either 'very satisfied' or simply 'satisfied.'

Table 5.10 Parent Satisfaction with their children's Written English by Type of School

|                          | School Type |        |         | Total |
|--------------------------|-------------|--------|---------|-------|
|                          | State       | Church | Private |       |
| <b>Very Satisfied</b>    | 180         | 133    | 40      | 353   |
|                          | 24.2%       | 27.5%  | 46%     | 26.8% |
| <b>Satisfied</b>         | 426         | 301    | 41      | 768   |
|                          | 57.2%       | 62.2%  | 47.1%   | 58.4% |
| <b>Dissatisfied</b>      | 120         | 47     | 6       | 173   |
|                          | 16.1%       | 9.7%   | 6.9%    | 13.1% |
| <b>Very Dissatisfied</b> | 19          | 3      | 0       | 22    |
|                          | 2.6%        | 0.6%   | 0%      | 1.7%  |
| <b>Total</b>             | 745         | 484    | 87      | 1316  |
|                          | 100%        | 100%   | 100%    | 100%  |

$$\chi^2 (6) = 37.21, p = 0.000$$

Mirroring results in the first phase again, Church school parents rank second in terms of satisfaction with their children's written English skills with 89.7% (27.5% + 62.2%) reporting this. Out of the three school types, parent satisfaction with written English is relatively the 'lowest' in State schools with 81.4% claiming to be 'satisfied.'

One still needs to apply caution when making statements about the bilingual proficiency of students, since results can vary significantly from one student cohort to the next, a fact that was also highlighted in the qualitative interviews with the students' primary school teachers (Phase III).

Another very important factor that should not be overlooked is the parent respondents' level of education which must be taken into account if one is to obtain a fair assessment of the overall situation. For this reason, Table 5.11 provides the results of a cross-tabulation between the respondents' level of education and their level of satisfaction with their children's written English proficiency. Yet again, the Chi Square test refutes the null hypothesis, showing there is a direct relation between the level of satisfaction cited by parents and their level of education.

**Table 5.11: Parent Satisfaction with children's Written English by their Level of Education**

|                       |                 | Satisfaction with Written English |           |              |            | Total        |
|-----------------------|-----------------|-----------------------------------|-----------|--------------|------------|--------------|
|                       |                 | Very                              | Satisfied | Dissatisfied | Not at all |              |
| <b>Primary</b>        | Count           | 24                                | 46        | 7            | 3          | <b>80</b>    |
|                       | % within school | 6.8%                              | 6%        | 4%           | 13.6%      | <b>6.1%</b>  |
|                       | % across school | 30%                               | 57.5%     | 8.8%         | 3.8%       | <b>100%</b>  |
| <b>Secondary</b>      | Count           | 135                               | 361       | 105          | 15         | <b>616</b>   |
|                       | % within school | 38.2%                             | 47%       | 60.7%        | 68.2%      | <b>46.8%</b> |
|                       | % across school | 21.9%                             | 50.6%     | 17%          | 2.4%       | <b>100%</b>  |
| <b>Post-Secondary</b> | Count           | 84                                | 187       | 36           | 3          | <b>310</b>   |
|                       | % within school | 23.8%                             | 24.3%     | 20.8%        | 13.6%      | <b>23.6%</b> |
|                       | % across school | 27.1%                             | 60.3%     | 11.6%        | 1%         | <b>100%</b>  |
| <b>MCAST</b>          | Count           | 16                                | 26        | 9            | 0          | <b>51</b>    |
|                       | % within school | 4.5%                              | 3.4%      | 5.2%         | 0%         | <b>3.9%</b>  |
|                       | % across school | 31.4%                             | 51%       | 17.6%        | 0%         | <b>100%</b>  |
| <b>Tertiary</b>       | Count           | 94                                | 148       | 16           | 1          | <b>259</b>   |
|                       | % within school | 26.6%                             | 19.3%     | 9.2%         | 4.5%       | <b>19.7%</b> |
|                       | % across school | 36.3%                             | 57.1%     | 6.2%         | 0.4%       | <b>100%</b>  |
| <b>Total</b>          | Count           | 353                               | 768       | 173          | 22         | <b>1316</b>  |
|                       | % within school | 26.8%                             | 58.4%     | 13.1%        | 1.7%       | <b>100%</b>  |
|                       | Total           | 100%                              | 100%      | 100%         | 100%       | <b>100%</b>  |

$$x^2 (12) = 43.41, p = 0.000$$

If one considers the row percentages included in this table, one notes that the parents who are most satisfied with their children's written English are the ones whose level of education reached tertiary level. One possible reason for this factor could be that parents with such a level of education might have exposed their children to English more or were able to afford private schooling which as has been shown, is an environment in which exposure to the English language predominates. However, interestingly, when considering row percentages once again, it seems that satisfaction is also high amongst those parents who had only received a primary level of education. A total of 87.5% of parents having a primary level of education, stated they were either 'very satisfied' (30%) or 'satisfied' (57.5%) with their children's level of written English. One might also explain this by suggesting that these parents might perceive their children's written English performance as being better than their own, however this is of course, pure speculation.

A comparative analysis of the data for both spoken and written Maltese and English as presented in Table 5.12 allows for a comparative analysis for parent satisfaction with both the oral and written aspects for both languages.

**Table 5.12: Comparative analysis of Parents' Satisfaction with their children's Maltese and English**

|                          | <b>Spoken Maltese</b> | <b>Written Maltese</b> | <b>Spoken English</b> | <b>Written English</b> |
|--------------------------|-----------------------|------------------------|-----------------------|------------------------|
| <b>Very Satisfied</b>    | 41.4%                 | 16.1%                  | 37.8%                 | 26.8%                  |
| <b>Satisfied</b>         | 46.8%                 | 58.3%                  | 49.1%                 | 58.4%                  |
| <b>Dissatisfied</b>      | 9.3%                  | 21.6%                  | 11.1%                 | 13.1%                  |
| <b>Very Dissatisfied</b> | 2.4%                  | 4%                     | 2%                    | 1.7%                   |

Satisfaction with written proficiency in both languages is perceivably weaker when compared with spoken proficiency in both languages according to data provided by parents in this study, therefore validating the hypothesis in this respect. As is evident in Table 5.12, whereas 41.4% are very satisfied with spoken Maltese, only 16.1% are 'very satisfied' with written Maltese. The same applies for English where more respondents (37.8%) are 'very satisfied' whilst only 26.8% are 'very satisfied' with written English. Therefore parents' satisfaction with written skills is far lower than that for spoken skills.

Overall, more than half the parents (58.3% - 58.4%) described themselves as being 'satisfied' with their children's performance in the two languages. This is a positive finding, given that both languages are vital for progress up the academic ladder. The fact that most parents seem to be relatively 'satisfied' with the level of spoken and written English is hardly surprising. These results are similar to the results obtained by Sciriha (2012: 74), who had asked respondents whether standards of English in Malta were good, with 73.2% replying in the affirmative. In her monograph, 'Profiling English Language use in Malta', Sciriha also showed how a self-assessment of Spoken and Written English resulted in at least 65% of the respondents classifying their proficiency of being of C1 and C2 level of proficiency, only to find inconsistencies when respondents were actually gauged on actual levels of proficiency, following a thorough exercise based on Error Analysis as a means of analysing the language used by respondents.

Also noteworthy is the fact that despite the dominance of Maltese as a spoken medium in all domains across the Maltese islands, there is a higher percentage of parents expressing dissatisfaction with children's written Maltese than with written English (25.6% of the parents had selected the responses 'dissatisfied' or 'very dissatisfied' when asked about their satisfaction with written Maltese, whereas 14.8% selected the responses 'dissatisfied' or 'very dissatisfied' when asked about their satisfaction with written English).

#### 5.7.4 - Comparison of the present findings with other reports

This present study has focussed on both Maltese and English and as such, there is no other study one could compare results with. However, one would do well to examine the present responses given by parents and match these with actual performance of the students who sat for a) national Benchmark examinations at the end of Grade 6 (Year of Assessment 2015/2016) and the English Benchmarking Study undertaken in 2015.

The Technical Report by the Cambridge English Language Assessment body which conducted 'The English Benchmarking Study in Maltese Schools (2015) stated that, '...learners, parents and teachers all unanimously believe writing to be the learners' weakest skill' (Cambridge English Language Assessment report: The English Benchmarking Study in Maltese Schools 2016: 3). This finding tallies with the present study, wherein English writing skills were indeed reported by parents to be the weaker skill.

An excerpt from the national Benchmark 2015 report states that,

'In the Writing component, the candidates' performance was better in Maltese than in English. In fact, in the writing component for Maltese, the median mark was 19 out of a maximum of 30 (Mean=18.3, S.D.=5.4), whilst in English the median mark was 16 out of a maximum of 30 (Mean=15.3, S.D.=4.9).'

Similarly, in a press release issued by the Directorate for Quality and Standards in Education, preliminary national Benchmark 2016 reports also showed that the national median for written Maltese was 19 out of maximum of 30 marks, whilst in English the median mark was 17 out of maximum of 30<sup>10</sup>.

In both these years therefore, respective student cohorts overall, seem to be performing better in written Maltese, when compared to written English. These actual results are somewhat of a mismatch with this present study. Indeed, there are more parents who are dissatisfied with their children's written Maltese skills (25.6%) rather than their children's written English skills (14.8%). A possible reason for this result might be the fact that parents perceive their children to be sufficiently exposed to the English language and English language writing, as

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<sup>10</sup> The data cited was obtained from a press release issued by the Ministry for Education and Employment, <https://www.gov.mt/en/Government/Press%20Releases/Pages/2016/July/07/pr161524en.aspx> and accessed on the 4<sup>th</sup> September 2016.

is shown at a later stage in this study, when in actual fact, there is much variation in terms of degrees and quality of Maltese and English language exposure, for the three different types of schools, not to mention the lack of homogeneity at various levels, across classrooms.

In order to gain insight into the relative exposure to Maltese and English that children were privy to, parents were asked to identify which of the two languages were their children more exposed to in the home domain as well as which language they perceived their children to be exposed to in the school domain.

### 5.8 – Extent of use of the two languages: the language that parents use the most with their children

Respondents were asked which language they used mostly with their children and Table 5.13 presents the results thus acquired.

**Table 5.13: The language parents use most with their children by Type of School**

|                                      | Type of School |        |         | Total        |
|--------------------------------------|----------------|--------|---------|--------------|
|                                      | State          | Church | Private |              |
| <b>Maltese</b>                       | 579            | 343    | 18      | <b>940</b>   |
|                                      | 77.7%          | 70.9%  | 20.7%   | <b>71.4%</b> |
| <b>English</b>                       | 84             | 72     | 49      | <b>205</b>   |
|                                      | 11.3%          | 14.9%  | 56.3%   | <b>15.6%</b> |
| <b>Maltese &amp; English equally</b> | 79             | 69     | 18      | <b>166</b>   |
|                                      | 10.6%          | 14.3%  | 20.7%   | <b>12.6%</b> |
| <b>Other language</b>                | 3              | 0      | 2       | <b>5</b>     |
|                                      | 0.4%           | 0%     | 2.3%    | <b>0.4%</b>  |
| <b>Total</b>                         | 745            | 484    | 87      | <b>1316</b>  |
|                                      | 100%           | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 (6) = 155.43, p = 0.000$$

Table 5.13 confirms that 71.4% of the parent respondents report using Maltese with their children. Only 15.6% report using English exclusively, whilst an even smaller percentage of 12.6% report using both languages to an equal extent in the home domain. Once again the low p value presented in this Chi-Square test, shows the relationship between the responses provided by the parents and the type of school attended.

One may note the similar percentages presented by Table 5.13, where both State and Church school students are concerned. This would mean that the environment that State and Church school students grow up in is quite homogenous linguistically, given that 77.7% of State school parents and 70.9% Church school parents report using Maltese exclusively with their

children. This was a finding that also featured in the first phase of this study with students. On the other hand, one notes the lack of use of the Maltese language where Private school parents are concerned, with only a mere 20.7% using Maltese with their children.

Use of the English language therefore predominates in the homes of 56.3% of the respondents whose children attend Private schools, whilst only 14.9% Church school attendees and an even smaller percentage of 11.3% State school children receive exposure to the English language in the home domain.

It is interesting to note, that this second phase of the study revealed that it is Private school children (20.7%) followed by Church school children (14.3%) and finally by State school children (10.6%) who receive a more balanced exposure to the two languages in the home domain. The next table, Table 5.14 presents data on the language that parent respondents believe is mostly being used with their children in the school domain.

### 5.8.1 - The language that parents perceive is mostly used with their children at school

The data presented in Table 5.14 is quite interesting. Less than half the respondents (47.1%) believe Maltese to be the language mostly used with their children in the school domain. The relatively high percentage of 32.5% of the parent respondents believe English to be the main language used in their children's school, whilst 20.5% believe that their children are exposed to a school environment which is mostly bilingual.

**Table 5.14: The language that parents perceive is mostly used with their children at school by Type of School**

|                                      | Type of School |        |         | Total        |
|--------------------------------------|----------------|--------|---------|--------------|
|                                      | State          | Church | Private |              |
| <b>Maltese</b>                       | 464            | 154    | 1       | <b>619</b>   |
|                                      | 62.3%          | 31.9%  | 1.1%    | <b>47.1%</b> |
| <b>English</b>                       | 115            | 227    | 85      | <b>427</b>   |
|                                      | 15.4%          | 47%    | 97.7%   | <b>32.5%</b> |
| <b>Maltese &amp; English equally</b> | 166            | 102    | 1       | <b>269</b>   |
|                                      | 22.3%          | 21.1%  | 1.1%    | <b>20.5%</b> |
| <b>Total</b>                         | 745            | 483    | 87      | <b>1315</b>  |
|                                      | 100%           | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 (4) = 328.40, p = 0.000$$

Hardly any Private school parent (1.1%) reports the use of Maltese in their children's school, whilst contrastingly, a much higher percentage of 62.3% of State school parents, do indicate



that they are aware of the fact that Maltese is the dominant language in the school environment.

Parents are fully cognizant of the fact that English dominates the Private school environment (97.7% who stated that English is the main language used), whilst almost half of the Church school parents (47%) also report exclusive use of English at school. The dearth of English language use in the school domain is quite evidently pointed out by the fact that it is only 15.4% of State school parents who mentioned its use at school.

Yet again, there are similar percentages of approximately 20% of those State and Church school parents who think that both Maltese and English are used to an equal extent in the school domain.

### 5.8.2 - Whether parents think that their child is exposed to enough Maltese at school

Table 5.15 shows that a total of 68.4% of all respondents think that their children are sufficiently exposed to Maltese in the school domain, whereas it is only 23% who do not share this opinion. As might have been presumed, the majority of State school parent respondents (72.5%) replied in the affirmative and this percentage is closely followed by respondents whose children attended Church schools, 68.5% of whom also believe this to be the case.

**Table 5.15: Whether parents think that their child is exposed to enough Maltese at school by Type of School**

|                   | Type of School |        |         | Total        |
|-------------------|----------------|--------|---------|--------------|
|                   | State          | Church | Private |              |
| <b>Yes</b>        | 540            | 331    | 28      | <b>899</b>   |
|                   | 72.5%          | 68.5%  | 32.2%   | <b>68.4%</b> |
| <b>No</b>         | 133            | 119    | 51      | <b>303</b>   |
|                   | 17.9%          | 24.6%  | 58.6%   | <b>23%</b>   |
| <b>Don't know</b> | 72             | 33     | 8       | <b>113</b>   |
|                   | 9.7%           | 6.8%   | 9.2%    | <b>8.6%</b>  |
| <b>Total</b>      | 745            | 483    | 87      | <b>1315</b>  |
|                   | 100%           | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 (4) = 78.32, p = 0.000$$

A further 24.6% of Church school parents stated they were aware of the fact that their child is not exposed to enough Maltese in the school domain, whilst this same concern is only shared by 17.9% State school respondents.

It is only respondents in Private schools who do not share this view held by the other parents, with only the relatively smaller percentage of 32.2% who think that their child receives enough Maltese exposure at school. This result is rather surprising when one considers the fact that the majority of Private school parents report more use of English with their children at home, whilst also being aware of the fact that English dominates the school environment. Nonetheless, 32.2% still opine that their child is receiving the necessary exposure to Maltese. A possible reason for this attitude might be the fact that at this stage in the primary school years, some parents in the Private school sector do not give much importance to Maltese, believing it to be a subject matter that can be tackled later on in secondary school. The majority of Private school parents did in fact show some concern at this fact, when 58.6% stated that they were aware of the fact that their children were not receiving enough exposure to Maltese.

### 5.8.3 - Whether parents think that their child is exposed to enough English at school

In comparison with data presented previously (Table 5.15), Table 5.16 shows that there are slightly less respondents (60.9%) who report thinking that their children are exposed to enough English in the school domain. Almost half as many respondents (30.7%) on the contrary, regard their children as not being exposed to enough English in the school domain. Eight point four percent (8.4%) of the respondents did not seem to know which response to choose, preferring instead to opt for the response ‘Don’t Know.’

**Table 5.16: Whether parents think that their child is exposed to enough English at school by Type of School**

|                   | Type of School |        |         | Total        |
|-------------------|----------------|--------|---------|--------------|
|                   | State          | Church | Private |              |
| <b>Yes</b>        | 376            | 343    | 81      | <b>800</b>   |
|                   | 50.6%          | 70.9%  | 93.1%   | <b>60.9%</b> |
| <b>No</b>         | 284            | 115    | 4       | <b>403</b>   |
|                   | 38.2%          | 23.8%  | 4.6%    | <b>30.7%</b> |
| <b>Don't know</b> | 83             | 26     | 2       | <b>111</b>   |
|                   | 11.2%          | 5.4%   | 2.3%    | <b>8.4%</b>  |
| <b>Total</b>      | 743            | 484    | 87      | <b>1314</b>  |
|                   | 100%           | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 (4) = 92.12, p= 0.000$$

Private school parents (93.1%) rank first amongst those parents who felt confident about the fact that their children were receiving enough exposure to English. This is followed by 70.9%

Church school respondents, who also seemed to labour under the impression that the type of school attended by their children automatically exposed them to enough English. Half of the State schools parents (50.6%) also believed this to be so, however the fact that 38.2% State school respondents selected a 'No' response, indicated that they knew that a lack of English language exposure was probably the reason behind their children's less than fluent English, all the more when it is also State school parents who record the highest percentage of those who selected the 'Don't know' option (11.2% as opposed to 5.4% in Church and 2.3% as Private school parents who selected this response.)

Parents do not seem to be considering the fact that if they themselves use one language within the home environment with their children and that language also happens to be the one which is reinforced in the school domain, their children are naturally going to end up receiving more exposure to one language at the expense of the other. Another point that is worthy of note is that it is almost exactly half the State school parent population who believe their children to be exposed to enough English. The other half was composed of the 38.2% who selected the 'No' answer whilst 11.2% claimed to not know much about their children's exposure to what is essentially the Maltese islands' second language.

### **5.9 - Whether parents think that their children are going to be fluent in Maltese and English by the end of the Primary Years' Cycle**

The low p value presented in Table 5.17, yet again proves the presence of the alternative hypothesis, signifying the relevance of the two categorical variables being analysed. This question was one of the last three questions presented in the questionnaire. Parents were asked to state whether they thought that the goal of NMC (1999) and the NCF (2012), which identified bilingualism at the end of the Primary Years Cycle as the optimum ideal, could actually be reached by their children.

It is very interesting to note that despite the ratings given initially by parents at the start of the questionnaire, one comes to the conclusion that regardless of the perceptions held by parents as to the degree of exposure to the two languages, at the end of the day, only half of the total sample of 1313 respondents who answered this question (since there were three respondents who did not indicate any answer) believe that their children are going to be as fluent as the Maltese educational system aims for them to be.

**Table 5.17: Whether parents believe their children will be fluent in Maltese and English by the end of the Primary Years' Cycle by Type of School**

|                               | Type of School |        |         | Total        |
|-------------------------------|----------------|--------|---------|--------------|
|                               | State          | Church | Private |              |
| <b>Yes</b>                    | 358            | 273    | 25      | <b>656</b>   |
|                               | 48.1%          | 56.6%  | 28.7%   | <b>50%</b>   |
| <b>No</b>                     | 60             | 20     | 5       | <b>85</b>    |
|                               | 8.1%           | 4.1%   | 5.7%    | <b>6.5%</b>  |
| <b>More fluent in Maltese</b> | 198            | 70     | 0       | <b>268</b>   |
|                               | 26.6%          | 14.5%  | 0%      | <b>20.4%</b> |
| <b>More fluent in English</b> | 82             | 106    | 55      | <b>243</b>   |
|                               | 11%            | 22%    | 63.2%   | <b>18.5%</b> |
| <b>Don't Know</b>             | 46             | 13     | 2       | <b>61</b>    |
|                               | 6.2%           | 2.7%   | 2.3%    | <b>4.6%</b>  |
| <b>Total</b>                  | 744            | 482    | 87      | <b>1313</b>  |
|                               | 100%           | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 (8) = 188.04, p = 0.000$$

The differences in terms of the language exposure being received by the respondents' children, are more apparent in the variety of responses acquired from Table 5.17. Twenty point four percent (20.4%) of the respondents (a total of 268 respondents) said their children were going to be more fluent in Maltese, whilst almost just as many, 18.5% (a total of 243 respondents) have been described by their parents as being more likely to be fluent in English. Four point six percent (4.6%) do not know which language their children are going to be more fluent in.

This Phase II study, corroborates Phase I findings, in that it is only Church school parents who believe that their children do stand a chance of reaching the ideal stage where they are fluent in both languages by the end of the Primary Years Cycle. This was the opinion as expressed by more than half the respondents (56.6%) whose children attended Church schools.

Less than half of the State school parents (48.1%) believe that their children will end up being fluent in both languages. As many as 26.6% of the respondents stated that their children are going to be more fluent in Maltese and this would be no surprise given the dominance of Maltese language exposure both within the home as well as the school domain. A further 11% said their children are going to be more fluent in English, whilst 6.2% of the State school respondents did not indicate an answer other than a 'Don't know.'

**5.10 – Towards an improvement in Maltese proficiency – parents’ perspectives**

A significant correlation between two categorical variables is the reason behind the low p value. Respondents were asked what could be done to improve the level of Maltese teaching from their point of view and were able to select more than one answer from a list of pre-coded responses. Being a multiple-response type of question, the total number of answers selected by respondents add up to 1965 individual responses.

Table 5.18 shows that the response most-commonly selected by parents 26.1% of the time was the move to have ‘specialised teachers’ teaching in schools, so that the level of spoken and written Maltese used by teachers when delivering classroom content, would be a reflection of their own area of specialisation thus enhancing the quality of teaching.

**Table 5.18: Parents’ suggestions towards improving Maltese language proficiency in schools by Type of School**

|   |                       | Type of School |        |         | Total |
|---|-----------------------|----------------|--------|---------|-------|
|   |                       | State          | Church | Private |       |
| <b>Specialised teachers in Maltese</b>        | Count                 | 302            | 165    | 23      | 490   |
|   | % within school type  | 29.3%          | 23.8%  | 15.1%   | 26.1% |
|   | % across school types | 61.6%          | 33.7%  | 4.7%    | 100%  |
| <b>Earlier exposure to Maltese</b>            | Count                 | 130            | 108    | 33      | 271   |
|   | % within school type  | 12.6%          | 15.6%  | 21.7%   | 14.5% |
|   | % across school types | 48%            | 39.9%  | 12.2%   | 100%  |
| <b>More time for Spoken Maltese in class</b>  | Count                 | 225            | 168    | 52      | 445   |
|   | % within school type  | 21.9%          | 24.2%  | 34.2%   | 23.7% |
|   | % across school types | 50.6%          | 37.8%  | 11.7%   | 100%  |
| <b>More use of Maltese in the curriculum</b>  | Count                 | 158            | 128    | 27      | 313   |
|   | % within school type  | 15.4%          | 18.4%  | 17.8%   | 16.7% |
|   | % across school types | 50.5%          | 40.9%  | 8.6%    | 100%  |
| <b>Use only Maltese in the early years</b>    | Count                 | 50             | 19     | 2       | 71    |
|   | % within school type  | 4.9%           | 2.7%   | 1.3%    | 3.8%  |
|   | % across school types | 70.4%          | 26.8%  | 2.8%    | 100%  |
| <b>Use Maltese exclusively during lessons</b> | Count                 | 2              | 0      | 0       | 2     |
|   | % within school type  | 0.2%           | 0%     | 0%      | 0.1%  |
|   | % across school types | 100%           | 0%     | 0%      | 100%  |
| <b>Other</b>                                  | Count                 | 57             | 56     | 6       | 119   |
|   | % within school type  | 5.5%           | 8.1%   | 3.9%    | 6.3%  |
|   | % across school types | 47.9%          | 47.1%  | 5%      | 100%  |
| <b>Don’t know</b>                             | Count                 | 105            | 50     | 9       | 164   |
|   | % within school type  | 10.2%          | 7.2%   | 5.5%    | 8.7%  |
|   | % across school types | 64%            | 30.5%  | 5.9%    | 100%  |
| <b>Total</b>                                  | Count                 | 1029           | 694    | 152     | 1875  |
|   | % within school type  | 54.9%          | 37%    | 8.1%    | 100%  |
|   | Total                 | 100%           | 100%   | 100%    | 100%  |

$\chi^2 (14) = 52.85, p=0.000$

A closer look at Table 5.18, specifically at the row percentages across school types, indicates that there are more State (61.6%) and Church school parents (33.7%) who tend to believe there is indeed need for teachers to be specialists in the language they are teaching so as to provide learners with a more authentic language learning experience. On the contrary, only 4.7% Private school parents chose this response. It must be pointed out that this support for having specialised teachers in English is not new. In fact, in her monograph, 'Profiling English language use in Malta', Sciriha (2012: 64) had also found that parents were all for having specialist teachers to teach English because the general mind-set was that quality of the content being passed on, and more importantly the way lessons would be imparted through the use of accurate pronunciation and use of the language would prove to be beneficial to the students.

The second most common response indicated by parents in this present study was a response that was selected 23.7% of the time. Parents indicated the need for more time to be devoted to spoken Maltese within the classroom. Unfortunately, both teachers and parents complain about vast curricula, sometimes loaded with information that is not always that relevant to the students' needs in addition to the fact that there is little time that may be spared to having spoken interaction within the classroom. On the other hand, although the researcher believes that more participation in class would certainly allow students to practice their target language and enrich themselves by being exposed to the language when they listen to their peers, there is very little time that may be devoted to the spoken medium, keeping in mind the fact that class numbers are not small. A classroom having eight to twelve students is easier to manage than having a classroom of twenty-four or more students, hence the opportunities to have extended language practice, are somewhat limited because of class-size.

The third most-cited suggestion by parents was to have more use of Maltese in the curriculum (16.7%). The National Minimum Curriculum (1999) had directed schools to make use of English for subjects such as English, Maths and Science, whilst other subjects such as Maltese, Religious Studies and Social Studies were to be taught through the medium of Maltese. However as has been shown in Chapter IV during the Phase I – Survey with Primary School students, this 'ideal' is not what is actually taking place in all schools. Indeed, student fluency in one language or another is very much the direct result of a number of factors, including the type of school attended and the language they are most exposed to in the home domain amongst other factors. Therefore, the fact parents cited this suggestion amongst

others, shows the understanding that exposure to quality Maltese is somewhat limited in some schools.

#### **5.10.1- Qualitative feedback by parent respondents – towards improving Maltese language proficiency**

Parents were also able to provide any other answer they felt would enable them to express themselves better – and the questionnaire was set in such a way, as to allow for such open-ended answers. This section of the questionnaire allowed for the inclusion of the qualitative approach, in that respondents were given the opportunity to explain at greater length the suggestions they had in mind for an improvement to the bilingual education system.

##### **a) - Keeping the two languages separate**

The notion of keeping the two languages separate was echoed by a parent who stated that in general we should, ‘Encourage reading and writing in Maltese [and] make a distinction between the two languages as two different languages.’ Yet another parent wrote, ‘We should either speak English or Maltese and not mix the two together.’

When one considers the fact the One Parent, One Language approach has helped in raising bilingual children successfully, it comes as no surprise that some parents realised that using both languages within the same sentence, was ultimately deteriorating the quality of both languages. Although code-switching is an accepted natural linguistic phenomenon, having part of a sentence spoken in English and part spoken in Maltese is not helping proficiency in either language.

##### **b) - More Maltese language presence through the use of e-books and technology**

The need to have more interesting books in Maltese in all school libraries, as well as the need to have Maltese language programmes that would be of interest to young children was also frequently cited by parents. In the words of one of the parent respondents, we should aim to ‘Make use of e-books and specialised teaching with software in Maltese so that children would become more interested.’ It is a known fact that television, the computer, together with the entire plethora of technological gadgets of all sorts, are taking up a great deal of time in the lives of school children. The medium that games are presented in is invariably English. Hence, children hailing from an environment which is predominantly English, with English being spoken in the home domain with their parents and siblings, used at school for most of the day

and again being exposed to English during their free time through television or the internet is not allowing for quality Maltese exposure if any at all, leading to a comment such as the following, '[Schools should allow] for Maltese to be taught as a foreign language for the English speaking children.'

**c) - Parents adopting a proactive approach**

Some parents rightly believe that the responsibility for good quality Maltese exposure for their children should not rest solely with the school. In fact, as stated by one parent, 'When we talk to our kids at home, we should start and finish a sentence in Maltese.' Yet another parent recognises the fact that the school can only do so much and hence she was 'working hard with [the] child to expose him to Maltese at home.' Undoubtedly, these comments stem from parents who have raised their children speaking English as a first language. As Sciriha and Vassallo (2006: 59) have shown, English is the first language for 5.2% of Maltese citizens. The parent respondents whose comments were recorded above also send their children to a Private school where the English language predominates. They are fully aware of the school's English language policy, knowing that it is up to them to provide exposure to Maltese.

**d) - Parents who want to contribute and support their children, but lack the know-how to do this**

Other parents seem to think that Maltese language instruction should not only involve more exposure to the spoken language but also go as far as having an additional Maltese lesson per week, whilst allowing room for more creative writing activities. However, one must also not exclude the difficulties faced by some parents who themselves are at a loss, particularly when they themselves cannot cope with Maltese or with the subject matter being tackled at school. To quote one parent, 'It is useless sending the homework home when the parents do not know how to do it.' This comment therefore reflects a real issue – which is the fact that there are cases, the extent of which is unknown, where students necessitate help from home in order to be able to complete assigned homework especially when children are in primary school. It is no surprise therefore that despite the fact that Maltese is the predominant L1 in Maltese society, some parents still deem it necessary to have, 'Some extra classes for Maltese for those children who need it after school and during school', whilst others acknowledge the fact that the amount of time wherein Maltese is used within the home domain is not sufficient, so much so they believe that the onus rests with the school to teach their children to speak and write



fluently in Maltese: ‘In the case of my children’s school (a Church school in the Southern Harbour) children should learn how to speak and write in Maltese from the first day.’

Unless help from home is forthcoming, homework is likely to remain undone. Being a parent as well as a researcher, the present writer has come face-to-face with many an occasion when parents who do actually sit with their children whilst doing their work refer to each other to help sort out homework-related queries. This essentially means that the child is unable to do the assigned work, either because instructions were not clear in the first place, or because whilst instructions might have been clear, the child would have benefitted from a second or a third explanation on how the work should be done. In a class of 26 or more students, repetition of material which has already been ‘covered’ in class is most of the time, not an option for a teacher in the last years of the primary years’ cycle, given the vast syllabus that has to be covered. This is certainly an issue that needs addressing and which requires further study.

### **5.11 – Towards an improvement in English proficiency - parents’ perspectives**

Next, parents were asked what they think can be done to improve the level of English teaching in school. As was done for Maltese, parents were able to choose from the list of answers provided. Being a multiple-choice question, parents were able to choose more than one answer. As shown in Table 5.19, this time round, we note a slight difference from the previous table, where the most commonly-selected response selected by parents to help improve the level of English being learnt by their children was to allow for ‘more time for spoken English in class.’ This was a response selected no less than 552 times (27.5%). The second most common suggestion was that of having ‘specialist teachers in English’, a response selected 525 times (26.2%), whilst the third more popular suggestion was to have ‘earlier exposure to English’ a response indicated 436 times or 21.8% of the time

**Table 5.19: Parents' suggestions towards improving the level of English in schools by Type of School**

|   |                       | Type of School |        |         |              |
|---|-----------------------|----------------|--------|---------|--------------|
|   |                       | State          | Church | Private | Total        |
| <b>Specialist teachers in English</b>         | Count                 | 326            | 175    | 24      | <b>525</b>   |
|   | % within school type  | 26.2%          | 26.2%  | 26.7%   | <b>26.2%</b> |
|   | % across school types | 62.1%          | 33.3%  | 4.6%    | <b>100%</b>  |
| <b>Earlier exposure to English</b>            | Count                 | 280            | 136    | 20      | <b>436</b>   |
|   | % within school type  | 22.5%          | 20.4%  | 22.2%   | <b>21.8%</b> |
|   | % across school types | 64.2%          | 31.2%  | 4.6%    | <b>100%</b>  |
| <b>More time for Spoken English in class</b>  | Count                 | 337            | 195    | 20      | <b>552</b>   |
|   | % within school type  | 27%            | 29.2%  | 22.2%   | <b>27.5%</b> |
|   | % across school types | 61.1%          | 35.3%  | 3.6%    | <b>100%</b>  |
| <b>More use of English in the curriculum</b>  | Count                 | 164            | 71     | 12      | <b>247</b>   |
|   | % within school type  | 13.2%          | 10.6%  | 13.3%   | <b>12.3%</b> |
|   | % across school types | 66.4%          | 28.7%  | 4.9%    | <b>100%</b>  |
| <b>Use only English in the early years</b>    | Count                 | 35             | 12     | 3       | <b>50</b>    |
|   | % within school type  | 2.8%           | 1.8%   | 3.3%    | <b>2.5%</b>  |
|   | % across school types | 70%            | 24%    | 6%      | <b>100%</b>  |
| <b>Use English Exclusively during lessons</b> | Count                 | 2              | 0      | 0       | <b>2</b>     |
|   | % within school type  | 0.2%           | 0%     | 0%      | <b>0.1%</b>  |
|   | % across school types | 100%           | 0%     | 0%      | <b>100%</b>  |
| <b>Other</b>                                  | Count                 | 30             | 32     | 2       | <b>64</b>    |
|   | % within school type  | 2.4%           | 4.8%   | 2.2%    | <b>3.2%</b>  |
|   | % across school types | 46.9%          | 50%    | 3.1%    | <b>100%</b>  |
| <b>Don't know</b>                             | Count                 | 71             | 47     | 9       | <b>127</b>   |
|   | % within school type  | 5.7%           | 7%     | 10%     | <b>6.3%</b>  |
|   | % across school types | 55.9%          | 37%    | 7.1%    | <b>100%</b>  |
| <b>Total</b>                                  | Count                 | 1246           | 668    | 90      | <b>2004</b>  |
|   | % within school type  | 62.2%          | 33.3%  | 4.5%    | <b>100%</b>  |
|   | Total                 | 100%           | 100%   | 100%    | <b>100%</b>  |

$$\chi^2 (16) = 20.05, p=0.218$$

#### a) - More time for spoken English practice in class

As has already been mentioned, it is no secret that syllabi in Maltese schools are rather loaded. Teachers know it is always a struggle to manage to cover a syllabus in good time. This fact, together with the large classes for most schools, as well as the need to cater for differentiated learning abilities in most classrooms, does not allow for more time to be devoted to spoken English, as parents are demanding in this study. Giving children the opportunity to be able to express themselves through the spoken medium of the target language is of course ideal and necessary; however, the task that lies ahead would be a re-evaluation of the content that forms part of the curriculum to allow specific time devoted to this aspect of language learning and one that has been very much neglected over the years.

Being a teacher herself in a post-secondary institution, the researcher herself has ample reason to say that there is much room for improvement in this field, where students studying English at Intermediate or even Advanced levels struggle to express themselves at times, lacking the necessary vocabulary, or intrinsically watering down arguments, which could have been better developed and expressed. This inability to express themselves with ease in an informal conversation is not only demeaning for the struggling student, but it hinders the achievement of better grades in written examination papers too. The lack of confidence exhibited by some students at this level of their education takes root in the primary school years, and this is an issue that needs addressing if authorities are truly set on seeing standards in both languages improve.

Potentially, educational authorities could look at the successful Finnish educational systems, where the focus during the early primary school years is more on active engagement and understanding of the world and the way it works, possibly putting literacy on the back burner, whilst immersing young children in a world of spoken interaction, where creativity and expressive skills are put on the forefront, rather than exposing children to curriculum content which might be unnecessary and inappropriate during the primary years. This is a crucial time when the critical period for language learning should be fully exploited with attention being given to the development of comprehension skills which precede production. This might be one of the sectors that we may truly improve upon.

Consideration of the row percentages across school types, shows that it is State school parents (61.6%) and Church school parents (35.3%) who identify the need for more curriculum allotment to spoken English. In sharp contrast, 3.6% of Private school parents do not see any need for this since use of English already predominates in their children's classroom.

#### **b) - Introducing Specialist English language teachers in the primary classroom**

The second most-commonly selected response was the need to once again have 'specialist teachers in English' (26.2%), a selection indicated 525 times. This response was the highest in State schools (62.1%), followed by Church school parent respondents (33.3%). Only 4.6% of Private school parents (4.6%) selected this response. Given that the majority of the parents (71.8%) surveyed in Sciriha's scientifically-representative study (2012: 64) fully concurred with the idea of having specialised teachers in English, this study (albeit not a scientifically-

representative one for reasons mentioned in the introductory comments) showed this suggestion to be quite popular, too.

In this present study these sentiments were also expressed by the parent respondents who went on to comment that ‘The teachers should have better English. In general, some texts given at school are very poor’ (This was a comment made by a Church school parent hailing from the Northern Harbour area). Yet another parent complained that ‘We should have teachers who are able to speak and write good English’, and in the words of another, ‘The children need to be exposed to English without switching or reverting to Maltese – no translating or code-switching.’ Yet another parent went as far as to say that we should have where possible,

‘British teachers with a good British accent (because when) Maltese people learn English in school, they think they might be good (at it but) when they come to talk to a British person, (the latter) can’t understand anything (that the Maltese people say).’

This comment has been reproduced verbatim. What this particular parent wished to infer was the idea that whereas some Maltese speakers of English believe their English proficiency to be of a relatively good standard, in reality, it is quite inferior when compared to the standard proficiency of a native English speaker. The necessity to provide for increased opportunity wherein to use English within the curriculum was a comment that was repeated by several parents who stated that ‘English must be spoken throughout the day, except for Maltese lessons.’ Yet another parent referred to the English Speaking Board examinations commonly held in schools during the 1980s, where the schools should ‘Encourage public speaking skills and spoken English examinations (not making these obligatory though) as we did when we were young.’

The comments made by these parents are very valid ones. Unfortunately it is a prevailing mentality that making use of both Maltese and English within the same sentence sounds ‘posh.’ In reality, this is only compounding the problem where as this research has shown, spoken oracy in both Maltese and English may from the parents’ point of view, be deemed satisfactory; however as the parents themselves have claimed, literacy in both Maltese and English leaves much room for improvement. Since most of the respondents are in the greater part individuals who only have a secondary level of education, they are not at all aware of the damage they themselves are creating when a ‘hotch-potch’ (Pavlova, 1987) of Maltese and

English is used concurrently – what results is a mixture of ineffectual communication. Thus this gives rise to individuals making statements such as, ‘I want to bring my English ‘O’ level’, instead of ‘Irrid ingib l-O level tal-Ingliż’ (I would like to succeed in passing my ‘O’ level exam’)<sup>11</sup>.

Just to quote yet another example of the kind of English that is currently being churned by some, one need only consider this excerpt from a blog which the present writer happened to come across. This is a blog that referred to an article in a local Maltese newspaper *Illum* which had published a story about some paranormal activity at Mater Dei Hospital (the State-run hospital) and which went on to state:

‘Karen who works as a nurse in Mater Dei (night duty), was experiencing a situation where between 1:00 a.m. and 3:00 a.m., over time, she heard a voice calling her. When she went near the patient she was startled to see a spirit near the asleep patient.’

Furthermore the writer asserts that,

‘The Mater Dei spirit wanted to pass on a message to her. This spirit’s message was the date of entry or exit of a patient from the hospital. And indeed it happened, just as at the date that the spirit told her, it happened. She explained how this story has been running for a long time.’<sup>12</sup>

The excerpts quoted above, are but examples of the kind of English literacy malaise, which features nonchalantly in the social media. Whilst any variety of English is to be respected, such examples as the ones featured above show the kind of quality of English that children inevitably produce in the long-run, due to the fact that even if exposed to English, in some instances, the quality of the English they are being exposed to, can certainly improve.

The crux of the matter is that despite the presence of an education system that has bilingualism at its heart, standards of English proficiency are indeed problematic for many Maltese people. Even the University of Malta had to create what has become a thriving Centre for English Language Proficiency (CELP) to help address tertiary students’ less than satisfactory English proficiency, after having spent eleven years in compulsory primary and secondary education as well as two years in post-secondary institutions prior to admission into university. This

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<sup>11</sup> This was taken from an advert posted on the social media by a young lady seeking tuition in English and available at <https://www.facebook.com/groups/313356962050042/>

<sup>12</sup> This was taken from a public blog and posted on social media. It is available at <http://thehorormoviesblog.com/2015/07/20/malta-mater-dei-hospital-is-haunted/> and accessed on the 28<sup>th</sup> September 2016.

centre opened its doors to students following complaints by academics that university students were having difficulty in expressing themselves at length in English.

Academics were not alone in their concern about the inferior quality of English. A study by the National Commission for Further and Higher education lamented ‘shortcomings in written communication (as being) the main reason for vacancies not being filled’ (Borg, 2016).

**c) - Making English a priority during the early years**

The third most commonly selected response (21.8%) selected 436 times, was the call for earlier exposure to English in the primary school sector. This response was most commonly selected by State school parents (64.2%), followed by Church school parents (31.2%) and lastly by Private school parents (4.2%). Indeed, earlier exposure to English also seemed to be a priority for some parents who stated, ‘It very much depends on the school. I believe that State school children are not exposed to enough English as those in Private or Church schools.’ This statement reflected the findings of Phase I which have shown that exposure to English is more likely in Church and Private schools, whilst being used less frequently in State schools.

**d) - Parents providing adequate target language exposure in the home domain**

Other parents also rightly believed that a school and its teachers cannot perform miracles and that support from home was crucial if successful language learning was to take place, ‘My children are English speakers and they have no problem with this language’, whilst another parent maintained that, ‘It has to come from the family.’ This is all very well, if the parents or the guardians in the home domain can support quality English language use and are at home long enough to expose their children to quality English language use. If this is not the case, then a child would only receive English language exposure from television programmes and the rest of social media. One parent seems to believe that television is making a valid contribution to language learning and he claimed that in his opinion ‘English/American channels are doing much. We only need to explain that Americanised English is not what we really teach.’ Whilst it is true that television can teach a child a language - the researcher herself like many other individuals, learnt Italian as a third language through exposure to Italian language cartoons in the early 1980s - , it will not teach a child to become literate in that language. Adopting this laissez-faire attitude is certainly not a commendable one, given

that individuals are shirking from their responsibilities by allowing television to be their child's only language coach.

In summary, what Table 5.19 has adequately shown when taking row percentages across the school types into account, is the fact that State school parents are repeatedly presented as being first in line when identifying the need for State schools to devote more attention to the quality and exposure of English language teaching. It would be wise not to have these suggestions ignored.

### **5.20 - Concluding comments**

This Phase II quantitative study with parents succeeded in establishing that Maltese is the dominant language for 85% out of the 1316 respondents who participated, given that it was the language that respondents preferred to refer to when answering the questionnaire. This finding corroborates data acquired in Phase I where students in their majority also opted to answer the questionnaire handed out to them in Maltese. This reaffirms Maltese as the dominant L1 for the majority of the sample.

The fact that 71.4% of all parent respondents claimed that they used Maltese with their children in their home domain reaffirms the fact that Maltese is the predominant L1 spoken within the Maltese household. Moreover results have shown that in the majority of State schools as well as in some Church schools, students are exposed to what is a predominantly Maltese language environment in the school domain, as has been confirmed by findings from Phase I.

Phase II findings reaffirm that 47.1% of the respondents are aware of the fact that Maltese is the predominant language in the school domain. What is surprising is the relatively high percentage of 32.5%, who are under the impression that English is the language that dominates the school environment. This impression is rather misleading. As Camilleri-Grima (2012) has noted,

In Maltese classrooms, there is continual interaction between the written text in English as the basic point of reference, and the oral discussion in Maltese (with code-switching) through which participants reiterate, interpret and reinterpret the written text. By using Maltese and code-switching, participants reason out problems for themselves, and find their ways to the solutions required.

(Camilleri-Grima 2012: 556).

Furthermore, it is no secret that despite recommendations by the NMC (1999) and the NCF (2012), even if a lesson is established by the school's policy as specifying use of English instead of Maltese, the constant switching from English to Maltese might be helping the teacher explain a mathematical concept there and then, however, students who are weak in English are going to be left in dire straits. As Camilleri-Grima (2012: 557) states,

In Maltese classrooms, teachers and learners access the various linguistic resources available to them in order to render the text in English in linguistic ways that are digestible for them so that they can assimilate the content according to their needs, pace and ways of learning.

It is little wonder then that students are insufficiently exposed to English. It is therefore not surprising to learn that whereas spoken proficiency for both Maltese and English are given fairly satisfactory ratings by parents, at the same time, these same parents give considerably lower ratings to their children's written proficiency in either language.

Despite the fact that dealing with an English textbook and holding a class explanation or discussion in the mother tongue has been recognised for its advantages, the fact that ultimately resonates is the reality that teachers are going to resort to making use of a learner's dominant language in order to have the learner grasp the subject-matter being presented in class. In order to quote Camilleri-Grima (2012) yet again,

'...we can say with confidence that whichever language is recommended by the NMC it is highly likely that teachers will codeswitch.... In the various lessons observed in many different subjects, at both primary and secondary level in state and church schools the text in English is often paraphrased in Maltese with code-switching to ascertain learning.'

(Camilleri-Grima 2012: 565)

Whilst researchers might have defined this concept as 'translanguaging' and hailed by Baker (2000) as being of benefit to learners in that it helped broker understanding, there is nonetheless the very apparent disadvantages that result from insufficient exposure to the target languages that students need to be sufficiently proficient in.

This study has revealed that although 41.4% of all parents are 'very satisfied' with their children's spoken Maltese, only 16.1% described themselves in such positive terms when asked about their satisfaction with written Maltese. Therefore this raises some questions, since if one is able to speak a language but has limited written proficiency, there is the danger of



missing the necessary threshold levels of competence (Cummins, 1976) that is absolutely vital if cognitive advantages yielded by a sound bilingual education are to be reaped.

Moreover, parents rated their children's spoken English far better than they rated their children's written English, with most (58.4%) claiming to be 'satisfied' with performance at this stage. Those respondents claiming to be 'very satisfied' with written English only amounted to 26.8%. Reflecting findings to those obtained for Maltese, it is evident that whereas parents consider themselves as being satisfied with the spoken aspect of English, there are yet again differences which show written English as being more of a challenge to students than the spoken aspect, a fact that is very evident in the verbatim representation of students' writing exercise (Appendix E). A distinction however must be made between students attending the three school types. This Phase II study has shown Private school parents to be the most satisfied with both English oracy and literacy, whilst far lower percentages exhibit this same degree of satisfaction from both State and Church school parents.

Private school children hail from a home background where the L1 is predominantly English. They are then immersed in an education system where their L1 is further developed and hence parent satisfaction with progress made is thus understandable. On the other hand, the situation in State schools is one wherein some students struggle with a system that would make comprehension much easier had the language of instruction been the language they felt most confident in. The relatively high rate of dissatisfaction with written English is thus made evident in the responses of State school parents, where 18.7% express dissatisfaction; whereas this percentage decreases to 10.3% for Church school parents, given that Church schools expose their students to far more English in a context where English is more than simply a language of instruction. Indeed it is the medium of communication between students themselves, whilst also being used as the language of communication in most Church schools.

This gap between spoken and written proficiency in both Maltese and English is reflected in the overall finding - only 50% of the parents who participated in this second phase of the study, predicted that their children would be sufficiently fluent in both languages. As was also highlighted in Chapter IV, it is Church school parents who mostly believe that fluency was potential reality for their children at the end of the Primary Years' cycle.

In contrast, less State school parents (48.1%) and even less Private school parents (28.7%) said that bilingual fluency was going to be a reality for their children. This goes to show

therefore, that not all children are being equipped to deal with the challenges or reap the advantages that an intensely additive bilingual programme should offer. Despite current standards and current practices and despite parent satisfaction at this stage in their children's lives, children will be making the leap into the secondary school system however some students will be offset by the apparent disadvantage of being fluent in one language but not in the other, when both are needed for their academic success. A lack of fluency in either one or the other language, act as a spoke in the wheel of success and is one of the reasons why some students inevitably lag behind or falter. Unless rigorous, quality exposure to both languages occurs as from the earliest days of primary school education and unless parents contribute by exposing and supporting their children's first and second target languages, then it seems that illiteracy, or weakness in either or both languages will hold some children back from achieving their full potential.

The next chapter Chapter VI, proceeds to present the results acquired from the third data collection exercise, which in contrast to the quantitative data presented in both this chapter and the preceding Chapter IV, is based on the findings of a qualitative study conducted with Grade V teachers, whose rich and valuable insight is vital to the study.

## **Chapter 6**

### **Phase III – Qualitative Face-to-Face Interviews with Primary Grade V Teachers**

#### **6.1 - Introduction**

Any bilingual education system being reviewed needs in the first instance insight into how and why bilingual programmes function the way they do, in a specific local and historical context. As previously described in Chapter 3 (Methodology), an Explanatory Sequential Mixed Methods design was used wherein the researcher first engaged in collecting two sets of quantitative data (results which were presented in Chapters IV and V), whilst Phase III- the qualitative data collection phase, aimed to contain findings that would tentatively resonate with and consolidate an understanding of the complexities surrounding bilingual education and bilingualism in the primary school years.

It is hoped that the collection and subsequent data analysis might not only serve as a platform for further research and action, but serve as information which policy makers might potentially consider, when drafting a specific bilingual education language policy for the primary years cycle. Such an exercise may be honed around the success of specific individual bilingual language education programmes whilst aiming to ameliorate the quality of bilingual education through the targeting of its weaknesses and shortcomings.

Hayes (2010) maintains that ‘understanding the social world of teachers and teaching is crucial to a complete understanding of English language teaching’ and is ‘important for the future of education in any society, of which English teaching is a part, that teacher agency is understood and is recognized as an essential element in the educational process’ (Hayes 2010: 317). For this reason, qualitative interviews were conducted in order to help explain and interpret previously acquired results (from the first two phases of data collection) in more detail. The researcher tried to identify the challenges that Grade V primary school teachers faced in their attempt to deliver quality bilingual education whilst aiming to achieve an understanding of teacher perceptions and expectations within the sphere of bilingual education in Malta. Hence, Thematic Analysis was conducted in order to extract the main themes (Clarke and Braun 2013),

the findings of which will be amalgamated with the quantitative findings in the concluding chapter.

The teacher respondents were assured of anonymity, whilst also being duly informed that they were free to stop the interview at any time they wished. The face-to-face method of interviewing allowed both the researcher and the respondents the opportunity to clarify any uncertainties or misunderstandings, in the hope of reducing as many fatal biases as possible. As had been mentioned, answer units for Phase III (Interviews with teachers) were open-ended, since it was the interviewer's intention to gather data in the form of the respondents' original comments. An outline of the questions posed to teacher respondents is included in this study as Appendix C. These comments were audio-recorded and transcribed verbatim (Appendix F). McCracken (1988) refers to the need to allow respondents to describe their own experience - hence questions were posed in such a way as to adhere to the 'law of non-direction' (McCracken 1988: 21) in qualitative research so that words suggesting a directional orientation would be avoided as far as possible.

## **6.2 – The aims behind the Phase III Data Collection**

The researcher sought to interview a total of thirty teachers with the aim of having a sample that represented teachers from all of the three school types. When possible, the researcher also aimed to have a sample that brought together teachers from each of Malta's six regions; however, this was not always possible. While the researcher visited schools in each of the five Maltese regions, no school from the Gozitan region accepted to participate in this last phase of interviews.

Following approval from the Directorate for Quality and Standards in Education, respective heads of school were approached and asked to allow the researcher to conduct the fieldwork. The researcher had explained that this last phase of research was qualitative in nature and that interviews were going to be recorded. The recording of these interviews allowed both the accurate acquisition of data obtained (through the semi-structured nature of the interview) and allowed a flow of discussion which allowed for greater freedom of expression for the interviewee.

The qualitative data obtained from teacher respondents sought to understand the individual teacher's perspectives on their students' bilingual language skills.

Given that as educators, we should ideally aim for an educational programme that results in equitable and effective education for what is a linguistically diverse student population, this chapter aimed to offer the researcher insight into:

- 1) How linguistically diverse the student population under study is, by determining if it is Maltese or English that would classify as being their students' L1;
- 2) Determine to which extent current bilingual education practices are deemed satisfactory;
- 3) Identify which methods employed by practicing teachers have proven to be successful;
- 4) Identify the challenges faced by teachers towards the end of the Primary Years Cycle by highlighting the factors that support/hinder the development of a bilingual environment;
- 5) Obtain data that reveal teacher-respondents' general assessment of the current levels of proficiency in spoken and written Maltese and English;
- 6) Establish teacher opinion about the importance of parental support and adequate communication and co-operation between the home and the school domains.

### **6.2.1 –Phase III Data Analysis and Limitations**

Interviews with the teacher respondents were first transcribed and then analysed on an individual level. Clarke and Braun (2013) recommend the use of Thematic Analysis as a method of analysis which is widely-used across the applied sciences (health, clinical and educational) and which focuses on the identification of pattered meaning gathered from the data acquired. It suits questions related to respondents' experiences, views and perceptions, whilst requiring that the data's subsequent analysis be coherent and consistent.

Clarke and Braun (2013) present Thematic Analysis as being a means of identifying patterns of meaning through a six-phase process wherein data is:

- a) Read and re-read; a process which allows the researcher to become familiar with the data content;
- b) assigned codes that identify features of the data which is relevant to answering the research question; data was coded and collated so that they may be analysed at a later stage;

- c) themes are then identified and reviewed for viability;
- d) themes are reviewed to ensure that they are answering the research question;
- e) themes are defined and named;
- f) the last of six phases involves weaving together the analytic narrative and data extracts, and where possible, contextualising the analysis in relation to existing literature.

Although the phases are listed sequentially, with one phase building on the previous phase, the analytic process may ‘blur’ some of these phases together.

Validity entails trustworthiness, authenticity, and credibility (Lewis, 2015). According to Denzin (1978), credibility may be achieved through the triangulation of time, space and persons. Despite the fact that some researchers such as Ongwuegbuzie and Leech (2005) cite the ‘incompatibility thesis’, believing there to be clear line between qualitative and quantitative research, Mixed Methods research also called ‘multimethodology’ (Egbert and Sanden 2014) renders the study more plausible, as a result of this data triangulation. A research design which makes use of a mixed methods approach in itself provides methodological triangulation since both quantitative and qualitative approaches are utilised. Both quantitative and qualitative approaches may have individual weaknesses, but once combined these are neutralised and the benefit of the study increased (Merriam & Tisdell, 2015).

Denzin (1978) maintains that validity is established when the conclusion from the different approaches are similar or the same, but even if the conclusions obtained vary, this enhances the understanding of the phenomenon (Hussein, 2009). Triangulation of methods also aids in validating the survey tool utilised for appropriateness and completeness (Creswell, 2009; Hussein, 2009). However, amongst the limitations of the study which included the significantly smaller sample size of thirty teachers when compared to the sample sizes in Phase I and Phase II, another limitation was the fact that the qualitative fieldwork had to be conducted at a later stage than the quantitative studies, so that participants in this third phase of inquiry, were different individuals, as a result of staff mobility, even though the schools per se were the same ones which had participated in the first two phases of the study.

### 6.2.2 – Phase III Teacher Sample Profile

Creswell (2014) contends that sample size depends on the qualitative design being used, whilst Charmaz (2006) advises that data should stop being collected when the categories or themes are ‘saturated’ – when gathering fresh data no longer ‘sparks’ new insight. For this reason, the sample in this third and last phase of study, was made up of thirty teachers. Table 6.1 shows that the sample of thirty teachers included respondents from each of the State, Church and Private schools. The majority of the teaching staff were female (25 females and 5 males). A total of seventeen (17) teachers were aged 18-35 years, (nine) 9 teachers were aged between 36-50 years and (four) 4 teachers were aged 51 years or more.

**Table 6.1: Teacher Sample Profile by Gender, Age and Region**

| Gender       | Age     | Southern Harbour | Northern Harbour | South Eastern | Western | Northern | Total |
|--------------|---------|------------------|------------------|---------------|---------|----------|-------|
| Male         | 18 - 35 |                  | 2                | 1             |         |          | 3     |
|              | 36-50   | 1                |                  |               |         | 1        | 2     |
|              | 51+     |                  |                  |               |         |          | 0     |
| Female       | 18 - 35 | 4                | 4                | 2             | 1       | 1        | 12    |
|              | 36-50   | 1                | 7                |               | 1       |          | 9     |
|              | 51+     |                  | 3                | 1             |         |          | 4     |
| <b>Total</b> |         | 6                | 16               | 4             | 2       | 2        | 30    |

Table 6.2 shows the distribution of school type by the school’s region. A total of thirteen (13) teachers from State schools agreed to be interviewed whilst eleven (11) Church school teachers and six (6) teachers from Private schools also gave the permission for the research to be conducted.

**Table 6.2: Teacher Sample Profile by Type of School and Region**

| Type of School | Southern Harbour | Northern Harbour | South Eastern | Western | Northern | Total |
|----------------|------------------|------------------|---------------|---------|----------|-------|
| State          | 6                | 3                | 2             |         | 2        | 13    |
| Church         |                  | 7                | 2             | 2       |          | 11    |
| Private        |                  | 6                |               |         |          | 6     |
| <b>Total</b>   | 6                | 16               | 4             | 2       | 2        | 30    |

### **6.3 – Performance in the two languages: the State school teachers’ perspective**

Table 6.3, gives a summary of all the ratings given by each of the thirteen State school teacher respondents, when they were asked to rate their students’ proficiency in each of the two languages, Maltese and English.



**Table 6.3: An overview of State school teacher respondent ratings of their students' Spoken and Written Maltese and English proficiency**

| <b>An Overview: State teacher-respondents' feedback on their students' bilingual proficiency</b> |                       |  |                                |                                    |
|--|-----------------------|--|--------------------------------|------------------------------------|
| <b>Region</b>  | <b>Spoken Maltese</b> | <b>Written Maltese</b>                       | <b>Spoken English</b>          | <b>Written English</b>             |
| <b>Northern Harbour</b>  | Good                  | Problematic syntactic structure, orthography | Fair                           | Fair                               |
| <b>Northern Harbour</b>  | Good                  | Weaker in Maltese writing                    | Weaker                         | Weaker                             |
| <b>Northern Harbour</b>  | Good                  | Good   | Fair                           | Fair                               |
| <b>Southern Harbour</b>  | Good                  | Weaker in Maltese writing                    | Weak                           | Written English better than Spoken |
| <b>Southern Harbour</b>  | Good                  | Weaker in Maltese writing                    | Weak                           | Written English better than Spoken |
| <b>Southern Harbour</b>  | Good                  | Weaker in Maltese writing                    | Weak                           | Written English better than Spoken |
| <b>Southern Harbour</b>  | Good                  | Satisfied                                    | Fair                           | Weak                               |
| <b>Southern Harbour</b>  | Good                  | Satisfied                                    | Weak                           | Weaker than Spoken English         |
| <b>Southern Harbour</b>  | Good                  | Weaker in Maltese writing                    | Weak                           | Weak                               |
| <b>Northern</b>  | Good                  | Weaker in Maltese writing                    | Some: Very Good,<br>Most: Fair | Weaker than Spoken English         |
| <b>Northern</b>  | Fair                  | Fair   | Weak                           | Weak                               |
| <b>South Eastern</b>   | Good                  | Weaker in Maltese writing                    | Weak                           | Weaker than Spoken English         |
| <b>South Eastern</b>   | Good                  | Weaker in Maltese writing                    | Weak                           | Weaker than Spoken English         |

All State school teachers agreed with the fact that their students fared best in spoken Maltese, since it was the language they were most exposed to, both at home as well as in the school domains. There was also consensus however, about the fact that the same could not be said for written Maltese, given that teachers mentioned a myriad of reasons behind their dissatisfaction with this aspect of language. A teacher in a State school in the Northern Harbour region, stated that whereas, *‘Maltese was not problematic, there was a greater problem with writing, spelling, orthography in general and even problems with the syntactic structure of sentences.’* [Le, fil-Malti ma naħsibx li hemm problema. Iktar fil-kitba, fl-ispelling, fl-ortografija, u anki kultant fis-sintassi tas-sentenzi li jbatu.]

Another teacher working with students in a lower stream class, also said that students often told her that they do not know how they were going to express themselves in Maltese writing; *‘They tell me that they, don’t know what they are, going to write in Maltese... no ideas or points, they just stop and go blank.* [‘Jgħiduli, ‘ma nafx kif se nikteb bil-lingwa Maltija’... lanqas ħsibijiet, punti, jieqfu u jibblankjaw.’]

It is important to stress that these were comments made by teachers who worked in lower streams or mixed ability classes. On the contrary, a teacher in the same Northern Harbour area working with students placed in a higher stream commented that the students she had during that particular year, were ‘not bad’ both in spoken and written Maltese; however she made it a point to state that whilst she was at present satisfied with the class she was currently teaching, this was the exception, rather than the rule.

Similar comments resonated with other State school teachers. A female teacher from a State school situated in the Northern region claimed that her mixed ability class enjoyed a:

*Good (level) of Maltese, however when it came to the written aspect, I can say that that those students who do not read, suffer when it comes to spelling, grammar, maybe even the structure of sentences. Or else, they write in the same way as they would speak, paying no regard to the kind of audience (reader) they have. I mean to say that spoken Maltese is different from written Maltese and I am speaking with regard to compositions for example.*

[Bħala Malti tajjeb ħafna l-livell, biss meta niġu għall-kitba nara li daww it-tfal li ma jaqrawx ibatu fil-kitba meta naslu għall-ispelling, grammatika, forsi anke struttura ta’ sentenza tal-Malti. Jew inkella jiktbu kif qed jesprimu ruħhom dak il-ħin, mingħajr ma jaħsbu l-udjenza min hi dak il-ħin. Jiġifieri l-mitkellew huwa differenti mill-miktub imma jiktbuha daqs li kieku qegħdin jithaddtuha. Qed nitkellew hekk f’każ ta’ komponimenti per eżempju.]

Written Maltese was also deemed as being weaker than spoken Maltese because of its silent consonants and vowels in Maltese. Written Maltese, was the litmus test paper, because that was where one saw:

*the difference, because Maltese is not easy, its grammar is not easy. The 'ie', 'gh' and 'h' letters- when these are not pronounced, that's where the difference lies. An individual might be able to speak Maltese well, it being his native language, but to write in Maltese, there has to be certain study and (adherence) to certain grammar.*

[ ..bħala written imbgħad, hemm toħroġ id-differenza hux għax il-Malti mhux faċli, il-grammatika tiegħu mhux faċli u. L-'ie', l-'gh', l-'h.' ..ittri li ma tantx jinħassu u qegħdin hemm...jigifieri hemm differenza. Dak li jkun jitkellem faċilment bil-Malti għax jidra minn meta jkun zgħir, imma biex tikteb, trid ċertu studju u ċerta grammatika.]

Other teachers attributed the decline in standards of written Maltese to modern technology, where individuals use and 'abuse' of language because of the need to communicate via a mobile phone or in an online chat. In so doing, there was little or no attention paid to the way words were spelt – a trend that persisted also during examinations. Most worryingly perhaps, was the comment that nowadays everybody 'writes the way they want to', disregarding Maltese grammatical rules.

A teacher from the South Eastern area was perplexed when she said that whilst correcting students' work, one realised that students wrote in exactly the same way as they would speak. During the interview an interesting element for consideration was the notion that language is evolving at such a pace, that regardless of the rules and revisions that are to be adopted when writing in Maltese, these rules almost become obsolete very quickly, because of the number of words that enter Maltese parlance.

Although a review of rules and regulations might be deemed as being necessary and beneficial in the long term, however, these revisions are unwittingly contributing to uncertainty amongst users, who remain unsure as to what the established correct written version is. This uncertainty is being felt amongst students who in their teachers' words, would find it easier to simply do what had been done before, that is, to retain English words and English orthography and to have these placed in inverted commas in the case that Maltese alternatives did not exist. Teachers in general seemed to agree with this, stating that:

*It would be easier for children to write words in English and retain the inverted commas, because they are going to find difficulty when translating from English*

*into Maltese and are going to face difficulties even when writing. Therefore they would know that a word is in English and they would write it in that way.*

[Qishom anka t-tfal isibuha aktar faċli kieku jiktbuha fil-virgoletti għax anka għalihom, sakemm jaqilbu mill-Ingliż għall-Malti ħa jbatu anka meta jiġu biex jiktbu. Allura jkunu jafu l-kelma kif tinkiteb bl-Ingliż u jiktbuha hekk.]

The harm that is being done because of phonetic spelling is according to teachers causing untold damage to Maltese writing skills and therefore this calls for an urgent review. This could be one of the reasons why written Maltese proficiency is now facing a decline in standards. In the words of a teacher working a South Eastern State school:

*This year I have noticed how many of the children I have are writing phonetically. Many are doing that in fact. With homework it is as if I were doing some fill-in the blanks exercise. I have children whose work I literally have to add letters to as I correct it, for example, 'family' is written as 'f-e-m-i-l-i' they write it the way it is pronounced and this is affecting English too.*

[Dis-sena l-aktar li innutajt kemm għandi tfal jiktbu 'phonetically.' Ħafna jiġifieri. Homework ġieli qisni qed naghmel fill-in-the-blanks. Għandi tfal partikolari nikkoreġu u nżidilhom litteralment....eżempju 'family' jiktbuha f-e-m-i-l-i...jiktbu kif iħossuha. Dik qed taffetwa ħafna anka fl-Ingliż].

It is however important to note that Il-Kunsill għall-Ilsien Malti (The Council for the Maltese Language) has published an unofficial report on the 21st February 2017, which is meant to offer the general public, guidelines which also allow anyone writing in Maltese to have English loan words, for which a Maltese equivalent is unavailable, to be written in the original spelling.

### **6.3.1 - Performance in and attitudes towards spoken and written English**

All thirteen State school teachers have rated English language skills as being weaker than Maltese language skills. This is no longer a case of whether standards of English are in decline as compared to what they were in previous years. It is a case wherein the standards that are being reached by some students are simply not enough for them to be able to progress both at school and to find job security at a later stage in life. Time and again, when asked to rate standards, far too many teachers stated that we have a situation where we are simply 'getting by.' Simply 'getting by' is not what an effective bilingual education system should be yielding.

Some of the teachers interviewed mentioned the fact that English is a 'challenge,' given that when comparing the two languages, 'English lags behind' Maltese. One of the reasons for such comments, was the fact that students tend to naturally,

*think in Maltese and then write in English, because they come from an environment where Maltese is the dominant language and the first language that comes to mind is Maltese. You're not going to think directly in English. Therefore that is a problem that manifests itself in the problematic sentence structures that students produce. This is not just a problem with written English, but with spoken English too.*

[Bħala challenge ukoll hi, kif huma jaħsbu bil-Malti, kif diġa għidt u jiktbu bl-Ingliż, that is a challenge. Iġifieri inti bħal ma għidt, peress li ġejjin minn ambjent fejn jikkellmu bil-Malti, il-lingwa li ha tiġik l-ewwel f'moħħok, hija l-Malti, mhux ha taħsibha mill-ewwel bl-Ingliż. Jiġifieri 'that's a challenge as well' għax imbagħad timmanifesta ruħha fi problem fis-'sentence structure.' U anke fejn tidhol il-lingwa mitkellma, mhux il-miktuba biss.]

A female teacher respondent once again coming from a State Northern Harbour area commented upon the fact that, thankfully, during that particular scholastic year (when she was being interviewed by the researcher) she was working with a class who was classified as a 'higher band' one. She was pleased to say that the majority of her students all understood her when she spoke in English, they also spoke well themselves and were able to maintain a conversation in English – however she emphasised that this was the state of affairs only during that current year. Previous years, had not been so rosy. The respondent went on to state that during the previous scholastic year, when she had a class who had been categorised as a lower-band class, one could not hold a conversation in English because students did not understand the language and even if simple English was made use of as a medium of instruction, students still demanded an explanation in Maltese. Essentially, students who managed to make it into the higher bands succeeded, whereas students who were relegated to lower bands would hardly make much progress.

Yet another State school teacher who worked at a school in the Northern region, stated that maybe only four of a class of seventeen students would have a relatively good command of English by the time they reached Grade VI. This same respondent also emphasised that students who did not have a relatively good command of English also found difficulty when trying to solve mathematical problem-solving tasks, whereas they were able to do better in subjects such as Social Studies because this particular subject was taught through the medium of Maltese.

### **6.3.2 – Reasons behind students' poor performance**

**a) Lack of communication at home, was reflected in poor communication skills in both languages**

This same respondent also highlighted a crucial point that went beyond whether it was Maltese or English that students tended to be comfortable with. In her twenty years' teaching experience, she noted that essential communication between children and their parents was severely lacking and this could possibly account for the reason why even the quality of Maltese was seeing a setback. She remarked that:

*students are not getting that quality time to talk to other children, a parent or an adult. I think that when there is communication with an adult it would show in the way they speak and communicate in turn. You emulate that which you hear. However I am noticing that for many of my students there is little time for them; very little conversation circle time, because when they go home, they have got nobody to talk to... when we get a conversation going here in class, everybody is dying to get their bit in. No such thing as turn-taking. I see that happening very frequently.*

[dawn it-tfal, hin għalihom, 'conversation circle time', u hekk nieqsa ħafna għaliex anke x'hin imorru d-dar m'għandhomx ma min jirkellmu. Mela jiġu l-iskola, jiena xogħli inkun irrid ngħallem, nipprova kemm jista' jkun nieħu, mhux nieħu ta, jirkellmu mill-gurnata tagħhom jew mill-esperjenzi tagħhom. U kulhadd ikun irid qisu jgħid, qisu jaħtaf, m'għandhomx dik bħal-speċi in turns, jew tuni ftit ċans, dik il-kalma, sort of. Naraha ħafna dik].

#### **b) Limited exposure to English resulted in extensive code-switching and underperformance in other subjects**

It is evident that teachers are very much aware of the fact that being weak in English is going to have a direct impact on the way a student performs in other subjects, most notably Mathematics. Those students who have been placed in the lower streams might be given relatively easier papers to work on, than the ones assigned to peers in higher streams; however it is a *sine qua non* that these students were certainly going to find it more difficult to progress in their studies.

Teachers generally made a distinction between those students who were native English speakers or non-Maltese speakers and those who spoke more English at home than their fellow native Maltese-speaking peers did. Such a fact was easily noticeable given that even at 'O level' or SEC level, those who did not practise using English at home were going to be limited in their English proficiency. This was due to the fact that as previously mentioned, Maltese, Religious Studies and Social Studies were taught through the medium of Maltese. English language classes were the only classes that made use of English, whilst in Maths, despite the

fact that some English was used there was quite a significant amount of code-switching. A teacher from a South Eastern region, State school in fact remarked:

*Speaking for myself if I say something in English, I then have to re-explain that in Maltese, which means that the (limited) opportunity they get to practise using the language is going to have an effect on whether they become bilingual or not.*

[Nġhid għalija jiena nġhidilhom xi haġa bl-Ingliż, imbagħad trid tfemha bil-Malti, jiġifieri kemm jipprattikawh taffetwa sa liema livell ta' bilingual ikunu jew le.]

Exasperation was also expressed by a teacher from a State Northern Harbour school who also stated that it is impossible not to codeswitch given that even if she were to try and teach a subject like Maths in English, her students were still not going to understand. She knew this, because they themselves told her that they were not understanding a concept or they kept staring at the whiteboard. In fact she had to 'switch to Maltese without wanting to, because otherwise the topic was not going to be understood.'

### **c) Negative attitudes towards English still persist – a cause for disenchantment with English as a communicative tool**

Respondents remarked that despite the fact that in current years children have had more access to the English language from television, this was still insufficient for students to acquire adequate proficiency. English was just used only but to 'get by' and not because students thoroughly enjoyed using it as a second language. Such students were unable to use English as a medium of communication throughout the duration of the lesson.

A respondent from a State school in the Northern region argued that despite the truth behind the increased viewership of programmes in English when compared to past years, some students were unable to process what they were watching on television or through social media. He unequivocally stated that students were not able to perform well. Despite the school's efforts at promoting English, there was only so much that a teacher was able to do during school hours. He reiterated that as educators we still had much to do.

These interviews with Grade V primary State school teachers have shown that there are still some negative attitudes being harboured towards English as a language, and it may be attributed to the fact that students could be reflecting attitudes and beliefs held by their parents. This was made quite evident by the comments of a teacher in a South Eastern school who

claimed that she was even approached by a child's parent who requested that her son be exempted from learning English, simply because she was unable to help him out in homework.

A teacher working at a school in the South Eastern region commented on the fact that not all students and their parents gave English the importance it necessitated, with some giving more importance to Maltese or to mathematics. However, ironically, these same students experienced difficulties when it came to answering mathematics examination papers which were set in English. English was used only to 'get by' and not because students thoroughly enjoyed using it as a second language. The same teacher respondent stated that her students would not, for example, use English throughout an entire lesson and that they would not be holding conversations in English either.

### **6.3.3 - To stream or not to stream students?**

Up until 2010, the State educational system subscribed to the policy of streaming which practice saw the grouping of children according to their ability. Critics argued that such practices degrade inclusivity and contributed to the loss of children's self-esteem, whilst failing to guarantee all students with an equitable educational opportunity for all. This led to the previous administration to do away with streaming and opt for a mixed-ability approach. The document entitled 'Transition from Primary to Secondary Schools in Malta', published in 2007, identified the pressure on seven year olds who sit for examinations, the results of which would determine the stream they would be placed in. On the other hand, the report extolled the advantages of having a mixed-ability classroom where pupils helped each other and self-esteem led to the achievement of better results.

However, as laudable as intentions may seem, in 2014 the Malta Union of Teachers also commented against the mixed-abilities approach, as implementation necessitated the right structure and adequate resources such as smaller classes, appropriate teacher-training, as well as the availability and utilisation of adequate resources. Hence in 2014, the Education Ministry took a decision to re-introduce a limited form of streaming in Malta's educational system. This new 'banding' system aimed to narrow down the entire range of abilities within the same classroom so that students would be catered for more effectively. In view of the foregoing, State school teachers were asked whether they generally favoured or opposed streaming. It transpires that ten (10) out of thirteen (13) teachers presented arguments that generally were in favour of streaming or a form of banding which grouped students according to their ability.



Most respondents argued that such a system would both in theory and practice, ease the pressure on the class teacher who does not have to cater and provide for a range of abilities and thus be able to focus on focussing on the individual needs of students rather than having to cater for a class which had a mix of high-flyers and others who consistently failed to perform well.

#### **6.3.4 - Arguments by State school teachers in favour of mixed-ability classrooms**

On the one hand, one of the teachers who argued against banding exasperatedly complained that as a teacher she struggled anyhow in her lower stream class because there was very little that was rewarding, *‘regardless of whether I am trying to teach Maths or language, even their (bad) behaviour is amplified. If it were up to them, they would rather do nothing at all.’* She further explained that her lower stream class was nonetheless still going to be sitting for the same paper, learn the same material and have to be taught the same tenses, the same verbs, the same things and at the same time these children are not willing to learn. She laments, *‘For example, yesterday we revised the present simple tense and I asked the children, ‘What is the present simple tense?’ and all they did was reply, ‘I don’t know, no idea!’* (One should note, that tackling topics in the syllabus in such a manner, might not be ideal).

Another teacher from a State school in the Northern region argued that he had to cater for all the abilities in one class and that it was indeed possible to attend both to a weaker student as well as to his more able peer at the same time. However, a very important factor that must be taken into consideration, was that this particular respondent had no more than twelve students in his class – and this makes all the difference. One teacher for every twelve will find it easier to be able to offer more individual attention to his students, but when the average class has around twenty-six students, it is impossible to be able to say that the students can receive the help they should be receiving for them to cope with the demands of the syllabus, especially where the weaker students are concerned. At the end of the day, any teacher is ultimately bound by the syllabus to be covered that scholastic year. It is a fact that those who can cope, make it. Those who cannot cope, lag behind.

#### **6.3.5 - Arguments presented by State school teachers against mixed-ability classrooms**

A male respondent from a Southern Harbour state school stated that in a mixed-ability class, students themselves are very much aware of the fact that they only managed to score nine

(9) marks out of one hundred, whilst another child in the same classroom managed to obtain ninety (90) marks in a test. This, he argued, led to students' realisation of their own limitations and directly contributed to a low sense of self-esteem which would make some students give up trying.

Yet another teacher-respondent from a South Eastern State school, commented that in a mixed-ability class the weaker student 'suffers', because he cannot cope with the pace or the material being presented during a particular lesson and on the other hand, the teacher is somewhat doing a disservice to the other more able students who can work on their own, with minimal attention from the teacher. The more able student is not served as he should be, because he has to listen to an explanation for some three times. This in turn led to these students becoming frustrated because they had mastered a concept, whilst others had not. Such situations led to antagonism between peers.

Another teacher from a Northern Harbour area, stated that banding students according to their level of ability actually helped her because although students were banded according to their levels of achievement, there were once again various levels to be catered for within the same band. Moreover, this same teacher was able to make a comparison of how she had managed her class when there was no banding and how she was currently managing it. She concluded that it is close to impossible for a teacher to cater for such a range of mixed abilities without being of disservice to one or another group of students. She states, '*when I had a mixed-ability class, it was difficult to keep up with them all. Someone is surely going to be left behind.*' [Meta kelli t-taħlit diffiċli biex tlaħħaq magħhom kollha. Lil xi ħadd tispicċa thalli dejjem lura.]

A teacher from a Southern Harbour school highlighted some serious shortcomings in the system when she told the interviewer that despite the fact that she currently had a class of eight (8) students, she had two students who were in what is officially termed as 'Checklist 1' and one student who was in 'Checklist 2.' When asked to explain what the term 'checklist' actually entailed, the researcher was told that 'Checklist 1' meant that the level of the students in question, did not go beyond a Grade I level and that, similarly, Checklist 2 corresponded to a Grade II level. One must keep in mind that the researcher was interviewing Grade V teachers, many of whom have also had experience teaching at Grade VI level. It is indeed a tragedy that even though such children do not represent the majority, in this teacher's own words,

*my heart bleeds for these children because I don't know what kind of job he is going to get when he gets older. Because, if you can't read what kind of job are you going to get?... Grade 1 students are able to produce better writing than his best piece of writing.*

On the other hand, a different argument was presented by a male respondent from a Northern region State school who was all in favour of having a mixed-ability class (since that is what he has always had ever since joining the teaching profession). He argued that it is more rewarding for a teacher to have mixed-ability students because it gives students a better representation of life. However, he did admit that this was not so beneficial to the teacher who had to cope with the range of different abilities. What the researcher found most interesting was his last comment to her question, when he admitted,

*a homogenous classroom in terms of ability gives the wrong idea to students, it leads them to think that society is homogenous when it fact it isn't. So it does help from a social point of view, but from an academic point of view, that's another story.*

The researcher questions whether the system is seeking to placate the teacher by offering a mixed-ability class so that the teacher would be able to boast about having high achievers as well as low achievers, or whether priorities should first and foremost consider students' individual needs? Just as it makes no sense to try to measure the flying abilities of a caterpillar against the measured flight of a butterfly, the researcher concludes that insisting on a system which fosters the mixed-abilities ideal, without providing teaching staff with the necessary specialised teacher training, in addition to having smaller classes, was of little benefit for overall student progress.

### **6.3.6 - The importance of parents' support**

There seems to be a correlation between students who tend to perform well at school and the support given by their parents. Time and again, all teachers reiterated the importance of having parents either:

- a) speak to their children in English at home to help them become better acquainted with the language;
- b) find the time for quality communication at home;
- c) have parents follow what work their children are doing at school;

- d) encourage their children to do their homework and to present work in a neat and orderly fashion;
- e) encourage their children to study ahead of a class assessment, rather than have children turn up for a test totally unprepared;
- f) be supportive and offer help when the children turned to them when something (or everything) was unclear;
- g) manifest a positive attitude towards learning in general;
- h) work in co-operation with teachers and the school administration.

Of course, nobody would contradict the wisdom behind the adoption of such practices where parents dedicate more of their time and energy towards their children's educational formation; however teachers were also quick to point out (some being parents themselves) that this was not possible because of a myriad of modern-day realities. These were facts that ranged from:

- a) one or both parents who worked long hours and did not find the time to sit with their children;
- b) parents who wished to help their children, but were unable to do so because they were incapable of doing so themselves;
- c) parents who did not see the encouragement/support of their children as one of their priorities;
- d) parents who regarded the school as being the sole responsible factor for their children's education and hence for their own reasons, their own personal efforts were deemed as being unnecessary and certainly not forthcoming.

It was indeed unfortunate that students who hailed from problematic family backgrounds would be unable to receive any such help and support from home for any or all of the reasons mentioned above and thus, no matter how dedicated the teacher was at school, children who are not privy to a positive attitude towards learning will fail to attain the results that their more fortunate peers attain.

As one teacher from a Northern region State school put it,

*Those students who do not need much help receive help from home and those students who really need help from home receive this help very rarely if ever. So to put it clearly, those who do not necessitate help have their parents at their beck and call and those who desperately need help are, like, left alone (to their own devices).*

Parents need to spend more quality time with their children, not only to read but to scrutinise a book, according to one male teacher respondent. In an ideal world, such a measure would work wonders if only it were possible to make this a reality.

Another interesting point that emerged from these qualitative interviews was the fact that some parents were actually part of the problem, when in their zeal to ‘help’ their children, they sign their children’s log book affirming that their children had done their compulsory reading time, when in fact they wouldn’t have. In the teacher’s words, ‘*So even the parent is part of the lying, by making up stories!*’

#### **6.4 – Performance in the two languages: Church school teachers’ perspective**

Table 6.4 provides a summary of all the responses given by Church school teacher respondents when these were asked to rate their students’ proficiency in English and Maltese. Seven out of eleven teachers rated their students’ spoken Maltese proficiency as being ‘good.’ Three respondents rated Spoken Maltese as being ‘so - so’ – referring to students who were more proficient in Spoken English. Similarly, one of the teachers who rated her students’ spoken Maltese as being ‘fair’, stated that generally, her students were more proficient in English.

Although Maltese spoken proficiency is generally regarded as being satisfactory, most Church school respondents (seven out of eleven) described written Maltese as being an area which required improvement; however such a rating is not limited to Maltese. In fact as seen in Table 6.4, written English also leaves much to be desired, despite the fact that English is overall, the language which is used mostly in the Church school environment.

Table 6.4: Church school teacher respondents' rating of their students' Spoken and Written Maltese and English.

|                  | Spoken Maltese  | Written Maltese                               | Spoken English                           | Written English                             |
|------------------|---|---|--|---|
| Northern Harbour | Good (vast majority of students)  | Weaker in Maltese writing                     | Good (for the vast majority of students) | Good  |
| Northern Harbour | Good (vast majority of students)  | Weaker in Maltese writing                     | Good (for the vast majority of students) | Good  |
| Northern Harbour | So - so; no expressions, simplistic language  | Can cope                                      | Good                                     | Written English better than Written Maltese |
| Northern Harbour | So - so; no expressions, simplistic language  | Can cope                                      | Fair                                     | So-so                                       |
| Northern Harbour | Good  | Weaker in Maltese writing                     | Good                                     | Fair  |
| Northern Harbour | Good  | Effort is made but can improve                | Good                                     | Fair but needs more practice                |
| Northern Harbour | So-so; no expressions, simplistic language  | Weaker in Maltese writing                     | English is predominant                   | Good enough, but standards are lower        |
| Northern Harbour | So-so; no expressions, simplistic language  | Weaker in Maltese writing                     | English is predominant                   | Good enough, but standards are lower        |
| South Eastern    | Good  | Weaker in Maltese writing                     | Not so good                              | Room for improvement                        |
| South Eastern    | Good  | Weaker in Maltese writing                     | Not so good                              | Room for improvement                        |
| Western          | Good  | Weaker in Maltese writing                     | Good                                     | Fair  |
| Western          | Fair; those who are predominantly Eng. speaking prone to panic, have little to say. | Written Maltese is better than Spoken Maltese | Good                                     | Fair  |

The written aspect of a language is of course more challenging to students, as it not only implies confidence and accuracy in the use of a language, but it also demands a candidate to write in a coherent and cohesive manner and this weakness features very often, being an issue that is not just limited to written work produced in primary school. The researcher who herself works in a post-secondary institution is in fact very much aware of the fact that coherence and cohesion are very often absent at that advanced level and even beyond. Clearly, not enough attention is being given to the development of ideas, organisation and coherence in expression and the subsequent writing that is produced.

Church school teachers have provided various reasons as to why the level of English is better than that of Maltese. A female respondent (18-35 years old) stated that students preferred to read in English rather than in Maltese, whilst also preferring English language programmes. Moreover, according to this respondent (who compared the level of English in State schools, with the level of English in the Church school she worked in) the level in her school, superseded the level achieved in State schools.

Despite the fact that five of this teacher's students struggled to speak in Maltese, they still made an effort. She explained that the majority of her students experienced difficulty because of silent letters, such as the 'digraph 'gh' or 'ie' in Maltese. Moreover, she stated that when children were not confident in one language, they asked the teacher to explain the concept in the second language. She clarified the fact that a subject such as Social Studies for example, was taught in Maltese and despite the fact that the teacher was willing to code switch, the exam question that students would ultimately be facing would ultimately be in Maltese. Technical terms used in Social Studies are the cause of difficulty because students struggled to understand them and when they did ultimately get their final grade, students ended up being disappointed because they were unable to attain the grade they had hoped for. She complained, that:

*It is true that they want to promote Maltese because they are weaker at this than in English, however, at the end of the day, the child is going to see what his mark is and it's not because he has not understood a concept but because he is unable to express himself well and therefore this has a demoralising effect.*

[Veru biex jippromwovu l-Malti għax batuti aktar mill-Ingliż, imma t-tifel ha jara l-marka u mhux għax ma fehemx, imma minhabba li ma jafx jesprimi l-kliem jaqa' lura.]

She added that, even though students seemed to feel more confident speaking in English, this did not mean that students were going to fare just as well in written English which she described as being still weaker. The range of American cartoons that children were exposed to were not helping improve the level much.

Another Church school teacher who worked with students at a school in the Western region of the island claimed that her students' level of Maltese was rather poor. She explained that those hailing from a Maltese speaking background fared better, but most learnt Maltese as if it were 'a foreign language.' Additionally, even, 'their reading is not what I think it should be at Grade V level.' This same teacher respondent stated that her students' English fared better in terms of level of proficiency but that she had resorted to banning the Jeremy Stilton books in both languages, since they presented very little correct grammar and the words used in the stories were all nonsense. She felt rather strongly about this point saying that,

*When we write in English, consciously or unconsciously, we imitate that writing we are exposed to through our reading, so that when I read a classic, I then produce that classic language, but when I read rubbish, obviously my writing is going to reflect that.*

Reading for twenty minutes is a daily part of the students' homework and she required parents to sign a card stating that the daily reading regimen had been done. As a follow-up, students were then given two book reviews per week and this replaced written work. The book review involved giving a short summary of the books and finding five words which were new to the students.

Though such a strategy might be commendable, one has to evaluate what effect this is going to have on students' written skills, given that a lack of writing practice is not bound to augur well either. Personal communication between the researcher and teaching staff working with this same student cohort showed that despite such a practice, students still lacked age-appropriate written skills. Skills such as organisation and cohesion were lacking as was the use of common sense, which too many students seemed to dispense of, when engaged with a creative writing exercise.

There were also instances where teachers also commented about the level of English beyond primary school. A 36-50 female respondent claimed that whilst correcting a colleague's Masters dissertation, she was,



*appalled because (a friend is) doing her Masters degree and (the level of English) is so poor. I have had to turn it around. I've had to change grammar, add expressions – it's like correcting one of my kid's essays in class. It comes from the fact that the level of English you studied at school was not that good.*

Yet another teacher respondent who herself had attended a State school observed that State schools tended to focus more on Maltese, so obviously English had been placed 'on the back burner.' In the particular Church school she worked in, however, it was 'the opposite.' Despite this statement however, this same respondent still went on to say that in her opinion, the level of English was not as good as it could be and this stemmed from the fact that children had more distractions nowadays such as hand-held devices, tablets and computers which were taking up children's time.

Despite the fact that standards of English are generally better in Church schools, this does not mean that this is the status quo across the board. A teacher respondent who worked at a Church school in the South Eastern region of the island presented a different picture to the one presented above. He claimed that the majority of the students in his class were weaker in English. They also faced difficulty when attempting to write in Maltese. He added that indeed, spoken English proficiency was weaker than written English proficiency.

This view was contrasted by an observation made by a young female Church school teacher who reported how her students' written English was better than their spoken because when it came to spoken English activities in class, students were not as confident as when engaged in a writing exercise, with some students even panicking when asked to engage in a conversation. This observation of hers was also made because she had been in charge of preparing students for the national benchmark examination that same year. That exercise had been a disappointing one, given that only little conversation actually ensued. It must be noted that this particular group being referred to was actually English-speaking at home and they were exposed to a school where English was the main language. Nonetheless, there was still tension associated with the spoken aspect of English and this tension was accentuated whilst sitting for a national exam such as the benchmark examination.

Not all Church schools have one primary teacher who is responsible for the delivery of all the subject teaching to students. A particular Church school based in the Northern Harbour area has one teacher for Maltese and another for English. The Maltese teacher-respondent aged 51+ years claimed that although spoken Maltese was considerably 'satisfactory', children had no

idea about idiomatic Maltese expressions which students came across in comprehension passages for example, and this was due to the fact that children were not reading as much as they ought to in Maltese. Despite the fact that Maltese is the native language and is the language used most of the time, her students preferred to read in English and this was reflected in the students' creative writing.

This same respondent pointed out that even though the students were given class dictations, a recurrent problem was the incorrect spelling of words, particularly where the Maltese digraph 'gh' occurred. Students were hence resigning themselves to the fact that they were never going to get it right and therefore gave up without making that extra effort. On the contrary, despite the fact that English was a second language, students at this Northern Harbour Church school fared better in English (rather than in Maltese). They performed better in English listening comprehensions, written comprehensions and even creative writing, despite the fact that these students did not use English as a language of communication in the home domain. This would serve to drive home the point that resorting to different language teachers, according to the subject they taught, ensured that there was more quality and focus rather than having one teacher whose presence would not cause much of a demarcation line between the use of Maltese and English.

The 36-50 year old female respondent stated that English and Science were taught in English and despite being somewhat a little hesitant in the beginning, students ultimately responded and addressed their teacher in English as the weeks dragged on. At this same school, Social Studies, Religious Studies, Art and Drama were taught in Maltese.

Almost all Church school teachers stated that they had to resort to the use of the Maltese language when teaching Maths, so that explanation was mostly in both languages. The fact that they had a separate subject teacher for English did make a difference however and this generally, was deemed as being helpful to students.

The interviews highlight the fact that difficulty associated with fluency in English often translated into difficulty with Maths, since there are two issues that need to be overcome: the mathematical concept and the difficulty with language. Those students who were more fluent in English were going to grasp the concept more easily, whereas students who were weaker in

English, were already disheartened when trying to work through story-sums/mathematical problems.

A 36-50 year old teacher having twelve years teaching experience, and hailing from a school in the Northern Harbour region, stated that following a decision to devote more attention to spoken English proficiency in their school, the students now had more of an opportunity to use English. This therefore led her to conclude that the level of English was therefore good. However, she also pointed out that not everybody's vocabulary was the same - the children who read more had a better range of vocabulary than those boys who did not read.

When asked to gauge her satisfaction with her students' level of English writing, the respondent said that:

*the system we had before, was far more challenging than what we have now. There was a time where we had the 'Models for Writing' even if this was to be used at the teacher's discretion. The Macmillan books we use today are easier and simpler than those we used to have in the 'Models for Writing.'*

This teacher made the point that children hailing from an English speaking background tend to have difficulty when using Maltese. This is somewhat more of a challenge because as a Church school, instructions are generally given in English. She estimated that for about 60% of the school day, children were exposed to English and therefore Maltese would naturally suffer a setback. She went on to emphasise that a child who hailed from a Maltese speaking background and who then began to attend the same Church school at Grade I, would have received good exposure to both languages; however a child hailing from an English speaking background would only be exposed to Maltese at school, and therefore he would have had limited opportunity to practice it.

This teacher also made the point that unless a child read at home, despite being exposed to a background where English was spoken, their English vocabulary used was going to remain rather simple whereas on the other hand, incidentally, a child who used Maltese was more likely to incorporate the use of Maltese expressions in his speech.

#### 6.4.1 – Performance in and attitudes towards spoken and written Maltese

When asked to gauge levels of Maltese language proficiency, teachers working at a Church school in the South Eastern region of the island, commented that their students fared better at spoken rather than written Maltese. Despite being instructed in class to follow certain Maltese language models, to help improve grammar when writing, students who were predominantly native Maltese speakers would still say the incorrect ‘*tal-ommi*’ instead of ‘*ta’ommi*’ (with ‘*ta’ommi*’ being the correct version).

It must be noted that despite attending a Church school, the student respondents being referred to were Maltese native speakers and despite being given such ‘models’ to follow, they still made these mistakes when writing in Maltese. In the young male teacher respondent’s words:

*I can understand that they’d be weak because they are not familiar with a language, but I do not understand how they can be weak in their own native tongue (when writing). They do refer to (follow) the models when writing and this is why their writing is garbled. Spoken Maltese is not bad, written Maltese is not so good.*

[Nifhem li jkunu batuti ghax m’humieq familjari ma’ lingwa, imma ma nifhimx għalfajn ikunu batuti fl-ilsien nattiv tagħhom. Il-mudelli ma jużawhomx u għalhekk jiktbu mgerfex. ‘Spoken Maltese’, hemm mhux hażin, ‘written Maltese’ nistgħu ngħidu, mhux daqshekk. ]

A Church school teacher with a twelve year teaching experience feels that the quality of the English language being taught to students has dwindled. Reading was considered ‘fun’ years back, yet, now things had changed. Parents have to ‘force’ their children to read and children consider reading as a punishment. Over the years, this same teacher respondent felt that the level has in general deteriorated, and despite the fact that she regularly organised ‘Show and Tell’ activities based on books read, the students did not really put their hearts into it.

This same respondent stated that levels of proficiency were rather similar across most Church schools. When compared with State schools, levels of English language proficiency amongst Church school students were higher. However, when compared with students who attended Private schools, Private school students performed even relatively better than their peers in Church schools. In fact, having served as a marker in national Benchmark examinations, this particular female respondent:

*could compare and could tell more or less, that a particular student came from a particular school, even though it was not written down; their expressions, spelling,*

*the structure - I could easily identify who came from a State, Church or Private school...[Work] from State schools was rather poor, though not all. Church schools were in between. I had had about 200 papers to see and other fellow colleagues who also corrected papers had also made this same observation.*

Almost all teacher respondents also made it a point to mention that from one year to the next, each new cohort of students had varying levels of proficiency in either language. In fact, some teachers stated that their present class was by comparison, better than classes they had worked with in previous years, whereas other teachers believed that in previous years, they had had students who had consistently performed better.

When speaking about the *Kunsill għall-Ilsien Malti's* guidelines to Maltese orthography, another Church school teacher argued that whilst she understood that change was inevitable in a language students however, were still confused by these changes:

*Students are getting confused because they wouldn't know which is the correct way to go. There have been so many changes. There shouldn't be constant changes because people would have got used to spelling in one way and then it is difficult to unlearn a concept. Older reading books have not been scrapped and children do get confused as to how to spell a word.*

Additionally, a young teacher, having graduated the previous year mentioned how for example, as students studying Maltese at university, they were being instructed to use words (previously inexistent) to replace English versions. The following example highlights a case in point:

*During my undergraduate years at university we were advised to use words like 'ittre' for example instead of the word 'email' – there were other such words too.*

(‘Ittra’ is the original Maltese for ‘letter’ – according to this teacher respondent, there have been efforts to promote alternative words, albeit hitherto inexistent, in a concerted effort to maintain the Maltese language’s linguistic purity. Such efforts have resulted in newly coined words such as ‘ittre’ instead of ‘email’ or ‘esej’ instead of ‘essay’ would have this intended effect.)

#### **6.4.2 – The importance of parents’ support: Church school teachers’ perspective**

Parents’ support is of course extremely important and not to be underestimated – however, life is nonetheless what it is - hectic. The social reality is that many young parents work and teachers were quick to note that once home from work, parents were faced with a string of commitments. The least the parents could do however, is try to ensure that daily homework

and assigned reading has been done. Unfortunately sometimes, the reality is that not everyone is such a dedicated parent and when there is a lack of co-operation with the school, it is the child who ends up being short-changed.

A 36-50 year old female teacher from a school in the Northern Harbour claimed that most of her students enjoyed parental support at home and regarded this as being fundamental. Having that someone who checks on the work done at school, who backs their children by taking an interest in what they have done is essential. Unfortunately, the reality is that even in this modern day and age, there are children whose parents are illiterate themselves and as a result, the child struggles too.

This respondent quoted an example of a child whose mother does not speak English at all. Unsurprisingly, the child was at present also having difficulty speaking in English. The teacher had encouraged the mother to take a course and start to learn with the child; however, the mother was not interested in furthering her education. The child had been provided with a Learning Support Assistant (LSA) at school but the work done there, once unconsolidated at home, was almost proving to be pointless. This teacher respondent also emphasised the fact that even a child who is doing well at school needed to be monitored at home, let alone a child who was struggling with learning difficulties. In the teacher's words, *'It doesn't stop at school, the home environment is very important.'*

A 36-50 year old female respondent who worked at a Church school, remarked that:

*Children master their language at a very early age, so if they start that young, they have something to build on. The home affects this very much. I agree with the concept where one parents speaks to the child in English and one parent speaks to the child in Maltese, so they can distinguish between both languages and get to be exposed to both, because unfortunately they are being exposed to one language and if they do not have the basics, it will be very difficult to build especially at Grade V level.*

An 18-30 female Church school teacher working at a school in the Western region of the island, commented on the fact that although parental support is important, the reality is that many children were in actual fact spending most of their time with their grandparents, or at extra-curricular after-school activities, rather than with their parents, whereas some students who were in their parents' company, sadly did not receive much attention. Children who are left at home in the company of their grandparents, or disinterested parents who are unable to

understand modern teaching methods ultimately bear the brunt, as they cannot receive help when they ask for it. The teacher respondent making these comments also said that it is quite evident that parents do not have as much time to devote to their children, not because they do not want to, but because they are unable to. Children are not able to study alone and do need to be supervised because they get distracted and lose focus if left unsupervised and this was being reflected in the children's overall performance at school.

Parental help, need not necessarily involve actual hands-on help with homework. Teachers at a Northern Harbour Church school also affirmed that having parents check their children's copybook to see what work had been done, or checking the homework diary and ensuring that all work had actually been done, was also very important. Sometimes, notes sent home requiring a parent's signature, remained unseen. Being naturally disorganised, children need guidance, even if unassisted during homework time. Students still needed to be 'pushed' and encouraged to do their assigned work.

A particular Northern Harbour school had adopted a method whereby students started their homework at school, the rest of which was to be completed at home. However, there were significant numbers of students who were unable to revise at home, alone and unsupervised and hence the bulk of the revision had to take place at school. In this respondent's words, '*We prepare [students] here at school for their exams, because we know that nothing is done at home.*' ['Nippreparawhom tajjeb għall-eżami hawnhekk għax nafu li xejn ma jsir id-dar. ']

#### **6.4.3 – The challenges faced by Church school teachers**

As had been with State school teachers, Church school teachers were asked to identify the challenges that stunted the promotion of bilingualism and bilingual education.

##### **a) Parents who did not support or could not support the bilingual education concept**

A female 36-50 year old respondent working at a Church school in the Northern Harbour, stated that one of the challenges, was the refusal by some parents to talk to their children in one of the two languages. Whereas some parents refused to speak in English at home, because they did not wish to, or did not know how to, there were other parents who do not speak Maltese themselves or who looked down on the language. This same teacher respondent went on to say that the struggle was having to conduct a lesson in Maltese, whilst struggling to have the child

speak or read a sentence in Maltese. She argues that these challenges with comprehension should have been sorted earlier because by Grade V, it was already too late. Therefore, one of the challenges was trying to convince the parents to ‘try and expose their children to the target language.’

**b) Students’ varying bilingual abilities and the challenges this created in turn**

One of the challenges highlighted by a Church school teacher respondent who had twelve years of teaching experience was the fact that in her classes children had different language needs. During the mathematics lesson (which examination is tested through the use of the English language medium) this teacher respondent claimed to have to use both languages. She also had to do the same when teaching Religious Studies as well as Social Studies. She claimed that if she were showing the students the video featuring a parable for example, the video would be in English, as there were no such resources in the Maltese language. In her situation, she was obliged to accept the use of both languages in the classroom to address students’ difficulties.

In order to address issues such as students’ limited vocabulary, the same 18-35 year old teacher said they made use of a ‘brain storming’ session in class and then had each of the words that the children came up with placed on a PowerPoint presentation which was then accessible on the students’ tablet. In order to have students check their work, the teacher employed a strategy of paired-reading so that one of the two paired students would point out what was missing and help his peer.

The varying levels of student ability were also considered a challenge for the Church school Grade V teachers at times. One can understand how challenging it must be to cater satisfactorily for some children who:

*can read and write and express themselves very fluently and others who can perhaps hardly read. So you have to try and cater for all the different needs and it is quite tough. You have to try and challenge the bright one and you have to try and involve the quiet one; it’s like juggling a lot of things to make it work.*

**c) The difficulties posed by having mixed ability classes**

A Church school teacher claimed that she had three students whose Maltese language level was that of a Grade I standard, yet these students found themselves in a Grade V class. In her words:



*I had to start Maltese from scratch because they are not at par with their peers. It's alright for Maltese, but Subjects like Social Studies where they have to read and understand, it is impossible because their level of Maltese is very poor. I do tend to codeswitch a bit during Maths, since there are ones who are not that good at English. It's unfair that they have to be at a disadvantage because their English is not good enough. In story sums it happens a lot. Explanation is given in English and then in Maltese and like that, they can pick and choose.*

Yet another challenge mentioned by one Church school teacher was the high number of students in class which did not improve the situation in a mixed-abilities class. Having so many realities to face, having a range of diverse student needs, it is difficult if not to say impossible, to practically cater for all the students in class at the same time.

In fact, such situations are the reason why some lose heart. In the words of this respondent:

*Sometimes, you think you are not doing enough when in actual fact you are. In theory it is one thing [to cater for everyone's diverse needs], in practice it is something else.*

d) **Issues with discipline, the child's attitude and parents' lack of cooperation**

When asked about some of the challenges that they faced as teachers, two Church school female respondents said that parents themselves pose a problem through bickering and a lack of co-operation with the school authorities. The fact that they tended to support their child's unruly behaviour rather than show the teacher respect, ultimately developed sour relations between the home and the school, none of which benefitted the child. Rather than just simply a question of academic problems, teaching staff were beginning to see problems even of a social nature, having cases where children were physically violent with their own parents. This was all being fuelled by a lack of discipline at home; discipline which then remains uncontrolled at school.

A Northern Harbour Church school respondent made the point that sometimes it is not the system, the school nor the parents who are to blame for the success or lack of success of the child; it is sometimes dependent on the attitude adopted by the child herself. At times, regardless of support at school and at home, some students still adamantly refused to learn. On the other hand, one of the reasons why some students were failing to achieve despite having being exposed to a sound education, was not entirely the students' fault.

An important comment made by a teacher with over thirty years' teaching experience at a Northern Harbour Church school was that:

*We are definitely not making progress, but rather going backwards. At times, it is not the children's fault, because we were the ones to have removed the idea of writing. Everything is 'fill-in' [the blanks], even a grammar book. It is as if these children are going to tire of everything, as if we are afraid of giving them something to write, everything is limited. Before assigning a project, I give them some research to do. I ask them not to make photocopies or print off information as far as possible. I ask them to research a topic and copy the information. There were parents who phoned the school, angrily criticising me because I was 'forcing' them to write. It was a big issue. It had been out of proportion.*

[Sejrin lura bħal granċ... xi drabi t-tort mhux tat-tfal għax aħna neħhejna l-idea tal-kitba. Kollox huwa 'fill-in', anki 'grammar book.' Qishom dawn it-tfal ħa jgħajjew minn kollox; qisna nibzġhu nagħtuhom jiktbu, kollox limitat. Qabel ma' nagħmlu xi 'project' nagħtihom xi 'research' x' jagħmlu. Ngħidilhom kemm jista' jkun ma jagħmlux 'photocopies' jew jiprintjaw. Ngħidilhom jiġbru l-informazzjoni u jikkupjawh. Kien hemm min ċempel l-iskola jgħid li t-teacher kattiva għax iġġgħalhom jiktbu. Kienet 'big issue.' It was blown out of proportion.]

This same teacher went on to argue that:

*teaching is not the challenge. I love teaching. It is the parents who are challenging, phoning the school over nonsense. Our head of school is indifferent about taking a stand. She was more concerned because a 'Review' was coming up and we would be given some bad report – hence the head of school supported and preferred to give into the pressure created by the parents, rather than supporting teacher who ultimately had students' interests in mind.*

In the light of such repercussions, it is no wonder that teaching staff either become passive or demotivated. A lack of support weakens the entire system, resulting in mediocrity at best.

#### **6.4.4 - To stream or not to stream?: The Church school teacher perspective**

As a result of students' diverse needs, the researcher asked respondents if streaming according to the level of ability made sense. A Church school teacher respondent who identified students' diverse needs as a challenge, acknowledged the fact that there were arguments for and against streaming, because a group might be made to feel the fact that they are the weaker group, whereas another group might be made to feel they are the stronger group. However, this opinion is not shared by a number of teachers who feel that streaming would be of greater benefit to students in the long run:

*It is very difficult if you are doing a certain kind of comprehension – I cannot do two comprehensions at the same time. The others will still need my help and I have to go around to check what students are doing. Having two Learning Support Assistants who offer a one-to-one service to a studented student in class is also*

*of no help to the teacher, because they are dealing with their own individual students.*

The argument in favour or against streaming becomes more complex when one takes into account specific learning disabilities which remain unidentified and unaddressed. In the words of one respondent:

*There is this one particular girl who does not speak Maltese, cannot produce (speak Maltese) as yet. I try to tell her friends to speak to her in Maltese but it is a slow process. When it comes to writing she goes blank. I cannot cater for her individually – it is a big challenge for her to keep up with what is going on during the lesson.*

One wonders, therefore, who is actually being served really and truly when everybody is effectively forced to ‘sink or swim’ in the mainstream classroom – where individual student needs are certainly rather challenging to truly cater for, unless specialist training and smaller classes become a reality. A Church school teacher with eleven years teaching experience has stated that:

*It’s not as easy as one can imagine. When you have 25 students, if you have one student who is very good at Maltese and another girl who does not understand the word ‘qattus’ (‘cat’) it is difficult. What I tried to adopt this year was the system that girls who are able enough, would work on their comprehension (exercise) for example, whilst with this particular girl who cannot understand literally anything, I’ve started working on a Grade 1 syllabus, at least having her understand certain words and relating them to pictures. It is not easy at all – and she is Maltese! For her, we can say Maltese is a foreign language. I would say that for five students out of our twenty-five, yes Maltese is a foreign language. The others are exposed to Maltese at home. What we do in class is unfortunately not enough.*

These comments were made in light of the fact that this school is a Church school which had established English as its main language. In addition, students attending this school also attended extra-curricular activities where the language predominantly in use is English.

#### **6.4.5 - Is the bilingual ideal a possibility by the end of Grade VI?**

A Church school teacher hailing from a school in Malta’s Western region also opined that her students would not actually be bilingual at the end of Grade VI, namely because they predominantly spoke English at home and were exposed to English for the greater part of the school day. Only Social Studies and Maltese were actually taught through the medium of Maltese. However, it is an established fact that code-switching is an inevitable aspect of the

tuition one receives at school. In fact, during the interview, this same teacher respondent admitted that:

*When these students spoke, they spoke partly in English and partly in Maltese. During oral tests, they struggled because they would not have had any examples to follow.*

[Meta jiġu biex jitekellmu, jitekellmu nofs bil-Ingliż u nofs bil-Mati. Fl-orali jbatu aktar għax ma jkollhomx fuq xiex jimxu.]

A teacher (aged 51+ years) who has now taught in a Church school for the last eight years but had previously taught at a Private school stated that although the majority of the students attending school spoke English, English was but a ‘second language at home and at school.’ She feels that there still is a lack of exposure to English. She argued that once students had received a head start in English language exposure during the first two years of primary school, students were then introduced to more Maltese in Grades 3 and 4.

The teacher seem to believe that despite attending a Church school where English is the used for about 60% of the day, she maintained that she very rarely hears students making use of English when conversing amongst themselves. She also made the point that the younger the students were, the more likely they were to use English, but as they grew older they tended to use the language they were most comfortable using and quite often, that happened to be Maltese. She maintained that the level of English, both spoken and written, has in fact deteriorated over the years. However, this deterioration was not only limited to English. In this respondent’s opinion even Maltese had deteriorated. This is evidenced by statements expressed by her students such as ‘*Miss fejn se npoġġi l-book?*’ (‘*Miss where am I going to place the book?*’). The teacher respondent has questioned the use of this code-switching, because ultimately written statements reflected spoken language and thus this yielded expressions such as ‘*It-tifel xtara ice-cream*’ (the boy bought an ice cream). She maintained that this was due to the fact that, ‘*all the child had heard was a mixture of Maltese and English and therefore that was what he was going to use.*’ In this teacher’s opinion, the students she taught would never be ‘bilingual enough.’ Moreover, in her words:

*parents need to be aware of the fact that if one is speaking in Maltese, it has to be in Maltese completely, if they are speaking in English, then it should be English completely; otherwise both languages are being ruined.*

When asked if her students were going to approach the bilingual ideal, a 36-50 year old female Church teacher replied that during that particular year, her students were fluent in both languages. However, there were years where:

*Practically, I had to conduct a Maths lesson in Maltese. For example, if we are dealing with problems and they are not understanding the word 'each' or 'pairs' or 'fortnight' and these are just examples, then I have to switch to Maltese. It varies, according to the level of the class I have. You have to do this because it is easier to work.*

When students have difficulty in following a class explanation, it was common practice to:

*...switch to Maltese and try to explain it in Maltese and in the end I try to re-explain it in English. As some point yes, I have to resort to Maltese – however I switch back, because at the end of the day, the papers are going to be set in English.*

### 6.5 – Performance in the two languages: Private school teachers’ perspective

This third section presents the opinions of Private school teachers. All these respondents interviewed worked at schools located in the Northern Harbour area. Table 6.5 provides a summary of all the responses given by Private school teachers when these were asked to rate their students’ proficiency in English and Maltese.

**Table 6.5: Private school teacher respondents’ ratings of their students’ Spoken and Written Maltese and English.**

| Private teacher-respondents' feedback on their students' bilingual proficiency |                                |  |                |                                 |
|--|--------------------------------|--|----------------|---------------------------------|
|  | Spoken Maltese                 | Written Maltese                              | Spoken English | Written English                 |
| Northern Harbour   | Fair                           | Some try, but more work needed               | Good           | Fair but needs more practice    |
| Northern Harbour   | Good                           | Written Maltese weaker than Spoken Maltese   | Good           | Can be better, but fair overall |
| Northern Harbour   | Most Struggle                  | Some manage, most struggle                   | Good           | Good                            |
| Northern Harbour   | Parents do not give importance | Problematic syntactic structure, orthography | Good           | Good                            |
| Northern Harbour   | Parents do not give importance | Problematic syntactic structure, orthography | Good           | Good                            |
| Northern Harbour   | Good                           | Good   | Good           | Satisfactory                    |

It is evident that teachers in this sector all consider the majority of their students as enjoying a relative good command of English in so far as the spoken aspect is concerned. This impression is also governed by the fact that English is the L1 for the majority of the student population in the Private school sector.

When considering students’ English writing skills however, it is evident that writing is a skill that needs to be honed and that a good command of the spoken medium does not translate into coherent or cohesive written work and this accounts for the fact that three out of six teachers have higher expectations for their students.

In the words of one of the respondents:

*There is a marked difference between the spoken English and written English, because obviously, written English is a skill that needs to be acquired after some time. It's not how well you speak equals how well you write.... The average child [at the Private school] is English speaking and the level of speaking is relatively of a high standard, though not so high in the written.*

One must factor into the equation the fact that overall, there seemed to be quite a substantial amount of parental backing and encouragement and this generally led to students who were motivated into doing well. A male, Private school respondent emphasised that,

*The standard is quite high, for their age, especially for Maltese natives, their standard, the way they express themselves in the classroom, how they get along, even their goal, they want to achieve a better position, they want to reach better standards in English, they want to improve their own English ... the targets and the goals we prepare for them are reachable.*

This is certainly not to say that there is a homogenous level of proficiency in Private schools too. One might in theory be using English as a main language in the home domain and have children exposed to this language first and foremost. However, one important fact that must not be brushed aside is that the language used is at times, rather strongly peppered with the influence of Maltese and hence one gets a mix of Maltese syntactic structure and the use of English lexis. As one female Private school teacher put it,

*The spectrum is quite wide and what you have as well, is that many young people speak English badly. I would prefer it if a student comes to this school, knowing very little English, then they pick it up very quickly. But if they come and they already have that broken English, they continue making those mistakes no matter how much you correct. Out of a class of 23 students, you get about six who can speak English very well...we use the Macmillan books which are very, very helpful in these cases because it gives them the correct grammar and intonation. We use a lot of recording in our reading lessons to give them the correct intonation and then they make use of a USB so they listen to each other and they can tell and improve because we do the correcting as we go along.*

Private schools have always given importance to English as the main language in use in the school; however, in recent years the influx of non-Maltese students has been on the surge. The PIRLS (2013) study has shown that, '6% of Maltese schools have more than 90% English-speaking pupils; 12% of the schools have between 51% and 90% and 82% of the schools have less than 50% English-speaking pupils' (Ministry for Education and Employment 2013: 9). As a result, Private schools have now found themselves having to cater for a number of

international students, so there is also very little use of Maltese within the parameter of the school walls. Therefore even subjects like History or Geography are also taught via English, since,

*foreign students have to participate in all lessons so we are only allowed to speak Maltese during the Maltese lessons. There again, sometimes we have to resort to English (during Maltese lessons) because sometimes you lose them, especially when you have no visual aids. I act or draw to explain.*

Throughout the study teachers have emphasised that although the proficiency levels they have attributed to their students is a fair assessment, it would be wrong to generalise as each cohort presented a different set of students and thus, one had to be cautious about making generic sweeping statements. However, consistent data presented by different individuals shows that certain generalisations may be made. In the words of one respondent, having an eighth-year teaching experience,

*Both spoken and written English are of a good standard, meaning this very much depends on the cohort. Sometimes you get a cohort that love reading so obviously that is going to help improve the level of English. This year I didn't have many avid readers in my class, so I'd say the level of written and spoken English is a bit lower than last year. Over the years however, I am generally satisfied with the levels of spoken and written English.*

### **6.5.1 – Performance and attitudes towards spoken and written Maltese**

When asked to gauge proficiency levels in Maltese, one of the Private school respondents who went on to describe herself as being generally, rather satisfied with her students' command of spoken and written English, was clearly not as pleased with her students' Maltese proficiency. In her words, the level was of a 'lower' level, with:

*students (being) unable to express themselves as well as they do in English. Sentences are basic ones- usually things they are familiar with, whilst in English, they can talk about things they are not very confident about... in Maltese they tend to stick to their parameters and the vocabulary they know.*

When this same teacher was asked whether she considered Maltese to be a second or a foreign language for her students, she replied that when it came to comprehension skills, although her students were predominantly English speaking, they were still able to understand the Maltese language used therein, however, it was different when it came to listening comprehension, because in this case, the issues were taken out of context.



The respondent who taught a streamed advanced Maltese class of Grade V students in a Private school, stated that parents are very supportive toward their children, even speaking to their children in Maltese at certain times of the day, but then again there were parents who admitted it was their fault that their children harboured negative attitudes towards Maltese, because they give their children the impression that,

*Maltese is a hard thing – sometimes in fact students face their double Maltese lesson with a defeatist attitude. I don't think we should codeswitch. It's fine if the Maltese lesson is over and you continue to use Maltese in class, although sometimes the children call out, 'Miss, it's English now!'*

This respondent seconded her colleagues when she also stated that owing to the fact that there were a number of foreign students attending classes alongside their Maltese peers, use of Maltese language was restricted to the Maltese lesson only, so that subjects like Religion and History had to be taught in English. At this stage in Grade V, she argued that parents were more concerned with their children trying to grasp mathematical concepts and good reading skills, hence Maltese was not given as much importance,

*If your child is struggling with Maths that is going to be the issue. Not only that, but the child might be having some problems with another subject and you don't want to overload them and (therefore parents say to themselves) ... we will tackle it later.*

The benefits of having earlier exposure to Maltese was an aspect that teachers welcomed readily. Being deprived of a Maltese language environment in the home domain, it certainly made sense for students coming from such a predominantly English linguistic background to receive earlier exposure to Maltese, even if only as part of non-curricular activities that the children participated in,

*I've seen students who at this stage manage the grammar because they are learning those rules, and then later on when they have literature in addition to (grasping the) language they use their knowledge to work out the literature. They do make an improvement, but they are not reaching their potential. However, if they start earlier (being exposed to and making use of Maltese earlier) then it would help them later on.*

When one of the respondents was asked to identify the challenges that he faced as a Private school teacher, a male teacher who taught Maltese as a subject, replied that his Private school students questioned the use of Maltese, and this was a difficulty he had to face on a daily basis.

He went on to say that the next challenge he faced was the opinion held by some students who thought of Maltese as being, ‘*something rude and low class*’ [xi ħaga ħamalla u low class.]

On the other hand, it is easy to understand the reasons behind Private school students’ attitude towards Maltese. The school language policy identifies English as the school’s official language. Furthermore, this is the language that dominates both the kindergarten environment as well as the students’ own home domain. Given that many parents whose children attend Private schools predominantly use English, it is evident that students are given the impression that Maltese is a language they do not need or which is considered as being inferior to their own. This attitude is consciously or subconsciously being promulgated by the students’ parents who do not make use of the language themselves, even though they understand it. As the teacher respondent himself stated,

*Parents Day, anki jekk il-ġenituri jkellmuna bl-Ingliż u nafu li jafu bil-Malti, inkellmuhom bil-Malti, ħalli nuruhom li l-lingwa Maltija m’għandha xejn inqas mill-Ingliż. Wara kollox, jekk iridu jidhlu l-Universita’ ta’ Malta bilfors irridu l-Malti. Ahna t-target tagħna hu Malti u Ingliż indaqs. Mhux Malti mkisser jew Ingliż imkisser.*

[During Parents Days, even if parents address us in English, and we are aware of the fact that they do know Maltese, we speak to them in Maltese, to show them that the Maltese language is not in any way inferior to the English language. After all if their children want to enter University, they need Maltese. Our target is equal proficiency in Maltese and English – not broken Maltese or broken English.]

Hence, it is evident that parents’ attitude towards a language is reflected in their children’s attitude in turn. This highlights the importance of having the schools’ language policy presented to parents, constantly reminding them of the bilingual goal they wish their children to reach.

### **6.5.2 – Extent of the use of Maltese**

A male Private school teacher respondent in the 18-35 age bracket, corroborated his colleagues’ statements when he stated that although spoken Maltese might not be out rightly problematic, written Maltese on the other hand did pose students a problem. Students seemed to lack the encouragement or the will to learn Maltese, possibly because they were receiving the message that Maltese was not as important for them. On the contrary however, there were cases where even foreign students who harboured a positive attitude towards Maltese, being strongly motivated to learn Maltese, had in fact outperformed native Maltese peers:

*Written Maltese will be the greatest struggle for some of them (the students). Spoken Maltese isn't as hard... a lot of the boys play football at nurseries where they meet other Maltese speaking children...so they are still subjected to a level of Maltese.... In my class I have a student who isn't Maltese, but his Maltese is well above average, both in spoken and written Maltese. This is because there is a drive that comes beyond school, even though his parents are non-Maltese natives- they want him to excel in his Maltese as well.*

Written Maltese was consistently identified as being the more challenging area. The Maltese teacher interviewed, backed the comments made by a colleague in another school when he expressed concern at the fact,

*This year we had cases where students spoke perfect Maltese, however when writing, Maltese was rather confused. There is a difference between the way they speak (Maltese) and the way they write it. Speaking well in Maltese, does not mean they are able to write well.*

[Din is-sena kellna każijiet fejn studenti , x'hin jiġu biex jitkellmu l-Malti, kien Malti perfett u x'hin jiġu biex jiktbu, jkun Malti kemm kemm imħarbat. Hemm differenza bejn kif jitkellmuh u kif jiktbu. Mhux bilfors għax jitkellmu Malti tajjeb ser jiktbu Malti tajjeb.]

It was interesting to note that this respondent worked in a school which has a system of a one-person, one-language approach to Maltese and English language teaching – certainly a commendable strategy by any standard.

### **6.5.3 - The challenges that detract teachers from effective bilingual education: the Private school respondents' perspective**

Private school teachers were also asked to identify the factors that posed a challenge to bilingual education. Amongst the challenges highlighted by teachers in the Private school sector, teachers mentioned:

- a) The specific learning difficulties such as ADHD, dyslexia and children who have problems focussing and writing and following the lesson, as well as the fact that these issues seemed to be multiplying from one year to the next;
- b) the difficulties in the preparation of differentiated work for mixed-ability students;
- c) their students' notion of Maltese as an inferior language;
- d) their students' notion that they could do without Maltese;

- e) their students' notion that Maltese was somewhat a lower-status language;
- f) the fact that parents could use Maltese if they wanted to, but only used English;
- g) the fact that parents who codeswitched themselves were not fulfilling their roles as linguistic role models.

### **6.5.3a - Specific learning difficulties and issues with specialist training**

A factor that would undoubtedly have impact on quality of teaching would be cases where children required specialist attention given that they were challenged by conditions such as ADHD and Dyslexia, as well as other conditions such as children who experienced difficulty in focussing, following the lesson, participating, writing and ultimately learning. Nowadays, the classroom teacher is aided by Learning Support Assistants; however, it seems evident from the comments made by teachers, that issues they are facing are not being adequately addressed.

It seems to be a fact that there is more demand than there is supply where Learning Support Staff are concerned. Moreover, an additional problem is the following. As matters currently stand, post-secondary institutions such as MCAST have been given the green light to offer courses for those willing to take up positions as LSAs (Learning Support Assistants) in schools. However, it has been noted that some candidates who were soon to graduate, lacked adequate standards of language proficiency. These courses are soon to yield the first set of 'graduates', however, shortcomings in their own personal standards of language proficiency have already been noted. It is alarming, to say the least, that whilst being able to provide the human resources to fill the posts of LSAs, these new graduates fall short of being qualified as fully bilingual and biliterate candidates themselves.

It would therefore be quite evident that even if graduates from post-secondary institutions or university are graduating and joining the work force, when they still lack certain standards in terms of their own language proficiency, it is a sine qua non that remedial action must be taken to address this.

The problem is however part of a national problem. In December 2016, an unprecedented move was made by the Rector of the University of Malta when he called for new entrants into university to be offered courses by the University's Centre for English Language Proficiency. This was somewhat surprising, due to the fact that the accepted rhetoric in some academic

circles had actually quelled alarm when this had been raised both by leading academics and by civil society at large. Now, in a move that had finally seemed to acknowledge that fact that the eleven year Maltese compulsory education system had failed to produce bilinguals who could cope with the demands of a university course, or with the language proficiency demands as posed by the industry, decisions have been ‘hastily’ taken in an effort to improve mediocre language proficiency.

However, despite this move being a step in the right direction, the steps taken to address language proficiency issues cannot be cosmetic. Respective bodies must be ready to review current courses such as the MCAST Higher Diploma in Facilitating Inclusive Education, as well as other courses yielding graduates whose own skills are not up to required standards. One must ask whether current courses are providing sufficient training to workers in the field to deal with cases that necessitate specialised training given the wide range of learning challenges prevalent in the classroom nowadays? Ultimately, is the primary school teacher being given the necessary training to work with a mixed-ability class? Are new teachers able to deal with the complexities presented by challenged learners? These are issues that the Maltese education system can no longer afford to brush underneath the carpet. Does the rhetoric in favour of inclusion in mainstream classes act as a benefit, or has the time come to acknowledge that although in principle, such ideals are noble, it is however a hindrance to both the challenged student, as well as his classmates? These are questions which however go well beyond the scope of this present study.

#### **6.5.4 - The importance of parental support: Private school teachers’ perspective**

All Private school teachers interviewed in this study reiterated the importance of having parents’ support. However, according to the comments made by the teachers, parental support was both forthcoming and appreciated in Private schools:

a) *‘I think it’s paramount. Teachers without parents’ support can never succeed in general. I think in this school we get a lot of support. Parents follow the children very closely and they make sure that homeworks are given in.’*

b) *‘English reading skills are always on the improvement as long as they are supported at the school and at home so it’s always a continuous progression... now it depends on the children, on the background, the language. In a Private school, the cohort is Maltese, European and beyond, so there is that difference which changes a lot of things when it comes to reading and explaining in the classroom.’*

Parental support however, is also required to help students reach the bilingual ideal. There is not much worth behind the pledge to make more time for spoken Maltese in principle and then only seek to address such a goal through half-hearted measures as is clearly the case in the following instance where a male Private school teacher gives an exasperating account of the differences between parents' support and actual commitment to make bilingualism a more realistic objective:

*The fact that they are English speaking does not help much and it is not their fault, but it is the parents' fault, since they don't give them that push and encourage them to speak more in Maltese. A parent would tell his child, (whilst sitting before us) that they must make more use of Maltese, however they tell their children that they must use more Maltese, yet they say this in English!*

[Il-fatt li huma English speaking ma tantx tgħin. U t-tort mhux kollu tagħhom, iżda l-ġenituri ma jagħtux dik l-imbottatura u jhegguhom jirkellmu iżjed Malti. Ġenituri jgħidu lit-tfal quddiemna li jridu jirkellmu iżjed bil-Malti, iżda jgħiduhom bl-Ingliż u tieqaf hemm!]

The Private school teacher quoted above is not alone in complaining about this phenomenon where parents elect to support a school's language policy or teachers' exhortations to give Maltese more importance and yet, none of this is actually put into practice. Moreover, the fact that English is the language of the internet and social media also serves to render it the language that these students are most likely to be exposed to. A teacher respondent (aged 51+ years) claimed,

*There's a great awareness about parental support and the parents are on a crusade because they know their children should be speaking Maltese, however they do very little at home. They are not prepared to change their ways. If they (students) attend extra-curricular activities they are mostly activities where English is spoken, so the struggle with Maltese remains. Having said that, children are always looking at a screen and what they look up are things in English. If there were something valid in Maltese perhaps it would change a bit, because one could encourage them to look at something (watch a programme) without that dragging tone. Perhaps if cartoons could be dubbed maybe they would watch these; children's shows in Maltese are unbearable – you cannot sit through them.*

The role of the parents is ultimately one that cannot be dispensed with. However, there are times when even parents' most genuine intentions may in actual fact be detrimental to their children's progress. According to a male teacher-respondent, 'helping' a child with homework, seems for some parents to entail meaning that parents themselves should end up doing the homework themselves. He added that he would almost prefer it if the students approached him

and admitted that he could not do his homework rather than have their parents do the work for their children:

*You also realise that this is the case when a child leaves half his examination paper blank because he was unable to answer the set question. In cases like these, the students do not learn anything and things only get worse. Then panic sets in when they get to senior school and they have to reach standards to enable them to sit for Secondary school examinations....You note what is happening, because they produce good homework, but marks reveal otherwise when it comes to an exam.*

### **6.5.5 - Whether Private school teachers believed that students will be bilingual by the time they reach Year 6**

In an environment in which one language predominates, it is hardly possible for a second language to thrive. All Private school teachers reiterated that for many of their students, bilingualism and biliteracy was a goal that was yet to be achieved. Unless a balance was found, in support of an additional language such as Maltese, the bilingual ideal would remain an ideal.

The following comments, each echoed by different teachers, highlight this:

*It's hard to enclose that, because being bilingual would support a good level of both Maltese and English in reading, writing, expressing themselves, fluent use of the Maltese language. So although we are a bilingual country so to speak, this would be the other end of the spectrum where you have certain government schools like this and other private schools, they'd struggle in Maltese. They are different spectrums.*

(Private school male teacher respondent, 18-35 years)

*Most children are hardly bilingual, they are English-speaking. There are a few who are genuinely bilingual and would have started (attending a Private English-medium only kindergarten) at the age of three. Then they would have acquired the high level of English. These are the lucky ones, the ones who get both English and Maltese. Otherwise, the others are predominantly English speaking.*

(Private school female teacher respondent, 51+ years)

*Children are not bilingual by Grade 6, except for a very few, whose parents would have helped them reach a certain level, not because it comes to them naturally. I do not think that giving more of a push in Maltese would affect English, because they are exposed to English in all their other subjects – even if one Maltese lesson were to replace an English one, it would not affect English negatively.*

(Private school female teacher respondent, 36-50 years)

One of the Private school teachers interviewed, said that their Year 5 cohort was divided, when it came to Maltese lessons. Some students had been placed in an advanced class, whilst another class catered for students who needed more support in Maltese. This was so because in the words of the teacher himself, *‘If you were to put the support classroom with the advanced (class), the support class (the weaker class) would lag behind. I get a group of 12 students in my class and that helps.’*

[On the other hand] In the schools’ advanced Maltese class, the use of *‘expressions and grammar are good...Sentence building and vocabulary are more advanced and they can move on at a quicker pace.’* Having students who were not proficient in Maltese, or for whom Maltese was close to being a foreign language, cannot, in the researcher’s humble view, have a favourable outcome for class progress in Maltese proficiency and this is why in certain Private schools such as the ones which participated in the study, there was a level of streaming – to better accommodate the individual students’ needs as much as possible. At the end of the day, in the words of the male Private school respondent,

*We do have a number of students who are can both speak and write well in Maltese. However, the number of such students is very small.*

[Għandna studenti fejn jiktbu tajjeb u jitkellmu tajjeb. Imma dan huwa numru zgħir ħafna.]

#### **6.5.6 - Concern about Maltese language proficiency – too little, too late**

Concern arises in Grade VI, due to the fact that parents opt to have their child sit for the national benchmark examination. This is due to the fact that on the one hand, this is a national exam and additionally, it is important for those parents who might choose to send their children to a different school which demands this certification as proof of the child’s abilities.

However there are also parents who do not worry about Maltese proficiency at all, since despite all the preparatory work done in class, children are kept home on the day of the exam. In the young teacher’s words,

*We would have done all the necessary preparatory work ahead of Benchmark examinations, and on the day of the Benchmark exam, they just do not turn up. However then there are some parents who worry about their children’s poor Maltese proficiency even though they are mainly English speaking.*



Overall, the findings obtained in this present study resonated with Casha, Mizzi and Vella's (1999) study, when they set out to investigate how parental involvement differed across the three school types. Findings revealed there was no substantial difference between the three school categories, but that Private schools involved parents slightly more than State schools do. Moreover, the study revealed that children would like their parents' presence in educational activities and that pupils do want and need parental support throughout the learning process. Casha, Mizzi and Vella (1999) also considered that there was much more that one could do to reinforce parent-school links. Moreover, social class influenced the way parents approach and perceive their children's education, whilst other factors such as parents' own education, the educational jargon used by schools and lack of time and interest were all factors which affected parental attitudes towards schooling in general.

#### **6.5.7 - Concluding comments**

Generally, teachers concluded that whilst spoken Maltese was the students' native language and that they generally performed well in this area, there were factors such as specific letters that led to a number of spelling errors during writing tasks and these hindered students' performance, especially in extended, creative writing tasks. This confirms the findings of the Phase I and Phase II studies which showed that although spoken Maltese thrives amongst State school as well as Church school students, written Maltese remained somewhat problematic towards the end of the Primary Years Cycle.

- 1) Lack of Maltese proficiency was even more accentuated when it came to Private school students, who lagged behind their peers in State and Church schools because of their lack of exposure to Maltese as a language of interaction both in the home and the school domain. Parents' efforts and attitudes towards the use of and importance given to Maltese played a significant role in the way that their children ultimately viewed the language.

These findings are similar to those of Bonanno (2007) who found that the dominant language at home and at school is Maltese and that the Maltese language is still present even during the English lesson - a finding that resonated with the results presented in Phase I of this present study. Whilst declaring a preference for reading in English and English grammar books, children yearned for more interesting means when being taught English and Maltese (a comment that was frequently made by teachers in the present study too). It also transpired that

students still preferred the streaming method because it enables them to work without any obstruction from the slower or faster students (Bonanno 2007: 92)

2) On the other hand, English was the State school students' weaker subject. There is still much work to be done to enable students to be able to make effective use of English as a second language and a medium for interaction at both the spoken and the written levels. Although English might be the language followed by students on television as well as social media, it does not necessarily mean that children are receiving quality English language exposure. Exposure to English through these mediums is possibly the only means of exposure that students generally receive, given that in State schools even lessons that are supposedly delivered through the medium of English, are actually delivered through extensive code-switching from English to Maltese. Beyond the English language classroom, use of and exposure to English is quite minimal, for a number of reasons.

3) Parents at home did not use the English language as a means of interaction, due to the following reasons:

a) It was not their native tongue, nor a language that they would use naturally;

b) They were simply unable to make use of English due to their own limited proficiency;

c) The target language was not thought of as being sufficiently important for their children at that particular point in time. The same attitude towards the L2 recurs in Private schools, when it came to Maltese.

4) According to their teachers, State school students, especially the students who consistently obtained lower marks and were consequently placed in lower-stream classes, seemed to also be afraid to use English in class. They did not ask questions in class through the medium of English and would not raise their hands willingly or participate in class room discussions out of their own free will; having to be asked by their teachers to do so. A teacher respondent specifically stated that in students' minds, 'English remains something that they are scared of using!'

5) Amongst the challenges posed by the debate on streaming highlighted in this chapter, there is an additional issue which should not be side-lined. This is the issue of Individual Educational Needs (henceforth also referred to as IEN). Cefai, Fenech and Galea (2007) explain how the

twenty-first century started with a new humanistic vision for the Maltese educational system, as the new NMC (1999) provided guidelines for the provision of a quality, holistic and democratic inclusive education for all students. The last two years had seen the placement of an increasing number of pupils with Individual Educational Needs in mainstream schools, the recruitment of facilitators to support such students and the setting up of a Statementing Moderating Board to determine the level of support for such students in mainstream education. Cefai, Fenech and Galea (2007) reveal that the teachers interviewed in their study were doubtful as to the applicability of applying IEN principles, given that they lacked both training and the physical and human resources in supporting the inclusion of students with IEN, whilst trying to cope with an overloaded curriculum. Although the Faculty of Education has been addressing these concerns through the development of inclusive education programmes and differentiated teaching techniques, the general impression that the present researcher acquired was that as time goes by, there seems to be a phenomenon where there are far more students with IEN than ever before. With human resources already very severely stretched, not only is there a dearth of newly qualified teachers, but even more so, a dearth of teachers who are qualified sufficiently to deal with the challenges of a mixed-ability class as well as a class having students with various degrees of IEN. Moreover, an earlier study by Bezzina and Stanyer (2004) had also found that newly-qualified teachers were not adequately prepared to meet the challenges of classroom life – and as such these are concerns that the Faculty of Education must constantly review to ensure that their teacher training courses equip candidates for the realities of today's classroom. Devoting more attention to current successful bilingual education programmes in Europe and beyond might prove to be both enriching and insightful.

6) To translanguague or not to translanguague?

In addition to the foregoing, no efforts must be spared in the creation of courses that would yield specialist teachers – as well as better qualified teachers who will forego extensive code-switching which ultimately deters students from becoming effective L1 and L2 practitioners. One wonders whether the more lax attitude towards the use of code-switching (which as we have seen is very much present across the three school types in Malta) is a factor that is contributing to a lack of student proficiency. Such findings only serve to validate Cummins's CALP theory which posits that while many children develop native speaker fluency (i.e. Basic Interpersonal Communication Skills: BICS) within two years of immersion in the target

language, it takes between 5-7 years for a child to acquire a proficiency to enable them to develop this proficiency for use in academic settings.

7) The students in Maltese primary schools who are fortunate enough to receive quality L1 and L2 language exposure in both the home and school domains will be successful at attaining a relatively adequate level of bilingualism; yet those who do not receive quality L1 and L2 exposure consistently will inevitably struggle to attain this more. As has already been mentioned, it is little wonder then, that in December 2016, the newly-elected University of Malta Rector, Professor Alfred Vella, called for English language induction courses through the University's Centre for English Language Proficiency (CELP) for all Maltese students who despite having satisfied the University of Malta's general entry requirements, still lacked sufficient proficiency in English.

However, the researcher cannot help but think that although this is a positive move, which will surely benefit undergraduate students, it would be of equal benefit in the long-run to maximise the quality of L1 and L2 language exposure in the earliest years of the Primary Years' Cycle. Sciriha (2012) had called for the introduction of specialist English teachers to address concerns with L2 skills; however, to date, the Maltese education system still lacks such specialist teacher resources. In her monograph, *Profiling English Language Use in Malta*, Sciriha posits that 'teaching in the primary sector should follow a system of specialized teachers, as opposed to generalists, who would be more knowledgeable and therefore better equipped to cater for the needs of their young learners' (Sciriha 2012: 63). A significant majority of Maltese respondents (71.8%) had revealed to be in favour of having specialist teachers of English (Sciriha 2012: 77), hence all effort should be made in order to have a specialist teacher training course that yields suitably qualified candidates who would be in a position to offer students, age-appropriate language skills. Education authorities however need to first attract suitably qualified candidates through a real investment in human resources so as to endow the primary education sector with candidates who are capable of delivering quality education and to spare no efforts in making the teaching profession attractive to the brightest of students.

8) In countries like the United Kingdom, Hargreaves (1986) maintained that the teacher is compared to a miserable manual labourer and is not treated in the way a professional ought to be treated. In sharp contrast, on the other hand, Sahlberg (2010) describes Finnish teaching staff as being, 'esteemed professionals similar to medical doctors, engineers or economists',

having been given the ‘professional autonomy to practice what they have been educated to do’ (Sahlberg, 2010: 76). Any country seriously aiming to invest in its citizens, needs to invest in its teaching staff, attracting as Finland has, the most promising high school graduates. Moreover, prospective teachers in Finland undergo a research-oriented education, with all teachers having ‘completed Master’s theses accompanied by rigorous academic requirements of their, methodology and critical reflection equal to any other field of study in Finnish universities’ (Sahlberg 2010: 94). Perhaps, these are current educational trends that local authorities ought to consider.

In-service training for teachers is always necessary and of course, policy makers need to look at the system in its entirety and not simply view the debate concerning language policy in isolation. One needs to question how effective teacher education programmes are, and whether that education is yielding the desired quality.

Maltese society is dealing with a complex educational reality that involves State, Church and Private schools. However, any body that governs these three sectors must be given the necessary infrastructure to be able to not only provide a sound policy framework or a specific policy itself, but also be able to address weaknesses within the system by addressing the realities of each of the three sectors. Effort must be made to have all entities move in the same unified direction that aims to ensure success for all students, rather than empowering some, whilst effectively disempowering others through unequal opportunities. As is argued by Bartolome (2007: 264), an effective education system needs to highlight, ‘the importance of infusing teacher education curricula with critical pedagogical principles in order to prepare educators to aggressively name and interrogate potentially harmful ideologies and practices in schools and classrooms where they work.’

At the end of the day, the responsibility that a teacher carries is great. Far from simply teaching mathematical or geographical concepts, far from being yet another job, the teacher carries a great responsibility being responsible, as part of the system for the creation of a future for the many individuals one is duty-bound to teach and educate. In the primary, secondary and even tertiary years, the teacher or educator must keep in mind that, ‘through dialogue, modelling, the provision of practice, and the attribution of best motive, the caring teacher nurtures the ethical ideal. She cannot nurture the student intellectually without regard for the ethical ideal unless she is willing to risk producing a monster’ (Noddings 1984: 179).

As has been shown by this and other studies, extensive code-switching takes place when particular subjects such as maths are taught through one medium and not through another or through a mixture of both leads to a situation wherein by Grade V, it is already too late to try and teach a subject through a particular medium be it English or Maltese, when that medium of communication happens to be the students' weakest language.

Current literature particularly that by Garcia (2009) seems to favour the use of 'translanguaging' in that it helps support students particular those coming from minority language backgrounds. The concept is looked upon favourably in that it offers support for the minority student's home language and it aids in strengthening cross-linguistic transfer.

In the local Maltese context however, we have seen the development of a situation where code-switching is resorted to extensively. Teachers themselves have their own varying interpretations of how and in which contexts this code-switching is to be used. As this study has shown in earlier chapters, in some State schools, lessons such as Maths which is inevitably tested in English is explained through the use of Maltese, because students do not understand the concept being presented through the use of English as a medium of instruction.

Camilleri Grima (2013: 565) supports the claim that in the local context, the use of code-switching is a practice that cannot be avoided,

Resolving pedagogical difficulties through code-switching is a very elaborate and complex phenomenon, which bilingual teachers and pupils perform unconsciously, and which benefits not only the learning process but also the rapport between participants.

Following the class explanation, when working on homework or during a test, such interpretative support as that offered by the class teacher is naturally not available and students end up with a deficiency in terms of skills acquired both for comprehension, as well as reasoning, particularly when it came to sections dealing with problem sums (which incidentally carry a good percentage of the marks).

Hence in the local context, which has seen some teachers give themselves a *carte blanche* to use Maltese extensively (during one of the lessons which the NMC (1999) had recommended be taught in English) code-switching is rife and uncontrolled and the result is poor performance both in terms of language exposure and language competence. This is due to the fact that children should have received more emphatic extensive exposure to comprehension skills in

earlier years – however this remains just as an ideal since many State school students are not exposed sufficiently to the L2. For this reason, the present writer does not believe that the extensive code switching in the primary education sector is having any of the desired effects Garcia (2009) outlines.

Indeed, one cannot fail to take into account the fact that as shown throughout this study, both official languages in Malta need serious attention, particularly given that Malta ranked 35th out of 45 countries in the 2011 Progress in International Reading Literacy Study (PIRLS) (Ministry for Education and Employment, 2013), which measured English reading attainment of 3,598 Maltese students aged 10 years and has performed even worse in the PIRLS (2016) assessment which measured Maltese reading attainment, placing Malta in the 40<sup>th</sup> place out of the 50 participating countries.

Moreover, one of the main tenets of Dual Language programmes is clear language compartmentalisation. This is a premise these programmes are based upon. Hence whilst minimal switching should be accepted in class, it cannot make up for lost time and opportunity and by Grade 5 many have, unfortunately, already missed a boat they will never be able to catch up in a system which invites them to either sink or swim. Schools which do not make such extensive use of code-switching, but which in turn devote more importance to English in earlier years, do not need such extensive code-switching as that which is found in the State schools which had been visited. This therefore calls for a more holistic and immersive/dual immersive educational programme, when students are in their infancy.

The 21<sup>st</sup> century saw the launch of what came to be called the ‘Lisbon Strategy’ which as a construct aspired to make Europe dynamic, through competitiveness and knowledge, leading to both economic growth and the ensuing improved job opportunities aimed at the promotion of social cohesion. The emphasis was on the ideal of attracting the best brains. The institutional and working group policy of the group has amongst its tenets the necessity for updated teacher education programmes, to ensure that selected teaching staff have both the necessary skills and qualifications. As a result of the establishment of the Open Method of Coordination (OMC), certain standards such as indicators and benchmarks came to form part of the European education policy process. Consequently, progress in terms of the education and the training of teachers and their trainers was considered to be essential to raise ‘the quality and standard of learning in order to increase effectiveness of education and training system in the EU’

(Commission of the European Communities 2001:7). Moreover, it is interesting to note that the Commission identified, ‘the quality of teachers (as being) the most important within-school factor affecting student performance’ (CEC 2008: 8) and that, ‘innovation, creativity and entrepreneurship, must be reflected in curricula, pedagogies and qualifications’ (CEC 2008: 10). In May 2007, the European Council identified core indicators in order to monitor the progress being made by the member states, with the professional development of teachers and trainers being one of the core indicators monitoring the progress of the Lisbon strategy.

In the words of Lezotte and Snyder (2011: 15, 17 - 18),

The effective school is built on a foundation of high expectations, strong leadership, unwavering commitment to learning for all, collaboration, differentiated instruction and frequent monitoring of student progress...the effective school is characterised by high overall student achievement with no significant gap in that achievement across the major subgroups in the student population.

Beyond issues related to language policy, a truly holistic education policy needs to ensure that schools do not ‘serve as a factory to produce workers or as just another marketing or investment opportunity’ (Boyles 2005: 154) and that expectations remain high, rather than having these watered down, to suit mediocrity.



## **Chapter 7**

### **Discussion and Conclusions**

#### **7.1 - Discussion and Conclusions: An Introduction**

This chapter collates, explores and discusses some of the main results obtained from a study which has adopted a pragmatic worldview (Tashakkori and Teddlie 2010) as the philosophical underpinning for this mixed methods study. Such an approach has allowed the researcher the liberty to make use of both quantitative and qualitative measures, thus allowing for the data acquired from the mixed methods approach, to help in the understanding of the focal research question (Creswell, 2014) which aimed to obtain an overview of the successes and the challenges that the Maltese primary bilingual education system faces. This concluding chapter hence proceeds to present a succinct summary and discussion of the data obtained from the first quantitative survey with Grade V primary students (Chapter IV), the results obtained from the second quantitative survey with parents (Chapter V) and the qualitative data obtained from the face-to-face interviews with primary Grade V teachers (Chapter VI). The findings are then placed within the context of the literature and the relevant theories which the rationale of this present study was based on, particularly, the Threshold theory which was first postulated by Cummins (1976, 1999a, 2000b).

#### **7.2 - A brief overview of Phase I student ratings for proficiency and attitudes towards the two languages**

The first large-scale quantitative study has shown that at the time of the conduction of the surveys with 987 primary Grade V students, most students (75.8%) had claimed to be comfortable when speaking in Maltese. Percentages drop across all the three school types, when students were asked how comfortable they were when writing in Maltese. Hence one already sees the discrepancies arising between the spoken and the written aspects of Maltese.

When compared with results obtained for Maltese, fewer students (69.9%) perceived themselves as confident enough when speaking in English. When asked to rate their English writing skills, both Private (89.2%) and Church school students (83%) perceived their skills to be better than their Maltese writing skills.

When asked whether they considered themselves as bilingual in Maltese and English, half the students who participated in the study did in fact perceive themselves as being so, whilst, the remaining half had their reservations about this.

In terms of positive attitude towards the two languages, the vast majority of the student sample who participated in this study believed and are indeed aware of the importance of bilingualism. However, the fact that a percentage of approximately 60% of the student population has claimed to always understand a lesson when this was conducted either via the medium of English or Maltese, leaves a hefty percentage of students who perceived themselves as coming across difficulties when exposed to instruction in one or the other of the languages. This translates into the fact that student language comprehension skills are not as strong as they ought to be to equip them to understand and follow class explanations at times.

### **7.2.1 - The school type attended plays a role in the medium of instruction for the various subjects**

This finding is supported by the fact that there is such variance across the board, where the same subjects are taught through varying degrees of one language or another, across the three different school types. Data acquired in this study has shown that the use of Maltese predominates in seven, out of nine subjects taught in State schools. In Church schools, data showed Maltese to be used in five, out of nine subjects, yet the fact that English is the language that predominates in eight, out of nine subjects in Private schools shows that students are clearly not receiving the same amount of exposure, based on the type of school attended by respondents. The type of school attended clearly gives an advantage to some students, whilst acting as a disadvantage to others.

As shown by studies such as the Ramirez, Yuen and Ramey (1991) study and the Thomas and Collier (2002) study, it is only one-way, two-way, or dual immersion programmes that are able to equip students with the possibility to make considerable gains in both their L1 and their L2. Gains in L1 and L2 were most pronounced in programmes where a child's L1 served as a language of instruction for an extended period of time. However the fact that children receive irregular hours of instruction in one language or the other, coupled by the rampant code-switching that goes on in classrooms, are factors that are not yielding the desired effects on student proficiency in either language for quite a substantial number of students.

The fact that the amount of exposure to Maltese and English that Grade V students receive is dependent on the type of school attended by the students is a factor that plays no little role in establishing which language students become more proficient in. Ordonez (2004) has shown that instruction in the students' L2 was not allowing progress in certain core subjects. His Colombian case study proved that more extensive exposure to one language such as English is what translates into better results for students.

### **7.2.3 - The written bilingual proficiency exercise**

The informal bilingual written exercise which required students to write four sentences about immediate goals or aspirations in both languages was only attempted by 67% who attempted to write what then became four expressions in Maltese. Additionally, another 67.9% of students attempted to write four expressions in English. This means that at least 33% of the total of 987 students were unable to write the full four expressions in both Maltese and English. This again corroborated the Thresholds and the CALP theories in showing that, in such cases, bilingualism was subtractive rather than additive, with students whose performance in written Maltese was poor, performing equally poorly in written English.

The fact that there were 9% who were unable to write anything decipherable in Maltese and a further 20.4% whose work did not merit anything beyond the 1-2 marks, is a clear indication of the fact that 29.4% are unable to claim written communicative competence in Maltese. Additionally, this weakness is even more accentuated in the exercise for written English, where 8% proceeded to write nothing that was decipherable in English, whilst 29.1% produced work that did not merit more than 1-2 marks, showing a total of 37% of the Grade V student population tested at the time, to lack written communicative competence in English. Clearly, the lack of uniformity in exposure to both languages in the three school types in Malta was having negative repercussions for a substantial percentage of the Maltese Grade V student population.

Such findings are in tandem with the Threshold hypothesis (Cummins, 1976, 1999a, 2000b), which posits that children who are in the First Threshold are those who have a low level of competence in both languages and who are likely to exhibit signs of cognitive disadvantages. Children who are placed in the Second Threshold would be those who have managed to gain age-appropriate competence in one language, but not in both. These students do not exhibit signs of cognitive advantages or disadvantages. On the other hand, in accordance with the

Thresholds Theory, Balanced Bilinguals are those who have acquired age-appropriate competence in both languages and whose work and abilities bear all the signs of cognitive advantages.

The importance of a clear bilingual education language policy is hence all the more salient. The National Minimum Curriculum (1999) gave an indication to educators to proceed to teach certain subjects such as Maths and Science through the medium of English. On the other hand, Maltese was to be used during the teaching of subjects such as Social Studies and Religion. However, the National Curriculum Framework (2012) did not specifically designate which subject ought to be taught through which medium, but still highlighted the importance of bilingualism as being central for students' progress.

### **7.3 – A brief overview of Phase II Parent satisfaction with proficiency in Maltese and English**

Data obtained through the second quantitative survey with 1316 Grade V parents confirmed Maltese to be the preferred language for State and Church school parents when answering the questionnaire, whereas most Private school parents selected to answer the questionnaire in English, thus reflecting their language preference.

When asked about satisfaction with their children's spoken Maltese, most parents making up 46.8% of the total sample, only went as far as stating that they were 'satisfied', whilst a further 41.4%, claimed to be 'very satisfied.' When asked to rate satisfaction with spoken English, it turned out, that almost half the entire sample (49.1%) also claimed to be 'satisfied' with their children's performance. The picture changes dramatically, when parents were asked to rate their children's written Maltese performance, with only a minute 16.1% claiming to be 'very satisfied', whilst the greater number of parents 58.3% claimed to be 'satisfied.' Out of the total sample, data had revealed 25.6% of the respondents to be either 'dissatisfied' or 'very dissatisfied.'

This finding therefore shows that there is a degree of insecurity with the written aspect, when compared to figures obtained for spoken Maltese. Interestingly, there was a similar percentage of parents (58.4%) who would rate their children's performance in written English as being satisfactory, with a total of a mere 14.8% describing themselves as being 'dissatisfied' or 'very

dissatisfied.' Generally however, according to parents, both levels written Maltese and English are perceivably less satisfactory than levels of spoken Maltese and English.

### **7.3.1 - Maltese as the L1 for the majority, English as the L1 for the minority**

Maltese was confirmed by the parent respondents as being the dominant language used when they communicated with their children (71.4%), whilst a percentage of 15.6%, (mostly composed of Private school parents in their majority), stated that English was their L1. There were only 12.6% who stated that they used both languages to an equal extent with their children, hence this goes to show that despite the educational authorities' rhetoric in favour of the use of both languages, this ideal was not being reached by the majority of parents.

Moreover, almost close to half of the parents (47.1%) perceive Maltese to be the language that was mostly used at school with their children and this fact was confirmed by the findings from Phase I, where Maltese was also found to be the language that dominated both the home as well as the school environment. In tandem with results obtained in Phase I, data acquired from the survey with parents showed that State school parents were in their majority of 62.3% more inclined to believe that Maltese dominated the school environment, whilst only 15.4% believed that English dominated this environment. In contrast, most Church school parents (47%) believed that English dominated the Church school environment. Parent respondents again affirmed Phase I findings which showed English to be the dominant language at their children's school.

### **7.3.2 - Whether parents believed their children received enough exposure to the two languages at school**

When asked whether they thought that their children were exposed to enough Maltese at school, the majority of 68.4% affirmed they believed this was so. However, as expected it is State school parents (72.5%) and Church school parents (68.5%) who seemed to be the most confident that Maltese was a language that their children were sufficiently exposed to in the school environment. This was in contrast to Private school parents' opinion, most of whom (58.6%) believed that their children did not in fact, receive enough Maltese language exposure.

When asked whether parents believed that their children received enough English language exposure at school, it transpired that only 50.6% of State school parents believed this to be so, whilst a further 38.2% admitted that their children received no such exposure. In contrast, the

majority of Church school parents (70.9%) and the vast majority of Private school parents (93.1%) stated outright that they believed that their children were sufficiently exposed to the English language.

### **7.3.3 - Whether parents believed that current bilingual education practices were successful**

The crux of the matter is reached when parents were asked whether they believed that their children were going to be sufficiently fluent in both Maltese and English by the end of the primary years' cycle. Indeed there seemed to be much varied opinion about this. Half the respondents (50%), composed of a majority of Church school parents (56.6%), felt strongly enough about this to commit to a 'yes' answer. These findings tally with findings in Phase I, which showed Church schools to be the school type which was most likely to be the one meeting the bilingual education medium ideal. Less than half of State school parents (48%) also committed themselves to a 'yes' answer, and similarly only 28.7% Private school parents were prepared to say that their children were going to be relatively fluent in both English and Maltese. Indeed, the majority of Private school parents (63.2%) believed that their children were going to be more fluent in English. The percentage of State school parents who stated that their children were going to be more fluent in Maltese amounted to 26.6%. This data ultimately shows that the Maltese bilingual education system must strive for equity across the board as it seems that currently, the school type attended by students was also going to play a most significant role in determining whether they did or did not become age-appropriate bilinguals by the time they were of school leaving age. The fact that there is such discrepancy at this first primary years' cycle shows that educational authorities need to devote far more attention to bilingual education at this stage, since issues may only be exacerbated as children progressed up the academic ladder.

### **7.3.4 - Effective measures as suggested by parents to improve bilingual education in schools**

In general, parents seemed to believe that having specialised Maltese language teachers (24.9%) and having more time for spoken Maltese in the classroom domain (22.6%) as well as giving Maltese more importance in the school curriculum (15.9%), would go some way in ensuring that their children acquired better Maltese proficiency.

When asked about what could be done to improve English language learning in schools, parents seemed to believe that allowing for more spoken English in class (26.1%), having specialist teachers in English (24.8%) and having children receive earlier exposure to the English language (20.6%) whilst also making more use of English in the curriculum (11.7%), would yield an overall improved English language learning experience at this crucial age.

#### **7.4 - An assessment of Maltese and English proficiency according to the teachers**

Teachers, overall, confirmed Maltese as being the students' native language and an area that students performed well in. They confirmed that spelling errors hindered performance and this was seen especially in creative writing tasks. This finding therefore tallies with the findings in the first two quantitative phases of research that show that whilst most students can speak Maltese with relative ease, written Maltese was still rather problematic, particularly for those students for whom Maltese was more of a second language rather than a first. Ultimately, written Maltese remains an area that is of concern to students, parents and teachers alike. Private school students, whose school day is dominated by an exposure to the English language and who are also presented with a predominance of English in the home domain, are most likely to be the ones to lag behind their peers in State and Church schools. According to teachers, parents need to be made more aware of the importance of the use and exposure to both languages, however, actually putting this ideal into practice was another matter.

Teachers confirmed that English was still a subject that posed State school students quite a challenge, given that State school students are more likely to find themselves in home and school environments that were dominated by Maltese for the greater part. Despite the fact that children nowadays had more opportunity to follow English language programmes on television and via the internet, children did not assimilate quality English language skills.

The constant code-switching that takes place in lessons that are supposed to be delivered through the medium of English does not allow children to gain sufficient exposure to the language. Moreover when attempting to express themselves through creative writing exercises, the children's stronger Maltese language proficiency and influence becomes visible in their writing. In the case of children who are exposed to a predominantly Maltese language background, their thought processing takes place in Maltese, and when these ideas are expressed in writing, in English compositions or essay writing at a later stage, sentence structure is inevitably based on Maltese and Maltese sentence structure. Teachers have

confirmed that students, particularly those in the lower streams, remain somewhat hesitant to use English in the only environment where they are able to practise using it. However, it is apt to note that due to an increase in a number of foreign students in the classroom, who can only communicate in English to varying degrees, this situation is in a state of flux.

The fact that Maltese remains the dominant language for the majority of Maltese parents, means that these children remain deprived of a truly bilingual environment. Likewise, the minority for whom English is an L1, are also exposed to a situation where the home language is also found to dominate at school, which is why children from such an environment remain more fluent in English, whilst struggling with written Maltese well into secondary school.

#### **7.4.1 - Challenges facing the Maltese educational system according to teachers**

Amongst the challenges mentioned by the teacher respondents, which included the concern that some students were receiving neither quality Maltese nor quality English exposure in the home domain, the lack of reading and the lack of support and encouragement from home for various reasons and the growing presence of non-Maltese students in the classroom, the qualitative interview with teachers also highlighted the challenge faced by students having Individual Educational Needs. It is a known fact that the Maltese education industry is facing a shortage of teachers and several teaching posts have sadly remained vacant due to the dearth of applicants. To aggravate this, at times, LSAs are still not sufficiently trained to deal with such Individual Educational Needs and class teachers are even less able to deal with such issues, particularly given the large class sizes that make the ideal of individual attention, remain an ideal.

This point was in fact, mentioned by the MUT president candidate, Mario Bonnici who also harped on the way in which inclusion was currently being put into practice. He goes on to ask for a,

reviżjoni fil-mod kif qed tiġi mħaddma l-inklużjoni fl-iskejjel, partikolarment f'sitwazzjonijiet diffiċli fejn l-inklużjoni qed tfalli, l-edukaturi qed jintalbu jaġhmlu l-mirakli u minflok qed ibati kulhadd inkluż l-istudent inniffsu li jeħtieġ is-sapport. Ninsistu sabiex ir-rakkomandazzjonijiet li hargu mir- rapport li ġie ikkummissjonat mill-Gvern dwar l-inklużjoni (l-inclusion audit report) jibew jiġu diskussi mal-Union.

revision in the way in which inclusion is being put into practice in schools, particularly in difficult situations, where inclusion is failing, educators are being asked to perform miracles and instead, everyone is suffering, including the student



who himself necessitates this support. We insist that the recommendations that have been identified by the report which had been commissioned by the Government in the inclusion audit report need to start being discussed with the Union.

### **7.5 - Limitations of the research and suggestions for future research**

The researcher has spared no effort in trying to present a clear picture through a holistic presentation of the bilingual education system in the primary level, more specifically at the penultimate stage of the Primary Years cycle. This was done through an amalgamation of the advantages of a mixed methods approach incorporating both quantitative and qualitative research techniques which aimed, as far as possible, to acquire large enough samples. This study aimed to provide an overview of what has been achieved at the penultimate stage of the Primary Years Cycle, under the current bilingual education system, whilst at the same time, highlighting the challenges as to what yet needs to be addressed or improved in an effort to provide all primary Maltese school children with an equitable bilingual education system, irrespective of the school type they are enrolled in by their parents in their stages of infancy.

Although all effort has been made to present a thorough investigation, one must keep in mind the limitations that this research has. Despite the fact that where possible, the largest sample sizes were first gathered and evaluated, data collection and therefore the subsequent research could only be carried out at the discretion of the individual school administrations, rather than being subject to a random sampling method.

Yet another factor seen as posing a limitation was the fact that the three distinct phases of research had to be conducted at separate stages. It would have been ideal had triangulation of both quantitative and qualitative studies been carried out at the same time for all three student, parent and teacher groups.

This study was the first of its kind to focus on such large-scale samples which focussed on three separate respondent communities: students, parents and teachers. It aimed to evaluate respondent confidence in the use of the two languages as well as obtain a glimpse of written communicative competence in both the Maltese and English languages. As such the scope and the breadth of the entire study was also seen as a limitation in itself – because of the length of time it took to complete all three phases of data collection.

Another limitation is the fact that the data acquired in this present study, only provides a snapshot of a specific cohort at a specific point in time and which was only limited to the Grade V student population. Nonetheless, it is both ethically questionable and also very difficult to be able to place children randomly into experimental and control groups that would in turn contain perfect representations of a large population of schoolchildren (August et al., 2006).

It would also have been ideal had the quantitative survey with parents been conducted via face-to-face interviews; however both because of time limitations and logistical considerations, this was not possible.

Hence, subsequent research could include a close study of a smaller group and its progress traced from the kindergarten stage right up until the group's exit from the Primary Years Cycle, identifying progress and challenges made over the years.

Long-term ethnographic/discourse analytic approaches might prove to be very helpful in this regard. Such programmes could act as a mediation between the micro-level analysis of teaching and learning in face-to-face classroom interaction, as well as a macro-level analysis of the social and political processes that various schools are situated in.

*The Language Policy for Early Years* (2016: 19) asserts its belief in

the importance of continuing research into the existing practices in the Early Years in Malta. Such research, also in the form of action research, should serve as the basis for improving policy and practice.

Hence, future research should consider a close study of successful dual language or two-way immersion programmes in international contexts, where these function in majority language countries and where these have been successful in raising bilingual and biliterate individuals.

Moreover, due to the shortage of prospective student-teachers, a study amongst first and second year post-secondary students could be carried out, with the aim of finding out what kind of career they aspire to, what they feel their strengths are and whether they would consider a teaching career. Research could home in on prospective student-teachers and find out what deters or what would encourage them to consider taking up a teaching career.

Qualitative research could move directly to State, Church and Independent classes, from Early Years Institutions and beyond, in a bid to understand better the challenges that educators face,

as well as assess their needs as professionals, so that continuous development courses might be developed with the aim to address the needs of educators better.

*The Language Policy for the Early Years in Malta and Gozo* (2016) policy has striven to provide learners with opportunities to develop positive attitudes towards Maltese and English – a factor which this study has already shown to be quite prominent amongst the young students who in their majority have all shown an awareness of the theoretical benefit of being bilingual. It goes on to augur that learners would in turn ‘develop competences in Maltese and English in different settings’ (*A Language Policy for the Early Years* 2016: 3). Subsequently, the competent authorities could provide guidelines about specific action plans that would foster, develop and implement measures to be taken up by parents and caregivers, the Early Years institutions and educators, and the managers of the Early Years teacher educators. Research into good practice established by primary bilingual education teachers may also be considered as possible areas for future research.

Over the next few years, as is the current trend, it is envisaged that the student population in Maltese primary school will continue to follow European trends, increasingly seeing an influx of non-Maltese students. This has already started to have significant repercussions on current teaching methods and the use of Maltese and English in the classroom. Further research in this area would be beneficial in that it would offer a more accurate picture of the successes or the challenges that are present within a system that may or may not be able to cater for the needs of these non-Maltese students in mainstream classrooms. Additionally, one also needs to study what effect the inclusion of language minority children would have on mainstream classes and whether all the students were being adequately served and if not, what could be done to remedy the situation. Such a study might go on to highlight the reality and possibly the need for the introduction of transitional bilingual education programmes, with all the complexity that these would entail.

This and other research serves as but a facet of the complex scenario that is presented by bilingualism and bilingual education in Malta. Cummins (1999a: 26) has pointed out the consideration that must be given to the ‘myriad human, administrative, and political influences that impact the implementation of programs over time.’ Instead, Cummins has instead advocated his belief that it is indeed ‘tested theory’ that should advise the kind of policy and

the practice that ought to be established in order to aim for a truly bilingual education system which places the learner at the heart.

Cummins (1999a, 2000b) posits that research should commence from the theory that underpins it and that it is theory that should drive policy-making. Thus, the Thresholds, Interdependence, Conversational and Academic Language Proficiency theories address most of the policy issues. In addition, Baker (2011: 275) states that ‘Research cannot provide evidence-based policy, only evidence-informed policy. No research on bilingual education is perfect, even totally objective.’

Therefore these results are generalised in so far as they address the specific population under study. It would be wrong to generalise the results obtained in this study, since subsequent student cohorts may come from a subtractive or an additive environment. Other factors that have influenced this research and which might or might not be homogenous in subsequent studies are parental interest, the level of parents’ involvement in the education of their children, as well as the enthusiasm and commitment of teachers to their respective educational programmes.

## **7.6 - Language planning and language policy considerations**

The most basic instrumental interest will always be the communicative value that a language has to offer. Cooper’s (1989) classic analysis of language planning considers: language acquisition, corpus planning (which involves the planning of the language itself) and status planning (which involves the status given to the various languages within a society.)

### **a) Language acquisition**

The acquisition of a language enables access to both entertainment purposes as well as more advantageous work-related opportunities. Instrumental motivations have been some of the more successful reasons behind the learning of a new language.

Research conducted in Wales has shown how language revitalisation programmes did yield an increase in the number of speakers who could speak Welsh; however once these individuals left school, the active use of Welsh was not transmitted to the next generation, so that intergenerational language transmission did not occur, possibly because of the fact that individuals did not see the *need* nor have the will to make active use of a language. In view of

this fact, education authorities sought to target young parents' proficiency, by encouraging young families to bring up children bilingually. Edwards and Newcombe (2005) and Morris and Jones (2008) show that responsibility for this is not just attributed to the educational institutions, but it calls for a united, collective effort which is even borne by midwives and health workers who aid in childbirth programmes and child health clinics who apart from giving general health tips that new parents seek, also encourage parents to bring up their children bilingually thus giving them the best opportunities in life.

Indeed, language acquisition planning includes encouraging parents to raise their children bilingually. This sort of intervention has attempted to guide new parents into making informed choices about the languages used at home, the kind of pre-school programme that best benefits the child and the reason why bilingual education is so important for children from the very first stages of their infancy. Such a scheme has been successful in several European countries, both in the Basque country as well as in Wales, Ireland and even Sweden (Morris & Jones, 2008).

### **b) Corpus planning**

Once one considers the motivations behind the learning of a language as being of instrumental value, this goes on to have ramifications for corpus planning. In the words of Tauli (1968: 9), 'since language is an instrument, it follows that a language can be evaluated, altered, corrected, regulated and improved.' According to Tauli (1968), languages can be better evaluated to serve at fulfilling communicative tasks better.

Corpus planning involves the modernisation of the vocabulary as a result of the demands posed by science and IT for example. People in the Catalan, Basque, Welsh and Irish regions have all engaged in corpus planning. Local movements such as the *Akkademja Tal-Malti* and *Il-Kunsill għall-Ilsien Malti* have already been engaged in such corpus planning activities, in a very similar way to what the *Académie Française* in France has been doing, in an effort to preserve the purity of French and stop English from having a negative impact on it. However, care must be taken not to endow corpus planning with political policies. The Education Ministry has encouraged the participation of non-academics in the *Kunsill għall-Ilsien Malti*, so that it would include qualified individuals, who are not just academics, but also those who are ready to work on the development of a Maltese language that truly reflects the needs and the expectations of the people. In view of this, the Education Minister, Evarist Bartolo made the following statement:

Fil-konsultazzjoni pubblika hareġ ċar li fadal hafna xogħol xi jsir biex il-lingwa tagħna timxi 'l quddiem, b'mod partikolari biex il-lingwa tkun irrispettata u użata aħjar. Hareġ ukoll ċar li l-isforzi u x-xogħol li għamel il-Kunsill tal-Malti f'dawn l-aħħar snin, bis-sehem ukoll tal-Akkademja tal-Malti, u hafna għaqdiet u entitajiet oħrajn, taw il-frott, imma ma mhux dejjem leħqu l-aspettattivi ta' hafna Maltin u Għawdxin. Il-Ministeru japprezza x-xogħol kbir li jsir mill-għaqdiet tal-Malti, dejjem tahom l-appoġġ kollu tiegħu u hekk se jibqa' jagħmel. Bl-inklużjoni ta' aktar nies ikkwalifikati u kompetenti fl-ilsien Malti li jirrapreżentaw entitajiet u għaqdiet li wkoll għandhom għal qalbhom il-Malti, il-ħidma favur ilsienna se tiżdied u l-Kunsill se jissahħaħ. Id-dibattiti u d-diskussjonijiet jixhdu l-interess li hawn fl-ilsien Malti u l-bżonn li l-partecipazzjoni fil-ħidma tal-Kunsill titwessa.

The public consultation exercise has shown that there is a lot of work yet to be done so that our language can progress, particularly so that the language can be respected and used better. The work and the effort of the Kunsill tal-Malti in these last years, with the participation of the Akkademja tal-Malti, and many other entities and organisations, have yielded results but have not always satisfied the expectations of many Maltese and Gozitans. The Ministry appreciates the great work that has been done by the Maltese organisations, has always supported them fully and will continue doing so with the inclusion of individuals who are qualified and competent in Maltese and who represent entities and organisations who have the Maltese language at heart, it is augured that the protection and work in favour of our language will increase and the Council will be strengthened. The debates and the discussions are a proof of the interest in Maltese and the need for the participation of the Council's work to be broadened.

### **c) Status Planning**

Hadi-Tabassum (2006), who examined the intersection of language, space and power in a fifth-grade, two-way bilingual classroom, found that such programmes succeeded in bridging the gap in terms of language education for language minority and language majority children and moreover that this type of education was able to deal with the linguistic and cultural complexities. However, Hadi-Tabassum (2006) advises that one should still not take each language's status for granted, but rather that educators and programme planners need to ensure that both languages are given equal status.

Robichaud and De Schutter (2012) claim that the communicative value of a language is determined by the number of speakers who use it, as well as by the status or the social positions of its speakers. Once one realises the value of the interactions enabled as a result of the language used, the greater its value as a communicative tool. The status of a language is identified as a result of the functions it serves for the individuals who make use of it and in turn the number of speakers using it, in order to address these functions. Status planning being naturally

political, strives to gain not only recognition, but extends functions and capacity for a language, especially in language revitalisation programmes. Through maintenance as a result of its use in particular domains, a language is both saved and revitalised. This is achieved through the official use of that language in public spheres such as the law courts, in government departments and institutions, through educational institutions as well as the social and mass media. Where minority languages are concerned, planning the status of a language has been the focus of parliaments in Scotland, Ireland and Wales, the Basque country, as well as Canada.

According to Spolksy and Shohamy (1999), the successful language planning which saw the rise of Hebrew in Israel has taken place as a result of improvisation and a number of different ventures, rather than as a result of systematic language planning. Making use of a particular language in parliament also serves to give it prestige and value, whilst changing the status of a language might influence individuals, yet this does not guarantee language maintenance. In order for language change to take place, Baker (2011) maintains that status planning necessarily has to affect the use of everyday language both in the home, work and the social domains.

Moreover, as Baker (2011) describes it, language planning is completely dependent on winning the hearts and minds of main stakeholders such parents and their children. Imposition from a top-down government language planning unit would be helpless to control such a project. According to Hornberger (1997) and Piller (2001), bottom-up language planning too, is required. Canagarajah (2005) has demonstrated that there is a crucial balance that must be observed, where top-down language planning approaches are concerned and that they should involve local decision-making, if empowerment and commitment is to be given by parents, teachers, schools, social networks, as well as the community at large.

### **7.7 - Language as a resource**

When educators try to raise an awareness about the value of a thoroughly bilingual education, the instrumental value of knowing two (or more) languages well must be reiterated as a skill that yields the speaker multiple benefits, not in the least, financial benefits (Breton 1998; Chiswick and Miller 2002; Shapiro and Stelcner 1997; Shields and Wheatley Price 2002). As argued by Robichaud and De Schutter (2012: 130), 'Seeing language as human capital can explain the different incomes of individuals, but also the motivation of individuals to invest in learning foreign languages instead of other types of human capital.' The consideration of

language as a human capital influences the opportunities for individuals based on the mobility that such acquisition offers the learner. Indeed,

Knowledge of a language is at the individual level, a human capital that opens up job opportunities and reduces our chances of having to rely on the social security system. If we take this reality to the collective level, shared language is a way of boosting productivity and innovation and an insurance mechanism against unemployment that can help decrease demands to the welfare state.

(Robichaud and De Schutter 2012: 130).

### **7.8 - The importance of the language of instruction**

Lo Bianco (2010) has described teachers as being language planners in their own right, not only through the implementation of the curriculum policy, but also through the way they communicate in the classroom itself. Being in control of all that constitutes language norms, teachers bear much responsibility, given that they allow or disallow bilingualism to take root within the four walls of their classroom.

Researchers such as Thomas and Collier (1997), Benson (2004) and Walter and Davis (2005) have shown that it is very often the case that educational policy decisions and subsequent choices are made with the intention to help improve educational outcomes. In recent years, the relationship between the medium of instruction and access to quality education has received considerable attention.

Benson (2004) has argued that unless due consideration is given to the language of instruction, a discussion of quality or the achievement of goals such as literacy and numeracy, amongst other aims, remains a contentious issue.

The research undertaken by Thomas and Collier (1997, 2002) has shown that student cohorts who had received no instructional support in their first language achieved final results which were below the norm. On the other hand, students who had received six or more years of instruction in their first language ended up performing above the norm for all students, including students who were native English speakers. This research also went on to show that a minimum of 70% of students who participated in a two-way bilingual programme scored at the mean, or above it and this essentially granted them entry into university and better professional careers.



Data acquired by UNESCO has shown that it takes at least five years for students to master the basics of the critical educational skill of reading (Walter and Benson, 2012: 294). If one were to take into consideration recent data acquired from Cameroon and Eritrea, one notes that when evaluating first language reading education versus second language reading education, Grade 3 Eritrean students perform at levels which are very similar to levels achieved by Grade 6 students in Cameroon. What is of noteworthy is the fact that the Grade 3 Eritrean children receive their basic education in their first language, which has ultimately translated into a two – three year instructional advantage when learning how to read.

A study by Walter and Trammell (2009) which investigated the relationship between low performance and language of instruction in Cameroon, has also shown that the use of the first language to teach students mathematics resulted in scores which were four times as high as those of peers in Grade 1 and twice as high as those of peers in Grade 2. This study has shown the benefits that teaching mathematics in the first language can yield to students. This therefore might serve as a factor for consideration in the local scenario. Should for example, one consider the teaching of an essential subject such as mathematics to be delivered via the student’s first language in order to guarantee educational success in this area? Unless students are immersed in or have sufficient proficiency in a language which serves as a medium of instruction, core subjects such as Mathematics should therefore be presented, if possible, in the student’s dominant language, at least up until the primary school years. Ideally however, students should be able to cope with content instruction in English, if immersed in the target language, not only at the start of the compulsory education system, but also from the pre-school stages.

Moreover, Walter and Benson (2012: 300) maintain that ‘education is most effective when teachers and learners speak (well) the same language’; moreover, ‘medium of instruction choices do in fact impact educational quality, student performance and thus educational opportunities.’

### **7.8.1 - English as a medium of instruction**

English is the most widely spread language of international communication and is most commonly selected as being the additional language in education. This is due to the fact that it is considered as a resource which allows for better opportunities and has proven to be a language which allowed users social and economic advantages. Nowadays, there are more non-native speakers of English than native speakers of English themselves. Not only is English

present in school curricula across the world, but its presence is reinforced through domains such as the media, the internet and advertising. Despite this stellar rise to occupy its position as a world language, English has also been regarded as a 'killer' of minority languages (Skutnabb-Kangas, 2000).

In fact, there have been several studies conducted by Heugh and Skutnabb-Kangas (2010) in Africa, Asia and Latin America which have ultimately concluded that there are indeed educational benefits to be derived when the students' first language is used as a medium of instruction. Subtractive bilingualism is a danger that must be addressed. It is certainly not unique to the current situation in Malta, but is a phenomenon that is prevalent in other contexts worldwide as well. Research such as that by Bernardo (1999, 2004) has concluded that English has had damaging effects on Filipino student learning. Research conducted over twenty years has suggested that,

Students learn better in their mother tongue. Second, students do not learn as well in English; in some cases, they do not learn at all. Third, using English as the medium of instruction in some subject areas prevents students from learning as much as they could if the mother tongue were used. In some cases, specific obstacles to learning are clearly associated with difficulties in the English language. Fourth, the ones who will benefit most from education in the English language are those who have good levels of proficiency in English to begin with and/or those who grow up in environments where English language inputs, materials and resources are abundant.

(Bernardo, 2004: 27)

English is indispensable as the language of wider communication and is, as has been already mentioned, a resource within itself which offers a multitude of opportunities. Indeed, Graddol (2006) has shown that countries like Colombia, Chile and South Korea, as well as China (Hu, 2007), have not adopted the use of English in the curriculum for people to acquire English as a foreign language but for the population to become bilingual in English and the country's own national language.

In this current day and age, English happens to be the only international language used in higher education worldwide. To be able to partake of the benefits that a higher education yields, it goes without saying that English is indispensable. Such is the strength of the English language that regional minority languages are seen as superfluous, because speakers of English make use of English as a majority language in all domains (Gardner-Chloros, 2007).

As students transition from primary to secondary school, language proficiency in the two languages becomes a prerequisite for students not only to understand academic material in a particular subject, but also necessary for students to be able to express increasingly more complex thoughts and expressions in the target language.

Given that by the second year of secondary school, the foundation for subjects like Physics, Chemistry, Biology, IT, Design and Technology, Mathematics and Geography is laid, it is essential that students find themselves at relative ease when trying to express themselves in a language they feel sufficiently proficient in.

The predicament of the percentage of students who remain limited in terms of English language by the end of the Primary Years cycle is similar to that faced by English language learners (ELLs) in states such as Arizona and Nevada in the United States. These students have been known to face challenges when transitioning from their language support programmes to mainstream (English-only) classrooms and this is similar to the situation that Maltese students (who come from a limited English proficiency environment) face. In these American states mentioned above, students are required to meet particular benchmarks on English proficiency exams before being allowed to progress into mainstream academic classrooms. In America, students in fact are monitored for a two-year period. If the scores achieved are found to be lacking, or falling under state-specific language proficiency criteria, parental consent is sought to allow these students to re-enter language support programmes, with the view to allow students the ability to cope better with the challenges of a class which presents subject material in a particular language.

Rodriguez (2016), who has examined the relationship between English proficiency and the future success for English Language Learners (ELLs), quotes the results from a study conducted by Haas, Tran, Huang and Yu (2015), whose findings suggested that ELLs in the higher English proficiency level groups were more successful in passes in academic content tests which they sat for over the next two years of their studies. This is consistent with the need to have a regular monitoring system throughout the years of primary schooling to enable students who are lagging behind their peers to receive the attention they truly necessitate. Identifying the specific needs of young learners and working in close co-operation with parents is essential if we are to work towards the creation of a truly bilingual system that provides an equitable education for all to succeed.

Rodriguez's (2016) research has revealed that ELL students' readiness for transition to an English-only classroom and their future academic success could vary by age; once again highlighting the fact that policymakers and educators strongly need to consider policies which are centered around the specific needs of individual learners and help cater for those specific needs. The current system where students with particular learning difficulties are assigned Learning Support Assistants who do not have the necessary training to serve these students is proving to be insufficient.

Moreover, Rodriguez's (2016) research has highlighted the fact that students with higher English proficiency levels also managed to perform better academically; however differences in academic performance between younger and older ELLs are suggestive of the fact that older students might require differentiated support as they transition to English-only classrooms.

Policymakers need to consider the benefits of placing students in classes, not only according to the students' age, but also by taking account of their level of proficiency in the target language. This entails a consideration of what various subgroups of students require in order to be served better by an education system that caters to their needs. Indeed, the Ministry for Education and Employment (MEDE) is working towards the creation of a system which is not only academically oriented but which also offers students alternative pathways and skills to empower and equip them to become role players in the national workforce.

### **7.9 - Multilingual education**

European schools cater for 20,000 students whose parents work in one of the seven countries that run this programme (Belgium, Germany, Italy, Luxembourg, The Netherlands, Spain and the United Kingdom). The students in these schools are educated via the use of their first language as the language of instruction at primary level, whilst a foreign language is introduced as a subject during the first year of primary school. This language, which ranges from English, to German or French, is then used as a language of instruction at a later stage in the primary school years and then used increasingly in the secondary school system. In the secondary school years, European schools then add a third language, which is also introduced as a subject and which is also used as a medium of instruction. Students attending European schools have their first or second language utilised as a language of instruction, however the use of a third or even a fourth language as a medium of instruction is also quite commonplace. An important factor to consider is that teachers working in the environment of European schools are native

speakers of the languages they teach as their specialised subjects (Cenoz and Gorter, 2012: 304) and this is a factor that ideally should not be compromised with when reviewing changes that may be effected in the sphere of Maltese bilingual education. Not all teachers teaching in Malta may qualify as having near-native bilingual proficiency in Maltese and English. This is echoed by Brincat (2011: 420) who states,

...in certain State schools students are less motivated and teachers complain that if they taught only through English the students would not understand the content. One must also admit that not all teachers feel very confident speaking English and may not be too sorry that they have to sympathise with their pupils, though there are genuine cases when teachers need to adopt a less formal attitude in order to establish a more fruitful approach with the less motivated or less privileged students.

Carder (2007) reports how International Schools also make use of English as an additional language of instruction and English is often used as the main language of instruction. These International Schools provide bilingual education in the language of the country they are located, as well as in English and another European language. The George Washington Academy in Morocco (an American school) utilises English as the first language of instruction in the first year of kindergarten, whilst a second language, French, is introduced as a second language of instruction. A third language, Arabic, is introduced in the first year of primary school, so that all three languages are then used as media of instruction, with English being used for around 45% of the time. The Adma International School in Lebanon also makes use of such a trilingual education system.

The above shows that English is a common additional language, taught as a subject or utilised as a medium of instruction in itself; however the language education policies at the level of the national, political or social level also make a provision for the teaching of other languages. Cenoz (2011b) has shown that learners who have already had the experience of acquiring a second language develop both learning and communication strategies to acquire additional languages. This allows a learner to have a larger linguistic repertoire to enable them to counter limitations in one language, thus being able to codeswitch, allowing for more expressive communication.

### **7.10 - The school as the cradle for language learning**

According to Singleton (2001) and Blondin et al. (1998), a limited period of exposure to a language, such as an hour or two, is insufficient to ‘activate children’s natural language abilities.’ May and Hill’s (2008) study has concluded that school-based language revitalisation programmes can be effective, such as in the case of the Ikastola movement of independent immersion schools in the Basque Country in Spain, where immersion education has had a positive effect on the attitudes and the behaviour of young people who have experienced language education through the Basque language, so that many in the region interact socially through the Basque language.

However, May and Hill’s (2008) study has also concluded that school-based language revitalisation programmes are not always successful, as is the case with the Navajo language programme in Arizona. Once a successful language programme, now only 50% of the population use the Navajo language and the numbers of natives using this language are declining from one year to the next. A language programme can be designated as being truly successful when a language learnt within the four walls of the classroom is used as a means of socialisation, outside the parameters of the school, and into the family unit as well as the individual’s social arena.

### **7.11 - A Language Policy for the Early Years in Malta and Gozo**

To date, the Committee for Language Policy in Malta, which the present researcher was invited to join towards the end of 2016, has published the document entitled, *A Language Policy for the Early Years in Malta and Gozo*. Malta does not as yet have a policy for the primary school years, as discussions and meetings are still ongoing. Therefore, in view of this fact, the only language policy document that may be discussed is the document *A Language Policy for the Early Years in Malta and Gozo* published on the 30<sup>th</sup> September 2016. This document was intended to provide national guidelines for the promotion of the bilingual development of children aged 0-7 years.

The Policy strives to provide learners with opportunities to harbour positive attitudes towards Maltese, English and other languages, whilst developing competences in Maltese and English in different settings. It is aimed at parents and caregivers, early years educators, those managing Early years educational institutions and as well as Early Years teacher educators.

The Language Policy for the Early Years in Malta and Gozo stresses that:

Maltese and English are the language of schooling in Malta. It is important for children to acquire and learn these two languages to develop their language and cognitive skills to be able to make progress in the learning areas. All children should have the opportunity to develop these two languages, whenever possible.

*(The Language Policy for the Early Years in Malta and Gozo 2016: 9)*

The following are some of the posts set up on the Language Policy Malta's Facebook page.



Photo 1: Directed to the general public



Photo 2: Directed to parents

Whilst such public awareness campaigns are necessary, one must have these guidelines reach more people. As it stands to date, the Language Policy Facebook page, for example, only has some 464 'Likes.' The number of 'likes' serves as a rough means of knowing who is following the posts that are posted. Of course, resorting to the social media is a commendable initiative given its power, however, one would expect to see the future promotion of such an educational page as well as a series of on-going awareness campaigns so that parents and educators themselves would be constantly reminded of the benefits of a bilingual education system.

The policy urges parents and caregivers to foster positive attitudes towards Maltese, English as well as other languages. In addition it instructs parents to engage in meaningful dialogue with their children as well as reinforce the home language. It goes on to urge parents to expose children to both Maltese and English and support school language education policies and practices.

These are facts which serve as very good guidelines; however the Ministry for Education must engage in meaningful and face to face discussions with parents as to how meaningful dialogue and exposure to the two languages can take place. This is not only because of the fact that not all parents are able to provide such exposure to their children, because they themselves may not consider themselves to be able to be the ideal linguistic role models for their children, but also because at times, some parents are unaware of what meaningful dialogue should and could constitute.

On the other hand, as mentioned earlier, it is imperative that parents collaborate and co-operate with the school in order to support language education policies and practices to the best of their ability. In cases or situations where they are unable to do so, school administration could step in, identify such cases and provide for solutions that would make up for the lack of quality language exposure. This could be done through the encouragement of such students to enrol in after school extra-curricular activities that are carried out through the medium of the weaker, or the target language.

Phase I (Quantitative Survey with students) has shown student respondents are aware of the advantages and importance bilingualism; however, they do not always receive enough exposure to the two languages and consequently, for a substantial number of students, both as a result of the school type attended, as well as the fact that outside the school domain there are but a few opportunities to receive quality exposure to one or the other of the two official languages, written communicative competence remain a struggle.

Phase II (Quantitative Survey with Parents) has shown parents to welcome specialist teachers in either language; therefore the planning for, the training of, and the recruitment of qualified specialist professionals remains a top-most priority on the bilingual agenda for Malta. It is also a must that no efforts are spared to expose children to a dual-immersion language environment across all the school types from their very entry into the education system, and this should start in informal education or pre-kindergarten and child care centres.

Thirdly, migrants especially those who enter the education system as older students, may be given support through the establishment and use of transitional bilingual programmes, with a view to have these students given the necessary support and opportunity to acquire the languages of the country they are living in, whilst being given the support and appreciation for their own home language. Such support of the home language possibly through initiatives taken



by the Migrant Learners Unit at Ministry for Education and Employment (MEDE), could come from activities which could celebrate the uniqueness, culture and diversity of the various languages and countries that non-Maltese students hail from. Whilst transitional bilingual programmes may not be the ideal, they are however a means of equipping non-Maltese students receiving a primary education in Malta, to be equipped with sufficient resources aimed at the acquisition of both Maltese as well as English language skills.

*The Language Policy for the Early Years in Malta and Gozo (2016)* states that Managers of Early Years Education Settings are to implement a school development plan that promotes bilingual education in the school. As a document, it reiterates support for schools to develop their own language plans and strategies to meet learners' needs. This therefore places the onus on the individual schools to produce 'their own language plans and strategies' (*A Language Policy for the Early Years 2016: 3*). However, it may be commendable for the educational authorities to offer their support to all Managers of Early Years educational settings and to help in the consultation, drafting and implementation of a bilingual education language policy that is tailor-made to suit the needs of the school/s in question.

The Policy stresses that teachers ought to be supported so that they may act as 'appropriate linguistic models', whilst being provided with 'continuous professional development for bilingual education and opportunities to improve their own language awareness in both Maltese and English' (*A Language Policy for the Early Years 2016: 17*).

This study, particularly through Phase II (Quantitative Survey with Parents), has shown parents to believe that more exposure to the two languages, as well as the belief that having specialist teachers in either language, in charge of their children's education, was going to improve proficiency. This highlights the importance and the necessity for the Ministry for Education and Employment, in agreement with the Malta Union of Teachers as well as the Faculty of Education and the Malta College for Science and Technology who run such courses, to review not only the qualifications of new entrants into these courses, but also to ensure that teachers as well as Learning Support Assistants are equipped to deal with the challenges that the 21<sup>st</sup> century education in Malta faces.

More than ever, in the face of the current international political climate, we cannot afford to lag behind our European counterparts where bilingual education is concerned. Much depends on the efficacy and the quality of a sound bilingual education system. However, whilst giving

autonomy to the school management to implement policy, the researcher believes there must be a clearly-stipulated decision taken by the Ministry for Education and Employment, together with the agreement of the Malta Union of Teachers, to establish the only possible way forward – that of a Dual Language or Two-way Immersion Programme that is in itself the foundation of all childcare, kindergarten, primary and secondary schools in Malta.

It is also relevant to point out that an Appendix to *The Language Policy for the Early Years in Malta and Gozo*, gives specific importance to the role played by language mediation in classrooms. The document cites Cenoz and Gorter (2015), who refer to language mediation as the use of two or more language by teachers and learners to make language learning easier. According to Camilleri Grima (2013), research has shown that switching between the two languages in the context of the classroom, is of benefit to the learning experience. The Policy further contends that the teacher has to make ‘prudent use of code-switching’ (Council of Europe, 2015: 41) based on ‘informed and judicious choices rather than haphazard ones, to facilitate learners’ acquisition of language’ (*A Language Policy for the Early Years* 2016: 22). The document goes on to suggest the use of Maltese in order to ‘clarify concepts, maths operation and word problems during exposition sessions’, allow for students to ‘engage in student-student interactions in Maltese’, as well as allow learners to ‘report in Maltese.’

According to Baker (2001), translanguaging, was developed as a curriculum arrangement by Cen Williams in Wales and it involved the use of,

hearing, signing or reading of lessons in one language, and the development of the work (the oral discussion, the writing of passages, the development of projects and experiments) in another language. That is, the input and output are deliberately in different languages

(Garcia 2009: 301).

Garcia (2009: 304) goes on to maintain that despite the curricular arrangements that are set in place in dual language programmes for example, the presence of the bilingual continuum, ensures that translanguaging practices will always be prevalent, since,

students appropriate the use of language and although teachers may carefully plan when and how languages are to be used, children themselves use their entire linguistic repertoire surreptitiously

This present study has already shown a great variation in the use of the medium of instruction in subjects like Mathematics. Although this issue has already been dealt with in previous

chapters, it is worth noting here that the need to resort to the use of the mother tongue is a result of the fact that some students, particularly those coming from a predominantly Maltese-speaking language environment, fail to follow the explanations in English, which is ultimately the language the Mathematics paper is set in, during assessments or end of year tests. Data from Phase I had shown that where State school students are concerned for example, only 34.5% had reported use of predominantly English during the Maths lesson, whilst in Church schools 44.1%, reported use of the English language. However, in Private schools, 86.7% reported use of English.

This research highlights the great anomaly that exists amongst the three different school types. It is evident therefore that State schools, followed by Church schools are already making extensive use of language mediation and this would seem to therefore be in line with what the Early Years Policy is making an allowance for. Some teachers already present content instruction through the target language, modifying and at times simplifying language, in order to make class instruction understandable for all their students. However, the onus ultimately rests with the individual class teacher to make content instruction comprehensible. There is the danger however, that possibly, not all teachers follow such a practice, being all too quick to resort to simple native language use, in order to facilitate communication and make progress in covering the myriad of topics in the set syllabii. Possibly, had there been extensive use of the target languages from the earliest stages of infancy, the classroom teacher would encounter less difficulties when attempting to deliver content instruction through the target language.

This is leading to a situation where a subject which ought to be presenting content in the target language cannot be taught *through* the target language, because students lack the proficiency. Additionally, attention should be devoted to teacher-student interaction, with more attention being given to a student's particular linguistic level and their understanding of the subject being tackled in class. Making the most of language mediation, would help create a bridge, presenting content through the target language and at the same time, helping students in the development of the required academic register. Possibly reducing or revising content in certain subject syllabi, might make language mediation more possible for more teachers.

Unless sufficient exposure and use of a target language ensues, there is the great probability that students will continue to suffer as a result of poor proficiency in that language and subsequently in all the subject matter taught through that language as a medium of instruction.

Such a situation inevitably leads to thresholds of proficiency that are unlikely to be reached, so that it is not just language proficiency that does not progress, but the cognitive development too that remains stunted when compared with peers who are more proficient bilinguals.

This study has identified one-way immersion, two-way immersion or dual language programmes as having the constant and consistent use of the target languages at specific times or during specific content instruction. Hence, if at this very early start, one allows or makes allowance for the educators to make their own ‘judicious choices’, firstly without a) taking into consideration which dominant language background students are coming from; b) whether the Early Years educators themselves are themselves good bilingual models; c) what parameters would they perceive to be ‘judicious’ or not, and d) what awareness, attitudes and support are parents and caregivers being given, in order to make the use of both languages (if they are able to) and support the objective of the bilingual language education agenda, such a policy will remain a guideline and will not be put into practice – the same way that the best of Navajo language policies also tried and failed at protecting and revitalising the language (Baker, 2012).

Consequently, the present researcher is suggesting that a bilingual language education policy for the Primary School Years should first start off by defining what a bilingual or dual language policy implies. As mentioned earlier in this study, bilingual education is the ‘only way to educate children in the twenty-first century’ (Garcia 2009: 5). Hence, in view of the myriad notions of what bilingualism should be or not be, a strong policy needs to start off by defining what it means when it aims to foster bilingual education. Cummins (1979, 1981b, 2000) had posited that it takes at least five to seven years for an emerging bilingual to develop decontextualised academic language skills. In view of the fact that the student respondents were in the vast majority 9-10 year olds and had received a bilingual education for the last four to five years and yet were unable to communicate in simple sentences in the target languages, one must tread very carefully when allowing use of one language, if this is done at the expense of the other.

Whilst allowing the flexibility that translanguaging yields, for both students and teachers, in the local context of the current bilingual education system in Maltese schools, it seems that whilst some schools have succeeded in fostering an educational climate that fosters additive bilingualism, there are other schools, which because of a complex range of factors have not reached this ideal. In the 21<sup>st</sup> century, no child can afford to miss the bilingual boat that will

enable him to navigate both academically, as well as socially. Accepting translanguaging so long as it acts as a valid learning resource is a reasoned argument; however it should not come at the expense of both communicative and productive fluency as is the current case for some classes and their students.

### **7.11.1 - Proposals for consideration in a prospective Language Policy for the Primary Years Cycle**

Sallabank (2012: 115) maintains that four factors are essential for effective school maintenance and revitalisation policies to achieve the desired success sought for:

- 1) Additive bilingualism and biliteracy;
- 2) The inclusion of cultural programmes;
- 3) Community involvement;
- 4) Supplementing the school-based programmes with real reasons to speak the language outside the educational context.

Moreover, a language policy for the Primary School Years would be lacking if it did not address specifically:

- a) a thoroughly bilingual education from the very onset of the pre-school educational experience starting from pre-kinder classes with the focus on informal language learning practices through play;
- b) the establishment of a policy that sees that kindergarten assistants, learning support assistants, primary, secondary and post-secondary teachers receive the appropriate training and support, whilst emphasising and raising standards for target language proficiency;
- c) the establishment of a bilingual education policy which is emphasised and explained to parents enrolling their children in the compulsory education system, with an aim to acquire support and commitment from the parents towards the programme they are enrolling their children in;
- d) determine which academic content is to be delivered through which medium;

- e) ensuring that children are screened to better understand the language background that predominates in their home and social environments;
- f) ensuring that all children enrolling in a new pre-kinder, kinder, or primary education class are where possible grouped according to their homogenous linguistic background; this would help in evaluating the kind of dual language/two-way immersion programme that may best serve the child;
- g) seeing that children enrolling in a pre-primary or primary education programme are closely monitored and that they get to receive the necessary support to identify potential learning issues as early as possible;
- h) attracting the brightest and most dedicated candidates for teaching jobs and in return, granting more respect to them as ‘esteemed professionals’, whilst at the same time, aiming for the creation of professional courses that would yield language specialists where language teaching is concerned.

#### **7.11.2 - Language screening assessment prior to entry into primary school so as to cater for individual needs**

Subjecting students to instruction in the students’ weaker language is not a new concept at all. In the past, some Church schools have had a notorious history where students would have been punished had they been caught speaking Maltese instead of English. More recently a study by Farrugia (2009a, 2009b) found that a Church school which has implemented an English-only medium was not the most successful in terms of the educational benefits received due to the fact that children had ‘held back from asking questions because they were afraid of making mistakes because they would not be sure how to ask the question in English’ (Farrugia 2009a: 21).

The researcher is suggesting that, rather than having one national benchmark examination at the end of the sixth year of Primary school, there should be an additional undertaking where students and their individual needs are screened prior to entry into the primary school system and where they are grouped according to their dominant L1 language background, so that all students would have a homogenous starting point where language learning is concerned and where the teacher, taking a particular class at pre-kindergarten and kindergarten level would be a specialist in the students’ targeted L2 rather than help consolidate students’ L1.

In such a linguistic environment, emphasis would be placed on comprehension and oral fluency in the target language, where learning is achieved exclusively through play, so that the target language is presented to young inquisitive minds in an informal manner, reflecting a more natural language learning environment rather than a formal one. It would seem that the best option for Malta would be a truly Dual Language Programme that needs to be implemented along the parameters established by successful international programmes. This would be in line with *The National Literacy Strategy for All* (2014: 28-29) which states that,

In order to develop dual literacy skills, where learners can switch freely between the Maltese and English languages, learners need to be provided with specific learning opportunities that will help to ensure proficiency in both languages. They should also have access to learning materials in both languages to engage in meaningful tasks and within a range of subject-specific contexts as appropriate. The National Literacy Strategy for All supports dual literacy and seeks to ensure that it is fully embedded with the education system in Malta.

A potential trial pilot programme could achieve much. A language policy for Malta must establish dual language programmes as the default language programme across all the three school types, making no distinction whatsoever. However, it would be ideal to group children into classes according to their level of proficiency in either of the two languages. This would ensure a more homogenous class environment and allow students to start their journey to bilingualism from the same vantage point. This aspect was crucial when the pioneering Canadian Immersion Programmes first made their debut in the educational world.

The fostering of a truly additive bilingual environment must begin with the training and recruitment of specialist teachers of the target language (after tackling the issue of the shortage of student teachers), the development of strict dual language programmes based on successful pedagogies which have been tried and tested in similar language contexts, the possibility to allow students to learn and interact through play in the earlier years, the recruitment of strong parental involvement and commitment and the continuous awareness about the need for bilingualism and biliteracy. All these are initiatives that could be considered so as to strengthen what is already a strong bilingual ideal in Malta.

### **7.11.3 - Establishing parental responsibility and improving relationships between parents and the school**

A recent study by Bezzina and Deguara (2013) discovered that there is indeed some level of parental involvement, but that this decreases from primary to secondary schools. This was due

to the fact that adolescents felt the need to be more independent; there is less help from parents because subjects become increasingly difficult; as well as the fact that it is difficult to establish a strong parent-teacher relationship at secondary level. It is therefore imperative that relationship between parents and the schools be prioritised in the primary school years, so that collaborative measures are strengthened and enhanced for students' benefit.

Parents have to understand that the primary school system ought not to be regarded as an extended day-care facility where children are just left to sink or swim and left to their own devices. A parent might not be able to help with seemingly complicated homework however, even encouraging children to pursue their studies and read, rather than giving in to tantrums and allowing children to vegetate in the grips of electronic games, tablets or computers might be a start.

During her visits to the various schools, during the various phases of this research, the researcher had the opportunity to speak not only to members of the school administration, class teachers and peripatetic teachers, but also observed parents themselves when these happened to be visiting their children's schools. It is unfortunate to note that parents sometimes show a lack of respect towards the school and staff members and this creates a domino effect of negativity.

Sometimes students' poor performance at school is due to a range of factors that the school or the education system itself has no control over. The child's home environment, or the lack of stability therein, poverty and the disinterested attitude of parents towards school and education in general, are but some of a plethora of reasons that turn a child into an unruly student, who would in turn reflect his parents' or guardians' mentality and attitude, when at school. These are but some of the challenges that would be of concern to any educator. One cannot teach, where there is an inaptitude to learn and where there is no collaboration with the parents concerned. Indeed there are many social cases which are wreaking havoc on children's lives leading some children to miss out on their childhood and lag behind the rest of their peers who do not have such concerns.



#### **7.11.4 - Presenting and explaining the school's set bilingual language education policy during introductory meetings**

At the very onset of the primary years' cycle, a series of meetings with parents and suitably qualified, professional teachers could be held to present the school's set language policy and to discuss the advantages that a sound bilingual education has to offer. Such a meeting should be mandatory so that parents can obtain insight into what the aims of the bilingual education programme are; what the school is going to do as work towards this aim, whilst also presenting parents with the role they have to play in order to ensure the success of the programme and ultimately, their own children's educational success. Prevailing ideas held by some parents who view the school as the extension of a toddler's day care, where it is up to the school to whip out a magic wand and fill children with the desired knowledge and experience, without expecting parents to raise a finger, has to be done away with.

Moreover, having an open channel for communication based on regular meetings with the school staff and administration, could go some way to help parents understand that they had both the right and the duty to become more involved in their child's education process and that strong school relationships had to be fostered with the school. Conflicts should not only be avoided but co-operation should be sought, whilst at the same time asserting the teaching staff's professionalism and expertise in the area.

#### **7.11.5 - Regular informal and formal assessment throughout the year and especially by the end of Grade 3**

Parents are not education specialists and what may be deemed as being satisfactory progress to them might not necessarily be so. This is why the researcher is proposing the introduction of a compulsory age-appropriate mode of assessment by the end of Grade 3 (administered through formal or informal means), in a bid to identify students' weaknesses and have these addressed by reinforcing the fundamentals and providing additional support through after school services made available to all students who require such support. Seeing this interest in their child's development might also serve as encouragement for parents to become more supportive, inspiring them to collaborate more with the school authorities in the best interest of the child.

Whilst schools should and do take upon themselves responsibility to educate a child, the school alone cannot be the sole means of education and all parents need to understand that they need

to work with and not against the system and show understanding through their collaboration with the school. The researcher believes there is the need for more communication in this regard, especially with parents who have limited understanding of how the education system operates. The younger generation is a country's future and hence no effort must be spared at ensuring that a sound education where all children can succeed, is not just an ideal, but an attainable goal which all stakeholders must commit to.

#### **7.11.6 - The importance of effective teacher-training and specialisation**

As matters currently stand, prospective student teachers are required to sit for a proficiency test in English upon applying to join the teaching course offered by the University of Malta's Faculty of Education. However, it seems that the mesh must be more tightly knit to only allow candidates who already possess near native-like proficiency in the target language to be allowed to pursue a course, leading to specialist language teacher certification.

Unless the Maltese educational authorities make the primary and secondary teaching profession more attractive, not only by offering appropriate remuneration but by granting teachers the same respect that is given to other professionals, the brightest students will remain attracted to other courses and professions, and vacant teacher positions, if and when filled, would not have attracted the best of applicants. This aspect was also brought up as one of the pre-electoral pledges by Mario Bonnici, who is at the time of writing this, contesting the elections for Malta Union of Teachers presidency. He states,

Neżiġu mal-Gvern li jkun hemm titjib fis-salarji bħala waħda mill-miżuri li tilqa' għall-kriżi li għandna fil-professjoni. Fi ftit jiem nifthu konsultazzjoni wiesa' mal-membri sabiex jiġu esplorati modi kif il-pagi jirriflettu d-dinjità u l-professjonalità tal-gradji kollha tal-għalliema.

We require from the government, an improvement in salaries as one of the measures that can aid in the current crisis in the profession. In a short while, we will engage in a broad consultation process with the members so that we may examine ways in which wages may reflect the dignity and the professionalism of all the teaching grades.

Although in-service training courses are already mandatory for all teaching staff, such courses need to not only be relevant for the participants, but should be held as regularly as possible to serve teachers' individual training needs. Having said that, Sahlberg's (2010: 76) advice to consider teachers as 'esteemed professionals' needs to be heeded. In turn, teachers need to all

share the common understanding that much depends on their expertise and professionalism in the classroom. Ultimately, teachers are consciously or otherwise, shaping and defining the future of individuals in their care.

Apart from this, to date, newly-qualified Learning Support Assistants still lack quality bilingual language skills themselves, let alone a specialisation in the kind of training required to cope with Individual Educational Needs students. In order to serve this section of the student population, a review of the current training needs to be undertaken, perhaps in a collaboration between the University of Malta and the Malta College of Arts, Science and Technology (MCAST), in a bid to address this current training lacuna.

Language-proficient teachers who are also professionally trained are also always a challenge to recruit. Hinton (2003) stresses that teachers can always have a mentor who is more fluent and who could encourage the newly-recruited teacher to use as much as possible of the language in the classroom. Due to the fact that, at present, there is such a shortage of teaching staff, educational authorities might want to consider not only the recruitment of retired teaching staff to have vacant teaching positions filled (as is already the current practice following a call by the Ministry for Education and Employment's call for the engagement of retired teachers on the 10<sup>th</sup> November 2017) but also when possible, engage retired teachers - experts in their own fields - and have these individuals paired with newly-qualified teachers. This practice has been effectively used in language revitalisation programmes (Hinton 1994, 1997; Hinton and Hale 2001; Hinton, Vera and Steele (2002); Reyhner et al., 2003) and has borne multiple advantages namely because:

- 1) It provides practice for learners who may have had passive exposure, but have little productive competence;
- 2) It helps elders to remain fluent and active;
- 3) The real-life task-based approach aims to preserve traditional knowledge as well as language;
- 4) It is easy to implement, requiring little funding (although a framework of ideas and activities is essential so that there is a progression and interest is maintained)

(Sallabank 2012: 115).

### **7.11.7 - The importance of garnering the collective support of parents, the extended family and support in the community**

In order to ensure that all student language learners acquire access and practical exposure and use of target languages, Maffi (2003) mentions how the inclusion of parents and grandparents in social activities, with language as a focus, could help. Indeed as Cantoni (1987) and Hornberger (2008) advise, people of ‘all ages need reasons and opportunities to speak (the target languages) in their daily lives.’

Lee and McLaughlin (2001) suggest a number of activities that could aid in using a particular language more in the community. Such a practice had already worked for language revitalisation purposes, so it would be envisaged that it should also enhance the practical, daily use of a language which is already the established official language. Amongst these practices, Lee and McLaughlin (2001: 38-39) suggest the organisation of activities such as:

- 1) Social gatherings, where those attending are encouraged to speak the language (sometimes involving language games);
- 2) Clubs and cafes (e.g. on a particular lunchtime or afternoon);
- 3) Sports and pastimes such as football, walking or card games;
- 4) Cultural activities such as music, drama and language festivals.

Csató and Nathan (2007) have also mentioned how formal adult language-learning provision through evening classes, classes at the place of work as well as intensive language camps, some of which have been pioneered in Israel and developed in countries like Wales and Lithuania, have also had considerable success.

When one considers the fact that Malta is not dealing with some minority language spoken by individuals in some specific region such as the Gaeltacht regions, but with Maltese, the dominant language of the Maltese people, a language that is a symbol of national identity and pride. On the other hand, Malta has been bequeathed with English - a language that happens to be none other than the world’s lingua franca. We are dealing with two prestigious languages that are vital for social and financial success in contemporary Malta.

Hence, policy makers and communities need to work together to potentially reiterate and discuss first and foremost the importance and implications of having a bilingual or better, a multilingual community.

Having an official bilingual education language policy and also working to put this into practice would naturally involve:

**a) Increasing awareness and support for the bilingual ideal, in families, in schools and the community.**

Following the publication of the document *A Language Policy for the Early Years*, the researcher is aware of the fact that members of the Language Policy Committee have been meeting members of early years and primary educational institutions, parents as well as teaching staff and have been actively trying to promote the bilingual ideal, through the promotion of good practice as well as by citing the advantages that such a bilingual education would have for the young generation. This is a commendable move but clearly, this rhetoric must be consistently repeated and shared by professionals in all domains, as is the present situation in Wales, where even health professionals promote the bilingual ideal.

**b) Aiming to instil this bilingual awareness through visible signage, place names, the use of both languages when official documentation by and from governmental entities is posted home or advertised.**

It is interesting to note that in her paper, *Is English or Maltese the De Facto Official language in Postcolonial Bilingual Malta*, Sciriha (2016: 155) posits,

it is abundantly evident that of the two official languages, Maltese is clearly the principal language of spoken interaction while English dominates the written form.... nevertheless the Maltese are conscious of the importance of English and its status as a global language and the need for them to communicate albeit if only in writing.

Sciriha (2016) points out the fact that the most recent National Population and Housing Census (2011) has revealed that the majority of Maltese citizens (97.6%), have claimed that they speak Maltese 'well' Sciriha (2016: 146), however she goes on to remark that despite this rating,

this should not be interpreted to mean that the language is used in all domains and that neither should one deduce that their competence in written Maltese is as good as their spoken one and that they prefer to read in Maltese

Moreover, as Sciriha and Vassallo (2006) had shown, whilst spoken Maltese remained the dominant language that was used for interaction across all the domains, the people's written proficiency levels was much lower than their written English proficiency.

Sciriha (2016: 150) reports that efforts by the successive governments to strengthen the visibility of Maltese - through the establishment of the Maltese Language Act (2005) have resulted in the presence of more visibility of written Maltese in 'street names (89.7%), place names (100%), heritage/commemorative signs (83.6%), signs affixed on public libraries (62.5%) and schools (50%) in virtually all residential area localities.' On the other hand, English is the dominant language when it comes to 'notices on construction sites (94.9%) and other government departments such as Transport Malta with regard to parking/traffic related signs and direction road signs' (Sciriha 2016: 151) as well as in Non-Governmental domains in Residential area localities, where the visibility of English, 'towers over Maltese in most of the contexts' (Sciriha 2016: 152).

Additionally, in her paper, *The Visibility and Salience of Maltese in Bilingual Malta's Linguistic Landscape*, Sciriha (2017, in press) reveals that when comparing the distribution of signs in both residential and commercial localities by languages, a staggering total of 74.7% of signs captured on camera were in English, whilst only 24.8% were in Maltese. In officially, bilingual Malta, bilingual signs are not at all frequent. The highest percentages of bilingual signage, appear in public spaces and public gardens (42.7%). Although, 'there are no rules which stipulate which of the two languages should be preferred', (Sciriha 2017: 177), Sciriha shows that in domains such as public spaces and public gardens, Maltese features more prominently.

When examining monolingual signs in Malta's linguistic landscape, Sciriha (2017: 179) contends that signs are predominantly in English and not in Maltese, particularly in the commercial area localities, 'of the two official languages, English is the most visible when unaccompanied by any other language...the fact that more than twice as many signs are English-only signs shows the importance accorded to this language.'

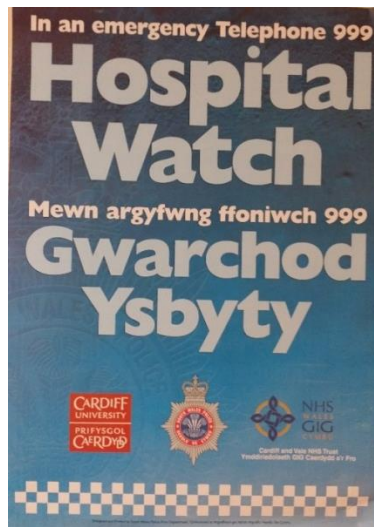
In domains such as the public library, the total of bilingual signs amount to 22.1%, whilst in local councils, the sub-total of bilingual signs, only amount to 21.1%. Additionally, in non-governmental domains, bilingual signs are even rarer to come across, with only 6.3% out of a total of 7346 signs in the survey, appearing as bilingual signs.

The fact that some bilingual signs such as those in government entities, give a preference to English, whilst in non-governmental entities, the visibility of English overshadows Maltese in both residential and commercial localities, means that Maltese governments must direct their attention towards the establishment of rules and regulations that enforce Malta's bilingual heritage, by giving equal visibility to both, and not just to one of Malta's languages.

Therefore, a bilingual education language policy for Malta, should also include the conscious and unmitigated effort to promote the importance of the two languages, thus preserving the beauty and the uniqueness of the Maltese language, whilst also fostering the importance of the Maltese bilingual heritage through the presence of the English language, wherever visibly possible and especially in governmental, educational, health as well as public domains. As may be seen in some photos taken by the present researcher in Cardiff, Wales, one is better able to appreciate the efforts by the authorities to give the Welsh language the status it deserves through visibility, in educational and public domains. Such measures must be taken locally, to promote a Maltese bilingual heritage. In fact, the *Il-Kunsill Nazzjonali tal-Ilsien Malti* had already started to work on bilingual signage and it is hoped that more progress will be achieved in the coming years in this regard.



Photo 1: Taken by the researcher inside the Cardiff University Library, Wales (2013)



**Photo 2: Taken by the researcher - a poster at a bus station in Wales (2013)**

The lack of visibility of Maltese is not only being felt when it comes to its presence or the lack of it on the linguistic landscape but also in actual situations where human resources are concerned. In fact in an article, published on the 21<sup>st</sup> April 2017, a local newspaper's website, the *Maltatoday*, mentioned how the Malta Hotels and Restaurants Association (MHRA) president Tony Zahra, spoke of the importance of having Maltese front of house staff in hotels, given that tourists who travel to Malta, do so in order to experience the country and its people. Speaking at the MHRA Hotels Performance Survey Seminar on the same day, he highlighted the importance of the Institute for Tourism Studies in ensuring that it was able to provide a steady supply of local employees.

Our front of house people are not Maltese anymore. People come here to meet the Maltese people. If I want to meet a Romanian or a Bulgarian I'll go to those countries.

### **7. 12 - Concluding Comments**

The European Commission has always stressed on bilingualism and multilingualism in Europe as being related to cultural and economic development of Europe as well as to the creation of stability and the provision of equality in society. As mentioned in earlier chapters, The Language Policy Division of the Council of Europe has overseen the publication of a variety of policy documents which aim to help promote the promotion of a language-in-education policy (LiEP). The main aim is not only to develop languages but to have citizens with multilinguistic abilities. The Council of Europe supports both the promotion and improvement



of language learning and at the same time is supportive of all languages used within the member states, regardless of their status as majority or minority languages.

The document *A Language Policy for the Early Years in Malta and Gozo* (2016: 9) states that The Language Education Policy Profile for Malta (2015) issued by the Council of Europe has recognised that,

Malta has in practice adopted the immersion pedagogical method. The characteristics of this approach... can be summarised as follows; beginning bilingual education at an early age and continuing over time, using two languages to learn subject content and ensuring the contribution of bilingual education to the development of not only language but also cognitive competences.

*The Language Education Policy Profile for Malta* (2015: 41).

However, data acquired in this present study has shown that despite the fact that immersion pedagogical methods might be the parameter within which the Maltese bilingual education system is supposed to be working, such opportunities are not available for all, as may be seen from the results obtained in the various phases of research of this present study.

A truly bilingual education should ideally serve to foster a richer enculturation, whilst at the same time allowing young learners to develop a more sensitive view of the creeds, the cultures, the lifestyle of others in an increasingly, globalised world. Most importantly, a strong form of bilingual education should lead to biliteracy (Baker, 2011) granting users opportunities for understanding various perspectives and enabling a much richer understanding of the history, the heritage and the traditions of a people (Tse, 2001).

To-date, research that has been carried out on Dual Language education programmes, Canadian immersion education and heritage language education is all suggestive of the fact that classroom achievement increases when learning occurs through additive bilingual education strategies (Cummins, 2000a; Kenner et al., 2008; Tse, 2001). Moreover, most research is suggestive of the fact that children whose bilingual language skills are well developed, partake of multifold cognitive benefits.

Parents and prospective entrants into a bilingual programme must be made to realise that there are indeed economic advantages to be reaped from thorough exposure to a bilingual or multilingual education environment. The instrumental advantages of being bilingual need to

promulgated not only amongst the general public, but also particularly amongst parents raising a young family. The promotion of a bilingual education should include making parents more aware about the opportunities that their children would have (Dutcher & Tucker, 1996; Tse, 2001).

An effective bilingual education is one that strives for students to not only have oral communicative competence, but also age-appropriate biliteracy. Regardless of whether Malta truly adopts a Dual Language model of learning or an Immersion model of bilingual education, the education system must spare no effort in ensuring quality teaching and an equitable bilingual education for every student to succeed, according to their individual capacity.

On the other hand, one must consider that having a sound bilingual education language policy is but the first of a number of careful stages of planning that must be made, as the establishment of a policy is not a guarantee of an effective system of language learning for one and all. Indeed the language policy itself, the stance that teachers will take when presented with this policy; whether they will be actively receptive or whether they will choose to adopt a more critical role of such a policy; the way the policy will be handled by politicians in charge of the decision-making process surrounding implementation; the way the school implements such a policy; the availability and the training that teachers must have in order to administer such a policy; as well as the approval and co-operation by parents, the attitude and willingness of students to learn in an additive bilingual education system and the acceptance and opportunity for learners to utilise and gain pride as a result of their bilingual language skills, are all factors that will influence the results from implementation of such a policy. As Walter and Benson (2012: 300) have stated,

Educational equity will not be realised until policy makers and educational delivery systems have embraced and adapted to linguistic diversity. No one pretends that solutions will be simple or inexpensive, but no one disputes the worthy goals of improved educational and life opportunities for all.

Above all, a Language Policy for the Primary Years must be feasible and not 'imposed by policy makers through different mechanisms for political and social reasons, without attention being paid to the needs and the wishes of those affected by the policy and those expected to carry it out (Shohamy 2006: 143). Malta's language policy, should not, 'ignore the connection with actual language learning, (without having a) basis in reality despite appearing to have good intentions on paper...determined by political rather than pedagogical factors.'

Additionally, policy (should be seen) as a chance to use models of teacher training, exams and teaching materials that are internationally valid and that ‘should not be seen as a threat but an opportunity to widen our capacity to interact with the world’ (Salamanca 2007: 70). Having faced a myriad of challenges throughout its chequered history, there should be no doubt that Malta can rise to the challenge through everyone’s earnest and collective good-will. In the words of the Cuban writer José Martí, above all, really and truly bilingual education is ‘an enterprise of love for the children of the world, who will be the men and women of the future’ (as quoted in Garcia 2009: 383) and this is the guiding principle that should be at the heart of any future language policies for the Maltese Islands.

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**Bilingualism in Grade V Maltese Primary Schools**  
**A Sociolinguistic Perspective**

A thesis submitted for the degree of Doctor of Philosophy  
Faculty of Arts, University of Malta

**Appendices A - D**

Romina Frendo

May 2017

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## Appendix A

### Phase I Questionnaire for Primary School Students



Primary Students Questionnaire – Grade 5

1. Do you feel comfortable speaking in Maltese?

|           |   |
|-----------|---|
| Yes       | 1 |
| No        | 2 |
| So and so | 3 |
| Unsure    | 4 |

C1

2. Do you feel comfortable speaking in English?

|           |   |
|-----------|---|
| Yes       | 1 |
| No        | 2 |
| So and so | 3 |
| Unsure    | 4 |

C2

3. Do you feel comfortable with writing in Maltese?

|           |   |
|-----------|---|
| Yes       | 1 |
| No        | 2 |
| So and so | 3 |
| Unsure    | 4 |

C3

School: \_\_\_\_\_

Locality: \_\_\_\_\_

SCN: \_\_\_\_\_

4. Do you feel comfortable with writing in English?

|           |   |
|-----------|---|
| Yes       | 1 |
| No        | 2 |
| So and so | 3 |
| Unsure    | 4 |

C4

5. Which do you feel most comfortable using? Maltese, English, or are you comfortable using both equally?

|                               |   |
|-------------------------------|---|
| Maltese                       | 1 |
| English                       | 2 |
| I feel comfortable using both | 3 |

C5

5b. If you chose Maltese in your previous answer : Why do you feel more comfortable using Maltese?

|   |    |
|---|----|
| It is my native language                  | 1  |
| It is the language I use the most         | 2  |
| I only speak Maltese                      | 3  |
| English is not my language                | 4  |
| English is difficult                      | 5  |
| I do not like speaking in English         | 6  |
| I am shy to speak in English              | 7  |
| I am afraid of making mistakes in English | 8  |
| Maltese is easier than English            | 9  |
| Other reason:                             | 10 |

C6001 – C6010

6. If you chose English in your previous answer : Why do you feel more comfortable using English?

|   |    |
|---|----|
| It is my native language                  | 1  |
| It is the language I use the most         | 2  |
| I only speak English                      | 3  |
| Maltese is not my language                | 4  |
| Maltese is difficult                      | 5  |
| I do not like speaking in Maltese         | 6  |
| I am shy to speak in Maltese              | 7  |
| I am afraid of making mistakes in Maltese | 8  |
| English is easier than Maltese            | 9  |
| Other reason:                             | 10 |

C7001-C7010

7. Is it important for you to be able to speak Maltese well?

|           |   |    |
|-----------|---|----|
| Yes       | 1 | C8 |
| So and so | 2 |    |
| No        | 3 |    |

8. Is it important for you to be able to speak English well?

|           |   |    |
|-----------|---|----|
| Yes       | 1 | C9 |
| So and so | 2 |    |
| No        | 3 |    |

9. Do your friends or family laugh at you or criticize you when you speak in Maltese?

|           |   |     |
|-----------|---|-----|
| Yes       | 1 | C10 |
| So and So | 2 |     |
| No        | 3 |     |

10. Do your friends or family laugh at you or criticize you when you speak in English?

|           |   |     |
|-----------|---|-----|
| Yes       | 1 | C11 |
| So and so | 2 |     |
| No        | 3 |     |

11. Do you always understand the teacher when he/she speaks in Maltese?

|                              |   |     |
|------------------------------|---|-----|
| Yes I always understand      | 1 | C12 |
| Sometimes i don't understand | 2 |     |
| Mostly I never understand    | 3 |     |
| I almost never understand    | 4 |     |

12. Do you always understand the teacher when he/she speaks in English?

|                              |   |     |
|------------------------------|---|-----|
| Yes I always understand      | 1 | C13 |
| Sometimes i don't understand | 2 |     |
| Mostly I never understand    | 3 |     |
| I almost never understand    | 4 |     |

13. Which is the main language used at home?

|  |   |     |
|--|---|-----|
| Maltese                                | 1 | C14 |
| English                                | 2 |     |
| Mostly Maltese, a little English       | 3 |     |
| Mostly English, a little Maltese       | 4 |     |
| I use both English and Maltese equally | 5 |     |

14. Which is the main language used at school?

|  |   |     |
|--|---|-----|
| Maltese                                | 1 | C15 |
| English                                | 2 |     |
| Mostly Maltese, a little English       | 3 |     |
| Mostly English, a little Maltese       | 4 |     |
| I use both English and Maltese equally | 5 |     |

Primary Students Questionnaire – Grade 5

15. Which language do you mostly use with your teacher?

|  |   |
|--|---|
| Maltese                                | 1 |
| English                                | 2 |
| Mostly Maltese, a little English       | 3 |
| Mostly English, a little Maltese       | 4 |
| I use both English and Maltese equally | 5 |

C16

16. Which language do you use with your friends at school?

|  |   |
|--|---|
| Maltese                                | 1 |
| English                                | 2 |
| Mostly Maltese, a little English       | 3 |
| Mostly English, a little Maltese       | 4 |
| I use both English and Maltese equally | 5 |

C17

17. Which language do you use with the head of school?

|  |   |
|--|---|
| Maltese                                | 1 |
| English                                | 2 |
| Mostly Maltese, a little English       | 3 |
| Mostly English, a little Maltese       | 4 |
| I use both English and Maltese equally | 5 |

C18

18. When/Where do you use English?

|  |    |
|--|----|
| Nowhere  | 1  |
| I rarely use English                                       | 2  |
| At home with parents                                       | 3  |
| At home with brothers /sisters                             | 4  |
| At home with grandparents/other relatives                  | 5  |
| I use a few words here and there when playing with friends | 6  |
| At school I use English most of the time                   | 7  |
| In the classroom during the English lesson                 | 8  |
| Religious doctrine lessons (Muzew)                         | 9  |
| Another place:   | 10 |

C19001 – C19011

19. When/where do you use Maltese?

|  |   |
|--|---|
| Nowhere  | 1 |
| I rarely use Maltese                                       | 2 |
| At home with parents                                       | 3 |
| At home with brothers / sisters                            | 4 |
| At home with grandparents/other relatives                  | 5 |
| I use a few words here and there when playing with friends | 6 |
| At school I use English most of the time                   | 7 |
| In the classroom during the English lesson                 | 8 |
| Religious doctrine lessons (Muzew)                         | 9 |
| Another place:   |   |

C20001 – C20011

Primary Students Questionnaire – Grade 5

20. Do you ever have difficulty with Maltese homework?

|                  |   |
|------------------|---|
| Yes very often   | 1 |
| Sometimes        | 2 |
| No, almost never | 3 |

C21

21. If YES or SOMETIMES in the previous question: What do you find difficulty with in your Maltese hw?

|                                      |   |
|--------------------------------------|---|
| Grammar exercises                    | 1 |
| Compositions /creative writing tasks | 2 |
| Comprehensions                       | 3 |
| Spoken English                       | 4 |
| Dictations                           | 5 |
| Other area:                          | 6 |

C22001 – C22006

22. Do you ever have difficulty with English homework?

|                  |   |
|------------------|---|
| Yes very often   | 1 |
| Sometimes        | 2 |
| No, almost never | 3 |

C23

23. If YES or Sometimes : What do you find difficulty with in your English hw?

|                                     |   |
|-------------------------------------|---|
| Grammar exercises                   | 1 |
| Compositions/Creative writing tasks | 2 |
| Comprehensions                      | 3 |
| Spoken English                      | 4 |
| Dictations                          | 5 |
| Other area:                         | 6 |

C24001 – C24007

24. Who helps you when you have difficulties with your Maltese homework?

|                                 |   |
|---------------------------------|---|
| Parents                         | 1 |
| Older brothers/sisters          | 2 |
| Uncles/aunties/grandparents     | 3 |
| Neighbours                      | 4 |
| Private lessons                 | 5 |
| Extra help in education centres | 6 |
| Nobody helps me                 | 7 |
| Someone else:                   | 8 |

C25001 – C25008

25. Who helps you when you have difficulties with your English homework?

|                                 |   |
|---------------------------------|---|
| Parents                         | 1 |
| Older brothers/sisters          | 2 |
| Uncles/aunties/grandparents     | 3 |
| Neighbours                      | 4 |
| Private lessons                 | 5 |
| Extra help in education centres | 6 |
| Nobody helps me                 | 7 |
| Someone else:                   | 8 |

C26001 – C26008

Primary Students Questionnaire – Grade 5

26. Draw a circle round the language used during the following subjects:

|                | Maltese | English | Mostly Maltese/Some English | Mostly English/Some Maltese | Maltese and English equally |     |
|----------------|---------|---------|-----------------------------|-----------------------------|-----------------------------|-----|
| <b>Maltese</b> | 1       | 2       | 3                           | 4                           | 5                           | C27 |

|                | Maltese | English | Mostly Maltese/Some English | Mostly English/Some Maltese | Maltese and English equally |     |
|----------------|---------|---------|-----------------------------|-----------------------------|-----------------------------|-----|
| <b>English</b> | 1       | 2       | 3                           | 4                           | 5                           | C28 |

|              | Maltese | English | Mostly Maltese/Some English | Mostly English/Some Maltese | Maltese and English equally |     |
|--------------|---------|---------|-----------------------------|-----------------------------|-----------------------------|-----|
| <b>Maths</b> | 1       | 2       | 3                           | 4                           | 5                           | C29 |

|                | Maltese | English | Mostly Maltese/Some English | Mostly English/Some Maltese | Maltese and English equally |     |
|----------------|---------|---------|-----------------------------|-----------------------------|-----------------------------|-----|
| <b>Science</b> | 1       | 2       | 3                           | 4                           | 5                           | C30 |

|                       | Maltese | English | Mostly Maltese/Some English | Mostly English/Some Maltese | Maltese and English equally |     |
|-----------------------|---------|---------|-----------------------------|-----------------------------|-----------------------------|-----|
| <b>Social Studies</b> | 1       | 2       | 3                           | 4                           | 5                           | C31 |

|                 | Maltese | English | Mostly Maltese/Some English | Mostly English/Some Maltese | Maltese and English equally |     |
|-----------------|---------|---------|-----------------------------|-----------------------------|-----------------------------|-----|
| <b>Religion</b> | 1       | 2       | 3                           | 4                           | 5                           | C32 |

|           | Maltese | English | Mostly Maltese/Some English | Mostly English/Some Maltese | Maltese and English equally |     |
|-----------|---------|---------|-----------------------------|-----------------------------|-----------------------------|-----|
| <b>PE</b> | 1       | 2       | 3                           | 4                           | 5                           | C33 |

|            | Maltese | English | Mostly Maltese/Some English | Mostly English/Some Maltese | Maltese and English equally |     |
|------------|---------|---------|-----------------------------|-----------------------------|-----------------------------|-----|
| <b>Art</b> | 1       | 2       | 3                           | 4                           | 5                           | C34 |

|              | Maltese | English | Mostly Maltese/Some English | Mostly English/Some Maltese | Maltese and English equally |     |
|--------------|---------|---------|-----------------------------|-----------------------------|-----------------------------|-----|
| <b>Drama</b> | 1       | 2       | 3                           | 4                           | 5                           | C35 |

27. Which language do you prefer to watch television in?

|                 | Maltese | English | Italian | Mostly Maltese/Some English | Mostly English/Some Maltese | Maltese & English equally |     |
|-----------------|---------|---------|---------|-----------------------------|-----------------------------|---------------------------|-----|
| <b>Cartoons</b> | 1       | 2       | 3       | 4                           | 5                           | 6                         | C36 |

|                    | Maltese | English | Italian | Mostly Maltese/Some English | Mostly English/Some Maltese | Maltese & English equally |     |
|--------------------|---------|---------|---------|-----------------------------|-----------------------------|---------------------------|-----|
| <b>Teleseriels</b> | 1       | 2       | 3       | 4                           | 5                           | 6                         | C37 |

|             | Maltese | English | Italian | Mostly Maltese/Some English | Mostly English/Some Maltese | Maltese & English equally |     |
|-------------|---------|---------|---------|-----------------------------|-----------------------------|---------------------------|-----|
| <b>DVDs</b> | 1       | 2       | 3       | 4                           | 5                           | 6                         | C38 |

28. Do you enjoy reading?

|             |   |     |
|-------------|---|-----|
| Yes         | 1 | C39 |
| No          | 2 |     |
| Sometimes   | 3 |     |
| Not really! | 4 |     |

29. Which language do you prefer to read in?

|                              |   |     |
|------------------------------|---|-----|
| Maltese                      | 1 | C40 |
| English                      | 2 |     |
| Mostly Maltese, some English | 3 |     |
| Mostly English, some Maltese | 4 |     |
| I use both equally           | 5 |     |

30. Do the adults at home like to read?

|              |   |     |
|--------------|---|-----|
| Yes          | 1 | C41 |
| No           | 2 |     |
| Sometimes    | 3 |     |
| I don't know | 4 |     |

31. Which language do the adults at home prefer to read in?

|                              |   |     |
|------------------------------|---|-----|
| Maltese                      | 1 | C42 |
| English                      | 2 |     |
| Mostly Maltese, some English | 3 |     |
| Mostly English, some Maltese | 4 |     |
| They read in both languages  | 5 |     |
| They do not read             | 6 |     |

32. Can you name three Maltese books you have read in the past two months?

\_\_\_\_\_ C43

\_\_\_\_\_ C44

\_\_\_\_\_ C45

33. Can you name three English books you have read in the past two months?

\_\_\_\_\_ C46

\_\_\_\_\_ C47

\_\_\_\_\_ C48

34. When you're not in class or at school, do you use Maltese?

|             |   |     |
|-------------|---|-----|
| Yes always  | 1 | C49 |
| Sometimes   | 2 |     |
| Very rarely | 3 |     |
| Never       | 4 |     |

35. When you're not in class or at school, do you use English?

|             |   |     |
|-------------|---|-----|
| Yes always  | 1 | C50 |
| Sometimes   | 2 |     |
| Very rarely | 3 |     |
| Never       | 4 |     |

36. How good are you at spoken Maltese?

|           |   |     |
|-----------|---|-----|
| Very good | 1 | C51 |
| Good      | 2 |     |
| So and so | 3 |     |
| Quite bad | 4 |     |
| Very bad! | 5 |     |

37. How good are you at written Maltese?

|           |   |     |
|-----------|---|-----|
| Very good | 1 | C52 |
| Good      | 2 |     |
| So and so | 3 |     |
| Quite bad | 4 |     |
| Very bad! | 5 |     |

38. How good are you at spoken English?

|           |   |     |
|-----------|---|-----|
| Very good | 1 | C53 |
| Good      | 2 |     |
| So and so | 3 |     |
| Quite bad | 4 |     |
| Very bad! | 5 |     |

39. How good are you at written English?

|           |   |     |
|-----------|---|-----|
| Very good | 1 | C54 |
| Good      | 2 |     |
| So and so | 3 |     |
| Quite bad | 4 |     |
| Very bad! | 5 |     |

40. What would you like to be when you grow up?

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C55

## **Appendix B**

### **Phase II Questionnaire for Primary School Parents**



STUDENT PHD STUDY: Please fill in this questionnaire and send back with your child to school. You may choose to answer this questionnaire in ENGLISH or in MALTESE.

**A Parents' Survey on Maltese and English**

**Your Mobile or Landline Number:** \_\_\_\_\_

Please tick the corresponding answer.

**Gender:**

|        |                          |
|--------|--------------------------|
| Male   | <input type="checkbox"/> |
| Female | <input type="checkbox"/> |

**Last school attended:**

|                |                          |
|----------------|--------------------------|
| Primary        | <input type="checkbox"/> |
| Secondary      | <input type="checkbox"/> |
| Post-Secondary | <input type="checkbox"/> |
| MCAST          | <input type="checkbox"/> |
| University     | <input type="checkbox"/> |

**Please include your job/profession. If you do not work, please name the husband's/wife's job:** \_\_\_\_\_

1. How satisfied are you with your child's level of spoken Maltese? Please tick ONE answer with an 'X'

|                      |                          |
|----------------------|--------------------------|
| Very Satisfied       | <input type="checkbox"/> |
| Satisfied            | <input type="checkbox"/> |
| Unsatisfied          | <input type="checkbox"/> |
| Not at all satisfied | <input type="checkbox"/> |

2. How satisfied are you with your child's level of spoken English? Please tick ONE answer with an 'X'

|                      |                          |
|----------------------|--------------------------|
| Very Satisfied       | <input type="checkbox"/> |
| Satisfied            | <input type="checkbox"/> |
| Unsatisfied          | <input type="checkbox"/> |
| Not at all satisfied | <input type="checkbox"/> |

3. How satisfied are you with your child's written Maltese? Please ONE answer with an 'X'

|                      |                          |
|----------------------|--------------------------|
| Very Satisfied       | <input type="checkbox"/> |
| Satisfied            | <input type="checkbox"/> |
| Unsatisfied          | <input type="checkbox"/> |
| Not at all satisfied | <input type="checkbox"/> |

4. How satisfied are you with your child's written English? Please tick ONE answer with an 'X'

|                      |                          |
|----------------------|--------------------------|
| Very Satisfied       | <input type="checkbox"/> |
| Satisfied            | <input type="checkbox"/> |
| Unsatisfied          | <input type="checkbox"/> |
| Not at all satisfied | <input type="checkbox"/> |

5. Which language do you mostly use with your child? Please tick ONE answer with an 'X'

|                           |                          |
|---------------------------|--------------------------|
| Maltese                   | <input type="checkbox"/> |
| English                   | <input type="checkbox"/> |
| Maltese & English equally | <input type="checkbox"/> |

6. Which language do you think is mostly used with your child when they are at school? Please tick ONE answer with an 'X'

|                           |                          |
|---------------------------|--------------------------|
| Maltese                   | <input type="checkbox"/> |
| English                   | <input type="checkbox"/> |
| Maltese & English equally | <input type="checkbox"/> |

7. Do you think your child is exposed to enough Maltese? Please tick ONE answer with an 'X'

|                             |                          |
|-----------------------------|--------------------------|
| Yes they are exposed enough | <input type="checkbox"/> |
|-----------------------------|--------------------------|

|                                |  |
|--------------------------------|--|
| No they are not exposed enough |  |
| Don't know                     |  |

|                                |  |
|--------------------------------|--|
| No they are not exposed enough |  |
| Don't know                     |  |

9. Do you think that by the end of Grade 6 your child is going to be fluent in both Maltese and English? Please tick ONE answer with an

|   |  |
|---|--|
| Yes I think they are going to be very good at both English and Maltese                |  |
| No I do not think that they are going to be fluent enough in both English and Maltese |  |
| , They are going to be more fluent in Maltese   |  |
| They are going to be more fluent in English   |  |
| Don't Know  |  |
| Any other answer:   |  |

10. You may tick MORE THAN ONE ANSWER: What can be done to improve the level of Maltese teaching in school?

|  |  |
|--|--|
| We need specialised teachers in Maltese                        |  |
| Children need to be exposed to Maltese even earlier            |  |
| More time needs to be given to spoken Maltese in class         |  |
| More use of Maltese in the school curriculum                   |  |
| Only Maltese is to be used in the early years at primary level |  |
| Don't Know   |  |
| Any other answer:  |  |

11. You may tick MORE THAN ONE ANSWER: What can be done to improve the level of English teaching in school?

|  |  |
|--|--|
| We need specialised teachers in English                        |  |
| Children need to be exposed to English even earlier            |  |
| More time needs to be given to spoken English in class         |  |
| More use of English in the school curriculum                   |  |
| Only English is to be used in the early years at primary level |  |
| Don't Know   |  |
| Any other suggestion:  |  |

Thank you for participating

**IMPORTANT: Please send this form back to the class teacher within 3 days please SHOULD YOU CHOOSE TO PARTICIPATE IN THIS STUDY!!!**

## **Appendix C**

An outline of the Phase III Qualitative Interview Proforma with  
Primary School Teachers

## **Appendix C**

### **An outline of the Phase III Qualitative Interview Proforma with Primary School Teachers**

#### **Questions set for primary school teachers**

- a) How satisfied are you with your students' spoken and written Maltese proficiency?
- b) How satisfied are you with your students' spoken and written English proficiency?
- c) What are the factors that help or that inhibit the fostering of the bilingual environment?
- d) What are the challenges that you face as a Maltese or English language teacher?
- e) How important is the role of parents?
- f) What practices have you found to be effective as bilingual education tools?
- g) Do you think that your students are going to reach age-appropriate bilingual standards by Grade VI?

**Appendix D**

**An explanation of the Pearson Chi-Square test ( $\chi^2$ ) analysis used in Phase I and Phase II Quantitative Surveys.**

## Appendix D

### An explanation of the Pearson Chi-Square test ( $\chi^2$ ) analysis used in Phase I and Phase II Quantitative Surveys.

The Pearson chi-squared test ( $\chi^2$ ) was applied in order to enable an evaluation of any observed difference between two sets of categorical variables **where the Null Hypothesis ( $H_0$ ) specifies no relationship and the Alternative Hypothesis ( $H_1$ ) specifies a significant relationship. A 0.05 level of significance was adopted for each test.**

What follows is an explanation of the Pearson Chi Square test applied throughout both the large-scale quantitative surveys conducted with primary Grade 5 students (Phase I) and with primary Grade 5 parents (Phase II).

**Each table presented in this study included the Chi Square value and degrees of freedom from which the p-value is calculated for each test. Most of the tests yielded p values lower than the 0.05 level of significance where ( $H_0$ ) is rejected and ( $H_1$ ) accepted. This implies that most of the relationships between any two categorical variables were significant and so could be generalised.**

The formula under each table would for example read the following:  $\chi^2(8) = 188.04$ ,  $p = 0.000$  as seen in the following table (Table 5.19) which will be used as an example.

**Table 5.19: Whether children will be fluent in Maltese and English by the end of the Primary Years' Cycle.**

|                        | School Type |        |         | Total        |
|------------------------|-------------|--------|---------|--------------|
|                        | State       | Church | Private |              |
| Yes                    | 358         | 273    | 25      | <b>656</b>   |
|                        | 48.1%       | 56.6%  | 28.7%   | <b>50%</b>   |
| No                     | 60          | 20     | 5       | <b>85</b>    |
|                        | 8.1%        | 4.1%   | 5.7%    | <b>6.5%</b>  |
| More fluent in Maltese | 198         | 70     | 0       | <b>268</b>   |
|                        | 26.6%       | 14.5%  | 0%      | <b>20.4%</b> |
| More fluent in English | 82          | 106    | 55      | <b>243</b>   |
|                        | 11%         | 22%    | 63.2%   | <b>18.5%</b> |
| Don't Know             | 46          | 13     | 2       | <b>61</b>    |
|                        | 6.2%        | 2.7%   | 2.3%    | <b>4.6%</b>  |
| Total                  | 744         | 482    | 87      | <b>1313</b>  |
|                        | 100%        | 100%   | 100%    | <b>100%</b>  |

**$\chi^2(8) = 188.04$ ,  $p = 0.000$**

The table shows that there were a total of 1313 respondents who answered the question, “*Is your child going to be fluent in Maltese and English by the end of the Primary Years’ Cycle?*”

The resultant formula:  $\chi^2 (8) = 188.04, p = 0.000$  confirms  $H_1$  (the alternative hypothesis) showing that the answers given by respondents are directly affected by the type of school that is attended by their children.

The chi square value  $X^2$  is calculated using the formula:

$$X^2 = \sum_{j=1}^c \sum_{i=1}^r \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

$O_{ij}$  are the observed counts (displayed in the first table) and  $E_{ij}$  are the expected counts (displayed in the second table)

The tables presented throughout this dissertation exclude the expected counts for each answer as these are unnecessary for the scope of the study. However, the sample table featured below includes the expected counts, to show their relation to the formulas presented under each table.

|                               | School Type |        |         | Total         |
|-------------------------------|-------------|--------|---------|---------------|
|                               | State       | Church | Private |               |
| <b>Yes</b>                    | 358         | 273    | 25      | <b>656</b>    |
|                               | 371.7       | 240.8  | 43.5    | <b>656.0</b>  |
|                               | 48.1%       | 56.6%  | 28.7%   | <b>50.0%</b>  |
| <b>No</b>                     | 60          | 20     | 5       | <b>85</b>     |
|                               | 48.2        | 31.2   | 5.6     | <b>85.0</b>   |
|                               | 8.1%        | 4.1%   | 5.7%    | <b>6.5%</b>   |
| <b>More fluent in Maltese</b> | 198         | 70     | 0       | <b>268</b>    |
|                               | 151.9       | 98.4   | 17.8    | <b>268.0</b>  |
|                               | 26.6%       | 14.5%  | 0.0%    | <b>20.4%</b>  |
| <b>More fluent in English</b> | 82          | 106    | 55      | <b>243</b>    |
|                               | 137.7       | 89.2   | 16.1    | <b>243.0</b>  |
|                               | 11.0%       | 22.0%  | 63.2%   | <b>18.5%</b>  |
| <b>Don't know</b>             | 46          | 13     | 2       | <b>61</b>     |
|                               | 34.6        | 22.4   | 4.0     | <b>61.0</b>   |
|                               | 6.2%        | 2.7%   | 2.3%    | <b>4.6%</b>   |
| <b>Total</b>                  | 744         | 482    | 87      | <b>1313</b>   |
|                               | 744.0       | 482.0  | 87.0    | <b>1313.0</b> |
|                               | 100.0%      | 100.0% | 100.0%  | <b>100.0%</b> |

## Appendix D

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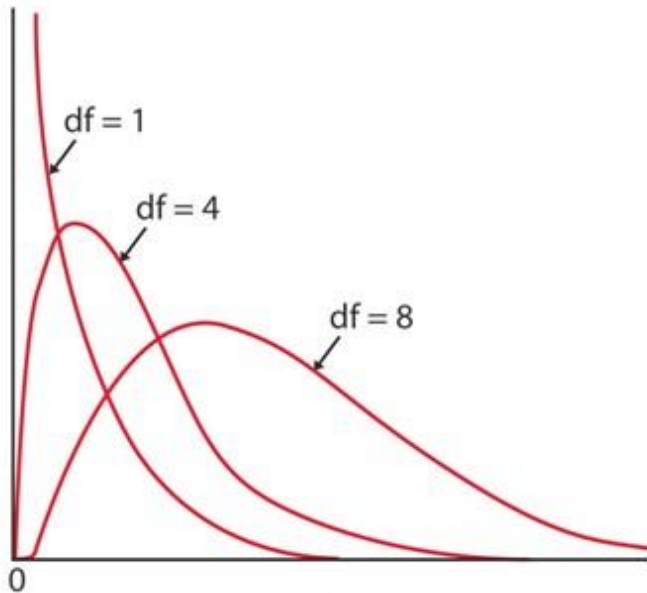
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$$\chi^2 = (358 - 371.70)^2 / 371.70 + (273 - 240.80)^2 / 240.80 + (25 - 43.5)^2 / 43.5 + (60 - 48.2)^2 / 48.2 + (20 - 31.2)^2 / 31.2 + (5 - 5.6)^2 / 5.6 + (198 - 151.90)^2 / 151.90 + (70 - 98.4)^2 / 98.4 + (0 - 17.8)^2 / 17.8 + (82 - 137.7)^2 / 137.7 + (106 - 89.2)^2 / 89.2 + (55 - 16.1)^2 / 16.1 + (46 - 34.6)^2 / 34.6 + (13 - 22.4)^2 / 22.4 + (2 - 4)^2 / 4 = \underline{\mathbf{188.04}}$$

$\chi^2$  has a Chi Square distribution with  $(r-1)(c-1) = 4 \times 2 = 8$  degrees of freedom, where  $r = 5$  is the number of rows and  $c = 3$  is the number of columns.

The p value is the area under the chi square distribution beyond  $\chi^2 = 188.04$ . From the graph we notice that this distribution already reaches 0 when  $\chi^2 = 8$ . This is the reason why the Chi Square test yields a p value of 0.000 when the value of  $\chi^2$  is large.

Chi Square Distribution with 8 degrees of freedom<sup>13</sup>



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<sup>13</sup> The image reproduced above was taken from 14 Goodness-of-Fit Tests and Categorical Data Analysis and available online at <http://slideplayer.com/slide/6930432/>



**Bilingualism in Grade V Maltese Primary Schools**  
**A Sociolinguistic Perspective**

A thesis submitted for the degree of Doctor of Philosophy  
Faculty of Arts, University of Malta

**Appendices E - F**

Romina Frendo

May 2017

**Appendix E**

**Verbatim representation of the Phase I – Bilingual Creative Writing  
Exercise where students were asked to write four sentences in both  
Maltese and English about what they wished to do during their holidays.**

## Appendix E

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### Appendix E

**The sentences that students were required to write as a creative writing exercise. Students were asked to write four sentences in both Maltese and then to write the same four sentences in English.**

**The following is a verbatim transcript of the written exercise.**

Question A : When student was asked to write 4 full sentences in Maltese

immur ngħum

ma nistudjax

noqgħod relax

nilgħab il-computer / BBQ

Question B: When student was asked to write 4 full sentences in English

I go to the beach

I don't study

I will be relaxed

play computer / do BBQ

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-Sajf jien nixtieq jmmur il-baħar

Nixtieq ukoll inqata hin mal-familja

Ukoll jien nixtieq insifer u nixtieq nara lil one directions fil-concert

Noqgħod nikol il-ġelati.

Question B: When student was asked to write 4 full sentences in English

This Summer I want to go to the beach.

I want that I will spent more time with my family.

I want to go abroad and see One direction in concert.

I want to eat ice-creams.

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur Ghawdex

Nixtieq immur il-baħar

## Appendix E

---

Immur vaganza mal-familja tiegħi

Nixtieq nagħmel barbigu

Question B : When student was asked to write 4 full sentences in English

I wish to go to Gozo

I wish to go to the bach

I wish to go on a holiday with my familiy.

I wish to make a barbiku

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf li ġejt nixtieq imurr il-baħar Kulljum

Nixtieq insiefer l-Amerika

Nixtieq naqra iktar bl-Ingliż

Imur nixtri iktar ħwejjeg

Question B: When student was asked to write 4 full sentences in English

In-summer I wan't to go to the beach everyday.

I wan't to go to Amerika

I wan't to read more in-English

I wann't to got shopping for more clothes.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq naqbes qabza il-baħar jew Go xi Pool

Nikol xi haġa friska

Nixrob xi haħa friska

Nixtieq ingib lil ħabiba tiegħi id-dar

Question B: When student was asked to write 4 full sentences in English

I want to Jump in the sea or in the pool

I eat something fresh

I drink something fresh

I want to get my friend at home

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

imorru ngħumu.

Norqod mal-kuċini.

immorru btala

nilgħab mall-kuċini

Question B: When student was asked to write 4 full sentences in English

we go to swimming

we sleep with my cousin's

we go for a holiday

we play with our cosins

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-privat tat-Taljan

Immur il-privat tal-Franciz

Immur nom (swim) il-Belt il-Fossa.

Insifer nibqa mmur il-gymnastics u mmur għand il-kuġini.

Question B: When student was asked to write 4 full sentences in English

I'll go and learn how to speak in Italian.

I'll go and learn how to speak in French.

I'll go and swim at Valletta in Fossa.

I'll go abroad, go to gymnastics and go and see my cousins.

Question A : When student was asked to write 4 full sentences in Maltese

Is-Sajf ku gej nixtieq ngħum

Is-sajf li gej se ngħalaq 10 snien

Is-sajf li gej se niehu gost

Is-sajf li gej se naqra

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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This summer I am going to swim

This summer I am going to turn 10

This summer I am going to have fun.

This summer I am going to read

Question A : When student was asked to write 4 full sentences in Maltese

Tas-sajf nixtieq iingawdi mal-familja tiegħi aktar

Immur ngħom tas-spiss.

Immur aktar ir-razzett u ingawdi aktar mal-animali.

Nixtieq li d –dghajsa tkun lesta sas-sajf..

Question B: When student was asked to write 4 full sentences in English

This summer I wish to celebrate more with my family.

I go swimming every day.

I go more at my farm and I celebrate with my animals.

I wish that the boat it finished to the summer.

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq imur il-bahar

U immur il-bandlie

Nistudja gall is-skola

Nilghab ma shabie.

Question B: When student was asked to write 4 full sentences in English

I want to go the beach

I want to go to the park

I want to study a lot to school

I want to play with my friends.

Question A : When student was asked to write 4 full sentences in Maltese

Immur splash and fun

## Appendix E

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Immur funlang

Immur Disneyland

Immur BBQ

Question B: When student was asked to write 4 full sentences in English

Go spalsh and fun

Go to Disneyland

Go to funland

Go to a BBQ

Question A : When student was asked to write 4 full sentences in Maltese

Immorru ħafna l-baħar

Jien nixtieq nisifer fliemkien mal-familja tiegħi

Nsuq ir-rotta

Immur il-ppol man-nanna tiegħi.

Question B: When student was asked to write 4 full sentences in English

We go to the sea

I won't to go travel with my family.

I ride the bike

I go pool with my grandma.

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum

Nsiefer l-Ingilterra mal-familja

Niltawa mal-kuġini li joqgħodu l-Ingilterra

Immur il-‘ pool’ taz-zija.

Question B: When student was asked to write 4 full sentences in English

Go to swim

I go for a holday with my family to England

I meet my cousins that

## Appendix E

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I go to swim in my aunt's pool.

Question A : When student was asked to write 4 full sentences in Maltese

Nintaqa mal-one direction

Insissifer x'imkien

Imur nixxi mal-ħbieb

Naqra iktar

Question B: When student was asked to write 4 full sentences in English

I Will meet one direction!

I will flight some were!

I will go shopping with my friends!

I will read more!

Question A : When student was asked to write 4 full sentences in Maltese

Immur ġħant in-nanna.

noħroġ mal-ħbieb

Immur Londra

Nara li 1D in cosert

Question B: When student was asked to write 4 full sentences in English

go shopping with my friends

go out with my friends

go to London

go and see 1D in consert!



## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

nixtieq nmur il-baħar

nmur fuq holliday

nistudja hafna id-dar

nilgħab xi logħba

Question B: When student was asked to write 4 full sentences in English

to swim in the beach

go on a holliday

study a lot

play games

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum

ma nistudjax

immur għawdex

Immur BBQ

Question B: When student was asked to write 4 full sentences in English

I go to the beach

I don't studji

I go to Gozo

I go to the BBQ

Question A : When student was asked to write 4 full sentences in Maltese

Imur il-baħar

Imur nistgħad

Ma nistudjax

Immur Ghawdex

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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Go to the beach

I go fishing

I'm not going to study

I go Gozo

Question A : When student was asked to write 4 full sentences in Maltese

mmur splash and fun

mmur singapor

mmur iċ-ċimiterju

mmur skola sajf

Question B: When student was asked to write 4 full sentences in English

Go to splash and fun

Go to singapor

Go to cimitery

Go to summer school

Question A : When student was asked to write 4 full sentences in Maltese

Imur noum

niltaqa mal-ħbieb

immur ħdejn iz-zija marita

Imur ghawdex

Question B: When student was asked to write 4 full sentences in English

I go to swim

Go out with my friends

I go to aunty marita

I will go to gozo

Question A : When student was asked to write 4 full sentences in Maltese

Nilgħab il-futbol

## Appendix E

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Immur ngħum

Nara it-televisjoni

Naqra

Question B: When student was asked to write 4 full sentences in English

I will play football

I will go swimming

I will see television

I will read

Question A : When student was asked to write 4 full sentences in Maltese

Is-sajf li ġej nixtieq immur il-baħar

F'Dan is-sajf niexxtieq naghmel cake

Fis-sajf nixxtieq li għal Birthday naqla il-ħwejjeg

Dan is-sajf ha ngħin li familja tiegħi

Question B: When student was asked to write 4 full sentences in English

This summer I wish to go to the beach

This summer I wish to do a cake.

The day of my birthday I wish to receive clothes

This summer I am going to help my parents

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Nibbu ftit iktar mal-kuġin

Namlu barbieques

Question B: When student was asked to write 4 full sentences in English

Go to the beach

Play a lirrile more with my cousin

Make barbieques

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Immur il-drama

Skola tas-sajf

Immur il-bħar

Immur għand ħabipti

Question B: When student was asked to write 4 full sentences in English

swimming

dancing

gymnastics

drama

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur newm.

Nixtieq immur campings.

Nixtieq li jieġu jorqdu għamna il-kuġini u il-gbieb.

Nixtieq ngħamlu il-barbq.

Question B: When student was asked to write 4 full sentences in English

I want to go to swim.

I want to go to campings.

I want my cousins and friends to sleep with us.

I want to go to barbq

Question A : When student was asked to write 4 full sentences in Maltese

Niehu ħafna insalati tal-frott

Nistudja (reviso

Noħroġ mal-familja u ma shabi

Nuġm ma shabi u ommi,missieri

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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I will eat a lot of fruit

Study (Revision)

Go out with my family and my friends

swim with my friends and mum and dad

Question A : When student was asked to write 4 full sentences in Maltese

Jien niextiq imur ngħum fil-baħar

Jien nixtieq nagħmel BBQ mal-familja

Jien nħobb nixemex il-baħar

Jien nixtieq niekol affarijiet tajbin.

Question B: When student was asked to write 4 full sentences in English

I like to go swimming in the sea.

I like to go for a BBQ wqith my family.

I like to have a little bit of sun on me.

I like to eat good food.

Question A : When student was asked to write 4 full sentences in Maltese

Jiena nixtieq noqgħod għannd in-nanna

Immur nogħom

Immur vaganza

Nixtri xi ktib sabieħ

Question B: When student was asked to write 4 full sentences in English

I want to stay at ny nannas home

to go swimming

go on a vacation

to buy a nice new book to read

Question A : When student was asked to write 4 full sentences in Maltese

Jiena nixtieq naqra iktar bil-Malti

## Appendix E

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nixtri xi ktieb fuq Malta

immurr ngħoum.

niekol il-ġelati.

Question B: When student was asked to write 4 full sentences in English

I wish to read more in Maltese

Buy a book about Malta

Go to swim

Eat ice-creams.

Question A : When student was asked to write 4 full sentences in Maltese

Jiena nixteiq mmur l-Italja nżur liz-zijiet

Jiena ukoll nixteiq mmurr xi pools

Inżur lil missieri meta jmur għax xogħol f'Thailand

Ukoll nixteiq li noħroġ mal-familja

Question B: When student was asked to write 4 full sentences in English

I would like to go to Italy to visit my aunts.

I would like to go to swim in pools.

I would also like to go visit my father in Thailand when he goes there because of work

And I would also like to go out with my family.

Question A : When student was asked to write 4 full sentences in Maltese

Mmur ngħum.

Nagħmel xi barbekju.

Mmur nixxemmex.

Mmur naqta' xagħari.

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I go to swim

I do a burbikju.

I will go sunbating.

I go and cut my hair.

Question A : When student was asked to write 4 full sentences in Maltese

Immurr noghom.

Nilgħab mal-Kugin.

Barbikju.

Immur postijiet sbieħ.

Question B: When student was asked to write 4 full sentences in English

Swimming

Barbeque

Ġplay with my soucism

Go to nice places.

Question A : When student was asked to write 4 full sentences in Maltese

Niextieq immur Diusney Cruise

Niextieq nagħmel likbar sand castle

Immur barbque mal-ħbieb tiegħi

Immur nara il-cocert l-one direction

Question B: When student was asked to write 4 full sentences in English

I wish to go to a Disney Cruise.

I wish to make the biggest sand castle.

To go to a barbque with my friends

To go see one direction in concert.

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Immur Għawdex

Nikol ħafna gelati

Immur nagħom

Namlu BarBque

Question B: When student was asked to write 4 full sentences in English

I want to go gozo

I eat a lot o ice creams

I go to swim

We Do BarBque with family

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Suimmer club

Familja

Pjaċir

Question B: When student was asked to write 4 full sentences in English

Sea

Summer club

Family

have fun

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar.

Immur is-summer school

Nixtru xi ħwejjeg tas-sajf.

Immur dak il-park tal-ilma ta' Bugibba.

Question B: When student was asked to write 4 full sentences in English



## Appendix E

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Im going at the sea

I go to the summer school

buying some new clothes for summer

going to the park.

Question A : When student was asked to write 4 full sentences in Maltese

nowm

nagħmel ix-xgħar

wikend break

nara it-television

nowm

do hair

i go to wikend break

i wach TV

Question A : When student was asked to write 4 full sentences in Maltese

Immur vaġanza

Immur ngħum fil-baħar

Question B: When student was asked to write 4 full sentences in English

Go for holiday

Go for swim into the sea

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur Londra is-sajf li ġej.

Jien nixtieq inmu nitghallem il-piano.

Is-sajf li ġej nixtieq immur ġo hotel

Jien nixtieq immur ngħum fil-pool is-sajf li ġej.

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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I want to go to London next summer.

I want to go and learn the piano.

Next summer I want to go to a hotel.

I want to swim in pools next summer.

Question A : When student was asked to write 4 full sentences in Maltese

Lewwer nixtieq immur uikl-baħar spiss.

Nieħu ħsieb l-animali tiegħi.

Immur il-bandli iktar spiss mal-kugina.

Immur nitagħhalem l-art.

Question B: When student was asked to write 4 full sentences in English

First I want to go to the beach often.

Take care of my pets.

Go to the park and play with my cousin

Learn how to make and paint new art.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur naum dan is-sajf

Nixtieq immur ikanta fuq si lejla sajjija.

Nistudja ħalli inkun lesta għal lis-skola.

Nixtieq nilbes il-ħwejjeg tas-sajf.

Question B: When student was asked to write 4 full sentences in English

I want to go swimming this summer.

I want to go sing on some summer night.

To study so I woul'd be ready for school.

I want to wear summer clothes.

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf nixtieq immur l-Ingilterra..

## Appendix E

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Fis-sajf nixtieqq immur Spalsh and Fun.

Fis-sajf nixtieq immur is-Seabank Hotel u l-Hilton.

Fis-sajf nixtieq immur ngħum aktar.

Question B: When student was asked to write 4 full sentences in English

At summer I wish to go to England.

At summer I wish to go at Spalsh and Fun.

At summer I wish to go at Seabank & Hilton hotel.

At summer I wish to swim more.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq imur il-baħar.

Nixtieq insiefer.

Nixtieq li filgħodu nqum tard.

Nixtieq nilgħab bil-kompjuter.

Question B: When student was asked to write 4 full sentences in English

I wish to go to the beach.

I wish to go abroad.

I wish that I would wake up late

I wish to play with the computer.

Question A : When student was asked to write 4 full sentences in Maltese

Jiena sejra ma ommi l-Isprt Malti qal-qawm.

Ħa immur nixtri l-affarijiet ta' l-iskola.

Nixtieq insifer Parihi/

Noqod fuq-il-kompjuter aktar biex nismal il-mużika.

Question B: When student was asked to write 4 full sentences in English

I am going to the Sport Malti swimming with my mother.

I am going to buy school supplies for next year.

## Appendix E

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I wish to go abroad at Paris.

I want to stay on the computer listening to Music.

Question A : When student was asked to write 4 full sentences in Maltese

Is-sajf li hej irid imur Londra.

Is-Sajf li hej nixtieq imur bbq mal-kuhni..

Imur nghum il-bahar.

Noqghod fil-bitha.

Question B: When student was asked to write 4 full sentences in English

Next summer i want to go to London.

Next summer I want to go bbq with my cousins/

I will go swim at the beach.

I will stay out in the garden.

Question A : When student was asked to write 4 full sentences in Maltese

Immur Splash and Fun

Niextieq imur il-bahar

Immur swimming lessons.

Immur il-gymnastic.

Question B: When student was asked to write 4 full sentences in English

I wan to go Splash and Fun.

I wish a would go to the beach.

I want to go to swimming lessons.

I want to go to gymnasticts lessons.

Question A : When student was asked to write 4 full sentences in Maltese

Immur nuwm ma shabi.

Immur barbeques mal-familja tieghi

Nohorgu ghal kampanja jew picnic.

## Appendix E

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Immur hdejn zijiet u l –kugin biex narhom

Question B: When student was asked to write 4 full sentences in English

I go swimming with my friends

I go barbeques with my family

We go out for a picnic

To go to see my uncles and uncles' and my cousin.

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sjif jiena i-rit insifer u nara hafna afarjt.

Fis-sjif jiena rit immour man-nannu tijje naqbat il-ħut

Fis-sajf jiena ir-rit immour hafna ġo xi pool

Fis-sajf jiena ir-rit immour Londra biex inkanta ejjme.

Question B: When student was asked to write 4 full sentences in English

On summer I went to go holiday and to see some sights.

On summer I went to go with my granddad to catch some fish.

On summer I went to go to some pools.

On summer I went to go to London to sing there.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Insifer mal-ħenituri.

Niltaqa mal-ħbieb l-iskola.

Immur nimxi.

Question B: When student was asked to write 4 full sentences in English

Go to the beach.

Go on a holiday with my family.

Meet with my school friends.

Go for a walk.

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Imur ngħom

naqra

nistudja

noqgħod mal-familja

Question B: When student was asked to write 4 full sentences in English

go to swim

read

studying

stay with my family

Question A : When student was asked to write 4 full sentences in Maltese

nogħom

naqra

nirilexja

norqod

Question B: When student was asked to write 4 full sentences in English

swim

read

relax

sleep

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Nixtieq immur ngħum

Nixtieq immur Ghawdex

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I want to go swimming

I want to go to Gozo

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

Immur fejn iz-zija l-Australia

Question B: When student was asked to write 4 full sentences in English

I go to fejn my auntie In Australia

Question A : When student was asked to write 4 full sentences in Maltese

Ngħum

nsiefer

nistieden il-ħbieb id-dar

nagħmel BBQ

Question B: When student was asked to write 4 full sentences in English

Swim

Travel

Nistieden the friends home

Make a BBQ

Question A : When student was asked to write 4 full sentences in Maltese

Imur il bahr

Imur farmhous

Imur Holiday italya

Question B: When student was asked to write 4 full sentences in English

go to the swimilg

go to the farmhouse

go holid to Itly

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

nistudja

nilgħab

nogħm

Question B: When student was asked to write 4 full sentences in English

Study

play

nogħom

Question A : When student was asked to write 4 full sentences in Maltese

Immorru camping

Immorru farm house

Immorru ghawdex

Immorru nogħomu

Question B: When student was asked to write 4 full sentences in English

I want to go camping

I want to farm house

I want to go gozo

I want to go swimming

Question A : When student was asked to write 4 full sentences in Maltese

Jiena nixtiq nowm

Nixtieq nilgħab

Question B: When student was asked to write 4 full sentences in English

I like to swim

I like to play

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

immur il-baħar



## Appendix E

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nilgħab ma hija

Question B: When student was asked to write 4 full sentences in English

go to the beach

play whit my brother

Question A : When student was asked to write 4 full sentences in Maltese

Nilab ħafna malkelba u kelb.

Noghom bahar.

nejn lil hija.

nejn lil ommi

Question B: When student was asked to write 4 full sentences in English

Play a lot whit my two dog's.

Swim at the see

Help my brother

Help my mum

Question A : When student was asked to write 4 full sentences in Maltese

baħar

insiefer

noħroġ

anoqod nilgħab id-dar blilma

Question B: When student was asked to write 4 full sentences in English

swim

fly

go out

Play with the water

Question A : When student was asked to write 4 full sentences in Maltese

ngħum

## Appendix E

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nsiefer

norqod

noħroġ

Question B: When student was asked to write 4 full sentences in English

Swim

go abroad

sleep

go out

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur għawdex

il-baħar kuljum

nsiefer sqallija

nara t-televisin ħafna

Question B: When student was asked to write 4 full sentences in English

I want to go to Gozo

Go swimming in the sea everyday

Go abroad at Sicily

See T.V a lot

Question A : When student was asked to write 4 full sentences in Maltese

Jnuri lis kows

inkonta

nit lo bugigi noqot

nowm

Question B: When student was asked to write 4 full sentences in English

go gordajs

sign

lonig to bugiba

## Appendix E

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swimming

Question A : When student was asked to write 4 full sentences in Maltese

Imur il-baħar

noħrog mal-familja

nilgħab bil-ppsp

nara il-television

Question B: When student was asked to write 4 full sentences in English

I go to the sea

I gout with my family

I play with my psp

I see T.V.

Question A : When student was asked to write 4 full sentences in Maltese

in-sifer.

imur ġo lukanda taslima

imur għawdex erbgħa go farmhouse

imur il-baħar ladira.

Question B: When student was asked to write 4 full sentences in English

To fly at Disney land.

I go to the Hotel at taslima

I go to Gozo.

I go to the beach.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq li dan is-sajf immur ngħum.

Nixtieq li dan is-sajf naqta xagħarhi

Nixtieq immur noqod ġimgħa Ghawdex

Nixtieq ngħamel xirja hwejjeg

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I wish this summer I go to the beach and swim

I wish this summer I go and cut my hair.

I wish to go a week to Ghawdex

I wish to go and buy some clothes

Question A : When student was asked to write 4 full sentences in Maltese

namel il nisboh xaghri

insifer

immur il-baħar u namel BBQ

u norqod

Question B: When student was asked to write 4 full sentences in English

I am going to do high lithes

I am going to fly.

and go to the beach

and sleep

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

nagħmel xaghri bil lajts

norqod

naqra

Question B: When student was asked to write 4 full sentences in English

I will go to the beach.

My air do ha jlasts

sleep

read

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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nixtieq immur il-baħar

Nixtieq Nistudya

Immur vaganza

Immur Għawdex

Question B: When student was asked to write 4 full sentences in English

Go to sea

I want to study

Go on a vacation.

I want to go to Gozo.

Question A : When student was asked to write 4 full sentences in Maltese

Ngħowm

Ma nistudjax

Nikol

Barbiku

Question B: When student was asked to write 4 full sentences in English

Swimming

no stadiying

eat

barbicuse

Question A : When student was asked to write 4 full sentences in Maltese

mmur l-baħar

naqra

nistudja f'it

nzur lin-nanniet u z-zijiet.

Question B: When student was asked to write 4 full sentences in English

Go at the beach

read

## Appendix E

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stoday a little bit

go see my grandparents and my untus

Question A : When student was asked to write 4 full sentences in Maltese

Imuru il-bahar mall-genituri

Ma hopx najat naghet il-HW.

Il- HW ma' mururx.

Kif int.

Question B: When student was asked to write 4 full sentences in English

I go to the beich.

I go to the siema

What i have tomorrow I have happy briday wie go to the beich

I have to go football

Question A : When student was asked to write 4 full sentences in Maltese

ngħum

immur għawdex għall erbgħin ġurnata

ma' nistudjax

U ngħoqod rileks

Question B: When student was asked to write 4 full sentences in English

Swimm

I will go to gozo for fortey days

I do not studj

I stay rileks

Question A : When student was asked to write 4 full sentences in Maltese

immur il-baħar u nieħu gost

immur Għawdex

nogħoqod Relex

## Appendix E

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niłġhab bil-pupi.

Question B: When student was asked to write 4 full sentences in English

I go to the beach

I go to Gozo

I will be Relaxed.

I will play with toys.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Naqra

Npingi

Norqod

Question B: When student was asked to write 4 full sentences in English

Go to the beach

read

paint

sleep

Question A : When student was asked to write 4 full sentences in Maltese

Imur il-baħar

manistudjax

niłġhab

Noqod rileks

Question B: When student was asked to write 4 full sentences in English

go and swim

no studying

play

stay calm

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Foreign student

Mellieha

Question B: When student was asked to write 4 full sentences in English

I want to go to the water park

We are going to swim with dolphins

We are going to see my Grandma

I want to go to Popeye villige or play mobil land

Question A : When student was asked to write 4 full sentences in Maltese

Naqra

Ngħom

Insiefer

Messaġġi

Question B: When student was asked to write 4 full sentences in English

Read swim

Abroad

messag

Question A : When student was asked to write 4 full sentences in Maltese

Nogħm

Nillab

Nillab futbol

Immur fuq cruz

Question B: When student was asked to write 4 full sentences in English

I want to swim

I will play

play futbol

go on a cruz



## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

La jiġi s-sajf nixtieq li mmur ngħum

Nixtieq li ngħum ma denfil

Nixtieq li nara lil Lionel Messi, nilgħab mieghu nilgħab mal- Inter u ma Malta

Nixtieq ukoll li nilgħab mal-ħbieb

Question B: When student was asked to write 4 full sentences in English

When summer comes I wish to swim

I wish to swim with a dolphin.

I wish to see Lionel Messi, play with him, play with Inter and with Malta

I wish as well to play with my friends.

Question A : When student was asked to write 4 full sentences in Maltese ( only 3)

Nixtiq immur il-baħar

Nixtiq immur splash and fun.

Nixtiq immur sky driving

Question B: When student was asked to write 4 full sentences in English

I want to go to the sea.

I want to go splash and fun.

I want to go sky diving

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq nowm u nixtri dingi żgħir li jimxi il-pedali

Nixtieq immur noqod ġo flat

Nixtieq li ikolli birthday sabiħ

U li immur għawma kbira minn Malta sa Kemmuna

Question B: When student was asked to write 4 full sentences in English

I wish to swim and buy a small dingy that moves with pedels.

I wish to live in a flat.

I wish to have a nice birthday.

## Appendix E

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And I wish to swim a long Malta to Comino

Question A : When student was asked to write 4 full sentences in Maltese

Irrid naqra ħafna kotba

Irrid ngħom f'bijja sabiħa

Irrid insiefer x'imkien sabiħ

Irrid nilgħab il-futbol

Question B: When student was asked to write 4 full sentences in English

I want to read a lot of books

I want to swim in a beautiful beach.

I want to go to somewhere nice

I want to play football

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

F'dan is-sajf irrid ngħum fil-baħar

Immur 'splash and fun'

Nixtiq immur nirkeb żiemel.

Question B: When student was asked to write 4 full sentences in English

I want to swim in the sea

I want to go to splash and fun

I want to ride a horse

Question A : When student was asked to write 4 full sentences in Maltese

Imur il-baħar / pool

Nistudja

Nilgħab

Nieħu ġelat

Question B: When student was asked to write 4 full sentences in English

I go to the sea/ pool

## Appendix E

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Study

Play

have an ice-cream

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Il-baħar

‘splash and fun’

denfil

Question B: When student was asked to write 4 full sentences in English

I want to go swimming

I want to go to ‘splash and fun’

Swimming with dolphins

Fly do Germany

Question A : When student was asked to write 4 full sentences in Maltese

Imur Bid-dagħsa

Imur il-baħar

Niltaqa mal-ħbieb

Imur nara man-nanna

Question B: When student was asked to write 4 full sentences in English

Go with the boat

Go swimming

See my friends

Go see my grandmother

Question A : When student was asked to write 4 full sentences in Maltese (not done)

Question B: When student was asked to write 4 full sentences in English

See all my old friends

Go to my old school

## Appendix E

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See my cousins

Not being hot

Question A : When student was asked to write 4 full sentences in Maltese

imur il-baħar

niekol il-ġelat

nilgħab hafna

nistudja

Question B: When student was asked to write 4 full sentences in English

I go to the sea

I eat ice-creams

I play alot

I study

Question A : When student was asked to write 4 full sentences in Maltese

Imur ngħum

Jiegu l-ħbieb

Imur il-kampania

Imur ngħum mad-denfil.

Question B: When student was asked to write 4 full sentences in English

I go swimming

My friends come over at my house

I go to the countryside

To go swimming with the dolphins

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur l-Amerka.

Nixtieq indur id-dinja.

Nixtieq immur ngħum.

## Appendix E

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Nixtieq niehu pjaçir

Question B: When student was asked to write 4 full sentences in English

I wish to go to America.

I wish to go round the world.

I wish to go swimming.

I wish to have fun.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Irrid inmur il-baħar.

Irrid inmur għal ġelati.

Irrid inmur spash and fun

Question B: When student was asked to write 4 full sentences in English

I want to go to the beach

I want to go for an Ice- cream.

I want to go to splash and fun.

Question A : When student was asked to write 4 full sentences in Maltese (not done)

Question B: When student was asked to write 4 full sentences in English

Go to splash and fun

Go to popeyies village

Go quade riding

Go boat riding

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur ngħum

Nixtieq nagħmel il-krafts

Nixtieq niltaqa mal-ħbieb

Nixtieq mmur il-quddies

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I want to swim

I want to make crafts

I want to meet my friends

I want to go to mass

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħa.

Immur xalata ma' l-abbatini.

Immur bowling.

Immur go xi restorant.

Question B: When student was asked to write 4 full sentences in English

Go to the bach

Go for a holiday with the aultere boys.

Go to a restorant.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur l-'alka ceramics'.

Nixtieq immur nitghallem nagħmel l-presepju.

Nixtieq immur nogħum

Nixtieq immur fuq l-'bumping cars'

Question B: When student was asked to write 4 full sentences in English

I want to go to alka ceramics.

I want to go to the crib.

I want to swim.

I want to go on the bumping cars.

Question A : When student was asked to write 4 full sentences in Maltese

Insiefer mal-mamma u mal-papa

## Appendix E

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Nixtri dingi biex nogħob niġri.

Immor nigghlem il-craft

Immor il-baħar mall-ħbieb.

Question B: When student was asked to write 4 full sentences in English

I go 'insiefer' with my mummy and Daddy.

I go and buy a dingy to play and run in the sea.

I go at art and craft lessones.

I go with my friends to the beach.

Question A : When student was asked to write 4 full sentences in Maltese

Immur splash and fun

Niextiq immur weekend break

Immur għal xi contest tal- break dancing

Immur skola sajf

Question B: When student was asked to write 4 full sentences in English

I wish to go splash and fun

I wish to go for a week-end break

I wish to go for a break dancing contest

I wish to go for summer school

Question A : When student was asked to write 4 full sentences in Maltese

Nagħmel Art

Inkanta ma ħabiebtu u oħti

Imorr ngħum mal-kelb

Imur skola sajf ma ħabiebtu

Question B: When student was asked to write 4 full sentences in English

Do Art

Sing with my friend and with my sister

I go to swim with my dog

## Appendix E

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I go sammer school with my friend

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq ngħamel barbeque.

Nixtieq immur il-baħar.

Nixtieq immur lezzjoni tal-kompjuter.

Nixtieq noqgħod mal-kuġini.

Question B: When student was asked to write 4 full sentences in English

I want to do a barbeque.

I want to go to swim.

I want to do computer lessons.

I want to stay with my cousins

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

nixtieq ngħum

immor mal-hbieb mal-mama

Question B: When student was asked to write 4 full sentences in English

I want to swim

I go with my friends with my mum

Question A : When student was asked to write 4 full sentences in Maltese

L-ewwel ħaġali nixtieq nagħmel hija li immur nixtri l-hwejjeg mal-ġenituri.

Immur Sqallija u mmur ngħum

Immur bbq mal-hbieb

nagħmel il-qari u r-revision

Question B: When student was asked to write 4 full sentences in English

Not answered.



## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Insifer

Imur sal-baħar

Imur sa Ghawdex

Inxtr hafna gelati.

Question B: When student was asked to write 4 full sentences in English

Go for a holiday

Go swimming

Visit Gozow.

Buy a lot of icecream.

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-sajf nixtieq igawdi il-baħar iktar

Immur bi rota ma shabi

Immur niekol hdejn il-baħar

Skatboard

Question B: When student was asked to write 4 full sentences in English

In this summer I want to go in the sea more

I want to go with a bike with my friends

I want to go eat by the sea

I want to go with my skatboard

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq nagħmel waterskieng

## Appendix E

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Niextiq naghme

Niextiq isiefer

Niextiq imurr filfla

Question B: When student was asked to write 4 full sentences in English

I wish to go water skiing.

I wish to swim.

I wish to go on holiday.

I wish to go to filfla

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-sajf nixtiq insifer

Dan is-sajf nixtiq immur il-bahar

Dan is-sajf nixtiq norqod għant in-nanna

Dan is-sajf irrid immur għand il-habiba

Question B: When student was asked to write 4 full sentences in English

This summer I want to go abroad

This summer I want to go swimming

This summer I want to sleep at grandma's house

This summer I want to go to my friends

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf nixtieq immur ngħum

Niċċelebra l-festa tal-Mellieħa

Insiefer lejn l-italja

U noqgħod nilgħab maz-zijjiet illi gejjin minn Londra

Question B: When student was asked to write 4 full sentences in English

In summer I wish that I go swimming

I celebrate the Mellieħa feast

## Appendix E

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I go abroad to Italy

I play with my aunts that are coming from London.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur fuq xi vapur kbir

Nixtieq inunnaq nhom vera sewwa

Nixtieq li insiefer l-Awstralja.

Nixtieq li immure nawn mal-ħbieb u kugini

Question B: When student was asked to write 4 full sentences in English

I wish to go on a big boat.

I wish that I could now how to swim very well

I wish to go abroad to Australia.

I wish to go on a swim with my friends and cousins

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf jiena irid imur għand il-kugini

Irid imur nawn splash and fun

Niltaqa mal-ħbieb.

Irid insiefer għand l-Irlanda

Question B: When student was asked to write 4 full sentences in English

in summer I want to go to my cousin

I want to go swim in splash and fun.

meet with friends

go abroad to Ireland

Question A : When student was asked to write 4 full sentences in Maltese

Crisis

Bowling

nieħu gelat

## Appendix E

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noum go pool

Question B: When student was asked to write 4 full sentences in English

Crise liner

Bowling

Ice cream

Swimming pool

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum fil-baħar.

Immur l-iskola sajf.

Nagħmel barbecau.

Nantaqa mal-ħbieb tal-iskola.

Question B: When student was asked to write 4 full sentences in English

I will go swimming

I go to summer school

I will do a barbecau

I will meet my friends from school

Question A : When student was asked to write 4 full sentences in Maltese

tixtiq imur il-baħar

imur maż-zija

imur nisfen

imur safra

Question B: When student was asked to write 4 full sentences in English

go swimming

go to may anty

go densing

go holiday

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Insifar

Immur crus

Immu izzur id-dinja kollha

Question B: When student was asked to write 4 full sentences in English

Go round the world

go to a crus liner

go to Hawaii

Question A : When student was asked to write 4 full sentences in Maltese

In-sifer

Immur Kemuna

Nixtiq li immur Parigi

Question B: When student was asked to write 4 full sentences in English

I fly

I go to Kemino

I want to go to France

Question A : When student was asked to write 4 full sentences in Maltese

Nixtiq nilgħab mal-kuġin.

Nixtiq ngħum mal-ħbieb.

Nixtiqinsiefer mal-ġenituri.

Nixtiq naqla rigali sbieħ għall-għeluq snini

Question B: When student was asked to write 4 full sentences in English

I wish to play with my cousin.

I wish to swim with my friends.

I wish to go abroad with my family.

I wish to have nice presents for my birthday.

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Immur skola sajf

Ngħin

Naqra

Immur ngħum

Question B: When student was asked to write 4 full sentences in English

I may go summer school

I may help

I may read

I may go swimming

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq insiefer fis-sajf.

Nixtieq ngħum fis-sajf.

Nixtieq immur ``diving`` fis-sajf.

Nixtieq noqod bi kwieti fis-sajf

Question B: When student was asked to write 4 full sentences in English

In summer, I wish to go abroad.

In summer, I wish to swim.

In summer, I wish to go diving under the sea.

In summer, I wish to stay on my own.

Question A : When student was asked to write 4 full sentences in Maltese (3 only)

Nixtieq insiefer.

Nixtieq ngħum ma hbiebi.

Nitgħallem indoqq strument

Question B: When student was asked to write 4 full sentences in English

I would like to travel.

I would like to swim with my friends.

## Appendix E

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I would like to learn how to play an instrument.

Question A : When student was asked to write 4 full sentences in Maltese

Imur nilgħab mal kuġin

Nintaqa ma' shabi

Insiefer sal-Japan.

Imurr ngħum l-Aħrax.

Question B: When student was asked to write 4 full sentences in English

I go play with my cousin.

I meet my friends.

I go abroad to Japan.

I go swimming at our beach house.

Question A : When student was asked to write 4 full sentences in Maltese

Insiefer Franza go Pariġi.

Immur is-sajf kollu go kamra l-baħar.

Nagħmel barbikju mal-familja tiegħe.

Nagħmel piknik ma tal-familja.

Question B: When student was asked to write 4 full sentences in English

I go abroad to France in Paris

In summer i go to a room near the seashore.

I do a barbikju with my family.

I do a picnic with my family.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

ngħum

nitkellem iktar bl-ingliż

nagħmel picnic

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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swim

talk more in english

do a picnic

Question A : When student was asked to write 4 full sentences in Maltese

Irrid immur ngħum.

Irrid nixtri hafna hwejjeg.

Irrid immur l-Inglaterra.

Irrid niekol gelat.

Question B: When student was asked to write 4 full sentences in English

I would like to swim.

I would like to buy lots of clothes.

I would like to go to England.

I would like to eat an ice-cream

Question A : When student was asked to write 4 full sentences in Maltese

immur splash and Fun

immur il-baħar kuljum

nilgħab ma' shabi

immur nixtri

Question B: When student was asked to write 4 full sentences in English

go to splash and Fun

go to the beach everyday

play with my friends

go to shop

Question B: When student was asked to write 4 full sentences in English

naqbad serp

inmur splash and fun



## Appendix E

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inmur nistad

insuq dgħajsa ta miessiri

Question A (Not done)

Question B: When student was asked to write 4 full sentences in English

catch a snake

go to splash and fun

I go fishing

drive my dad's boat

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Immur il-futboll

Immur il-mużew

Question B: When student was asked to write 4 full sentences in English

I go to football.

I go to katakisim

Question A : When student was asked to write 4 full sentences in Maltese

Immur noġhom

noqgħod nitkelem bl-ingliz ma l-mama

nilgħab xi fitit ma computer

Immorru Ghawdex

Question B: When student was asked to write 4 full sentences in English

I go swimming

I speak my mum with English

I play on the computer

I go Gozo

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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Fis-sajf li ġej nixtieq imurr għand Dylan

Nixtieq li mmurr għawdex

Nixtieq li Dylan jġi għandi

Nixtieq li jkolli holidays tajbin.

Question B: When student was asked to write 4 full sentences in English

In the Summer I wish that Dylan come at home.

I wish that I went Gozo.

I wish that I went Dylan's Dylan's home.

I wish that I have nice holidays

Question A : When student was asked to write 4 full sentences in Maltese

Imur now mil-pixxina nazzjonali

Imur L-splash and fun

Imur Il perth park

Nixi papagal

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Jien noqod nistudja

imur il-baħar

imur għawdex

imur nistudja qant sħabi

Question B: When student was asked to write 4 full sentences in English

I go to study

I go to swim

go to Gozo

go to study with my friends

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

## Appendix E

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nitallaghelm il-``break dance``

noz al-rizzi

Question B: When student was asked to write 4 full sentences in English

learn the break dance

dive for sea eggs

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Imur Vaganza Parigi

Imur ovjament il-baħar

Question B: When student was asked to write 4 full sentences in English

Go a holiday in Paris

Go ovvjament the beach

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Immur il-bandli

Immur ``summer club``

Immur ``splash and fun``

Question B: When student was asked to write 4 full sentences in English

I will go to the beach.

I will go to the park

I will go to summer club

I will go splash and fun

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar.

Naqra kotba fuq il-personaġġi.

Immur għand in-nanniet.

Immur il-quddies.

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

Go to the beach.

read books of important persons.

Go to my grandparents.

Go to church.

Question A : When student was asked to write 4 full sentences in Maltese

Imur skola sajf.

Imur swimming lesins.

Imur nitalem il-banda

Imur Franza

Question B: When student was asked to write 4 full sentences in English

I go to skola sajf.

I go swimming lesins.

I go learn trampit.

I go Franz

Question A : When student was asked to write 4 full sentences in Maltese

Nsiefer

immure nghum

mmur Ghawdex

skolasajf

Question B: When student was asked to write 4 full sentences in English

Go swimming

Go Gozo

Summer school

Go France

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Immur nitallem il-bdiwa.

Immur il-baħar (Marsaxlokk)

Immur noghod għal gimgha ant in-nanna.

Immur nagħmel il-picniks

Question B: When student was asked to write 4 full sentences in English

go learn the farming.

go to the sea in Marsaxlokk

go stay for a week in grandma's house

go make some picnics.

Question A : When student was asked to write 4 full sentences in Maltese

jien nixtin nitelem mur nowm

jien nixtiq nadi mil eżami

jien nixtiq nilghab hafna

jien nixtiq naqbat ir-rizzi

Question B (Not done)

Question A : When student was asked to write 4 full sentences in Maltese

immur il-baħar

immur il-bandli

nistudja

skola sajf

Question B: When student was asked to write 4 full sentences in English

gow swimming

gow to park

study

sammer school

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

immur il-baħar

insiefer

noħroġ

niekol il-gelati

Question B: When student was asked to write 4 full sentences in English

go to the sea/ beach

abroad

go out

eat the ice-creams

Question A : When student was asked to write 4 full sentences in Maltese

Immur Il-privat

nghum

Imur bid-dagħjsa

nilgħab futbol ma Birzebbuga windmills

Question B: When student was asked to write 4 full sentences in English

Going to privat

Swimming

Going whit the boat

play football with Birzebbugia windmills

Question A : When student was asked to write 4 full sentences in Maltese

Jiena nixtieq nghum

nilgħab

Insiefer

noqod id-dar.

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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swim

play

go on a vacation

sliep in my house

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Immur ‘‘summer school’’

Nilgħab bil-logħob

Nara televixin

Question B: When student was asked to write 4 full sentences in English

Go swimming

Go summer school

Play games

Watch T.V.

Question A : When student was asked to write 4 full sentences in Maltese

Ngħum f’marsaxlokk

Mur ‘private lessons’

Niġi ‘Summer school’

Piġi mann-nana.

Question B: When student was asked to write 4 full sentences in English

Swimm in marsaxlokk

Go to summer school

Draw with my grandmother

Question A : When student was asked to write 4 full sentences in Maltese

Immu nistgħad

Ngħowm

## Appendix E

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Immur lis-Splash and fun

In Sajjar

Question B: When student was asked to write 4 full sentences in English

I will go fishing

I will go swimming

I will go to splash and fun

I will cook

Question A : When student was asked to write 4 full sentences in Maltese

Nghom

nilghab

nigri

nara dvd

Question B: When student was asked to write 4 full sentences in English

swimming

playing

Running

watch dvd

Question A : When student was asked to write 4 full sentences in Maltese

Nghum hafna

Nitghallem aktar il-Malti

Immur iktar privat

Immur vaganza sabiha

Question B: When student was asked to write 4 full sentences in English

swim a lot

Learn more Maltese

Go more privat

Go for a good vacation



## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Jien nixtiq immur il-baħar

Jien nixtri playstejxin

immur l-iskola sajf

Question B: When student was asked to write 4 full sentences in English

I am going to the beach

I am going to buy a playsejxin

I am going to summer skool

Question A : When student was asked to write 4 full sentences in Maltese

Immorru ġo xi l-hotelle.

Immur inżur annimali.

Immur inżur l-anzjani.

Immur ġo xi pool.

Question B: When student was asked to write 4 full sentences in English

I go in a hotel.

I go to visit animals.

I go visit old people

I go swimming in a pool.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

immur nghum

nsiefer

imorru bir-rotta

Question B: When student was asked to write 4 full sentences in English (only 2)

go to swim

have fun

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Jien nixtieq immur sa l-Italja

Nixtieq immur ngħum kuljum.

Nixtieq immur sa (splash and fun).

Question B: When student was asked to write 4 full sentences in English

I wish that I would go to Italy.

I wish that I would go swimming everyday.

I wish that I would go to splash and fun

Question A : When student was asked to write 4 full sentences in Maltese

immur ġo pool

immur naqdes minn fuq il-piçċ

immur farmhouse

immur Għadex

Question B: When student was asked to write 4 full sentences in English

I'll go in a pool

I'll guping from the picc

I'll go in a farmhouse

I'll go to gozo

Question A : When student was asked to write 4 full sentences in Maltese

Privat

skola sajjf

ngħum aktar spis

ativitajiet

Question B: When student was asked to write 4 full sentences in English

summer school

I go swimming more than the before

Privat lessons

## Appendix E

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actitivits

Question A : When student was asked to write 4 full sentences in Maltese

Insiefer l-Ingrierra

Mmur fuq cruse liner

Mmur l-Italja

Mmur il-bandli aktal spiss

Question B: When student was asked to write 4 full sentences in English

I go to England

I go on a cruse liner

I go to Italy

I go to the swings more often

Question A : When student was asked to write 4 full sentences in Maltese

Insiefer barra minn Malta

Noħroġ u ndum barra

Niekol ħafna ġelati

Ngħamel ħafna sports

Question B: When student was asked to write 4 full sentences in English

Insiefer barra minn Malta

Go out and stay for long hours

Eat many ice-creams

Do many sports

Question A : When student was asked to write 4 full sentences in Maltese

im hon y i dildosa

il ih hiu hsb Fali

Question B: When student was asked to write 4 full sentences in English (not done)

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Jien imur il-baħar.

Jien naqra tajjeb.

Jien nixtri kelb.

Jien immur f'pajjizi Srilanka hdej India

Question B: When student was asked to write 4 full sentences in English

I go to swim.

I read good.

I will buy a dog.

I will go to my contrey in Srilanka near India.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Jiena dan is-sajf nixtieq immur nogħom

Nixtieq wkoll mmur picnic.

Nixtieq mmorru fuq il-ħaxix u noqodu nilgħabu

Question B: When student was asked to write 4 full sentences in English

I in the summer I want to go swimming.

I go to make a picnic.

I go on the grass and play on it.

Question A : When student was asked to write 4 full sentences in Maltese

Immur nogħm

nilgħab tat-teacher

npingì

nilgħab bil-kompjuter

Question B: When student was asked to write 4 full sentences in English

go to swimming

play to teacher

paint

## Appendix E

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play with computer.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur ngħum.

Nistieden lil sħabi għadi

Niekol il-ġelati.

Noħroġ ma sħabi bir-rotta.

Question B: When student was asked to write 4 full sentences in English

Go swimming in a pool.

Invite my friends to my house.

Eat Ice-creams.

Ride my bike with my friends.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Immur ngħoum

Nilgħab fil-bandli mal-ħbieb tiegħi.

Immur nixtri waħdi.

Question B: When student was asked to write 4 full sentences in English

I would like to swim

I would play with my friends in the playground.

I would like to go to the shop by my self.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Immur weekend break.

Immur il-baħar

Immur nitalem il-computer

Question B: When student was asked to write 4 full sentences in English

I go to weekend break

I go to the see

## Appendix E

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I go to learn the computer

Question A : When student was asked to write 4 full sentences in Maltese

nejn l familja

nejn il ommi

norqod għod għant in-nanna

nilgħab mal ħbieb

Question B: When student was asked to write 4 full sentences in English

nejn

nejn l-ommi

norqod għa in-nanna

I play with may friend

Question A : When student was asked to write 4 full sentences in Maltese

nejn lil ommi.

nejn lil missieri.

nilgħab ma' ħuti.

Immur nowm.

Question B: When student was asked to write 4 full sentences in English

Help my mothe.

Help my father.

Play with my brothers and sisters.

go swimming.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur il-baħar.

Nixtieq immur 'camping'

## Appendix E

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Nixtieq insiefer

nixtieq immur Ghawdex.

Question B: When student was asked to write 4 full sentences in English

I wish to go swimming.

I wish to go camping.

I wish to goon a brough.

I wish to go Gozo.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq insiefer.

Nixtieq immur ngħum ta' spiss.

Nixtieq nagħmel BBQ ta' spiss.

Nixtieq jiena oħti u l-ġenituri immorru ħafna fil-kampanja.

Question B: When student was asked to write 4 full sentences in English

I want to go flying

I want to go swimming everyday

I want to make BBQ everyday

I want to me and my family go in gardens.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Jiena nixtieq immur ngħum.

Nixtieq li nsiefer madwar id-dinja kollha.

Immur nixxala ma shabi.

Question B: When student was asked to write 4 full sentences in English

I wish that I will go to swim.

I wish that I will travel all around the world.

celebrating with my friends.

Question A : When student was asked to write 4 full sentences in Maltese

Nistudja

## Appendix E

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Immur f'lukanda.

Immur il-baħar

Football.

Question B: When student was asked to write 4 full sentences in English

Study

Playing football

Go in a Hotel

Go swimming.

Question A : When student was asked to write 4 full sentences in Maltese

immorru noumu

ninzlu ix-xatt.

ingawdi mal-familja.

noħrog ma hijja.

Question B: When student was asked to write 4 full sentences in English

I will go swimming.

I will go to playground.

I will go have fun with my family.

I go with my brother.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

imur nejn iż-żwiemel.

imur il-baħar mal-familja kola.

nilgħab ma ħija.

Question B: When student was asked to write 4 full sentences in English

go help the hoses

go to the sea with all my family

play with my brother



## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Immur l-Austria u nara l-ħdura

Immur splash and fun mal-familja

nixtri loġħob tal-Computer

Immur ngħum il-baħar

Question B: When student was asked to write 4 full sentences in English

I want to go to the wonderful place of Austria

I want to go have fun at splash and fun

Buy games that you can play them on computer

I go swim in the sea

Question A : When student was asked to write 4 full sentences in Maltese

Nistudja għal- esamiejt

Naqra ktied jew erbgħa.

Imur il-baħar u noqgħod naqdes

Imur preparat għal music

Question B: When student was asked to write 4 full sentences in English

Studi for ecsemes

Read a book or made four

Go to the beach and jumnd in the water.

I Go read formusic lessons

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Immur Parigi

Nixtri l-kotba

Immur skolssajf

Question B: When student was asked to write 4 full sentences in English

I will go to the beach

## Appendix E

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I will go to france

I will buy some books

I will go to the summer school

Question A : When student was asked to write 4 full sentences in Maltese

Immorru ngħumu

Immorru ghawdex

Imorru picnic

Imorru go hotel

Question B: When student was asked to write 4 full sentences in English

Go swimming

Go to Gozo

We go for a picnic

Go in a hotel

Question A : When student was asked to write 4 full sentences in Maltese

immur splash and fun

immur hafna bahar

immur gand hbiebi

Immur hotel

Question B: When student was asked to write 4 full sentences in English

I go to splash and fun

I go many times to the sea

I go to visit my friends

I go to a hotel

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur il-bahar

Nixtieq niltaqa mashabi hdejn il-bahar

## Appendix E

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Nixtieq immur nimxi mar-raħal

Question B: When student was asked to write 4 full sentences in English

I want to go to the beach

I want to meet my friend near the beach

I want to go for a walk around the villrge

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur Franza.

Ngawdi billi mhur ngħum.

Nixtieq inrabbi animal gbir (kelb)

Nixtieq li nixxu dajsa.

Question B: When student was asked to write 4 full sentences in English

I wish to go France.

I wish to go swimming.

I wish to have a big animal (dog)

I wish to buy a boat.

Question A : When student was asked to write 4 full sentences in Maltese

immur il-baħar

naqra u nistudja

immur il-privat

immur ġo l-ukanda

Question B: When student was asked to write 4 full sentences in English

I want to go swim

I want to read and study

immur il-privat

I go to the hotel

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf inhobb ngħum

## Appendix E

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Inħobb naqbeż mill-għoli għall ġo l-baħar

Inħobb niekol il-ġelat

Inħobb nixrob il-granita

Question B: When student was asked to write 4 full sentences in English

In summer I love to go to swim.

I love to jump from high to in the pool

I love eating ice-cream

I love drinking slash-puppy

Question A : When student was asked to write 4 full sentences in Maltese

noħrog ma sħabi

immur il-baħar.

nistudja ffit

Nagħmel it-trejnin

Question B: When student was asked to write 4 full sentences in English

Go out and play with my friends.

Go swimming.

Study a little.

Make training.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Niġhab dejjem

Inżur in-nanniet

Noqgħod nilgħab mal-kuġini

Question B: When student was asked to write 4 full sentences in English

I will go to swim

I will always play

I will visit my grandma and grandpa

## Appendix E

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Will play with my cousins

Question A : When student was asked to write 4 full sentences in Maltese

nom

nara tv

nilab rota

nilab balloon

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Imur il-baħar ma ommi u ħuti

Imorru barbiljue.

Immorru xi picnic

Immur nistad ma missieri

Question B: When student was asked to write 4 full sentences in English

I will go to my mam and sisters

will go to barbiljue

we go to picnic

I will go to fishing with my dad.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Immur ir-ramel

immur il-festi

noħroġ passiġġata.

Question B: When student was asked to write 4 full sentences in English (only 1)

water

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar nowm

immur nisstat

immur il-festa

Imur passiggata

Question B: When student was asked to write 4 full sentences in English

go to sae

go to fishing.

go to fist

go to woke

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq noħroġ mal-familja.

Nixtieq nagħmel `` Barbeque``

Nixtieq immur ngħum il-Gnejna

Insomma nixtieq nieħu gost

Question B: When student was asked to write 4 full sentences in English

I wish to go out with my family.

I wish to do a barbeque

I wish to swim in Gnejna Bay

Insomma I wish to have fun.

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur l-Għadira ngħum.

Jien nixtieq immur underwater safari.

Jien nixtieq immur l-Ingilterra

Jien nixtieq nara il-kuġini tiegħi li joqgħodu l-Awstralja

Question B: When student was asked to write 4 full sentences in English

I wish that i go to Ghadira Bay to swim.

## Appendix E

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I wish that I go under water Safari

I wish that i go to England

I wish that I see my cousins that live in Australia.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur il-baħar tas-spiss.

Nixtieq insiefer Franza.

Nixtieq immur mixja fil-kampanja mal-familja

Nixtieq nagħmel picnic ma' sħabi u familti.

Question B: When student was asked to write 4 full sentences in English

I wish that I go to the beach many times.

I wish that I go to France.

I wish that I go a walk in the fields.

I wish that I have a picnic with my friends and my family.

Question A : When student was asked to write 4 full sentences in Maltese

immorru lisplax and fun

immorru insifru ghawdex

immorru insifru l-awstria

immorru insifru Spanja

Question B: When student was asked to write 4 full sentences in English

We will go to splax and fun

We will go to ghawdex

We will go to l-awstria

We will go to Spanja

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur ngħum

Nixtieq immur go foresta

## Appendix E

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Nixtieq insifer l-ingilterra

nixtieq immur diving

Question B: When student was asked to write 4 full sentences in English

I want to go swimming

I want to go in a forest

I want to fly on a aeroplane to england

I want to go diving

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieqli immur nowm ħafna

Nixtieq insiefer sa Scotland

Nixtieq immur ħafna norqod ġo l-kampijiet mal-iskawts

Nixtieq nisad ħafna

Question B: When student was asked to write 4 full sentences in English

I want to go swimming so many

I want to go to Scotland

I want to go for a camping with scouts so many

I want to go more fishing

Question A : When student was asked to write 4 full sentences in Maltese

nom

insfer

u imur hdey nati

nejn lil misri

Question B: When student was asked to write 4 full sentences in English

swim

visit may qant

help my fader

insifer



## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur Splash and Fun ngħum

Nixtieq li jkolli ċans ngħum

Nixtieq li mmur bid-dagħjsa.

Nixtieq li nistad

Question B: When student was asked to write 4 full sentences in English

I wish that I go to Splash and Fun

I wish that I go swimming

I wish that I go with the boat

I wish that I go fishing

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Nixtieq imur spleash and fun

Nixtieq imur dawra bil-luzzu

Nixtieq imur Papy Vilieg

Question B: When student was asked to write 4 full sentences in English

I wish to go spleash and fun

I wish to go a ride with the luzzu

I wish to go to papay vilieg

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Niexxtieq imur newm fil-bajjas-sabiha.

Niexxtieq insifer sa l-ingiltera.

Nixtieq nilgħab ħafna tenis

Question B: When student was asked to write 4 full sentences in English

I want to go to the beach Pretty bay

I want to go Igritera.

I want to play more tennis.

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum

insiefer

Immur nil għab fuq ir-ramel

Immur ġo ġnien

Question B: When student was asked to write 4 full sentences in English

I want to go and swim.

I want to go on the aroepplane.

I want to play on the sand.

I want to go in a garden

Question A : When student was asked to write 4 full sentences in Maltese

immur mowm

immur ma shabi lis-splash and fun.

nixtiq immur farmhouse ghawdex

nixtiq immur l-italja

Question B: When student was asked to write 4 full sentences in English

go swimming

go with my friends at splash and fun

I won't to go at farmhouse Gozo.

I won't to go at italji

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum fil-baħar

Immur splash and fun ngħum

niekol ġelat

Insiefer L-ingiltera

Question B: When student was asked to write 4 full sentences in English

I want to go swimming in the sea

## Appendix E

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I want to go to splash and fun swimming

I want to eat an ice-cream

I want to go to England

Question A : When student was asked to write 4 full sentences in Maltese

celebrating my birthday

going to the beach

going to my friends house

doing sports with my dad

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum fuq denfil

nieħu brejk

nilghab

Immur kompetizzjoni tal-ginnastika

Question B: When student was asked to write 4 full sentences in English

go to swim on a dolphin

take a break

play

go to a competition of gymnastics

Question A : When student was asked to write 4 full sentences in Maltese

Ngħum go baħar

nagħmel kastell bir-ramel

Naqra ktieb

Nixxemex fejn ix-xemx

Question B: When student was asked to write 4 full sentences in English

Swim on the beach

## Appendix E

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Do sandcastles

Read a book

Nixemex near the sun

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum

Niekol hafna gielajet

Niekol hafna dulia

Niekol hafna frawli

Question B: When student was asked to write 4 full sentences in English

go swimming

eat a lot of ice-creams

eat a lot of watermelons

eat many strawberries

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Nixtieq immur il-baħar

Nixtieq insiefer

Nixtieq niħu ġelati

Question B: When student was asked to write 4 full sentences in English

I would like to go swimming

I would like to go abroad

I would like to eat ice-creams

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Immur tlet xur Għawdex

Immur kruż

Question B: When student was asked to write 4 full sentences in English

to go to Għawdex three munts

## Appendix E

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to go to cruz

Question A : When student was asked to write 4 full sentences in Maltese

Immur (farmhouse)

Immur noum

Niehu ħafa dulija

Nireleksja

Question B: When student was asked to write 4 full sentences in English

I go in a farmhouse

I go swimming

I eat (dulija)

rilex

Question A : When student was asked to write 4 full sentences in Maltese

nixala

Mur il-baħar

nilgħab

imur il-gym

Question B: When student was asked to write 4 full sentences in English

playing

swimming

celebrate

see the

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

nixtieq nsiefer

nixtieq naghmel ``sleepover``

nixtieq mmur għand ħabibti

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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I wish to go on a broad

I wish that i do a ``sleepover``

I wish that i go to my friend's house

Question A : When student was asked to write 4 full sentences in Maltese

sejra il-baħar

sejra għawdex

ħa nagħmlu bbq

kull gimatejn nistudjaw ħames suġetti

Question B: When student was asked to write 4 full sentences in English (only 2)

I wissh i go to summer school

I wish i never fight with my brother

Question A : When student was asked to write 4 full sentences in Maltese

dan sajf nixti li-insef.

nixti li-imur port iħor.

nixti li imur samer skul.

nixtinara il-kotba.

Question B: When student was asked to write 4 full sentences in English

I wont ot go a bron.

I wont wo port.

I want ot go samer skul.

I wont ot si The book

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Jien nixtieq immur il-baħar

immur għand ilħbieb

Noħroġ mal-familja

## Appendix E

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Question B: When student was asked to write 4 full sentences in English (only 2)

I want to go to the beach

I go to my friends house

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

immur għand il-ħabiba

mmur il-baħar

Immur il-bandli

Question B: When student was asked to write 4 full sentences in English

go to my friend's house

go to swimm

go to the swings

Question A : When student was asked to write 4 full sentences in Maltese

Niextiq noum

Niextri ġelat

Noħrog filaxija

Imur ġo restorant

Question B: When student was asked to write 4 full sentences in English

I wish to swim

I buy an ice-cream

go out at night

go to a restorant

Question A : When student was asked to write 4 full sentences in Maltese

Insifer ximkien

Immur noġhum

Immur dawra bir-rotta

Immur bir-katamaran

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I go to a broth.

I go swimming

I go with my bike.

I go with the Catamernjin.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq li insifer

Immur bil-katamaran tiegħi

Immur ngħum

Immur fil-kampanja

Question B: When student was asked to write 4 full sentences in English

I wish to go abroad

I wish to go on my catamaran

I wish to go to the bach

I wish to go to the contre side

Question A : When student was asked to write 4 full sentences in Maltese

nistudja

immur il-baħar

immur Ġozo.

nixtieq nixtri kelb

Question B: When student was asked to write 4 full sentences in English

study

go to the beach

go to Gozo.

buy a dog.



## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Dan is-sajf nixtieq immur il-baħar.

Dan is-sajf nixtieq immur ``splash and fun``

Nixtieq immur ġo ``pool``

Question B: When student was asked to write 4 full sentences in English

This summer I want to go to the beach.

This summer I want to go to splash and fun

I want to go to a pool.

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Immur il-baħar

Nitrenja water polo

Question B: When student was asked to write 4 full sentences in English

I go to the beach

I train water polo

Question A : When student was asked to write 4 full sentences in Maltese

nilgħab

nowme

fotball

festa

Question B: When student was asked to write 4 full sentences in English

playing

swimming

football

feast

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Inħobb immur ngħum u wara xi barbieque

Nilgħab ma ħuti naqra futbol.

Naqra xi ktieb sabiħ.

Insifer l-Awstralia u cruise

Question B: When student was asked to write 4 full sentences in English

I like to go swimming and afterwards a barbieque

Play with my brother football.

Read a book really nice.

Abrod to Awstralia and a cruise.

Question A : When student was asked to write 4 full sentences in Maltese

nistudja

immur ngħum

noħroġ

naqra

Question B: When student was asked to write 4 full sentences in English

study

go swimming

go out

read

Question A : When student was asked to write 4 full sentences in Maltese (not done)

Question B: When student was asked to write 4 full sentences in English

I would go to swim

I would go for a long walk near the beach

I would go with my bycikli

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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Immur nom il Hilton

Nara television id-dar

Nilgħab barra ma hija

Nara l-kuġini jigu mill-airport

Question B: When student was asked to write 4 full sentences in English

Going swimming at the Hilton

Watching television at home

Playing outside with my brother

Seeing my cousins come from the airport

Question A : When student was asked to write 4 full sentences in Maltese (not done)

Question B: When student was asked to write 4 full sentences in English

I wod like to buy a computer

I would like to go to my country

I would like to buy a new bike

I would like to meet my friends

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

jjena nixtieq im mur ngħum mal kuġini.

jjena nixtieq im mur man nanniet BBQ

jjena nixtieq im mur L-Amerka

Question B: When student was asked to write 4 full sentences in English

i wont to go swimming with my cousin

i wont to do a BBQ with my famly

i wont to go to usa

Question A : When student was asked to write 4 full sentences in Maltese

Irrid Immur ngħum go baħar nadif

Irrid nsiefer għal Awstralija

## Appendix E

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Irrid nara lil ħabibti Amiee.

Irrid nilgħab ma ħbiebi ta skola San Anton.

Question B: When student was asked to write 4 full sentences in English

I want to swim in a clean sea.

I want to go abroad to Australia.

I want to see my friend Amiee.

I want to play with my friends from San Anton School.

Question A : When student was asked to write 4 full sentences in Maltese

Nilab futbol

BBQ

Tamghel modeli tad-vapuri

Tmur fil xi picnic

Question B: When student was asked to write 4 full sentences in English

play football

BBQ

Make models of ships

Go for a picnic

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

I niet go to swim

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq insiefer ximkien u murngħum naqa fil-baħar tagħom

Immur ngħum f pajjizna u nixtri ġelat.

Immur nilgħab u niltaqaw qudim il-gazini

Nixtieq li insiefer fill birthday għax fis-sajf.

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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I wis to go somwer and go swimming at ther water.

Go swimin at my pajiz and bug an ice kream

Go playing and niltaqaw quid mil-gazin

I wis in my birthday I go somwer

Question A : When student was asked to write 4 full sentences in Maltese

go to swim every Saturday

study two times a week

play on the computer

eat an ice-cream everyday

Question B: When student was asked to write 4 full sentences in English

Immur il-baħar kull nartha sibt

Nistudja kull darbtejn fil-ġiema

Miġħab b-fuq il-kompjuter

Niekol gelat kuljum

Question A : When student was asked to write 4 full sentences in Maltese

Nsiefer

Nogħom

Nixtieq nixtri go-cart oħra

Nixtieq ngawdih.

Question B: When student was asked to write 4 full sentences in English

I want to go to Dubai

I want to go swimming every day.

Bay another go-cart

I want to buy pspvita

Question A : When student was asked to write 4 full sentences in Maltese

Nghum f'xi bahar nadif

## Appendix E

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Insiefer barra minn Malta

Nilgħab bil-pupi u m'ommi

Nixtieq intir

Question B: When student was asked to write 4 full sentences in English

I want to swim in a clear sea

I want to go in another place out of Malta

Play with dolls and with my mum

I want to fly

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-sajf nixtieq insiefer.

Nixtieq imur fuq cruice liner.

Nixtieq li ikolli qattusa.

Nixtieq li jkolli ipad

Question B: When student was asked to write 4 full sentences in English

I want to go on a cruice liner

I want to go to France

I want to but an Ipad

I want to have a kitten.

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq nilgħab

Jien nixtieq nghum

Jien nixtieq intir

Jien nixtieq li jkolli Ipad u mobile

Question B: When student was asked to write 4 full sentences in English

I want to buy an Ipad and a mobile

I want to go to swim

I want to play.

## Appendix E

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I want to fly.

Question A : When student was asked to write 4 full sentences in Maltese

Irrid ngħum u nagħmel BBQ

Nieħu ġelat tajjeb u frisk.

Nixtieq insiefer

Nixtieq imurr kemuna

Question B: When student was asked to write 4 full sentences in English

I want to go swimming and do a BBQ

I want an ice-cream fresh and good.

I want to go abroad

I want to go to Comino

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur nagħum.

Nixtieq insiefer

Nixtieq ikkolli qattusa

Nixtieq ikkolli kelb

Question B: When student was asked to write 4 full sentences in English

I wish I go swimming

I wish to go Frane

I wish to get a cat

I wish to get a dog

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Immur ġa lukanda

Nixtieq insiefer

Immur il-playground

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

Go to swim.

Go in a Hotel

Nixtieq insiefer

Go to the playground

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur nilgħab futbol

Jien nixtieq immur il-privat

Jien nixtieq immur ngħum

Jien nixtieq immur l-iscouts

Question B: When student was asked to write 4 full sentences in English

I want to go to play futbol

I want to go to private

I want to go swimming

I want to go scouts

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum Lapsi

Immur bir-rota

Immur Barbeque

Immur l-isports

Question B: When student was asked to write 4 full sentences in English

Go swimming at Lapsi

Go riding with my bicycle

Go to a barbeque

Go to sports

Question A : When student was asked to write 4 full sentences in Maltese



## Appendix E

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Immur ngħum.

Immur il-privat.

Jien niextieq immur fil-kampamja

Jien niextieq immur sqallija

Question B: When student was asked to write 4 full sentences in English

I like to go to swim.

I like to go to private

I like to go to a holiday in Sicily.

I like to go to Buskett for a walk.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-privat

Immur go pool

Immur xi bbq

Immur xi safra

Question B: When student was asked to write 4 full sentences in English

I like to go private

I like to go swim in a pool

I like to go bbq

I like to go a holiday

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-privat

Skola sajf

Immur il-football

Immur ngħum Lapsi + BBQs

Question B: When student was asked to write 4 full sentences in English

Go to private.

I like to go to summer school.

## Appendix E

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I like to go to football

I will go swimming and many BBQs

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum l-Għadira

Immur l-football mal-ħbieb tiegħi.

Lezzjonijiet ta l-ghawm.

Ngħamel BBQs mal-ħbieb u l-familja.

Question B: When student was asked to write 4 full sentences in English

Go swimming at Ghadira

Go to play football with my friends.

Swimming lessons

Go to BBQs with my family and friends

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum

naqra biex imkun naf naqra.

Immur il-privat

Irrid ġelat

Question B: When student was asked to write 4 full sentences in English

Go swimming

know how to read

Go to privat

eat an Ice cream

Question A : When student was asked to write 4 full sentences in Maltese

Immur Katanja

ngħum

nieħu ġelat

## Appendix E

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Noħroġ bir-rota ma sħabi

Question B: When student was asked to write 4 full sentences in English

going to katanja

swimming

ice-cream

going out side with my bike and with my friends

Question A : When student was asked to write 4 full sentences in Maltese

Insiefer l-ingilterra

Imurr nġhum l-ewwel darba Wied il-ġhajn

Nixtieq li niekol il-ġelat

Hu noqġhod nilġhab mal-kuġini football

Question B: When student was asked to write 4 full sentences in English

I want to go to ingland

Go to Marsascula to swim

I wish to eat ice-cream

I play with cusin football

Question A : When student was asked to write 4 full sentences in Maltese

Nsiefer Parigi jew il-Greċja

Immur nġhum l-ewwel darba Għar Lapsi.

Nixtieq noħroġ ma' sħabi fil-Ġilju

Nixtieq immorru il-grawnd tal-football biex nilaġħbu

Question B: When student was asked to write 4 full sentences in English

I like to go to Paris and Greece

Go to Ghar Lapsi to swim there

Hang out with my friends in the Gilju feast

Go to the football ground with my friends to play there.

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Nilgab bil p.s.p

Noqghod naqra

Immur ngħum

nilgħab bil-computer

Question B: When student was asked to write 4 full sentences in English

playing with the p.s.p

Reading some books

going swimming

playing with the computer

Question A : When student was asked to write 4 full sentences in Maltese

Nilgħab bl-x-box

Immur ngħum

Nilgħab bil-compjuter

Niekol ġelat

Question B: When student was asked to write 4 full sentences in English

play with the x-box

go swim

play with the computer

eat ice-cream

Question A : When student was asked to write 4 full sentences in Maltese

Nilgħab il-playstation 1 u 2

Naqra, ngħum u nagħmel il- past papers

Nilgħab bil-leptop

Nilgħab bil-ġugarelli

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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Play with playstation 1 and 2

Swim. read and do past papers

Play with laptop

Play with toys

Question A : When student was asked to write 4 full sentences in Maltese

Nilgħab bil-PSP

Fis-sajf nixtieq naqra.

Fis-sajf nixtieq nilgħab futbol

Fis-sajf nixtieq nagħmel BBQ u ngħum

Question B: When student was asked to write 4 full sentences in English

Play with the PSP

In summer I want to read

In summer I want to play football

In summer I want to make BBQ and swim

Question A : When student was asked to write 4 full sentences in Maltese

Sejjer il-baħar halli ngħum.

Nagħmel BBQ fuq il-bejt.

Immur il-festi biex in-nar tal-ajru u nisma il-marċ

Noqogħod nilgħab il-ppsp.

Question B: When student was asked to write 4 full sentences in English

Go to the beach and swimm

I make BBQ

I'll go to festival

Play psp

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Immur scola sajf

## Appendix E

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Jiena nixtieq immur ngħom

Immur għad iz-zijit tijaj

Question B: When student was asked to write 4 full sentences in English

I want to go summer school

I want to go to swimm

I want to go at my Ant

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur il-baħar

nara it- television

Naqra l-kotba

nsiefer

Question B: When student was asked to write 4 full sentences in English

go to the beach

watch T.V.

read books

go on vacation

Question A : When student was asked to write 4 full sentences in Maltese

play playstation

play football

swimming

sleeping

Question B: When student was asked to write 4 full sentences in English (repeated the above)

Question A : When student was asked to write 4 full sentences in Maltese

play x box

play football

## Appendix E

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play hockey

sleeping

Question B: When student was asked to write 4 full sentences in English

play x box

play football

swimming

sleeping

Question A : When student was asked to write 4 full sentences in Maltese

nilgħab playstation 3

umur ngħum

umur għant shabi

nilgħab computer

Question B: When student was asked to write 4 full sentences in English

play playstation 3

go swimming

go to my friends

play on the computer

Question A : When student was asked to write 4 full sentences in Maltese (not done)

Question B: When student was asked to write 4 full sentences in English (only 1)

I am going swimming

Question A : When student was asked to write 4 full sentences in Maltese

nilgħab ma' l-ħbieb.

Noħroġ mal-familja.

Ngħum il-pixxina.

Nieħu kemm niflaħ pjaċir.

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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Play with my friends.

Go out with my family.

Go swimming at pixxina.

Have as much fun as possible.

Question A : When student was asked to write 4 full sentences in Maltese

Jien irrid imorru l-baħar

Jien irrid jintaqaw mal-ħbieb tiegħi

Jien irrid imorru 'fishing'

Jien irrid imurr Ingilterra.

Question B: When student was asked to write 4 full sentences in English

I want to go swimming .

I want to meet with my friends

I want to go fishing

I want to go to England

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Jien irrid immur il-baħar kull jum

niltaqa mal-ħbieb tiegħi aktar ta spiss

Immur is-skola sajf

Question B: When student was asked to write 4 full sentences in English

I want to go to the beach everyday

See my friends very more often

I go to summer school

Question A : When student was asked to write 4 full sentences in Maltese

Jien nħobb ngħom ħdejn il-baħar.

Nikol ġelat

Ma' nagħmel xejn



## Appendix E

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tmur passigata

Question B: When student was asked to write 4 full sentences in English

I like to swim in the beach.

eat ice-cream

doing noting

Go for a walk

Question A : When student was asked to write 4 full sentences in Maltese

nagħom

nilgħab

naqbes fil baħar

immur ġo pool

Question B: When student was asked to write 4 full sentences in English

swimming

Play

Jump in the water

go to a pool

jienb inhob nilgħab

Question A : When student was asked to write 4 full sentences in Maltese

Jien inhob nickol ġelat

Jien inhob nom.

Jien inhob nilgħab

Jien ħa mur is-summer school.

Question B: When student was asked to write 4 full sentences in English

I like to eat ice creams

I like to swim

I like to play

## Appendix E

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I will go to summer school

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-pool

Noħroġ mal-ħbieb

Immur ximkien mal-ħbieb

Nagħmlu bbq mal-familja u ħbieb

Question B: When student was asked to write 4 full sentences in English

Go at the pool

Go out with my friends

Go somewhere with my friends

Make a bbq with my family and friends.

Question A : When student was asked to write 4 full sentences in Maltese

Dyslexic student

Mura setxfat (Immur Splash and Fun)

Mur bahra (Immur il-baħar)

Sifara ( safra)

Baribku (BBQ)

Question B: When student was asked to write 4 full sentences in English

Setxfat (Splash and Fun)

Biec (beach)

Holiedj (holiday)

Baribku (BBQ).

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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fis-sajf ħan mur il-baħar.

ħa niekol il-frott.

ħa nieħu gelati

ħa mur summer school.

Question B: When student was asked to write 4 full sentences in English

I would go at the beach

I would eat some ice cream

I would go to summer school

I would go at the beach

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Nixtiq immur Italja

Insip bay watch

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Jien inhobniekol gelat

Jien inhob nom

Jien inhob nilghab.

Jien ha mur is-summer school

Question B: When student was asked to write 4 full sentences in English

I like to eat ice cream

I like to swim

I like to play.

I will go to summer school.

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

kuljum immur il-baħar.

Insiefer cypru.

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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everyday I go to the beach.

I will travel to cyprus.

Question A : When student was asked to write 4 full sentences in Maltese

Jien inħob immur ant iż-zija għax tħobbni uanki ommi tħobni. Jien immur il fun ra unieħu gost u ommi meta tejdli sari I hin ikoli aptit man murx id-dar imam nobdi dejjem.

Question B: When student was asked to write 4 full sentences in English

I love to go with my ant because she love me and my mum love me to. I went to fun roud and I head fun and wen my mum wen she said it is tajm to go I didnt want to go in my house but I obey my mum.

Question A : When student was asked to write 4 full sentences in Maltese

In sifer il-libja

nilao il-luna Park

imur Għawdex

nitla fuq gout cart

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar.

nilghab bil-ballun.

norqod fl-art

nintaqa ma shabi

Question B: When student was asked to write 4 full sentences in English

swimming

playing with ball

stay on the floor

I go out with my friends

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-sajf irrid immur ngħum kuljum

## Appendix E

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Immur il-bandli kuljum

nilgħa play station kuljum

Immur nitrenja.

Question B: When student was asked to write 4 full sentences in English

I want to buy cards

I want to go playin bicycle

I want to go shopping

I want to play with my friend

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar.

Immur xi festa mal familja tiegħi.

Nohroġ ma sħabi.

Nohroġ maz-zijiet u man-naniet.

Question B: When student was asked to write 4 full sentences in English

Swimming

go feast with my family

go out with my friends

go out with my uncle and my grandp.

Question A : When student was asked to write 4 full sentences in Maltese (1 only)

fis-sajf nixtiq num

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

nixtieq immure ngħum.

immur ngħin lil missieri.

immur Għawdex.

## Appendix E

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norqod għand il-kugini tieghi.

Question B: When student was asked to write 4 full sentences in English

I wish to go swimming

I go help my father

I will go to Gozo

I go for a sleepover to my kusun's house

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

ħamur il baħar u noqod nilap bil ramel.

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq nilab aqtkar football

nixtiq immorru kampink

Nixtiq insuq il mutur

nixtiq naħdemm mad daddi

Question B: When student was asked to write 4 full sentences in English

I have lik a football.

I like kampink.

I like motor.

I have a daddi.

Question A : When student was asked to write 4 full sentences in Maltese

Insifer għal-milied.

Naqla ħafna logħob.

Imur nitgħalem l-arti.

Imur nara ricta.

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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I want to go to Italy.

I want to have a lot of toys.

That I go to learn the art lessons.

That I go to see a play.

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

Norqod inqas

Question B: When student was asked to write 4 full sentences in English (same sentence copied)

Question A : When student was asked to write 4 full sentences in Maltese

NahDem ladqa

norqod iktar

naqla ir rigali

niekol hafna

Question B: When student was asked to write 4 full sentences in English (same sentences copied)

Question A : When student was asked to write 4 full sentences in Maltese

Immur għand in-nanna

immur Għawdex.

Insiefer.

Immur iżjed il-quddies.

Question B: When student was asked to write 4 full sentences in English

I wan't to go to my grandpa.

I wan't to go to Gozo.

I want to go abroad.

I want to go more to church.

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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Nixtiq norqod aktar

Naqla Ipad,intend, tablt, lepton zjir.

Immur l-isqats jew il Girlgise

Il- mama u l-papa' ihalu il-papagal jigri kulimki fin d-dar.

Question B: When student was asked to write 4 full sentences in English

I want to sleep more

I want to .....

I will go to sqats or Girle gise

My moter and my father let me my parrot go all arond our house

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq inkun aktar tajjeb fil- football

Nixtieq ikolli ħafna rigali

Li jigu l-kugini d-dar tiegħi

Nixtieq ikolli laptop

Question B: When student was asked to write 4 full sentences in English

I wish I been better at football.

I want a lot of presents.

I want my cousins to visit me.

I wish I had a laptop.

Question A : When student was asked to write 4 full sentences in Maltese

Insiefer l-Italja

naqla xbox 360

nilgħab mal-hbieb.

immur dawra bir-rotta l-gdida

Question B: When student was asked to write 4 full sentences in English

Go to Italy.

For Christmas I would like an xbox 360



## Appendix E

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Play with my friends.

I want to ride my new bike.

Question A : When student was asked to write 4 full sentences in Maltese

Niextiq li ikonna ikla tal-Milied

Irrid li jigi Santa Claws.

li jigi il kugin u xi hbieb biex nilghabu flimkien

Jien niextiq li ikonna Milied sabiħ.

Question B: When student was asked to write 4 full sentences in English

I want to have dinner of Christmas.

I want that in Christmas will come Santa Clous.

I want that my cousin and some of my friends will come and play together

I want that we will have a nice Christmas.

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Naghlef l-animali

Nitrenja aktar football

Question B: When student was asked to write 4 full sentences in English

feeb the animals

trejn mor football

Question A : When student was asked to write 4 full sentences in Maltese

Immurcruise

Jien inħobb li naqla mobile

Inħobb li norqod ghan iż-zija

Nixtiq li nipqa l-iskola

Question B: When student was asked to write 4 full sentences in English

Go on a cruse

## Appendix E

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I love to someone give me a mobile

I love to go a sleepover to myanti

I love to stay to school

Question A : When student was asked to write 4 full sentences in Maltese (only 3 )

Ikolli il-flus biex nixtri 'tablit'.

Nixtieq nilgħab futbol l-iskola

Nixtieq ingib 'fifa 13'

Question B: When student was asked to write 4 full sentences in English

Have some money to buy a tablit.

I want to play football at school.

I want to get a fifa 13

Question A : When student was asked to write 4 full sentences in Maltese

naqla il kritmas tree

inpenġi aktar

niekol ikla

immorru naeaw recta

Question B: When student was asked to write 4 full sentences in English

i wish I will build the Christmas tree.

I wish I will paint more.

I wish I will eat many food.

I wish I will go and see a show

Question A : When student was asked to write 4 full sentences in Maltese

nixtieq ipad

nixteq tablet

nixtieq mobile iehor

nixtieq camera

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I want an ipad

I want a tablet

I want a nhoter mobile

I want a camera

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

Nixtieq naqla mombile tucc

Question B: When student was asked to write 4 full sentences in English

I want a mobile tucc

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq din ix-xitwa li naqla tablet

Nixtieq norqod aktar

Nixtieq immur swimming lessons

Question B: When student was asked to write 4 full sentences in English

I want an tablet

I want to sleep more

I want to go swimming lessons

Question A : When student was asked to write 4 full sentences in Maltese

murr cruse

Nixtri keld

Norqod maz-ziju

Nixtri tablet

Question B: When student was asked to write 4 full sentences in English

Buy tablet

Sleep with my uncle

Buy a bog

## Appendix E

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go to crouse

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq li jasal il milied malajr.

Nixtieq li l-ġenituri tiegħi jagħmluli party għall eluq zmieni

Nixtieq li mmur ``Desney land``

Nixtieq li jkollna vaganzi tal-Milied twal.

Question B: When student was asked to write 4 full sentences in English

I wish that Cristmas would come earlier.

I wish that my parents would make me a party for my birthday.

I wish that to go to ``Desney land``

I wish that my Cristmas holydays will be long

Question A : When student was asked to write 4 full sentences in Maltese

fix-xitwa jina nixtiq nilab mal-amimali.

jina nixtiq nbengi aktar

nixtiq namel iz-zimel

u nixtiq nkun aktar naf suq iz-zwimel

Question B: When student was asked to write 4 full sentences in English

In winter I want to play with my animals

I want drawind more pictures.

I want to go out with the horse.

and I want to learn of the horses.

Question A : When student was asked to write 4 full sentences in Maltese

Inpinġi aktar

Nilgħab iktar basketball

Inġemma iktar flus għal-tablet.

Nixtri malja ġdida

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

That I play more basketball

That I paint more

That I collect more money for a tablet

That I buy a new swimsuit.

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Naqra ħafna bl-Ingiliz biex inkun naqra iktar tajjeb.

Immur aktar privat

Question B: When student was asked to write 4 full sentences in English

I want very reading with English to be more good.

I want to go more private lessons.

Question A : When student was asked to write 4 full sentences in Maltese

Ma jkollieq homework

Indum riegda iktar

Imur għand in-nanna

Noqgħod in-pingi

Question B: When student was asked to write 4 full sentences in English

Go to grandma and grampa s' house

No homework

Indum riegda iktar

Draw

Question A : When student was asked to write 4 full sentences in Maltese

Din ix-xitwa niextieq li kulhadd jiehu il-Milied tajjeb.

Li dejjem mmur l-iskola.

Nara l-film fic-ċieniema.

Naqra ktieb sabiħ.

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I wish that I will go swimming everyday.

I will read a really nice book.

I will invent a comprihansion.

I will go summer school.

Question A : When student was asked to write 4 full sentences in Maltese

Imur ghadex

Imur lingiltera

Imur nimxi

Nisma cantata

Question B: When student was asked to write 4 full sentences in English

I would go to gozo.

I go to England.

I go out for a walk.

Listen to a song.

Question A : When student was asked to write 4 full sentences in Maltese

Ma murx skola.

Nixtieq nara Bla Kondixon.

Nitalem it-Taljan.

Nistudja.

Question B: When student was asked to write 4 full sentences in English

don't go to school.

I want to watch Bla kondiexon.

learn iteljen.

study.

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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in sifer na nghix

pisil hi

suq il colosa ta hisi

not ha ha annat htq

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

na nigix skolla

namel giema wikent brek

namel 3 xur fejn il-baħar nogħm

insiefer

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese. ngħum

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

ma nigix skola

nitla fuq l-ajruplan

nitazen

Question B: When student was asked to write 4 full sentences in English

bijing lejzi

not gowing to school

on areplejn

Question A : When student was asked to write 4 full sentences in Maltese

Nilgħab il-playstation

Nara' xi dvd

Nagħmel skydiving

## Appendix E

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Norgħob kull siegħa

Question B: When student was asked to write 4 full sentences in English

Play station

See a DvD

A do sky diving

Sleep in one hour

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

nara DVD

norqod 24 siegħa

Question B: When student was asked to write 4 full sentences in English

See DVD

Sleep 24 h

Question A : When student was asked to write 4 full sentences in Maltese

Nilgħab L-Xbox 360.

Norqod.

Nixrob hot chocolate.

Immoru naraw ċinema.

Question B: When student was asked to write 4 full sentences in English

Play X box 360

Sleep.

Drink hot chocolate.

Go see a cinema.

Question A : When student was asked to write 4 full sentences in Maltese

noqod nixrob nexwik

naqla ir-rigali

noqod riqda hafna



## Appendix E

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ikolli il Berdej.

Question B: When student was asked to write 4 full sentences in English

I drink nexwik.

I riseave presents.

sleep elot

ikolli il-Berdej

Question A : When student was asked to write 4 full sentences in Maltese

waqt ix-xitwa ingadi il-Milied

insifer

norqod izjed

nara dvd.

Question B: When student was asked to write 4 full sentences in English

see dvd

sleep more

travling

waqt ix xitwa ingawdi il- milied.

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq naqra

norqod iżjed

nara rexta

immur il-Mellieha

Question B: When student was asked to write 4 full sentences in English

I read

I sleep

go and see a play

go to Mellieha

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

nixtiq nixtri apad.

nixtiq imur kamping

nixtiq nara the Avengers.

nixtiq nara rexta

Question B: When student was asked to write 4 full sentences in English

I want a apad.

I want to go Kamping

I want saw the Avengers.

I want saw a play

Question A : When student was asked to write 4 full sentences in Maltese

Jien imur nien lil ohti l-isptar.

Imur ingeb il-licenzja tal-karozza.

namel id dwiefer ma ohti

Imur naghmel dajvink fuq il-whales

Question B: When student was asked to write 4 full sentences in English

I go help my sister in hospital

I go take my licens.

I go make my najels with my sister

I go dajvink on the whales.

Question A : When student was asked to write 4 full sentences in Maltese

Kalkara

nixtieq insiefer.

naqbad serp.

immur il- ``birdpark``

immur nistad

Question B: When student was asked to write 4 full sentences in English

nixtieq insiefer

## Appendix E

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catch a snake.

go to the birdpark.

go fishing

Question A : When student was asked to write 4 full sentences in Maltese

Imur il-baħar

Nilgħab bil-Kompjuter.

Imur il-mużeww.

Imur f'ħafna postijiet godda.

Question B: When student was asked to write 4 full sentences in English

Go swimming

Play with my computer.

Go to doctri lessens

Go to new places I've never been there before

Question A : When student was asked to write 4 full sentences in Maltese

Is-sajf li ġej nixtieq nistiden il-ħbieb id-dar

Immu għand in-nanna aktar spiss.

Inqatta aktar ħin ma' l-akbar ħbieb li għandi

Immu inkanta biex inferaħ lil ohrajn.

Question B: When student was asked to write 4 full sentences in English

This summer I want to invite my friends at my house

I go to my grandma.

I spend more time with my friends.

I'll go singing to see people happy.

Question A : When student was asked to write 4 full sentences in Maltese

nilgħab bill playsaison

Immur norqod fuq il-baħar fuq id-daysa

## Appendix E

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niġhab il-futball

naqra ktieb

Question B: When student was asked to write 4 full sentences in English

Play playsaison

I went to sleep on my bout

I play football

I read a book

Question A : When student was asked to write 4 full sentences in Maltese

nghum

niġhab il-futbol

naqra il-kotba

nistad

Question B: When student was asked to write 4 full sentences in English

swim

play football.

Reading

fishing

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur nġum hafna.

Nixtieq insiefer

Nixtieq immur iktar għand il-hbieb.

Nixtieq nagħmel 'facebook.'

Question B: When student was asked to write 4 full sentences in English

I want to go swimming many times.

I want to go on holiday

I want to go to my friend's house.

I want to do a facebook.

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

nowm hafna

nohorgu bid bajsa.

nohorgu ta spis.

nilab izjed.

Question B: When student was asked to write 4 full sentences in English

We go to swime a lote.

We go out wiet the doat.

We go out alote.

play more.

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Jien inħobb nomm kuljum.

Jien inħobb nilghab fir ramel

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Nomm

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

insifer tuneż

Imur xi unapark

mur xikrus

Question B: When student was asked to write 4 full sentences in English

I go to tunez

I go to a unapark

I go to a kruz

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

## Appendix E

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Imur-nistat mal-ħbib

sejer krus

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Immur num

Immur għawdex

Immur weekend break

Immur dirty land

Question B: When student was asked to write 4 full sentences in English

Goning swimming

goging Gozo

goning weekend break

gogig on a trip to disny land.

Question A : When student was asked to write 4 full sentences in Maltese

Immur nowm

Immur għawdex

Immur holiday

Immur man-nanna Disney

Question B: When student was asked to write 4 full sentences in English

going swimming

going Gozo

going holiday

going Disney with my Grandmother

Question A : When student was asked to write 4 full sentences in Maltese

Nghamel BBQ

Nghom

## Appendix E

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immur għawdex

immur fuq dghajsa

Question B: When student was asked to write 4 full sentences in English

I go to do a BBQ

Swimm

I go Gozo

I go on a boat

Question A : When student was asked to write 4 full sentences in Maltese

nogħm

noħroġ

imur nistad

nikol xiġelat

Question B: When student was asked to write 4 full sentences in English

swimming

go qawt

go fishing

eat gelat

Question A : When student was asked to write 4 full sentences in Maltese

Imur il-baħar

semm mur nixtri hafna afarit

nixtri gelat

Question B: When student was asked to write 4 full sentences in English

I am gowing swimming

I am gowing to go to buy thigs

I am going to buy a ice creame

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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Imur ngħom

Imur quddies kulljum

Nixtieq niekol gelat

Nikted aktar pulit

Question B: When student was asked to write 4 full sentences in English

Go swimming

Go to church everyday

I would like to eat some ice-cream

Write more neater

Question A : When student was asked to write 4 full sentences in Maltese

nowm

nuhu pjeċir

nilap

nohrog ma shabi

Question B: When student was asked to write 4 full sentences in English

swimming

fan

play

I gow awt gajs

Question A : When student was asked to write 4 full sentences in Maltese

Immur disney land.

Immur kważi kuljum il-baħar.

Immur ma tal-familja xi camping.

niekol hafna ġelat.

Question B: When student was asked to write 4 full sentences in English

I want to go to Disney land.

I go everyday to swim.



## Appendix E

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I go with my family for campings.

Eat a lot of ise-creams.

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

in-sifer

Question B: When student was asked to write 4 full sentences in English

I want to go a broth

Question A : When student was asked to write 4 full sentences in Maltese

Immur nghum

nistudja

nilghab

nistad

Question B: When student was asked to write 4 full sentences in English

Go swimming

study

play

fishing.

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

in mur il baħar.

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Insib affarijiet fil-baħar

Nara kif jghixu l-animali feroċi.

Nsifer għall-hafna snin biex nara kief jghixu n-nies l-ohra

Nara l-animali jikbru b'saħħithom.

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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To find things in the sea

To see how wild animals live/ explore the land

To fly for many years to see how other people live.

To see animals growing healthy

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq li imur l-baħar spiss.

Nejn lin-nies.

Nejn l-animali.

Naqra ħafna u ħafna.

Question B: When student was asked to write 4 full sentences in English

I want to go to the beach a lot.

Help people.

Help animals.

read a lot and a lot

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq ngħum ħafna

Jiena u l-familja namlu aktar bbq

Niehu iktar ġelati

Nilgħab iktar bir-ramel

Question B: When student was asked to write 4 full sentences in English

I want to swim more

Me and my family makemore bbq.

I want to have more ice-creams.

Play more in the sand.

Question A : When student was asked to write 4 full sentences in Maltese.

Ma nafx

## Appendix E

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Question B: When student was asked to write 4 full sentences in English.

Question A : When student was asked to write 4 full sentences in Maltese.

Im-mur nom

Nilap

Nitudja not-nistuja

U nħroç mal-hbip

Question B: When student was asked to write 4 full sentences in English.

swiming

play to

studyu u not u not –nisubja

nħroç mal-ħbip

Question A : When student was asked to write 4 full sentences in Maltese.

Imur il-baħar u il pool

Nilab bir-ramel.

inħob nilab bil-tojs

inħob nixxemex

Question B: When student was asked to write 4 full sentences in English ( only 1)

play wit sand

Question A : When student was asked to write 4 full sentences in Maltese.

Immur il-baħar

Nistudja ħafna

Immur l-Italja

Nighn u nitallem aktar

Question B: When student was asked to write 4 full sentences in English.

I go to swim

I study a kot

I go for abroad in Italy.

## Appendix E

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I help and learn more.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Irid immur vaganza l\_italja

Irid immur il-baħar ma ommi.

Irid immur lis-skola tas-sajf

Irid immur nixtri Ice cream.

Question B: When student was asked to write 4 full sentences in English

I want to go in a holiday in Italy

I want to go to the beach with my mum

I want to go to summer club.

I want to go buy Ice cream.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

immur mal-genituri jixtru pool.

noqod jewwa l-pool.

Naqra mija kotba bl-ingliż u bil-Malti.

Question B: When student was asked to write 4 full sentences in English

going with my parents buying a pool.

being in the pool.

read hundred book in English and Maltese.

Question A : When student was asked to write 4 full sentences in Maltese

Jien niextieq imur għawdex.

Jien niextieq imur vaganza

Jien niextieq imur dawra bid-dgħajsa.

Jien niextieq imur mal-ħabieba tiegħi nara ż-żwiemel.

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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I wish to go Gozo.

I wish to go on vagashion.

I wish to go a ride on my boat.

I wish to go with my friend to see horses.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar.

immur l-Ingilterra hdejn il-familja tieghi

Immur f'xi ``fun park``

Immur Għawdex.

Question B: When student was asked to write 4 full sentences in English

Go to the beach.

Go to England to see my family.

Go to a fun park

Go to Gozo

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur skola sajf.

nmur nagħoun.

Nixtieq immur Londar għas-sajf.

Nixtieq immur nitallem nogħounwm sew.

Question B: When student was asked to write 4 full sentences in English

I want to go to the summer school.

I go swimming.

I wish to go to England in-Summer.

I wish to go to learn to swim properly.

Question A : When student was asked to write 4 full sentences in Maltese

Insib l-animali mitlufin.

## Appendix E

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li nsib l-affarijiet taht l-art.

li immur taht il- bahar u nara il-ħajja tal-ħut.

li il-klieb li nsib intijom dar sabiħa.

Question B: When student was asked to write 4 full sentences in English

To find animals that are lost.

To find things under the ground.

To go under water and see the life of fish.

The animals that I find I find them a loving family.

Question A : When student was asked to write 4 full sentences in Maltese

Immur l-isplesh and fun.

Immur BQQ ta' l-skola sajf.

Immur Catania Etnaland

Immur il-bahar u indum ħafna.

Question B: When student was asked to write 4 full sentences in English

I go to splesh and fun.

I go to BQQ of school of Summer

I go to Catania Etnaland.

I go to sae and I take long to the sae.

Question A : When student was asked to write 4 full sentences in Maltese

naqbes fill bahar.

nielab ma shabi

nistudja

naqra.

Question B: When student was asked to write 4 full sentences in English

Jump in the sae.

play with my frinds.

## Appendix E

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studie.

read.

Question A : When student was asked to write 4 full sentences in Maltese

ħa niekol hafna ġelat.

ħa murr il-baħar ħafna drabi.

Immur il-librerija.

Nghmel (sleepover) id-dar tieghi.

Question B: When student was asked to write 4 full sentences in English

I eat too much ice-cream.

I go to the beach often times.

I go to the library.

I do sleepovers in my house.

Question A : When student was asked to write 4 full sentences in Maltese

Jiena nhob immur nghum.

Jiena nhobb immur vaganzi fil-Pajizz tieghi.

Jen nhobb naghmel (sleepover)

Jien nhobb niekol ġelat.

Question B: When student was asked to write 4 full sentences in English

I like to go to swim

I like to go on holidays in my country

I like to sleep over.

I like to eat ice-cream.

Question A : When student was asked to write 4 full sentences in Maltese

Tarxien

Nixtieq mmur nghum.

Nixtieq nduq frott tas-sajf.

Nixtieq nilbes imqaccat.

## Appendix E

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Nixtieq ta' spiss noħrog.

Question B: When student was asked to write 4 full sentences in English

I wish that I can go to swim.

I wish that I will taste the fruit of Summer

I wish that I will wear (summer clothes)

I wish that I will

Tarxien

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Nixtieq immur il-baħar ta' spiss

Nixtieq insiefer

Question B: When student was asked to write 4 full sentences in English

I wish to go to swimm as soon as we can

I wish to go on a trip.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Jiens sejra l-baħar.

Jiena sejra Ġhawdex bil-vapur.

Immur inżur lin-nanna u n-nannu tiegħi.

Question B: When student was asked to write 4 full sentences in English

I a gonna go to the beach.

I am gonna go to Gozo with the ship.

I am going to see my grandma and grandpa.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar.

Niċċelebra il-birthday tiegħi.

Immur fuq ġita f'Ġhawdex.



## Appendix E

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Nixtri il-ġelati.

Question B: When student was asked to write 4 full sentences in English

Go to the beach.

Celebrate my birthday.

Go on a trip to Gozo.

Buy ice-creams.

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Immur ngħom.

Insiefer

Question B: When student was asked to write 4 full sentences in English

goes swimming

go for a treep

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

imurr il-baħar

nixtri ġelat kuljum

nilgħab iktar għax na jkollix homework

Question B: When student was asked to write 4 full sentences in English

go to the beach to swim

buy a ice cream every day

play more because I dont have homework

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Nixtieq mmur il-baħar

Nixtieq nagħamel kastel tar-ramel

nixtieq li jiġi settembru ha ikolli il-birthday

Question B: When student was asked to write 4 full sentences in English

I nixtieq to go to the beach

## Appendix E

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I wish to come september to have my birthday

I wish to bild a castel of sand

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Jien nixtieq immur il-baħar

Immur sa Ġhawdex

Question B: When student was asked to write 4 full sentences in English

going to the beach

going to Gozo

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

nixtiq li mur il-baħar.

niħu ħafna gelati.

Question B: When student was asked to write 4 full sentences in English

I want to go to the beach

I take many ace-cream

Question A : When student was asked to write 4 full sentences in Maltese

Insiefer Australja

Immur Kamping

Immur il-baħar

nagħmel BQQ

Question B: When student was asked to write 4 full sentences in English

Going to Australia

Going to make a Kamping

Going to the beach

make a BQQ

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

## Appendix E

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Immur ngħum il-baħar

ngħin il-ommi

Question B: When student was asked to write 4 full sentences in English

Going to swim

help my mum

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

nilagħab bil-playstation.

immur splash and fun

nilagħab mal-kuġini maz-zijiet

Question B: When student was asked to write 4 full sentences in English

play with the playstation

I go to splash and fun

play with my cousins and auintes

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq inpingi biż-żebgħa

Immur ngħum

Nilgħab mal-kelba.

Noħroġ mal-ġenituri.

Question B: When student was asked to write 4 full sentences in English

I want to paint.

I will go to swim.

I will play with my dog.

I enjoy going out with my parents.

Question A : When student was asked to write 4 full sentences in Maltese

mmur ħafna ġo pool's

nqum filgħodu mmur il-baħar

## Appendix E

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mmur mal-ħabib tiegħi l-baħar

fis-sajf mmur nisifer u ħa mmur go carting

Question B: When student was asked to write 4 full sentences in English (only 3)

I go to the pool

I awake morning and I go swimming

I go with my friend swimming

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur il-baħar

Nixtieq immur venezja

Nixtieq immur nara lil nanti l-Italja

U nixtieq noqod fuq is-sodda norqod

Question B: When student was asked to write 4 full sentences in English

I wish to go to the beach

I wish to go to venezja

I wish to go see my grandmother in Italy

And I wish to stay in my bed and sleep

Question A : When student was asked to write 4 full sentences in Maltese

Nistudja għall-yr 6

Immur ngħum kull nhar ta ħadd

Naqra

u noqghod nixemex

Question B: When student was asked to write 4 full sentences in English

Study for yr 6

Go swimming on Sunday

Read

Go sunburt

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Immur cruz.

Immur l-Ingilterra.

Nara xi loghoba ġo xi ground

Immur New York

Question B: When student was asked to write 4 full sentences in English

Go on a cruz.

Go to England

Go to watch a match in a ground

Go to New York

Question A : When student was asked to write 4 full sentences in Maltese

immur il-baħar u nixxemex

ġo lukanda

norqod dejjem għand in-nanna

u nsiefer

Question B: When student was asked to write 4 full sentences in English

go to the sea and sunbath

go to a hotel

always sleep at grandmas

and go on a holiday

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur velleġjatura

Jien nixtieq immur ngħum kuljum.

Jiena nixtieq nilgħab.

Jiena nixtieq naqra.

Question B: When student was asked to write 4 full sentences in English

I want to go to a holiday in Malta.

## Appendix E

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I want to swim every day.

I want to play.

I want to read.

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

(Gżira)

Immur il-baħar

Immur L-iskola saġf

Question B: When student was asked to write 4 full sentences in English

I go to the beach

I go to school summer

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

mmur il-baħar

noħroġ

mmur skola saġf

Question B: When student was asked to write 4 full sentences in English

I go swimming

I went out

I go skola saġf

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Noħroġ ma tal familja

Immur skola saġf

Norqod raqda twila

Question B: When student was asked to write 4 full sentences in English

I go swimming

Go out with my family

## Appendix E

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Go summer school

I sleep longer

Question A : When student was asked to write 4 full sentences in Maltese

immur il-pool

immur il-baħar

immur skola sajf

niġhab hafna bl-Xbox jew PSP

Question B: When student was asked to write 4 full sentences in English

I go to the pool

I go to the beach

I go to summer school

I play a lot with my X box or PSP

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Noħroġ mal-ħbieb.

Immur il-Luna Park.

Immur skola sajf

Question B: When student was asked to write 4 full sentences in English

I want to go to summer school.

I want to go to Luna Park

I want to go to the beach.

I want to go out with my friends and my mum.

Question A : When student was asked to write 4 full sentences in Maltese

niextiq immur go hotel

immur nhowm

immur summer school

## Appendix E

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immur splex and fun

Question B: When student was asked to write 4 full sentences in English

I want to go in a hotel

I go swimming

I go summer school

and I go spesh and fun.

Question A : When student was asked to write 4 full sentences in Maltese

imur il-baħar.

Nilgħab bl-Xbox.

Noħroġ.

imur ix-xatt

Question B: When student was asked to write 4 full sentences in English

I go skola sajf.

go to sea

play with Xbox.

Don't have skool

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

immur il-baħar

Question B: When student was asked to write 4 full sentences in English

go to the sea

Question A : When student was asked to write 4 full sentences in Maltese

immur nowm skola sajf

immur splash and fun

insiefer

nilagħab

Question B: When student was asked to write 4 full sentences in English

go swimming with summer school



## Appendix E

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I go to splash and fun

go to Italia

play with my family

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

noqod nixemmex

norqod

naqra ktieb

Question B: When student was asked to write 4 full sentences in English

go to the beach

sunbating

sleep

read a book

Question A : When student was asked to write 4 full sentences in Maltese (not done)

Question B: When student was asked to write 4 full sentences in English (only 3)

I wot to got swimming

I wot to eat iec skem

I like to sleep

Question A : When student was asked to write 4 full sentences in Maltese

Inmur skola sajf.

Niextieq nqatta vaganza Disneyland

Immur l-baħar.

Nix-xemex.

Question B: When student was asked to write 4 full sentences in English

I go summer school.

I wish I go for a holiday in Disneyland

I go to beach

## Appendix E

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I sunbade

Question A : When student was asked to write 4 full sentences in Maltese

Immur skola sajjf

Immur baħar kuljum

Immur nixemex bix niġi hamra

Immur cienima

Question B: When student was asked to write 4 full sentences in English

I go summer school

I go swimming every day

I sun baid

I go cienima

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Nixtieq mmor Tunis

Nixtieq mmor praga

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

immur il-baħar.

naqra ħafna

in siefer

immur splash and fun

Question B: When student was asked to write 4 full sentences in English

Going to the beach.

read many.

going holy day.

going splash and fun

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq nobdi

Ma nirrispondix

Ma niġġielidix

Question B: When student was asked to write 4 full sentences in English (not done)

Ma nafx.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar.

nixxemmex.

norqod.

ġo lukanda.

Question B: When student was asked to write 4 full sentences in English

ġo to the beach

sun burned

sleeping

at a hotel

Question A: When student was asked to write 4 full sentences in Maltese

Insiefer

Immur l-baħar.

niekol ġelat.

niġħab mal-ħbieb.

Question B: When student was asked to write 4 full sentences in English (only 3)

Go to the beach.

Eat ice-cream.

play with friends.

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-sajf li ġejj nixtiq nitla fuq dajsa kbira

nixtiq immur nowm ħafna drabi

## Appendix E

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Jien nixtiq naqla nintendow

Nitla fuq ajruplan it-tini darba

Question B: When student was asked to write 4 full sentences in English (only 3)

This summer that is coming I won't to clamb on a big boat.

I want to gat a intend

I want to clamb on a aruplin the sacind time

Question A : When student was asked to write 4 full sentences in Maltese

li mmorru kemmuna

li mmorru x-xlendi għawdex

li mmorru sqallija bid-dajsa

li mmorru Marsa l-forn

Question B: When student was asked to write 4 full sentences in English

we go to kemmuna

we go to xlendi

we go to sicily

we go to Marsa l-forn

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum

niekol hafna ġelati.

nagħmel bQQ

insiefer.

Question B: When student was asked to write 4 full sentences in English

go swimming

eat many ice-creams.

make a bQQ

abroad

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

## Appendix E

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Nixtieq li mmur il-baħar

Question B: When student was asked to write 4 full sentences in English

I wish to go to the beach

Question A : When student was asked to write 4 full sentences in Maltese (only3)

Is-sajf li ġej nixtiq immur l-Italja.

Nixtieq li naqra miss soltu

Jien nixtiq imur ġo zoo.

Question B: When student was asked to write 4 full sentences in English

In summer I like to go to Italy

I need to read a little bit more in English

I like to go to a zoo.

Question A : When student was asked to write 4 full sentences in Maltese

Imur il-baħar

Nilgħab il-football

Imur Hal Chirchop u nispara gol ``Park`` il-ġdid

Insiefer

Question B: When student was asked to write 4 full sentences in English

I want to go to the sea

I want to play football.

I want to go to Hal Chirchop and shoot at the new park.

I want to go to a beach

Question A : When student was asked to write 4 full sentences in Maltese

għandi skop li immure Lourdes.

Jien immur l-splash and fun u il baħar

Jien ngħamel barbik you u nistieden lil ħbieb

Jien nixtieq nixtri present għal eluq snin oħti.

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I have a plan to go to Lourdes.

I will go at a place called splash and fun.

I will go at the beach and I will make a barbyque and I will invite my friends.

I will buy a nice present for my sister

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

immur nhom ġol baħar

nilab bir ramel

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur il-baħar.

Jien nixieq naqra ħafna kotba.

Question B: When student was asked to write 4 full sentences in English

I would like to go to the beach.

I would like to read many books.

Question A : When student was asked to write 4 full sentences in Maltese

Immur nowm.

niekol gelat

insiefer londra

nispara fuq il-plattini

Question B: When student was asked to write 4 full sentences in English

going swimming

eating ice-cream

go on holiday to لندن.

clay shooting

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Insuq id-dajsa sa Siracusa.

Immur fuq vappur jew ajroplan.

Nowm Billej fid-dlam.

Nara d-dinja

Question B: When student was asked to write 4 full sentences in English

Drive my boat to Siracusa.

Go on a ship or an ajroplan.

Swim in the dark or at night

See the world

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

mur nowm speċjalment

splash and fun

Question B: When student was asked to write 4 full sentences in English

I want to go at the beach

swimming spaca at splach and fun.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Nixtieq immur kemuna għax bdejna nfaddlu.

Immur il-baħar ħalli ngħum u ngħodos.

Niekol il-gelati.

Question B: When student was asked to write 4 full sentences in English

I wish to go to Comino because we already started collecting money.

I go to the beach so I can swim and dive.

I eat ice-creams.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Insuq id-dgħasa u dgħasa zgħir

## Appendix E

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nabbes kbira u għall rasi

Insib xi għarzella u naqbat ħut

Question B: When student was asked to write 4 full sentences in English

drive the boat and small boat

Hghi jumb and head.

find a sea sheal and caught fish

Question A : When student was asked to write 4 full sentences in Maltese

Bahrija

Nixtieq imur nitghallem aktar biex ngħom.

Nixtieq imur s'Għawdex

Nixtieq li nikri flett għal tlitt ijiem

Nixtieq li nagħmel 'waterpolo'.

Question A : When student was asked to write 4 full sentences in Maltese

I wish that I would learn how to swim.

I wish I go Gozo again.

I wish I would hire a flatt for three days

I wish I would do waterpolo

Question A : When student was asked to write 4 full sentences in Maltese

Immur Splash and Fun

Immur ġo farm house

Immur Cruse

Immur il-baħar

Question B: When student was asked to write 4 full sentences in English

I want to go Splash and Fun



## Appendix E

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I want to go to a Farm House

I want to go Cruse

I want to go to the beach

Question A : When student was asked to write 4 full sentences in Maltese

Jiena s-sajf li ġej niextieq immur l-baħar.

Irrid nilgħab fir-ramel.

Halli neħles mill iskola

Kemm nixtieq fis-sajf intajar tajra.

Question B: When student was asked to write 4 full sentences in English

The next summer I would like to go to the sea.

I want to play in the sand.

So I can get rid of school.

Next summer I would like

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur splash and fun

Nixtieq immur il-baħar

Nixtieq immur nistad

Nixtieq immur pul

Question B: When student was asked to write 4 full sentences in English

I wish I go to splash and fun

I wish I go to the beach

I wish I go to fishing

I wish I go to the pool

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur ngħum

Jien nixtieq insiefer

Jien nixtieq immur id-dajsa

## Appendix E

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Jien nixtieq immur għawdex

Question B: When student was asked to write 4 full sentences in English

I want to go for a swim

I want to go abroad

I want to go with my boat

I want to go to gozo

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Immur nistad

Immur safra sal-Italja

Immur Cruse

Question B: When student was asked to write 4 full sentences in English

I want to go to the beach

I want to go fishing

I want to go in an plane to Italy

I want to go on a Cruse

Question A : When student was asked to write 4 full sentences in Maltese

Immur nagħum il-baħar

Immur nitagħalem xi haġa

Immur nighin lill-nannu.

Immur nistrieħ warra granet ta' skola.

Question B: When student was asked to write 4 full sentences in English

I wish to go swimming.

( not translated)

I go to help my grandfather.

I go to sleep

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese (only 2)

nixtri monster trak

nixtri zimel.

Question B: When student was asked to write 4 full sentences in English

I went to bej monster trak

I went to bej horz

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

nixtri ziemel

imur il-baħar ma ħabib tijaj

Question B: When student was asked to write 4 full sentences in English

I want to buy a horse

I want to go with my friend in the bech

Question A : When student was asked to write 4 full sentences in Maltese ( only 3)

immur picnic

immur weekand break

niextieq insifer

Question B: When student was asked to write 4 full sentences in English

go picnic

go week and break

go holiday

Question A : When student was asked to write 4 full sentences in Maltese

insifer Dicnielend

imur il-pool

imur ant inana

xi afarijit oħra

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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I go to the pool

I go to a hotel

I have fun on cristmis

I have my Berthday

Question A : When student was asked to write 4 full sentences in Maltese

nixtiq imur nowm

imur aj skejting

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

imur il-baħar

imur ant in-nanna

nara television

niko gilat

Question B: When student was asked to write 4 full sentences in English

go to sae

vizit grenma

se tv

iet ice krim

Question A : When student was asked to write 4 full sentences in Maltese

imur il-bandli

nilab bil-fotball

bil x box

nilab bil-pp

Question B: When student was asked to write 4 full sentences in English

go to parck

play football

## Appendix E

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play x box

play psp

Question A : When student was asked to write 4 full sentences in Maltese

immur il-bandli

nilgħab il-futbool bil-ppsp

nilgħab fix-xita

nara DVD

Question B: When student was asked to write 4 full sentences in English

go to the park

play football

play in the rain

see a DVD

Question A : When student was asked to write 4 full sentences in Maltese

nilab ma ħuti

niċċajta ma tfal

immur nowm

naqbad ma ħuti

Question B: When student was asked to write 4 full sentences in English

go to swim

I hav to run

go to pool

and go live in help mum

Question A : When student was asked to write 4 full sentences in Maltese

mmur għand in-nanna

mmorru ngħumu.

nilgħab bit-toys.

## Appendix E

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niġħab bir-ramel.

Question B: When student was asked to write 4 full sentences in English

I want to go to nanna.

I like swimming.

I play with my toys.

I like playing with the sand.

Question A : When student was asked to write 4 full sentences in Maltese

immur il-baħar

immur l-armier

immur ġhawdex

immur lingrittera

Question B: When student was asked to write 4 full sentences in English

Ġo to the beach

Ġo to the Gozo

Ġo to the l-armier

Ġo to the ingriterra.

Question A : When student was asked to write 4 full sentences in Maltese

Immur noġhom

Noħroġ mal-familja

Inkanta

Immur naqra

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Immur nowm fil pool

Immur nisfen

## Appendix E

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Immur inkanta

Immur naqra

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

nowm

imur inkanta

imur naqra

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

immur il-baħar

immur piknik

immur għawdex

indur mal familja fejn il-baħar

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Immur ghawdex

Nara lil kugini ta lawstralja

immur Cruse

Question B: When student was asked to write 4 full sentences in English

Go to the beach.

Go to Gozo.

See my cousins that are from Australia.

Go Cruse.

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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(Senglea)

ngħum

immu il-ponta

Niekol ġelat

immur maz-zija

Question B: When student was asked to write 4 full sentences in English

I go swimming

I go to point

I eat ice-cream

and go with my anty.

Question A : When student was asked to write 4 full sentences in Maltese

Ninzel nohm ma missieri

Nilgħab ``8 Ball Pool Multiplayer`` ma Clavison.

Nixel facebook

immur il-Mizew ta Malta ma missieri

Question B: When student was asked to write 4 full sentences in English

I will go swimming with my dad.

I play with my best friend Clavison 8 Ball Pool Multiplayer.

I catt my friends on facebook.

Dad take me to muzeim at Birgu.

Question A : When student was asked to write 4 full sentences in Maltese

immur splash and fun.

immur ngħum

naqbeż

nagħmel BBQ

Question B: When student was asked to write 4 full sentences in English



## Appendix E

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Go splash and fun.

go swimming

Jump from the see

Make a BBQ

Question A : When student was asked to write 4 full sentences in Maltese

Immur nughum

Immur ` Splash and Fun ´

Naqbez mill-għoli għal ġol baħar.

Nagħmel BBQ

Question B: When student was asked to write 4 full sentences in English

Go Swimming

Go Splash and fun

Jump from height to the sea

Make a BBQ

Question A : When student was asked to write 4 full sentences in Maltese

Nilgħab ma ħija

immur ngħum

Nilgħab 8 ball

nistudja

Question B: When student was asked to write 4 full sentences in English

play with my brother

go swimming

play 8 ball

study

Question A : When student was asked to write 4 full sentences in Maltese (5 sentences)

ngħum

## Appendix E

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Nikteb

immur għand Denzel

naqra iżjed

nistad ma' denzel

Question B: When student was asked to write 4 full sentences in English

Swimming

write

I go to Denzel house

read more

go fishing with Denzel

Question A : When student was asked to write 4 full sentences in Maltese

Nieħu r-ritratti

Inpingi

Immur il-festi.

Nara films bil-Malti tal-biża.

Question B: When student was asked to write 4 full sentences in English

I take photos

I draw

I go to the feasts

I see films scary and the language is Maltese.

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

Dan is-sajf li ġej hannmur nistad ma dadi

Question B: When student was asked to write 4 full sentences in English

I go to the boat with my dad

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Immur għand Coulton u nistadu flimkien

## Appendix E

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ngħum

nikteb

Question B: When student was asked to write 4 full sentences in English

I go to Coulton house and we go fishing and swimming

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

immur ngħum

nohrog mama u ma Etienne.

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Insiefer

nilgħab

nistrieħ

Question B: When student was asked to write 4 full sentences in English

Go to the beach

Go for a holiday

play

rest

Question A : When student was asked to write 4 full sentences in Maltese

immur ngħowm.

insiefer diznyland

immur wikend brake

nistrieħ.

Question B: When student was asked to write 4 full sentences in English

go swimming

travil to diznyland

## Appendix E

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go on weekend break

rest

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħom mal-familja.

Immur inssifer mal-ġenituri.

Immur nara lin-nanniet.

Inqum kmieni

Question B: When student was asked to write 4 full sentences in English

Go swimming with my family

Go a holiday with my parents

Go to see my Grandma and Grandfather

Wake up early

Question A : When student was asked to write 4 full sentences in Maltese

mmur ngħum

mmur f' lukanda

nsiefer go post ieħor

namel weekend go villa

Question B: When student was asked to write 4 full sentences in English

go swimming

go in a hotel

I will go to another place

do a weekend in a big villa

Question A : When student was asked to write 4 full sentences in Maltese

immur nom

nilap

nistudja not – nistudja

## Appendix E

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u nħroc mal-ħbip

Question B: When student was asked to write 4 full sentences in English

swimming

Play to

study u not – nistubja

nhroc mal-hbip

Question A : When student was asked to write 4 full sentences in Maltese

imur il-Baħar

imur lameraka

imur nilap foat boal

Question B: When student was asked to write 4 full sentences in English

I go to the sea.

I go to amerka

Igo to play foat boal

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

ngħum

nilgħab bil-play station 3

ġo sodda ma xi ħadd

nilgħab barra

Question B: When student was asked to write 4 full sentences in English (only 2)

swim

play with the play station 3

in the bed with someone

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

nghawm fil-baħar fil-kiesah.

insifer fi s-Spanja

## Appendix E

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immur f' lukanda

Question B: When student was asked to write 4 full sentences in English

swim in the water could

leav and go to Spanish

I will go to a hotel

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Immorru noumu

noqod naqbez

inzuq id-dingi

Question B: When student was asked to write 4 full sentences in English

I goww suimming

I will gump

I will drive my dingi

Question A : When student was asked to write 4 full sentences in Maltese

Immur Cruise

immur il-baħar

nixtri dghajsa

Insifer barra minn Malta.

Question B: When student was asked to write 4 full sentences in English

Go to the beach

go for a holiday.

buy a boat

fly to places out of Malta

Question A : When student was asked to write 4 full sentences in Maltese (not done )

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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I would like to go swimming

I would like to make crafts

I would like to play games

I would like to go to summer school

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

nilghab mal-kugini

Immur il-bandli

nilghab bin-nintendo

Question B: When student was asked to write 4 full sentences in English

I go to the beach

nilghab

I go to the bandli

I play with Nintendo

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħowm.

nilghab bir-ramel.

Immur bar bikqu

Immur dawra bir-rotta

Question B: When student was asked to write 4 full sentences in English

I'm going to swimng

I'm going to play Ramel

I'm going bar bikqu

I'm going road the bike

Question A : When student was asked to write 4 full sentences in Maltese (5 sentences )

ngħum

## Appendix E

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nistudja

nimxi

nilgħab ma hija

Nilgħab bil-kompjuter jew PS 3

Question B: When student was asked to write 4 full sentences in English

Swim

Study

Walk

Play with my brother

Play computer / PS 3

Question A : When student was asked to write 4 full sentences in Maltese

Niextieq nirilaksia hafna

Niextieq li ma nahlihx is-sajf nilab

Niextieq li murr Paradis Bay.

Niextieq li murr norqod għand Kelsey

Question B: When student was asked to write 4 full sentences in English

I wish to rileks

I wish that I don't spend the summer playing

I wish to go to paradis bay.

I wish to go sleep at Kelsey's home.

Question A : When student was asked to write 4 full sentences in Maltese

nilgħab.

nghallem il-qattusa.

nghin lil mama.

u noqod nihu il-leptop tghal papa u nilgħab blexbox 360

Question B: When student was asked to write 4 full sentences in English

play.



## Appendix E

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be ateacher and teach my cat.

Help me mother.

Take me father's laptop and play xbox 360.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Immur nilghbil-futbol

nistudja

Immur għant in-nanna

Question B: When student was asked to write 4 full sentences in English

go to sea

go play fotboll

study

go to my granthmather

Question A : When student was asked to write 4 full sentences in Maltese

nilab bil-kompjuter

baħar

dawra bil-rotta

mths

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur Paradise Bay.

Tigi torqod għandi Gabriella.

Nagħmlu Barbique hdejn il-baħar.

u immur il-bandli mal-ħbieb u ma oħti.

Question B: When student was asked to write 4 full sentences in English

I wish to go Paradise Bay.

Gabriella come to my house and sleep in my house.

## Appendix E

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Make a barbeque near the beach.

and go playground with my friend of my sister.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Jien nixtieq ngħum.

Nistudja.

immur Nimxi sa brugrotto.

Question B: When student was asked to write 4 full sentences in English

I would like to swim.

I would like to study.

I shall go for walks in the evenings.

I shall explore the world.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Jiena hamur nilgħab il-futbol.

Jien hamur nilgħab il-kompjuter.

Jiena hamur fid-dar ta' ħabib tiegħi.

Question B: When student was asked to write 4 full sentences in English

I will go and play football.

I will go and play computer.

I go to my friends house

### Church Schools Questionnaires

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum ħafna fil-baħar.

## Appendix E

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Nixtieq niltaqa ħafna ma l-ħbieb.

Immur nagħmel ħafna drama.

Nixtieq ikolli ``Party`` sabiħ tal-``Birthday``

Question B: When student was asked to write 4 full sentences in English

To swim in the sea.

I want to hang out with my friends.

To go in a drama group.

I want to have a great Party for my Birthday.

Question A : When student was asked to write 4 full sentences in Maltese

Is-sena d-diehla ħa nieħu Korsijiet tal-ħjata.

Is-sajf li ġejj nixtieq immur ġurnata għawdex waħdi mal-ħabiba

Is-sena d-diehla nixtieq nagħmel pedicure u manicure.

Is-sajf li dieħel nixtieq immur iċ-ċinema mal-ħabiba.

Question B: When student was asked to write 4 full sentences in English

Next year I'm going to take knitting courses.

Next year I wish to make a pedicure and pedicure. day to goz

Next summer I wish to go a day to gozo alone with my friend.

Next summer I wish to go to the cinema with my friend.

Question A : When student was asked to write 4 full sentences in Maltese

immur id-dwejr

immur kemmuna

surts

induq gelat kbir ħafna

Question B: When student was asked to write 4 full sentences in English

bungi jumping

swimming with dolphin

swimming with sharks

## Appendix E

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A big ice-cream

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Il-keld ihod igerel l ghadam.

It- tfal qadu jilabu bill balun.

Il-familja tana seyrin ic-cinema.

Question B: When student was asked to write 4 full sentences in English

The dog like to eat bons.

The children are palying wit the boll

qaw are going to the cinema

Question A : When student was asked to write 4 full sentences in Maltese

Immur nghum.

Irid immur Parigi.

Niekol hafna gelat.

Immur Kamping.

Question B: When student was asked to write 4 full sentences in English

Go swimming.

Go to Paris.

Eat alot of ice-cream.

Go camping.

Question A : When student was asked to write 4 full sentences in Maltese

Immur nomm

Immur Splash and fun

Immur nowm mil-baħar.

immor gos slad il gdida ta Splash and fun

Question B: When student was asked to write 4 full sentences in English

Go and have fun

## Appendix E

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swemming

playing with water.

playing wather with my Brouther

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Immur fuq vaganza.

Naqra ħafna.

Nistudja ukoll.

Question B: When student was asked to write 4 full sentences in English

I go on holiday.

I will read alot.

I will study too.

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf li ġej nixtieq insiefer.

Fis-sajf nixtieq immur ħafna baħar.

Noħroġ bil-kelba.

Noħroġ bir-rotta.

Question B: When student was asked to write 4 full sentences in English

This summer I want to go abroad.

This summer I want to go a lot to the beach.

Go out with my dog.

Go out with my bicycle.

Question A : When student was asked to write 4 full sentences in Maltese

jien niexxtieq immur nomu imur nejn lin-nanna.

naghmel ir-revision mal-mama

immur il-muzew

jien niexxtieq immure nitalem swimming lessons

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I wish I go swimming and go help grama

I do revision with my mother.

I go to catekisiem

I wish to go and learn swimming lessons

Question A : When student was asked to write 4 full sentences in Maltese

Jien irid imur il-Ġermanja dis is-sajf.

Jien irid hafna kotba din is-sajf.

Jien irid Marki fil-benchmarks tjbien din is-sajf.

Jien irid nitkelem bil-Marti din is-sajf.

Question B: When student was asked to write 4 full sentences in English

I want to go to germany this summer.

I want lots of books this summer.

I want good Marks in the benchmark this summer.

I want to speak Maltese this summer.

Question A : When student was asked to write 4 full sentences in Maltese

nixtieq inmur swimming lessons

nixtieq nilgħab football

inmur il-mużew

nixtieq inmur skola sajf.

Question B: When student was asked to write 4 full sentences in English

I want to go swimming lesson

I want to play football

go to catagisom

I want to go summer school

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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Jien nixtiq immur Disney land

Nixtiq li imur Gozo

Nixtiq imur California

Nixtiq li ikoli laptop

Question B: When student was asked to write 4 full sentences in English

I wish to go to Disneyland

I wish to go to Gozo

I wish to go to California

I wish to have a laptop

Question A : When student was asked to write 4 full sentences in Maltese

Inħob naqra Inglis.

Inħob nilahb hafna.

Mmurr barra min-MALTA.

Niehu gost hafna

Question B: When student was asked to write 4 full sentences in English

I love reading in English in my free times

I like to play various types of games

I am going to 2 different places of the world

I have lots of fun there!

Question A : When student was asked to write 4 full sentences in Maltese (only 3 )

Jein niextieq immur Nice f'Parigi

Jien niextieq immur `Camping`.

Niextieq Immur Ghawdex.

Question B: When student was asked to write 4 full sentences in English

I want to go to Nice in Paris.

I want to go camping

I want to go to Gozo.

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese ( only 3)

Naqra l-kotba.

Nilghad

nistudja

Question B: When student was asked to write 4 full sentences in English

read a booke

play

study

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq nintaqa mal-ħabiba tiegħi il-baħar

Nixtieq wkoll insiefer safra.

Nixtieq immur Għawdex.

Nixtieq immur nikol mal-ħabiba

Question B: When student was asked to write 4 full sentences in English

I wish that I meet with my best friends.

I wish that I go abroad.

I wish that I go Gozo.

I wish that I go and eat with my friend

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq nilgħab ma' shabi

Nixtieq nsiefer.

Nixtieq jkolli žiemel.

Nintaqa mal-ħabiba tiegħi Martina.

Question B: When student was asked to write 4 full sentences in English

I wish to play with my friends



## Appendix E

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I wish to go abroad

I wish to have a horse.

Meet with my friend Martina

Question A : When student was asked to write 4 full sentences in Maltese

Noħroġ mal- ħabiba tiegħi

Immur nara lil One Direction.

Nixtieq immur ngħom fil-pool.

Immur film ma il-ħabiba tiegħi.

Question B: When student was asked to write 4 full sentences in English

I go out with my friend.

I go and see One Direction

I want to go swimming in the pool.

Go with my friend to see a film.

Question A : When student was asked to write 4 full sentences in Maltese

Imur il-baħar kuljum

Nixtieq inqata' aktar hin il-mini market ta' misiri

Niġu il-kugini u jorqdu andi

li jigi eluq snieni

Question B: When student was asked to write 4 full sentences in English

I go to the beach everyday

I wish to remain more at my father's mini market

My cousins come to my house and sleep in

to come my birthday

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar kuljum

## Appendix E

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Nagħmel ħafna barbeques

Immur id-drama

Ikolli sleep over.

Question B: When student was asked to write 4 full sentences in English

Going to the beach everyday

Having many barbeques

Going to drama lessons

Having a sleep over

Question A : When student was asked to write 4 full sentences in Maltese

Jiena irrid immur nogħom u niġu gost

Nixtieq naqra xi ktieb.

Nixtieq ukoll mmur insiefer

Noqod nikol gelat tajjeb ta barra min għawn

Question B: When student was asked to write 4 full sentences in English

I would like to have a nice swim

I would read some books.

I wish to go for a holiday.

I wish to eat a good Ice cream.

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq insiefer.

Jien nixtieq ingieb kelba.

Jien nixtieq inqatt iktar ħin mal-kuġini.

Jien nixtieq inqatt iktar ħin mal-ħbied.

Question B: When student was asked to write 4 full sentences in English

I wish I can go abroad.

I wish I buy a dog

I wish I can spend more time with my cousins

## Appendix E

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I wish I can spend more time with my friend.

Question A : When student was asked to write 4 full sentences in Maltese

insiefer l-olanda

immur Ghawdex ghal tlett ijiem

immur il-baħar tlett darbiet fil-gimgha

noħrog nilgħab ma šhabi

Question B: When student was asked to write 4 full sentences in English

go to Holland

go to Gozo for three days

go to the beach three days in a week

go out and play with my friends

Question A : When student was asked to write 4 full sentences in Maltese

Is-sena id-dieħla nixtieq insiefer.

noħrog waħdi ma šhabi

nilbes takkuna

Titwal xagħri

Question B: When student was asked to write 4 full sentences in English

next year I want to go abroad

I want to go out on my own

wear high heels

my hear will be longer.

Question A : When student was asked to write 4 full sentences in Maltese

Inmur Disney land

Inmur nghum kuljum

Inmur fejn irid jien

## Appendix E

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u noħroġ waħdi

Question B: When student was asked to write 4 full sentences in English

I want to go to Disney land

I go swimming every day

I go wherever I want

and I go alone wherever I want

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur ngħum kuljum;

Immur il-“water park”;

Nibni ‘lemonade stand;

Jiena nixtieq noqgħod niltaqha iktar mal-kuġini

Question B: When student was asked to write 4 full sentences in English

Next summer I wish to go swimming everyday;

Next summer I wish to have fun at the waterpark;

At summer 2014 I wish to build a lemonade stand;

Next year’s summer I wish to meet my cousins even more;

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq naqra iktar minn 10 kotba.

Jien nixtieq immur ngħum.

Jien nixtieq niltaqha Mal-Best Friend

Jien nixtieq insiefer fuq il-muntanji

Question B: When student was asked to write 4 full sentences in English

I would like to read more than 10 books

I would like to go swimming

I would like to meet my Best Friend

I would like to go abroad on the mountains

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese (not done)

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Niexteq nattendi 'first aid course'

Jiena niexteq li jkolli iktar ħin mal-familja.

Niextiq li mmur skola sajf tad-drama.

Question B: When student was asked to write 4 full sentences in English

I would like to go to a first aid course

I would like to spend more time with my family.

I would like to attend a drama school.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq li mmur il-baħar kuljum.

Nixtieq norganiza party.

Nixtieq mmur noqgħod fil-karavan l-ghadira.

Nixtieq li- niekol ġejgħat fejn il-baħar mal-ħbieb.

Question B: When student was asked to write 4 full sentences in English

I wish to go to swim each day.

I also wish to organize a party.

I wish to go and live in my Karavan in Ghadira.

I wish to eat an ice-cream near the beach with my friends

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq isiefer għal-Parigi.

Immur newm.

Naqra ħafna kotba sbieħ.

## Appendix E

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Niextiq li namel ħbieb godda.

Question B: When student was asked to write 4 full sentences in English

I would like to go abroad to Paris.

I would like to go swimming.

I would like to read a lot of nice books.

I would like to make new friends.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Jiena nixtieq norqod għand il-ħabiba tiegħi.

Jiena nixtieq insiefer l-Kanada.

Jiena nixtieq nghum mal-ħbieb tiegħi

Question B: When student was asked to write 4 full sentences in English

I wish I will sleep at my friends house

I wish I can go abroad to Canada

I wish I can swim with my friends

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

I would like to go scuba diving with my cousin

I would want to go to gozo with my family

go to summer school at university

Question B: When student was asked to write 4 full sentences in English (only 1)

Imur għawdex mal familja

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

in mur il baħar

u mur gerret

I mur privat

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I go swim

and go ice cream

I go privat

Question A : When student was asked to write 4 full sentences in Maltese

Jiena nixtieq li dan is-sajf nagħmel izjed ħbieb

Nixtieq li nmur lezzjonijiet tal-Igħum.

Nixtieq li kull filgħaxija morru mixja kull filgħaxija

Nixtieq li niltaqa ma xi ħbieb ta l-iskola.

Question B: When student was asked to write 4 full sentences in English

I wish that this summer I'll do more friends

I wish that I go to swimming lessons

I wish that every afternoon we will go to a walk.

I wish I meet with my friends of school

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq nagħmel arts.

Immur il-pixxina tas-Sliema

Nagħmell sports fil-gym

Jien ikoll nagħmel żfin

Question B: When student was asked to write 4 full sentences in English

I wish to do arts

Go to pixxina to Sliema

Do sports in gym

I do dancing

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq li insiefru ximkien il-bogħod minn Malta

## Appendix E

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Nixtieq li ngħamel hbieb godda.

Nixtieq li mmur dividing.

Nixtieq rota gdida.

Question B: When student was asked to write 4 full sentences in English

I wish to go abroad far away from Malta

I wish I make new friends.

I wish to go diving.

I wish a new bike.

Question A : When student was asked to write 4 full sentences in Maltese ( only 3)

fis-sajf li gej irrid mmur Londra

Jiena nixtieq nohroġ mall-habiba tiegħi

Jien nixtieq ngħum kuljum mall-familja tiegħi

Question B: When student was asked to write 4 full sentences in English

In summer I would like to go to London

I wish to go out with my friends

I wish to go everyday swimming with my family^

Question A : When student was asked to write 4 full sentences in Maltese

jien nixtieq inkompli l-gymnastika

Nixtieq immur iktar il-baħar

Nixtieq li ma murx 'summer school'

Nixtieq immur l-Ammerica

Question B: When student was asked to write 4 full sentences in English

I wish to countinue gymnastics

I wish to go more to the beach

I wish not to go to summer school

I wish to go to America

Question A : When student was asked to write 4 full sentences in Maltese



## Appendix E

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Jiena nixteq li nagħmel dan is-sajf insiefer.

ukool irrid immur go hotel

nixtieq immur l-Amerka.

irrid stationery vera sbieħ

Question B: When student was asked to write 4 full sentences in English

I want to go a brod

I want to go in a hotel.

I want to go to Amerika.

I want very lovely stationery.

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq in-nsiefer

Nidhol f'kompetizzjoni taż-zfin

Norqod għand ħabibti

Nixtieq immur surfing

Question B: When student was asked to write 4 full sentences in English

I wish that I go on a holiday

I go in a competition

I wish I sleep at my BFF house

I wish that I go to surfing lessons.

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq Insiefer għal l-Italja

Immur nagħum.

Noħroġ mal familja tiegħi u nieħu pjaċir.

Nintaqa mal-ħbieb u immorru ximkien flimkien

Question B: When student was asked to write 4 full sentences in English

I wish to go abroud to Italy.

I wish to go swimming

## Appendix E

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I wish to go out with my family and have fun

I hope to meet my friends and go

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq morru America

Trid morru għas-Sqallija

Trid nitkellem bil-Malti

Morru nixtru kelb

Question B: When student was asked to write 4 full sentences in English

I would like to go to America

I want to go to Sicily

I would like to talk in Maltese

I would like to buy a dog

Question A : When student was asked to write 4 full sentences in Maltese (not done)

Question B: When student was asked to write 4 full sentences in English

Swimming lessons

Sports

Picnic

piano lessons

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Immur il-bahar

Immur is- ‘‘Summer school’’

Immur barra min-Malta.

Question B: When student was asked to write 4 full sentences in English

I go to the beach

I go to summer school

## Appendix E

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I go to another country

Question A : When student was asked to write 4 full sentences in Maltese

nixtieq nistudja

nixtieq insiefer

nixtieq immur Għawdex

noħroġ mal-familja

Question B: When student was asked to write 4 full sentences in English

I want to study

I want to go abroad

I want to go gozo

I want to go out with my family

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

imur għawdex

I go swimming lessons

Question B: When student was asked to write 4 full sentences in English (only 1 )

I go to gozo

Question A : When student was asked to write 4 full sentences in Maltese (only 3 )

Insefer

Imur Bosco summer school

Nara Izija tizzeweg

Question B: When student was asked to write 4 full sentences in English

Go on holiday

Go to Bosco summer school

See my aunt get married

Question A : When student was asked to write 4 full sentences in Maltese (not done)

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I would like to go lego land and

and disny land Paris

Paradise bay

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-sajf irrid imur il-baħar

Dan is-sajf irrid imur Ghawdex

Dan is-sajf irrid imur Għand il ħbieb

Dan is-sajf irrid imur Kamping

Question B: When student was asked to write 4 full sentences in English

This summer I would like to go to the beach

This summer I would like to go to Gozo

This summer I would like to go to my friends house

This summer

Question A : When student was asked to write 4 full sentences in Maltese

Jien irrid imur il-baħar

Jien irrid imur barra min-malta għal Hawaj

Jien irrid inkun famuż l-malta għal sajf

Jien imur fil karroza tan-nannu

Question B: When student was asked to write 4 full sentences in English

(not done)

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Fis-sajf nixtieq immur il-baħar

Fis- sajf nixtieq immur il-quddiesa

Question B: When student was asked to write 4 full sentences in English (not done)

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Nmur Lego land California Windsor resort.

Nogħdos fejn xi 'shipwreck'

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Immur il-baħar

Immur ngħum

Immur nixxemmex

Question B: When student was asked to write 4 full sentences in English (not done )

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Jien nixtieq nogħom

Nixtieq norqogħod fuq id-dagħjsa

Question B: When student was asked to write 4 full sentences in English

I wish to go swimming.

I wish to sleep on my boat

Question A : When student was asked to write 4 full sentences in Maltese

mur nistghad

Mur is-summer club tal-Ħ'Attard

Mur l-ajruport biex jisifer

Pingi

Question B: When student was asked to write 4 full sentences in English

Go fishing

Go to summer club in Attard

Go to airoport

Draw

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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nowm

nilghab futbol

nimxi

nigri

Question B: When student was asked to write 4 full sentences in English (repeated sentences)

nowm

nilghab futbol

nimxi

nigri

Question A : When student was asked to write 4 full sentences in Maltese

Norqod

Niekol

Insiefer

Immu għand siehbi

Question B: When student was asked to write 4 full sentences in English

I sleep

eat

I go abroad

I go at my friend

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Naqra

Mur għand il-ħbieb

Question B: When student was asked to write 4 full sentences in English (3 sentences)

swimming

read

I go to friends

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Insiefer Euro Disney

Niextiq immoru ngħumu ta'spiss

Imurr għand nana

Niltaq iktar mal-kuġin.

Question B: When student was asked to write 4 full sentences in English

I wish to go to Euro Disney.

I wish I go swimming more often.

I go at my grandma.

I see more my cousin.

Question A : When student was asked to write 4 full sentences in Maltese

nowm

nara it television

naqra

noħroġ

Question B: When student was asked to write 4 full sentences in English

swimming

watch tv

read

go out

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur ngħum

Jien nixtieq immur sqalija.

Jien nixtieq li noħroġu ħafna.

Jien nixtieq li immur splash and fun.

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I wish to go swimming

I wish to go to Sicily

I wish to go out a lot

I wish to go to splash and fun

Question A : When student was asked to write 4 full sentences in Maltese

I would like to go to Paris.

I would like to go swimming.

I would like to dive and find a shark.

I would like to go to Filfla.

Question B: When student was asked to write 4 full sentences in English

Jien niextieq immur Franza.

Jien niextieq immur nowm

Jien niextieq immur nodos fejn kelb il-baħar

Jien niextieq immur Filfla.

Question A : When student was asked to write 4 full sentences in Maltese

I would like to go to Spain

I would like to go to Hilton

I would like to go to Comino

I would like to go to luna park.

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

nilgħab bil-ballun

nom

noqgħod mal-ħbieb



## Appendix E

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nit-trainja

Question B: When student was asked to write 4 full sentences in English

play with my ball

swim

stay with my friends

I train

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq nmur barra min-malta

Jien nixtieq nmur num

Jien nixtieq nmur nistgħad

Jien nixtieq norqod iktar

Question B: When student was asked to write 4 full sentences in English

I would like to go out of Malta

I would like to go swimming

I would like to go fishing

I would like to sleep more

Question A : When student was asked to write 4 full sentences in Maltese

namel is sapun

niġri bil roti

namel affarijit bil gebel

nistudja ftit

Question B: When student was asked to write 4 full sentences in English

making sope

Riding my bick

stone carving

A bit of study

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf jien sejjer norqgħod għand in-nanna.

Fis-sajf jien sejjer "weekend break".

Fis-sajf jien sejjer l-Italja.

Fis-sajf jien sejjer id-dar tal-ħabib tiegħi.

Question B: When student was asked to write 4 full sentences in English

In summer I am going to sleep at my grandparents house

In summer I am going to a weekend break

In summer I am going to Italy

In summer I am going to my friends house.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Nixtieq ngħum ta spiss.

Nixtieq nistiden lil ħbieb tiegħi għand id- dar

Immur inzur lin-nanna ta spiss

Question B: When student was asked to write 4 full sentences in English

I wish to swim regularly

I wish to invite my friend to come to my home

I wish to go to see my nanna resintly

Question A : When student was asked to write 4 full sentences in Maltese

Nilgħab bil-PSP

noqod naqra

noqod nistudja

nilgħab mal-ħbieb

Question B: When student was asked to write 4 full sentences in English  
Maris

Stella

I play with my PSP

I read

## Appendix E

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I study

I play with my friends

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq naqbad il-qarnit.

Immur bil-vapur Kemmuna.

Nixtieq noqghod nixxemmex.

Nixtieq noqghod niekol il-ġelati.

Question B: When student was asked to write 4 full sentences in English

I would like to catch fish.

I would like to go to Comino on a ship.

I wish I would stay sun-bathing.

I wish to stay eating ice-creams.

Question A : When student was asked to write 4 full sentences in Maltese

Jien u l-familja tiegħi nmorru hdejn il-baħar.

Jien u l-familja tiegħi nġhamlu bbq.

Jien u l-familja tiegħi niħdu ġelat

nmur naqbad il ħut ma missieri.

Question B: When student was asked to write 4 full sentences in English

Me and my family go near the sea.

Me and my family do bbq.

Me and my family have ice-creams.

Go and catch fish with my dad.

Question A : When student was asked to write 4 full sentences in Maltese

Jien ehod em-ur nom

nara fet del malte

## Appendix E

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nekellem del malte

stejer del malte

Question B: When student was asked to write 4 full sentences in English

read in English very mach

store in English

coprehenshn in English

rating in English

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Jien sen mur is-summer school.

Il-familja kola han morru il-Rumanija

Question B: When student was asked to write 4 full sentences in English

I am going to summer school at De La sale

Me and my family are going to Romanya

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Jen ehor il bagher

ilar il football

Question B: When student was asked to write 4 full sentences in English

I like to play football

I like to sime a lot

I like to do sports

Question A : When student was asked to write 4 full sentences in Maltese

nixtieq immur għand in-nanna

niextieq immur barra min Malta

niextieq immur ngħum

Question B: When student was asked to write 4 full sentences in English

I would like to go to my grandmother

## Appendix E

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I would like to go abroad

I would like to go swimming

Question A : When student was asked to write 4 full sentences in Maltese

Niextieq immur ngħum.

Niextieq immur safra.

Niextieq namel ‘‘ barbeques’’ mal familja.

Niextieq nilgħab mal-ħbieb fir-ramel.

Question B: When student was asked to write 4 full sentences in English

I would like to go swimming.

I would like to go abroad.

I would like making barbeques with my family.

I would like playing with my friends in the sand.

Question A : When student was asked to write 4 full sentences in Maltese

Jien niextieq Li imur L-Italja

Jien ħa nilgħab bir-rotta

Jien ħa noħrog ma omi u miesieri fil-kampanja

Jien ħa niekol ħafna gilati

Question B: When student was asked to write 4 full sentences in English

I like to go to Italj

Am going to play with my bike

I am going with my dad and mum on Kampigsite

I am going to eat aloth of icecreams

Question A : When student was asked to write 4 full sentences in Maltese

niextieq immur nhom.

Immur nistad.

Immur il-privat.

## Appendix E

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Immur ma hbiebi l-bandli.

Question B: When student was asked to write 4 full sentences in English

I wish to go swimming.

Go fishing.

Go to private lessons

Go to the swings with my friends.

Question A : When student was asked to write 4 full sentences in Maltese

no none

Question B: When student was asked to write 4 full sentences in English

go and see omna and opao

go to a hotel

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq innmurr ‘’splash and fun’’.

Nixtieq nilgħab ma’oħti.

Nixtieq nieħu gielat.

Nixtiequ innmurr il-baħar

Question B: When student was asked to write 4 full sentences in English

Go to the splash and fun.

Play with my sister.

Take ice-cream.

Go to the beach.

Question A : When student was asked to write 4 full sentences in Maltese

nogħom

immur ix-xajghra LOL !!

nifrah li skola spiċċat

inkun bisens

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

swim

go to xajghra

I say LOL no school

b awesome

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum

Nilgħab fir-ramel

Immur sqallija

Nilgħab FIFA 13.

Question B: When student was asked to write 4 full sentences in English

Go swimming

Play in the sand.

Go to Sicily

Play Fifa 13

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur Franza.

Nixtieq immur il-baħar iżjed.

Question B: When student was asked to write 4 full sentences in English

I wish to go to France.

I wish to go to the beach a little more.

Question A : When student was asked to write 4 full sentences in Maltese

In mur il-Baħar

namlu "pic nics"

namlu "BBQ"

ma nafx

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I go swimming

doing picnics

doing BBQ

don't know

Question A : When student was asked to write 4 full sentences in Maltese

nume

BBQ's mal-familja

studja + Naqra

Nilgħab

Question B: When student was asked to write 4 full sentences in English

swimming

BBQ's

study and reading

playing

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-sajf ha immur ngħum

Nixtieq immur go lukkanda

Nixtieq immur Ghawdex

Nixtieq insiefer.

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur ngħum.

Nixtieq immur Londra jew Italja.

Nixtieq ingib xi haġa specjali.

Question B: When student was asked to write 4 full sentences in English



## Appendix E

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I want to go swim.

I want to go to England or Italy.

I want to buy something special.

Question A : When student was asked to write 4 full sentences in Maltese (only 2 )

Immur nowm.

Immur niehu il-ġelat

Question B: When student was asked to write 4 full sentences in English

I go to swim.

I take Ice cream

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

Jien nxit inmorom.

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese (not done)

Question B: When student was asked to write 4 full sentences in English

Swim

Play

Have fun

Go out

Question A : When student was asked to write 4 full sentences in Maltese

Imur nom mal- familja

nara Dvd

Naqra ħafn

Question B: When student was asked to write 4 full sentences in English (not done)

Irrid immur vjaġġ.

Irrid norqod għand il-ħabib.

Irrid immur il-baħar.

## Appendix E

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Irrid noħroġ mal-ħbieb

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English

I want to go on holiday.

I want to go on holiday. (repeated)

I want to go swim

I want to go out with my friends

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Sejjer L-Ingilterra

Sejjer Nġhum

Question B: When student was asked to write 4 full sentences in English

Going to England

Going swimming

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq insiefer.

Nixtieq li mmur nistad.

Nixtieq immur bid-dġajsa.

Nixtieq li norqod għand in-nanniet.

Question B: When student was asked to write 4 full sentences in English

I would like to go abroad.

I would like to go fishing.

I would like to go with the boat.

I would like to sleep at nanna and nannu.

Question A : When student was asked to write 4 full sentences in Maltese

Jien irrid insiefer.

## Appendix E

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Immur nuġħm.

Noqod nilgħab

Immur ‘‘splash and fun’’.

Question B: When student was asked to write 4 full sentences in English

Go abroad

Go swimming

Stay playing

Go at splash and fun

Question A : When student was asked to write 4 full sentences in Maltese (not done)

Question B: When student was asked to write 4 full sentences in English (only 3)

I would like to swim

I would like to go to an adventure park

I would like to spend more time with my parents.

Question A : When student was asked to write 4 full sentences in Maltese

Jien fis-sajf nixtieq nuġħm

Jien fis-sajf nixtieq dulliegħa

Jien fis-sajf nixtieq li għadni skola

Jien fis-sajf nixtieq li naqla kotba ġodda.

Question B: When student was asked to write 4 full sentences in English

I wish to swim this summer.

I wish like having a water melon this summer

I wish that I am still at school this summer.

I wish that I receive new books in summer

Question A : When student was asked to write 4 full sentences in Maltese

Nixtiq imur nom.

Nixtiq insifer.

## Appendix E

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Nixtiq ikoli ħafna ħin liberu.

Nixtiq imur taspiss bir-rotta

Question B: When student was asked to write 4 full sentences in English

I wish to swim

I wish to go abroad

I wish I have a lot of my time

I wish to go with my bike alot.

Question A : When student was asked to write 4 full sentences in Maltese

Jien immur ngħom

Jien insiefer barra min Malta.

Jien immur niekol ġelat.

Jiena immur skola sajf.

Question B: When student was asked to write 4 full sentences in English

I will go swimming

I will go abroad out of Malta.

I will go eat ice-cream.

I will go to summer school.

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Jien niextieq immor go pool.

Jien niextieq immur mal-ħabib tiegħi go pool.

Question B: When student was asked to write 4 full sentences in English

I would like to go to a pool.

I would like to go with my frien swimming

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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Jiena noqod naqra

Jiena noqod nilgħab

Jiena imur il-baħar.

Question B: When student was asked to write 4 full sentences in English

I like to do reading

I like to do playing

I go to the beach.

Question A : When student was asked to write 4 full sentences in Maltese

Insiefer.

Immur hotel.

Immur il-baħar

Immur kemmuna bid-dgħajsa.

Question B: When student was asked to write 4 full sentences in English

Go abroad.

Go to a hotel.

go swimming.

go to kemmuna with the boat.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Im-mur il-baħar

immur għawdex

Insiefer

Question B: When student was asked to write 4 full sentences in English

go swimming

I go Gozo

I go abroad

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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jien irried immur splash and fun

irried immur il-baħar.

irrid immur l-italja

irrid narra ħafna t.v.

Question B: When student was asked to write 4 full sentences in English

I want to go to splash and fun

I want to go to swim

I want to go to italy

I want to go to see alot oft.v.

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Jien nixtieq immur il-''fun park''

Jien nixtieq nieħu ħafna granita.

Question B: When student was asked to write 4 full sentences in English

Iwish to go to the fun park.

I wish to eat a lot of granitas.

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

insiefer, ngħum, nilgħab u nogħqod mal-family.

Question B: When student was asked to write 4 full sentences in English

swimming, playing, spend with my family and abroad

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq nom.

Jien nixtieq nieħu ġelat kuljum.

Jien nixtieq immur il-baħar.

Jien nixtieq inkun mal-familja tiegħi.

Question B: When student was asked to write 4 full sentences in English

I wish i go swimming

## Appendix E

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I wish i can have an ice- cream all the time.

I wish i can go to the beach.

I wish i can be with my family.

Question A : When student was asked to write 4 full sentences in Maltese

I like to go swimming.

I like to go to Chadwick lakes

I like to go to Ghar Dalam.

Question B: When student was asked to write 4 full sentences in English

Inhobb immur Rabat.

Inhobb immur ‘petting farm’

Question A : When student was asked to write 4 full sentences in Maltese

Jien immur nom

Imur qalb il-kugin

Immur Ta’ Qali

Imur Splash and fun

Question B: When student was asked to write 4 full sentences in English

I go to swim

Imur qand il-cugin

I go to Ta’ Qali

I go to Splash and fun

Question A : When student was asked to write 4 full sentences in Maltese

jien nixtieq immoru sa L-Italja

immor man nannu ghawdex.

Question B: When student was asked to write 4 full sentences in English

I want to go ti Itilj

I go with my grendperents

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

I whould like to swim and dive in a pool

I m going to fly to a city its disnyland

I whould like to go sleep at my neber

I whould like to hang out with my buddy

Question B: When student was asked to write 4 full sentences in English

ina nixtieq imur namuw u noz fil pool

Ina nixtiq ster samur dislyland

Ina nixtieq imurnorqod u nilab

Ina nixtieq imur ant il habib tieq

Question A : When student was asked to write 4 full sentences in Maltese

nomm

nilghab bir-rammel

ġelat.

Fuq id-dajsa.

Question B: When student was asked to write 4 full sentences in English

Nomm

simming

play wit he sand.

icecream

go on bout.

Question A : When student was asked to write 4 full sentences in Maltese

Aħna sejrjn il-farmhouse.

Aħna ngħumu.

Immorru fil pools

Imorru lukanda.



## Appendix E

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Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Immur hdejn il-baħar.

Niekol xi dish favourite.

Immur inżur qraba.

U nieħu ħsieb il-kelb.

Question B: When student was asked to write 4 full sentences in English

I go near the sea.

I eat my favourite dish.

I go and visit my najbers.

And take care of my dog.

Question A : When student was asked to write 4 full sentences in Maltese

insiefer

norqod mal ħbieb

nara films

nqum

Question B: When student was asked to write 4 full sentences in English

fly

sleep with my friends

swim

see films

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

newm

nighab

insifer

Question B: When student was asked to write 4 full sentences in English (only 2)

## Appendix E

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swim

play

Question A : When student was asked to write 4 full sentences in Maltese

Imir Londra

nara il-kuġini mill-Amerka

nagħmel party

imur splash and fun

Question B: When student was asked to write 4 full sentences in English

Go to London

Meet my cousins from America

Make a party

Go to splash and fun

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Nixtieq insiefer Franza

Nixtieq immur ngħum postijiet differenti.

Jkolli ħin biex nistudja u nilgħab.

Question B: When student was asked to write 4 full sentences in English

I wish to fly in a plane in France

I wish I go to swim in many different places.

Have a chance to study and play

Question A : When student was asked to write 4 full sentences in Maltese

nilgħab

nara it-T.V.

naqra

newm

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

watch T.V.

play

reading

swimming

Question A : When student was asked to write 4 full sentences in Maltese

nghin lill-missieri.

nagħmel il-ġaġġeg għall-animali

naqra

ngħum

Question B: When student was asked to write 4 full sentences in English

read

swim

help my father

make many

Question A : When student was asked to write 4 full sentences in Maltese

Immur l-‘splash and fun’

Insiefer

Nagħmel xogħol vlontarju

Nara film

Question B: When student was asked to write 4 full sentences in English

Go to the Splash and fun

Go abroad

Do voluntary work

Watch a film

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese (only 3)

nohrog mal-ħbieb

immur il-baħar

immur għand in-nanna

Question B: When student was asked to write 4 full sentences in English

go out with my friends

go to the beach

go to grandma

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

nilgħab

nikol ġelat

Immur il-bandli

Play

eat ice cream

Go to the playing field

Question A : When student was asked to write 4 full sentences in Maltese

nsiefer imur Disney land

imur L-isplash and fun

niekol il-ġelati

nsiefer L-Australja.

Question B: When student was asked to write 4 full sentences in English

I want to go to Disney land

I want to go to splash and fun

eat ice-creams

I want to go to Australia.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

## Appendix E

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Nistudja

Immur il-baħar

Immur Londra

Question B: When student was asked to write 4 full sentences in English

Study

I go to the beach

I go to London

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Jien nixtieq immur il-baħar

Jien nixtieq insiefer

Question B: When student was asked to write 4 full sentences in English

I wish I could go to the beach

I wish to go abroad

Question A : When student was asked to write 4 full sentences in Maltese

Jien immurr il-baħar

Nistudja xi ftit

Gelatti

Bowling

Question B: When student was asked to write 4 full sentences in English

Go to the beach

Study a little

Ice-cream's

Bowling

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur Spanja

Nixtri l-mowbajl

## Appendix E

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Nixtri l-gittara

Nixtri l-kelb

Question B: When student was asked to write 4 full sentences in English

To go to Spain

To buy my mowbajl

To buy the electric guitar

To buy a dog

Question A : When student was asked to write 4 full sentences in Maltese ( only 2)

Niextieq insiefer

Niextieq immurr akta Malta ta' Spiss

Question B: When student was asked to write 4 full sentences in English (only 1)

I want to go abroad

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Immur splash and fun u nirkeb ir-rajd il-ġodda

Insiefer

immur tlett ijiem fuq dajsa

Question B: When student was asked to write 4 full sentences in English

I will go to splash and fun and I will go on the new rides.

Go on a Haliday

I will go three days on a boat

Question A : When student was asked to write 4 full sentences in Maltese

ngħum

niekol il-ġelati

nsiefer

nilgħab

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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swim

eat ice-creams

abroad

play

Question A : When student was asked to write 4 full sentences in Maltese

naqra

nghum

insifer

norqod

Question B: When student was asked to write 4 full sentences in English

read

swim

go abroad

sleep

Question A : When student was asked to write 4 full sentences in Maltese

nistad

nispara lil-ħut

Immur niekol fir-Restaurant

Immur l-Banbinkais

Question B: When student was asked to write 4 full sentences in English

fishing

shot the fish

go to the Restaurant

go to the Banbinkais

Question A : When student was asked to write 4 full sentences in Maltese

nghum

## Appendix E

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niekol il-gilati

nilgħab

naqra

Question B: When student was asked to write 4 full sentences in English

swimming

eating ice-creams

playing

reading

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

nixtieq li insuq iz-ziemel

Question B: When student was asked to write 4 full sentences in English

i want to ride

Question A : When student was asked to write 4 full sentences in Maltese

nixtri play station

ngħum

niekol

norqod

Question B: When student was asked to write 4 full sentences in English

buy a play station

swim

eat

sleep

Question A : When student was asked to write 4 full sentences in Maltese

St Monica

Immur il-Baħar

Norqod tard

Inqum tard



## Appendix E

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Nistudja

Question B: When student was asked to write 4 full sentences in English

Go to the beach

sleep late

wake up late

study

Question A : When student was asked to write 4 full sentences in Maltese

ngħum fil-bahar

nmur l-iskola tas-sajf

nmur picknick

nsiefer

Question B: When student was asked to write 4 full sentences in English

I swim in the sea

I go to summer school

I go to a picknick

I go abroad

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Inkun fil ħanut tan-nannu

Nistudja

Question B: When student was asked to write 4 full sentences in English

I'll be in a shop of my grampa

I study

Question A : When student was asked to write 4 full sentences in Maltese

naqra

nistudja

nugħm

## Appendix E

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immur go lukanda

Question B: When student was asked to write 4 full sentences in English

read

study

swimming

go to a hotel

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Immur noġhom

Norqod għand in-nanna

Question B: When student was asked to write 4 full sentences in English

Go swimming

Have a sleepover at my grandmother

Question A : When student was asked to write 4 full sentences in Maltese

Jien rrid naghmel xi 'fashions'.

Jien rrid immur il-baħar.

Il-ġerru se jitlaq sena

Għandi birthday u jien rrid il-mama' biex immur għal vaganza

Question B: When student was asked to write 4 full sentences in English (only 2)

go on a holiday

have my birth day party

Question A : When student was asked to write 4 full sentences in Maltese

naqra iktar

noħroġ

noqgħod insajjar mal-mama'

immur il-baħar.

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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read more

go out

cook with my mum.

go to the beach.

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq nsajjar.

Immur il-baħar

nistudja

naqra ftit

Question B: When student was asked to write 4 full sentences in English

Read more

Cook with mum.

study.

Go and swim at the beach

Question A : When student was asked to write 4 full sentences in Maltese

Imorru Gozo

Imorru dawra bid-dagħjsa tagħna

Imorru 'camping' Kemmuna

Nagħmel castel tar-ramel kbir

Question B: When student was asked to write 4 full sentences in English

We go to Gozo

We go on a boatripe with our boat

We go camping in Comino

I do a big sand casle

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum ġo pixxina.

## Appendix E

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Immur Sqalija.

immr picnic

Immur nara concert ta' One Direction

Question B: When student was asked to write 4 full sentences in English

Immur il-pixxina

Immur picnic

Immur għand il-ħbieb

Immur Sweeden

Question B: When student was asked to write 4 full sentences in English

I go to the pool

I go to picnic's

I go to my friends

I go to Sweeden

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq mmur il-baħar

Immur fuq boat trip

Immur għawdex

Immur Summer School

Question B: When student was asked to write 4 full sentences in English

I want to go to the sea

I go on a boat trip

I go Gozo

I go Summer School

Question A : When student was asked to write 4 full sentences in Maltese

niekol il-ġelat

insifer

Immur il-baħar

## Appendix E

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immur Lis-Iskola tas-sajf

Question B: When student was asked to write 4 full sentences in English

eat icecream

I want to go abroad

go to the beach

I go to Summer School

Question A : When student was asked to write 4 full sentences in Maltese

Imurr il-baħar

Skola tas-sajf

Insiefer

Imurr il-baħar ma ħabieba

Question B: When student was asked to write 4 full sentences in English

Go swimming

Summer School

abroad

Go swimming with a friend

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq nidhol ġo ħafna plays.

Jien nixtieq immur Franza.

Jien nixtieq immur ngħom.

Jien nixtieq nikol ħafna ġelati

Question B: When student was asked to write 4 full sentences in English

In Summer I want to take part in alot of plays

In Summer I want to go to France.

In Summer I want to swim.

In Summer I want to eat a lot of ice-cream.

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Immur picnic mal-familja.

insifer

immur nowm

sleepover.

Question B: When student was asked to write 4 full sentences in English

I go picnic with my family

I go to a trip

I go swimming

I go to sleepover

Question A : When student was asked to write 4 full sentences in Maltese

nistudja għall-ghaliema

immur skola tas-sajf

nistudja

naqra

Question B: When student was asked to write 4 full sentences in English

to the beach

studying

reading

going out

Question A : When student was asked to write 4 full sentences in Maltese

nodos fil-pool

insiefer Londra

nistieden lill-ħbieb id-dar

nara film

Question B: When student was asked to write 4 full sentences in English

dive in the pool

## Appendix E

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go abroad to London

I invite my friends to my home.

I see a film

Question A : When student was asked to write 4 full sentences in Maltese

Jiena nixtieq immur il-baħar

immur go lukanda

naqra

noħroġ mal-ġenituri

Question B: When student was asked to write 4 full sentences in English

go to the beach

go to a hotel

read

go with my parents

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Immur vaganza

Immur splash and fun.

Question B: When student was asked to write 4 full sentences in English

I go to a holiday

I go to splash and fun.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Immur il-pool

Immur Kamping mal-ħabiba

Immur l-iskola tas-saf

Question B: When student was asked to write 4 full sentences in English

I go to the pool

I go camping with my friend

## Appendix E

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I go to summer school

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Imurr swimming

Vaġanza

Dar ġdida

Question B: When student was asked to write 4 full sentences in English

Imurr swimming

Vaganza

New Home

Question A : When student was asked to write 4 full sentences in Maltese

Immur fuq Cruise

holiday

Splash in fun

Question B: When student was asked to write 4 full sentences in English

goin on a Cruise

holiday

Splash and fun

Question A : When student was asked to write 4 full sentences in Maltese

Insiefer

naughm

naqra

nixxemex

Question B: When student was asked to write 4 full sentences in English

Go abroad

go swimming



## Appendix E

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read

studi

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

nsiefer

lukanda

bahar

Question B: When student was asked to write 4 full sentences in English

abroad

hotel

sea

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

immur il-baħar

insiefer

nistudja

Question B: When student was asked to write 4 full sentences in English

sea

aboard

bbq

study

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

nogħm

nilgħab

naqra

Question B: When student was asked to write 4 full sentences in English

swim

play

## Appendix E

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read

Question A : When student was asked to write 4 full sentences in Maltese

Nmur splash n' fun

Niltaqa' mal-ħbieb

Il-Birthday party

Nistudja

Question B: When student was asked to write 4 full sentences in English

Go to Splash 'n' fun

Meeting with my friends

My birthday party

study

Question A : When student was asked to write 4 full sentences in Maltese

Immur Franza

Immur newm

Immur għand ħabibti

water fight mal-Kuġini

Question B: When student was asked to write 4 full sentences in English

go to France

go swimming

go to my friend

water fight with my cousins

Question A : When student was asked to write 4 full sentences in Maltese

Ngħum fil-baħar/pool

Party tal-birthday.

Niltaqa ma xi ħbieb

ingib fenek

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

swim in a pool and in the sea.

do a party for my birthday

meet my friends.

get a bunny.

Question A : When student was asked to write 4 full sentences in Maltese

Jien noġhom fil-baħar mal-ġenituri jew hbieb

Jien immur f'xi picnic u nilgħab ma' shabi

Niekol hafna ġellat tajjeb

Immur nirkeb żwiemel

Question B: When student was asked to write 4 full sentences in English

I swim in the sea with my parents or friends

I go to a picnic and play with friends.

I eat a lot of ice cream

I ride horses

Question A : When student was asked to write 4 full sentences in Maltese

noqod naqbeż fil baħar f'nofs il-lejl

naqra hdejn il-baħar

noqod nirkeb lid-debba tiegħi

naqbeż iktar min 60cm (high jump)

Question B: When student was asked to write 4 full sentences in English

jump at midnight in the sea.

read near the sea.

ride my mare

I jump more than 60cm.

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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Nistudja biex nipprepara għal year six.

Nieħu gost mal-ħbieb u l-kuġini.

Naqra.

Immur lezzjonijiet ta' għawm u gymnastics

Question B: When student was asked to write 4 full sentences in English

Study to prepare for year six

Have fun with my friends and cousins

Read.

Go to swimming lessons and gymnastics

Question A : When student was asked to write 4 full sentences in Maltese

nixtieq niċelebra l-eluq snini.

nixtieq insiefer.

nixtieq nogħom.

nixtieq nilab mal ħbieb

Question B: When student was asked to write 4 full sentences in English

I want to celebrate my birthday

I want to go abroad

I want to swim

I want to play with my friends

Question A : When student was asked to write 4 full sentences in Maltese

nilgħab il-football

imur skola sajt

nixtieq insiefer Londra

nixtieq nara one Direction

Question B: When student was asked to write 4 full sentences in English

I wish to play soccer

go to summer school

## Appendix E

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I wish to see one Direction

I wish to go to London

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-sajf li gej irid ngoum.

irid nmur ‘‘Splash il-fun’’

irid nilabb l-iped

nixtieq nghalem lil-huhi kief tilghab bl-ipad

Question B: When student was asked to write 4 full sentences in English

This summer I want to go swimming.

I want to go to Splash and fun

I want to play with my I pad

I want to learn my brothers how to play on IPad

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtiq immur nom.

Jien nixtiq immur Sammer shchool

Jien nixtiq immur il-pool.

Jien nixtiq immur nitalem bil-ramel.

Question B: When student was asked to write 4 full sentences in English

I want to go swimming.

I want to to the sammer school

I want to in the pool

I want to play with sand.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar.

Jien nixtieq insifer fis-sajf

## Appendix E

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Jien nixtieq nilgħab ta ghalliem

Nalem lil hija il-basketball

Question B: When student was asked to write 4 full sentences in English

I go to the beach.

I want to go on abroad

I want to play a game of teacher

teach my brother how to play basketball

Question A : When student was asked to write 4 full sentences in Maltese

Jien sel hemmur nomm.

Jien sel hemmur insiefer

Jien sel hemmur sleepover

l-ħabib se jeġi li dar

Question B: When student was asked to write 4 full sentences in English

I am going to go swimming

I am going abroad

I am going to a sleepover

My best friend in came to my home.

Question A : When student was asked to write 4 full sentences in Maltese

nilab il-futbol

imur Ghawdex

imur il-baħar

insifer

Question B: When student was asked to write 4 full sentences in English

play footbow

go Gozo

go to the sea

travel

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Immur il-kruse

Immur nilgħab il voleball

Immur nomm

Question B: When student was asked to write 4 full sentences in English

go to the beach

go to cruise

go to play voleball

go to swim

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-sajf nixtieq immur ngħum

Jien nixtieq immur nixxemmex

nixtieq noħroġ mal-ħbieb

Nixtieq li jien u ħbiebi nagħmlu sleepover

Question B: When student was asked to write 4 full sentences in English

This summer I won't to go swim.

I want to go relaxing.

I want to go out with my friends.

I wish that me and my friend do sleepovers

Question A : When student was asked to write 4 full sentences in Maltese

imurnoqm

nikol gelat

nidni sand kasil

nishtiq insefer

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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go swimming

it iskrim

bild sand kasils

go e brod

Question A : When student was asked to write 4 full sentences in Maltese

Noghom

Nilgħab

Question B: When student was asked to write 4 full sentences in English none

Question A : When student was asked to write 4 full sentences in Maltese

jien nixteq inmur noghm

nikole gelat u nixre gelat

nixtri hafn affarejiet

nixteq insifer

Question B: When student was asked to write 4 full sentences in English

I wish to go and swimm

I want to eat and buy a lot of ice cream

I want to do a lot of things

I wish to go abroad.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar.

Insiefru

Ikolli sleepover

immur l-iskola tas-sajf.

Question B: When student was asked to write 4 full sentences in English

go to the beach

go abroad



## Appendix E

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Have a Sleepover

go to Summer School

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur vaganaza.

Nixtieq immur ngħum kulljum.

Immur 'basketball'

Immur skola sajjf

Question B: When student was asked to write 4 full sentences in English

I wish to go on vacation

I wish to go swim everyday.

To go basketball.

To go summer school

Question A : When student was asked to write 4 full sentences in Maltese

tixtrili l-kotba kola ta Roald Dahl

nmur ngħum Ghawdex

insiefer immur nara One Direction

ikolli hafna affarjiet ta' 'One Direction'

Question B: When student was asked to write 4 full sentences in English

buy me a lot of books of Roald Dahl

go to swim in Gozo

I go abroad to see One direction

I have a lot of staff of One Direction

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq ngħum fil-pool.

Jien nixtieq immur nixxemmex fuq il-bahar.

Nixtieq nohrog ħbieb wahdi.

## Appendix E

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Jien niextieq ikolli festa ta eluq snini

Question B: When student was asked to write 4 full sentences in English

I want to go to the pool

I want to go sunbaiting on the beach

I want to go out with my friends a lown

I want to have a party for my birthday.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtiq Immuru il-baħar kuljum

Nixtiq insifer Lil-giltera

Imurr norqod għand il-kuġġin tiegħi

Li ma murx skola tas-sajm

Question B: When student was asked to write 4 full sentences in English

I wish I go the beack evry day

I wish I go abrode al Londen

I go sleep at my Kuzzin's

I do not go summer school

Question A : When student was asked to write 4 full sentences in Maltese

In sajf I want to go diving

In sajf jien go swimming

In sajf jien am going to get a kelb

In sajf jien going on a holiday

Question B: When student was asked to write 4 full sentences in English (only 1)

In summer I am going on a holiday

Question A : When student was asked to write 4 full sentences in Maltese  
St Francis

Jien nixtieq immur il baħar kuljum

Noqod insiefer is-sajf kollu

## Appendix E

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Immur għand Neil

Noqod immur nodos

Question B: When student was asked to write 4 full sentences in English

I wish to go to swim everyday.

I will go to

I will go to Neil

I go diving

Question A : When student was asked to write 4 full sentences in Maltese

Jien niextieq nowm kuljum.

niġhab kuljum.

Nintaqa mal-ħbieb kuljum

Niextiq immur il-baħar kuljum

Question B: When student was asked to write 4 full sentences in English

Go to the beach everyday

play everyday

play whit my friends everyday

go swimming everyday

Question A : When student was asked to write 4 full sentences in Maltese

Immur nom gol pool.

Immur nom il-baħar

Nintaqa mal-ħbieb ta oħti.

Għana kamra il-meliħa u mmorru norqdu hemm

Question B: When student was asked to write 4 full sentences in English

I go to swim in my pool.

I go to swim in the sea.

I meat my sister frends

We have a like a small hose and we go to sleep there

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Imur għand in-nanna.

Imur nughm.

Immur splesh and fun.

Nikol gelat tajjeb.

Question B: When student was asked to write 4 full sentences in English

I go to my grandma.

I go swimming.

I go to splesh and fun.

I eat a good ice-cream.

Question A : When student was asked to write 4 full sentences in Maltese

nirkeb Ferrari

nitrenja il-baħar

Nikol likbar gelat tad-dinja

insifer litalja

Question B: When student was asked to write 4 full sentences in English

trejn the sea

go to itтали

eat the biggest ice cream.

go on a Ferrari

Question A : When student was asked to write 4 full sentences in Maltese

Nistab għal-ħut.

Now mil-baħar.

Nihu ħsieb iż-zwiemel

Naqbeż min ħafna għoli.

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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Go fishing

swim at the sea

to check after horses

to jump from tall heights

Question A : When student was asked to write 4 full sentences in Maltese

norqod għand il-ħabib.

immur ngħum mall-ħabib

Jiegi għandi l-ħabib.

Nixtieq li nsiefer.

Question B: When student was asked to write 4 full sentences in English

go and sleep at my friend.

go and swim with my friend

he come 2 my house.

wishe I go 2 a place.

Question A : When student was asked to write 4 full sentences in Maltese

Immur 'splash and fun' ma' tal-familja.

Nixtieq li ngħaddi mil-Eżamijit.

Nixtieq li il papa jarma il pool il kbir.

Nixtieq li ma jikdmunix il-bram meta mmorru l-baħar

Question B: When student was asked to write 4 full sentences in English

I wish to go splash and fun with my family.

I wish to pass the exams.

I wish that my father set up our big pool

I wish that when we go at the beach a jelly fish want bite us.

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq ummr ngħum

## Appendix E

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Nixtieq naħsel l-art id-dar

Naqra ktieb

Immur Għawdex

Question B: When student was asked to write 4 full sentences in English

I want to go swimming.

I want to wash the floor of my house

read a book

I want to go to Gozo.

Question A : When student was asked to write 4 full sentences in Maltese

Jiena niextq nom

Jiena niextq nħusib il-pjanti

Jiena niextq nikol għaxga friska

Jiena niextq imur splex and fan

Question B: When student was asked to write 4 full sentences in English

I looke swim

I looke water the ples

I looke ikta seklim

I looke go in splex and fan

Question A : When student was asked to write 4 full sentences in Maltese

Immur nissurfja.

Immur sqalija bid-daghjsa.

Insiefer il-brasil.

Immur krus iehor.

Question B: When student was asked to write 4 full sentences in English

I will go surfing on the beach.

I will go to Sicily with our boat.

go to Brasil

## Appendix E

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go to another kruz.

Question A : When student was asked to write 4 full sentences in Maltese

imur nom

imur fuq id-daghajsa

imur nistad

nikol hafna frot tas-sajf

Question B: When student was asked to write 4 full sentences in English

go to swimming

go on the doat

go fishing

eat frou of sumer

Question A : When student was asked to write 4 full sentences in Maltese

Inmur fejn il-bahar.

Inmur nistad.

Niekol xi ġelat tajjeb.

Question B: When student was asked to write 4 full sentences in English

I go near the sea.

I go fishing

I'll eat a good ice cream

Question A : When student was asked to write 4 full sentences in Maltese

insefer

immur il-baħar

nara it-television

norqod

Question B: When student was asked to write 4 full sentences in English

go abrogt

## Appendix E

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go to sea

see tv

sleep

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Naqra il-kotba tal-Malti u l-Ingliż.

Nixtieq li nmur għawdex.

Immur fil-pooltanqa

Question B: When student was asked to write 4 full sentences in English

I read books with Maltese and English

I want to go to Gozo.

I want to go to my pool.

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf nixtieq immur il-baħar.

Nixtieq noqogħd id-dar u nilgħab

Nixtieq ukoll nuża ħafna l-laptop

Nixtieq ħafna li jkolli ħin biex nilgħab mal-kuġini

Question B: When student was asked to write 4 full sentences in English

This summer I would like to go swimming.

I would also stay at home and play.

I would also like to use my laptop frequently

Most of all I would like to play with my cousins.

Question A : When student was asked to write 4 full sentences in Maltese

ngħum

nara ħbiebi kuljum

mesax

ngħin lin-nanna biex it-tini flus bħal €5



## Appendix E

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Question B: When student was asked to write 4 full sentences in English

swim

see my friends everyday

mesax

help my grandmother

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Ngħum

Nixtieq li tmur tajjeb fil show

Nixtieq ngħum ma denfil

Question B: When student was asked to write 4 full sentences in English

Swim

I wish that my show will go well

I wish I swim with the dolphins.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

nilab mohhti

nicol il-gilat

nilbes il-Hwejjeg tas-sajf

Question B: When student was asked to write 4 full sentences in English

I go to swimm

play with my sister

eat ice cream

I dres of summer

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

Immur il-baħar

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I want to go to swim

Question A : When student was asked to write 4 full sentences in Maltese

Immur cruse

Immur ngħum

Insuq il-bamping cars

naħraq karozza

Question B: When student was asked to write 4 full sentences in English

I will go to a cruce

I will go swimming

I will drive the bumping cars

I will burn a car

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

Imur nogħom

Question B: When student was asked to write 4 full sentences in English

I will go swim everyday

Question A : When student was asked to write 4 full sentences in Maltese

jien dan is-sajf se naghmel nghom

jien dan is-sajf se immr norqod qad in-nanna

Question B: When student was asked to write 4 full sentences in English

I gonna go swimming in the pool

I gonna go grandma and sleep there

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

naqra hafna bl-inglis

## Appendix E

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Nghum hafna

Noħroġ hafna

Question B: When student was asked to write 4 full sentences in English

Read alot

swim alot

go out

Question A : When student was asked to write 4 full sentences in Maltese

Imur noghum

Insib il-ħbibbi dar

Imur nilab il-futbol

Nikol il-ġelati

Question B: When student was asked to write 4 full sentences in English

Go swimming

Bring my friends at home

Go play football

Eat ice creams

Question A : When student was asked to write 4 full sentences in Maltese

Immur nġum

Inġib l-ħbib dar

Nikampja ħdejn l-baħar

noqġhod niżfen

Question B: When student was asked to write 4 full sentences in English

Go swimming

Bring my friend home

Camping beside the sea

Dancing

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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ngħowm

ma nagħmel xejn

niekol balla ġelati

nixtieq insiefer

Question B: When student was asked to write 4 full sentences in English

swimming

I don't want to do anything

I will eat alot of ice-cream

I wish I go somewhere out of malta

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

ingib il-ħabib tiegħi d-dar

noħroġ

Question B: When student was asked to write 4 full sentences in English

get in my friend home.

go out

Question A : When student was asked to write 4 full sentences in Maltese

Jiena nixtieq immur ngħawm

Nixtieq niekol il-gelat

Immur Għawdex

Naqra

Question B: When student was asked to write 4 full sentences in English

I would like to go swimming

I would like to eat ice-cream

I go to Gozo

I read

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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ingib il-ħbieb jorqdu Ghandi

nislodi il koka bil-mentos.

Immur il-blue lagon

Imur ghawdex

Question B: When student was asked to write 4 full sentences in English

I bring my friends to sleep with me

I do an explosion with Coke and mentos

I go to the blue lagoon

I go Gozo

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar.

Nagħmel 'sleepover' mal-akbar ħbieb tiegħi

Insiefer Londra

Nagħmel 'party' tal-gheluq snini

Question B: When student was asked to write 4 full sentences in English

Go to the beach

Do a sleepover and invite all of my best friends.

I want to be abroad to London

I want to make a birthday party.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar.

noħorgu bħal-familja.

niekol il-ġelat

immur safra italja.

Question B: When student was asked to write 4 full sentences in English

go to the beach

go out with my family

## Appendix E

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eat an ice-cream

go on a holiday at Italy

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum

Immur Għawdex

Nixtri l-gear il-ġdid tal-Juve

Nixtri l-gear il-ġdid tal-keeper tal-Juve

Question B: When student was asked to write 4 full sentences in English

I want to go swimming

I want to go Gozo

I want to buy a Juventus kit

I want to buy a keeper Juventus kit

Question A : When student was asked to write 4 full sentences in Maltese

Sleepovers

ngħum

ngib il-ħbieb id-dar

Nilgħab ma ohti

Question B: When student was asked to write 4 full sentences in English

Sleepovers

Swimming

bring my friend at my house

playing with my sister

Question A : When student was asked to write 4 full sentences in Maltese

Immur Għawdex

Immur l-baħar

Li ommi u missieri jamluli karma.

## Appendix E

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Nixtieq li nikol swordfish

Question B: When student was asked to write 4 full sentences in English

I wish to go to Gozo

I wishto go to sea

I wish that I will have my room

I wish to eat a swordfish

Question A : When student was asked to write 4 full sentences in Maltese

Il kuġini tiegħi biex jiġu jorqdu Għandi

immorru farmhouse f'Għawdex

niekol hafna ġelati

nixtieq nara denfil

Question B: When student was asked to write 4 full sentences in English

My cousins come to my house and sleep.

Go to a farmhouse Gozo.

eat many ice-creams.

see a dolphin.

Question A : When student was asked to write 4 full sentences in Maltese

ngħum

Immur Summerschool

Nixtri 5 water ballons

Inxarrab lill-oħti ġol-gallarija bħala sorpriza

Question B: When student was asked to write 4 full sentences in English

Swim

Go to Summerschool

buy 5 water balloons

Make my sister wet as a surprise

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum

Immur id-dog park mal-cavalalier King Charles

Immur għal gol hotel għal 2 weeks.

niġhab.

Question B: When student was asked to write 4 full sentences in English

go swimming.

go to the dog park with my cavalier King Charles dog

go to a hotel for 2 weeks

Hav fun.

Question A : When student was asked to write 4 full sentences in Maltese

Jien ħan mur nowm

Jien inħobb noħrog

immorru bid-dghajsa

inzuq ir-rotta fil-kampanja

Question B: When student was asked to write 4 full sentences in English

I am going to swim

I like hrug

I want to go in our boat

I want to rite my up and down the hills

Question A : When student was asked to write 4 full sentences in Maltese

nirkeb ziemel

immur il-baħar.

immur ġo pool.

Immur nara lil ommi twelled l-isptar.

Question B: When student was asked to write 4 full sentences in English

horse wriding



## Appendix E

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go to the beach.

go in pool

go to the hospital with mum for birth

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sayf irid nowm fil-bahar.

Fis-sayf irid imur nistad.

Fis-sayf irid nikol hafna gelat

Fis-sayf irid noqod imur hafna postijien

Question B: When student was asked to write 4 full sentences in English

In summer I'wont to go swimming.

In summer I'wont to go fishing.

In summer I'wont to eat a lot of ice-cream

In summer I'wont to go to a lot of plases

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-bahar

Immur nistad

Noħroġ niekol xi ikla tajba

Immur għand in-nanna u n-nannu

Question B: When student was asked to write 4 full sentences in English

Go to the beach.

Go fishing.

Go and eat a good dinner.

Go tomy grandmother and grandfather.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-bahar

Immur il-privat

## Appendix E

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Immur L- Londra

Immur skola sajjf

Question B: When student was asked to write 4 full sentences in English

I would like to go to the sea.

I would like to go to privat lessons.

I would like to go to London.

I would like to go to summer school.

Question A : When student was asked to write 4 full sentences in Maltese

Nitghallem nsajar ma ommi.

Nitghallem nahsel l-art minn flok ommi.

Nitghallem nibordja ahjar.

Nitghallem iktar lil familja f'kollox.

Question B: When student was asked to write 4 full sentences in English

I Learn who to cook with my mother.

I learn who to wash the floor instead of my mother.

I learn to sail better

I Help more the family in everything

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf has-siefru

Niextiq nixtri hafna kotba mil-Italja

Niextiq naqad il-kotba ta Thea Stilton

Niextiq imur nowm ta spiss

Question B: When student was asked to write 4 full sentences in English

In-summer im going on a holiday

I wish that I buy all the books of thea stilton

I wish that i buy a lot of books from Italy.

I wish that i go swimming alot.

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Niextiq imur il-baħar

Niextiq imur il-bandli

Nieħu ħsib lil ħija

Question B: When student was asked to write 4 full sentences in English

I wish to go to swim

I wish to go to the fun park

i wish to take care of my brother

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Nixtieq Nghom

Nixtieq Niccallebra

BBQ Nixtieq nagħmel Barbeque

Question B: When student was asked to write 4 full sentences in English

I want to go swimming

I want to celebrate.

I want to do barbeque.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Jiena ħa mur imur ngħom

Jiena ħa mur wiekend brake

Jiena ħa mur insifer Londin

Question B: When student was asked to write 4 full sentences in English

I em going to swim

I em going to go to a wikend brake

I em going for a brod

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-sajf li gejj ham gawdih

## Appendix E

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Dan is-sajf li gejj han nmur noghm

Dan is-sajf li gejj ham murr Ghawdex

Dan is-sajf li gejj han nikol gilat

Question B: When student was asked to write 4 full sentences in English

In-summer I am going to have fun

In-summer I am going to swim

In-summer I am going to gozo

In-summer I am going to eat ice-cream

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum fil-baħar.

Naqra xi ftit kotba.

Immur nara ż-żwiemel

Immur sal-bajja

Question B: When student was asked to write 4 full sentences in English

I go swimming to the sea.

I read some books

I go to see horses

I go to the sea

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

naqra

immur il-baħar

nilghab ma huti

Question B: When student was asked to write 4 full sentences in English

Immorru l-baħar

Sejra Sqallija

Immur il-pool

Nixemex

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I like to go to the sea

I am going to Sicilly

I like to go the pool

I want to sunbath

Question A : When student was asked to write 4 full sentences in Maltese

nghum

immur summer school

nilghab

nsiefer

Question B: When student was asked to write 4 full sentences in English

swim

go to summer school

play

vacation

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

inmur il-bahar

Question B: When student was asked to write 4 full sentences in English

I want to go to the sea

Question A : When student was asked to write 4 full sentences in Maltese

imorru l-bahar

niehdu gost

nilghab

imurr ghand iz-zija.

Question B: When student was asked to write 4 full sentences in English

go to the beach

## Appendix E

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have fun

play

go at my anti

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf nixtieq nowm

Fis-sajf nixtieq immur il-bahar

Nixtieq insifer

Immur nowm

Question B: When student was asked to write 4 full sentences in English

I like to go swimming

I want to go to the beach.

I want to go for a villages

I want to go swimming

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

nixtieq insiffer Londra

nixtieq ngħum ħafna

nixtieq ngħamlu festin

Question B: When student was asked to write 4 full sentences in English

I wish to fly to England.

I wish to swim alot.

I wish to have alot of parties

Question A : When student was asked to write 4 full sentences in Maltese

Imorru l-bahar

Niehdu gost

Nilgħab

Imurr għand iz-zija

## Appendix E

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Question B: When student was asked to write 4 full sentences in English go to the beach

Have fun

Play

Go at my unti

Question A : When student was asked to write 4 full sentences in Maltese

inmur l-bahar

Question B: When student was asked to write 4 full sentences in English

I go to the sea

Question A : When student was asked to write 4 full sentences in Maltese

Imur il-baħar

Nagħmlu il-pool

Barbique

Insiefer

Question B: When student was asked to write 4 full sentences in English

Go to the sea

We make the pool

Barbique

Insiefer

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

nqum

nixtieq insiefer

summer school

Question B: When student was asked to write 4 full sentences in English

my mum is going to have a baby

I like to go swimming

## Appendix E

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go summer school

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Im-morru lis-splees and fun

Aħna dejjem norqdu fuq id dghajsa

Question B: When student was asked to write 4 full sentences in English

We go to splash and fun

We always go to sleep on the boat

Question A : When student was asked to write 4 full sentences in Maltese

Im-murr il-baħar

Nixtiq im-mur L-ingritera

Jien nixtieq jien in-morru għant il-ħabieba

nixtieq noqot fir-ramel

Question B: When student was asked to write 4 full sentences in English

I go to the beach

I wish I go inglend

I wish that I go to sleep at my friend hose

I wish I stend in the sand

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

in-morr il-sammershool

il-bahar

bokciking trama

Question B: When student was asked to write 4 full sentences in English

I go to SammerShool

I go to the bhec

I tran brama



## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq nagħmel dan is-sajf irrid nilgħab ma oħti

Immorru ngħumu

Immorru noħorġu mal-familja

Immur għand iz-zija

Question B: When student was asked to write 4 full sentences in English

I want to go this summer playing with my sister

Go swimming

Go outings with my family

Go to aunty

Question A : When student was asked to write 4 full sentences in Maltese

Immur Splash and fun.

Nagħmel l-irqad għand kuġinti.

Jiġu l-ħbieb id-dar tiegħi

imorru nixtru l-ħwejjeg

Question B: When student was asked to write 4 full sentences in English

I go to splash and fun

I go to a sleepover at my cousin's house

My friends come at my house

Me and my mum will go shopping together

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq nilab football

Imur summer school

Ng]amel (beadig)

(crosstich)

Question B: When student was asked to write 4 full sentences in English

I want to play football.

## Appendix E

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To go summer school

Do (beading)

(crossstich)

Question A : When student was asked to write 4 full sentences in Maltese

imur xi water park sabiħ

nintaqa ma hbieb

xi kultant nistudija

imur qand il-hbieb

Question B: When student was asked to write 4 full sentences in English

I go to a pretty water park

meet my friends

I study a bit

I go to my friends hose

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur f'hotel f'dan is-sajf

Nixtieq immur nowm

Nixtieq naqla loghba

Nixtieq hafna gellati

Question B: When student was asked to write 4 full sentences in English

I want to go to a hotel at this summer.

I want to go swimming

I want to get a game

I want lots of ice-creams

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur Ghawdex.

Nixtieq niekol ġelat.

## Appendix E

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Irrid immur norqod għand il-ħbieb.

Ser immur il-baħar.

Question B: When student was asked to write 4 full sentences in English

I want to go to Gozo.

I want to eat an Ice-cream.

I want to go at a sleepover at my friends house.

I am going to swim.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq ngħom fil-baħar.

Nixtieq nagħmel xi 'crafts'.

Ngħin lil ommi fix-xogħol tad-dar.

Nilgħab mal-kelba u ma' oħti

Question B: When student was asked to write 4 full sentences in English

I wish to go to swim.

I wish to make some crafts.

I help my mum of the work of home

play with my dog and with my sister

Question A : When student was asked to write 4 full sentences in Maltese

nixtieq insiefer.

Narma il pool

mmur is-summer school

ngħin lilz zija bħala sasegirl

Question B: When student was asked to write 4 full sentences in English

I wish to go on holiday.

Build our pool.

I wish to go to summer shool

help my untie as a sasegirl

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Immur il-Baġar

Nilagħb mal-kugini

Immur Hotel (seabank)

Naqta xagħari qasir hafna hafna

Question B: When student was asked to write 4 full sentences in English

Go swimming

Play with my cousins

Go to the seabank hotel

Cut my hair very very short

Question A : When student was asked to write 4 full sentences in Maltese

nixtieq immur ngħm

nixtieq immur Parigi

nixtiq immur nixtri

nixtieq immur nilgħab ma' sġabi

Question B: When student was asked to write 4 full sentences in English

I would like to go swimming

I would like to go to Paris

I would like to go shopping

I would like to go play with my friends

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum

lezzjonijiet tal-Arti

Skola sajf.

Nintaqa ma sħabi.

Question B: When student was asked to write 4 full sentences in English

Go to swim.

## Appendix E

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Go to lessons about art.

Go to summer school.

Meet with my school friends.

Question A : When student was asked to write 4 full sentences in Maltese

Ingawdi il-holidays.

Immur għat-nanna

Immur ukoll il-baħar.

Inhobb ħafna il-baħar.

Question B: When student was asked to write 4 full sentences in English

I want to go for a walk.

I like the sea.

I like the hot sun.

I want to go swimming.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Immur għand in-nanna

Nilab

Naqra

Question B: When student was asked to write 4 full sentences in English

Go to the beach

Visit grandma

Play

Read

Question A : When student was asked to write 4 full sentences in Maltese

Immur skola sajjf

## Appendix E

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Immur il-baħar

Nżur il-kuġini

Nżur in-nanniet u zijiet

Question B: When student was asked to write 4 full sentences in English

I go to summer school

Go to the beach

visit my cousins

I visit my grandma and my aunts

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

imur il baħar

noħroġ

naqra

Question B: When student was asked to write 4 full sentences in English

I go at the sea

I go out

And I rid

Question A : When student was asked to write 4 full sentences in Maltese

Inġib lil šhabi d-dar tiegħi.

Immur il-baħar.

Noħroġ ħarga.

Niekol ġelat

Question B: When student was asked to write 4 full sentences in English

I get my friends at home.

Go swimming.

Go out.

Eat an ice-cream.

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

nowm fil-pool.

immur Summer skhool

nilghab ma oħti

naqra

Question B: When student was asked to write 4 full sentences in English

I swim in the pool

I go to the summer school

I play whit my Sister

read

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-sajf nixtieq immur il-baħar.

immur nilghab ma oħti.

Noqgġod immur mixja.

nilghab ma shabi.

Question B: When student was asked to write 4 full sentences in English

This summer I like to go to the sea.

go play with my sister.

I go for a walk.

play with my friends

Question A : When student was asked to write 4 full sentences in Maltese

Naqra iktar kotba ta Geromino

imur nowm smiss.

immur il-flet ta' oħti.

Nalem il-klied iż-żar.

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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Read mor book og Geromino

go swimig frekwinth.

go to my sisters flet

tich my puppies

Question A : When student was asked to write 4 full sentences in Maltese

immur splash and fun

imur gand shabi

insifer

imur noghm

Question B: When student was asked to write 4 full sentences in English

go to splash and fun

go sleepover with my friends

go on a broad

go swimming

Question A : When student was asked to write 4 full sentences in Maltese

Immur scola sajf

Insiefer l-Engirterra

Nohrog ma shabi

Immur il-pixxina

Question B: When student was asked to write 4 full sentences in English

Go to Sumer school

fly to England

Go out with my friends

Go to a pool

Question A : When student was asked to write 4 full sentences in Maltese

Inkanta fuq ir Rai



## Appendix E

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Immur il-Kroatia

nghum

ngib il-hbieb jorqdu ghandi

Question B: When student was asked to write 4 full sentences in English

Sing on Rai

Go to Croatia

Swim

have a sleepover

Question A : When student was asked to write 4 full sentences in Maltese

Ha insiefer

Immur il-bandli

Immur il-baħar

Ha immur skola sajf

Question B: When student was asked to write 4 full sentences in English

Am going to be abroad

Am going to go to the swings

Am going to go to the beach

Am going to go to Summer School

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur l-Ingilterra

Nixtiq immur nogħom

Jien nixtieq naqra.

Jien ħan mur Skola Sajf.

Question B: When student was asked to write 4 full sentences in English

I would like to go to England.

I would like to go swimming.

I would enjoy reading.

## Appendix E

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I will go to Summer School

Question A : When student was asked to write 4 full sentences in Maltese

I gol –xamer gozo

Shere play with nzd

Simming

selly

Question B: When student was asked to write 4 full sentences in English

I go simm

I pley

I eat

I rerex

Question A : When student was asked to write 4 full sentences in Maltese

jien nixtieq noghm

jien nixtiq nilghab mal kuġini

jien nixtiq naqra

jien nixtieq noħroġ

Question B: When student was asked to write 4 full sentences in English

I wish swim

I wish to play with my cousins

I wish I read

I wish I go out

Question A : When student was asked to write 4 full sentences in Maltese

I'd like to go to three hotels

I'd like to swim

I'd like to watch some T.V.

I'd like to cook

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

Jiena itid imur f'tlet lukandi

Jiena irid imur nogħm

Jiena irid nara t-televishion.

Jiena irid insajjar

Question A : When student was asked to write 4 full sentences in Maltese

in sifer

il-baħar

imur ant in-nanna

nistudya

Question B: When student was asked to write 4 full sentences in English

I go eprode

I go to the beach

I eat ice cream

and study

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq noqghod nilgħab

Nogħqod nistudja

Insifer Gozo

Biex Nara il-ħabiba tighie

Question B: When student was asked to write 4 full sentences in English

I will play

I will go to Gozo

I will meet my friend

I will study hard

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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Is –sajf irrid immur l-splash u fun.

Irrid imur nilgħab futbol.

Question B: When student was asked to write 4 full sentences in English

In Summer I would like to go to Splash and fun.

I want to go camping.

I want to go on my boat.

I would like to play soccer

Question A : When student was asked to write 4 full sentences in Maltese

Inhobb immur il-bahar.

Immur Picnic.

Immur naqbad il-ħut.

Niekol il-Ġelati.

Question B: When student was asked to write 4 full sentences in English

Go to the Beach.

Go on a picnic.

Go fishing.

Have an ice cream.

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf jien nixtieq immur ngħum.

Fis-sajf nixtieq niltaqa mal-ħbieb.

Fis-sajf nixtieq nagħmel barbikju mal-familja

Fis-sajf nixtieq naqra ktieb interressanti ħafna.

Question B: When student was asked to write 4 full sentences in English

In Summer I wish to go swimming.

In Summer I wish to meet my friends.

In Summer I wish to make a BBQ with my family.

## Appendix E

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In Summer I wish to read a very interesting book

Question A : When student was asked to write 4 full sentences in Maltese

Imur il bahar

Norqot qant il kujina

Ninta ma ħabbi

Namel BBQ

Question B: When student was asked to write 4 full sentences in English

go to the beach

sleep in my cazins haws

Miet my frend

Mayk a BBQ

Question A : When student was asked to write 4 full sentences in Maltese

Jien irrid nilgħab.

Nixtieq li mmur il-baħar

Nixtieq li naqra

Nixtieq li ma jkollix skola.

Question B: When student was asked to write 4 full sentences in English

I wil like to play.

I wish to go to the beach.

I wish to read.

I wish that I don't have school

Question A : When student was asked to write 4 full sentences in Maltese

Jiena fis-sajf inħob imur noum.

Jiena inħob nilab bara mal-ħbieb.

Inħob immur għand in-nanna.

## Appendix E

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Jien inħobb imur inpigi.

Question B: When student was asked to write 4 full sentences in English

In-sammer I like to go swimming.

I like to go playing with my friend.

I like to go and visit my grand parent

I like drawi.

Question A : When student was asked to write 4 full sentences in Maltese

nitiq inur mon

nlap na hibi

nhip rota

nihu got naltam

Question B: When student was asked to write 4 full sentences in English

I law snig

pllw nay fraz

phi natq baki

plla wit paltam

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

Immur il-baħar

Question B: When student was asked to write 4 full sentences in English

Read a nice book

go to the beach

like to play

study maths

Question A : When student was asked to write 4 full sentences in Maltese

toys

## Appendix E

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niġħab sky landers

football

swim

Question B: When student was asked to write 4 full sentences in English

toys

play skylanders

football

swim

Question A : When student was asked to write 4 full sentences in Maltese

nixtri mobile.

nixtri playstain

Imur sa Italja

Question B: When student was asked to write 4 full sentences in English

Bye a mobile.

Bye a playstain

Go to Itiali

Question A : When student was asked to write 4 full sentences in Maltese

Immur Il-baħar

Immorru Il-football

immorro shand i kusien

immorro nistad.

Question B: When student was asked to write 4 full sentences in English

I go to swim

I go to football

I go to my kusien

I go fishing with may dad.

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur l-għadira.

Jien nixtieq immur Taqali.

Jien nixtieq immur splash and fun.

Jien nixtieq immur nistad.

Question B: When student was asked to write 4 full sentences in English

I want to go to the beach

I want to go to family park

I want to go to splash and fun

I want to go catch fish

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur ngħum bajja ġdida.

Nixtieq immur nistad.

Nixtieq immur il-‘family Park’.

Nixtieq immur nitgħallem naqbeż għar-rasi.

Question B: When student was asked to write 4 full sentences in English

I want to swim in a new bay

I want to go fishing

I want to the family park.

I want to learn to jump for my head

Question A : When student was asked to write 4 full sentences in Maltese

jili rit imur nowm u nikol il gelat

naqra bil malit

so and so

nixtri il kotba

Question B: When student was asked to write 4 full sentences in English

gow swimming and eat a ie crean



## Appendix E

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Read in English

so and so

baj books

Question A : When student was asked to write 4 full sentences in Maltese

Imurr il-baħar

Insifer l-Spanja

Imurr barbekju

ni-sajad

Question B: When student was asked to write 4 full sentences in English

going to the beach

abrod to Spain

going to borbekyus

fishing

Question A : When student was asked to write 4 full sentences in Maltese

Immur l-baħar

imur Englang

go and get a presant

get a toy

Question B: When student was asked to write 4 full sentences in English

I go to the beach

I catch a fish

I go to England

get a toy

Question A : When student was asked to write 4 full sentences in Maltese

nistad

skylander

## Appendix E

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swim

niġhab ma odie

Question B: When student was asked to write 4 full sentences in English

swiming

Qawra

fishing

Question A : When student was asked to write 4 full sentences in Maltese

Jien irrid insifer dan is-sajf.

Nixtieq immur l-Una Park.

Nixtieq immur norqod go għalqa.

Jien irrid immur ngħum

Question B: When student was asked to write 4 full sentences in English

I want to go abroad this summer

I want to go to Una Park

I want to go camping

I want to go swimming

Question A : When student was asked to write 4 full sentences in Maltese (not done)

Question B: When student was asked to write 4 full sentences in English

swiming in my pool

going on my boat

go abroad

play with my family

Question A : When student was asked to write 4 full sentences in Maltese

Nara l-hbieb

Imur il-baħar

Nistudja

## Appendix E

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Nagħmel BBQ

Question B: When student was asked to write 4 full sentences in English

meet my friends

Go to the beach

Study

Do a BBQ

Question A : When student was asked to write 4 full sentences in Maltese

btom

taptil hax

Question B: When student was asked to write 4 full sentences in English

Sim

linapa Pisix

fing

lilap

Question A : When student was asked to write 4 full sentences in Maltese

nilgħab l-futbol.

insifer

nghum

nghin

Question B: When student was asked to write 4 full sentences in English

play football

go abroad

swim

help

Question A : When student was asked to write 4 full sentences in Maltese

Immur Ghawdex

## Appendix E

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Immur nogħom

Inżur lil-kuġin

Immur x'imkien b'dagħajsa

Question B: When student was asked to write 4 full sentences in English

I go to Gozo

I go swimming

visit my cousin

go somewhere with a boat

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur fuq vapur

Nieħu gost immur ``camping``

Inmur maz-zija

Noqgħod Ghawdex għal ġimgħa

Question B: When student was asked to write 4 full sentences in English

I wish to go on a boat

I would like to go camping

I go with my aunty

I stay in Gozo for a week

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf irrid li immur L-Italja

F'Italja rrid li mmur niskidja

Jien irrid li ingib il-firma tal-``player`` li nħobb l-iktar

nara logħba tal-tim favorit tiegħi

Question B: When student was asked to write 4 full sentences in English

In summer I would want to go to Italy

In Italy I would like to ski

I would like to get the signature of my favourite player in Italy

## Appendix E

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I see a game of my favorite football team

Question A : When student was asked to write 4 full sentences in Maltese

Is-Sajf li ġej jien se mur nistast

Is-Sajf li ġej se mur noddos

Is-Sajf li ġej se mur dawra bir-rotta għall l-ewwel darba

Is-Sajf li ġej nixtieq li immur go klabb ta' natura

Question B: When student was asked to write 4 full sentences in English

The next Sammer I'm going to go fishing

The next Sammer I'm going to go diving

The next Sammer I'm going to ride my bike for the first time

The next Sammer I'm going to join a club of nature

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

irrid immur il –baħar

irrid insiefer

Niekol il-ġelati

Question B: When student was asked to write 4 full sentences in English

go Abroad

go to swim

eat ice-cream

Question A : When student was asked to write 4 full sentences in Maltese

Irrid immur il-baħar.

Irrid insiefer.

Irrid niekol likbar Ġelat fid-dinja

Niekol il-ħut

Question B: When student was asked to write 4 full sentences in English

I want to swim

I want to go abrouth

## Appendix E

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I want to eat the biggest Ice-cream in the world

I want to eat fish.

Question A : When student was asked to write 4 full sentences in Maltese.

Insiefer

Immur il-baħar.

Niċċelebraw il-‘birthday’ t’ommi.

Immorru f’5 Star Hotel.

Question B: When student was asked to write 4 full sentences in English

Going abroad.

Go to the beach.

We celebrate my mothers’ birthday.

We go to a 5 Star Hotel.

Question A : When student was asked to write 4 full sentences in Maltese

Is-sajf li gejj sejer il-baħar

Jien ħamur l-italja Milan

Jien imur nistudja fl-isnow

Jien niħu l-ġelat.

Question B: When student was asked to write 4 full sentences in English

The next summer I am going diving

I am going to Italy Milan.

I am going skiing in the snow

I am going to have an Ice-cream.

Question A : When student was asked to write 4 full sentences in Maltese

inpanji

Namel Kastell

## Appendix E

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nom fil-baħar

naqra kotba

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

go and catch a shark on a croos

make a fishing rod

I catch baby shells

Question B: When student was asked to write 4 full sentences in English

Naqbad great white

Nagħmel qasba

Naqbad Bebbux tal-ilma

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Imur Ir-Russia

Imur nom

Question B: When student was asked to write 4 full sentences in English

Go to Russia

Go to swim

Question A : When student was asked to write 4 full sentences in Maltese

Naqbad shark

naqbad bellana

Naqbad ħuta kbira

Naqbad the sea monster that everyone is talking about

Question B: When student was asked to write 4 full sentences in English

to swimming

Go Awstralia

Go to a cruz

## Appendix E

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Go on my nannu's boat and get a shark

Question A : When student was asked to write 4 full sentences in Maltese

Jien inrid immur insifer L-Spanja

imur noghom

Nara il-kuġini

Nilgħab mal ħabib Isacc Rizzo

Question B: When student was asked to write 4 full sentences in English

I would like to go abroad to Spain

I go and swim

I go and see my Cousin

I would like to play with my friend Isacc Rizzo

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Irid insifer

Irid immur cruise.

Irid niekol l-ikbar gelat fid dinja.

Question B: When student was asked to write 4 full sentences in English

I want to go abroad

I want to go on cruise.

I want to eat the biggest Ice-cream in the world

Question A : When student was asked to write 4 full sentences in Maltese

nghom

nagbes

narmi il-gebel

partis

Question B: When student was asked to write 4 full sentences in English

swim



## Appendix E

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janping

trowing roks

partis

Question A : When student was asked to write 4 full sentences in Maltese

meta jig is-sajf irid imur l-ingretera

Ubad imur niekol ġelat.

Jew imur bil rota.

Jew imorru nieklu barra ma genituri

Question B: When student was asked to write 4 full sentences in English

Next summer I want to go to london

Dan to eat a ice cream.

Or I go with my bicycle.

Or I go eat with my parents.

Question A : When student was asked to write 4 full sentences in Maltese

Jiena imur il-baħar.

Jiena w miesiri imaru Għawdex u naraw lil nanu u nana

il-familja tiejej u jiena namlu BBQ

Insifer lamerica w nerga imur krużż.

Question B: When student was asked to write 4 full sentences in English

I go to sea

I andmy dad go to ghawdex and sea my grand parents

my family and I do a BBq

I and my family travel to emerk and go on a Kruzz

Question A : When student was asked to write 4 full sentences in Maltese

Immur nsiefer

Namel l-arti

## Appendix E

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Immur nogħom

Immur Għawdex

Question B: When student was asked to write 4 full sentences in English

I go abbrod

I do art

I go swimming

I go to Gozo

Question A : When student was asked to write 4 full sentences in Maltese

inur nom

inur legolead

rilas

inur il-bandli

Question B: When student was asked to write 4 full sentences in English

I go swimming

I go legolead

I rilas

Io go pac

Question A : When student was asked to write 4 full sentences in Maltese

Immur il pool

insuq karozza

nixtri dar ġdid

insuq ajruplan

Question B: When student was asked to write 4 full sentences in English

I go to the pool

I drive a car

Buy a new home

Fly an airplane

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Jienn'ghawm

Jien nilghlab

Jiennigri

Jiennimxi

Question B: When student was asked to write 4 full sentences in English

I swim

I play

I run

I walk

Question A : When student was asked to write 4 full sentences in Maltese

eat Ice came

eat granta

simming

nodos

Question B: When student was asked to write 4 full sentences in English

eat Ice came

eat granta

simming

daving

Question A : When student was asked to write 4 full sentences in Maltese

niextiq noħroġ.

inmur il-baħar.

inmur ikla

Inmur festa ta' qaddis

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

go to the beach

to go to a dinner

to go outside

to go to a feast of a saint

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Naqra

Nistudja

nilgħab

Question B: When student was asked to write 4 full sentences in English

Go to the beach

read

study

play

Question A : When student was asked to write 4 full sentences in Maltese

jien kont immur il-baħar.

Nagħmil bbq.

Immur għand in-nanna.

Immur hafna parties

Question B: When student was asked to write 4 full sentences in English

I go to the acwarijum.

I go to play football with my friend.

Play at the beach

Play in the sea

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

I am going to abroad

I go swimming

I am going on the boat

Question B: When student was asked to write 4 full sentences in English

I will be going to abroad

I will be go swimming

I will be go on the boat

Question A : When student was asked to write 4 full sentences in Maltese

Il-hob il-gellat

Il-hob il-bahar

Il-hob il hobs

Il-hobil-psp

Question B: When student was asked to write 4 full sentences in English

Il-hob il gellat

IL-go to swim

Il-likeet bred

Il-like gems

Question A : When student was asked to write 4 full sentences in Maltese

I am going a broued.

I wille go to the beach.

I wille sy my family.

I wille go to a restorat.

Question B: When student was asked to write 4 full sentences in English

I wille by going a brouedin summer.

## Appendix E

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I wille by going to a restorat to.

I wille sy my family.

I wille go to the beatch to.

Question A : When student was asked to write 4 full sentences in Maltese

ngħum

nilghab

noqod naqbes fil-baħar

ninki

Question B: When student was asked to write 4 full sentences in English

swim

Play

I jump n the water

teese

Question A : When student was asked to write 4 full sentences in Maltese

Jiena imur il-bahar.

Jiena u Miesiri imaru Ghawdex u naraw lin-nanna u lin-nannu.

Il-familja tiejej u jiena namlu BBQ.

Insiefer l-America w nerga imur Kruzz.

Question B: When student was asked to write 4 full sentences in English

I go to sea.

I and my dad go to Ghawdex and see my Grand peronts.

My famili and I do a BBQ.

I and my family go to America.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar.

Nagħmel l-isport.

## Appendix E

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Noħroġ nistudja

Ngħin lil ommi

Question B: When student was asked to write 4 full sentences in English

I go to the beach.

I do sports

I study

Help my mother

Question A : When student was asked to write 4 full sentences in Maltese

Inmur Ingilterra mal-familja.

Ngħum fil-bajja fl-Għadira.

Nilgħab futbol.

Li niġri.

Question B: When student was asked to write 4 full sentences in English

I would like to go to England with my family.

I would like to swim in the bay of Ghadira.

To play football.

To run.

Question A : When student was asked to write 4 full sentences in Maltese

Inkun kreative.

Immur il-baħar.

Nilgħab bil-kompjuter.

Noħroġ nilgħab ma sħabi.

Question B: When student was asked to write 4 full sentences in English

Being creative.

I will go to the beach.

I will play with the computer.

## Appendix E

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I will go out with my friends.

Question A : When student was asked to write 4 full sentences in Maltese

Irrid immur Ghawdex.

Irrid immur nghum.

irrid norqod ghand il-kugin.

Irrid immur "party"

Question B: When student was asked to write 4 full sentences in English

I want to go to Gozo.

I want to go swim.

I want to have a sleep over.

I want to party.

Question A : When student was asked to write 4 full sentences in Maltese

Nilghab il futbol.

Immur hargha fil-kampanja.

Immur il-bahar.

Immur nara film.

Question B: When student was asked to write 4 full sentences in English

I go to the beach.

I go a walk in the grass.

I go watch a film.

I go play football.

Question A : When student was asked to write 4 full sentences in Maltese

Nilghab mal-hbieb.

Nilghab futbol

Immur il-bahar

Immur hargha mal-familja



## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I play with my friends

I play football

I go to the beach

I go for a walk with my family

Question A : When student was asked to write 4 full sentences in Maltese

imurr l-baħar

naqbeż fl-ilma

immurr taħt l-ilma

norqod fuq is-sodda

Question B: When student was asked to write 4 full sentences in English

I will go swimming

I jump in the sea

I go under the sea

I will sleep in the bed

Question A : When student was asked to write 4 full sentences in Maltese

Inkompli l-‘handball sessions’.

Immur ngħum.

Nghin lill-ħbieb.

Nghin lill-ommi.

Question B: When student was asked to write 4 full sentences in English

I complete my handball sessions.

I’ll go swimming.

Help my friends.

Help my mum.

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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nughum

immur Kruż

nodos

nilagħab

Question B: When student was asked to write 4 full sentences in English

swim

go to a cruse

dive

play

Question A : When student was asked to write 4 full sentences in Maltese

inħob imur il-baħar

Inħob nikol gelat

nilab

nilab fir-ramel

Question B: When student was asked to write 4 full sentences in English

I like going to the beach

I like eating ice cream

play

play in the sand

Question A : When student was asked to write 4 full sentences in Maltese

Jien irried immoru nomm.

mur fuq l-ajruplan.

immur il-baħar.

Nilab bil-gugarelli

Question B: When student was asked to write 4 full sentences in English

I want to go to swim

I go on the aeroplane

## Appendix E

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I want to go to the beach

I want to play with the toys

Question A : When student was asked to write 4 full sentences in Maltese (not done) (St Aloysius)

Question B: When student was asked to write 4 full sentences in English

Go to Turkey.

Go on rides.

Travel to Istanbul.

Go swimming

Question A : When student was asked to write 4 full sentences in Maltese ) Irid immur Franza

Irid immur sploush and fun

Irid immur Kemmuna

Irid immur l-Italja

Question B: When student was asked to write 4 full sentences in English

I want to go to France

I want to go sploush and fun

I want to go to commino

I want to go Italy

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

nsifer

imur dawra bil-vapur

tad-delihove ice-cream

Question B: When student was asked to write 4 full sentences in English

I would like to go to the beach

go abroad

go a tur with a bout

tait delisheve ice-cream

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese (only 3)

nilab

neyn

nigri

nigutuj

Question B: When student was asked to write 4 full sentences in English

Parkor

Helping

runing

goging

Question A : When student was asked to write 4 full sentences in Maltese

I go to swiem.

pley

parti

nihu gost

Question B: When student was asked to write 4 full sentences in English.

I go to simema

nodos

Nilade hafna

nihu pecer

Question A : When student was asked to write 4 full sentences in Maltese

Jien inhod nom Bizerbuġa.

Jien inhod nikol gilat.

Jien inhod imur ant il-kugini.

Jien inhod nilad mal ħbieb

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I like to swim in Bizerbuga.

I like to eat ice-cream.

I like to go to my kuzins.

I like to play with my friend

Question A : When student was asked to write 4 full sentences in Maltese

Immur Bahar

niltaqa ma balena

nixtieq immur l-Engriterra

in-kanta

Question B: When student was asked to write 4 full sentences in English

Go swimming

meet a dolphin

go to England

be a pop star

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq insifer

Immur fuq dgħajsa

Immur ngħum

Question B: When student was asked to write 4 full sentences in English

I would like to go abroad.

I would like to go on a boat trip.

I want to swim.

Question A : When student was asked to write 4 full sentences in Maltese

Imur il- baħara

irid insifer

## Appendix E

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imur il pull

imur ant il-kugina

Question B: When student was asked to write 4 full sentences in English

go to the bech

go abrod

go swming in a pull

go to my casin

Question A : When student was asked to write 4 full sentences in Maltese

nghom

insiefer

inkanta

nizfen

Question B: When student was asked to write 4 full sentences in English

swimming

go to London

sing

dance

Question A : When student was asked to write 4 full sentences in Maltese

nixtiq immur nara l-olimpics

irrit immur nom fuq dolphin

Immur Londra

Question B: When student was asked to write 4 full sentences in English

i wont to see the olimpics

swim on a dolphin

go to Londin

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

immur Għawdex

nghum ma dolphin

Immur nghum Ghajn Tuffieha

Naddi mil Ezami tal-Ballet

Question B: When student was asked to write 4 full sentences in English

Go to Gozo

swim with a dolphin

swim at Ghajn tuffieha

I pass from my ballet exam

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

Jien nixtieq immur il-baħar

Question B: When student was asked to write 4 full sentences in English

I want to go sunbathing to get a suntan

Go and learn how to swim properly

I want to play in the sand

I go out with my friends

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

nixtieq insiefer

immur nom ma habibti

nitaqa ma habibti

Question B: When student was asked to write 4 full sentences in English

I want to go abroad

go swim with my friend

see my friend

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

## Appendix E

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Insiefer

immur il-baħar mal-ħbieb

Immur norqod għand xiħadd

Question B: When student was asked to write 4 full sentences in English

I go abroad

I go swimming with my friend

I go to a sleepover at someones house

Question A : When student was asked to write 4 full sentences in Maltese (only 1)

Imur Holiday fuq cruz post bara min Malta

Question B: When student was asked to write 4 full sentences in English

go on a Holiday on a cruz or in on other place out of Malta

Question A : When student was asked to write 4 full sentences in Maltese

Insifer

niltaqa ma denfil

immur splish and fun

immur il pul

Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Immur nsiefer Parigi

Immur ngħom kuljum

Immur Summer school

Ma nistudjax

Question B: When student was asked to write 4 full sentences in English

I go to Paris

I go swimming everyday

I go to summer school



## Appendix E

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I do not study

Question A : When student was asked to write 4 full sentences in Maltese

Ngħum

Immur summer school

Nilgħab

Nsifer

Question B: When student was asked to write 4 full sentences in English

Swim

Go to summer school

Play

Vacation

Question A : When student was asked to write 4 full sentences in Maltese

Imur nogħom l-Ghadira

Insifer Disneyland

Tigi l-kugina xahar Ghana

Imorru kamping

Question B: When student was asked to write 4 full sentences in English

We go and swim at Ghadira

We go Disneyland

My cousins come one month to sleep at our house

We go camping

Question A : When student was asked to write 4 full sentences in Maltese

immur il-baħar

relaxing

nixemex

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

go to the beach

relaxing

tanning

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Nixtieq immur ġurnata hejn il-baħar

Immur fid-dar tal ħbieb tiegħi

Question B: When student was asked to write 4 full sentences in English

I wish i can go near the seaside

have a sleepover with my friends

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar

Immur il-festi

Niekol ħafna nsalati u ġelati

Noħroġ barra ma' sħabi

Question B: When student was asked to write 4 full sentences in English

I go to the beach

I go to feasts

I eat a lot of salads and ice-creams

I go out with my friends.

Question A : When student was asked to write 4 full sentences in Maltese

Insifer

nitma l-pinguini

ngħum fuq balena

skydiving

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

abroad

feed the penguins

swim on a dolphin

skydiving

Question A : When student was asked to write 4 full sentences in Maltese

Immur ngħum il-baħar

Insiefer l-Ingilterra

Inqum tard

Immur pikniks fil-kampanja

Question B: When student was asked to write 4 full sentences in English

I will go swimming at the sea.

Go abroad to England.

Wake up late

Go to picnicks in the countryside

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq nitla fuq denfil

ma nistudja

intir

jkolli pixxina

Question B: When student was asked to write 4 full sentences in English

go on a dolphin

don't study

fly

have a pool

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Nghum fil-baħar

Nara dolphin

Nixtri dajsgħa

Ikolli fenka

Question B: When student was asked to write 4 full sentences in English

I'll be going abroad

Have another cat

Have a sleepover

Being invited to lots of parties

Question A : When student was asked to write 4 full sentences in Maltese

nsiefer

sleepover

nintaqghu ma shabna (festa ukoll)

ngħawm

Question B: When student was asked to write 4 full sentences in English

go abroad

sleepover

meet friend (party too)

and swim

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Immur Italy

Irrid ikolli kelb

Noqod għand Michaela għall 5 ġimgħat

Question B: When student was asked to write 4 full sentences in English

Go to Italy

I would have a dog

## Appendix E

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I would stay at Michaela's house for 5 weeks

Question A : When student was asked to write 4 full sentences in Maltese

insiefer

immur ngħum fuq delfin

immur ngħum

skydiving

Question B: When student was asked to write 4 full sentences in English

go abroad

go swimming on a dolphin

go swimming

sky-diving

Question A : When student was asked to write 4 full sentences in Maltese

St Joseph Paola

Nogħod gewwa mal-ġenituri

Niekol il-krema

Noqgħod qudiem il-heater

Noqgħod nara it-television mal-familja

Question B: When student was asked to write 4 full sentences in English

Stay at home with my parents

eat cream

I stay near the heater

I stay watching TV with my family

Question A : When student was asked to write 4 full sentences in Maltese

Immur nughum.

Immur nistgħad.

Immur fuq id-dagħjsa ta missieri.

## Appendix E

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Immur għand in-nanna

Question B: When student was asked to write 4 full sentences in English

I go swimming.

I go fishing.

I go on the boat of my dad.

I go at grandmas house.

Question A : When student was asked to write 4 full sentences in Maltese

Insiefer mal-familja.

Immur spalsh and fun.

Immur go lukanda.

Immur nitghallemlil-Guitara.

Question B: When student was asked to write 4 full sentences in English

Go for abroad.

Go to Splash and fun.

Go in a hotel.

Go to learn Guitar.

Question A : When student was asked to write 4 full sentences in Maltese

niekol hafna soppi

r-rigali tal-Milied

nagħmel is-sigra tal-Milied

inhossni shuna

Question B: When student was asked to write 4 full sentences in English

eating alot of soups

getting Christmas presents

making the Christmas tree

feeling warm

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur nohom.

Jien nixtieq immur nistad.

Jien nixtieq immur f'xi tempju.

Jien nixtieq insiefer.

Question B: When student was asked to write 4 full sentences in English

I wish to go swimming.

I wish to go fishing.

I wish to go to a temple.

I wish to go abroad.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

filaxija nixlu il fireplace u naraw it- TV mal-familja

nagħamel il-homework kollhu

immoru kamping Ghajn Tuffieha u habibti tigi ukoll

Question B: When student was asked to write 4 full sentences in English

at night I would put on the fireplace and watch TV with my family

I do all the homework.

When I go camping with my friend

Question A : When student was asked to write 4 full sentences in Maltese

BBQ

Immur il-Workshop ta' Santa Claws.

snowboarding

nghamel Christmas tree.

Question B: When student was asked to write 4 full sentences in English

BBQ

Go to Santa's workshop

## Appendix E

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snoeboarding

do the Christmas tree

Question A : When student was asked to write 4 full sentences in Maltese (only 2 )

I go swimming

nikol il-gelat jew silġ.

nilbes imqacċat

Question B: When student was asked to write 4 full sentences in English

i go swimming

eating ice-creams and ice

i wear t-shirts

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

doing hot chocolate

nagħlu il-pick nik

nagħmlu sleepover mal-hbieb

Question B: When student was asked to write 4 full sentences in English

doing hot chocolate

doing pick nik

doing sleepover with my best friends

Question A : When student was asked to write 4 full sentences in Maltese

mmur hdejn il-baħar

mmur njum

nistiden xaħat mija

nuħu pjacir

Question B: When student was asked to write 4 full sentences in English

I'll go to the beach

I'll swim



## Appendix E

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I'll invite someone with me

I'll have fun

Question A : When student was asked to write 4 full sentences in Maltese

Insiefer.

Immur is-sinema.

Immur nixtri fill-Milied.

Ikolli Milied sabih

Question B: When student was asked to write 4 full sentences in English

I go on abroad.

I go to the cinema.

I go shopping at Christmas.

I'll have a nice Christmas.

Question A : When student was asked to write 4 full sentences in Maltese

cruse

immur camping

immur splash and fun

immur ġo lukanda

Question B: When student was asked to write 4 full sentences in English

cruse I go camping

I go to splash and fun

I go in a hotel

Question A : When student was asked to write 4 full sentences in Maltese

Noqot brava fil-klassi.

Ma nigeliteg.

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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I be good

I do not fiġt.

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar.

nilab bil-ballun.

inpenġi.

naqra.

Question B: When student was asked to write 4 full sentences in English

I go swimming

I play with my ball

I peġnt

I read

Question A : When student was asked to write 4 full sentences in Maltese

Niextri iktar animali

nirenga l-kamra

Question B: When student was asked to write 4 full sentences in English

whant more animals

arenge room

Question A : When student was asked to write 4 full sentences in Maltese Im

Question B: When student was asked to write 4 full sentences in English

Immur il-musew

noqod brava l-iskola

namel il-Homework tajjeb

Question A : When student was asked to write 4 full sentences in Maltese

li ingibb kelb

## Appendix E

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li immur kuljum il-bahar

li immur naghmel xi sport

nixtri affarijjet sbieħ ma ommi

Question B: When student was asked to write 4 full sentences in English

To get a dog

To go swimming everyday

To go do a sport

Go shopping and buy nice things with my mum

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Immur tgħom

Immur Id- dar ta' z-zija

Question B: When student was asked to write 4 full sentences in English

I go to swim

I go to my Auntie

Question A : When student was asked to write 4 full sentences in Maltese

Niku naqa Nesquik

norqod

naqra

nilagħb

Question B: When student was asked to write 4 full sentences in English

Have some Nesquik

sleep

read

plak

Question A : When student was asked to write 4 full sentences in Maltese

Jien inħobb ngħum.

## Appendix E

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Inħobb niekol il-ġelat.

Jien nieħu gost nixxemmex.

Naqra ktieb ħdejn il-bahar.

Question B: When student was asked to write 4 full sentences in English

I like to swim.

I love to eat ice-cream

I like to bath in the sun.

I like to read at the beach

Question A : When student was asked to write 4 full sentences in Maltese

studja

nughum

inkanta

nara il-familja

Question B: When student was asked to write 4 full sentences in English (only 3)

swimming

practicing for dancing shows and school

studying

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

noqgod nara x-xita nizla.

Jiġi l-Milied u noqghod inzejjen

Noqghod nara DVD fis-sufan bix-xita nizla.

Question B: When student was asked to write 4 full sentences in English

seeing the rain falling.

Decorating in Christmas.

Seeing a DVD while it's raining

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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I wear good clothes

Read much books

Do my work

go to parties.

Question B: When student was asked to write 4 full sentences in English

nilbes hwejjeg tajbin

naqra il-kotba

namel xoli

immur niddeferti

Question A : When student was asked to write 4 full sentences in Maltese

baħar

Imqacat

nikol fruit

imur għand ħabieba

Question B: When student was asked to write 4 full sentences in English

sea

imqacat

eat

I go to my friend

Question A : When student was asked to write 4 full sentences in Maltese (not done)

Question B: When student was asked to write 4 full sentences in English (only 2)

In summer I go on holidays Sweden or Thailand

but I went to Thailand for 1 month and a half

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq insiefer

## Appendix E

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Jien nixtieq ngħum iktar

Jien nixtieq naqra iktar

Jien nixtieq nisfen iktar

Question B: When student was asked to write 4 full sentences in English

I wish to go on a brodd.

I wish to swim more.

I wish to red more.

I wish to dance more.

Question A : When student was asked to write 4 full sentences in Maltese

Immur cruse

nara x-xita tinzell

noqod fil-puddles

namel sleepover.

Question B: When student was asked to write 4 full sentences in English

go on a cruse

see the rain go down

splash in puddles.

have a sleepover

Question A : When student was asked to write 4 full sentences in Maltese

pencakes

Hot chocolate

cakes

Biskutin

Question B: When student was asked to write 4 full sentences in English

Biscits

cakes

Hotchocolate

## Appendix E

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Bicuituses

Question A : When student was asked to write 4 full sentences in Maltese (only 3 )

insiefer

nodos

immur fuq laylow

Question B: When student was asked to write 4 full sentences in English

abroad

dive

go on laylow

Question A : When student was asked to write 4 full sentences in Maltese (not done)

Question B: When student was asked to write 4 full sentences in English

In summer I don't speak in Malties

I don't speak in Malties becaus I just find Animals

and I just swim with my leopard Gecko

I heat speaking in Malties

Question A : When student was asked to write 4 full sentences in Maltese (not done)

Question B: When student was asked to write 4 full sentences in English

I love speaking in English

but I don't read alot becaus a swim

and I go taviling with my Dad

and I stay with my Gecko

Question A : When student was asked to write 4 full sentences in Maltese (not done)

(Not done) Non maltese

Question B: When student was asked to write 4 full sentences in English

(Eng with help of LSA)

## Appendix E

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I would like to go on holiday to Dubai

In Dubai I will go to the ski slope

I would like to go on the water slide

I would like to buy some funny toys

Question A : When student was asked to write 4 full sentences in Maltese

Jien irid immur Franza

Jien irid immur Lego land

Jien irid immur swimming

Jien irid immur Disneyland

Question B: When student was asked to write 4 full sentences in English

I want to go to France

I want to go to Lego land

I want to go swimming

I want to go to Disneyland

Question A : When student was asked to write 4 full sentences in Maltese

Jien inħobb it- tennis.

Jien inħobb immur nogħm.

Jien inħobb immur in-nanna.

Question B: When student was asked to write 4 full sentences in English

I like tennis.

I like going to swim.

I like going to my nanna.

Question A : When student was asked to write 4 full sentences in Maltese

Jien irid toghom

Nilgħab futbol

Nilgħab



## Appendix E

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Nilgħab fuq il computer

Question B: When student was asked to write 4 full sentences in English

I want to swim

I want to play football

play

Play on my computer

Question A : When student was asked to write 4 full sentences in Maltese

fis-sajf inħobb nawgħm

fis-sajf dejjem immur għal vaġġanza

Question B: When student was asked to write 4 full sentences in English

I summer I like to swim

I summer I always go abroad

Question A : When student was asked to write 4 full sentences in Maltese

fis-sajf inħob nowm

nilgħab mal ħbieb

inhob nieħu gelat

jien niexti inqata is-sajf fil- baħar

Question B: When student was asked to write 4 full sentences in English

in summer I like to swim

play with friends.

I like taking ice-cream.

I wish I stay in summer in the water

Question A : When student was asked to write 4 full sentences in Maltese

Mmur il-baħar.

Question B: When student was asked to write 4 full sentences in English (only 1)

Go to the beach

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English (only 3)

I like to go swimming in my pool

go for ice-cream

Play and go out with my friends.

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English (only 2)

I like to swim and play with my brother and Daddy.

Sometimes my dog comes in the pool with me.

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English

I want to do in summer eat ice-cream.

I want to do in summer stay in the sun

I want to do in summer play with my friends

I want to do in summer

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English (only 1)

In summer I like to go to the beach & I go with my friend.

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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Jiena nħobb jgħum ħafna fis-sajf.

Fis-sajf jiena nħobb sejjer Londra.

Question B: When student was asked to write 4 full sentences in English

I love to swim a lot in summer.

In summer I love to go to London.

Question A : When student was asked to write 4 full sentences in Maltese

Jien inħobb nomm fis-sajf

Jien inħobb nilab bil ohti u bil mama u il papa u inħobb nilab bil-ħbieb

Question B: When student was asked to write 4 full sentences in English

I like to swim in summer

I like to play with my sister and with my mum and Dad and with my friense.

Question A : When student was asked to write 4 full sentences in Maltese

Jiena inħobb noqod fix-xemx.

Meta inmur il-baħar nixi gelgħat.

Inħobb nielab bil-baħħar nowm.

Inħobb nielabb ma ħija.

Question B: When student was asked to write 4 full sentences in English

I like staying in the sun.

Wen I go to the beach I buy ice-cream.

I like playing with the water and I like swimming.

I like playing with my brother

Question A : When student was asked to write 4 full sentences in Maltese

(only2)

fies sajf jiena irrid imur nowm filma

fies sajf Jiena irrid imur barra nimxi

## Appendix E

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Question B: When student was asked to write 4 full sentences in English (not done)

Question A : When student was asked to write 4 full sentences in Maltese

Jien lab warter polow

Jien u galuca jamel football

Jien telqa fil-dajsa with my dad u brot

Jien telqa il-beach

Question B: When student was asked to write 4 full sentences in English

I play warter polo

Me and galuca play football

I go to the boat with my dad and my brother

I go to the beach

Question A : When student was asked to write 4 full sentences in Maltese

Jiena inhob nohm

inhob nilabb fil gnien

inhob imur gh'dex

Question B: When student was asked to write 4 full sentences in English (only 3)

I like to swim

I like to play in my garden

I like to go to gozo

Question A : When student was asked to write 4 full sentences in Maltese

Naqra

Nilghab bil-ballun

Nilghab bil-gugarelli

Question B: When student was asked to write 4 full sentences in English

Read

playing with the ball

playing with toys

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

imur neum

imur għawdex

Imur naqbeż fil-baħar

Question B: When student was asked to write 4 full sentences in English (only 3)

go swimming

go to gozo

go jump in the sea

Question A : When student was asked to write 4 full sentences in Maltese

Immur vaganzja

Immur il bandly

Immur pool

Question B: When student was asked to write 4 full sentences in English

I go abroad

I go to the swings

I go to the pool

Question A : When student was asked to write 4 full sentences in Maltese

(only 2 and in eng)

Going to Griez

I am going to swim in the sea

Question B: When student was asked to write 4 full sentences in English

Going to Greaz with mum and dad. Brothers .

I'm going to swim in the sea

Question A : When student was asked to write 4 full sentences in Maltese

( not done)

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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I want to go on holiday

Get a dog

Go to the beach

invite a friend over

Question A : When student was asked to write 4 full sentences in Maltese

Nam mur num

Ħa nilghab ma shabi

Ħam mur ghand in-nanna

Ħa noqod naqra

Question B: When student was asked to write 4 full sentences in English

I am going swimming

I am going to play with my friends

I am going to my granny

I am going to stay reading

Question A : When student was asked to write 4 full sentences in Maltese

(ans in Eng instead Malt)

swim in my pool

invite my friends

go to the beach

and make sand castles at the beach

Question B: When student was asked to write 4 full sentences in English ( copied the above sentences again)

swim in my pool

invite my friends

go to the beach

and make sand castles at the beach

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

alot of swimming

playing

haveing fun

Question B: When student was asked to write 4 full sentences in English

alot of swimming

playing

haveing fun

Question A : When student was asked to write 4 full sentences in Maltese

Jiena se jinmur numr

Jiena se jinmur holiday

Jiena se jinmur sumbad

Se niekol il-ġelat

Question B: When student was asked to write 4 full sentences in English

I will go swimming

I will go on holiday

I will sumbed

I will eat ice-cream

Question A : When student was asked to write 4 full sentences in Maltese

Jiena morru (swimming)

Jiena morru r-rotta

Morru (to watch) l-ghasfur

Question B: When student was asked to write 4 full sentences in English

I'm going swimming

I'm going bike riding

Going to watch the birds

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Jiena ħam morru Gozo

Jiena ham morru London

Jiena se morru baqar

Question B: When student was asked to write 4 full sentences in English

I am going to Gozo

I am going to London

I am going to the sea

Question A : When student was asked to write 4 full sentences in Maltese

(only 3)

Jiena ha murr il-baħar

Jiena ħa murr l-Ingilterra

Il-kuġina tiegħi se tigi Malta minn Australiau jiena ħa murr il-bandli magħha

Question B: When student was asked to write 4 full sentences in English (only 3)

I am going to go to swim in the sea

I am going to England

My cosin is coming to Malta from Australia and I will go to the park with her

Question A : When student was asked to write 4 full sentences in Maltese

(only 3)

Jiena trid morru Awstralja

Jiena trid titla fuq xi jot

Jiena trid isefffer

Question B: When student was asked to write 4 full sentences in English

I want to go to Switzerland

I want to go on a boat

I want to go abroad

I want to have a Gym Party



## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

(only 1)

rota

Question B: When student was asked to write 4 full sentences in English

swimming

laying

bisicel

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English

go to the beach

swim in my pool

Make my puppy swim

go to my friends house

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English

to the beach

to swim

Question A : When student was asked to write 4 full sentences in Maltese

Yin imur il baħar

I bild a sand casel

I play with my friends at the bech

## Appendix E

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I invit my friends to my hose

Question B: When student was asked to write 4 full sentences in English

I go to the pich

I swim at my hose

I invit my friends

I play with my brother

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English

play tennis

play with my dog

with my friends

to play

Question A : When student was asked to write 4 full sentences in Maltese

(only 3)

Jien fis sajf nhobb nistadu

Jiena nhobb jewm fil fil-baħar

Jien nhobb nistadu fil Golden Bay

Question B: When student was asked to write 4 full sentences in English (only 3)

I would like to go fishing

I like to go swimming at the beach

I like to go fishing at Golden Bay

Question A : When student was asked to write 4 full sentences in Maltese

Jiena rrid imur Disney Land

Jien rrid imur il-baħar

## Appendix E

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Jien rrid nara il-kugina

Jien rrid imur Italja

Question B: When student was asked to write 4 full sentences in English

I want to go to Disney Land

I want to go to the beach.

I want to see my cousin.

I want to go to Italy.

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English

go to the beack

go visit my antee and swim

go to the beack and dive

lie down in the sand

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English

I would go to the pooll

I would like to go to the beach

I would like to go and play

I would like to watch T.V.

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English

Go to the aquapark

Go to Moscow for 1 month

## Appendix E

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Play whit friends in bech

come to a friends house or de other way

Question A : When student was asked to write 4 full sentences in Maltese

Swimming

Sleepover

Nogħod mal-ħbieb

Niġhab hafna

Question B: When student was asked to write 4 full sentences in English

Swimming

Sleepover

Stay with my friends

Play abit

Question A : When student was asked to write 4 full sentences in Maltese

Imur il-bahar

Imur għand ħabiba

Imur għad il-kugin

Question B: When student was asked to write 4 full sentences in English (only 3)

Go to the beach

Go to a friend

Go to kuzin

Question A : When student was asked to write 4 full sentences in Maltese

Jiena mur il-nana tiak

Jiena mur niżfen

Jiena morru in-ċinema

Jiena morru il-ħabib tiak

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I go to my nanna

I go dancing

I go to the cinema

I go to my friend

Question A : When student was asked to write 4 full sentences in Maltese (only2)

Jistad mal familja

Jeum bil familja

Question B: When student was asked to write 4 full sentences in English (only2)

I go fishing with my family

Swimming with my friend

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Jien nhobb nowm

Jien inhobb nigri

Jien inhobb norqod

Question B: When student was asked to write 4 full sentences in English (only 3)

I like to swim

I like running

I like sleeping

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Jiena iret mur nisfen

Jiena inret mur aghl partys

Jiens iret mur swimming

Question B: When student was asked to write 4 full sentences in English (only 3)

I go to duns

## Appendix E

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I go to partys

I go to swim

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Jiena inħobb immur il-baħar

Jiena inħobb immur d-dar ta Marija

Jiena inħobb immur fil-flat ta Katrina u immur il-baħar

Question B: When student was asked to write 4 full sentences in English (only 3)

I like to go to the beach

I like to go to Marija's house

I like to go to Katrina's house and go to the beach

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Jien niexieq im-mur l-alaska

Jien niextieq im-mur newm

Niextieq nintaqa mal-ħbieb

Question B: When student was asked to write 4 full sentences in English (only 3)

I want to go to alaska.

I want to go swimming.

I want to meet with my friends.

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtiq noqod noġħm mal-familia

Jien noqġħod nixemex

Jien nixtiq noqġħod nilghab

Jien nixtiq insifer

Question B: When student was asked to write 4 full sentences in English

I would like to stay swimming with my family

I want to stay sambayting

## Appendix E

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I would like to stay play

I want to go abroad

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Jien nista inmur nojm

Jiena nista inmur qant il-hbieb

Jiena nista nilghab futbol

Question B: When student was asked to write 4 full sentences in English (only 3 )

I can go swim

I can go to my friends

I can play football.

Question A : When student was asked to write 4 full sentences in Maltese

jilghab fotbol

jilghab Wii

jilghab tennis

jilghab X box 360

Question B: When student was asked to write 4 full sentences in English

Played football

Played Wii

Played tennis

Played X box 360

Question A : When student was asked to write 4 full sentences in Maltese (only 2)

Jien inriet inmur nistad

Jien inriet inmur football

Question B: When student was asked to write 4 full sentences in English (only 2)

I want to go fishing

I want to go to football

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Imur il-baħar.

Naqra ma oħti.

Nielab fil- baħar

Question B: When student was asked to write 4 full sentences in English (only 3)

I like to blid sandcasels.

Gardning in the garden.

play in the sea.

Question A : When student was asked to write 4 full sentences in Maltese (only 3)

Immur il-baħar ma Julian u Ganni

Naqr ħafna

Studja il-Maths

Question B: When student was asked to write 4 full sentences in English (only 2)

Go to the beach.

Go running.

Build a sand castle

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English

Ridding my bike

Swimming in my pool

Walk in the forest

Making BBQ

### **Private School II**

Question A : When student was asked to write 4 full sentences in Maltese



## Appendix E

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Ngħum

Niekol

Nilgħab

Nixemex

Question B: When student was asked to write 4 full sentences in English

Swim

Eat

Play

Sun Baid

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English

I like to go crazy

I like to swim

I like to eat ice cream

I like to go tigne beach

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English

I like to go to tigne

I like to eat ice cream

I like to jump

I like to swim

Question A : When student was asked to write 4 full sentences in Maltese

Immur nilgħab ``football`` wara nofsinhar.

Nilgħab fil-baħar mat-tfal.

Immur l-iskola tas-sajf.

## Appendix E

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Nilgħab bil-*psp* id-dar

Question B: When student was asked to write 4 full sentences in English

I play football afternoon.

I play with the children.

I go to summerschool.

I play with my *psp* at home

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-sajf nixtieq ngħamel l-għeluq snieni fil-eden cinema

Dan is-sajf nixtieq immur f'Canada

Dan is-sajf nixtieq immur f'disney florida

Dan is-sajf nixtieq immure f'cruise

Question B: When student was asked to write 4 full sentences in English

This summer I want to do my birthday in the eden cinema

This summer I want to go to Canada

This summer I want to go to Disney florida

This summer I want to go on a cruise

Question A : When student was asked to write 4 full sentences in Maltese

Dan is- sajf jiena immorru f'għawdex

Dan is- sajf niekol bil-ħeġġ

Dan is- sajf niekol ħafna gelat

Dan is-sajf immorru id-dar ta' nanniet

Question B: When student was asked to write 4 full sentences in English

This summer I am going to gozo

This summer I am going to eat

This summer I am going to eat lots of ice cream.

This summer I am going to my grandparents house.

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Ha ngħum

Ha mmur vaganza

Ha nieħu gost

Ha nilgħab

Question B: When student was asked to write 4 full sentences in English

I'm going to swim

I'm going on a holiday

I'm going to have fun

I'm going to play

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-sajf irrid immur ngħum.

Dan is-sajf irrid niekol ġelat.

Dan is-sajf irrid immur l-ingilterra.

Dan is-sajf irrid nilgħab mat-tarbija taz-zija.

Question B: When student was asked to write 4 full sentences in English

This summer I want to go swimming.

This summer I want to eat ice cream.

This summer I want to go to England.

This summer I want to play with my baby cousin.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur fil-Kampanja mal-familja u l-ħbieb

Nixtieq immur fuq id-dajsha tal-papa

Nixtieq immur barra minn Malta

Nixtieq immur ngħum mal-ħbieb

Question B: When student was asked to write 4 full sentences in English

I would like to go camping

## Appendix E

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I would like to go on my fathers boat

I would like to go abroad

I would like to go swim with my friends

Question A : When student was asked to write 4 full sentences in Maltese

(Not done)

Question B: When student was asked to write 4 full sentences in English

I want to swim all summer

I want to play nerf

I want to aet ice-cream

I want to have a BBQ

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-sajf se ngħum kuljum.

Dan is-sajf se mmur lis-skola sajf.

Irrid naqra kotba ġodda.

Irrid niekol hafna ġelati

Question B: When student was asked to write 4 full sentences in English

This summer I'm going to swim everyday.

This summer I'm going to summer school.

I want to read a lot of new books.

I want to eat a lot of ice creams.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq li nmur Londra

Nixtieq li nmur hdejn il-baħar

Nixtieq li nmur fis-spa.

Nixtieq li niekol il-ġelat

## Appendix E

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Question B: When student was asked to write 4 full sentences in English

I want to go to London

I want to go to the beach.

I want to go to the spa.

I want to eat ice-scream

Question A : When student was asked to write 4 full sentences in Maltese

Jiena nixtieq norqod

Nixtieq insiefer ma' missieri.

Nixtieq niekol hafna ġelati.

Jiena noħroġ u kif ukoll ngħum.

Question B: When student was asked to write 4 full sentences in English

I would sleep all day.

I will go at abroad with my dad

I will eat lots of ice creams.

I will go out and swim.

Question A : When student was asked to write 4 full sentences in Maltese

Immur id-dar tal-ħabib tiegħi.

Niekol hafna ġelat

Immur nogħmu fil-pixxina

Nilgħab bil-ipad

Question B: When student was asked to write 4 full sentences in English

go to my friends house

eat a lot of ice cream

go swimming in the pool

play with the ipad

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Jiena irrid ngħum hafna dan is-sajf li ġej.

Irrid niekol hafna ġelati.

Dan is-sajf irrid nixemex.

Irrid noqgħod mal-familja tiegħi.

Question B: When student was asked to write 4 full sentences in English

I want to swim a lot this summer that's coming.

I want to eat a lot of ice-creams.

This summer i want to sunbade

I want to stay with my family.

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-sajf nixtieq li ngħum hafna.

Nixtieq li niekol hafna ġelati.

Nixtieq li jkolli `party` fl-gheluq snini.

Irrid naqra hafna kotba.

Question B: When student was asked to write 4 full sentences in English

This summer i want to swim a lot.

I want to eat a lot of ice-creams.

I want to have a party in my birthday.

I want to read a lot of books.

Question A : When student was asked to write 4 full sentences in Maltese

(only 2)

Fis-sajf li ġej jiena nixtieq insiefer pajjiż oħra.

Nixtieq għajn it-tfal li għandhom xejn.

Question B: When student was asked to write 4 full sentences in English ( only 2)

This summer i want to go abroad.

I wish to help the children which have nothing.

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English (only 2)

play

swim

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf jien immurr ngħumu mal-mama jew papa.

immorru funland hafna

immurr in-nanna ħafna.

immurr il-papa ħafna

Question B: When student was asked to write 4 full sentences in English

I will go swimming with my mother or father.

I will go to funland

I will go to my nanna

I will go to my father

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English (only 3)

I play

swim

sun baid

Question A : When student was asked to write 4 full sentences in Maltese

(only 2)

Dan is-sajf sen mur nhum

Jiena se niekol ġelat bnin

## Appendix E

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Question B: When student was asked to write 4 full sentences in English (only 2)

this summer I am going to swim

I will eat tasty ice cream

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English

I would play sports

Play video games on laptop psp

Swim in the beach

Relax without getting up early

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf l-art

Fis-sajf tal-fort madalena

Fis-sajf il-nghum

Jiena fis-sajf jiekol frott frisk u gelat

Question B: When student was asked to write 4 full sentences in English

Art in summer

Summer of fort madliena

Swimming in the summertime

eating ice cream and fresh fruit

Question A : When student was asked to write 4 full sentences in Maltese

Il-inhobb il-gelat.

Inhobb il-habib

Inhobb jikteb u l-ilma.

Inhobb il-jiekol

Question B: When student was asked to write 4 full sentences in English



## Appendix E

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I like ice-cream

I like friends.

I like running and water.

I like food.

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf nixtieq immur il-baħar.

Nixtieq niekol il-ġelati.

Nixtieq immur sa Sqallija.

Jien nixtieq li morru bid-dgħajsa tal-papa'

Question B: When student was asked to write 4 full sentences in English

In summer I would like to go to the beach.

I want to eat ice creams.

I want to go to Sicily.

I want to go on my father's boat.

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur nohm.

Nagħmel party għax ha nagħlaq għeluq snini

Nagħmlu pichina id-dar

Noqogħod nilgħab

Question B: When student was asked to write 4 full sentences in English

I want to go swimming

I do a party because i have my birthday

We do a pool at home

I stay playing.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq nagħmel castle tal-ramel fuq il-baħar

## Appendix E

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Nixtieq inmorru sieking vagansa

Nixtieq inmorru Roma bil-kugin tiegħi

Nixtieq il-kugina u il-ħbieb tiegħi jigu id-dar tiegħi.

Question B: When student was asked to write 4 full sentences in English

I wish to do a sandcastle on the beach

I wish to go to a siking trip.

I wish to go to Rome with my counsin

I wish my counsin and my friends come to my house

Question A : When student was asked to write 4 full sentences in Maltese

(only 3) ( reverted to English half way)

Jien ħa nmoru lil-England u lit-Turkija.

Fil-England Im going to do a competision

Fil-Turkija im going around.

Question B: When student was asked to write 4 full sentences in English (only 3)

I am going to England and turkey

In England I am going to do a competision

And at Turkej I go around

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English

To play with my dog

To play with my franzs

I want to go to the see

to see T.V.

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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(only 3)

Ai jien nixtiq in murr fuq crais

jiena nixtiq in murr gardallend

Jien nixtiq in murr nogħm ġo pool

Question B: When student was asked to write 4 full sentences in English

I wish to go on a crais

I wish to go to gardallend

I wish to go swimming in a pool

Question A : When student was asked to write 4 full sentences in Maltese

Immur il-baħar u noqod ngħom.

Nixtieq immur qandt il-kuġini

Noqod nara it-television

nixtieq immur Londra

Question B: When student was asked to write 4 full sentences in English

I wish to go near the beach and I swim

I wish to go near my cousins

I wish to stay watching television

I wish to go to London

Question A : When student was asked to write 4 full sentences in Maltese

(only 2)

Jien nixtieq nirkeb fuq dajsa kbira

Jien nixtieq niekol ġilat kbir daqs idejja

Question B: When student was asked to write 4 full sentences in English

I wish to ride on a big boat

I wish to eat a big icecream and big as my hand

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

(only 3)

Jien irrid immur ngħum fis-sajf.

Fis-sajf irrid nieqaf naħseb fuq l-iskola.

Irrid naqra ħafna kotba bil-Malti u bl-Ingliż.

Question B: When student was asked to write 4 full sentences in English

I want to go swimming in summer.

In summer I want to stop thinking about school.

I want to read a lot of books in maltese and english.

Private School III

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq insiefer mal-ħbieb u l-familja.

Jiena nixtieq immur Londra.

Jien nixtieq immur għand il-ħabiba tieghi.

Jiena nixtieq noħroġ mal-familja.

Question B: When student was asked to write 4 full sentences in English

I would like to go abroad with my family.

I want to go to London.

I want to go to my friends house.

I want to go out with my family

Question A : When student was asked to write 4 full sentences in Maltese

Jien nilgħab bil-barmil.

Jien ngħum fil-baħar.

Jien nieħu il-gelat

Jien nilgħab 'playstation'.

Question B: When student was asked to write 4 full sentences in English

I play with the bucket

## Appendix E

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I swim in the sea.

I have some ice-cream.

I play with the 'playstation'.

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English

Go to france

See my grandma

Go to waterpark

I want to stay with my friend all the time

Question A : When student was asked to write 4 full sentences in Maltese

Jiena nixtieq mmur Chessinton World.

Jiena irrid nghum.

Jiena rrid nieħu ħafna ġelati.

Jiena nixtieq imur hdejn il-baħar.

Question B: When student was asked to write 4 full sentences in English

I want to go to Chessington World.

I want to swim.

I want to eat a lot of ice-creams.

I want to go to the beach.

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur il-baħar.

Jien nixtieq immur ukoll kamping.

Jien nixtieq niekol ħafna ħelu u ġelatijiet

Jien nixtieq immur Franza

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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I wish to go to the beach.

I wish to go Kamping.

I wish to eat lots of sweets and ice-cream.

I wish to go to France.

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq li immur x' imkie bl-ajruplan

Jien nixtieq immur noqod fil-kampanja.

Jien nixtieq immorru nieklu ximkien.

Jien nixtieq noqod nejn lil nannu fil-knisja.

Question B: When student was asked to write 4 full sentences in English

I wish to go somewhere with an airoplane.

I wish to go and stay in a camping side.

I wish to go to eat somewhere.

I wish to go and help my grandpa in church.

Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English

Eat ice cream

Play with my family

Go swimming

Play video games

Question A : When student was asked to write 4 full sentences in Maltese

(only 3)

Fis-sajf irrid immur splash and fun

Norqod sad-disgħa.

## Appendix E

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Irrid nara' television kuljum.

Question B: When student was asked to write 4 full sentences in English (only 3)

In-summer I want to go to splash anf fun.

Sleep till nine o'clock

Watch T.V. everyday

Question A : When student was asked to write 4 full sentences in Maltese

(only 3)

Imur il-baħar ma hijja.

Imur Għawdex maz-zijiet

Niko ħafna ġelat

Question B: When student was asked to write 4 full sentences in English (only 3)

I go at the sea with my broter

I go to Gozo with my aunteys

I eat a lot of ice cream

Question A : When student was asked to write 4 full sentences in Maltese

Jiena nixtieq nilgħab logħba futbol.

Jiena nixtieq noqgħod nilgħab il-logħba favorita tiegħi.

Jiena nixtieq inmur għand kuġinti.

Jiena nixtieq inmur Italja

Question B: When student was asked to write 4 full sentences in English

I want to play a game of football.

I want to play my favriot game.

I want to go to my cousens plase.

I want to go to Itali.

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

(not done)

Question B: When student was asked to write 4 full sentences in English

Go swimming in the sea.

Eat ice cream.

Play games

Go out for dinner

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq immur l-Amerka

Jien nixtieq immur il-ġinnastika

Jien nixtieq immur ngħum mal-ħbieb

Jien nixtieq naqra tlett kotba

Question B: When student was asked to write 4 full sentences in English

I want to go to America

I want to go to gymnastics

I want to go swimming with my friends

I want to read three books.

Question A : When student was asked to write 4 full sentences in Maltese

Dan is-sajf jien irrid immur il-baħar.

Dan is-sajf irrid immur vakanzza.

Jien dan is-sajf irrid immur għand in-nanna.

Dan is-sajf irrid immur barra mal-ħbieb.

Question B: When student was asked to write 4 full sentences in English

This summer I want to go to the beach.

This summer I want to go on a vacation.

I this summer want to go to my grandma.

This summer I want to go out with my friends.



## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Irrid imur nġhum.

Irrid imur id-dar ta' ħabibti

Irrid niekol ġelat

Irrid imur fuq dġhajsa

Question B: When student was asked to write 4 full sentences in English

I want to go ad swim

I want to go to my friend's house

I want to eat an ice cream

I want to go on the boat

Question A : When student was asked to write 4 full sentences in Maltese

Is-sajf li ġej se mur id-dar tal-ħabiba.

Is-sajf li ġej se imur nġhum u nixtri ġelat

Is-sajf li ġej irid imur fuq dġhajsa tal-pedali

Is-sajf li ġej irid imur għand in-nanna

Question B: When student was asked to write 4 full sentences in English

This summer thats coming I am going to my friend's house.

This summer thats coming I am going to the beach.

This summer thats coming I want o go on a boat that has pedals.

This summer thats coming I want to go to my grandma.

Question A : When student was asked to write 4 full sentences in Maltese

Irrid niekol ħafna ikel tajjeb

Irrid imur fuq 'cruise liner'

Irrid imur għaž-żfin

Irrid imur nġhum.

Question B: When student was asked to write 4 full sentences in English

## Appendix E

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I want to eat a lot of good food

I want to go on a cruise liner

I want to go dancing.

I want to go swimming

Question A : When student was asked to write 4 full sentences in Maltese

Jiena inrid jelat

Swim in the pool

Inmur għand l-inglera

Inmur fil-baħar

Question B: When student was asked to write 4 full sentences in English

I would like an ice cream

swim in the pool

I would like to go to England

I would like to swim in the sea

Question A : When student was asked to write 4 full sentences in Maltese

Nmur Londra.

Rrid nmur fuq padleboat.

Nara Tottenham Hotspurs f'Londra.

Nmur fil-hanut tal-gugarelli kbira.

Question B: When student was asked to write 4 full sentences in English

To go to London.

I want to ride a paddle boat

Watch Tottenham Hotspurs play in London.

Go to the very big toy store.

Question A : When student was asked to write 4 full sentences in Maltese

## Appendix E

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Jiena fis-sajf irried/nixtieq immur sal-Italja.

Jiena ha mmur ngħum kważi kuljum.

Irried naqra hafna kotba interessanti.

Jiena irried nogħod nistudja halli naghdi mill-eżamijiet.

Question B: When student was asked to write 4 full sentences in English

In summer I want/like go to Italy.

I want to go swim almost every day.

I want to read a lot of interesting books.

I want to stay study so I will pass from the egzam.

Question A : When student was asked to write 4 full sentences in Maltese

Jiena mmur ngħum.

Niekol hafna ġelati.

Naqra kotba.

Nghejn l-ommi tahsel lart.

Question B: When student was asked to write 4 full sentences in English

I go and swim.

I eat a lot of ice creams.

I read books.

I help my mum wash the floor.

Question A : When student was asked to write 4 full sentences in Maltese

Jien nixtieq li nista immur nogħom.

Jien nixtieq li nista niekol ġelati.

Jien nixtieq li immur Parigi.

Jien nixtieq li nintaqa mal-hbieb.

Question B: When student was asked to write 4 full sentences in English

I wish that I can go and swim.

I wish that I can eat ice-cream.

## Appendix E

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I wish that I can go to Paris.

I wish that I can meet with friend.

Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf jiena nixtiq inpitter pittura sabiħa.

Fis-sajf ukoll nixtieq nilgħab ħafna logħob.

Fis-sajf irrid nipprova u nipprova sakem nista immur nixtri waħdi.

Jien ukoll nixtieq insuq ir-rota aktar

Question B: When student was asked to write 4 full sentences in English

In summer I would like to paint a painting.

In summer even I would like to play a lot.

In summer I want to try and try until I manage to buy alone.

I would like to ride my bike more.

Question A : When student was asked to write 4 full sentences in Maltese

Jiena niexxteq inżur postijiet godda.

Jiena nixtieq immur ngħum mad- dniefel.

Jiena nixtieq naqra ħafna kotba godda

Jiena nixtieq nilgħab mal-kugini u ma' ħija.

Question B: When student was asked to write 4 full sentences in English

I would like to visit new places

I would like to go swimming with dolphins.

I would like to read a lot of new books.

I would like to play with my cousins and brother.

Question A : When student was asked to write 4 full sentences in Maltese

(does not take Maltese)

Question B: When student was asked to write 4 full sentences in English

Would like to go to my house on Greece.

## Appendix E

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I would like to have fun and enjoy my holidays.

I would like to play with my friends.

I want to have an adventurous holiday.

Question A : When student was asked to write 4 full sentences in Maltese

Irrid nilgħab bit- tablet.

Irrid nilgħab mal ħbieb.

Irrid nghum fil-pool.

Irrid nirrelaxja!!

Question B: When student was asked to write 4 full sentences in English

I want to play on my tablet.

I want to play with my friends.

I want to swim in my pool.

I want to relax !!

Question A : When student was asked to write 4 full sentences in Maltese

Jien irrid immur għand il-ħabib.

Irrid imur nhom.

Jien irrid nilgħab bl-Ipad.

Jien irrid niltaqa mal-familja kola.

Question B: When student was asked to write 4 full sentences in English

I want to go at my friend.

I want to go and swim.

I want to play with my Ipad.

I want to meet all my family.

## Appendix E

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Question A : When student was asked to write 4 full sentences in Maltese

Fis-sajf irrid immur il-baħar.

Fis-sajf irrid immur Ghawdex.

Fis-sajf irrid nixtri animal domestiku ieħor għax il-qtates tiegħi ħarbu.

Question B: When student was asked to write 4 full sentences in English

In Summer I want to go to the beach.

In Summer I want to go to Gozo.

In Summer I want to buy a pet because my kittens ran away.

Question A : When student was asked to write 4 full sentences in Maltese

Jiena nixtieq mmur Pariġi fil- vaganzi tas-sajf tiegħi.

Jiena nixtieq mmur nogħom mad-dniefel fil-vaganzi.

Jiena nixtieq niekol ħafna ġelati !

Question B: When student was asked to write 4 full sentences in English

I wish to go to Paris in my summer holidays.

I wish to go swimming with dolphins in my holidays.

I wish to eat a lot of ice cream !

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur qud id-dajsa.

Nixtieq immur bir-rotta.

Nixtieq immur Italja.

Nixtieq immur ma sħabi il-baħar.

Question B: When student was asked to write 4 full sentences in English

I wish I go on our boat.

I wish I go with my bike.

## Appendix E

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I wish I go to Italy.

I wish I go with my friend to the beach.

Question A : When student was asked to write 4 full sentences in Maltese

Nixtieq immur il-baħar

Nixtieq immur water park għal-birthday.

Nixtieq immur mixja.

Question B: When student was asked to write 4 full sentences in English

I would like to go to the beach.

I would like to go to a waterpark for my birthday.

I would like to go for a walk.

**Appendix F**

**Appendix F – Phase III – Interviews with Primary Grade V teachers**



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**Appendix F – Phase III – Interviews with Primary Grade V teachers**

**The Face-to-face Interviews with Private School Teachers**

**A) Private School - Northern Harbour Region**

**Current standards of English**

Let's start with English. Reading skills are always on the improvement as long as they are both supported at the school and at the home so I's always a continuous progression. It starts off somewhere within the other levels and by the time they get to Grade V, there is already a very good progress. Now obviously, it depends on the children, on the background, the language. The cohort is Maltese, European and beyond so there is that difference which change a lot of things when it comes to reading and explaining in the classroom. In terms of writing as well, but the standard is quite high. So, for their age, especially for Maltese natives, their standard, how they get along even their goal they want to achieve a better position they want to reach better standards in English they want to improve their own English, so even there, their own will does give them ambition. We are here, we are working together and we want to get there. The targets and the goals we prepare for them, they are reachable. Books are within their own standard. They are not books which are prepared, which will dishearten them from reading and getting along with them in the classroom. Coming from an English speaking background does boost the level and confidence.

**Current standards of Maltese**

Written Maltese will be the greatest struggle for some of them. Spoken Maltese isn't as hard. Some of them let's say the boys a lot of the boys play football. They don't always play at school and they've got the nurseries where they meet other children. They are not always predominantly English so they meet other students where the places they frequent are not always English speaking. So they are still subjected to a level of Maltese, so there is that. For example, in my class I have a student who isn't Maltese but his Maltese is well above average both in spoken and written Maltese. This is because there is a drive that comes from beyond the school so at home, even though his parents are non-Maltese natives, they want him to excel in his Maltese as well. So some of them do progress, but others do struggle because at homes there isn't the support even the parents struggle with Maltese. There is a wider range of abilities at this age - a lot of parents find it a big challenge. Maltese isn't their favourite language. They don't excel in Maltese. There is time to welcome it. So, even that one of the mentalities. Up to a certain extent it's fine because you are not subjecting you r children to a lot of stress, a lot of anxiety at prospering them for Maltese, but then again it will increase the work load once they grow up.

**Would you say that students will be anywhere near the bilingual ideal by Grade VI?**

It's hard to enclose that because bilingual would support a good level of both Maltese and English in reading, writing, expressing themselves through fluent use of the Maltese language. So although we are a bilingual country so to speak, this would be the other end of the spectrum. Where you have certain government schools where they struggle in English in other schools like this and other private schools, they'd struggle in Maltese. They are different spectrums.

### **Challenges faced in class**

The choice of books. English was always the first choice and always the first port of call for all the books. Now considering that at this school it is particularly hard because we have Maltese and foreign students, so for Maths and science, Maltese books would be out of the question. So you are already not promoting bilingualism. As for my class, we dive the cohort for Maltese. S there is an advanced class and others which needs more support, which helps to build because if you have to pit our support classrooms with the advanced, the support would lag behind. I get a group of 12 in my class and that helps a lot. Now if you have to think of the advanced class, Maltese flourishes in that class. It is up and running and even expressions and grammar are good. Sentence building and vocabulary are more advanced than mine in this case. My colleague who has the advanced class can move at a quicker pace.

### **Attitude of students towards Maltese**

They are not as willing because although they are mostly all Maltese students, except for one who is half Italian and Maltese – how do you fit that in? For the non-Maltese and Russia students it is a foreign language. And for the native Maltese it is a second language because of a lack of exposure to the Maltese language.

## **B) Private School - Northern Harbour Region**

### **Interviews with two teachers**

#### **Current standards of English**

It is rather difficult to rate given the variation in the number of international students. We have the Maltese speaking students at home who can also speak English, perhaps not with the same accent and with the same wide vocabulary. It's very difficult to give a number. What I fee is that the Maltese speakers seem to have the advantage overall, because they speak good Maltese at home and then they pick up very good English. They are bilingual whereas the English speakers, their English is good at home and then Maltese language suffers since they do not speak Maltese at home and then they pick up very good English. They are bilingual whereas the English speakers, their English is good at home and then the Maltese language suffers since they do not speak it at home. The high achievers, because things come easy, they learn Maltese the rest because it doesn't come so natural, they struggle.

Yes the spectrum is quite wide. And what you have as well is that any people speak English badly. You correct the children and the parents use bad English. This happens with foreigners as well. I would prefer it if a student come to this school knowing very little English then they pick it up very quickly; but if they come and they already have that broken English m they continue making those mistakes no matter how much you correct. Some parents cannot speak English and need an interpreter – we have all that. Out of a class of 23 (Maltese speaking) in my class you get about 6 who can speak English very well. Then you have another 6 foreigners and the rest of them speak English but not – even the way they write their intonations and we use the Macmillan books which are very helpful in these cases because it gives them correct grammars and intonation. We use a lot of recording in our reading lessons to give them the correct intonation and they use USB so they listen to each other and they can tell and improve because we do the correcting as we go along.

### **Current standards of Maltese**

Parental support and some of the challenges that teachers face.

Well, there is a great awareness of this and the parents are on a crusade because they know their children should be speaking Maltese, however they do very little at home. They are not prepared to change their ways. If they go to extra-curricular activities they are mostly English speaking so struggling with Maltese remains. Having said that as well, most children are looking always at a screen and what they look up are things in English. If there was something valid in Maltese perhaps it would change a bit, because one cold encourage them to look at something with a dragging tone (usual kantaliena). Books have improved a lot as illustrations, they are more attractive. We have a long way to go because there are no other resources. Perhaps if cartoons could be dubbed maybe they could watch children’s shows in Maltese are unbearable – you cannot sit through them.

Re Support from home – everybody is too busy and all they want is revision papers. There is no or very little spoken interaction.

Parents seem very co-operative, they want their children to speak Maltese but it is time consuming and they go not always have the time – some say that they spend 10 minutes speaking Maltese every day. What good is that? Use expressions all the time, give them instructions like ‘Iftah it-tieqa!’ or ‘Xi shana!’ This is what I encourage mostly. We also have problems with reasoning skills. It is definitely challenging.

### **Challenges faced in class**

Resources in Maltese are improving but lagging behind. We have many foreigners and they do not come to us with a uniform standard. We speak Maltese for 6 lessons a week. We don’t teach History or Geography in Maltese, because foreign students have to participate in all lessons so we are only allowed to speak Maltese during the Maltese lesson. There again sometimes we have to revert to English because sometimes you lost them especially where

you have no visual aids. I act or draw to explain. When it comes to writing we give a lot of vocabulary as well. We give them expressions to use and hopefully some of it will be retained.

**c) Private School - Northern Harbour Region**

When it comes to Maltese, I teach the advanced class. We are not streamed but we have 1 advanced class. The other classes are all mixed ability. But I have the group which are the advanced learners. And I am fortunate enough to teach that group. Yet I also have an idea of how they get on in the other mixed ability classes. Yes, the standard of Maltese is much lower. They cannot express themselves as well as in English. Sentences are basic ones, usually things that they are familiar with, whereas in English they can talk about things they are not very confident about. Now in Maltese they tend to stick to their parameters and the vocabulary they know.

**Would you consider Maltese a second or a foreign language?**

A second language because of their comprehension skills then. Most of them will understand almost everything within context. If I have to go up to one of them and ask them a question they would answer. It is a bit different when it is a listening comprehension then because you take it out of context then. It doesn't mean that they understand everything or get the gist of it but then reading the question and answering them, it's a whole different story then. I'm talking in general.

**Evaluation of Spoken and Written English**

Both are of a good standard, meaning that this depends on the cohort as a lot. Sometimes you get a cohort that love reading a lot so obviously that is going to make their level of English better. This year, I didn't have many avid readers in my class so I'd say the level of written and spoken English is a bit lower than last year for example, but then again, I think it not a trend, it was just the class. Over the years, I am satisfied with the levels of spoken and written English.

**Parents' attitude towards bilingualism**

We have the biggest support because they try to and they speak to their children in Maltese at certain times of the day. But then again, there are parents who also tell you listen it's my fault. I think that one of the biggest problems is that we give the impression that Maltese is a hard thing.. like, 'Oh we have double Maltese.' Sometimes they go into this defeatist attitude. I tell my colleagues that we gave to be less aware of the boundary between Maltese and English. I don't think we should code-switch. It's fine if the Maltese lesson has finished and you continue in Maltese, although sometimes the children call out, 'Miss it's English now.' It is true we do have foreign students here. If I had a class of all Maltese yes, I would make it a point to use Maltese more especially with instructions. But when you gave foreign students

it's difficult. I've learnt a lot of Maltese because our religion and History lessons were in Maltese too. Here Maltese is spoken only during the Maltese lesson.

### **Attitude towards Maltese**

I don't think that at this level there do not care about Maltese but maths and reading at that level are so important that if your child doesn't know how to read English. Well, you're not think about Maltese yet. If your child is struggling with Maths, this is going to be the issue. Not only that, but the child might be having some problems with another subject and you don't want to overload them and they say we will tackle it later. It's not that they won't cope later. I've seen students who at this stage manage the grammar because they are learning those rules, and then later on when they have literature and language, they will lend up with more lessons and use their knowledge to work out the literature. They do make an improvement but they are no reaching that potential. But again if they start early, it would help them later on.

### **Whether children would be reaching age-appropriate levels of bilingualism by Year 6**

I think the term 'bilingual' is used way too loosely. I consider myself bilingual but I wasn't bilingual until I was an adult, as in speaking in both languages with equal confidence. Even because of pronunciation, consciousness, who am I speaking to and so on. Therefore I would say nom children are not bilingual by year 6 except a very small amount and these are the children whose parents have helped them to reach a certain standard not because it comes to them very naturally. But I don't think that pushing Maltese will affect the standard of English to give a boost because they are exposed to English in all the other subjects. Even if you had to remove and English lesson to replace with a Maltese, it wouldn't change anything.

#### **D) Private School - Northern Harbour Region**

##### **Current standards of English**

I think it's a pretty advanced level. I mean most children are English speaking children so it comes easier for them to express themselves in English. Of course, I would say that there is a marked difference between the spoken English and the written English, because obviously written English is a skill that needs to be acquired after some time. It's not how well you speak equals how well you write. But I would say that their expression of English is a very high level. English is a first language but we do have a lot of foreigners and some of them come to this school with no basic knowledge of English. So they do reel us back a bit, but otherwise I would say that the average child is English speaking and the level of speaking is relatively high though not so high as the written.

Are there any challenges that you face during class? The most common challenge (and I've been teaching for many years) nowadays would be specific learning difficulties which seem to be increasing. Here we are talking dyslexia, ADHD, children who have problems focussing

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and writing and following the lesson. Therefore, we need to prepare differentiated work for all these children, which means that if I'm giving a lesson where I'm teaching the class to write direction and this is with the help of power point. I would have to prepare something totally different for the 6 or 7 children who will not be able to follow. I think that is the biggest challenge for any teacher. I teach 25 students. It's very tiring. We manage, but it's not easy. We also have a very big loads. I have 28 lessons a week as I also teach Form I language and literature. It's quite a heavy load and takes a toll on the teacher. Otherwise no difficulties.

### **Current standards of Maltese**

#### **How important is parental support?**

I think it's paramount. Teachers with parents' support can never succeed in general. I think in this school we get a lot of support. Parents follow the children we get a lot of support. Parents follow the children very closely and they make sure that homeworks are given in. Especially, the Maltese more than the foreign students because they do not have the same culture that we have. With the Maltese children if we send a yellow note which is a no homework note, the parents follow it, but with the foreign student there is a more relaxed attitude and homeworks need to be closed at times, But we don't a stop till the homework comes in and that is a school policy.

#### **What would you say the reasons are behind the good levels of English of your students?**

Because I think that most children are hardly bilingual that are English- speaking. Here are a few who are genuinely bilingual. Then they would have acquired the high level of English. These are the lucky kids the ones who get both English and Maltese. Otherwise, the others are predominantly English speaking. These would find Maltese a struggle – not all of them but a high percentage.

#### **Do you agree with differentiated teaching?**

Yes, I do not see class as a colour but as each and every individual child.

#### **Do you think that teacher provide a good model of what English should be like?**

All children who attend here are expected to have a high level of English. I have taught in other schools and yes I have net teachers of English who can hardly speak English properly. It is very sad. Sometimes I hear benchmark recording and I am mortified by the accent they present on a listening text. So yes. I suppose, it is sad.

### **E) Private School - Northern Harbour Region**

L-ewwel haġa mhux kull sena hija l-istess. L-istudenti jvarjawlna kemm fl-kitba kif ukoll fil-mitkellem. M'hemmx standard li kull sena ser insibu l-istess affarijiet. Din is-sena kellna każijiet fejn studenti x'ħin jiġu biex jitekellmu l-Malti, kien Malti perfett u x'ħin jiġu biex

jiktbu jkun Malti kemm kemm mħarbat. Hemm differenza bejn kif jirkellmuh u kif jiktub. Mhux bilfors għax jirkellem Malti tajjeb se jikteb Malti tajjeb. Ġieli issib minn hu iżjed English speaking u x'ħin jiġi biex jikteb, il-Malti tiegħu jkun tajjeb. Imbagħad għandna studenti fejn jiktbu Malti tajjeb u jirkellmu tajjeb. Imma dan huwa numru żgħir ħafna.

Il-fatt li huma English speaking ma tantx tgħin. U t-tort mhux kollu tagħhom iżda tal-ġenituri ma jagħtux dik l-imbottatura u jhegħgħom jirkellmu iżjed Malti. Anki fil-Parents Day tinnotaha. Jgħidulhom quddiemna li jridu jirkellmu aktar bil-Malti (u din jgħidulhom bl-Ingliż) u tieqaf hemm. Anke tinduna mill-eżami għax ix-xogħol li jgħibu jkun tajjeb għax jgħinuhom id-dar imma x'ħin jiġu għall-eżami r-riżultati jkunu mod ieħor.

### **L-attitudni tat-tfal lejn il-Malti tinkwetahom lill-ġenituri, peress li ġejjin min English speaking background?**

Ikun hemm min jinkwieta speċjalment fil-Grade 6 peressli jkun hemm il-benchmark u anki minn Novembru jibdeu jinkwetaw u jistaqsu x'se jsir għal-Benchmark. Ir-raġunijiet ikunu differenti għax min ikun irid jibgħathom skola oħra, oħrajn għall-iskola sports għax dik tal-Gvern u tiffoka fuq sports biss. Allura ġenituri bħal dawn jkunu iridu lil uliedhom iġibu marki tajbin. Dawn l-iskejjel huma Pembroke u Ħal-Kirkop. U d-dħul ta' dawn l-istudenti jiddependi mill-marki li jiksbru fil-benchmark. Ukoll ikun hemm ġenituri li ma jħabblux rashom. Qabel il-benchmark nagħmlu gimgħatejn revision papers u kollox li għandu x'jaqsam mal-Benchmark imbagħad ma jibgħathomx. Ix-xogħol kollu li għamilna ma tawx kasu. Imbagħad hemm ġenituri oħra li jinkwetaw anki għal Malti avolja jkunu English speaking.

### **Il-ġenituri jgħinuhom lit-tfal id-dar?**

Hemm min jgħin b'mod ġenwin jiġifieri mhux jagħmlulhom il-homework, it-tfal jagħmlu ix-xogħol u huma jiċċekkjawh. Hemm xi uħud li jagħmlulhom ix-xogħol huma. Nippreferi kieku l-istudent jgħidli ma għamiltx ix-xogħol milli jagħtini xogħol tal-ġenituri. Tinduna meta jiġi għall-eżami għax iħalli nofs il-karta vojta. F'każi bħa dawn l-istudent ma jkun ħa xejn u jiggħrava. Imbagħad il-paniku jsir meta jtitligħu Senior School u iriduhom ilaħħqu mas-SEC.

### **Dwar ic-‘ Challenges’ li tiffaċċja xi tgħid?**

L-ikbar challenge hu fejn jgħidulhek għalfejn irridu l-Malti meta l-Ingliż nuzaw? U l-oħra hi meta jaraw il-Malti bħala xi ħaġa ħamilla u ‘low class’. Sfortunatement hemm ftit ġenituri ta'dan it-tip. It-tfal il mod li ngħallmuhom fil-klassi ngħinuhom iħobbu l-Malti. Għax il-mira tagħna hi li sa ma jaslu Grade 6 ingeluhom iħobbu lis-suġġett.

Aħna nemmnu li l-lessons isiru bil-Malti. Nispjegaw biss bl-Ingliż jekk ikun hemm xi ħadd vera ma fehemx, jew ikollna studenti barranin li bilfors trid taqleb għal ftit Ingliż. Parents Day anki jekk il-ġenituri jkellmuna bl-Ingliż u nafu li jafu l Malti, inkellmuhom bil-Malti halli nuruhom li l-lingwa Maltija ma għandha xejn inqas mill-Ingliż. Wara kollox, iridu jidħlu l-Universita' ta' Malta bilfors iridu l-Malti. Aħna t-target tagħna hu Malti u Ingliż indaqs, mhux Malti mkisser jew Ingliż imkisser.

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## **The Interviews with Private School Teachers**

### **Church School – Western Region**

#### **Q. How would you gauge the students' written and spoken Maltese?**

This year I find them very poor in Maltese. There are a few of them who come from a Maltese speaking background and obviously they do much better, but most of them learn or speak Maltese as if it were a foreign language. They have no idea of expressions. We do “idjomi” and “qwieli” in Maltese and they have no idea, they take them in the literal sense. Even their reading is not what it should be – a grade 5 level. In this particular class I'd say it is a foreign language.

#### **Q. What would you say about spoken and written English?**

English is much better, however, since most of their listening comes from American programmes, they tend to fall into the slang bracket like (cos and like). It isn't grammatically correct. The books they read don't help at all. What I've done this year I banned the Jeremy Stilton books in both languages. They have very little correct grammar and words are invented. When we are writing English, we want something to mimic, so when I read a classic, I mimic classic language. However when I read rubbish, obviously my writing is going to reflect that. I've set them on Roald Dahl and others of the kind.

#### **In the questionnaire, one question I asked the students how many books they read over the past 3 months. Do you think they are reading enough?**

I give them 20mins reading every day and the parents have to sign for them and have to have a reason if they did not. I give two books reviews instead. They have to give a short summary of the book and find five words they do not know and find their meanings and find five expressions. So, I make them read. They have improved like that. Same goes for Maltese.

#### **Q. Sometimes the system blames the teacher for the poor command of English in children. What do you think?**

It depends on where you come from. I have friends who teach grade 6. One in particular, I was correcting her dissertation and I was appalled because she's doing her masters and it's too poor. I have to turn it all around- change grammar and expressions too. It's like correcting one of my kid's essays in class. It comes from the fact that the level of English you studied at school was not that good.

#### **Q. Would you say that over the years, the standards of English have improved, remained the same or became worse?**

I think it depends on the children's background at home. In my opinion, children who attend a church school tend to insist more on a level of education. However, I think, yes, the level of



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English has gone down. There are more distractions, hand held devices, tablets, computers. So, there is less focus on academics and more on these things.

**Q. How important is parental support?**

Obviously, if you see your parents reading, you'd mimic that. And if they speak to you one day in Maltese and one day in English, they expose you to different cultures, different languages. It all has a different effect on the child.

**Q. Do you reckon that the NCM which says that the children should be bilingual by year 6 is being reached?**

By the age of ten, in Grade 6, they would understand both languages well. Most of them are able to speak Maltese really well and as far as English is concerned they speak it adequately. So, yes, we are doing a good job in that aspect. I wouldn't class it as top notch in grammar for both languages, but they are bilingual. Here, it is predominantly an English speaking environment, so the students are generally stronger in English.

**Q. Do you think that the way Maltese is being taught is helping? I mean the word 'break' is spelt 'brejk' in Maltese or is it better if it is spelt in between inverted commas?**

It's appalling! but there are two ways. One side of it is where there are Maltese words for an English one. For example baby (tarbija) and another where we say it as the one in English. Colloquially, people would prefer "baby" but when it comes to writing we should stick to the Maltese word.

**Q. Do you think though that the students are getting confused?**

They are getting confused because they wouldn't know which the correct way to go is. There have been so many changes. Once you learn how to spell it one way, it is difficult to unlearn the concept. Reading books have not been scrapped and obviously children get confused as to how to spell or use a word. We should stop changing and stick to one system.

**Q. What are the challenges that you face in a bilingual classroom? And are students streamed?**

No, it's just one class. They are mixed abilities. The challenges I have are :-Three students who are at grade two level in a grade 5 class. I have to start from scratch (the alphabet – l-artiklu) so they are not at par with their peers. I had to go through a different syllabus for them. It's alright for Maltese, but a subject like Social studies, where they have to read and understand, it is impossible because their level of Maltese is very poor. I do tend to code switch a lot during Maths since there are ones who are not that good at English. It is not fair that they should fall behind because their English is not good enough. In the story sums it happens a lot. Explanation is given in English and then in Maltese. Like that they can pick the language they prefer.

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In English, the biggest problem is in writing. There are those who can do well and speak fluently. Then there are others who think in Maltese and then translate. That is where the difficulty comes in- their expressions won't be correct. It's basically that. The rest of the subjects are taught in English here.

End of interview

### **Church School - Northern Harbour Region**

**Q. If I were to ask you about the levels of spoken and written English, as a general comment, would you say it is good, very good and have you seen an improvement over the years?**

No, over the years there has been a decrease in the standard in general. I've taught in private schools prior to Stella Maris. I've been here for eight years and during this time I have noticed a slight deterioration. Most of our children are native Maltese speaking not English. So, English is a second language at home. We do not use English in all subjects here at school. So, there isn't as much exposure to English in the classroom as I would like. And, over the years it gets worse. They are almost totally English speaking at St. Benilds (early Years), then when they come to the junior school, there is more exposure to Maltese and in the forms, I have no idea what they do. However, from what I hear when the boys are walking to or from school, I rarely hear them speak in English. The younger they are the more they use English. I think when they grow older they pick the language they are most comfortable with. I always address everybody in English at whatever age and they answer back in English. Other teachers speak to them in Maltese and I have noticed they can code switch. But, if you ask me about the level, I'd say it deteriorated. Written English is the same, it deteriorated.

**Q. And when it comes to Maltese, spoken and written?**

Unfortunately, there is also a deterioration in Maltese because of English. I keep getting things like, "Miss, fejn se npogġi l-book?" And when I've spoken to people who use "Malglish" – I call it so, I know they speak to their children in the same way. I've asked them why they do that and they said they learn English with Maltese. It happens in writing too. For example "It-tifel xtara ice-cream" You see if he is used to hearing Maltese mixed with English in the same sentence, that is what he is going to use.

**Q. Do you think that by grade six they will be bilingual enough as we'd like them to be?**

No, enough never. They are not bilingual. I completely agree with our Maltese children being brought up bilingual. The emphasis in focusing on a national level must remain in school. If necessary adverts on T.V. where we are making the parents aware that if you are speaking in Maltese, it has to be in Maltese completely. If it is English, then completely English. Code-switching within the same sentence is ruining both languages.

**Q. How important is it to have the parents' support at home?**

We have to educate the parents. It has to be on a National level so the children will follow suit. We have to hit the parents so they deal with it when they have babies and they are starting the first language.

**Q. What are the challenges that you face when trying to establish good bilingual education?**

Personally, I do not have any challenges because the boys know that when we are doing Religion, Maltese and Social Studies they have to use Maltese. This is something that I establish in October. If I'm delivering a lesson in Maltese then that is the language they have to use. The same during lessons taught in English. I only code-switch when I am trying to teach an important grammar point or Mathematical concept and I have a student who I know is mentally translating from English to Maltese. That is two steps for him. So, I speak to him on a one to one basis in a language he is comfortable with – Maltese. Unfortunately, other teachers do not do the same. but, this is my belief and I will continue to do so

**Church school – Northern Harbour Region**

**Where on the spectrum of bilingualism do your students stand?**

I think the majority of them are bilingual. They express themselves very well both in English and in Maltese. There are some who feel more comfortable expressing themselves in one language but the vast majority are bilingual.

**What would you say if I were to ask you to rate spoken and written Maltese?**

They find it easier to express themselves in writing, perhaps it is a bit easier the spelling in English but then when it comes to written Maltese for example, I still find that they struggle a bit the spelling and the 'gh' and 'h'. They might be good at expressing themselves verbally in Maltese but then when it comes to writing I still find that they struggle a bit. English, when they are expressing themselves in class conversation, they code-switch for one language to another. So that, I try to avoid especially if it is in an English lesson. Yes they do switch to Maltese. Here in this school we teach all the subjects in English so as much as possible I try to speak English all the time. But then I have to switch from one language to another when they cannot find the word to express what they want to say. I am rather satisfied with the level bilingually.

**Do you see a difference between this year and previous years?**

This year I have quite a good class and I can say that they are fluent in both. There were years when practically, I had to conduct a Maths lesson in Maltese. For example, we are doing problems and they are not understanding the word 'each' or 'pair' or 'fortnight' so then I had to switch to Maltese. It varies upon the level of the class I have. It is easier to work.

**What happens when you have different levels of proficiency in class?**

When that happens I switch to Maltese and I try to explain it in Maltese. And then at the end I try to re-explain it in English. At some point, yes, I have to resort to Maltese, but then I switch back because at the end of the day the papers are going to be set in English – so I'm switching from one language to another.

**What about parental support?**

The majority yes do have parental support. But I think it is fundamental because when a child does not receive support n matter how much she tries the fact that there is someone who backs them up who asks, let me see what you have done today, open your bag... that really helps. However unfortunately I have children whose parents are still illiterate so of course the child struggles. For example this year I had a particular case where the mother does not speak English and the child as well, she has problems, so I encouraged the mother to take a course and start to learn with the child but she is not interested. She has an LSA to help her at school, but when she goes home she does not go over what we have done so it is pointless. Even if the child does well, they still need to be monitored at home. It doesn't stop at school. The parental environment is very important.

**What are the challenges you face in trying to aim for a bilingual environment?**

One of the challenges is that you still have parents who refuse to talk to their children in English at home- they only speak one language. We still get parents who do not speak in Maltese, who look down on Maltese, so that is quite a challenge having to conduct a lesson in Maltese, struggling to get the child say or read a sentence. So you end up having to try to convince them at Grade 5 level and it's already too late when they are doing listening comprehensions and compositions. So that is one of the main challenges, trying to convince the parents saying 'Listen you have to try and expose her to the language.'

Another challenge is having the different competences of the children who are at different levels. You have children who can read and write and express themselves very fluently and there are others who can hardly read. So you have to try and cater for all the different needs in the class and it is quite tough. You have to try and challenge the bright one, you have to make sure to try and involve the quit one- it's like juggling a lot of things to make it work.

Last year because the level was a bit low we had 7 lessons in Maltese, this year we added another so now we have a total of 8 lessons. This was a move to try and expose them more to the language. So it is 8 lessons in Maltese and 7 in English and each lesson is 45 minutes long.

**What about effective classroom practices that you have found to work in class?**

Nowadays, we have a lot of resources. As much as possible I try to use clips from the Internet. I encourage discussion and they listen to songs and I try to make learning a natural process and then encourage them to use what they have seen in the clips to create their own. For example they make up posters and they write their own letters so I try not to keep the language static like books and copying exercises.

I try to involve students as much as possible so they realise they are going to use the vocabulary for writing and a letter for creating an advert or something similar. It is useful and they enjoy it. They are encouraged to work in groups. I try to mix one English speaking girl with a girl who is not as fluent as her – they then learn from each other. This is my 12<sup>th</sup> year teaching. From back then and now there was in the past a lot of memory work – now things have changed and sometimes I feel the level has gone a bit down. Before their reading was something fun for them, now it does not seem so any longer. You have to push them. Even parents say they have to force the children or else reading is seen as a punishment. I organise Show and Tells but I do not feel they are really enjoying it. Over the years I see reading is on the way down. On the whole, I am satisfied but there is always room for improvement. Compared to previous years I find I used to struggle a bit more. This year I have a good class.

The reality in this school is similar to the reality in other Church schools. When compared to the level in other church schools, I would say the level is the same, but when compared with State schools, I think the level here is higher. Then in comparison to Private schools it is lower. I even corrected Benchmark papers 2 or 3 years ago and there I could compare and I could tell more or less that a student came from a particular school even though it was not written down. I was only correcting English. Their expressions, spelling, the structure – I could easily identify which came from a State, Church and Private school. Private schools are better in English (the use of expressions, adjectives and so on). In State school it is rather poor, though not all. Church school were in between I had about 200 papers to see to and the their teachers in this school who also corrected made the same observations.

### **Church School – Northern Harbour Region (11 years teaching experience)**

#### **Can you say that children are bilingual in Maltese and English?**

The majority are in the class but you'll find these few that struggle mostly with Maltese. Basically in my opinion it's because they are English speaking at home, at school it is basically English speaking, however Maltese I try teaching it only in Maltese. Where possible of course because sometimes I have to translate without wanting to (from Maltese to English). However, I do not find the problem the other way round in our school. I don't have to translate from English to Maltese.

#### **What would you say about written and spoken Maltese would you make a distinction between the two?**

The spoken would be on a higher level than the written. Spelling in Maltese really.

I'd say they are at a par – on the same level speaking, spelling and sentence structure are quite good. But I do find a big difference between Maltese and English especially this year. English is the stringer language. Every year it is a different story. Last year they were much better at

spelling in Maltese. This year they are weaker – of course this is in general. I do not know it it's the social change but there is a difference from the first year I taught to this year.

**How important is parental support?**

Very important. Children master their language at a very early age so if they start that young they have something to build on. The home affects this a lot. I agree with the idea where one parent speaks to them in English and the other parent speaks to them in Maltese so they can distinguish between both and then be exposed to both, because unfortunately they are being exposed to one language and if they do not have those basics it will be very difficult to build especially at Grade 5 level – if they haven't mastered certain skills in Maltese that is.

**Are bilingual policies realistic in terms of the targets set?**

It's not as easy as one may imagine. If you have 25 students and you have the one student who is very good at Maltese and another girl who does not even understand the word 'qattus', it is difficult.

What I tried to adopt this year was the system that girls who can work on comprehension and so on and this particular girl because she understands literally nothing, I began with the Grade 1 syllabus at least having her understand certain words with pictures. It was not easy and she is Maltese. For her we can say even Maltese is a foreign language. I would say for 5 students out of 25, yes Maltese is a foreign language however the others are exposed to Maltese at home. What we do in class is not enough and unfortunately TV programmes are not that good in Malta. Exposure has to be from the parents, from outside the school. At school we do expose them but since it is an English speaking school, Maths I try to teach in English. All the other subjects however in Geography, Science and History, I do allow them to express themselves in Maltese, because there I am not testing language and this is during discussions and so on because the papers are set in English. The reality is if they are exposed to the language all the time, they are picking it up. Most extra curricular activities in English and even catechism is in English.

**What are the challenges that are faced as a primary teacher?**

The biggest challenge is the class number because having so many realities so many different needs to cater for all of them at the same time is near to impossible. Sometimes you think you're not doing enough when in actual fact you are; in theory it is one thing, in fact it is the opposite.

So in saying that in theory, streaming children according to their different levels of proficiency in language would be of better service to the children. There are pros and cons of course one might argue that streaming might be having an effect on the children because they feel that are the weaker group or the stronger group but if we have to look at the end result, they might benefit.

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It is very difficult if you are doing a certain kind of comprehension, I cannot do two comprehensions at the same time. The others will still need my help and have to go around. Having 2 LSAs, one-to-one who cannot help me with the students is another challenge because at the same time, there is another programme going on. There are two programmes going on which you have to deal with.

There is this one particular girl who does not speak Maltese, cannot produce as yet. I try to tell her friends to speak to her in Maltese but it is a slow process. When it comes to writing she goes blank. I cannot cater for her individually. It is a big challenge for her to keep up with what is going on during the lesson.

The weaker students go for literacy with a particular teacher. But it is in English not yet in Maltese. They do improve in literacy especially in spelling. They'd be taken out from the English class and given individual attention there.

**Are there any practices that you have found were a solution to these miracles you perform in class?**

Basically it is trying to focus on every student's needs. I can't expect certain goals to follow the rest of the class so you gave to cater for them. If the children show willingness to learn it is a bit easier. Both Maltese and English are an entry requirement into 6<sup>th</sup> form so both language are important in Malta. Our students have to be proficient in both.

**Church School - South Eastern Region - Interviewer was addressing two teachers**

**How would you rate spoken and written Maltese?**

Le m'humiex simili. Naħseb li l-ispoken isibuh ħafna eħfef mir- 'written' minħabba l- 'gh' u l - 'h' li ġieli ma jeżistux għat-tfal. Avolja tipprova bil-mudelli huma ma tantx iħobbu jużawhom dawn il-mudelli. Fl-ispoken alright avolja kultant tiskanta l-iżbalju li jieħdu anki fl-ispoken jiġifieri għal-mod tal-kelma jekk użax 'għall- ' jew 'ghal' jew 'ta' u 'tal- '. Xi uħud (b'eżempju tistaqsi ' ta'ommi' jew ' tal-ommi' jirrispondu 'tal-ommi'. U dawn m'humiex English speaking students. Imbagħad il-livell tal - Ingliz tagħhom hu iżjed batut mill-Malti . Anzi il-maġġoranza tal-klassi tiegħi huma aktar batuti.

Kultant meta jkunu exposed għal ċertu lingwa hemm tfal li l-Ingliz tagħhom hu tajjeb imma imbagħad il-Malti tagħhom ibati jew inkella tbatu l-kitba. Spelling fil-Malti batut, ibatu fl-Ingliz iżjed.

Għandhom ħafna Maltesisms fl-Ingliz ukoll, u l-Ingliz tagħhom ikun batut għax m'humiex familjari ma'dik il-lingwa. Imma dik tal-Malti ma nifhimx għalfejn u ma nifhimx x'ikunu kitbu. Il-mudelli ma jużawhomx u għalhekk jiktbu mgerfex.

Kieku niġu għall-ispoken Maltese bejn wieħed u ieħor nistgħu ngħidu huwa livell tajjeb written Maltese nistgħu ngħidu mhux daqshekk. Għandhom bżonn jaqraw għax ma jaqrawx u anki għandhom bżonn jużaw il-mudelli.

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**How would you rate spoken and written English?**

Spoken batut aktar mir-written kultant comprehension mhux ħazin pero. Naħseb hawn it-TV jgħin. Bil-Malti ma tantx għandhom anzi m'għandhom xejn programmi bil-Malti allura exposure m'hemmx. Hemm l-internet u t-tabets jgħinu ħafna fl-Ingliż. Huma ma jkunux jafu kif ippogġu s-sequence wkoll. Biż-żewġ lingwi isibu diffikulta biex jesprimu ruħhom.

Waħda mill-akbar challenges li kelli kien biex jistrutturaw l-affarijeit wara xulxin għax hemm min jibda minn saqajha u jħawwad, li jiftakar jikteb.

**Sa l-aħhar tal-year 6, fl-opinjoni tagħkom tahsbu li t-tfal ser ikunu bilingwi daqskemm nixtquhom?**

Għall-eta' tagħhom ikunu ta. Naħseb li sa ma jmorru għall-Form 1 they manage. Fil-Form 1 they manage. Fil Form 1 they have to move on whether they like it or not imbagħad irrabbu ċertu maturita' u jmexxu.

Biex jigu fluent fiż-żewġ lingwi fil-primarja mhix possibbli. Fil-Forms jagħmlu qabza kbira. Fluency in both languages naħseb li jkollhom l-iskola. Anki l-għajnuna mid-dar hi importanti biex jiżviluppaw fil-lingwi. Hemm min jaqra u hemm min ma jaqrax, pero bil-Malti jaqraw inqas milli jaqraw bl-Ingliż. Ħafna drabi jagħtuna hard time, imma meta jigu għall-eżami imorru tajjeb.

**Tara differenza fil-livelli tul is-snin?**

(T1) They improve gradually. Minn 20 sena l-hawn they improved. Hawn ħafna għajnuna għal min irid. Hawn it-teknoloġija u ħafna iktar kotba.

(T2) Biż-żmien jiena naħseb li l-Ingliż impruvja iżda l-Malti waqa' lura. Ġieli inkunu x' imkien u lanqas nisma persuna waħda titkellem bil-Malti. U nistaqsi, t-tfal tagħna ser ikunu jafu jtkellmu bil-Malti għoxrin sena oħra? L-Ingliż jidher li qed jieħu over.. Hemm iżjed exposure għall-Ingliż milli l-Malti anki cartoons per eżempju. Allura hekk r-riżultat.

(T1) L-iktar Malti li qed jipprattikaw speċjalment bejniethom fuq mobiles u tablets u chats hu Malti mkisser u li jiktubuh kif iħossuh. Anki expressions jiktubhom bl-Ingliż għax ma hemmx translations bil-Malti. U kollox fil-qasir ukoll.

**U bhala għajnuna mid-dar tahsbu li qegħda hemm?**

Għandna bżonn continuous support. M'hemmx għalfejn written work anki għajnuna għall-eżami, t-tfal għandhom bżonn l-għajnuna. Hemm min jgħin u min le. Aħna ninsistu li jgħinuhom id-dar. Is-support tal-parents pero qed jonqos għax hemm min lanqas jara lill-mummy sat- 8 ta' filgħaxija u hem min ikun man-nanna ġurnata sħiħa. Hemm ukoll xi social cases li jibqgħu lura.

**U xi tqisu bhala challenge jew intopp lejn il-bilingwizmu?**



Li tirrepeti u li tħossok li qed titkellem mal-ħajt fiż-żewġ lingwi. Min hu batut fil-Ingliż jaffettwahom l-Maths speċjalment il-problems. Biex immorru tajjeb it-tfal iridu jkunu tajbin fiż-żewġ lingwi. Jien ngħid li jekk ma jaqbdux il-lingwi fl-ewwel snin tal-primarja se jaffettwahom tul is-snin. Jistghu jirrangaw xi ftit imma huwa każ ta' 'sink or swim'. Is-sistema hi dik li hi, nużaw iż-żewġ lingwi għal sugġetti differenti u min hu batut f'lingwa waħda jiġi affettwat f'sugġetti li dak is-sugġett qed jiġi mgħallem fih. Irid ikun hemm is-support mid-dar. Dik importanti. Is-sillabu hu eżagerat u ħafna li huma batuti ma jlaħħqux ma' topics godda għax jimxu aktar bil-mod. Mhux sew li l-high achievers ibatu minħabba dawn li għandhom bżonn differentiated teaching.

### **Is-sistema fonetika taqblu magħha?**

Jien ma togħgobnix għax then they have to switch u nħawwdu d-dinja. Meta kont l-iskola ma kellniex din s-sistema u batut u m'intix kulhadd tgħallem jaqra. Illum hemm ħafna min ibati jaqra u fiż-żewġ lingwi. Jien naħseb li l-livell tar-reading naqas. B'din is –sistema illum xorta ma tgħallmux.

### **Church school - Northern Harbour Region (Two teachers)**

How would you rate spoken and written Maltese?

Here we have subject teaching and I teach Maltese. Naħseb li l-ispoken huwa mhux ħażin. L-espressjonijiet u idjomi jagħgħbuni għax ma għandhomx idea ta' xejn. Anki comprehension ikollok 'ix-xoqqa f' moxtha', 'tatu rasu'- dan it-tip ta' kliem li nużawhom il-ħin kollu huma ma għandhomx idea. Jiġifieri għalkemm hija l-lingwa tagħna u nużawha l-ħin kollu, it-tfal jippreferu jaqraw bl-Ingliż mhux bil-Malti. Tant hu hekk illi fil-kitba kreattiva, fl-Ingliż immorru aħjar mill-Malti.

What rating would you give for spoken and written Maltese?

Here we do subject teaching and I teach Maltese. Naħseb li l-ispoken huwa mhux ħażin. L-espressjonijiet u idjomi jagħgħbuni għax m' għandhom idea ta' xejn. Take a comprehension for example, ikollok 'ix-xoqqa f' moxtha', 'tatu rasu', dan it-tip ta' kliem li nużawhom il-ħin kollu, huma m' għandhomx idea. It-tfal tagħna ma jaqrawx bil-Malti. Jiġifieri għalkemm hija l-lingwa tagħna u nużawha il-ħin kollu it-tfal jippreferu jarraw bl-Ingliż mhux bil-Malti. Spellings isibuha diffiċli. Jien xorta nagħmel dictation allavolja mhux suppost għax jistudjawha b'mod ħażin; l-għ fejn tiċċaqlaq u hekk. Jien tant inħosshom li xi kultant jaqtgħu qalbhom. Din xi ħaġa tqila qatt m'hu ħa jirnexxieli nagħmilha kif suppost mela they give up. It's amazing kif fl-Ingliż imorru aħjar mill-Malti.

What rating would you give for spoken and written English?

Le, bħala Ingliż, written tajbin. Kemm fil-listening u jagħgħbuni kemm huma tajbin fil-listening u kemm fit-text – imorru tajjeb. Fil-grammar bħala exercises tajbin ukoll. Creative writing mhux ħażin lanqas. Issa dawn considering li ma jitekallmux Ingliż id-dar. Aħna

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m'aħniex an English speaking school , m'hemmx continuation. Jien ngħallihom English and Science. Bħala subjects it-tnejn nitkellem bl-Ingliż. Fil-bidu tas-sena jkunu daqsxejn iżjed iebesin but as we go aloong jibdew jirrispondu u jirkellmu aktar bl-Ingliż.

Studji Soċjali huwa Malti u anki Religion, Art u Drama ukoll inkellmuhom bil-Malti. Allura jien ngħallimhom suġġetti fejn nitkellem bl-Ingliż. Maths story sums huma bl-Ingliż but we have to translate sometimes. L-explanation isir biż-żewġlingwi. Pero' il-fatt li jkollhom teacher li tkellimhom bl-Ingliż huma exposed u tagħmel ħafna differenza. Infatti anki l-Parents f' parents day jirrimarkaw li t-tfal huma aħjar mill-bidu tas-sena fl-Ingliż.

Taħsbu li jekk ikollna iżjed exposure għall-Ingliż ser tgħin?

Jiena naqbel ħafna liż-żgħar inkellmuhom dejjem bl-Ingliż u r-raġel kien ikellmuhom dejjem bit-Taljan, il-Malti tgħallmuh hawn fl-iskola. Allura bi tlett lingwi u qatt ma sabu diffikulta' . meta jkunu żgħar ma jkunux jafu li dak Ingliż u dak Taljan. Jaħdmu by Association. Il-mama titkellem bl-Ingliż allura awtomatikament jirrispondi bl-Ingliż. L-istess mal-Papa u anki l-iskola. Jassoċċjaw il-lingwa ma min jew fejn qegħdin.

Teacher 2

Jiena ngħallem żewġ klassijiet u fi klassi minnhom nara li huma aħjar fl-Ingliżi. We both stretch the students a lot. They seem to rise to the occasion in languages. By the end of the year they get there so we stretch them.

Interviewer: Il-fatt li jkollhom background aktar sod fil-malti tarah żvantaġġ?

Fil-Maths dawki li huma batuti fl-Ingliż ser isibuha iżjed diffiċli għax ikollu żewġ problemi. Waħda tal-lingwa u l-oħra tal-Maths. Allura tkun mathematical u anki language wise. Min jifhem bl-Ingliż diġa ħa jifhem il-kuncett. Issa jekk jafx jaħdimha hija storja differenti. Dak li ma jifhimx bl-Ingliż għandu żewġ problemi kif iħares lejha jaqta' qalbu lanqas jaqraha.

Parental Involvement kemm taħsbu li importanti u l-istudenti tagħkom kemm ikollhom għajnuna d-dar?

Mhux kollha hemm min jgħinhom imma mhux kapaċi.

Jiena naħseb it is very important anki min ma jafx skola jista' jsegwuhom . Jistgħu jiċċekjaw il-homework sarx. Ġielli kun hemm pitazzi fejn inkun irrid signature. Ikkun hemm min fejn is-signature ma ssirx gimgħat u anki xagħrejn. Lanqas iħarsu lej pitazzi jiġifieri. Ħares lej il-pitazz, involvi ruħek taf li kull Thursday ikollna dictation ara li studjajtha. Xejn ta' barra min hawn. It-tfal mhux organizzati. Tiegħi qiegħed Form 1. Ma npoġġiħx ħdejh fil-homework imma niċċekkja x' inhu jagħmel. Trid tippuxjahomdaqsxejn. Weħidhom it-tfal mitlufin. They need to process what we have done during the day. Il-processing mhux il-homework. Aħna għandna sistema fejn jibdew il-homework hawn u jkomplu d-dar. Hemm min jekk ma jagħmilx revision magħna d-dar ma jagħmel xejn.

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Nippreparawhom tajjeb għall-eżami hawnhekk għax nafu li hafna drabi xejn ma jsir id-dar.

Din is-sena għandna grupp li kollha kapaċi. Ahhna nimbuttaw għall-Grade A anki fis-SEC. Imma once li jgħaddu l-grade ma tkunx iżjed importanti. Iggib A u ggib C xorta tgħaddi.

Bejn sena w oħra tara differenzi bejn ‘cohort’ u ieħor?

Naħseb li d-differenza fil-parents. Ġieli jkollok grupp moħħhom f’xulxin. Litteralment il-parents gossiping kontra t-teachers. Dawk jagħmlu hafna ħsara speċjalment meta jgħidu kontra t-teacher quddiem it-tfal. Allura t-tifla tiġi hawn b’dik l-arja u m’għandiex rispett lejki. Ġieli nagħmlu meetings mal-parents u ngħidilhom x’inhuma l-bżonnijiet tat-tifla u ma jagħmlu xejn fuq il-pariri tagħna. Niltaqa’ ma’ tfal li minn Grade 1 ilhom jissejju l-parents hawn u xorta ma jagħmlu xejn. Allura t-tfal jibqgħu li jkunu. Jaqbzu għalihom speċjalment meta tkun behavioral problem. Jiddefenduhom għad-detriment tat-tifel jew tifla stess. Ġieli kellna parents jgħidu li t-tfal tagħhom jagħtu magħhom quddiem in-nies jew jerfgħu idejhom fuqhom (fuq il-parents). Il-problemi m’humiekk akkademiċi illum, imma huma problemi akbar – problemi soċjali. Illum it-tfal m’għandhomx sens ta’ awtorita’ u l-arja ġejja mid-dar. Hafna mill-problemi jinholqu għax telgħu bil-polza u allura kollox bid-dritt.

Taħsbu li s-sistema bilingwa fl-edukazzjoni ħadmet s’issa?

Jiena, i never blame the system la meta jirnexxu u inqas meta ma jirnexxux because we work so hard with them. U mhux dejjem skont l-iskola jew skont il-parents. It-tifla għax at the end of the day hi tiddeciedi x’jidhol go moħha jew le. Dan il-kuncett hemm hafna min iħallih barra. Iwaħħlu jew fl-iskola jew fid-dar. Xi kultant nagħtuhom kollox min-naħa ta’ l-iskola jagħtu support mid-dar and yet the child does not achieve. Għax hemm l-aspett tat-tifla. Jekk ha tagħlaq moħha kollu għalxejn. Ma nemminx li t-tfal ma jirnexxux minħabba s-sistema edukattiva.

Fuq livell ta’ Malti w Ingliz u bhala teachers li ilkhom taħdmu f’dan il-qasam madwar 30 sena, taħsbu li l-livell oġġla jew tbaxxa?

No sejr in lura bhala granċ pero xi darba t-tort m’huwiex tat-tfal għax ahna nehhejnienha l-idea tal-kitba. Kollox huwa fill in, anki grammar book. Qishom dawn it-tfal ha jghajjew minn kollox. Ahna konna nahdmu, niktbu minn kollox. Qisna nibzghu ntuhom jiktbu. Kollox limitat.

Dak li jtellef fl-edukazzjoni bilingwa

Qabel ma nagħmlu xi proġett natihom x’jagħmlu research. Ngħidilhom kemm jista’ jkun ma jagħmlux photocopies jew jipprintjaw. Ngħidilhom jigbru l-information u jikkupjawh. Kien hemm minn ċempel l-iskola għax it-teacher kattiva iggielhom jiktbu. Kienet big issue. It was blown out of proportion. It-teaching mhux challenging. Iċempel l-iskola fuq ħmerijiet . Il-head tiddejjaq tiehu stand. Kien ġej ir-review f’kaċ minnhom u ma lkonniex nafu fejn qegħdin. Beżgħet li jmorru l-education u jinqala hafna nkwieta u nieħdu report hażin.

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## Church School Northern Harbour

Fl-opinjoni tieghek kif taħseb li qed imorru t-tfal fi spoken and written English?

Jien din l-ewwel sena li qed ngħallem pero nista' nqabbell mat-teaching practice. U bħala written English u spoken English kont bniedma fit-teaching practice kont fi skejjel State school huwa ħafna iktar avvanzat għax iħobbu l-qari bl-Ingliż. Il-livell tal-Ingliż narah ħafna aħjar għax jaqraw ħafna bl-Ingliż nimmagina xi rizorsi mhux għax m'għandniex, għadna imma mhux daqshekk vasti daqs l-Ingliż. Jaraw television bl-Ingliż issa qed tingħata internet law, kollox bl-Ingliż anki l-expressons tagħhom ta' kuljum huma bl-Ingliż. Jekk għandhom johorġu kelma johorġuha aktar bl-Ingliż milli bil-Malti. Għandi tifel wiehed li jirrifjuta jittellem bl-Ingliż. Mhux għax ma jafx għax anki ismu bl-Ingliż imma jsejħula bil-Malti 'Bastjan'. Most of them l-Ingliż hu iktar għal qalbhom milli l-Malti.

U meta niġu għall-ispoken u written Maltese?

Spoken maltese għandi dawk il-5 li jbatu jittelmu bil-Malti. Pero, jippruvaw u l-aktar li nieħu gost bihom għax anki t-tenses jgħidulhom sew. Imbagħad hemm il-maġġoranza fil-kitba hija iktar diffiċli ' għ' ' h' doppji iktar iħossuha bi tqila.

X' inhuma c-challenges the teacher faces when trying to transmit bilingual education?

Skont it-tfal kif se jehduk. Lanqas naraha challenge għax you can go from one language to another. Aktar, it's a pro milli con. Meta ma jifmhu, there is another language you can rely on. Huma juruk x'fehmu u ma fehmux għax jistaqsuk tispjega in another language. Nippruvaw inżommu lura imma ma ċerty tfal lanqas bit-tpingija jew gestures ma tasal. Allura bilfors taqleb il-lingwa. Mat-tafl li jittelmu bl-Ingliż biss nara li r-Religion u s-Social Studies li hija l-akbar wegħha għax it-tnejn bil-Malti. Inkun naf li l-kunċett jafu imma ma jistax jesprimi ruħu. Għaliex ma nistgħux natuholmom bl-Ingliż? Jien ngħidilhom li ma tafux tuhomli bl-Ingliż, ma natix każ. Imma l-mistoqsija tkun bil-Malti u Social Studies iktar mir-religion minħabba t-technical terms.

Għandna kliem oħra għaliex m'aħniex nużawhom ma dan it-tip ta' tfal (sprinklers, friefet tal-ilma, agrikoltura) dak kull ma jridu. Għax inti l-ewwel tifhem il-lingwa imbagħad il-kunċett. Waqt il-lezzjoni m'hemmx problema għax taqleb il-lingwa imma n-noti ma jgħinux. Vera biex jipromwovu l-malti għax batuti aktar mill-Ingliż imma t-tifel ħa jara l-marka u mhux għax ma fehmux imma minħabba li ma jafx jesprimi l-kliem jaqa' lura. Aħna nimxu bin-noti u niħajlajtjahlhom xi partijiet imma xorta hemm id-diffikulta'.

Kemm hu importanti r-rwol tal-ġenituri?

Ħafna sew għall-miktub u anki għall-mittellem. Jekk m'għandhomx input mill-ġenituri hawnhekk mhux biżżejjed. Jekk ikellmuhom biż-żewġ lingwi jgħinuhom ħafna.

X'jidhirlek mill-istandards taż-żewġ lingwi meta mqabbla mal-passat?

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Meta nikkumpara mat-teaching practice li bdejt three years ago ma naħsibx li għola l-livell tal-Ingliż pjuttost minn żmien naħseb li l-Ingliż għola għax input ftit kien hemm anki television bit-Taljan konna nsegwu) u bħala livell ta' kitba għadu xorta fjakk. Bħala spoken huwa tajjeb avolja jużaw ħafna expressions mill-Amerikan minħabba l-programmi li jsegwu.

Ma nqbilx b'kif qed ikun hemm it-tibdil fir-regoli imma qegħda hemm. It-tfal jithawwdu. Per eżempju s-sena l-oħra konna qegħdin l-universita' u flok ' email' qalilna nibdew nużaw (ittre') . Imma sa ma jkun published dawn r –regoli xejn ma jista' jsir. Xejn ma smajt iżjed fuq dan il-proġett – kien hemm kliem ieħor barra dik ukoll.

Taħseb li sa ma jaslu Grade 6 it-tfal ser ikollhom biżżejjed profiċjenza bilingwa?

If we look at the mainstream, yes they are bilingual u aktar ma nara rezistenza hi mill-English speaking boys milli the Maltese għax the maltes epeaking boys have accepted English as their second language. I wouldn't say that the English speaking boys would be bilingual in the way we want them to be. Għax ir-rezistenza kontra l-Malti hija ħafna akbar.

Min 24 għandi 4 (studenti) vera jirreżistu l-Malti. Tnejn oħra English speaking jippruvaw u jirnexxu.

Xi taħseb min klassi ta' mixed abilities, taħseb li tgħin jew li tfixkel?

Id-diffikultajiet hemm qegħdin. You need more effort kieku qegħda hawn għal high flyers nista nitlaq għax jitgħallmu wehedhom. Hawnhekk kulhadd imħhallat jehdulek 1/3 minn kull ivell u jinqasmu biex jigu mixed.

### **Church school (Northern Harbour area)**

Dwar spoken u written English x' taħseb bħala livell?

Kemm ilna li ffukajna fuq l-orals u anki daħħalna l-fluency book allura għandna l –language activities fl-iskola għandhom iktar opportunita fejn jikkellmu l-Ingliż. Allura bħala Ingliż il-livell huwa tajjeb . Li għandek hi l –vokabularju tat-tfal mhux ta' kulhadd ikun l-istess. Ċertu vokabularju jgibuh mill-qari. Issa bħala sentence structure iħibuha imma the rich vocabulary comes from the books. L-ispoken morna aħjar bħala livell biss fejn jidhol written kemm ilna li biddilna , is-sistema kif kellna qabel għal issa hi iktar aċċessibli għal kulcadd. Is-sistema li kellna qabl kienet ħafna aktar challenging milli għandna issa. Kellna ċmien fejn kellna ' Models for Writing' bħala creative writing system ħalliha li kienet to the discretion of the teacher. L-istandards kienu ħafna għola. Illum il-Macmillan huwa ħafna eħfef u sempliċi minn dawk li kien ikollna fl-Models for Writing. Fejn jidhlu l-comprehensions illum huwa aħjar ggall-eta' tagħhom. Qabel kellna Reading 360.

Dwar spoken u written Maltese x' taħseb bħala livell?

Ovjament dawk li ġejjin min Maltese background u beda St benild il-Malti ħa jkun at a par mal-Ingliż. Jiħu bħal tal-Gvern you just start from English. Imma min ikun hej min English

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speaking background ikun beda bl-Ingliżu l-Malti qed jagħmlu l-iskola biss m'hemmx prattika tiegħu. Religion u Social Studies isiru bil-Malti.

U meta jiġu għall-kitba bil-Malti?

Il-kitbiet tal-Malti jogħġbuni daqsxejn aktar li jiktbu. Għax l-Ingliż, il-vokabularju Ingliż sakemm ma jaqrawx mid-dar xorta jibqa wieħed sempliċi. Jekk xi tifel jitkellem bil-Malti l-espjessjonijiet ha jdaħħalhom ikar milli fl-Ingliż. Allura l-kwalita' għalkemm is-sentenza tkun iqsar ġieli tkun aħjar. Għax la jitkellem bil-Malti ġa jkollu vokabularju aħjar fil-Malti.

Id-diffikultajiet li jfixxklu edukazzjoni bilingwa?

Il-fatt li min għandu diffikulta' min naħa u min minn oħra, għax jekk it-tfal ibatu f'lingwa waħda, nista' niffoka iktar fuq dik. As instructions, it should be one language imma per eżempju fil-Maths you have to be bilingual, in religion nd in social studies too. In religion qed tagħmel il-parabbola jekk tagħmel video they are all in English. You don't find material in Maltese. Taċċetta diffikultajiet bil-Malti kemm bl-Ingliż. Waqt il-lessons imma you are bingual. Biex tkun bilingual fl-assessment irid ikun hemm tfal vera partikolari usually statementerd mainly autistic which go for English. Then we revert to give them the English book where they have everything translated and they have the assessment translated. Per eżempju i have an autistic boy who refuses to write. We are going to have an oral assessment for him next year.

Imbagħad tohloq strateġiji matul is-sena li per eżempju eġja ngħidu l-problema tal-vokabularju limitat. Tagħmel brainstorming fil-klassi u l-kliem kollha jingħataw f' power point biex niffrankaw il-hin. So we have half an hour barin storming then a powerpoint on their tablet. That helps. Meta niġu għall-espjessjonijiet buex nidentifikaw liema huma l-idjomi u l-espjessjonijiet f'dak il brain sotorming kollu we chane colour so they may say we use 2 or 3 of these red words in their writing. Per eżempju meta nlestu jaqbd u l-lapes u jimmarkaw fejn għandhom jiġu l-punctuation. Biex nagħmlu sentence structure they do paired reading biex jekk hallejt kelma barra wieħed jinduna aktar milli kieku qed taqragħha lilek innifsek.

Min ibati fejn x'ha jpoġġi f' Paragraph 1, f' Paragraph 2, u f' Paragraph 3. Meta nagħmlu brain storming nagħmluh flimkien. So we help them in the sequencing. Imbagħad ikun hemm min iżid , min ma jużax u min jużahom bħala lista.

X'taħseb dwar ir-rwol tal-ġenituri?

Ir-rwol tal-ġenituri huwa dejjem importanti biss wieħed irid jifhem li s-socċjeta inbiddlet. Hafna drabi l-parents jaħdmu t-tnejn . Kif jiġu id-dar mix-xogħol iridu jehduhom il-Mużew, extra curricular activities , ix-xogħol tad-dar, biss il-fatt li they make sure at least that the homework is done and reading is done. Those bing the minium peroħ hafna drabi minnhom, għandek tifel ma jafx jaqra , tifel li għandek hafna basics neqsin. Ma jiġbdux habel wieħed bejn l-iskola u d-dar.

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Taħseb li sa l-aħħar tal-Grade 6, ser jersqu lejn il-bilingwiżmu t-tfal?

In my class I only have one boy who is not going to be. I have 2 autistic boys who are struggling with Maltese there it being their second language, they are learning but one of them whenever I ask him in Maltese he will reply in Maltese. It might be simple Maltese, but he is. So maybe at his level it won't be exactly perfect by Grade 6 but as you know there are certain difficulties. I only have one who is not mainstreamed and comes from an English background and he has no support at all in Maltese at home. The mother doesn't even find time to send him to private lessons in Maltese. She works from home for very long hours so she doesn't find anyone to take him!

### **Church school (Western Region)**

Dwar spoken u written Maltese x' taħseb bħala livell?

Naħseb li written hu aktar faċli għal ċertu tfal speċjalment dawk li jkunu Maltese speaking. Sa ċertu punt anki English speaking għax x'hin jiġu biex jittkellmy ma jkunux daqshekk kunfidenti fihom infuqhom. Anki jibdeu jippanikjaw. Għall-Benchmark lanqas kellhom xi jgħidu.

Spopoen iżjed diffiċli għax meta tgi biex tirrispondi domanda per eżempju tal-comprehension qisek kemm tfittex it-tweġiba. Imbagħad skond kemm iħossuhom kunfidenti u kapaċi. Naħseb x'hin tiġi għall-ispeaking ma jkollokx qisek hjiel kif ser tabbaq tirrispondi u hekk naħseb li isibuha aktar diffiċli għal min ikun English speaking.

U x'taħseb mill-aspett tar-written English?

Mhux daqshekk diffiċli jmessu aktar. L-ewwel nett ikunu l-biċċa l-kbira English speaking u s-suġġetti huma kollha bl-Ingliż hliel l-Istudji Soċjali u l-Malti iaibuha aktar faċli. Ifhem ikun hemm translations waqt il-lezzjonijiet speċjalment għal dawk li jkunu jittkellmu bil-Malti d-dar. Imma l-Ingliż isibuh aktar faċli biex jikkomunikaw anki fl-kitba tagħhom biex jesprimu ruħhom.

U l-maġġoranza tal-istudenti taħseb li huma English speaking id-dar?

Il-maġġor parti iva, huma English speaking . Allura l-aktar li jbatu hu fil-lingwa tal-Malti.

Kemm taħseb li ser ikunu bilingwi t-tfal li tgħallem inti sal-Grade VI?

Ifhem mhux ser tkun bilinażjata peress li l-maġġor parti huma English speaking u l-biċċa l-kbira hawnhekk nitkellmu bl-Ingliż . Naħseb li l-Ingliż se jkun predominanti aktar mill-Malti .

L-Ingliż hu l-ewwel lingwa u l-Malti t-tieni. Anki l-ġenituri jgħidulek aħna lit-tifla tagħna irriduha tiffoka aktar fuq l-Ingliż. Għax anki biex issiefer jew hekk, tikkomunika aktar bl-Ingliż milli bil-Malti. Infatti ibatu biex jiffurmaw sentenza g-alhekk għedtlik li fil-kitba

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jsibuha aktar faċli għax x'hin jiġu biex jittkellmu jittkellmu nofs bil-Ingliż u nofs bil-Malti. Mhux kapaċi jgħidu kolli bil-Malti. Fl-orali jbatu iktar għax ma jkollhom fuq xiex jimxu.

L-istudenti jsiba support mid-dar?

Fl-opinjoni tiegħi peress li l-ħajja saret wisq mgħaġġla ħafna mit-tfal qegħdin iqattgħu ħafna mill-ħin tagħhom man-nanniet. Jew il-privat, jew il-mużew jew activities milli mal-ġenituri. U dawk li jkunu mal-ġenituri iisib li dawk ikunu qed jagħmlu x-xogħol tad-dar jew tax-xogħol stess. Dawk ta' man-nanniet dawn ftit jistgħu jgħinuhom għax anki l-metodi speċjalment tal-matematika inbiddu. Allura ma jkunx kapaċi jgħinuhom mhux għax ma jridux. Naħseb li l-attenzjoni tal-ġenituri hi importanti ħafna imma llum il-ġurnata ma naħsibx li t-tfal qegħdin jingħataw daqshekk għajnuna milli-ġenituri allura dik tirrifletti ħafna fix-xogħol tagħhom. Mhux possibli li l-għalliema tagħmel il-parti tagħha u d-dar ma jkunx hemm pressing fuq dak ix-xogħol li jkun sar l-iskola. Jekk ma jkunx hemm revoġjoni t-tfal ma jaslux waħedhom. Hemm tfal li jekk ma nġamillhomx in-noti jiena ma jaslux għax id-dar m-għandhom għajnuna. Ta' din l-eta' ikollhom l-istress tal-eżamijiet ta' l-aħħar tas-sena tal-primarja. L-eżamijiet huma compulsory pero' ikun hemm min ikollu karti apposta (special papers). Fil-każ tal-Benchmark jekk ikunu ta' livell per eżempju ta' Year 2 ikollhom exemption letter u ma jgħamlux. Fil-passat skont il-marki li jkunu għabu jmorru per eżempju min għab 'A' fi klassi waħda , min għab 'B' fi klassi oħra.

Illum il-ħurnata fl-iskola tagħna it-tfal jithalltu irrelevanti milli-marka li għabu. Issa imbagħad skond l-iskola li qed tattendi.

X'taħseb fuq 'mixed ability teaching, tgħin jew tfixkel?

Hemm il-vantaġġi u l-iżvantaġġi tagħha. Vantaġġi għax it-tfal jidraw ikunu ħafna ma' xulxin, jgħinu u jaċċettaw aktar lil xulxin, għat –tafl aktar milli għall-għalliema. Dik xi haġa tajba. Milli-banda l-oħra speċjalment meta jkollok klassi kbira tkun naqra diffiċli meta trid tlaħhaq ma' kollha. Jien għandi studenta li l-livell tagħha hu ftit aktar baxx u jridu t-tielet u r-raba' explanation. Biex tlaħhaq lil kulhadd hija naqra impossibli. Fiha t-tajjeb u fiha l-ħażin. Mhux il-corrections li jinkwetawni għax b'xi mod jew iehor tlaħhaq tagħmilhom. Imma fil-ħin li tkun fil-klassi you only have 6 hours. U biex dak il-ħin limitat tlaħhaq lil lill-kull tifla tqila ħafna. Jien jiġu mumentali fejn inqabbahom jgħinu jew jispjegaw lil xulxin u hekk naħseb tkun ta' għajnuna.

Hemm xi haġa oħra li taħseb li ma tgħinx lis-sistema bilingwa fis-settur tal-edukazzjoni primarja?

Il-kotba. Jekk ikun hemm ċertu kotba kieku jkunu kemm bil-Ingliż u kemm bil-malti wieħed iħossu iktar komdu jistudja b'dil il-lingwa li jixtieq. Ħalli li l-eżami jkun bil-Malti imma jekk l-istudent ma fehmx xi kelma jista' jfittixiha fil-ktieb.



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Bhala ktieb għandna Mrieżaq u fih naqra paġni mhuc hażin mhux faċċli għal min ikun English speaking. Mhux possibbli li tagħmel translation tal-ktiebb kollu. Is-sena d-dieħla ser ikolli tifla li ommha trid li ndawwru kollox bl-Ingliż- dan mhux possibbli.

Każ ieħor hemm tifla dejjem tasal tard imbagħad il-ġenituri jippretendu li jmorru tajjeb meta jtellfuhom daqshekk ħin. Jekk ma tiġix min-naħa tat-tnejn mhux possibbli tasal. Anki f'każ ta' ġenituri mifrudin. Xi kotba qegħdin u oħrajn qegħdin għand in-nanna. Ma tistax tagħmel hekk . Il-ġenituri għandhom jaraw li t-tfal jiġu bil-kotba – ma nistax ma ngħidilha xejn lill-istudenta għax it would not be fair on the rest. Speċjalment jekk trif tikteb fuqi l-ktieb. Imbagħad jaqgħu lura. Bla support tal-ġenituri ma nagħmlu xejn.

### **The Interviews with State School Teachers**

#### **State School Norther Harbour Teacher 1**

**I: Bhala livell ta spoken Maltese u written Maltese, kif tahseb li hu tat-tfal li qed tagħllem bhalissa u in generali?**

T: Din is-sena bhala livell tal-Malti huwa pjuttost tajjeb, igifieri ma rridux ninsew li din is-sena it's a higher band class, li tagħmel differenza.

**I: Hawn il-bands hawnhekk?**

T: Iva hawn nil- bands. This is a higher band, igifieri ha jkollo il-livell għoli u bhala livell ha jkun ahjar ovjament, minn meta qed tagħllem mixed, għax imbad ivarja. Le, fil- Malti ma nahsibx li hemm problem. Iktar fil-kitba, fl-ispelling, fl-orotgrafija u anke kultant is-sintassi tas-sentenza li jbatu. Imma on the whole, qari imexxu, fejn tidhol kitba u fejn huma l-hsibijiet ta mohhom jesprimuhom permezz tal-kitba. Hemhekk li jbatu ftit imma le, on the whole, imexxu.

**I: U meta tigi għal-Ingliż, spoken u written English?**

T: Issa ingliz, sfortunatament dejjem ha jbatu naqra iktar. Fejn tidhol syntax, fejn tidhol li huma jahsbu bil- Malti u jiktbu bl-Ingliż allura hemmhekk taffettwa sentence structure ovjament. Imma le, kieku jkollo nikkompara l-Ingliż mal-Malti, l-Ingliż it lacks behind mal-Malti.

**I: Ezatt, għax ovjament il-lingwa dominanti tat-tfal hija l – Malti d – dar.**

T: Hekk hu.

**I: It- tfal huma year 5 bhalissa, kif jaslu Year 6, at the end of the primary cycle, tahseb li jkunu bi lingual?**

T: Ehe din is- sena nahseb ikunu kapaci jikkomunikaw b'zewg lingwi, din is-sena ghenet hafna li għandna 3 studenti barranin, allura kollha kemm huma għamlu l-effort li meta

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jikkomunikaw magghom jridu juzaw l-Ingiliz, allura din tkompli ggibni ghal-konkluzjoni li iwa, finalment dawn huma kapci meta jigu darhom mal-hajt, jirkellmu b'zewg lingwi.

**I: Sewwa, ic- challenges li inti taffacja, in trying to force a bilingual education?**

T: Fejn jidhol l-Ingiliz, huwa challenge kbir li t-tfal ma jaqrawx. Igifieir that's a big challenge li hija diffikultuza hafna biex tirbaha. Igifieir nipprova hafna anke kemm jista jkun naghmlu attivitajiet bhal ma huma book review, qed ninforzaw guided reading, ghax ovjament meta qed taqra qed tiehu struttura ta sentenza, qed tara l-kliem miktubin. Igifieri that's one. Bhala challenge ukoll hi kif huma jahsbu bil-Malti, kif diga ghidt u jiktbu bl- Ingiliz, that is a challenge. Igifieir inti bhal ma ghidt, peress li gejjin minn ambjent fejn jirkellmu bil-Malti, l-lingwa li ha tigi l-ewwel f'mohok hija l-Malti, mhux ha tahsibha mil- ewwel bl- Ingiliz. Igifieiri that's a challenge as well ghax imbad timmanifesta ruha fi problem fis sentence structure. U anke fejn tidhol...inti mitkellma ukoll ghidtli mhux miktuba biss...

**I: It-tnejn li huma**

T: Igifieir, anke waqt il-lesson ta l-Ingiliz I have to be very strict li dawn it-tfal ha jirkellmu biss bl-Ingiliz biex isaqsu mistoqsija, ghax l-ewwel li ha tigi naturali li jsaqsuha bil-Malti.

**I: Ghajnuna mid-dar isibu t-tfal li qed tghallem?**

T: Din is-sena tintrabat ftit li gejjin minn higher band, allura l- parents ha jzommuhom naqra iktar. Pero ehe dik hija problema li naffacjaw hafna li ma jkollhomx daqshekk support mid – dar jew forsi l-parents ma jkollhomx daqshekk livell gholi fl-Ingiliz biex ikunu kapaci jghinuhom. Igifieri issib per eżempju jghidulek, isma jien sal-primarja wasalt l-aktar allura ma nista nghinhom iktar u nibza li jekk nghinhom infixkilhom iktar.

**I: Thoss li ghalik hadmet il-fatt li ghandek band unanima?**

T: Jien ilhaqthom it-tnejn. Ilhaqt il-mixed abilities, ghamilt xi sentejn, u ili hames snin naghmlu fil- year 5. Ilhaqt sentejn konna mixed. Ilhaqt iz-zewg realtajiet. Kellna tfal li jgibulek 9 u tfal li jgibulek 99 fl-istess klassi and that was very challenging u hemmhekk jahdem hafna id- differentiated learning, ghalkhemm hawnhekk naghmlu ukoll ghax xorta ha ssib l-istrati within, ghalkhemm ghandek il-band. Pero nahseb ehe bhala group, anke ghat-tfal stess, jekk inti a very able child, inti ghandek ghalfejn tisma 3 darbiet l-explanation ghax haddiehor ma fehemx? Naf li repetition xorta ssir dejjem ghax within din il-klassi hemm starti differenti. Imma nahseb ahjar ghal- edukaturi u anke ghat-tfal tess nahseb hadmet.

**I: Jigganjaw it-tfal izjed.**

T: Ezatt ghax inti qed tmexxi fl-istess direzzjoni.

**I: Mhux qe dizommhom lura.**

T: Ezatt had mhu jzomm lil had lura.

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**I: L-atitudni taghhom lejn il-lingwa, per eżempju lejn l-Ingiliz. Lejn il-Malti hija aktar possittiva. L-atitudni lejn l-Ingiliz ...?**

T: Nahseb iktar hemm il-biza li jizbaljaw fejn jidhol Ingiliz. Per eżempju anke ma jghiduiex, joqodu lura, per eżempju konna qed naghmlu whole class oral il-bierah, mhux se jghollu idejhom willingly, you have to ask them. Ghax jibza li jaghmlu zbalji. Ovjament, mhux kulhadd, ikun hemm min ihossu ok u ha jaqbad u jghid dak li jahseb, imma ehe l-Ingiliz xorta jibqa f'mohhom li hija xi haga tal-biza.

**I: Tahseb li earlier exposure, fi snin ta qabel tista tgħin izjed?**

T: Nimmagina iwa. Inti lingwa titghallimha billi tismaghha u taqra. Igifieri iktar mhu ha jkun hemm exposure, iktar ha tgħin hux hekk?

**I: U programmi bl-Ingiliz it-tfal jaraw?**

T: Fuq it-television illum il- gurnata nahseb iwa. Fi zmieni konna naraw iktar it-Taljan. Illume he, u anke tgħinhom il-fatt ta l-Internet kollox huwa bl-Ingiliz. Igifieri that helps ghax inti qed tkompli l-exposure tal- lingwa.

### **State School Northern Harbour Region**

**I: Bhala livell ta spoken Maltese u written Maltese, how would you grade it?**

T: Nahse bhala average din is-sena, fuq din il-klassi ha nitkellem, mhux hazin, kemm bhala spoken u ake bhala written.

**I: This is a higher band.**

T: Ehe dan huwa higher band.

**I: Orrajt. Igifieri kemm bhala spoken u anke bhala written.**

T: Ehe

**I: Imbad meta tigi għal-Ingiliz, spoken u written?**

T: Ukoll, kwazi fl-istess livell. Ghandi tfal li huma iktar fluent forsi ghax jaqraw izjed jew aktar hemm background id- dar li jitkellmu bl-Ingiliz, jew aktar exposed għal- lingwa. Imma l-maggornaza taghhom kollha jifmhu, kollha jitkellmu, maghhom tista' zzom conversation, igifieri konverzazzjoni tajba bl-Ingiliz u video jifmuh jekk ikun bl-Ingiliz. Ovvjament fuq din is-sena, ghax jekk inqabel mas-sena ta qabel, ikun hemm differenza.

**I: Ezatt. Minn kemm ilek tgħallim inti, il-livell kien iktar batut ta l-Ingiliz? Skond il-cohort li tinzerta?**

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T: Skond lil min tinzerta. Skond il-klassi li jkun imissek ezatt. Ghax jekk inqabel mas-sena l-ohra ma kontx izomm konverzazzjoni bl-Ingiliz ghax ma kinix jifmhuk, semplici, anke jekk tuza basic English ma jifmhux le, trid tispjega kollox bil-Malti.

**I: U avolja ienu jkunu a higher ability jew?**

T: Le s-sena l-ohra kienu a lower band.

**I: Eh, kienu a lower band. Allura dawk li huma higher ha jmexxu, dawk li huma lower...**

T: Ha jbatu.

**I: Support mid-dar jircievu t-tfal?**

T: F'dan il-kaz il-maggoranza taghom iva. Din is-sena iva. Kollha jsostnu warajhom, jekk ikollhom it-testijiet jiffirmawhom, jaraw x'inhuma jaghmlu. Ikunu jafu xi jkun qe djigri fil-klassi prattikament.

**I: Sewwa. Igifieri f'din il-klassi tahseb li ha jkunu bilingual by the end of the primary cycle.**

T: Ehe, ehe

**I: Dawn iva. Ic-challenges li taffacja inti in trying to teach English and Maltese, perezempju, xinhuma? Xinhuma d-diffikultajiet li inti tiffacja?**

T: Meta nigi biex nghallem il-Malti u l-Ingiliz?

**I: Mhm**

T: Forsi in-nuqqas ta rizorsi f'certu affarijiet. Fil- Malti mod ghax ghandek kotba limitati, attivitajiet mhux daqshekk, mhux bhal ma ssib fl-Ingiliz, ghandek websites. Imbad fl- Ingiliz ghandek interactive games, mhux interactive games biss, bhal board games imma jezistu fil-Maths perezempju, xi haga hands on li jistaw jaghmluha. Affarijiet hekk bhala rizorsi.

**I: Orrajt. U l-attitudni tat-tfal lej il- lingwa u hekk, tara posittiva?**

T: Ehe. Huma ma jarawnix, jekk jiena fil –Maths perezmpju nuzaw l- Ingiliz. Ma jarawnix ghax bdejt nitkellem bl – Ingiliz, ma jatux kas...

**I: Xi haga stramba.**

T: Ghalihom hija xi haga normali. Draw.

**I: Igifieri ghalihom it is a second language.**

T: Iva hija t-tieni lingwa. Ghalihom jekk qed nitkellem bil- Malti jew bl-Ingiliz ma tghamlilhomx differenza. U jekk nghidilhom iridu jwiegbu bl-Ingiliz, iwiegbu mhux problema.

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**I: U ma ssibx li per ezempju jahsbu bil-Malti u jiktbu bl-Ingiliz?**

T: Ikun hemm ftit minnhom iwa iwa. Anke fil-mod ta kif ipoggu l-kliem, orally meta jkunu qed jghidu s-sentenza, ukoll tidhol ftit, speċjalment dawk li jkunu nqas fluent fil-lingwa, fl-Ingiliz, li jkunu aktar batuti mill-ohrajn.

**I: Jaqraw?**

T: Ghax ma tantx ikunu jaqraw f'dan il-kaz. Le ma tantx jaqraw bl-Ingiliz.

**I: Pero jaraw programmi u hekk.**

T: Le dawn li qed dnghidlek jeqleb mill-Malti ghal-Ingiliz. L-ohrajn ehe anke mill-games ehh igifieri minn dak li jilghabu bl-Ingiliz igifieri ghax imbad tibda tiehu anke l-accent. U l-accent mhux ha tiehdu mid-dar jekk ma jkollokx il-parents foreigners jew hekk.

**I: Ezatt, games online u hekk?**

T: Ehe games online

**I: Fl-opinjoni tieghek, il banding ghinitek? Tghin? Favurha? Kontriha?**

T: jien fil-kaz tieghi ehe, ghinitni l-banding ghax hekk ghandi, mhux ha nghid li kollha fl-istess livell, imma more or less, nista nimxi bl-istess pass magghom kollha. Jiena lhaqthom meta ma kinux bil-banding. Biex tlahhaq ma min jghaggel hafna ma min ghadu lura. Tkun wahdek difficli biex tlahhaq magghom kollha.

**I: U zgur**

T: Hekk iktar qisni nista nindirizza l-istess pass. Jekk nista nghaggel, jekk ha nimbutthom jagglu, kollha ha nimbutthom, u jghagglu ghax I'm still challenging them. Igifieri kollha nimbuttom. Meta kelli t-tahlit difficli biex tlahhaq magghom kollha. Lil xi had tispicca thalli dejjem lura.

**I: Bil-fors**

**State School Norther Harbour Area**

**I: Bhalta spoken Maltese u written Maltese tat-tfal li qed tghallem inti fi Grade 5, kieku kif tiklassifikah?**

T: Spoken Maltese m'hemm problema xejn.

**I: Written Maltese imbad?**

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T: Written, bhala written hemm min hu kapaci, hemm min jaf jikteb tajjeb, bl-idjomi u bl-espressjonijiet. Pero bhala kitba ibatu ftit. Jista jkun minhabba l-ability taghhom peress li ahna maqsumin bil- banding...

**I: Kienet qed tispjegali...**

T: Hemm min ghandu low ability. Ahna din il-klassi low ability, bhala kitba isibuha diffiqli. Per ezempju illum ghamilna composition ta 60 words. Jghiduli ma nafx kif ha nikteb u bil-lingwa Maltija.

**I: U bil-Malti?**

T: Iva u lanqas hsibijiet, punti, jieqfu, jiblankjaw.

**I: Sewwa, sewwa. Ghajnuna mid-dar?**

T: L- ghajnuna mid-dar, mhux kulhadd. Igifieiri jekk jien ghandi 20 students, jekk jghinuhom mid-dar 6, hafna.

**I: Ok, iridu jaqdfu wehidhom.**

T: Iva, bhala compositions u hekk, iridu jaqdfu huma. Igifieri bhala ghajnuna mhux daqshekk. Imbad tkun tidher ta dawk li jghinhom mid-dar. Imma ma tantx jistinkaw meta jigu biex jistudjaw u hekk.

**I: Meta tigi ghal spoken English u written English, hemmhekk ibatu?**

T: Imbad English iktar mill- Malti, kemm spoken u kemm written.

**I: Inbatu iktar. Igifieir bazikament inti tista tara li sa meta dawn ikunu year 6, bilingual mhux ha jkunu.**

T: Le. Hawn min, igifieir forsi tnejn. Imma hawn min English lanqas biss jaf jitkellem u lanqas jaf jibda jaghmel composition.

**I: Igifieiri it's a foreign language practically?**

T: Yes, iva iva

**I: Igifieir inti taqbel li nesponuhom ghal-ingliz trid tibda izjed qabel?**

T: Iva, imma xi kultant jista jkun li mhux mill-iskola biss.

**I: Le u zgur.**

T: Per ezempju ghandi tfal, ghandi tifel li jobodu totalment l-Ingiliz, mhux tort tat-teacher. Jghidli ma nafx...

**I: Forsi li jisma mid-dar?**

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T: Ma nafx, imma mill- feedback li jtuni l-parents ma jidirx li ma jixtiquhx jitghallem l-Ingiliz. Imma hu literalment jghidli, ezempju nghidlu “ejja, tifel qieghed fuq ir-rota” “ma nafx kif niktibha” u jibqa sejjer ma nafx, ma nafx, ma nafx.

**I: Mental block...**

T: Mental block, vera nixtiequ jimprovja fl-English ghax mhux tifel injorant, bravu hafna, imma jigi fl-Ingiliz...

**I: Ghax imbad ovvjament ha jbatu fil-Maths.**

T: Ghalhekk! U jien ghalhekk nghidilhom aqraw, ghax iktar ma taqraw iktar ha tifmu l-story problems. Imma ghalxejn.

**I: Tahseb li hadmet izjed is-sistema li huma ibandjati hawnhekk?**

T: Bhala ability, tkun taf l-ability taghhom imma mbad tbatu t-teacher.

**I: Tbatu xorta t-teacher.**

T: Nghid ghalijja nbati hafna. Anke biex nghallimhom il-maths, jew anke biex nghallimhom il-lingwa. U anki l-behaviour imbad tispikka taghhom. Ghalihom ma jaghmlu xejn...

**I: Igifieri izjed ma jkun batuti, izjed imbad low abilities...**

T: Iktar jitraskuraw, iva.

**I: Allura stress ghalik biex tghallem xi haga.**

T: Ghax huma xorta ha jaghmlu l-istess materjal, xorta ha jaghmlu l-istess karta. Inti trid tghallimhom l-istess tenses, l-istess verbi, l-istess affarijiet u fl-istess hin it-tfal mhumiex willing biex jitghallmu. Per ezempju l-bierah ghamilt revision tal-Present Simple Tense: “X’ inhu l-Present Simple tense?” “U jien naf, ma nafx”

**I: Dik l-atitudni?**

T: Dik l-atitudni. U anke nghidilhom ezempju ha naghmlu l-aktar verb semplici li hawn, xinhu? U jivvintaw, jghidu affarijiet, kollox barra verb. Just biex qaluli “Action” imma mhux fuq il- verb zgur. Present simple lanqas biss harguha. Ezempju fil-present simple x’taghmel? Boq, walking, went, will, minn barra present simple. Xejn, igifieri ghidt din hafifa.

**I: Fhimtek. Ic-challenges li inti tiffacja bhala teacher li qed tipprowa tghallem il-Malti u l-Ingiliz, x’inhuma tahseb?**

T: Li ma jifmhux it-topic, igifieri jekk thgidilhom xi haga, mhux bilfors ha jifmhuk. Per ezempju l-maths nipprowa naghmlu bl-Ingiliz, jghiduli mhux nifmhu, jew jibqaw kantati. Igifieri nkun irrid naqleb ghal-Malti bla ma rrid ghax inkella t-topic mhux se jinftiehem.

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**I: Ezatt, ezatt**

T: Igifieri dik l-aktar, ma jifmhux.

**I: U hemm xi challenges ohrajn li tipo they hinder minflok jghinu? Forsi mill—att ta rizorsi...**

T: Le mill-att ta rizorsi ghandna hafna. Huma lack of reading.

**I: Il-qari**

T: Il-qari hux.

**I: U l-exposure u l-will?**

T: Il- will, ghax as such mill-iskola m ghandhomx x' igergru nghid ghalijja ghax explanation naghmilha, games naghmlu, quizzes naghmlu. Igifieri huma mbad li ghandhom mid-dar hux.

**I: Ezatt, ma jkollhomx dak l-attagjament**

T: Ghax imbad mill-iskola irid ikompli d-dar hux u la d-dar ma jaghmlu xejn.

**State School – Northern Region**

**I: Bhal livell ta spoken Maltese u written Maltese, how would you gauge your students in general? I mean your class this year u forsi b' mod generali?**

T: Il-livell ta Malti mitkellem mhuix hazin, igfieri, li ddejaqni ftit forsi meta jidhol, fejn jintuza kliem bl-Ingiliz, jew kliem Malti li ma jezistix u jigi mhallat ma kliem Ingiliz u jikreajaw il-kongugazzjonijiet huma li mhumiex ezistenti. Igifieri din nahseb li f'din il-klassi u t-tfal in generali f' Malta, peress li mhumiex esposti bizzejjed lejn xoghol, jew qari, jew kotba, jew genituri wkoll li ma jafux jirkellmu Malti kif suppost, allura. Fuq livell ta kitba nahseb il-problema hija nqas. Vera li hemm Il- problema li jiktbu kif ihossu, pero ma ddejaqnix dik, ghax il-bqija bhala struttura jew bhala ortografija mhuix hazina. L-aktar li hemm fejn jidhlu l-“gh” l-“h”, dawk. Imma igifieri dik ma ddejaqnix, iktar iddejaqni the spoken aspect. Hemmhekk iva.

**I: Hemm xi tfal li huma foreign?**

T: F'din il-klassi ghandi xi had li ommu hija Ingiliza tghix hawn Malta, titkellem il-Malti, biss pero, il-Malti tieghu huwa mkisser, dik hi l-kelma. Anke hu ma jippruvax.

**I: Imbad bhala Ingiliz, bhala spoken u written aspect?**



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T: Hawnhekk f'din l-iskola nhoos li nbatu, issa ahna vera nippruvaw, igifieri jiena nkellimhom bl-Ingiliz, il-Head of School tkellimhom bl-Ingiliz, imma ovvjament inti kemm tista taghmel f gurnata meta dawn ha jmorru lura d-dar u...

**I: Ha jkunu esposti ghal dominanza tal- Malti.**

T: Ezatt.

**I: U forsi bhala television u hekk?**

T: Jaraw hafna bl- Ingiliz imma mbad nahseb mhumiex kapaci dak li jircievu...

**I: M'hemmx bizzejjed forsi? Jew forsi l-kwalita'**

T: U forsi l-kwalita ehe. Mhux il-kwalita biss nahseb, imma l-kwalita wkoll. Forsi l-frekwenza u forsi waqt li qed jaraw il-programm huma mohhom fl-istorja mhux....forsu l-anqas qedin jisimaw.

**I: Inti qed tghallem year 6, igifieri basically qed tara lit-tfal fl-ahhar sena tal-primary school cycle, fl-opinjoni tieghek we're not having bilingual students daqs kemm nixtiqhom at this level?**

T: Zgur li le! U igifieri jiddispijaci ghax ili 7 snin, forsi dis-sena ghandi cohort li mhumiex daqshekk bright, imma snin ta qabel kelli cohorts li kienu aktar bright. Per ezempju sena ilu kelli klassi kienu English speaking, mela l-Ingiliz kien tajjeb hafna, imbad fil-Malti....igifieir l-mitkellem....Nahseb nationwide baqalna hafna x'nahdmu. Nisimaw hafna u ghandna hafna kotba u rizorsi, imma fadal, fadal hafna.

**I: Input minn naha tal-genituri, tara inti, jew ftit li xejn? Tipo ghajnuna d-dar.**

T: Iva nara, dejjem l-istess equation imma. Min m'ghandux bzonn ikollhom hafna ghajnuna u min ghandu bzonn, vera rari jkollhom l-ghajnuna. Igifieir min m'ghandux bzonn, il-genituri jkunu mieghu, min ghanud bzonn, imbad, they are like left.

**I: Tahseb li ghax il-genituri ma jistawx, mhumiex kapaci, jew they don't care?**

T: Le, jistaw jghinuhom b'modi ohrajn. Ehe forsi they don't care jew forsi they're not interested, fis-sens they care for the child, huma jimpurthom li t-tifel jew it-tifle timxi l-quddiem, forsi mhux aspetti ta skola hax huma jkunu diga preparawhom xoghol fil-familja, xtrawhom il-flat allura dawn m'ghandhomx inkwiet ta loans il-quddiem. Qed jahsbu ghalihom b'mod iehor.

**I: Li mhu akkademikament?**

T: Le, li huwa zball hux.

**I: U l-attitudni tal-genituri, per ezempju lejn l-Ingiliz?**

T: Jiehdum gost li nkellmuhom bl-Ingiliz. Jiena nishaq li kuljum isir il-qari bl-Ingiliz u l-parents iridu jiffirmaw kemm sar qari. Kull gurnata iridu jiffirmaw il-hin u kemm qraw biex huma ghandhom responsabilita'. Qisu log. Ilha ssir. Ovvjament min m'ghandux bzonn isir il-qari imbad min ghandu bzonn jghid li jkun qara siegha kuljum...yeah! Igifieir anke l-parent ikun part of the lying, making up stories.

**I: Jiena nisthi nghid lanqas ghandna cans ghal-siegha. Bl-after school activities difficili hafna.**

T: Mela iebisa iebisa u jekk ikollok 2 itfal jerga aktar iebisa.

**I: Inti tahseb li, forsi skola zghira imma l-fatt li ghandna mixed abilities, tahseb is that helping, hindering?**

T: Ara jiena ili nghallem hawnhekk 7 snin u kienet l-ewwel skola tieghi. Igifieir qatt ma rajt skejjel fejn hemm il point 1, point 2, jew A B C D, whatever they call them. Igiieir ahna dejjem kellna mixed ability, forced upon us. Ifimni bhala esperjenza ta tghalim hija xi haga sabiha li inti ma tkunx dejjem ma l-ahjar jew ma l-aghar u tghid mela l-hajjar hekk. Immagina inti bravu u tkun ma tfal bravi, skola qe dnitkellmu ghax tista tkun bravu f'affarijiet ohra, u inti tibda temmen, taghmel 6 snin temmen li l-hajja hija hekk allura ghal-student hija ta beneficju li tkun mixed ability classroom, ghal teacher, le. It's a constant struggle for a teacher dedicated to cater for mixed abilities, definitely but that is our job. Igifieri we have to keep in mind that that is our job. Igifieir jew ha nkunu selfish, ha nkunu egoisti u nghidu la l-ghalliem ha jkun komdu ntuh klassi bl-istess abilita'. It's very unjust. Ghax inti fis-socjeta', anke sempliciment jiena, nahdem go skola, hawn teachers u teachers. Allura mhux fair li inti tatihom realta socjali li mhux vera. Igifieir I think it helps from a social point of view, issa from an academic point of view, that's another story. Ghax inti jekk ikollok tfal, hmistax il-tifel u tifla b'abbilita l-istess, facli hux biex taghmel essay jew comprehension, jew biex tispjega punt ta grammatika jew ta sintassi jew hekk. Imma mbad mhix fair ghax meta jkunu x-xoghol mhu ha jkunu ma kulhadd l-istess. Din per ezempju jiena, secondary school kont go skola, a church school, quite protected, you know, everyone was quite high ability, meta mbad tmur 6<sup>th</sup> form jew tmur tahdem tirrealizza li mhux hekk. And do we need to give them that final shock? No, ahjar...dan bhal meta ftit ilu qalu co-ed, le? Ha tkun problema, ha tkun problema...it's how life is. You never go to a bar or to a restaurant, jew with friends u tkunu single sex.

**I: Challenges li inti ssib in order to carry out this bilingual goal?**

T: Ehe, anke jien personalment trabbejt f'familja li konna nitkellmu biss bil-Malti imma mbad sekondarja konna nitkellmu Ingiliz biss. Igifieir anke ghalijja difficili nitkellem bil-Malti biss jew bl-ingliz biss imma jekk nitfa mohhi hemm niffoka. Challenges minn naha tat-tfal jew minn naha tas-sistema huma, Malti, kotba attrajenti huma jew rari jew jiswew hafna flus. Igifieir dan mhux bhal- ingliz tidhol online fuq play jew fuq ebay u tixtri u jkunu sbieh. Tal-Malti peress li s- suq huwa zghir, huma expensive, igifieir jien agieli nitfa requests biex igibuli

imma ovvjament hemm jien u hemm kulhadd. Challenges fuq bilingualism, ezempju Maths daqqa namilha bil-Malti, suppost bl-Ingiliz, nibda bl-Ingiliz imma meta nara li mhux jifmuni, jien dak il-hin il-mathematica concept irrid naddi mhux the English jargon about the subject, what is going on allura jekk ikunu iktar proficjenti fl-Ingiliz tista taghmel lezzjoni tas-somom bl-Ingiliz. Il-parents ghandna bzonn iktar time with the children to read, and not only to read but to scrutinize a book. Kif isir hawnhekk, x'tahseb mill-qoxra, x'tahseb mill-istampa, x'tahseb li ha jigri, kompli l-ending inti, x'tahseb li gara qabel l-istorja. They don't have time for this cos everyone is extremely busy trying to cope like everyone else. Imma then if you have children you need to set aside some other things for a while imqar sakemm ikunu ffit ikbar. Challenges iktar, ehe il-kotba ta l-Ingiliz dejjem ikunu hafna isbah, iktar abbondanti hemm iktar ghazla.

**I: Il- kotba tal-Malti forsi jkun fihom aktar grammatika?**

T: Le stejjer ikunu, jiena qe dnitkellem fuq kotba tal-qari. Jiena fil-klassi tieghi ma naghmilx grammar. Igifieiri I have it on the time-table but I don't respect it. I don't believe that the language should be taught within a grammar lesson. Igiieir tkun qed taghmel comprehension and you stop "this is an adverb, what can you see, how can you..." u tispjega li -ly is an adverb, give them some examples u tmexxi. In the past I used to give grammar homework one after the other. Issa this time round xejn. No even one piece of grammar and they're more creative. They know how to cope with a comprehension text now. Tant kemm iffukajna fuq kitba u comprehension texts li inti they can focus on the comprehension they know how to track, how to skim through. Dawn l-iskills you know li inti meta tara l-grammar fil-karta minn 30 forsi ghandu 3, 4 marks, igifieir it's not even worth. L-importanti l-kitba.

**I: ghidli 7 snin ilek tghallem hux hekk?**

T: Ehe 7 snin din il-klassi, dejjem il- year 6.

**I: Tahseb inti over these 7 years tista tara something that has improved?**

T: Yes, ara il-fatt li ghandna EO's differenti ghal-Malti u ghal-Ingiliz, dik tghini ghax jiena jekk ghandi bzonn l-appogg ta xi had nista mmur direttament ghand bniedem jghini, jatuna lista ta kotba tal-qari li huma adekwati ghal-certu tip ta tfal jew per ezempju l- EO ta l-Ingiliz flimkien ma l-SPLD they gave us a list of dyslexia friendly books that is helping us. Per ezempju jiena f'din il-klassi ghandi 2 dyslexic allura you can help them. Igifieiri things are improving u nahseb like here, small groups, helps. Jien ma nafx kif jaghmlu t-teachers bi 20 qisu klassi.

**I: Kemm ghandek roughly?**

T: 9, last year I had 11, next year I have 15 or 16 igifieri dejjem qisu l-istess average, average ta 12. Tahdem hux ghax I can check li l-parents iffirmaw li raw il-qari.

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**I: Ghandek izjed hin ghal- dawn l-affarijiet. Imagine if I had to have 25. Anke ezempju qari fil- klassi, ha tghidli cucata. Imma jekk ha naqraw text fil-klassi u t-text paragrafi fih 9, hemm cans li ha jmissek ftit. Jekk tkun hafna tfal, heqq ma nafx kemm ha jkollhom cans.**

T: Iva jiena niddedika hafna hin, il-komponent jien lit-tfal intihulhom daqs li kieku they have to own it. It's theirs, it's their piece of work u jkollna steps wara xulxin, hima jafu x'inhuma, issa drawhom, u they enjoy it. Igifieiri anke l-intorduction, qatt ma tkun intihom title u jibdew. Nibdew naraw film, bicca muzika, fhiex qed tfakkarkhom, johorgu mill-ideat taghhom, imbad naddu ghal-brainstorming activity, innizlu naqra punti, learning intentions, x'ha nitghallmu minn dan billi nghamluh. Imbad naghmlu draft, wara d-draft jaqrawh u naghmlu editing, l-ewwel personal editing, imbad nghaddu ghal- peer response, imbad jekk ikollhom xi mistoqsijiet, per ezempju qed nitkellem fuq il- kelb tieghi u nsejt nti isem lil dan il-kelb u tigbidli l-attenzjoni, hemmhekk qed naghmlu editing ftit zghira, jigi ghand l-ghalliema, ghandi, nikkoreguh flimkien, herga jsir editing fejn ikun hemm bzonn, imbad ikollna l-final report fejn inzejnuh, u hemmhekk nigu naghmluh ghal-pubbliku fejn ikollna l-udjenja.

**I: Sewwa, qisu published writing.**

T: Publishing yes. Daqshekk hu, jkollna dak il-process kollu. Imma dak ma jsirx f'saghtejn u nofs. Saghtejn u nofs isiur sa l-editing, sakemm jigi ghandi biss. Imbad inkompli jiena, l-gimgha ta wara ntihulom ikkoregut, bin-notes, dejjem b'xi haga fuq nota positiva fejn nistaw nirrangaw.

**I: U l-attitudni tal-genituri lejn il-lingwa, tarhom li jhegguhom lit-tfal lejn l-Ingiliz, jew?**

T: Iva ta jippruvaw, imma ma jistawx jghinuhom, ma nafx ghaliex.

**I: Ma jistawx jghinuhom huma.**

T: Yes

**I: Ghax ikunu batuti huma stess u minhabba x-xoghol.**

T: Yes, u tant kultant ikunu batuti li lanqas fil-matematika imbad ma nistaw nghinuhom ghax il-matematika ssir bl-Ingiliz. Ara mbad meta nigu ghas-social studies, hemmhekk iva ghax bil-Malti. Imma meta nigu ghal problem solving task, hemmhekk ha nehlu ghax mhux qe dnifmhu l-Ingiliz sew. Nafu li ghandna n-numri imma x'irrid naghmel hemmhekk ghax mhux nifimha.

**I: Allura min ha jbati fl-Ingiliz, ha jbati fil-Maths li huma core subjects u ha jibqaw it-tfal lura in the long run.**

T: Hekk ehe.

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**I: U bazikament qed nirreptu l-istess ciklu, dawn it-tfal ha jsiru l-ommijiet u l-misirijiet ta ghada.**

T: Proset jien hekk nghidilhom. Illum staqsejt lill- mama ghada t-tfal tieghek ha jsaqsu lilek. Inti x'ha tghidilhom? Ma nafx, jew ha tipprova tghinjom. Ehe dik insemnijlhom hafna.

**I: Igifieri thossha li exposure ghal-Ingiliz neqsin minnu.**

T: Iva allavolja f'din l-iskola nippruvaw hafna hafna u l-hin kollu nitkellmu bl-Ingiliz biex dak li jkun peres sli d-dar mhu ha jisma, jisma hawnhekk.

**I: Igifieri huma ghandhom religion u social studies bil-Malti...**

T: Iva, il-bqija English, Science u ghandna l- PE bl-Ingiliz.

**I: Kemm ilek tghallem miss?**

T: ili 10 years issa.

**I: 10 years, u bhala livelli taheb li tjiebu, tnaqqsu, baqaw l-istess.**

T: Jien nahseb li unfortunately tjiebu imma bi ftit ghax is sylabbus baqa l-istess rigidu, mhux qed ikun hemm daqshekk fejn nimirhu aktar. Ejja nghidu hekk, ezempju jiena nemmen hafna fil- progetti ghax it-tfal meta jkunu hawnhekk naghmlu hafna show and tell. Fil- klassi tieghi l-ewwel show and tell intihulhom jien it-title per ezempju jkun spectacles, jew scissors jew volcanoes, fejn iridu jfittxu nformazzjoni, power point, chart, whatever, johorgu hawnhekk, ikollhom daww il- 15 minutes, 10 minutes bil-questions inkluzi u jaghtu l-informazzjoni lil shabhom kollha. U hemmhekk nibda nara, nibda nghid, ara mill-ewwel darba, ghax naghmlu 4 darbiet, ghar- 4 darba, x'differenza. "Anke biex sibt l-informazzjoni miss ta, kemm hadt pjacir", dik in-naqra imma nibda nghid kemm nixtieq ghandi iktar minn dak il-hin li iktar naghmel progetti u ara kemm jitghallmu iktar minnhom it-tfal.

**I: U zgur, apparti minn sillabu rigidu li ma jhallikx.**

T: Ezatt minn qisu structured. Tghidli ma tista tivvinta inti u timxi biha, imma...

**I: Imma li kieku kellek il-flessibilta' kont tkun tista taghmel iktar.**

**State Schools Interviews with 2 Teachers – Southern Harbour Region**

**I: Ermm mela it-tnejn teachers li intom tghallmu il-Grade 5. Li kieku per ezempju kelli nistaqsi dwar l-ispoken u r-written Maltese biex nibdew minn hemm, kif tarawh bhala livell, it-tfal bhala fluency, spoken u written?**

T1: Le bhala spoken biex jitkellmu ma nahsibx li hemm hafna problemi, sakemm ma jkunx barrani jew barranija dik li tkun. Imma bhala Maltin in generali nitkellmu tajjeb. Umbghad

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biex...bhala written umbghad, hemm tohrog id-differenza hux ghax il Malti mhux facli, il-grammatika tieghu mhux facli hu. Il-'ie', l-'gh', l-'h'...kliem li ma tantx jinhassu u qeghdin hemm...jigifieri hemm differenza. Dak li jkun jittellem facilment bil-Malti ghax jidra minn meta jkun zghir, imma biex tikteb trid certu studju u certa grammatika.

T2: L-istess naqbel. Biex jittelmu, la jkunu il-familja taghhom jittelmu bil-Malti mhux problema, pero umbghad meta jigu biex jiktub, anka gieli meta jigu biex jaqraw certu kliem, jehlu speċjalment fil-kliem li jkollhom l-'gh', l-'ie' u l-'h' anka biex jinkiteb johorgu umbghad l-ispelling mistakes ghax fil-mittellem facli, I mean anka fil-fatt li jkunu imdorrijin jittelmu l-lingwa kull jum. Pero umbghad fil-kitba il-grammatika tal-Malti hija difficli hux jigifieri...hemmhekk umbghad hemm id-differenza.

**I: Tahsbu miz-zmien li ilkom tghallmu, taraw li l-Malti sar iktar batut, kif kien, kienet dejjem l-istess il haga...?**

T1: Le jiena nahseb li daqxejn nizel naqra il-livell. Ir-raguna hija li illum kulhadd jikteb kif irid fuq il mobile, fuq ic-chatting u hekk, u allura dak li jkun ma tantx joqghod jghati kaz, lanqas fl-ezami ghall-ispelling mistakes. Kulhadd jikteb kif irid illum. "Mobile" tiktibha kif trid illum u jghodduwielek. Tispelliha kif tispelliha basta dak li jkun jgharafha. Jigifieri certu regoli li ahna qabel kellna qisu 20 sena ilu, illum nahseb naqas naqra il-livell. Mhux hafna....jigifieri ma tarax dik id-distinzjoni kbira...imma xi naqra nizel il-livell iva.

T2: Jien min-naqra esperjenza li ghandi ukoll nemmen li l-livell nizel. Anka certu kliem bl-Ingiliz sirna niktubhom bil-Malti. Gieli anka jekk jiktubhom hazin. Gieli inkella jiktubhom xorta bl-Ingiliz u jiktubhom hazin, jew jiktubhom bil-Malti u jiktubhom hazin....hemm dik id-differenza. U anka l-istess habba c-chatting...speċjalment. Tinduna anka inti u tikkoregi x-xoghol, tinduna li kitbu daqs li kieku qed jicchatjaw ma shabhom. Anka l-'gh' l-iktar li tinqata barra, l-'ie'...tidher li qed jiktbu kif ihossu.

**I: Tahsbu li l-fatt li....kien hemm zmien li, mill-esperjenza limitata tieghi f'dan il-qasam issa, fejn tipo l-ghaqdiet li jaraw il-Malti, il-Kunsill tal-Malti, qal li "mobile" tista' tinkiteb "m-o-w-b-a-j-l" per ezempju...**

T1: Certu regoli

**I:...issa kieku jiena lanqas nohlom li niktibha b'dak il-mod. M-o-b nghid kieku jiena. Tahseb li dawn ir-regoli gheni, fixklu?**

T1: Heqq ir-regoli saru. Issa ghenux u fixklu, dik kwistjoni ohra. Imma regoli trid. Il-kwistjoni u l-problema nahseb mhux jekk ifixklu jew jghinux, nahseb li l-akbar kwistjoni hija li l-hajja tant kemm hi mgħagħla, tant kemm qed tinbidel malajr, anka l-lingwa Maltija, li dar-regoli sakemm johorgu kwazi saru obsolete. Jigifieri dawan jekk hargu hames jew sitt snin ilu, illum diga trid tirvedihom. Ghax tant kemm qed jidhlu kliem godda, kliem tekniku Ingliz u hekk, li prattikament diga taf once li hrigt ir-regoli li huma outdated. Allura inti tibda tithawwad ghax jghidulek “isma dawn ir-regoli l-godda, dawn il-qodma, dawn li għadhom hergin, din qed nistudjawha...

**I: U tipo kieku xi jkun l-ahjar fl-opinjoni tghakom jigifieri - kif konna trabbejna ahna, igifieri “mobile”, jekk qed nuza il-kelma “mobile” f’essay Maltija naqbad il-kelma M-O-B-I-L-E u nghamilha f’inverted commas. Taqblu magħha l-haga?**

T2: Qishom anka t-tfal isibuha aktar facli kieku jiktbuha fil-virgoletti ghax anka alihom, sakemm jaqilbu mill-Ingliz għall-Malti ha jbatu anka meta jigu biex jiktbu. Allura jkun jafu l-kelma kif tinkiteb bl-Ingliz u jiktbuha hekk.

**T1: Jien hekk naqbel ukoll. Ahna għandna l-lingwa tagħna hux, issa jekk dahlu kliem barranin ma tistax tibathom l’hemm jigifieri...internet hemm qieghed, internet, jigifieri niktbu kif jiktbu bl-Ingliz. Nghamel daqxejn daww l-inverted commas u timxi hux. Dawn hekk jew hekk ftit catching words ikun hemm go komponiment shih jew go exercise igifieri dan mhux ha tikteb kollox bl-Ingliz inti hux.**

**I: U tahsbu li meta qed napplikaw din ir-regola għall-Malti qed taffetwa....?**

T1: Kulhadd jghamel li jrid.

**I: ...l-Ingliz ukoll?**

T1: U zgur!

T2: Dis-sena l-aktar li nnutajt kemm għandi tfal jiktbu phonetically. Hafna jigifieri. Homework gieli qisni qed nghamel fill in the blanks. Għandi tfal partikolari nikkoregu u nzidilhom litteralment....ezempju “family” jiktbuha F-E-M-I-L-I...jiktbu kif ihossuha. Dik qed taffetwa hafna anka fl-Ingliz.

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**I: Mela umbghad għall-ispoken u written English bhala livelli fejn tahsbu li qghedin?**

T1: Ehe written, ahna billi nahdmu it-tnejn Band one written inkampaw ffit igifieri anka bhala composition ikun hemm daqxejn livell, ghax written trid il hsieb u ghandek certu kalma u certu zmien. Spoken differenti. Wahda ma nitkellmux bl-Ingiliz hafna hlief naqra l-iskola imma d-dar dawn ma jtkellmux bl-Ingiliz zgur. Umbghad barra minn hekk spoken trid tkun il-hin kollu dak il-hin, spontanju u t-tfal dik ibatu ffit ghaliha, ghalkemm jin nahseb li l-livell tat-tfal tal-lum biex jtkellmu bl-Ingiliz huwa iktar facli minn meta konna ahna. Ahna konna naraw hafna television u cartoons u hekk bit-Taljan, u llum anka billi hafna minnhom huma bl-Ingiliz u anka fuq l-Internet il-games u hekk huma kollha bl-Ingiliz, isibuha naqra iktar facli minnha. Imma jehlu ffit. Igifieri jekk ikollok tpoggihom fuq l-istess livell nahseb ir-written jghinhom iktar ghax jahsbu, jippjanaw, jimxu bil-mod, jiktbu waqt li titkellem, trid titkellem tigri hux.

T2: Umbghad l-ikbar zvantagg li ghandna meta jigu biex jiktbu hija li jahsbu bil-Malti. U tinduna li certi sentenzi tghid “dawn hasbu bil Malti u kitbu bl-Ingiliz...”

**T1: “u kitbu bl-Ingiliz...”**

T2: ...allura s-sentanza ma tkunx tghamel sens. Allura ehe kif qal, tinduna li per ezempju jaraw hafna videos fuq YouTube li jkunu bl-Ingiliz ghax anka certu espressjonijiet li juzaw tinduna u tghid “isma din semghawha minn hemm ghax din tidher...”. Pero bhala mitkellem ehe jekk iggibhom on the spot u jridu jtkellmu spontanju, ehe jehlu daqxejn. U hafna jghidulek “isma Miss nista nghidha bil-Malti u naqilbuha flimkien?” Igifieri dik tinkwetahom li jridu jivvintaw dak il-hin. Pero hdejna ghandhom vantagg minn meta konna nitghallmu ahna ghax qabel it-television aktar kien bit-Taljan milli bl-Ingiliz. Imma dik ninnutaha hafna li certu espressjonijiet..

**I: ...igibuhom minn hemmhekk.**

T2: Ezatt.

**I: Mela it-tnejn tghallmu Band 1, igifieri it-tnejn tghallmu tfal li more or less huma...**

T1: average jew ffit above average...



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**I: Tahsbu li sal-ahhar (qed tarawhom fil-year 5 intom imma sal-ahhar tal year 6) tahsbu li ha jkunu bilingual daqs kemm nixtiquhom jew ghad irid isir izjed xoghol fis-sekondarja tipo?**

T1: Ifhem nahseb trid tkun umli u tghid “dan dejjem iridu jkomplu jitghallmu.” Jien li nista nghid li dejjem tghamel mill-ahjar. Tipprova li jekk dawn gew ikunu jafu daqshekk ghandek, sal-ahhar tas-sena jkunu jafu ftit iktar. Umbghad tispera li fil Year 6 ikun hemm teachers tal-affari tagghom kif fil-fatt hawn li jkomplu. It-tghalim qatt mhu bizzejjed hu, qed tifhem?, jigifieri...

T2: Imma dan biex ingibuhom bilingual kif nixtiequ jridu wkoll jippratikaw il-lingwa d-dar. Igifieri tinduna li jkun hemm distakk bejn tfal li ghandhom genituri barranin u jitekellmu hafna Ingliz id-dar milli tfal li d-dar jitekellmu l-Malti biss. Tinduna anka bhala livell, igifieri jekk ma jipprattikawx id-dar...l-iskola ghandek limitu kemm tista tipprattika imhabba li ghandek Malti, Religion u Social li huma bil-Malti isiru umbghad hemm l-Ingliz li jsir bl-Ingliz u Maths li tghamel code switching. Nghid ghalija nghidilhom xihaga bl-Ingliz umbghad trid tfehemha bil-Malti jigifieri kemm jipprattikawh taffetwa sa liema livell ta bilingual ikunu jew le.

**I: Ghax intom bhala class teacher taraw ir-rizultati fil-Maths hux umbghad...igifieri la l-karta tkun bl-Ingliz forsi jkun hemm dik it-teknika...**

T2: Taffetwa.

T1: Iva taffetwa hafna.

T2: ...Il-problems peress li l-problem tkun miktuba bl-Ingliz taffetwa anka sakemm jigu biex jifmuha. Ihossuhom aktar secure jekk ikun hemm xi hadd jispejgahhilmom bil-Malti milli kieku jkunu qed ipoggu u jaqraw il-problem. Infatti ezempju anka l-homework. Nippreferi intijielhom jghamluha d-dar umbghad infhemilehom wara. Ghax ill-livell tal-Ingliz jaffetwahom hafna.

**I: Ermm bhala challenges, jew milli tafu intom...intom tghallmu l-Band 1. Mal-kollegi tghakom li jghallmu bands ohra...more or less the same situation jew hemm varjazzjoni umbghad skond il-bands?**

T1: Le ahna prattikament timxi bl-istess sillabu. Vera li Band 2 forsi jaddattaw ftit l-affarijiet, imma probabbli, mhux probabbli hekk hu, jsibuha aktar diffiqli hu, speċjalment fl-Ingliz,

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igifieri tistenniha. Umbghad jekk ha jkun batut fl-Ingiliz ha jkun batut aktar fil Maths dan. Hafna drabi l-Malti jiktbu all right, igahghu imma hafna drabi umbghad inehhi l-ispelling mistakes...jkun mimli iktar bl-ispelling mistakes. Igifieri d-differenza tkun hemm. Igifieri jiena kieku nghid jekk fil-Band 1 qed insibu dawn id-diffikultajiet, ferm iktar isibuhom fil-Band 2. Igifieri d-diffikulta jikbru mhux jonqsu fil-band 2.

T2: Dazgur le naqbel. Ikun hemm distakk bejn Band 1 u Band 2. Il-Maths u l-Ingiliz imorru hand in hand allura dik ha taffetwa anka bhala rizultat.

T1: Prattikament igifieri teacher tal-Band 2 ghandu iktar xoghol u jrid ikun iktar kapaci minn tal-Band 1 ghax tal-Band 1 just ittihom l-instructions u jimxu. Imma tal-Band 2 trid iktar naqra spoonfeeding, igifieri...

**I: Il-fatt li ghandkom din il-Band 1 u Band 2 tahseb li tghin...**

T1: Uu bla dubju.

**I:...jew tfixkel (ma nafx kif tista tfixkel). Imma easier bhala teachers biex...?**

T2: Onestament nahseb aktar tkun facli biex anka bhala klassi biex tmexxi. Inti meta ghandek mixed ability min fehem u min le. Sakemm inti qieghed tfieghem lil min ma fehemx daqshekk, l-ohrajn qghedin jiccassaw jistennew biex ittihom x'jghamli ezempju. Anka fi klassi ta Band 1, ikollok min ilesti kmieni u min ghadu ghaddej, jigifieri trid tadatta alihom, igifieri ahseb u ara jkollok klassi ta mixed ability fejn min lesta u min ghadu mhux cert jekk fhemx jew le. Igifieri dik taffetwa.

**I: U kellkom qatt sitwazzjoni fejn kien hemm klassijiet li kienu mixed ability?**

T1: Iva, u zgur. Ahna sa sentejn ilu, il-banding m'ilux li dahal, sentejn igifieri. Qabel dawn is-sentejn kienu mixed ability u tara, apparti kif qalet, apparti dak, tara wkoll l-inferjorita bejniethom....wiehed per ezempju jgiblek 90 u l-iehor igiblek 20. U dan jaf li hemm 70 marks bejniethom. Allura dan se jmur id-dar jghid "Ma jien gibt 20 u ta hdejja gab 90", jigifieri anki alihom il-fatt li kien hemm dak id-distakk kbir kienu jhossuha. Forsi lilek ma jghidlekx f'wiccek imma dan kulhadd ghandu ghajnejh f'wiccu u kulhadd jarahom il-marki differenti, igifieri...

**I: U l-fatt li hemm il-banding bhal issa, tahsbu li hadmet izjed fil-kuntest ta din l-iskola?...**

T1: Uz zgur mela.

**I: ...Ma kelliex dik in-negattivita fuq it-tfal tipo...**

T1: Le hadmet. Jiena ifimni dejjem kont favuriha igifieri...

T2: Onestament nahseb hija ta gid ghat-tfal ghax anka l-fatt li jkunu ma tfal ta livell taghom, anka tista ticchalengjahom aktar, anka tkun taf fejn tista twassal maghom...dik tghin. Anka qisu jghamlu kurag b'xulxin. Dana jekk wiehed gab 90 u inti gibt 20 marka ha thossha hux.

**I: Ma taqtax qalbek...**

T2: Anka t-teacher stess, tkun tista taddatta ghat-tfal taghha hux.

**I: Ermm ic-challenges li tiltaqghu maghom fit-tghalim tal-Malti u tal-Ingliz x'inhuma?**

T1: Le c-challenges prattikament xi kull tant gejjin mill-kotba wkoll. Ghandna xi kotba li huma daqxejn obsolete issa u ghandhom bzonn jinbidlu ftit. Imma biex certu affarijiet jinbidlu.... Imma certu text books iridu jinbidlu ftit. Umbghad kif qed nghidu, din tal-grammatika, specjalment fil-Malti, u fl-Ingliz l-ispoken hux igifieri...irridu forsi anka xihaga daqxejn...mhux just tisma CD u hekk. Xihaga li tinvolvi iktar lit-tfal. Anki dik tal-kanzunetti per ezempju, jew xihaga li t-tfal minghajr ma trid igghelhom jitekllmu. Ghax dan jekk issaqsih u ma jafx jitekllm, kull ma jghidlek Yes jew No biex jghalaqlek halqek u jghidlek irrispondejtek. Imma jekk inti tinvolvih f'xihaga li jiehu pjacir dan, jien naf, xi rhyme jew xi ftit kanzunetti llum moderni u hekk...jidhol fiha l-bicca u ghandu cans forsi jitekllm ftit iktar.

T2: Nahseb anka bhala rizorsi, fis-sens fil-Malti ahna limitati fir-rizorsi avolja ezempju anka fuq il-website tal-Malti qed jitolghu hafna rizorsi tajbin jigifieri...imma sa ftit ilu kien hemm limitazzjoni ta liema rizorsi tista tuza fil-klassi. Inti, t-tfal jiddejjqu jisimghu lilek biss, u anka bhala rizorsi li tuza bhal power points u hekk...meta tigi biex tghamel kollox inti mill-bidu, heqq mhux facli, igifieri anka sabiex tippjana certu affarijiet. Igifieri fl-Ingliz hemm aktar rizorsi bhala tghalim. Umbghad ovvjament taffetwa, l-istess kif qal, bhala kotba li nuzaw. Meta inti l-kliem isir is-sillabu, umbghad hemm problema, igifieri pero kull tant huwa l-ktieb li jghinek tindirizza s-sillabu...igifieri anka l-fatt x'kotba nuzaw...kif qal hemm kotba li ma jghamlux sens li nuzaw, allura anka li jigu ntrodotti kotba li jiehdy daqxsejn aktar in konsiderazzjoni s-sillabu tal-Malti...anka l-attivitatiet li jsiru differenti sabiex jghinu t-tfal biex kemm jista jkun tolqot kemm is-smiegh, kemm il-fehim, kemm il-mitkellem...kollox hux. Dawn kollha jmorru hand in hand u jwasslu t-tfal x'livell jilhqu fil-lingwa.

**I: Bhala ghajnuna min-naha tal-genituri, x'tahsbu li hija s-sitwazzjoni, tipo ma jistax it-teacher jghamel kollox fil-klassi, bil-fors trid is-sapport mid-dar. Thossu li tipo forsi jkun hemm nies...forsu intom tghallmu Band 1 forsi l-istorja naqra differenti...**

T1: Jkunu daqxejn ahjar

**I: ...imma from your overall experience, kemm hi importanti l-ghajnuna li jkun hemm xi hadd biex tfal ta din l-eta' jpoggu magghom...?**

T1: Le tinduna mit-tfal hux...anka mil-mod kif jipprezentaw il-homework l-ghada, il-fatt li tghidilhom per ezempju studjaw ghal test u wiehed jigi ppreparat u l-iehor lanqas jaf x'laqtu per ezempju. Igifieri d-dar trid tkun hux...it-teacher impossibli jghamel kollox f-sitt sieghat meta umbghad id-dar dat-tifel jew dit-tifla iqattaw daqshekk hin. Ahna, kif qed tghid inti, iktar iffortunati ghax il-Band 1 hafna drabi iktar ikun hemm il-genituri jghatu kaz, u jkun hemm dik in-naqra kompetittivita li inti trid tghaddi, is-sena l-oħra għibt 90, dis-sena trid iggib 92, allura minghajr ma trid l-omm iktar tistinkalu u l-missier...qed tifhem? Jew jibghatuh naqra privat, jew joqghod mieghu meta jigi mix-xogħol missieru. Hemm ftit iktar attenzjoni. Tidhol il-kompetittivita...meta tidhol il-kompetittivita igifieri....

**I: ...tghin!**

T1: Tghin. Tghin f'certu mod imma tghin.

**I: U tisimghu stejjer ohrajn fejn il-genituri jew ghax mhumiex hemm jew ghax...**

T1: Uhh tinduna. Tinhass anki minn kif jaqta' line. Daqqa jhalli xihaga barra. Anki l-mistoqsijiet kif jirrispondihom...nofs answer. Tghid isma dan m'ghandux ghajnuna zgur. Imur id-dar...

**I: U mill-parents day tiehdu xi feedback?**

T1: Umbghad tiehu ghax tghidlu per ezempju "ghax it-tifel mhux jghamel homework", u jghidlek "ghax jien ma niccekjahhulux il-homework ghax jiena ndum xogħol u l-mara tkun

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xoghol” ezempju, u tghid ara mela dan it-tifel jghamel prattikament li jrid ghax hadd m’hu fuqu.

T2: Ehe l-istess naqbel igifieri. Tinduna umbghad anka mill-atitudni tal-genituri. Tinduna, tghid ara mela dan ghalekk dejjem minn per ezempju 9 somom ghamel 5. Tinduna li l-genituri ma jiccekjawx ix-xoghol. Tghidli isma m’ghanhomx l-eta’ taghhom 9 snin? Pero certu attenzjoni mill-genituri jrid ikun hemm mhux ghax....dan tfal konna ahna wkoll ... fejn tista tiffranka ha tiffranka heq igifieri.

**I: Hemm xi suggerimenti li tistghu tghamli li tahsbu forsi jistghu jghinu biex it-tfal inrawwmuhom izjed ghal edukazzjoni biligwa?**

T1: Le l-importanti nahseb jiena il-qari. L-iskola trid tinvesti hafna f’kotba u forsi f’visual aids, imma l-importanti inti..ghax dan biex timxi l-lingwa trid tkun thobbha bhal kull suggett. Igifieri jekk ahna mhux se ndahhlu fit-tfal dik ic-certu, kif taqbad tghid, dik ic-certu gost, mhux jghidlek uff xi dwejjaq Ingliz, jew uff xi dwejjaq Malti...mhux se timxi.

**I: Jghiduha dik?**

T1: Ifhem ikun hemm min jghdha - uff xi dwejjaw komponiment, uff xi dwejjaq Ingliz, qed tifhem? Bhalma jghidu fuq kollox fuq il-Malti u fuq kollox...igifier dan. Imma inti diga, kif qed tghid inti, diga qed tidhol as-suggett b’nofs qalb! Allura l-output tieghek mhux se jkun daqshekk....waqt li inti jekk tipprezentalthom dil-lingwa bhala xihaga sabiha, b’kotba addattati, certu visual aids (illum ghandna hafna affarijiet), dik tghin. Jien hekk nghid, tghin hu. Hija inizzjattiva

T2: Le fis-sens, kif qed ghedna, is-sapport tal-geniture huwa importanti...il-qari, li tinkoraggixxi lit-tfal biex jaqraw. Tinduna t-tfal li jaqraw u dawk li ma jaqrawx. Anka mill-komponenti...tghid ara dan jaqra... Anka per ezempju hawnhekk ghandna sistema fejn it-tfal igibu l-kotba kull gimghatejn. Tinduna min missu l-ktieb u min lanqas biss indenja ruhi jifthu! Igifieri dik trid tigi wkoll mill-genituri li jinkoragguhom u jghidulhom, “isma ....” u jimxu bl-ezempju. Inti jekk trid lit-tfal jaqraw, l-ewwel iridu jaraw lilek taqra wkoll, igifieri anka...fl-iskola hemm limitazzjoni ta kemm tisa talloka hin li t-tfal jghamli, jien naf, dik in-nofs siegha jaqraw bi kwiethom. Igifieri kull tant trid tigi mid-dar. Anka l-istess bhala sapport fil-homework li tpoggi daqxejn bil-qgheda. Halli ma tghidlux x’ghandu x’jghamel imma li tkun bil-qgheda hemmhekk anka biex xi hadd jigbidlu l-attenzjoni. Tinduna imma mix-xoghol u ssib pitazz li bil-kemm tkemmex...igifieri li jkun hemm input kull tant min-naha tal-genituri, dik ha tghin biex finalment ha jgawdu t-tfal jigifieri

**I: Dak kollox ta. Thank you very much tal-hin taghkom**

T1: Affarijiet zghar.

T2; You're welcome

**State School teacher – South Eastern Region**

**I: Li kieku kelli nsaqsik fl-opinjoni tieghek, il-klassi li per ezempju ghandek din is-sena jew l-opinjoni tieghek in generali, tahseb li tista ssejhlhom bilingual lit-tfal at this point in time?**

T: Jien nahseb iwa. Din hija l-ewwel sena tieghi li qed naghlem u nahseb it-tfal iva, mhux kollha imma hemm tfal li huma bilingual igifieir kapaci jtkellmu bil-Malti daqs kemm huma kapaci jtkellmu bl-Ingiliz.

**I: Ok, would you say...**

T: Not the majority. Hemm min jinftiehem igifieri imbad ghandi tifla li hi iktar fluent ghax ghandha missierha jtkellem bl-Ingiliz. Imbad ghandi min mhux kapaci jesprimi ruhu bl-Ingiliz.

**I: Tahseb li ghenet il-fatt li ghandek wahda li hija English speaking fil-klassi? Forsi jippruvaw izjed jikkomunikaw maghha?**

T: Mhux English speaking. Hi kapaci titkellem biz-zewg lingwi ghax nimmaginha li d-dar bil-Malti jkellmuha wkoll. Missierha li forsi jtkellem bl-Ingiliz. Imma ma nahsibx jghixu fl-istess dar ommha u missierha.

**I: L-ispoken proficiency tal-Malti u l-ispoken proficiency ta l-Ingiliz, xtahseb dwarhom?**

T: Jien nahseb il-maggoranza tat –tfal huma iktar kapaci jesprimu ruhom tajjeb bil-Malti milli bl-Ingiliz. Imbad hemm il-kaz ta din it tifla li kapaci titkellem biz zewg lingwi u nahseb li bil-hin iktar qed jimprovja mill-bidu tas-sena l'aw.

**I: Meta tigi ghar – written Maltese u written English, x'tista tghidli?**

T: Fir-written Maltese hemm minn ibati naqra habba l-kaz tal-gh, ie u hekk allura zbalji ortografici. Imma fil- kitba bil-Malti iktar ihossuhom komdi jesprimu ruhom uhud mit-tfal. Fl-ingliz inqas ikun hemm zbalji ortografici. Grammar kultant fit-tenses ihawdu ftit imma inqas hija frekwenti li jiktbu kelma hazin, fil-Malti hija iktar tidher li jiktbu kelma mhux kif suppost per ezempju jinsew l-gh, jinsew l-ie, ghax il- Malti huwa iktar diffcili bix tiktbu hekk iqisuh it-tfal. Fil-Malti ibatu iktar biex jiktbu, fl-ortografija, Ghax l-Ingiliz anke juzaw l-

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Internet, hemm iktar kitba bl-Ingiliz allura ghandhom iktar exposure tal-kliem kif qed jinkiteb. Fil-Malti hija inqas frekwenti ghax qas il-Malti miktub online mhu dejjem miktub tajjeb. Lanqas il-Malti fl-ahbarijiet li gieli jidru headlines that. Igifieri m'hemmx daqshekk exposure. Barra minn hekk jekk iridu jiktbu document f'word document, m'ghandhomx spell check tal-Malti allura dik ma tghinhomx. Bl-Ingiliz ittihom option kif tista tiktibha l-kelma jekk tiktibha hazina.

**I: Bhala atitudnijiet lejn il-lingwa, tahseb li ghandhom atitudni positiva, negattiva jew ambivalenti lejn il-Malti u l-Ingiliz?**

T: Il-maggoranza huma ambivalenti, ma taghmilx daqshekk differenza, apparti tifel li ghalih l-Ingiliz kien xokkanti fil-bidu tant li ommu xtaqet li ma jaghmilx ingliz qattli ghax jien ma nafx nghinu. Ghidtilha hallih mill-lesson jiehu li jista ghalinqas ghandu exposure ta Ingliz waqt il-lesson sahha d-dar m'ghandux fuq xiex jibni. U fil-fatt, u jattendi ukoll complimentary lessons u wkoll qed nara improvement, igifieri qed jiggwadanja avolja l-homework fil-bidu kien jghidli insejtu hawn jew ma kontx nafu. Kont nggidlu ppruvah at least jekk ingibu wahda tajba l- ghada forsi ngibu tnejn.

**I: Igiieir hi ghaliha bezat...**

T: Iva ghax hi ma setatx tghinu fl-Ingiliz allura xtaqitu li ma jaghmlux biex ma jkollux homework halli ma jkollux problem.

**I: Inti qed issib li min ikun batut fl-Ingiliz, qed ibati wkoll fil-Maths bhala marki minhabba li ma jifmhux, jew il-kuncett?**

T: Iva, infatti min ibati fl-Ingiliz, f'kuncett ta Maths ibati fejn jidhlu problems fejn trid taqra mhux fejn jghidlek work out 24 x 5. Dik hija facli taghmilha imma fejn jidhlu problems, trid tifhem x'qed jigri fil-kuncett, hemhekk ibatu. Imbad hemm min ikollu l ghajnuna. Per eżempju tifel idum biex jaqra, huwa daqsxejn slow allura jkollu reader waqt l-ezami, jaqrawlu, hemhekk orrajt, kellu l-ghajnuna u izjed seta jwiegeb.

**I: U r-reader jaqliblu ghal-Malti biex ifiehem jew just jaqralu?**

T: Le jaqraw. Forsi xi hints zaghar imma ma tistax qishek titrnatlatja.

**I: Kemm hi interessanti imma almentu qed tghinu biex jifhem. U l-istudenti kollha ghandhom access ghal dan?**

T: Le mhux kollha. Min naraw li ghandu l-htiega. Per eżempju jekk naraw li tifel jista jaghmel il-mainstream flok imur ghal alternative paper u jinghata din it-tip ta ghajnuna, tinghatalu. U jkun ghaddej per eżempju psychological report biex jaraw xi bzonnijiet ghandu.

**I: U din tissejah l- alternative paper?**

T: Jaghmlu alternative paper

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**I: Biex tgħin iktar lill-istudent li jkun forsi iktar batut**

T: Ezatt ikun hemm 3 livelli tal-maths u 2 ta l-Ingliż u 2 tal- Malti qabel il-mainstream. Fil-fatt kelli 3 itfal minn 11 li għamlu alternative papers.

**I: Dak li jgħidu checklist 1 u checklist 2?**

T: Dik iva ic-checklist minn hemmhekk sakemm ma titntlahaqx ic-checklist jattendu l-complementary lessons. Ahna għandna s-servizz ta darbtejn f'gimgha; it- Tnejn u l-Erbgħa. U x'hin tigi mastered ic-checklist level 3 ma jibqax jattendi complementary lesson, ikun lahaq mal-livell tal-klassi. Darba f'gimgha jagħmlu Malti u darba f'gimgha jagħmlu Ingliż.

**I: Tahseb li il-parents jgħinuhom lit-tfal id-dar fix –xogħol, fil-homework?**

T: Ma nistax ngħid li kulhadd le. Hemm min ma jgħinx għax orsi mohhu iktar f'business, hemm min ma jgħinx għax ma jistax, għax ma jafx hu u hemm min iva idur ix-xogħol u jekk ikollhom xi diffikulta' jkellmuhom u jgħinuhom huma stess.

**I: Orrajt igħifieiri tara d-differenza mill-parents.**

T: Iva, u anke huma stess jgħidulek. Per eżempju wahda qaltli li ma tistax tlahhaq habba l-business.

**I: Għal-istudenti tiegħek l-Ingliż tikkonsidrah bhala second language jew foreign language għat-tfal?**

T: Lanqas naf. Second language jew foreign language?

**I: Per eżempju l-Ingliż daqs it-Taljan jew mhux aljen daqs it-Taljan ngħidu ahna?**

T: Le, igħifieir l-magħoranza tat-tfal għalihom ikun second language, iva. Forsi hemm xi tifel li għadu jsibha aktar diffiċli jikkomunika bl-Ingliż, imma l-ohrajn iva. Imbad għandi tifla taf it-Taljan tghallmitu mit-television.

**I: Mill-ftit zmien li ilek tghallem, forsi tikkompara kif kont titghallem inti u kif qed jitghallmu t-tfal illum, bhala standards, wiehed jist jgħid għadhomx l-istess, tjebu, nizlu?**

T: Milli nhoss minn meta kont tifla jiena għal issa, nhossu qed jinzel il-livell. Anke l-fatt li l-genituri m'għadhomx jagħmlu l-parti tagħhom, jimmaginaw li qed isir fl-iskola għalihom huwa bizzegjed u m'hemm għalfejn tkomplilha d-dar. Dik hija differenti. Per eżempju jiena d-dar, l-genituri tiegħi, mhumiex ta livell ta skola imma dejjem raw kif jgħinuni. Igħifieri jekk kelli gara li kienet teacher, kienet tmur għandha l-mummy jekk ikolli problema.biex jien zgur ma mmurx bix-xogħol inqas u jien nitghallem u nimxi l-quddiem. Igħifieir għalihom, għalinqas hawnhekk, ma nafx postijiet oħra, imma għalihom hawnhekk qisha mhux daqshekk importanti l-iskola, jista jkun postijiet oħra hija differenti l-mentalita.



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**I: Tahseb li l-fatt li issa għanda mentalita fil-Malti, ngħidu li issa jekk kelma tista taqlibha bil-Malti, u tispellija bil-Malti, tahseb...?**

T: Ma nafx hux qed tghin dik il-haga.

**I: Fuq hekk qed insaqsi.**

T: Ma nahsibx li qed tghin, forsi biz-zmien nikkonferma li kont zbaljata, imma qisu kull kelma, anke certu kliem ma nippruvawx nahsbu xi kliem kellna qabel fil-Malti li stajna ninqded biha. Irridu nivvintaw u naqilbuha mill-Ingiliz, mentri kliem ohra kellna li jista jservi għal-kelma. Bhalissa ma jistax jigini eżempju f'mohhi.

**I: Per eżempju jien naf, “cupboard”, ahna ngħidu il-kelma cupboard bil-Malti imma mbad kif ha tiktibha k-a-b-o-r-d jew kif supposed bl-Ingiliz u tagħmilha in inverted commas?**

T: Ezatt.

**I: Igifieri inti tahseb li forsi you're aktar old school bhali u temmen bil-kliem in inverted commas?**

T: Iva hekk nahseb jien għax ma jistax ikun, mhux ma jistax ikun imma forsi hemm kelma ohra li forsi per eżempju l-mobile konna nuza telephone cellular. Vera itwal u forsi mhux daqshekk hafifa, imma konna ninqded biha, għalfejn kull kelma irridu naqilbuha u naraw kif ha niktbuha flok namluha fl-inverted commas u hekk isservihom għaz-zewg lingwi, mhux imbad jaf ihawdu fl-Ingiliz kif tinkiteb.

**I: Qed tara li ihawdu?**

T: Ikun ftit iva li għax fil-Malti ktibnoha kif hassejniha, fl-Ingiliz ha niktbuha kif tinhass ukoll. Għax qisek biex tifhem li kelma tinstema l-istess imma tinkiteb differenti, nahseb la jkun għadhom zagħar, hemm naqa...

**I: Inti bhala skola, bhala teacher, forsi anke meta kont qed titghallem, had ma ta guidance kif għandha tigi trasmessa, tipo to have a bilingual education, had ma qal per eżempju dan is sugett irid ikun bil-Malti, dan is-sugett irid ikun bl-Ingiliz?**

T: Jien nahseb l-aktar li timxi fuqha hi skond l-eżami b'liema lingwa ha jkun. Per eżempju Maths, la l-karta ha tkun bl-Ingiliz, titkellem bl-Ingiliz, halliha li l-mathematical concepts, biex it-tfal jifmuhom, ikollok taqleb, code switching, għax min mhux se jkun tajjeb fil-lingwa, wisq anqas mhux ha jifhem li qed nipprova nispejja bl-Ingiliz, speċjalment jekk il-Maths mhux daqshekk jifmhu mil-ewwel. Social studies, eżempju jezistu karti fl-annual bl-Ingiliz, imma peress li l-iskola mhux daqshekk ibbazata fuq l-Ingiliz bħal-private schools, allura ikolna nagħzlu l-karta tal-Malti. Irid ikun altru jkun hemm xi student...

**I: Hemm choice fil-primarja għas-social studies, hux Malti jew Ingiliz?**

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T: Iva fl-annual johrog ezami li jkun l-istess bl-Ingiliz.

**I: Anke religion forsi?**

T: Ehe anke religion, iva.

**I: Igiieir tipo s-sistema ta l-o level, taghzel inti?**

T: Iva ezatt, imma jekk il-lesons tkun taghtihom bil-Malti, irid ikolli xi student barranini li ghalihom jippreferu l-lingwa Ingliza, biex imbad nitolbu lid-dipartiment u tigi l-karta bl-Ingiliz.

**I: U l-atitudni tat-tfal lejn il-lingwi, lejn il-Malti u l-ingli, il-Malti ovsjament huwa l-lingwa taghhom allura lanqas jaghtu kas, imma meta nduru lejn l-Ingiliz, thoss li hemm xi forma ta resistenza apparti li semmejt?**

T: Dak biss il-bqija le kulhadd jipprova, ghax huma mhux ha joqodu, huma u jtkellmu toqod tikkoregihom. Orrajt jekk ippronuncjaw kelma hazin, tghidilhom kif suppost tigi pronuncjata, imma jekk jiehd u zball fil-grammar, mhux ma kull zball li jaghmlu tikkoregihom ghax twaqqalhom il-moral. Allur athallihom jtkellmu, jesprimu ruhom, biex jiehd u l-kunfidenza, imbad wehidhom jaslu jirrangaw u jiffurmawhom tajbin. L-aqwa li qed jippruvaw.

**I: U l-ahhar domanda, tahseb li l-exposure ghal-Ingiliz ghandu jibda qabel biex ikollhom grasp ahjar, tipu izjed kmieni, jew doza izjed qawwija?**

T: Iva nahseb tghin li ta eta' zghira. Nahseb tkun ta gwadann li jibdew iktar kmieni ghax izjed ma jkun hemm exposure, ghalihom jizjed il-kliem li jafu huma, ghax minn eta zghira jibdew jiehd u l-kliem li jismaw. Le nahseb tajjed li jkun hemm exposure kmieni, specjalment l-Ingiliz, ghax Malti ovja li jkun hemm.

### **State School Teacher – South Eastern Region**

**I: Bhala primary teacher, l-izjed li taffacja tfal kuljum, inti tahseb li t-tfal tieghek, at the end of year 6, dad il- group li ghandek in partikolari, tahseb li ha jkunu bilingual sa ma jispicaw is-sena?**

T: Bhala kitba jew bhala spoken?

**I: Tista tghidli fuq it-tnejn?**

T: Bhala biex jtkellmu, iva, huma diga jtkellmu bil-Malti ovsjament ghax m'ghandix English speaking jew foreigners u bl-Ingiliz ikampaw ha nghid hekk, ghax imbad hemm ftit, il-low achievers, ibatu ftit, ghal- Ingiliz, ghax Malti orrajt. Imma l-bqija, l-ahhar xaghrejn li fadal, suppost intejbu naqra ohra l-livell. Bhala kitba, kien hemm il-high achievers, tajbin

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hafna, jiktbu, anke meta nigu biex niktbu creative writing ma nsibx problemi, imbad hemm xi tfal li jbatu bis- sentence structure. L- struttura tas-sentenza kemm bil- Malti u bl-Ingiliz, tkun mhux tajba bazikament.

**I: Kemm bil-Malti u anke bl-Ingiliz?**

T: Iva, anke per ezempju nuqqas ta punteggjatura nsib, suppost at this stage ikunu jafu.

**I: Mill-esperjenza tieghek kemm ilek tghallem, tahseb li bhala standards, meta nitkellmu standards, ghax hawn min jghidlek standards m'ghadhomx kif kienu qabel, tjiebu, tnaqqis, mill-esperjenza tieghek in generali x'tahseb bhala Malti u bhala Ingiliz, spoken u written?**

T: Kultant hu naqa gholi zzejjed. Jien miliex li hragt mill-iskola hafna, hames snin, imma nara differenza kbira minn kif hragt jiena mill-iskola jew x'tghallimt u kull skola qisha timxi differenti. Ghalkemm ta l istess livell xorta ssib skejjel jimxu bil-modi taghhom, pero kultant qed inhoss li nippretendu wisq mit-tfal. Jista jkun vantagg ghax tmexxihom il-quddiem u jista jkun zvantagg ghal min mhux qed ilahhaq.

**I: Tahseb din l-idea ta tfal kollha fi klassi wahda qeda tghin jew qeda titfa lura?**

T: Difficli u anke ghat-teacher. Il-batut qed ibati mod ghax jekk hemm lezzjoni ghal-high achievers qisu mhux qed ilahhaq, u meta tigi lezzjoni biex tispjega lil-low achievers min jixi sew, jaqdef, qisu ghalih mhu naghmlu xejn.

**I: Ma jkunx hemm challenge.**

T: Ezatt, kieku jkunu maqsumin tghid il-klassi tieghek hija ta low achievers mela trid timxi bil-pass taghhom.

**I: Tkun iktar catered ghal-pass taghhom.**

T: Jiena nati xoghol li la tqil hafna u lanqas hafif rixa.

**I: Bhala atitudni lejn il-lingwa, tipo l-Ingiliz, l-atitudni taghhom lejn l-Ingiliz u forsi l-atitudni tal-genituri taghhom, jifmhu l-importanza ta l-Ingiliz?**

T: Mhux kulhadd ikun hemm min jaghtih hafna importanza u jkun hemm min jghid l-aqwa li jmexxi bil-Malti. Forsi jiddependi wkoll minn fejn ikunu gejjin familjari u hekk. Il-background taghhom jaffetwa hafna anke t-tagħlim.

**I: U bhala atitudni tal-genituri, forsi meta tkellimhom parents day u hekk, lejn il-lingwa u anke s-support lejn it-tfal?**

T: Nahseb dis-sena kelli hafna iktar min qed jaghti kas, per ezempju l-kitba mportanti bil-Malti u hekk , kelli min per ezempju qed jaghti hafna mportanza lill- matematika, iktar mill-lingwi.

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**I: U nfatti dawn meta ngu ghal-matematika, il-karta fl- ahhar tas- sena ha tkun bl-Ingiliz, jekk inti ghandek student batut fl-Ingiliz?**

T: Ma jifimhix hux. Ghandi problema.

**I: Ha jmur hazin kemm fl-Ingiliz u anke fil-Maths igifieri ghax m'ghandhomx dak l-exposure. Inti fl-opinjoni professjonali tieghek, li kieku t-tghalim ta l-Ingiliz kellhom iktar exposure ghalih, iktar kmieni...**

T: Iva kieku ahjar. Ifihmni jien ghalijja iktar kemm tibda bil-lingwi minn meta tkun zghir iktar ha tixrob, iktar tista tixrob. Forsi tibdiex bin-numri jew bl-alfabett. Ifhem imbad ma tridx tibqa numri biss, jghiduhom biss ghax meta tkun zghir ha tesponihom aktar hux.

**I: Li kieku t-tfal kellu jmur xi had fuqhom u jsaqsihom mistoqsija, per ezempju kif irridu naslu sa l-ghassa, kif naslu sal-knisja, tahseb li kapaci jaghmlu sentenza bl-ingliz bhala klassi?**

T: Iva ghax ahna naghmlu hekk, niktbu, bhala dialogues u directions u hekk isiur. Igifeiri l-klassi tieghi ha nghid hekk suppost jaslu.

**I: U fil-bidu ghidtli tipo they get by**

T: Ehe juzaw l-Ingiliz qihom just biex jinqdew ftit u daqshekk mhux ghax huma qed jiehdugost. Mhux ha jaghmlu xi lezzjoni shiha jitekellmu bl-Ingiliz u ma jiqfux. Igifeir jekk issaqsihom bl-Ingiliz iwiegbu bl-Ingiliz u daqshekk mhux ha jaghmlu xi conversation bl-Ingiliz.

**I: Tahseb li ha jkunu kapaci jaqdfu fis-sekondarja bil-livell so far kif inhu?**

T: Iva ta. Imbad nistenna li fis-sekondarja jibdew mill- baziku tas sekondarja, imma kif qedin...

**I: Ha jkollhom bazi?**

T: Iva suppost.

**I: Jghinuhom il-parents lit tfal id-dar?**

T: Min iva u min le u t-tfal jintarfu hafna jekk jghinuhomx jew le. Mil-ewwel inkun naf, nista qas niltaqa mal-parents ghax inkun naf min qed jghinu u min mhux. Jien ghalija dik taghmel differenza kbira.

**I: U l-ghajnuna bil-homeworks u hekk?**

T: Ehe mhux hekk.

T: Ir-regoli tal –Malti, dawn id-decizjonijiet li per ezempju johorgu minn zmien ghal-iehor tahseb li qed jghinu jew izjed qed ifixklu lit-tfal?

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T: Ifixkluhom ta sa certu punt. Ifhimni certu kliem draw imma huma jigu fid-dubju per ezempju jekk dik il-kelma hux ha jiktbuha fl-inverted commas jew hux ha jiktbuha kif ihossuha fil-Malti. Ghax dan ma jistawx ikunu jafu kull kelma li tezisti, allura jitfixklu.

**I: U intom fuq policies haqq ma gie l-iskola u qalilkhom social studies ghandu jigi mghallem bil-Malti, il-Maths ghandu jigi mghallem bl-Ingiliz, dawk l-affarijiet ghadhom ma sarux?**

T: Le pero' ahna nafu as such, jiena naf li social l-ezami huwa bil-Malti per ezempju, bhala Maths nghallmu bl-Ingiliz, ghalkhemm jiena gieli nuza xi Malti biex it-tfal jifmhu, l-Ingiliz bl-Ingiliz u l-Malti bil-Malti, Religion, bil-Malti. Igifieri dawk l-affarijiet qisna nafuhom, qed tifhem.

**I: Igifieri l-lezzjonijiet li ghandhom bl-Ingiliz huma...**

T: Maths u Ingiliz

**I: Pero ovjament inti bhala teacher tippreferi tissagrifika l-lingwa milli tissagrifika l-kuncett tal-Maths. Tippo fejn ma jifmhux it-tfal, ha taqleb bil-Malti.**

T: Mela, zgur ghax jiena l-importanti li l-kuncett tal- matematika fehmu.

**I: Ic-challenges l-izjed li inti qed taffacja fil-lingwi?**

T: L-ortografija, ghalkhemm ghandna l-mudelli u hekk tal-lingwa, meta nigu biex niktbu kitba kreattiva, mhux kull student huwa kapaci jghid ha jieqaf u juza l-mudell. Jibqa ghaddej kif inhu. Igifieri fuq dik inbatu anke bhala in generali nhossha difficli. Struttura tas-sentenza wkoll. Ingiliz iktar imma Malti gieli jkun hemm xi tfal li jbatu fiha. U l-ingliz forsi fil-grammatika, tenses, verbs.

**I: Ghax huma m'ghandhomx il-prattika, id-dar mhux ha jitekellmu bl-Ingiliz.**

T: Le, apparti minn hekk ghal-ezami, ghal-benchmark, mhumiex exposed, esposti li ghandhom grammar exercise. Jiena naghmel grammar lessons, pero meta jigu biex jiktbu fil-creative writing, jiktbu tajjeb.

**I: U ssibha difficli? Tahseb li l-creative writing huwa l-aktar diffikultuz ghat-tfal?**

T: L-iktar li jdejjaqhom iktar milli diffikultuz, u as such ma tantx hemm x'tista taghmel biex ma jiddejqux jiktbu. Jekk ha ttihom storja, jiktbu jridu.

**I: U qari?**

T: Le fil-qari jimxu kemm bil-Malti u anke Ingiliz.

**I: Jaqraw igifieri?**

T: Iva jaqraw.

**State School Teacher – Southern Harbour**

**I: Mela prattikament inti qed tghallem il- Year 5, boys u girls, igifieri mhalltin hawnhekk. Bhala teacher fil-primarja, as a primary teacher, tahseb li bhalissa it-tfal li ghandek fil-lassi, illum il-gurnata, tista tghid li huma bilingual, tipo Malti u Ingliz?**

T: Ara, jiena ghandi naqra tahlita fil- klassi. Ghandi nofs li jmorru tajjeb hafna u n- nofs l- iehor fuq ic-checklists u jaghmlu karti differenti. Igifieri, tmienja hekk u tmienja hekk. It- tmienja li jaghmlu l- karta tal- mainstream, inhoss li ehe, il- maggoranza taghhom huma bilingual. Pero l – ohrajn, igifieri ftit minn dawk li jaghmlu l- mainstream u l-bqija, igifieri iktar minn nofs il- klassi mhumiex bilingual.

**I: Ovjament huwa l-Malti li huwa iktar dominant u l –Ingliz li huwa iktar batut ghax jigu f'background fejn il- Malti jitekellmu d- dar u l- Ingliz igifieri towards the end of the cycle dawn il- primary segment ma nistawx nghidu li huma bilingual ghal-nofshom?**

T: Le, ghal nofshom, jew naqra iktar minn nofs.

**I: Igifieri ma nkunx qe dnizgarra jekk nghid li l-Ingliz huwa iktar a foreign language milli a second language ghalihom?**

T: Ehe, ghal- dawk huwa foreign daqs it- Taljan li qed jitghallmu bhalissa igifieiri.

**I: Diga ghandhom it-Taljan fil- Year 5?**

T: Ituhom day still. Hemm xi program bhalissa Taljan u fil- Year 6 French u German biex imbad jaghmlu l-ghazla taghhom.

**I: Fl- opinjoni tieghek inti, kemm ilek tghallem, taheb li bhala livelli, mhux din il- klassi biss, over all the years, il- livelli ta l- ingliz, baqaw kif kienu, marru ghal- hazin jew tjiebu?**

T: Ara, jiena t- tielet sena li qed nghallem, mhux li rajt xi differenza kbira. Iktar nista nghid ezempju minn zmieni, inhoss li, sa ftit ilu kont studenta, konna nafu iktar lingwi, plus konna nafu t-Taljan ukoll. Issa, mhux talli jafu l – Malti biss u l-Ingliz ftit , it- Taljan xejn, ghax hekk speci iktar ma tkun taf lingwi, iktar tkun open biex titghallem iktar.

**I: U t-tfal tieghek igifieri television bl- Ingliz ma jarawx?**

T: Hemm minnhom jaraw u tajbin igifieri fih, imma mbaghad issib ohrajn li ha jarawlek Malti biss. Anke biex jaqraw ktieb, bil-Malti u jien nipprova igifieri imorru l-library, nghidilhom illum bl-Ingliz tridu tihduh u nipprova nhegghom jaraw, imam mbaghad irid jolqot il-gosti taghhom hux. Jien naf, Disney Channel u hekk.

**I: U support mid-dar, ikollhom dawn it tfal?**

T: issa jien staqsejt, fil- parents day, x'hin rajt il-marki u x'hin urejt lill- parents, ghidtilhom ezempju ghandha bzonn taqra iktar bl-Ingiliz u tara television iktar bl-Ingiliz. Kien hem min jghidli television ha tirrakomanda? Imma jien, tghallimt it- Taljan mit- television, minn xejn iktar. Igifieri nemmen fih. Imbaghad kien hemm min qalli "Iva ta taqra bl-Ingiliz, iva ta tara television bl-Ingiliz" u batuti. Igifieri ma nafx jekk hux qed jigdbu (I: il- parents) jew inkella ma jkunux qed jaghtu kas it- television forsi, jew taparsi qed jaqraw u mhux qed jaqraw. Ma nafx, imma minn kif jghidulek "imsomma ma tantx thobb taqra" qishom ma jippruvawx jghidulhom " le, trid taqra". Qishom, ma jhobbux, mela ma jhobbux.

**I: Tipo, huma kienu l-istess abbli, allura qisu vicious circle.**

T: Ezatt, hem anke min jaghlquh fil-kamra biex jistudja u jaqbez mit-tieqa biex johrog barra. Igifieri minn kollox smajt.

**I: Il- Malti ghal- dawn it- tfal tahseb li qed ibatu fil- Malti miktub?**

T: Ara, il- Malti miktub nahseb dejjem l-istess kien, fis-sens naf nies daqsi li la jafu fejn tidhol l "gh" u l "ie", la l- "h"...Jiena mort zewg courses ta l-ortografija u anke jien tghallimt. Ghidt " il-ahwa kemm kont ili niktibha hazin din il- kelma" per ezempju.

**I: Fejn ikunu dawn il-courses forsi immure jien ukoll?**

T: Dan ghadu kif kien tal- Handaq. Ghadhom kif ghamlu l-ewwel course u t-tieni course. Issa nahseb jibqaw jaghmlu l-ewwel course kull sena u t-tieni course trid tkun ghamilt l-ewwel wiehed biex tmur. Allura ikun hem inqas domanda, imma anke jien hassejt li kien hem affarijiet li ma nafx, ahseb u ara. Ghax imbaghad trid tkun taf il- kelma minn fejn gejja. Jekk ezempju gejja mill- Gharbi ma tibqax doppja, jekk gejja mit- Taljan tibqa. Allura huma ghandhom zvantagg jekk ma jafux hux gejja mit- Taljan jew mill-Ingiliz il-kelma, mhux ha jkunu jafu kif ha jiktbuha l- kelma. Per ezempju, "importanti" l- "I" ha tibqa anke jekk qabilha hekk vokali ohra, peress li gejja mit- Taljan u l- Ingiliz. Huma mhux ha jkunu jafu mill- liem lingwa gejja. Igifieri ha jbatu. Nahseb dejjem baqa l- istess livell

**I: Per ezempju fis-sendug li ghandhom ikollhom kliem bhal- "coach" jew "mobile" per ezempju, miktubha bil- Malti, tahseb li qed ikollha impatt hazin fuq l-ispelling ta l-Ingiliz jew m'hemmx negative transfer. Forsi huwa n-nuqqas ta qari?**

T: Nahseb, ghax hemm hafna kliem. U din nara anke mill- Ingiliz ghall- Malti. Ikun hemm kelma u jiktbuha kif ihossuha bl-Ingiliz kif qed ihossuha bil- Malti. Imma mbaghad hemm ezempju kelma bil- Malti u ezempju jekk ghandek "curkett" hemm min jiktiblek "c-h-urkett" ghax dik "c" dak il hoss. Igifieri nahseb both ways qeda. Pero ovvjament ghall- Ingiliz iktar ghax Malti jafuh iktar. Pero, ehe ir-regola li kelma bl- Ingiliz indawwruha bil- Malti u niktbuha kif tinhass, gieli huma ma jkunux jafu li hemm kelma diga fil- Malti u jghidu " u ija ha naghmel dik il- kelma bl – Ingiliz u niktibha bil- Malti". Tahdem kontra wkoll.

**I: U ovvjament l-iktar li ha jbatu ha jkun fil- Maths jekk ma jafux l-Ingiliz?**

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T: Iva, jiena fil- fatt nghidilhom lill- parents. Nghidilhom “ara, Ingliz u Maths, ghax it-tnejn bl- ingliz.” U nghidilhom li jekk ha jmorru ahjar fl\_ingliz, ha titjeb il-marka tal – Maths awtomatikament.

**I: Ghax oovjament hija l-istess karta li dawn fl-ahhar ha jaffacjaw.**

T: Ezatt

**I: In generali, x'tahseb li huma c-challenges li qed taffacja inti fit- tghalim tal-Malti u ta l-Ingiliz fil-klassi? X'inhuma d- diffikultajiet li l-aktar li tahseb huma l-problema?**

T: Nahseb li wahda mill- problem li hemm min ma jkollux, mhux support mid-dar, imma iktar dik in- naqra sikkatura. Ghax tridha, fis-sens li jkollok il-parents li jghidulek, “ le trid taghmel imqar nofs siegħa qari kuljum” ghax jien ghalija jekk vera kulhadd jaghmel imqar nofs siegħa qari kuljum, vera ffit, imma in the long run, ha taghmel hafna gid, dik wahda, li l-parents ma joqodux fuq it-tfal daqs kemm suppost. Tnejn, jichatjaw diga t-tfal ta l-eta' taghhom. Igifieri dawn fl-istes shin diga qed jikteb b'dik ix- short system, tnehi l- “gh” tnehi l-“ie”kollox kif jinhas.

**I: Bil- Malti jew bl-Ingiliz qed jichatjaw? Tipo messenger u hekk?**

T: Probabli bil-Malti. Fuq whatsapp per ezempju. Kuljum jichatjaw fuq whatsapp ghax jghiduli. Nimmagina li had mhu ha joqod jikteb, qas jien igifieir. Dik ohra li iktar qed jiktbu bl- addocc. U nahseb sa certu punt, il-logħob fuq it-tablets, playstation, computer li ezempju jien fi zmienu kont ngħid m' għandix x' nagħmel ha naqra ktieb, jew ha nara program fuq it- television li jista jkun educational u jista jkun li ma jkunx imma xorta qed titghallem lingwa. Imma dawn issa m' għandix x' nagħmel, ha nilgħab logħba fuq it-tablet u hafna drabi xi “Mignon Rush”, hliief “meqq” ma jagħmilx, qas jitkellem xejn.

**I: Ezatt m'hemmx kliem.**

T: Igifieri mhu qed tiehu xejn minnha. Forsi hemm min jiehu xi ffit mill-logħob tal-playstation ghax ikun hemm xi ffit kliem, imma mhux kollha. Igifieri nahseb daw k l-aktar tlett affarijiet li qedin kontra t-tagħlim tal-lingwa

**I: U fil-klassi as such, tahseb li hemm affarijei tohra li they're hindering kids from learning language? Tipo fis-sistema edukattiva tahseb li hemm xi affarijiet ohra li mhumiex qed jghinu?**

T: Ha ngħidlek fil-klassi tieghi ma tantx hemm x' tista tagħmel, ghax qedin ffit mhux ha tghid tiftah klassi ohra. Qedin 16 f' Year 5 kollu. Pero nhoss ehe li meta tagħmel tfal ta certi livelli flimkien qed ittellef lil kulhadd. Il- min hu batut hafna mill- hin mintix tagħmel affarijiet li qed jifhem. Imbad forsi tamillu wara, imma waqt li l-ohrajn qegħdin jahdmu. Pero vera ffit għandek cans.

**I: Persuna wahda trid tlahhaq ma sittax-il tifel u tifla.**



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T: u qed nghidlek il-livelli li hawn fil-klassi fenomenali. U ovvjament dawk li jmexxu, qed tieqaf sa certu punt magghom biex ikollok cans tlahhaq mal batuti. Mhux ha toqod taghmel affarijiet kbira li fl-istess hin qed tiehu hin minn ta l-ohrajn allura taghmel sa fejn ghandek taghmel, ma ttihomx dik ic-challenge, inkella titlaq lil ohrajn. Hawnehkk vera tidhol u ma tidholx (streaming) klassi wahda ha jibqaw. Imma ghaliqas fi skejjel ohra tghid forsi qedin mifrudin.

**I: Igifieri streaming mhux qed tghin**

T: Li qeghdin mixed abilities flimkien xejn jien ma nhossx li qed tghin.

**I: U tipo perezempju dawn hargu policy fuq language policy li ghandha taddotta skola u affarijei thekk. Thoss li hemm differenza bejn l-affarijiet li qed jghidu bhala policy u bejn dak li actually qed jigi attwat fi skejjel differenti?**

T: Ovvjament. Jien ma nafx ezatt min ikun hareg il-policy imma jew ikun ilu ma jkun fi klassi ...

**I: L-istess kumment li qed jghidu hafna teachers**

T: Jew qatt ma kien fi klassi tal-primarja, jew qatt ma kien fi klassi

**I: Allura ma jafx ir-realtajiet**

T: Plus hekk, id-dinja qed tinbidel, ghaliqas hawn Malta. Mhux qedin jafsuhom mid-dar daqs kemm kienu, igifieri, t-tfal il-livelli dejjem qed jigu inqas, inqas, u l-policies dejjem l-istess jaraw haga wahda.

**I: Tipo hafna kliem u azzjoni xejn. Tipo l-in-service li jiena kont qed nghidilhom hela ta hin.**

T: L-in-service meta jhalluna naghzlu nahseb suggett li vera jinteressa lilna, hemm jibda jaghmel certu effett. Jien kieku hemm hafna affarijiet li jinteressawni. Imma qatt ma jmissni xi haga li actually ...

**I: Thobb taghmel jew tinteressak.**

T: Ezatt

**I: Xi nghidlek miss, nahseb kwazi dawk igifieri, l-mistoqsijiet challenges, practices, standards....igifieri dawn definitely qeghdin nghidu li by Year 6, at least l-istudenti li ghandek, mhumiex ha jkunu bilingual.**

T: Hemm min ghandu xorti jaf jikteb ismu

**I: Ha jkunu zvantaggati. Ghax jien ghandi data ta tfal. Ghandi data ta l-fuq minn 900 tifel u tifla. Dan kull ma tlabthom jaghmluli 4 sentenzi bl-Ingiliz u 4 bil-Malti dwar dak li jixtiequ jaghmlu s-Sajf li gej. Min taghni verb, min lanqas tifimhom, min ittri mhalltin.**

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**Igifieir dik hija s-sitwazzjoni u ovvjament il-parents specjalment hawnhekk f'din l-area ikun hawn hafna social cases, izjed ...**

T: Iktar mohhhom f'dik milli mit-tfal

**I: Ezatt u forsi t-tfal jarawhom bhala sens ta relief ukoll. Money making business.**

**State School teacher – Southern Harbour**

T: I try to speak to them more in English because I think that the children are not exposed to the language. Everything, their exams are all in English. Maths, they can be high fliers in Maths but if they don't understand they don't do well. This is the first thing I experienced when I came here to this school. I used to teach at Chiswick...

**I: From one extreme to another.**

T: When I came here I had students who would refuse to speak English because of this matter: We don't know English, we are Maltese...you need it imma because (child interrupts interview)...Il- bicca zoghol hi li jghidulek “ ahna Maltin m'ghandnix bzonn”. Imma jiena nghidilhom “imma jekk intom ikollkhom business il- quddiem, ikollkhom restaurant, jew kiosk, ha jkollkhom turisti. L- ingliz kullimkien titkellmu, anke jek trid issiefer.” Ezempju achievement li hassejt li kellhom exposure ghal- Ingliz kien li meta kelli tifla li assolutament ma riditx taf bl- Ingliz I imma fl- ahhar tas-sena giet u qaltli “ miss taf x'qed niehu gost li almenu nifhem film”. She couldn't speak English but she could understand a film because all nice films are in English.

**I: Of course. Igifieri inti thoss...**

T: Jien anke jkunu jridu jmorru t-toilet: “May I be excused?” mhux “Nista mmur it-toilet?” jew “can I go to the toilet?” Proper way

**I: Proper way to try and get them to use the language more.**

T: Yes, yes.

**I: Igifieri tahseb li hemm attiudni hazina lejn l-ingliz?**

T: Ehe, il- problema hi li d-dar ma jittkellmux bl-Ingliz. Allura they feel more confident speaking Maltese than English.

**I: Allura, “why do we need English when we can get by in Maltese?”**

T: The thing is, in everything, even in Mathematics. When you don't understand something, when you grasp the concept, then you're confident that you want to work but if you don't understand the language, they feel more confident writing in Maltese, even when I give them an essay: “English? “ , you know.

**I: Igifieiri creative writing in English ha jbatu izjed than in Maltese.**

T: Iva. I do my best to expose to good books, like Roald Dahl, because they have good English. And then another matter is that we have mixed ability children. I have, in my class, although I have a group of 8, I have a student who is in checklist 1, another who is in checklist 1 and checklist 2 .

**I: And checklist 1 and 2 mean?**

T: Checklist 1 is grade 1 level.

**I: Wow**

T: One of them is because he doesn't go to school much. For example, basic addition:  $4.2 + 3.1$  – he gets it wrong –  $4 + 3 = 6$ . And with the number grid

**I: And at the moment he's in Grade 6 and in your class?**

T: And even when we come to use English and Maltese with reading. Even in Maltese he has problems. This is what I feel. My heart bleeds for these children because I don't know what kind of job he's going to get when he gets older. Because if you can't read, what job are you going to get?

**I: Igifieir in both he's suffering....both English and Maltese?**

T: Yes both. Even the way he writes is babyish. Year ones write much better than he does.

**I: Ok, this is the individual case.**

T: I remember the case when I came here the first year. I had 19 students, and I'm used to having 24, 26, even 28 at Chiswick at that time. And I said " ahhh, 19 students only, it doesn't matter". The headmistress, not the same one we have here, she said: "19 children, jiswew doppju", dik hi l-kelma ezatti. I thought I should have stayed home, but it was tough year, you have a lot of social cases here and the problem children are those who are passing through a bad time in their life. So, I have to try and make their life easy here, as fun as can be. Mhux joqodu jisimaw l-ghajjat u dan kollu.

**I: Mhux hekk.**

T: Pero even with the toughest students I used to speak in English.

**I: You got your Chiswick background with you.**

T: Yes, because that's what I felt here. The thing is that when you're in Year 6 it's already a bit late. We need to expose them more.

**I: Earlier**

T: Yes, even for example in Maths. Maltese is a language but they are more exposed to that language and even when they are from Kinder years, with mathematical issues we have to speak in English because their exams are going to be in English.

**I: So, you reckon that from primary years we need to expose them to much more English than they are currently exposed to if we want to see..**

T: Yes, because I see that in Year 6

**I: It's the end of the primary cycle. So they are not bilingual by the time they're leaving Year 6 because of the fact that's it's something that needs to be nurtured from earlier years and it's not being nurtured enough?**

T: Yes, that's what I feel.

**I: They need more exposure**

T: I think in all schools, not just here.

**I: And do you think that teachers are all qualified enough to teach and speak themselves, because that is an issue that we found? That has definitely emerged and I'm glad that...**

T: Yes that was...I mean we had a teacher here, she's not here anymore. (child interrupts) What I have seen though, that since I've been here, I have been here five years, since I've been here, I have seen an improvement. For example, especially when you get English speaking children.

**I: That's a plus point.**

T: For example in the Year 4, if you go to the Year 4 class there is an English speaking child, and I think even in the Year 2, cos they're brothers. A sister and a brother. The students communicate because at the earlier years children can grasp a lot of languages, the younger they are. So to communicate, I remember my daughter, my daughter is English speaking and I wanted her to study Maltese, but since she used to go to Chiswick we started her off with English as the main language. I said Maltese, you'll grasp. But then I realized there was a problem. I used to live in Zebbug and I sent her to Catechism in Zebbug. I did not send her to an English speaking Catechism because I wanted her to be exposed more to Maltese. And she did grasp Maltese, she did her A-level, she's in law now, so she grasped it very well. But the younger they are the better. That's why in Year 6 it's a problem because then the older they get, they become more conscious of themselves. And then just like the older classes, they're learning French. If you don't know how to speak French very well and then you get that student who can speak French, the others feel less confident. So it's the same thing. When they're young, they don't mind making mistakes. There isn't that tension, that shyness or consciousness. I do my best and tell them that they're all in the same boat here. That's why they come to school, to learn. Even I learn from you. I'm not a professor. Till the day we dies

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it's true, Professor Sercaino Inglott qalha. Till the day we dies, we're still students cos we're still learning. You know, that remained imprinted in my mind.

**I: Would you think that Maltese is on the decline? Some people said that Maltese is more on the decline, rather than English. Igifieri Maltese writing is suffering more than English writing is. Do you share that opinion or it's not so relevant for this school?**

T: Let me tell you. In the primary years, no I think my students prefer Maltese. Even the way they speak Maltese, even the way they express themselves. Ok when we do English in class, we do creative writing and I help them by giving them expressions to help them, and then they use them in their essay if they want to. I do that with Maltese too because of benchmarking. They have to have interesting reading. I tell them that it's as though I don't know what you're writing about, I'm not a teacher and I'm going to read this story. It has to be interesting for me to keep on reading it. The same thing with you when you're reading a book. When you read a book, if it's an interesting book you would want to get to the end of it.

Now, I don't think so. I don't think Maltese is losing...I think, it could be in independent schools and maybe in church schools.

**I: Definitely, definitely.**

T: Even today, speaking English is considered as a social class. You know what I mean.

**I: That is still prevalent over here.**

T: Yes, and they do. Students in Senglea do feel inferior to other schools.

**I: They do.**

T: Yes sometimes that's what I feel. It's a stigma but I do try my best to help them because I used to suffer from inferiority complex when I was young. So I went through it, I made sure my children wouldn't go through what I went through because I missed a lot, I feel that I missed a lot. And I don't want the same thing for my students. So even, we had, we went to Saint Elmo and we had Science and Maths trails, I could see my students lacking back and I pushed them. I told them "you go in front". Other students were interviewed. I wanted my students to be interviewed.

**I: To boost their self-esteem.**

T: Yes, you're capable, you are clever students, you try. Even when we have a play, I choose the shiest of students for main parts because sometimes in drama, it helps them. So that's what I feel. So I don't think that Maltese has...Ok sometimes they make mistakes because we have had these changes in spelling, in grammar...

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**I: You think that is hindering or helping? For example they have books like “Senduq” Ghandhom dawn il-kliem “coach” per ezempju, when to go for a “k-o-w-c” and when to go for a “c-o-a-c-h”?**

T: Like “mobile” ...

**I: Anke inti trid tahseb kif tispelliha. Jien ezempju nisPELLija “m-o-b-a-j-l”. Mentri hawn min jghidlek “m-o-w-b-a-j-l”.**

T: Mobile, “m-o-w-b-a-j-l”.

**I: Igifieir dawn ir-regoli tal- Malti tahseb li qedin jghinu jew ifixklu?**

T: Jiena nahseb illi il- Malti qed jitlef l-identita’ tieghu meta ndahhlulu da nil-kliem mill-Ingiliz.

**I: Hux vera, ghax jiena ta dik l-opinjoni.**

T: Jien hekk nahseb ukoll, imma dawn dahlu, per ezmpju “keyboard” kif ha tghidha bil-Malti?

**I: Ezatt**

T: Qed tifhem. “Television”, “computer”, ok television hemm television imma illum bil-fors nadottaw. Imbaghad illum qed insiru multi-cultural ukoll, jidhlu hafna affarijiet.

**I: Ezatt, li ma tistax you stick to Maltese u daqshekk**

T: There is a word for computer in Maltese, but I don’t know what it is to be honest. It’s very difficult cos once a Maltese teacher told me about it.

**I: Ehe?**

T: Yes, there is but it’s not used so...

**I: Xi haga arkejika. Bhal- ananas, pineapple, if isejhula ananas? Minn meta bdejn nsejhula ananas bil-Malti?**

T: Ezatt, ezatt.

**I: Ghax it’s like you have to re-learn Maltese**

T: That’s right. For us it would be even more difficult but if they learnt it, if they start learning it from earlier years, for example we’re going to start this project for guided reading, ok in year 6 it doesn’t make much sense because now they’re going to Form 1 and they lose the purpose, cos we’re going to start guided reading in this term.

**I: U guided reading igifieri l-parents joqodu mat-tfal jaqraw?**

T: No, guided reading, we have a set of books that are in bands according to the levels. Now this is not just for reading, it's more for comprehending. Cos we found that there's a problem with comprehension. They can read but they don't understand. Issa ahjar I have mixed abilities, and I'm telling you....and what we do is, there are even books without words so they are telling the stories. What happens? We help them by prompting questions: "How do you think this story is going to end?"

**I: Ok, to see how they think, the mental process sort of thing.**

T: Yes, still I believe, I believe that we should have a reader because if I have a student who is in band Yellow, band Yellow is a book with one sentence....at year 6 level? Ok you can use that to see if you're understanding, it's only 10 minutes ta that we do but then I believe that still we should have a reader which we read together in class, like we have in Maltese "Darbtejn insiru tfal".

**I: Thank you**

T: But it's important I believe that children in state schools, to have a better command of the English language, they have to be exposed.

**I: And that is what we're lacking**

T: 9 months aren't enough but at least they learn some things. But I believe it should be from the earlier years.

**I: But it's also a fact that you're quite adamant with them, with exposing them to English.**

T: I get angry in English at them too.

**I: Exactly, because many people don't.**

T: I remember I had a child, naughty boy, challenging behavior, he wants to sit next to me, if he doesn't sit next to me he'd do nothing, he was dyslexic, but he wants to do his work as long as he sits next to me. I used to tell him "ma nafx x'qed tghidli, ma nafx x qed tghidli" and now he comes and tells me "nifimhom ta lit-turisti" Ghidtlu "qed tara, ghalhekk importanti li tisma l-Ingliz ha titghallem". Ghax wherever they go, if they go abroad, otherwise they're going to be stuck here. Din bhal ta Leli ta haz-zghir, ma nafx if you studied it, imma bhal speci dak in – nies kienu joqodu go l-ghar u li tohrog mill- ghar tirraprezenta li trid tinbidel. Go l-ghar ma ridux jinbidlu ghax jibzaw u riedu joqodu gewwa, u Leli ried johrog mill- ghar. L- istess hawnhekk, hafna minnhom jibzaw ghax ma jafux u hafna minnhom jibzaw li ha jaqaw ghac-cajt. Allura jippreferu joqodu b'li jafu u joqodu fl-injoranza taghom.

**I: U support mill-parents ovvjament m'hemmx.**

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T: Ghandna min parents jissuportjawhom per ezempju ghandi tifla fil-klassi, she's a high flyer and she did really well in her exams, 98, 96, 91, in that category igifieir, her parent are illiterates igifieir, but they support her, they make her study. But she tells me "I study on my own because my mother can't help me". At Chiswick I had a child like that. The parents were farmers and they wanted their child to learn. I used to help him with some private lessons too and the mother used to push him "ibni jien ma naf xejn. Inti trid tistudja ghal- ahjar tieghek, inkella taghzaq fl-ghalqa ha toqod ghax ahna dak li nistaw intuk. Jew timpjega ruhek u toqod kuntent b'li taqla" Illum he's an engineer. Even though the parents might not be able to help them, the fact that they are there...I have 2 children, one is in university she's 18, my son in 14. Ok, with my son if he has any problem. I try to keep them independent, as independent as possible. What I tell them is "study, you need to study to have a better life." Today without school you have nothing. But for example, I can't help my daughter, cos she's in law. Ok my husband is a lawyer but I'm not a lawyer. But the fact that I'm at home "Martina, do you want hot chocolate, do you want some coffee", I'm cooking, I'm there. My mother didn't help me too when I was studying. I was a person who wanted to study on my own. But the fact that my mother was at home, helped me and I think all students need that. That there is someone. Students even love discipline, even though they show they don't like it. The structure is important that's why they have problems at home cos there's no structure, jehilsu minnhom. There's neglect, allura that's why it's important that there's discipline in school. If you don't do your homework, you're going to stay in for break and you're going to do it.

**I: To make up for what is lacking at home.**

T: Yes, you know we do our best and we give them a lot here cos we know that some students don't have help at home.

**I: Right, thank you very much miss, your comments have been very helpful, there's a lot of food for thought and you know.**

T: If you need any more help, I'm willing to help.

**I: Thank you so much cos your comments are an eye opener.**

T: Let me tell you, I'm a person who treats my students as my children because I would like my children's teachers to treat them as their own. Sometimes I feel when my son comes home, even something simple, for example I'm coeliac and I can't eat cakes but I keep the cake that other students give me and I give it to the children, they all have a go. M'hemmx preferenzi, kemm hu mportanti. M'ghandux x'jaqsam ma l-Ingiliz u mal-Malti imma kemm hu mportanti li the teacher doesn't show any preferences. Cos they all feel that they're the same. Mhux dak dejjem tajtu l-istess wahda.

**I: U aw teachers jamluha ta**

T: They used to do it in my time, they do it to my students. Jien anke l-aktar tifel low achiever nghidlu inti l-iktar tifel intelligenti, you can do it too. Because when I was a student teacher



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they sent me to teach the E and F classes. Kienu jghiduli ghalxejn miss ghax ahna ma anfu xejn ara xi klassi qedin, you know what I mean. So, diga qatawllhom qalbhom.

**I: U zgur u zgur from the word go. Allura ghalfejn tipprova?**

T: Heqq, dik l-aghaz haga. And I have a cousin of mine who was slightly dyslexic and she used to go to an independent school and she was still in year 4, when the headmistress, who's not there anymore, she went to her mum u qaltilha "t-tifla tieghek m'hi kapaci ghalxejn hlief toqod wara bank tbiegh l-affarijiet". I took her to Christine Firman, because at university, ma nista nizzattat, ma nista nghid li jiena I'm 100% qualified with dyslexia so I went to Christine Firman, I took lessons with my cousin, I remember she had given me a book "Alpha 2 omega" which was really good for these students, and she did really well. She did not carry on studying but today she has her father's business and she looks after it. Imma li tigi tghid tifel, qas qatt ma naghmilha. Very unprofessional that's what I believe. Let me tell you, the nicest thing that can happen to me, when I meet ex-students of mine, hemm minnhom mizzewgin, u jiftakruk, that means you made a difference. Mhux qed niftahar bijja innifsi ta imma all you can do, is it so difficult to treat them like your own children and to be nice? Kulhadd ikollu xi problemi, kulhadd ikollu xi gurnata hazina but when you go to school, you have to forget that because you have children and they feel it. That's all.

**I:Grazzi hafna.**

T: Whatever you need. I love this job jiena but to be honest when I came here culture shock. It was tough but I learnt a lot cos I never taught children with so much social problems. I get more attached to those children, iktar inhobbhom. And when you show them that you love them, and when you show them that you care, they will try. Anke dan it-tifel, he's not here, his mother doesn't send him, neglect totali, when he comes, intih xi haga x'jaghamel, jibda jifrah.

**State School Teachers – Southern Harbour Region**

T: It-tfal saru ahjar fl-Ingiliz milli fil-Malti.

**I: Fl-ispoken jew fir-Written?**

T: Fl-ispoken. Ghax huma aktar esposti. Youtube, Internet, Playstation, kollox bl-Ingiliz. Il-Malti infatti, hekk bdejt nghid ma LSA ohra, qed nghamel l-idjomi bhal issa, ikun hemm min qas sempliciment "qata' qalbu" ma jkun qatt sema, jew ikun jaf xi tfisser.

T2: Jihduha letteralment "qata'".

T1: Anka meta tara l-marki tal-ezamijiet ezempju.

**I: Igifieri fir-Written English qed imorru ahjar mir-Written Maltese.**

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T1: Issa ifhimni qed nghidlek bhala average mhux qed nghidlek kulhadd, taf kif? Imma l-Ingiliz sar iktar semplici ghalihom biex jifhmu, biex jiktbu, biex jaqraw.

T2: Jien li ddejjaqni li anka bejniethom, fil-break per ezempju jitekllmu bl-Ingiliz.

**I: Fil-break qed jitekllmu bl-Ingiliz?**

T2: Per ezempju f' din il-klassi partikolari jhobbu hafna jitekllmu bl-Ingiliz.

**I: Imma hemm xi foreign speakers?**

T1 & T2: Le, le.

**I: Skola Maltin.**

T2: Kollha Maltin. Jeqilbu ghall-Ingiliz.

T1: Ihobbu anka meta jilghabu d-dar. Jien niehdu anka mit-tifel tieghi meta jilghab u jkun qed jitekllmu wahdu, bl-Ingiliz jitekllmu.

T2: Imma l-Malti qed ibati ee. Il-Malti sejjer lura.

T1: Ehe

**I: L-ispoken jew ir-Written, jew it-tnejn?**

T1 & T2: Kollox.

T2: It-tnejn. Anka bhala zbalji fl-ortografija qed ikun hemm hafna iktar minn qabel:

**I: U tahsbu li l parents, ghax mill-interviews tal-parents qalu li jista' jkun li ghax qed ikun hemm hafna phonic system tipo that they're exposed to in Primary...**

T2: Nahseb iktar ghax ma jaqrawx jiena. M'ghandhomx cans naqraw nahseb jiena ghax tant huma mhedijin bit-teknologija llum, li t-teknologija haditilhom over hajjithom. Li m'ghandhomx cans ghal qari.

**I: C-cans ghal qari.**

T2: Isma ghandhom cans ghal qari imma fil-verita jippreferu...

T2 & I: Jippreferu...

**I: It-tifel tieghi stess infatti...**

T2: Il-qari igifieri qata' lura hafna u trid iggelghom biex jaqraw.

**I: Qari tal-Malti, tal-Ingiliz jew tat-tnejn?**

T1 & T2: tat-tnejn

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**I: Tat-tnejn. Just ma jaqrawx. M'ghandhomx cans ghalih.**

T2: Ghax jippreferu joqghodu fuq computer.

**I: Ok, Ok. Towards the end of Grade 5, Grade 6, il-bilingual policies li kellna, kienu effettivi? More or less, jew...there's room for....there's always room for improvement fil-verita.**

T2: Ehe

**I: Ovvjament dak dejjem jigifieri.**

T1: Ovvja dak dejjem.

**I: Anka dan id-dokument jigifieri, mimli affarijiet, pero, jghidlek, you know, idur hafna mal-lewza and it doesn't exactly tell you what to do. Igifieri, qisha qgheda f'idejn it-teacher fil-klassi x'tista tghamel essagg.**

T1: U jiddependi anka mill-klassi li jkollok. Ghax kif qed nghidu, il-year 6 li hawn dis-sena, li kont nghallimhom jien is-sena l-oħra, hafna ahjar fl-Ingiliz milli per ezempju Ghandi din is-sena.

**I: Il-year 6 ta' issa huma hafna ahjar fl-Ingiliz.**

T1: Il-klassi li hemm year 6 issa, li kienu year 5 is-sena l-oħra, huma hafna ahjar fl-Ingiliz mit-tfal li ghandi fil-klassi din is-sena. Inti dejjem trid taddatta skond it-tfal li ghandek quddiemek.

**I: Sewwa, sewwa. Igifieri fl-opinjoni tghakom, il-Malti qisu qed ibati, imma l-Ingiliz qisu huwa ahjar mill-Malti. Imma l-livell tal-Ingiliz tahsu intom, fl-opinjoni tghakom, li l livell huwa bizzejjed li...**

T1: Fil-klassi ta dis-sena li Ghandi jien, xorta it's not enough. Ghax anka inti trid tqis, jekk qed jaraw YouTube jew hekk, iktar Amerikan milli Ingiliz, allura jibdew jghidulek certu affarijiet li fil-lingwa Ingiliza propja, mhux qghedin hemm, fhimt?

T2: Mhux necessarjament li jtkellmu jafu jiktuh per ezempju.

T1: Ukoll.

T2: Spelling mistakes ikun hemm hafna.

**I: U ssibu diskrepanza, per ezempju fil compositions, li jehlu fil compositions?**

T2: Iva hafna.

**I: Ghax ovvjament fil compositions ghandhom free creative writing.**

T1 & T2: Jehlu.

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T2: Illum jehlu jiktbu ffit, m'ghadhomx bhal qabel it-tfal.

T1: Pero qishom it-tfal tghazznu, they don't do their utmost.

T2: Ija, tghazznu.

T1: Ghax anka certu zbalji tinduna, traskuragni. Ghalfejn kelma ktibtha tajba l-ewwel darba, ergajt irrepetejtha, ergajt uzajtha umbad it-tieni darba ktibtha hazina?

T2: Il-homework qed isir bl-addocc. Il-homework qed isir bl-addocc. Hafna heffa biex nerghu immorru fuq il-computer. Dawn l-affarijiet.

**I: U parental help? Jien ezempju it-tifel tieghi ghandu 8. Jekk ma npoggix bil-qgheda mieghu jghamel il homework...**

T2: Naqset hafna maz-zmien innutajtha jien.

T1: Ffit, tghodhom fuq subghajk, vera?

**I: Qed issibu li t-tfal iduru ghal-parents u l-parents m'humiex hemm biex jghinu?**

T1: Hawnhekk ikun haw hafna, ifhem hafna, imma aw parents illitterati u li m'humiex ta livell ta year 5. U jghidlek "jien ma nistax nghinu lit-tifel". Ghax jien per ezempju kont dizappuntata bil-marki tal half yearlies, tigi l-mummy fil-parents day, u tghidlek "ii ara kemm mar tajjeb, ghadda". Heqq mela ghalik la ghadda it's enough, taf kif?

T2: L-expectations qisu huma baxxi.

T1: M'ghadniex l-istess.

T2: Naqsu, ha nghidu hekk miz zmien li kien hemm il-Junior Lyceum u l-Common Entrance

**I: Mhux bhaz-zmien taghna meta l-genituri taghna kienu jpoggu bil-qgheda maghna.**

T1 & T2: le le naqset hafna.

T2: Ghax issa m'hawx motivazzjoni. Mhux qed nghid kontra l-policy ta, imma m'hawnx motivazzjoni. Fejn bniedem ikollu motivazzjoni li jekk inti se tirsisti se tmur hemm, jekk inti m'intix se tirsisti se tmur banda ohra...illum m'hemmx motivazzjoni u kulhadd imur fl-istess post. (5:38)

**I: Minhabba qed tghid habba s-sistema tal-colleges kif qgheda? Allura qisu m'hemmx ghalfejn tistinka.**

T2: M'hemmx motivazzjoni, allura maz-zmien dejjem tonqos.

**I: U l-fatt li l-benchmark m'ghadiex fis seh?**

T2: Il-benchmark jghamluh ehe.

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**I: Jghamluh xorta.**

T2: Iva jghamluh xorta imma mhux li jghatuh dik l-importanza kif kien qabel. Vera t-tension u l-istress naqas. Pero naqas izzejjed nahseb.

T1: Morna l-estrem l-iehor.

T2: Plus li sirna

**I: Tipo everything goes.**

T2: Ehe ezatt.

**I: Ic-challenges li tiffacjaw intom bhala Primary School teachers li qed tippruvaw tghallmu l-Malti u l-Ingiliz ghal livell li fl-opinjoni tghakom huwa adekwat, x'inhuma c-challenges?**

T2: Heqq gieli kellna tfal b'challenging behaviour hux...gieli kellna tfal jigifieri.

**I: Infatti ghandek l-inclusive classroom...igifieri it's posing a problem.**

T2: Ehe u ghandek abbiltajiet mill-A saz-Z nghidlek jien..ahna dejjem hekk konna.

**I: Tahsbu li din qed tghin jew...?**

T2: Jien ma nemminx li l-estrematjiet...nemmen f'certu tip ta inkluzjoni imma l-estrematjiet nemmen li qed ibatu jien – it-tajbin hafna, il-high flyers, u l-batuti hafna. Ghandna sfortunatament tfal li xorta johorgu llitterati mill-Primarja. Nghamlu kemm nghamlu magghom...complementary u literacy u nghamlu magghom, u individual attention, LSA's...xorta kellna min jibqa llitterat jigifieri sfortunatament.

**I: Jien infatti tajthom exercise...**

T2: Ftit hafna jigifieri, ftit hafna...wahdiet.

T1: Ftit hafna. Hawnhekk mhux li jkollna hafna.

T2: Imma hasra jkollok dawk il ftit li xorta johorgu...imqar ikollhom il bazi

**I: U igifieri bhala challenges ohrajn, apparti dawn il-mixed classrooms, x'difficulties ohra tiffacjaw bhala teachers?**

T1: Jiena li nsib diffikulta per ezempju fl-Ingiliz ahna nuzaw il-Way Ahead. Il-karta tal-Ezami fl-ahhar naqra ma tkunx tirrifletti. Tkun hafna itqal, anka bhala comprehension, milli nghamlu ahna matul is-sena.

T2: Wahdu mhux bizzejjed. Irridu nikkumplimentawh b'xi haga ohra.

**I: Il-Way Ahead jigifieri problema as a text book.**

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T2: Le mhux ha jkun bizzejjed dak.

T1: M'huwiex tajjed. Ma jikkejterjax...

**I: ghad-demands tas-sillabu**

T1 & T2: Le.

**I: U per eżempju f'lezzjoni tal-Maths, jien hsibt li l-karta tal-eżami ultimately ha tkun bl-Ingliż u l-istudenti li huma batuti fl-Ingliż ha jsibu problema, ha jmorru hazin fil-Maths ghax mhux qed jifhmu l-Ingliż.**

T2: Iva, iva. Mhux necessarjament ghax ikunu jafu jaqraw bl-Ingliż ifisser li qed jifhmu. Mhux dejjem hem comprehension.

**I: Igifieri dik sibtuha intom, tiffacjawha.**

T2: Iva, l problems ibatu fihom fil-fatt minhabba f'hekk. Jekk taqlibielhom bil-Malti, mill-ewwel jghamluwieli. Jirragunawha umbghad.

**I: Jigifieri thoss li anka per eżempju waqt il lezzjoni tal Maths, li per eżempju fil-curriculum darba qalu li l-Maths tghallmu bl-Ingliż. Kemm hi reali imma fil-fatt?**

T1: Jiena xorta jkolli niswiccja, nammetti.

T2: Ikollok min ma jifhimx u ma jghamilhomx hux.

**I: Ezatt. Jigifieri ovvja li as a teacher you're not going to sacrifice....you're going to sacrifice the language and not the content.**

T2: Jiena l-ewwel nghamilha...nghamel bl-Ingliż...

T1: Tiswiccja l-hin kollu...

T2: Umbghad fejn tara li da, jkollok tghinhom bil-Malti hux.

**I: Jkollok tghinhom bil-kuntest....Ok sewwa...mela....ok phonic system... Ir-regoli li dejjem johorgu mill-universita, r-regoli l-godda qishom, tipo tal-Malti u dan, kemm tahsbu li qed jghinu. Per eżempju kull tant anki dawn "is-senduq, bufuri, kuluri" u dawn...certu kliem li kull tant jien inhares lejhom u...**

T1: U ma tkunx taf taqrahom hu

**I: nghid dik hekk qed jghamluha? Tipo hekk qed tispelliha din issa? Mela din tista? Tipo issibu diffikulta'? Where do we draw the line?**

T1: Iridu jiehdum decizjoni...

**I: coach....k-o-w-c per eżempju**

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T1: Iridu jieħdu decizjoni u jghidu...jien l-ewwel darba li per eżempju rajt “handout” miktuba bdejt ngħid imma qisni bdejt inhares lejha u ngħid “din kif tinqara? Din xinhi? ‘handout’ vera din?”

**I: Tahsbu li din qed tghamel problema għat-tfal jigifieri, tipo... ?**

T1: Iktar milli anka tikteb kliem bl-Ingliż bil-Malti, certu regoli li qabel, jien naf, “tal-ohrajn” per eżempju konna niktbuha “ta’ l-ohrajn”. Issa sirna niktbuha “tal-“. Certu parents ma jkunux jafu b’dawn ir-regoli allura lit-tfal jgħallmhom kif kienu jitgħallmhom huma. Jien ngħallmhom bil-mod kif suppost u jkun hemm it-tahwid hux.

T2: U tagħna anka “Is-senduq” mhux attraenti. Tas-sitt sena “Is-Senduq” ma narahx addattat.

**I: Xinhu dak l-orango bħal issa?**

T2: L-ahmar. Ma narahx addattat għat-tfal. Hemm hafna stejjer li...

**I: Ma jolqtuhomx**

T2: Le, le mhux attraenti.

**I: Tahsbu li l-library tal-iskola per eżempju, jew il-kotba li għandhom access għalihom, jgħamlu differenza jew...għax xi parents qalu li l-librararies tal-iskejjel tipo ma jkollhomx kotba adekwati; jew tahsbu li dik hija skuza min-naha tal-parents?**

T1: Fil verita’, għandna ahna. Xtrajna hafna kotba godda, anka għandhom online...u ntuhom il-kotba online.....huma jridu jkunu hux.

**I: ok, ok**

T1: Ilum hawn hafna rizorsi, anka jekk il-librerija tal-iskola ma toffrilekx, tista tmur librerija ohra tar-rahall, jew ta-Belt is-Sebh. Hemm, jien naf, l-Oxford Owl li lanqas għandek għalfejn thallas u hemm bizbilju kotba fiha tista toqghod taqra b’xejn.

**I: Fejn hi?**

T1: Oxford Owl – website.

**I: Ok, ok all right.**

T2: Le imma għandna kotba ahna ta hawnhekk....għandna kotba. Barra l-online jigifieri, għandna anka kotba jigifieri dan ukoll....jigifieri hafna.

**I: Igifieri it’s not an excuse li they tell you “it’s because the library”.**

T2: Le, le qas xejn. Anzi dejjem jiziedu l-kotba jigifieri dejjem jixtru iktar...jigifieri.

**I: Bejn li ngħidu li l-livell tal-Ingliż nizej bħala standard, dik tahsbu li hija xihaga li qed nirreferu għal xihaga tal-passat. Fl-esperjenza tghakom, kemm ilkom tghallmu, taraw**

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**li ghalkemm ir-written English huwa forsi naqra ahjar mill-Malti, u huwa forsi ehfef fil-mohh ta ftit, taraw bidla fl-istandard, jew more or less huma kumparabbli over the years fejn jidhol...**

T1: Heqq jien narahom ahjar fl-Ingiliz.

**I: Over the years they've become better because of exposure jigifieri to TV**

T1: Of exposure hux.

**I: Pero outside the school, ghandhom exposure ghall-Ingiliz?**

T1: Ma tantx. Sakemm kif ghedna, sakemm mhux internet u hekk, il-genituri....

**I: Il-genituri mhux se jkellmuhom bl-Ingiliz.**

T1: Ma tantx.

T2: Issib wahdjet, issib wahdjet.

**I: Forsi l-wahdjet, imma id-dominanza...all right, ok.**

T1: Umbghad lanqas naqbel...ghax jiena...immu fejn immur bit-tifel, rari ssib xi hadd jittellem bil-Malti. Jien dik vera ddejjaqni. Kulhadd jittellem bl-Ingiliz. Mela nghatu hafna importanza lill-Ingiliz ghax konna hzienu fl-Ingiliz, issa f'daqqa wahda abbandunajna l-Malti...heqq.

T2: Le jiena ttini fastidju hafna li...

T1: Iddejjaqni jiena hafna...

T2: Halli li tkun tajjeb fl-Ingiliz, nemmen li importanti igifieri, imma mhux a skapitu ghall-Malti.

T1: Il-Malti il-lingwa tieghek hux.

**I: ehe ehe ehe. U tahsbu jigifieri li bis-sistema kif qgheda bhal issa m'ahniex qed nilhqu bilanc bejn it-tnejn. Qed ibati l-Malti...ar-written Maltese qed tirreferi inti....**

T2: U anka li jittelmu ta

T1: Anka certu kliem...tghid certu kliem baziku li minghajja li jafuh u nghid...imma din?

T2: Juzaw espressjonijiet bl-Ingiliz anka meta jittelmu bil-Malti. Abbli gieli tant inti ssir familjari mal-Ingiliz li tibda tigi f'dubju liem hu l-Malti u l-Ingiliz. Jien per eżempju t-tifla tieghi kien jigrilha hekk bit-Taljan. Tant kienet tara Taljan...kienet ghadha zghira fil-Primarja...gieli kienet tghidli "dan Malti jew Taljan"?

**I: Ma tghamilx id-distinzjoni.**



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T2: Hekk. Ghax tant kienet tara bit-Taljan...konna ghadna qas dahhalna dawn il-cable u hekk konna dak iz-zmien...kienet ghadha zghira. Umbghad per ezempju l-ohra qas tifhem xejn Taljan ghax l-ohra umbghad giet esposta ghall-Ingliz.

**I: All right, ok, all right.**

**I: U bejn dawn il policies, per ezempju jien qed nipprova naqra dan kollu u nipprova nara x'hargu minnu jigifieri ghax...**

T1: Jaqbdek ugiegh ta ras

**I: Kont qed nipprova nara, all right, Education Policy Profile, fine. U ghandna document u l-aqwa li ghandna t-timbru u dan, pero in actual fact, thossu li hemm distakk bejn dak li qed jinghad at levels...**

T1: Dak Dejjem.

**I:... u dak li tipo what is happening in the actual classrooms?**

T1: Pero min jikteb dawn l-affarijiet ma jkunx fil-klassi u ma jkunx jaf xinhu jigri fil-klassi.

**I: Thossu li tipo hemm distakk...dan bhal meta per ezempju...**

T1: Kbir

**I: ...konna niehdu lectures l-universita umbghad tidhol fil-klassi u...**

T1: Mela umbghad fil-klassi hu

**I:...u ssib realta' differenti basically, u so far ma kienx hemm enfasi min-naha tad-dipartiment biex forsi nippruvaw, jien naf, jghaddu xi metodologiji li jistghu jahdmu ahjar. Ma smajtu xejn intom.**

T1 & T2: Le, le

## Appendix F

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**Appendix F – Phase III – Interviews with Primary Grade V teachers**

**The Face-to-face Interviews with Private School Teachers**

**A) Private School - Northern Harbour Region**

**Current standards of English**

Let's start with English. Reading skills are always on the improvement as long as they are both supported at the school and at the home so it's always a continuous progression. It starts off somewhere within the other levels and by the time they get to Grade V, there is already a very good progress. Now obviously, it depends on the children, on the background, the language. The cohort is Maltese, European and beyond so there is that difference which changes a lot of things when it comes to reading and explaining in the classroom. In terms of writing as well, but the standard is quite high. So, for their age, especially for Maltese natives, their standard, how they get along even the goal they want to achieve, a better position they want to reach, better standards in English. They want to improve their own English, so even there, their own will does give them ambition. We are here, we are working together and we want to get there. The targets and the goals we prepare for them, they are reachable. Books are within their own standard. They should not be books which will dishearten them from reading and getting along with them in the classroom. Coming from an English speaking background does boost the level and confidence.

**Current standards of Maltese**

Written Maltese will be the greatest struggle for some of them. Spoken Maltese isn't as hard. Some of them let's say the boys: a lot of the boys play football. They don't always play at school and they've got the nurseries where they meet other children. They are not always predominantly English so they meet other students where the places they frequent are not always English speaking. So they are still subjected to a level of Maltese, so there is that. For example, in my class I have a student who isn't Maltese but his Maltese is well above average both in spoken and written Maltese. This is because there is a drive that comes from beyond the school. So at home, even though his parents are non-Maltese natives, they want him to excel in his Maltese as well. So some of them do progress, but others do struggle because at home there isn't the support. Even the parents struggle with Maltese. There is a wider range of abilities at this age - a lot of parents find it a big challenge. Maltese isn't their favourite language. They don't excel in Maltese. There is time to welcome it. So, even that is one of the mentalities. Up to a certain extent it's fine because you are not subjecting your children to a lot of stress, a lot of anxiety at preparing them for Maltese, but then again it will increase the work load once they grow up.

### **Would you say that students will be anywhere near the bilingual ideal by Grade VI?**

It's hard to enclose that because bilingual would support a good level of both Maltese and English in reading, writing, expressing themselves through fluent use of the Maltese language. So although we are a bilingual country so to speak, this would be the other end of the spectrum. You have certain government schools where they struggle in English. In other schools like this and other private schools, they'd struggle in Maltese. They are different spectrums.

#### **Challenges faced in class**

The choice of books. English was always the first choice and always the first port of call for all the books. Now considering that at this school it is particularly hard because we have Maltese and foreign students, so for Maths and science, Maltese books would be out of the question. So you are already not promoting bilingualism. As for my class, we divide the cohort for Maltese. There is an advanced class and others which need more support. This helps because if you have to put our support classrooms with the advanced, the support would lag behind. I get a group of 12 in my class and that helps a lot. Now if you have to think of the advanced class, Maltese flourishes in that class. It is up and running and even expressions and grammar are good. Sentence building and vocabulary are more advanced than mine in this case. My colleague who has the advanced class can move at a quicker pace.

#### **Attitude of students towards Maltese**

They are not as willing because although they are mostly all Maltese students, except for one who is half Italian and Maltese – how do you fit that in? For the non-Maltese and Russia students it is a foreign language. And for the native Maltese it is a second language because of a lack of exposure to the Maltese language.

### **B) Private School - Northern Harbour Region**

#### **Interviews with two teachers**

##### **Current standards of English**

It is rather difficult to rate given the variation in the number of international students. We have the Maltese speaking students at home who can also speak English, perhaps not with the same accent and with the same wide vocabulary. It's very difficult to give a number. What I feel is that the Maltese speakers seem to have the advantage overall, because they speak good Maltese at home and then they pick up very good English. They are bilingual whereas the English speakers, their English is good at home and then Maltese language suffers since they do not speak Maltese at home and then they pick up very good English. The high achievers, because things come easy, they learn Maltese the rest because it doesn't come so natural, they struggle.

Yes the spectrum is quite wide. And what you have as well is that many people speak English badly. You correct the children and the parents use bad English. This happens with foreigners as well. I would prefer it if a student comes to this school knowing very little English then they pick it up very quickly; but if they come and they already have that broken English, they continue making those mistakes no matter how much you correct. Some parents cannot speak English and need an interpreter – we have all that. Out of a class of 23 (Maltese speaking) in my class you get about 6 who can speak English very well. Then you have another 6 foreigners and the rest of them speak English but not – even the way they write their intonations and we use the Macmillan books which are very helpful in these cases because it gives them correct grammar and intonation. We use a lot of recording in our reading lessons to give them the correct intonation and they use USB so they listen to each other and they can tell and improve because we do the correcting as we go along.

### **Current standards of Maltese**

Parental support and some of the challenges that teachers face.

Well, there is a great awareness of this and the parents are on a crusade because they know their children should be speaking Maltese, however they do very little at home. They are not prepared to change their ways. If they go to extra-curricular activities they are mostly English speaking so struggling with Maltese remains. Having said that as well, most children are looking always at a screen and what they look up are things in English. If there was something valid in Maltese perhaps it would change a bit, because one could encourage them to look at something with a dragging tone (usual kantalierna). Books have improved a lot as in illustrations, they are more attractive. We have a long way to go because there are no other resources. Perhaps if cartoons could be dubbed maybe they could watch children's shows in Maltese. As they are, they are unbearable – you cannot sit through them.

Re support from home – everybody is too busy and all they want is revision papers. There is no or very little spoken interaction.

Parents seem very co-operative, they want their children to speak Maltese but it is time consuming and they do not always have the time – some say that they spend 10 minutes speaking Maltese every day. What good is that? Use expressions all the time, give them instructions like 'Iftah it-tieqa!' or 'Xi shana!' This is what I encourage mostly. We also have problems with reasoning skills. It is definitely challenging.

### **Challenges faced in class**

Resources in Maltese are improving but lagging behind. We have many foreigners and they do not come to us with a uniform standard. We speak Maltese for 6 lessons a week. We don't teach History or Geography in Maltese, because foreign students have to participate in all lessons so we are only allowed to speak Maltese during the Maltese lesson. There again sometimes we have to revert to English because sometimes you lost them especially where

you have no visual aids. I act or draw to explain. When it comes to writing we give a lot of vocabulary as well. We give them expressions to use and hopefully some of it will be retained.

**c) Private School - Northern Harbour Region**

When it comes to Maltese, I teach the advanced class. We are not streamed but we have 1 advanced class. The other classes are all mixed ability. But I have the group which are the advanced learners. And I am fortunate enough to teach that group. Yet I also have an idea of how they get on in the other mixed ability classes. Yes, the standard of Maltese is much lower. They cannot express themselves as well as in English. Sentences are basic ones, usually things that they are familiar with, whereas in English they can talk about things they are not very confident about. Now in Maltese they tend to stick to their parameters and the vocabulary they know.

**Would you consider Maltese a second or a foreign language?**

A second language because of their comprehension skills then. Most of them will understand almost everything within context. If I have to go up to one of them and ask them a question they would answer. It is a bit different when it is a listening comprehension then because you take it out of context then. It doesn't mean that they understand everything or get the gist of it but then reading the question and answering them, it's a whole different story then. I'm talking in general.

**Evaluation of Spoken and Written English**

Both are of a good standard, meaning that this depends on the cohort a lot. Sometimes you get a cohort that love reading a lot so obviously that is going to make their level of English better. This year, I didn't have many avid readers in my class so I'd say the level of written and spoken English is a bit lower than last year for example, but then again, I think it not a trend, it was just the class. Over the years, I am satisfied with the levels of spoken and written English.

**Parents' attitude towards bilingualism**

We have the biggest support because they try to and they speak to their children in Maltese at certain times of the day. But then again, there are parents who also tell you listen it's my fault. I think that one of the biggest problem is that we give the impression that Maltese is a hard thing like, 'Oh we have double Maltese.' Sometimes they go into this defeatist attitude. I tell my colleagues that we have to be less aware of the boundary between Maltese and English. I don't think we should code-switch. It's fine if the Maltese lesson has finished and you continue in Maltese, although sometimes the children call out, 'Miss it's English now.' It is true we do have foreign students here. If I had a class of all Maltese yes, I would make it a point to use Maltese more especially with instructions. But when you have foreign students

it's difficult. I've learnt a lot of Maltese because our religion and History lessons were in Maltese too. Here Maltese is spoken only during the Maltese lesson.

### **Attitude towards Maltese**

I don't think that at this level they do not care about Maltese, but maths and reading at that level are so important that if your child doesn't know how to read English, well, you're not think about Maltese yet. If your child is struggling with Maths, this is going to be the issue. Not only that, but the child might be having some problems with another subject and you don't want to overload them and they say we will tackle it later. It's not that they won't cope later. I've seen students who at this stage manage the grammar because they are learning those rules, and then later on when they have literature and language, they will lend up with more lessons and use their knowledge to work out the literature. They do make an improvement but they are no reaching that potential. But again if they start early, it would help them later on.

### **Whether children would be reaching age-appropriate levels of bilingualism by Year 6**

I think the term 'bilingual' is used way too loosely. I consider myself bilingual but I wasn't bilingual until I was an adult, as in speaking in both languages with equal confidence. Even because of pronunciation, consciousness, who I am speaking to and so on. Therefore I would say no, children are not bilingual by year 6 except for a very small amount and these are the children whose parents have helped them to reach a certain standard not because it comes to them very naturally. But I don't think that pushing Maltese will affect the standard of English to give a boost, because they are exposed to English in all the other subjects. Even if you had to remove and English lesson to replace with a Maltese, it wouldn't change anything.

### **Private School - Northern Harbour Region**

#### **How would you rate current standards of English?**

I think it's a pretty advanced level. I mean most children are English speaking children so it comes easier for them to express themselves in English. Of course, I would say that there is a marked difference between the spoken English and the written English, because obviously written English is a skill that needs to be acquired after some time. It's not how well you speak equals how well you write! But I would say that their expression of English is a very high level. English is a first language but we do have a lot of foreigners and some of them come to this school with no basic knowledge of English. So they do reel us back a bit, but otherwise I would say that the average child is English speaking and the level of speaking is relatively high though not so high as the written.

#### **Are there any challenges that you face during class?**

The most common challenge (and I've been teaching for many years) nowadays would be specific learning difficulties which seem to be increasing. Here we are talking dyslexia, ADHD, children who have problems focussing

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and writing and following the lesson. Therefore, we need to prepare differentiated work for all these children, which means that if I'm giving a lesson where I'm teaching the class to write direction and this is with the help of power point, I would have to prepare something totally different for the 6 or 7 children who will not be able to follow. I think that is the biggest challenge for any teacher. I teach 25 students. It's very tiring. We manage, but it's not easy. We also have a very big loads. I have 28 lessons a week as I also teach Form I language and literature. It's quite a heavy load and takes a toll on the teacher. Otherwise no difficulties.

### **Current standards of Maltese**

#### **How important is parental support?**

I think it's paramount. Teachers with parents' support can never succeed in general. I think in this school we get a lot of support. Parents follow the children very closely and they make sure that homeworks are given in. Especially, the Maltese more than the foreign students because they do not have the same culture that we have. With the Maltese children, if we send a yellow note which is a no homework note, the parents follow it, but with the foreign student there is a more relaxed attitude and homeworks need to be closed at times, But we don't a stop till the homework comes in and that is a school policy.

#### **What would you say the reasons are behind the good levels of English of your students?**

Most children are hardly bilingual - there are a few who are genuinely bilingual. Then they would have acquired the high level of English. These are the lucky kids the ones who get both English and Maltese. Otherwise, the others are predominantly English speaking. These would find Maltese a struggle – not all of them but a high percentage.

#### **Do you agree with differentiated teaching?**

Yes, I do not see class as a colour but as each and every individual child.

#### **Do you think that teachers provide a good model of what English should be like?**

All children who attend here are expected to have a high level of English. I have taught in other schools and yes I have met teachers of English who can hardly speak English properly. It is very sad. Sometimes I hear benchmark recording and I am mortified by the accent they present on a listening text. So yes. I suppose, it is sad.

### **E) Private School - Northern Harbour Region**

#### **X'inh u il-ħsieb tiegħek dwar il-livell tal-Malti u tal-Ingliz tat-tfal li inti tghallem?**

L-ewwel ħaġa mhux kull sena hija l-istess. L-istudenti jvarjawlna kemm fl-kitba kif ukoll fil-mitkellem. M'hemmx standard li kull sena ser insibu l-istess affarijiet. Din is-sena kellna każijiet fejn studenti x'ħin jiġu biex jirkellmu l-Malti, kien Malti perfett u x'ħin jiġu biex



jiktbu jkun Malti kemm kemm mħarbat. Hemm differenza bejn kif jirkellmuh u kif jiktub. Mhux bilfors għax jirkellem Malti tajjeb se jirkteb Malti tajjeb. Ġieli issib minn hu iżjed English speaking u x'ħin jiġi biex jirkteb, il-Malti tiegħu jkun tajjeb. Imbagħad għandna studenti fejn jiktbu Malti tajjeb u jirkellmu tajjeb. Imma dan huwa numru żgħir ħafna.

Il-fatt li huma English speaking ma tantx tgħin. U t-tort mhux kollu tagħhom iżda tal-ġenituri ma jagħtux dik l-imbottatura u jhegħgħom jirkellmu iżjed Malti. Anki fil-Parents Day tinnotaha. Jgħidulhom quddiemna li jridu jirkellmu aktar bil-Malti (u din jgħidulhom bl-Ingliż) u tieqaf hemm. Anke tinduna mill-eżami għax ix-xogħol li jġibu jkun tajjeb għax jgħinuhom id-dar imma x'ħin jiġu għall-eżami r-riżultati jkunu mod ieħor.

### **L-attitudni tat-tfal lejn il-Malti tinkwetahom lill-ġenituri, peress li ġejjin minn English speaking background?**

Ikun hemm min jinkwieta speċjalment fil-Grade 6 peressli jkun hemm il-benchmark u anki minn Novembru jibdeu jinkwetaw u jistaqsu x'se jsir għal-Benchmark. Ir-raġunijiet ikunu differenti għax min ikun irid jibgħathom skola oħra, oħrajn għall-iskola sports għax dik tal-Gvern u tiffoka fuq sports biss. Allura ġenituri bħal dawn jkunu iridu lil uliedhom iġibu marki tajbin. Dawn l-iskejjel huma Pembroke u Ħal-Kirkop. U d-dhul ta' dawn l-istudenti jiddependi mill-marki li jiksbru fil-benchmark. Ukoll ikun hemm ġenituri li ma jħabblux rashom. Qabel il-benchmark nagħmlu ġimghatejn revision papers u kollox li għandu x'jaqsam mal-Benchmark imbagħad ma jibgħatuhomx. Ix-xogħol kollu li għamilna ma tawx kasu. Imbagħad hemm ġenituri oħra li jinkwetaw anki għal Malti avolja jkunu English speaking.

### **Il-ġenituri jgħinuhom lit-tfal id-dar?**

Hemm min jgħin b'mod ġenwin jiġifieri mhux jagħmluhom il-homework, it-tfal jagħmlu ix-xogħol u huma jiċċekkjawh. Hemm xi uħud li jagħmluhom ix-xogħol huma. Nippreferi kieku l-istudent jgħidli ma għamiltx ix-xogħol milli jagħtini xogħol tal-ġenituri. Tinduna meta jiġi għall-eżami għax iħalli nofs il-karta vojta. F'każi bħal dawn l-istudent ma jkun ha xejn u jiggrava. Imbagħad il-paniku jsir meta jitilgħu Senior School u iriduhom ilaħħqu mas-SEC.

### **Dwar ic-‘ Challenges’ li tiffaċċja xi tgħid?**

L-ikbar challenge hu fejn jgħidulhek għalfejn irridu l-Malti meta l-Ingliż nuzaw? U l-oħra hi meta jaraw il-Malti bħala xi ħaġa ħamilla u ‘low class’. Sfortunatament hemm ftit ġenituri ta'dan it-tip. It-tfal il mod li ngħallmuhom fil-klassi ngħinuhom iħobbu l-Malti. Għax il-mira tagħna hi li sa ma jaslu Grade 6 ingeluhom iħobbu lis-sugġett.

Aħna nemmnu li l-lessons isiru bil-Malti. Nispjegaw biss bl-Ingliż jekk ikun hemm xi ħadd vera ma fehemx, jew ikollna studenti barranin li bilfors trid taqleb għal ftit Ingliż. Parents Day anki jekk il-ġenituri jkellmuna bl-Ingliż u nafu li jafu l Malti, inkellmuhom bil-Malti halli nuruhom li l-lingwa Maltija ma għandha xejn inqas mill-Ingliż. Wara kollox, iridu jidhlu l-Universita' ta' Malta bilfors iridu l-Malti. Aħna t-target tagħna hu Malti u Ingliż indaqs, mhux Malti mkisser jew Ingliż imkisser.

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## **The Interviews with Private School Teachers**

### **Church School – Western Region**

#### **Q. How would you gauge the students' written and spoken Maltese?**

This year I find them very poor in Maltese. There are a few of them who come from a Maltese speaking background and obviously they do much better, but most of them learn or speak Maltese as if it were a foreign language. They have no idea of expressions. We do “idjomi” and “qwieli” in Maltese and they have no idea, they take them in the literal sense. Even their reading is not what it should be – a grade 5 level. In this particular class I'd say it is a foreign language.

#### **Q. What would you say about spoken and written English?**

English is much better, however, since most of their listening comes from American programmes, they tend to fall into the slang bracket like (cos and like). It isn't grammatically correct. The books they read don't help at all. What I've done this year I banned the Jeremy Stilton books in both languages. They have very little correct grammar and words are invented. When we are writing English, we want something to mimic, so when I read a classic, I mimic classic language. However when I read rubbish, obviously my writing is going to reflect that. I've set them on Roald Dahl and others of the kind.

#### **In the questionnaire, one question I asked the students how many books they read over the past 3 months. Do you think they are reading enough?**

I give them 20mins reading every day and the parents have to sign for them and have to have a reason if they did not. I give two books reviews instead. They have to give a short summary of the book and find five words they do not know and find their meanings and find five expressions. So, I make them read. They have improved like that. Same goes for Maltese.

#### **Q. Sometimes the system blames the teacher for the poor command of English in children. What do you think?**

It depends on where you come from. I have friends who teach grade 6. One in particular, I was correcting her dissertation and I was appalled because she's doing her masters and it's too poor. I have to turn it all around- change grammar and expressions too. It's like correcting one of my kid's essays in class. It comes from the fact that the level of English you studied at school was not that good.

#### **Q. Would you say that over the years, the standards of English have improved, remained the same or became worse?**

I think it depends on the children's background at home. In my opinion, children who attend a church school tend to insist more on a level of education. However, I think, yes, the level of

English has gone down. There are more distractions, hand held devices, tablets, computers. So, there is less focus on academics and more on these things.

**Q. How important is parental support?**

Obviously, if you see your parents reading, you'd mimic that. And if they speak to you one day in Maltese and one day in English, they expose you to different cultures, different languages. It all has a different effect on the child.

**Q. Do you reckon that the NCM which says that the children should be bilingual by year 6 is being reached?**

By the age of ten, in Grade 6, they would understand both languages well. Most of them are able to speak Maltese really well and as far as English is concerned they speak it adequately. So, yes, we are doing a good job in that aspect. I wouldn't class it as top notch in grammar for both languages, but they are bilingual. Here, it is predominantly an English speaking environment, so the students are generally stronger in English.

**Q. Do you think that the way Maltese is being taught is helping? I mean the word 'break' is spelt 'brejk' in Maltese or is it better if it is spelt in between inverted commas?**

It's appalling! but there are two ways. One side of it is where there are Maltese words for an English one. For example baby (tarbija) and another where we say it as the one in English. Colloquially, people would prefer "baby" but when it comes to writing we should stick to the Maltese word.

**Q. Do you think though that the students are getting confused?**

They are getting confused because they wouldn't know which the correct way to go is. There have been so many changes. Once you learn how to spell it one way, it is difficult to unlearn the concept. Reading books have not been scrapped and obviously children get confused as to how to spell or use a word. We should stop changing and stick to one system.

**Q. What are the challenges that you face in a bilingual classroom? And are students streamed?**

No, it's just one class. They are mixed abilities. The challenges I have are :-Three students who are at grade two level in a grade 5 class. I have to start from scratch (the alphabet – l-artiklu) so they are not at par with their peers. I had to go through a different syllabus for them. It's alright for Maltese, but a subject like Social studies, where they have to read and understand, it is impossible because their level of Maltese is very poor. I do tend to code switch a lot during Maths since there are ones who are not that good at English. It is not fair that they should fall behind because their English is not good enough. In the story sums it happens a lot. Explanation is given in English and then in Maltese. Like that they can pick the language they prefer.

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In English, the biggest problem is in writing. There are those who can do well and speak fluently. Then there are others who think in Maltese and then translate. That is where the difficulty comes in- their expressions won't be correct. It's basically that. The rest of the subjects are taught in English here.

End of interview

### **Church School - Northern Harbour Region**

**Q. If I were to ask you about the levels of spoken and written English, as a general comment, would you say it is good, very good and have you seen an improvement over the years?**

No, over the years there has been a decrease in the standard in general. I've taught in private schools prior to Stella Maris. I've been here for eight years and during this time I have noticed a slight deterioration. Most of our children are native Maltese speaking not English. So, English is a second language at home. We do not use English in all subjects here at school. So, there isn't as much exposure to English in the classroom as I would like. And, over the years it gets worse. They are almost totally English speaking at St. Benilds (early Years), then when they come to the junior school, there is more exposure to Maltese and in the forms, I have no idea what they do. However, from what I hear when the boys are walking to or from school, I rarely hear them speak in English. The younger they are the more they use English. I think when they grow older they pick the language they are most comfortable with. I always address everybody in English at whatever age and they answer back in English. Other teachers speak to them in Maltese and I have noticed they can code switch. But, if you ask me about the level, I'd say it deteriorated. Written English is the same, it deteriorated.

**Q. And when it comes to Maltese, spoken and written?**

Unfortunately, there is also a deterioration in Maltese because of English. I keep getting things like, "Miss, fejn se npoġġi l-book?" And when I've spoken to people who use "Malglish" – I call it so, I know they speak to their children in the same way. I've asked them why they do that and they said they learn English with Maltese. It happens in writing too. For example "" It-tifel xtara ice-cream" You see if he is used to hearing Maltese mixed with English in the same sentence, that is what he is going to use.

**Q. Do you think that by grade six they will be bilingual enough as we'd like them to be?**

No, enough never. They are not bilingual. I completely agree with our Maltese children being brought up bilingual. The emphasis in focusing on a national level must remain in school. If necessary adverts on T.V. where we are making the parents aware that if you are speaking in Maltese, it has to be in Maltese completely. If it is English, then completely English. Code-switching within the same sentence is ruining both languages.

**Q. How important is it to have the parents' support at home?**

We have to educate the parents. It has to be on a National level so the children will follow suit. We have to hit the parents so they deal with it when they have babies and they are starting the first language.

**Q. What are the challenges that you face when trying to establish good bilingual education?**

Personally, I do not have any challenges because the boys know that when we are doing Religion, Maltese and Social Studies they have to use Maltese. This is something that I establish in October. If I'm delivering a lesson in Maltese then that is the language they have to use. The same during lessons taught in English. I only code-switch when I am trying to teach an important grammar point or Mathematical concept and I have a student who I know is mentally translating from English to Maltese. That is two steps for him. So, I speak to him on a one to one basis in a language he is comfortable with – Maltese. Unfortunately, other teachers do not do the same. but this is my belief and I will continue to do so

**Church school – Northern Harbour Region**

**Where on the spectrum of bilingualism do your students stand?**

I think the majority of them are bilingual. They express themselves very well both in English and in Maltese. There are some who feel more comfortable expressing themselves in one language but the vast majority are bilingual.

**What would you say if I were to ask you to rate spoken and written Maltese?**

They find it easier to express themselves in writing, perhaps it is a bit easier the spelling in English but then when it comes to written Maltese for example, I still find that they struggle a bit the spelling and the 'gh' and 'h'. They might be good at expressing themselves verbally in Maltese but then when it comes to writing I still find that they struggle a bit. In English, when they are expressing themselves in class conversation, they code-switch for one language to another. So I try to avoid that especially if it is in an English lesson. Yes they do switch to Maltese. Here in this school we teach all the subjects in English so as much as possible I try to speak English all the time. But then I have to switch from one language to another when they cannot find the word to express what they want to say. I am rather satisfied with the level bilingually.

**Do you see a difference between this year and previous years?**

This year I have quite a good class and I can say that they are fluent in both. There were years when practically, I had to conduct a Maths lesson in Maltese. For example, we are doing problems and they are not understanding the word 'each' or 'pair' or 'fortnight' so then I had to switch to Maltese. It varies upon the level of the class I have. It is easier to work.

**What happens when you have different levels of proficiency in class?**

When that happens I switch to Maltese and I try to explain it in Maltese. And then at the end I try to re-explain it in English. At some point, yes, I have to resort to Maltese, but then I switch back because at the end of the day, the papers are going to be set in English – so I'm switching from one language to another.

**What about parental support?**

The majority yes do have parental support. But I think it is fundamental because when a child does not receive support no matter how much she tries, the fact that there is someone who backs them up who asks, let me see what you have done today, 'open your bag'... that really helps. However unfortunately I have children whose parents are still illiterate so of course the child struggles. For example this year I had a particular case where the mother does not speak English and the child as well. She has problems, so I encouraged the mother to take a course and start to learn with the child, but she is not interested. The girl has an LSA to help her at school, but when she goes home she does not go over what we have done so it is pointless. Even if the child does well, they still need to be monitored at home. It doesn't stop at school. The parental environment is very important.

**What are the challenges you face in trying to aim for a bilingual environment?**

One of the challenges is that you still have parents who refuse to talk to their children in English at home- they only speak one language. We still get parents who do not speak in Maltese, who look down on Maltese, so that is quite a challenge having to conduct a lesson in Maltese, struggling to get the child say or read a sentence. So you end up having to try to convince them at Grade 5 level and it's already too late when they are doing listening comprehensions and compositions. So that is one of the main challenges, trying to convince the parents saying 'Listen you have to try and expose her to the language.'

Another challenge is having the different competences of the children who are at different levels. You have children who can read and write and express themselves very fluently and there are others who can hardly read. So you have to try and cater for all the different needs in the class and it is quite tough. You have to try and challenge the bright one, you have to make sure to try and involve the quiet one- it's like juggling a lot of things to make it work.

Last year because the level was a bit low we had 7 lessons in Maltese, this year we added another so now we have a total of 8 lessons. This was a move to try and expose them more to the language. So it is 8 lessons in Maltese and 7 in English and each lesson is 45 minutes long.

**What about effective classroom practices that you have found to work in class?**

Nowadays, we have a lot of resources. As much as possible I try to use clips from the Internet. I encourage discussion and they listen to songs and I try to make learning a natural process and then encourage them to use what they have seen in the clips to create their own. For example they make up posters and they write their own letters so I try not to keep the language static like books and copying exercises.

I try to involve students as much as possible so they realise they are going to use the vocabulary for writing and a letter for creating an advert or something similar. It is useful and they enjoy it. They are encouraged to work in groups. I try to mix one English speaking girl with a girl who is not as fluent as her – they then learn from each other. This is my 12<sup>th</sup> year teaching. From back then and now there was in the past a lot of memory work – now things have changed and sometimes I feel the level has gone a bit down. Before their reading was something fun for them, now it does not seem so any longer. You have to push them. Even parents say they have to force the children or else reading is seen as a punishment. I organise Show and Tell but I do not feel they are really enjoying it. Over the years I see reading is on the way down. On the whole, I am satisfied but there is always room for improvement. Compared to previous years I find I had to struggle a bit more. This year I have a good class.

The reality in this school is similar to the reality in other Church schools. When compared to the level in other church schools, I would say the level is the same, but when compared with State schools, I think the level here is higher. Then in comparison to Private schools it is lower. I even corrected Benchmark papers 2 or 3 years ago and there I could compare and I could tell more or less that a student came from a particular school even though it was not written down. I was only correcting English. Their expressions, spelling, the structure – I could easily identify which came from a State, Church and Private school. Private schools are better in English (the use of expressions, adjectives and so on). In State school it is rather poor, though not all. Church schools were in between. I had about 200 papers to see to and teachers in this school who also corrected, made the same observations.

### **Church School – Northern Harbour Region (11 years teaching experience)**

#### **Can you say that children are bilingual in Maltese and English?**

The majority are in the class but you'll find these few that struggle mostly with Maltese. Basically in my opinion it's because they are English speaking at home. At school it is basically English speaking, however Maltese I try teaching it only in Maltese. Where possible of course because sometimes I have to translate without wanting to (from Maltese to English). However, I do not find the problem the other way round in our school. I don't have to translate from English to Maltese.

#### **What would you say about written and spoken Maltese would you make a distinction between the two?**

The spoken would be on a higher level than the written. Spelling in Maltese really.

I'd say they are at a par – on the same level speaking, spelling and sentence structure are quite good. But I do find a big difference between Maltese and English especially this year. English is the stronger language. Every year it is a different story. Last year they were much better at

spelling in Maltese. This year they are weaker – of course this is in general. I do not know if it's the social change but there is a difference from the first year I taught to this year.

**How important is parental support?**

Very important. Children master their language at a very early age so if they start that young they have something to build on. The home affects this a lot. I agree with the idea where one parent speaks to them in English and the other parent speaks to them in Maltese so they can distinguish between both and then be exposed to both, because unfortunately they are being exposed to one language and if they do not have those basics it will be very difficult to build especially at Grade 5 level – if they haven't mastered certain skills in Maltese that is.

**Are bilingual policies realistic in terms of the targets set?**

It's not as easy as one may imagine. If you have 25 students and you have the one student who is very good at Maltese and another girl who does not even understand the word 'qattus', it is difficult.

What I tried to adopt this year was the system that girls who can work on comprehension and so on and this particular girl because she understands literally nothing, I began with the Grade 1 syllabus. At least having her understand certain words with pictures. It was not easy and she is Maltese. For her we can say even Maltese is a foreign language. I would say for 5 students out of 25, yes Maltese is a foreign language however the others are exposed to Maltese at home. What we do in class is not enough and unfortunately TV programmes are not that good in Malta. Exposure has to be from the parents, from outside the school. At school we do expose them, but since it is an English speaking school, Maths I try to teach in English. All the other subjects however in Geography, Science and History, I do allow them to express themselves in Maltese, because there I am not testing language and this is during discussions and so on because the papers are set in English. The reality is if they are exposed to the language all the time, they are picking it up. Most extra curricular activities are in English and even catechism is in English.

**What are the challenges that are faced as a primary teacher?**

The biggest challenge is the class number because having so many realities so many different needs to cater for all of them at the same time is near to impossible. Sometimes you think you're not doing enough when in actual fact you are; in theory it is one thing, in fact it is the opposite.

In theory, streaming children according to their different levels of proficiency in language, would be of better service to the children. There are pros and cons of course. One might argue that streaming might be having an effect on the children because they feel that are the weaker group or the stronger group but if we have to look at the end result, they might benefit.



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It is very difficult if I am doing a certain kind of comprehension; I cannot do two comprehensions at the same time. The others will still need my help and have to go around. Having 2 LSAs, one-to-one who cannot help me with the other students is another challenge because at the same time, there is another programme going on. There are two programmes going on which you have to deal with.

There is this one particular girl who does not speak Maltese and cannot produce as yet. I try to tell her friends to speak to her in Maltese but it is a slow process. When it comes to writing she goes blank. I cannot cater for her individually. It is a big challenge for her to keep up with what is going on during the lesson.

The weaker students go for literacy with a particular teacher. But it is in English not yet in Maltese. They do improve in literacy especially in spelling. They'd be taken out from the English class and given individual attention there.

**Are there any practices that you have found were a solution to these miracles you perform in class?**

Basically, it is trying to focus on every student's needs. I can't expect certain goals to follow the rest of the class so you have to cater for them. If the children show willingness to learn it is a bit easier. Both Maltese and English are an entry requirement into 6<sup>th</sup> form so both language are important in Malta. Our students have to be proficient in both.

**Church School - South Eastern Region - Interviewer was addressing two teachers**

**How would you rate spoken and written Maltese?**

Le m'humiex simili. Naħseb li l-ispoken isibuh ħafna eħfef mir- 'written' minħabba l- 'gh' u l - 'h' li ġieli ma jeżistux għat-tfal. Avolja tipprova bil-mudelli huma ma tantx iħobbu jużawhom dawn il-mudelli. Fl-ispoken alright avolja kultant tiskanta l-iżbalji li jjeħdu anki fl-ispoken jiġifieri għal-mod tal-kelma jekk użax 'għall-' jew 'għal' jew 'ta' u 'tal-'. Xi uħud (b'eżempju tistaqsi ' ta'ommi' jew ' tal-ommi' jirrispondu 'tal-ommi'). U dawn m'humiex English speaking students. Imbagħad il-livell tal - Ingliz tagħhom hu iżjed batut mill-Malti . Anzi il-maġġoranza tal-klassi tiegħi huma aktar batuti.

Kultant meta jkunu exposed għal ċertu lingwa hemm tfal li l-Ingliz tagħhom hu tajjeb imma imbagħad il-Malti tagħhom ibati jew inkella tbatu l-kitba. Spelling fil-Malti batut, ibatu fl-Ingliz iżjed.

Għandhom ħafna Maltesisms fl-Ingliz ukoll, u l-Ingliz tagħhom ikun batut għax m'humiex familjari ma'dik il-lingwa. Imma dik tal-Malti ma nifhimx għalfejn u ma nifhimx x'ikunu kitbu. Il-mudelli ma jużawhomx u għalhekk jiktbu mgerfex.

Kieku niġu għall-ispoken Maltese bejn wieħed u ieħor nistgħu ngħidu huwa livell tajjeb written Maltese nistgħu ngħidu mhux daqshekk. Għandhom bżonn jaqraw għax ma jaqrawx u anki għandhom bżonn jużaw il-mudelli.

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### **How would you rate spoken and written English?**

Spoken batut aktar mir-written, kultant comprehension mhux hazin pero. Naħseb hawn it-TV jgħin. Bil-Malti ma tantx għandhom anzi m'għandhom xejn programmi bil-Malti allura exposure m'hemmx. Hemm l-internet u t-tablets li jgħinu ħafna fl-Ingliż. Huma ma jkunux jafu kif ippogġu s-sequence wkoll. Biż-żewġ lingwi isibu diffikulta biex jesprimu ruħhom.

Waħda mill-akbar challenges li kelli kien biex jistrutturaw l-affarijeit wara xulxin għax hemm min jibda minn saqajha u jħawwad; li jiftakar jikteb.

### **Sa l-aħħar tal-year 6, fl-opinjoni tagħkom taħsbu li t-tfal ser ikunu bilingwi daqs kemm nixtquhom?**

Għall-eta' tagħhom ikunu ta. Naħseb li sa ma jmorru għall-Form 1 they manage. Fil-Form 1 they manage. Fil Form 1 they have to move on whether they like it or not imbagħad irrabbu ċertu maturita' u jmexxu.

Biex jiġu fluent fiż-żewġ lingwi fil-primarja mhix possibbli. Fil-Forms jagħmlu qabza kbira. Fluency in both languages naħseb li jkollhom l-iskola. Anki l-għajnuna mid-dar hi importanti biex jiżviluppaw fil-lingwi. Hemm min jaqra u hemm min ma jaqrax. Pero bil-Malti jaqraw inqas milli jaqraw bl-Ingliż. Ħafna drabi jagħtuna hard time, imma meta jiġu għall-eżami imorru tajjeb.

### **Tara differenza fil-livelli tul is-snin?**

(T1) They improve gradually. Minn 20 sena l-hawn they improved. Hawn ħafna għajnuna għal min irid. Hawn it-teknoloġija u ħafna iktar kotba.

(T2) Biż-żmien jiena naħseb li l-Ingliż impruvja iżda l-Malti waqa' lura. Ġieli inkunu x' imkien u lanqas nisma persuna waħda titkellem bil-Malti. U nistaqsi, t-tfal tagħna ser ikunu jafu jikkellmu bil-Malti għoxrin sena oħra? L-Ingliż jidher li qed jieħu over.. Hemm iżjed exposure għall-Ingliż milli l-Malti anki cartoons per eżempju. Allura hekk r-riżultat.

(T1) L-iktar Malti li qed jipprattikaw speċjalment bejniethom fuq mobiles u tablets u chats hu Malti mkisser u li jiktubuh kif iħossuh. Anki expressions jiktubhom bl-Ingliż għax ma hemmx translations bil-Malti. U kollox fil-qasir ukoll.

### **U bhala għajnuna mid-dar taħsbu li qegħda hemm?**

Għandna bżonn continuous support. M'hemmx għalfejn written work anki għajnuna għall-eżami, t-tfal għandhom bżonn l-għajnuna. Hemm min jgħin u min le. Aħna ninsistu li jgħinuhom id-dar. Is-support tal-parents pero qed jonqos għax hemm min lanqas jara lill-mummy sat- 8 ta' filgħaxija u hemm min ikun man-nanna ġurnata sħiħa. Hemm ukoll xi social cases li jibqgħu lura.

### **U xi tqisu bhala challenge jew intopp lejn il-bilingwizmu?**

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Li tirrepeti u li tħossok li qed titkellem mal-ħajt fiż-żewġ lingwi. Min hu batut fil-Ingliż jaffettwahom l-Maths, speċjalment il-problems. Biex immorru tajjeb it-tfal iridu jkunu tajbin fiż-żewġ lingwi. Jien ngħid li jekk ma jaqbdux il-lingwi fl-ewwel snin tal-primarja se jaffettwahom tul is-snin. Jistgħu jirrangaw xi ftit imma huwa każ ta' 'sink or swim'. Is-sistema hi dik li hi, nużaw iż-żewġ lingwi għal sugġetti differenti. Min hu batut f'lingwa waħda jiġi affettwat f'sugġetti li dak is-sugġett qed jiġi mgħallem fih. Irid ikun hemm is-support mid-dar. Dik importanti. Is-sillabu hu eżagerat u ħafna li huma batuti ma jlaħħqux ma' topics godda għax jimxu aktar bil-mod. Mhux sew li l-high achievers ibatu minħabba dawn li għandhom bżonn differentiated teaching.

### **Is-sistema fonetika taqblu magħha?**

Jien ma tgħobnix għax then they have to switch u nħawwdu d-dinja. Meta kont l-iskola ma kellniex din s-sistema. Illum hemm ħafna min ibati jaqra u fiż-żewġ lingwi. Jien naħseb li l-livell tar-reading naqas. B'din is-sistema illum xorta ma tgħallmux.

### **Church school - Northern Harbour Region (Two teachers)**

What rating would you give for spoken and written Maltese?

Here we do subject teaching and I teach Maltese. Naħseb li l-ispoken huwa mhux ħażin. L-espressjonijiet u idjomi jagħġbuni għax m' għandhom idea ta' xejn. Take a comprehension for example, ikollok 'ix-xoqqa f' moxtha', 'tatu rasu', dan it-tip ta' kliem li nużawhom il-ħin kollu, huma m'għandhomx idea. It-tfal tagħna ma jaqrawx bil-Malti. Jiġifieri għalkemm hija l-lingwa tagħna u nużawha il-ħin kollu it-tfal jippreferu jarraw bl-Ingliż mhux bil-Malti. Spellings isibuha diffiċli. Jien xorta nagħmel dictation allavolja mhux suppost għax jistudjawha b'mod ħażin; l-għ fejn tiċċaqlaq u hekk. Jien inħosshom li xi kultant jaqtgħu qalbhom. Din xi ħaġa tqila qatt m'hu ħa jirnexxieli nagħmilha kif suppost. Mela they give up. It's amazing kif fl-Ingliż imorru aħjar mill-Malti.

What rating would you give for spoken and written English?

Le, bħala Ingliż, written tajbin. Fil-listening u kemm fit-text – imorru tajjeb. Fil-grammar bħala exercises tajbin ukoll. Creative writing mhux ħażin lanqas. Issa dawn considering li ma jitekllmux Ingliż id-dar. Aħna

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m'aħniex an English speaking school , m'hemmx continuation. Jien ngħallimhom English and Science. Bħala subjects it-tnejn nitkellem bl-Ingliż. Fil-bidu tas-sena jkunu daqsxejn iżjed iebsin but as we go along jibdedw jirrispondu u jirkellmu aktar bl-Ingliż.

Studji Soċjali huwa Malti u anki Religion, Art u Drama ukoll inkellmuhom bil-Malti. Allura jien ngħallimhom suġġetti fejn nitkellem bl-Ingliż. Maths story sums huma bl-Ingliż but we have to translate sometimes. L-explanation isir biż-żewġ lingwi. Pero' il-fatt li jkollhom teacher li tkellimhom bl-Ingliż huma exposed u tagħmel ħafna differenza. Infatti anki l-Parents f' parents day jirrimarkaw li t-tfal huma aħjar mill-bidu tas-sena fl-Ingliż.

### **Taħsbu li jekk ikollna iżjed exposure għall-Ingliż ser tgħin?**

Jiena naqbel ħafna li ż-żgħar inkellmuhom dejjem bl-Ingliż u r-raġel kien ikellmuhom dejjem bit-Taljan, il-Malti tgħallmuh hawn fl-iskola. Allura bi tlett lingwi u qatt ma sabu diffikulta' . meta jkunu żgħar ma jkunux jafu li dak Ingliż u dak Taljan. Jaħdmu by Association. Il-mama titkellem bl-Ingliż allura awtomatikament jirrispondi bl-Ingliż. L-istess mal-Papa u anki l-iskola. Jassoċjwaw il-lingwa ma min jew fejn qegħdin.

Teacher 2

Jiena ngħallem żewġ klassijiet u fi klassi minnhom nara li huma aħjar fl-Ingliż. We both stretch the students a lot. They seem to rise to the occasion in languages. By the end of the year they get there cos we stretch them.

### **Interviewer: Il-fatt li jkollhom background aktar sod fil-malti tarah żvantaġġ?**

Fil-Maths dawk li huma batuti fl-Ingliż ser isibuha iżjed diffiċli għax ikollhom żewġ problemi. Waħda tal-lingwa u l-oħra tal-Maths. Allura tkun mathematical u anki language wise. Min jifhem bl-Ingliż diġa ħa jifhem il-kuncett. Issa jekk jafx jaħdimha hija storja differenti. Dak li ma jifhimx bl-Ingliż għandu żewġ problemi kif iħares lejha jaqta' qalbu lanqas jaqraha.

### **Parental Involvement kemm taħsbu li hi importanti u l-istudenti tagħkom kemm ikollhom għajna d-dar?**

Mhux kollha hemm min jgħinhom imma mhux kapaċi.

Jiena naħseb it is very imporatnt anki min ma jafx skola jista' jsegwuhom . Jistgħu jiċċekjaw il-homework sarx. Hemm pitazzi fejn inkun irrid signature. Ikun hemm min fejn is-signature ma ssirx gimgħat u anki xagħrejtn. Lanqas iħarsu pitazzi jiġifieri. Ħares lejn il-pitazz, involvi ruħek taf li kull Thursday ikollna dictation ara li studjajtha. Xejn ta' barra min hawn. It-tfal mhux organizzati. Tiegħi qiegħed Form 1. Ma npoġġihx hdejh fil-homework imma niċċekkja x' inhu jagħmel. Trid tippuxjahom daqsxejn. Weħidhom it-tfal mitlufin. They need to process what we have done during the day. Il-processing mhux il-homework. Aħna għandna sistema fejn jibdedw il-homework hawn u jkomplu d-dar. Hemm min jekk ma jagħmilx revision magħna d-dar ma jagħmel xejn.

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Nippreparawhom tajjeb għall-eżami hawnhekk għax nafu li hafna drabi xejn ma jsir id-dar.

Din is-sena għandna grupp li kollha kapaċi. Aħna nimbuttaw għall-Grade A anki fis-SEC. Imma once li jgħaddu l-grade ma tkunx iżjed importanti. Iggib A u ggib C xorta tgħaddi.

### **Bejn sena w ohra tara differenzi bejn ‘cohort’ u iehor?**

Naħseb li d-differenza fil-parents. Ġieli jkollok grupp moħħhom f’xulxin. Litteralment il-parents gossiping kontra t-teachers. Dawk jagħmlu hafna hsara speċjalment meta jgħidu kontra t-teacher quddiem it-tfal. Allura t-tifla tiġi hawn b’dik l-arja u m’għandiex rispett lejha. Ġieli nagħmlu meetings mal-parents u ngħidilhom x’inhuma l-bżonnijiet tat-tifla u ma jagħmlu xejn fuq il-pariri tagħna. Niltaqa’ ma’ tfal li minn Grade 1 ilhom jissejju l-parents hawn u xorta ma jagħmlu xejn. Allura t-tfal jibqgħu li jkunu. Jaqbzu għalihom speċjalment meta tkun behavioral problem. Jiddefenduhom għad-detriment tat-tifel jew tifla stess. Ġieli kellna parents jgħidu li t-tfal tagħhom jgħajju magħhom quddiem in-nies jew jerfgħu idejhom fuqhom (fuq il-parents). Il-problemi m’humiekk akkademiċi illum, imma huma problemi akbar

– problemi soċjali. Illum it-tfal m’ għandhomx sens ta’ awtorita’ u l-arja ġejja mid-dar. Hafna mill-problemi jinholqu għax telgħu bil-polza u allura kollox bid-dritt.

### **Taħsbu li s-sistema bilingwa fl-edukazzjoni hadmet s’issa?**

Jiena, I never blame the system la meta jirnexxu u inqas meta ma jirnexxux because we work so hard with them. U mhux dejjem skont l-iskola jew skont il-parents. It-tifla għax at the end of the day hi tiddeciedi x’jidhol go moħha jew le. Dan il-kuncett hemm hafna min iħallih barra. Iwaħħlu jew fl-iskola jew fid-dar. Xi kultant nagħtuhom kollox min-naħa ta’ l-iskola jagħtu support mid-dar and yet the child does not achieve. Għax hemm l-aspett tat-tifla. Jekk ha tagħlaq moħha kollu għalxejn. Ma nemminx li t-tfal ma jirnexxux minħabba s-sistema edukattiva.

### **Fuq livell ta’ Malti w Ingliz u bhala teachers li ilkhom taħdmu f’dan il-qasam madwar 30 sena, taħsbu li l-livell oghla jew tbaxxa?**

No sejr in lura bħal granċ pero xi drabi t-tort m’huwiex tat-tfal għax aħna nehhejnjeha l-idea tal-kitba. Kollox huwa fill in, anki grammar book. Qishom dawn it-tfal ha jgħajjew minn kollox. Aħna konna naħdmu, niktbu minn kollox. Qisna nibzghu ntuhom jiktbu. Kollox limitat.

### **Dak li jtellef fl-edukazzjoni bilingwa?**

Qabel ma nagħmlu xi proġett nagħtihom x’jagħmlu research. Ngħidilhom kemm jista’ jkun ma jagħmlu photocopies jew jiprintjaw. Ngħidilhom jigbru l-information u jikkupjawh. Kien hemm minn ċempel l-iskola għax it-teacher kattiva iġġielhom jiktbu. Kienet big issue. It was blown out of proportion. It-teaching mhux challenging. Iċempel l-iskola fuq hmerijiet . Il-head tiddejjaq tiehu stand. Kien ġej ir-review f’każ minnhom u ma konniex nafu fejn qegħdin. Beżgħet li jmorru l-education u jinqala’ hafna nkwieta u nieħdu report hażin.

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## **Church School Northern Harbour**

### **Fl-opinjoni tieghek kif tahseb li qed imorru t-tfal fi spoken and written English?**

Jien din l-ewwel sena li qed ngħallem pero nista' nqabbel mat-teaching practice. Fit-teaching practice kont fi State schools huwa hafna iktar avvanzat għax iħobbu l-qari bl-Ingliż. Il-livell tal-Ingliż narah hafna aħjar għax jaqraw hafna bl-Ingliż. Nimmagina xi rizorsi mhux għax m'għandniex, għandna imma mhux daqshekk vasti daqs l-Ingliż. Jaraw television bl-Ingliż issa qed tingħata internet law, kollox bl-Ingliż anki l-expressons tagħhom ta' kuljum huma bl-Ingliż. Jekk għandhom joħorġu kelma joħorġu aktar bl-Ingliż milli bil-Malti. Għandi tifel wieħed li jirrifjuta jtkellem bl-Ingliż. Mhux għax ma jafx għax anki ismu bl-Ingliż imma jsejnhulu bil-Malti 'Bastjan'. Most of them l-Ingliż hu iktar għal qalbhom milli l-Malti.

### **U meta niġu għall-ispoken u written Maltese?**

Spoken Maltese għandi dawk il-5 li jbatu jtkellmu bil-Malti. Pero, jippruvaw u l-aktar li nieħu gost bihom għax anki t-tenses jgħidulhom sew. Imbagħad hemm il-maġġoranza fil-kitba hija iktar diffiċli ' għ' ' h' doppji iktar iħossuha bi tqila.

### **X' inhum d-diffikultajiet li jiffaċċja l-ghalliem meta jipprova jipprovdi edukazzjoni bilingwa?**

Skont it-tfal kif se jehduk. Lanqas naraha challenge għax you can go from one language to another. Aktar, it's a pro milli con. Meta ma jifhmux, there is another language you can rely on. Huma juruk x'fehmu u ma fehmux għax jistaqsuk tispjega in another language. Nippruvaw inżommu lura imma ma ċertu tfal lanqas bit-tpingija jew gestures ma tasal. Allura bilfors taqleb il-lingwa. Mat-tfal li jtkellmu bl-Ingliż biss nara li r-Religion u s-Social Studies li hija l-akbar wegħha għax it-tnejn bil-Malti. Inkun naf li l-kuncett jafu imma ma jistax jesprimi ruħu. Għaliex ma nistgħux natuhomlom bl-Ingliż? Jien ngħidilhom li ma tafux tuhomli bl-Ingliż, ma natix każ. Imma l-mistoqsija tkun bil-Malti u Social Studies iktar mir-religion minħabba t-technical terms.

Għandna kliem oħra għaliex m'ahniex nużawhom ma dan it-tip ta' tfal (sprinklers, friefet tal-ilma, agrikoltura) dak kull ma jridu. Għax inti l-ewwel tifhem il-lingwa imbagħad il-kuncett. Waqt il-lezzjoni m'hemmx problema għax taqleb il-lingwa imma n-noti ma jgħinix. Vera biex jippromwovu l-Malti għax batuti aktar mill-Ingliż imma t-tifel ha jara l-marka u mhux għax ma fehemx imma minħabba li ma jafx jesprimi l-kliem jaqa' lura. Aħna nimxu bin-noti u niħħajlajtjahom xi partijiet imma xorta hemm id-diffikulta'.

### **Kemm hu importanti r-rwol tal-ġenituri?**

Hafna sew għall-miktub u anki għall-mitkellem. Jekk m'għandhomx input mill-ġenituri hawnhekk mhux biżżejjed. Jekk ikellmuhom biż-żewġ lingwi jgħinuhom hafna.

### **X'jidhirlek mill-istandards taż-żewġ lingwi meta mqabbla mal-passat?**

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Meta nikkumpara mat-teaching practice li bdejt three years ago ma naħsibx li għola l-livell tal-Ingliż pjuttost minn żmien naħseb li l-Ingliż għola għax input f'it kien hemm anki television bit-Taljan konna nsegwu u bhala livell ta' kitba għadu xorta fjakk. Bhala spoken huwa tajjeb avolja jużaw hafna expressions mill-Amerikan minħabba l-programmi li jsegwu.

Ma nqbilx b'kif qed ikun hemm it-tibdil fir-regoli imma qegħda hemm. It-tfal jithawwdu. Per eżempju s-sena l-oħra konna qegħdin l-universita' u flok 'email' qalilna nibdew nużaw (ittre'). Imma sa ma jkun published dawn r-regoli xejn ma jista' jsir. Xejn ma smajt iżjed fuq dan il-proġett – kien hemm kliem ieħor barra dik ukoll.

### **Taħseb li sa ma jaslu Grade 6 it-tfal ser ikollhom biżżejjed profiċjenza bilingwa?**

If we look at the mainstream, yes they are bilingual u aktar ma nara rezistenza hi mill-English speaking boys milli the Maltese għax the Maltese speaking boys have accepted English as their second language. I wouldn't say that the English speaking boys would be bilingual in the way we want them to be. Għax ir-rezistenza kontra l-Malti hija hafna akbar.

Min 24 għandi 4 (studenti) vera jirreżistu l-Malti. Tnejn oħra English speaking jippruvaw u jirnexxu.

### **Xi taħseb min klassi ta' mixed abilities, taħseb li tghin jew li tfixkel?**

Id-diffikultajiet hemm qegħdin. You need more effort kieku qegħda hawn għal high flyers nista nitlaq għax jitgħallmu wehedhom. Hawnhekk kulhadd imħhallat jehdulek 1/3 minn kull livell u jinqas biex jigu mixed.

### **Church school (Northern Harbour area)**

#### **Dwar spoken u written English x' taħseb bhala livell?**

Kemm ilna li ffukajna fuq l-orals u anki dahhalna l-fluency book, allura għandna l-language activities fl-iskola għandhom iktar opportunita fejn jikkellmu l-Ingliż. Allura bhala Ingliż il-livell huwa tajjeb . Li għandek hi l-vokabularju tat-tfal mhux ta' kulhadd ikun l-istess. Ċertu vokabularju jgibuh mill-qari. Issa bhala sentence structure isibuha imma the rich vocabulary comes from the books. L-ispoken morna aħjar bhala livell biss fejn jidhol written kemm ilna li biddilna , is-sistema kif kellna qabel għal issa hi iktar aċċessibli għal kulhadd. Is-sistema li kellna qabel kienet hafna aktar challenging milli għandna issa. Kellna żmien fejn kellna 'Models for Writing' bhala creative writing system halliha li kienet to the discretion of the teacher. L-istandards kienu hafna għola. Illum il-Macmillan huwa hafna ehfef u sempliċi minn dawk li kien ikollna fl-Models for Writing. Fejn jidhlu l-comprehensions illum huwa aħjar għall-eta' tagħhom. Qabel kellna Reading 360.

#### **Dwar spoken u written Maltese x' taħseb bhala livell?**

Ovjament dawk li ġejjin min Maltese background u beda St Benild il-Malti ħa jkun at a par mal-Ingliż. Qisu bhala tal-Gvern you just start from English. Imma min ikun ġej minn English

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speaking background ikun beda bl-Ingliż u l-Malti qed jagħmlu l-iskola biss, m'hemmx prattika tiegħu. Religion u Social Studies isiru bil-Malti.

### **U meta jiġu għall-kitba bil-Malti?**

Il-kitbiet tal-Malti jogħġbuni daqsxejn aktar li jiktbu. Għax l-Ingliż, il-vokabularju Ingliż sakemm ma jaqrawx mid-dar xorta jibqa wieħed sempliċi. Jekk xi tifel jitkellem bil-Malti l-espressjonijiet ha jdaħħalhom ikar milli fl-Ingliż. Allura l-kwalita' għalkemm is-sentenza tkun iqsar ġieli tkun aħjar. Għax la jitkellem bil-Malti ġa jkollu vokabularju aħjar fil-Malti.

### **Id-diffikultajiet li jfixxlu edukazzjoni bilingwa?**

Il-fatt li min għandu diffikulta' minn naħa u min minn oħra, għax jekk it-tfal ibatu f'lingwa waħda, nista' niffoka iktar fuq dik. As instructions, it should be one language imma per eżempju fil-Maths you have to be bilingual, in religion nd in social studies too. In Religion qed tagħmel il-parabbola, jekk tagħmel video they are all in English. You don't find material in Maltese. Taċċetta diffikultajiet bil-Malti kemm bl-Ingliż. Waqt il-lessons imma you are bilingual. Biex tkun bilingual fl-assessment irid ikun hemm tfal vera partikolari usually stateded mainly autistic who go for English. Then we revert to give them the English book where they have everything translated and they have the assessment translated. Per eżempju i have an autistic boy who refuses to write. We are going to have an oral assessment for him next year.

Imbagħad tohloq strateġiji matul is-sena li per eżempju ejja ngħidu l-problema tal-vokabularju limitat. Tagħmel brainstorming fil-klassi u l-kliem kollha jingħataw f' power point biex niffrankaw il-hin. So we have half an hour brain storming then a powerpoint on their tablet. That helps. Meta niġu għall-espressjonijiet biex nidentifikaw liema huma l-idjomi u l-espressjonijiet f'dak il brain storming kollu we change colour so they may say we use 2 or 3 of these red words in their writing. Per eżempju meta nlestu jaqbd u l-lapes u jimmarkaw fejn għandhom jiġu l-punctuation. Biex nagħmlu sentence structure they do paired reading biex jekk hallejt kelma barra wieħed jinduna aktar milli kieku qed taqraha lilek innifsek.

Min ibati fejn x'ha jpoġġi f' Paragraph 1, f' Paragraph 2, u f' Paragraph 3. Meta nagħmlu brain storming nagħmluh flimkien. So we help them in the sequencing. Imbagħad ikun hemm min iżid , min ma jużax u min jużahom bħala lista.

### **X'tahseb dwar ir-rwol tal-ġenituri?**

Ir-rwol tal-ġenituri huwa dejjem importanti biss wieħed irid jifhem li s-socċjeta inbiddlet. Hafna drabi l-parents jaħdmu t-tnejn . Kif jiġu id-dar mix-xogħol iridu jeħduhom il-Mużew, extra curricular activities , ix-xogħol tad-dar, biss il-fatt li they make sure at least that the homework is done and reading is done. Those being the minium pero hafna drabi minnhom, għandek tifel ma jafx jaqra , tifel li għandek hafna basics neqsin. Ma jiġbdux habel wieħed bejn l-iskola u d-dar.



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**Tahseb li sa l-ahhar tal-Grade 6, ser jersqu lejn il-bilingwizmu t-tfal?**

In my class I only have one boy who is not going to be. I have 2 autistic boys who are struggling with Maltese there it being their second language, they are learning but one of them whenever I ask him in Maltese he will reply in Maltese. It might be simple Maltese, but he is. So maybe at his level it won't be exactly perfect by Grade 6 but as you know there are certain difficulties. I only have one who is not mainstreamed and comes from an English background and he has no support at all in Maltese at home. The mother doesn't even find time to send him to private lessons in Maltese. She works from home for very long hours so she doesn't find anyone to take him!

**Church school (Western Region)**

**Dwar spoken u written Maltese x' tahseb bhala livell?**

Naħseb li written hu aktar faċli għal ċertu tfal speċjalment dawk li jkunu Maltese speaking. Sa ċertu punt anki English speaking għax x'hin jiġu biex jittkellmu ma jkunux daqshekk kunfidenti fihom infushom. Anki jibdeu jippanikjaw. Għall-Benchmark lanqas kellhom xi jgħidu.

Spoken iżjed diffiċli għax meta tgi biex tirrispondi domanda per eżempju tal-comprehension qisek kemm tfittejt it-tweġiba. Imbagħad skond kemm iħossuhom kunfidenti u kapaċi. Naħseb x'hin tiġi għall-ispeaking ma jkollokx qisek hjiel kif ser taqbad tirrispondi u hekk naħseb li isibuha aktar diffiċli għal min ikun English speaking.

**U x'tahseb mill-aspett tar-written English?**

Mhux daqshekk diffiċli jmexxu aktar. L-ewwel nett ikunu l-biċċa l-kbira English speaking u s-suġġetti huma kollha bl-Ingliż ħlief l-Istudji Soċjali u l-Malti isibuha aktar faċli. Ifhem ikun hemm translations waqt il-lezzjonijiet speċjalment għal dawk li jkunu jittkellmu bil-Malti d-dar. Imma l-Ingliż isibuh aktar faċli biex jikkomunikaw anki fl-kitba tagħhom biex jesprimu ruħhom.

**U l-maġġoranza tal-istudenti tahseb li huma English speaking id-dar?**

Il-maġġor parti iva, huma English speaking . Allura l-aktar li jbatu hu fil-lingwa tal-Malti.

**Kemm tahseb li ser ikunu bilingwi t-tfal li tgħallem inti sal-Grade VI?**

Ifhem mhux ser tkun bilinażjata peress li l-maġġor parti huma English speaking u l-biċċa l-kbira hawnhekk nitkellmu bl-Ingliż . Naħseb li l-Ingliż se jkun predominanti aktar mill-Malti L-Ingliż hija l-ewwel lingwa u l-Malti t-tieni. Anki l-ġenituri jgħidulek aħna lit-tifla tagħna irriduha tiffoka aktar fuq l-Ingliż. Għax anki biex issiefer jew hekk, tikkomunika aktar bl-Ingliż milli bil-Malti. Infatti ibatu biex jiffurmaw sentenza għalhekk għedtlik li fil-kitba

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jsibuha aktar faċli għax x'hin jiġu biex jikkellmu jikkellmu nofs bl-Ingliż u nofs bil-Malti. Mhux kapaċi jgħidu kolloxx bil-Malti. Fl-orali jbatu iktar għax ma jkollhomx fuq xiex jimxu.

### **L-istudenti jsiba support mid-dar?**

Fl-opinjoni tiegħi peress li l-ħajja saret wisq mgħaġġla ħafna mit-tfal qegħdin iqattgħu ħafna mill-ħin tagħhom man-nanniet. Jew il-privat, jew il-mużew jew activities oħra milli mal-ġenituri. U dawk li jkunu mal-ġenituri issib li dawk ikunu qed jagħmlu x-xogħol tad-dar jew tax-xogħol stess. Dawk ta' man-nanniet dawn ftit jistgħu jgħinuhom għax anki l-metodi speċjalment tal-matematika inbiddu. Allura ma jkunux kapaċi jgħinuhom mhux għax ma jridux. Naħseb li l-attenzjoni tal-ġenituri hi importanti ħafna imma llum il-ġurnata ma naħsibx li t-tfal qegħdin jingħataw daqshekk għajnuna milli-ġenituri allura dik tirrifletti ħafna fix-xogħol tagħhom. Mhux possibli li l-għalliema tagħmel il-parti tagħha u d-dar ma jkunx hemm pressing fuq dak ix-xogħol li jkun sar l-iskola. Jekk ma jkunx hemm revizjoni t-tfal ma jaslux waħedhom. Hemm tfal li jekk ma ngħamillhomx in-noti jiena ma jaslux għax id-dar m'għandhomx għajnuna. Ta' din l-eta' ikollhom l-istress tal-eżamijiet ta' l-aħħar tas-sena tal-primarja. L-eżamijiet huma compulsory pero' ikun hemm min ikollu karti apposta (special papers). Fil-każ tal-Benchmark jekk ikunu ta' livell per eżempju ta' Year 2 ikollhom exemption letter u ma jgħamluhx. Fil-passat skont il-marki li jkunu għabu jmorru per eżempju min għab 'A' fi klassi waħda , min għab 'B' fi klassi oħra.

Illum il-ġurnata fl-iskola tagħna it-tfal jithalltu irrelevanti milli-marka li għabu. Issa imbagħad skond l-iskola li qed tattendi.

### **X'taħseb fuq 'mixed ability teaching, tgħin jew tfixkel?**

Hemm il-vantaġġi u l-iżvantaġġi tagħha. Vantaġġi għax it-tfal jidraw ikunu ħafna ma' xulxin, jgħinu u jaċċettaw aktar lil xulxin, għat -tfal aktar milli għall-għalliema. Dik xi haġa tajba. Milli-banda l-oħra speċjalment meta jkollok klassi kbira tkun naqra diffiċli meta trid tlaħħaq ma' kollha. Jien għandi studenta li l-livell tagħha hu ftit aktar baxx u jridu t-tielet u r-raba' explanation. Biex tlaħħaq lil kulhadd hija naqra impossibli. Fiha t-tajjed u fiha l-ħażin. Mhux il-corrections li jinkwetawni għax b'xi mod jew ieħor tlaħħaq tagħmilhom. Imma fil-ħin li tkun fil-klassi you only have 6 hours. U biex dak il-ħin limitat tlaħħaq lil kull tifla tqila ħafna. Jien jiġu mumententi fejn inqabbahom jgħinu jew jispegaw lil xulxin u hekk naħseb tkun ta' għajnuna.

### **Hemm xi haġa oħra li taħseb li ma tgħinx lis-sistema bilingwa fis-settur tal-edukazzjoni primarja?**

Il-kotba. Jekk ikun hemm ċertu kotba kieku jkunu kemm bl-Ingliż u kemm bil-Malti wieħed iħossu iktar komdu jistudja b'din il-lingwa li jixtieq. Ħalli li l-eżami jkun bil-Malti imma jekk l-istudent ma fehmx xi kelma jista' jfittixiha fil-ktieb.

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Bhala ktieb għandna Mrieżaq u fih naqra paġni mhux ħazin. Mhux faċli għal min ikun English speaking. Mhux possibbli li tagħmel translation tal-ktieb kollu. Is-sena d-dieħla ser ikolli tifla li ommha trid li ndawwru kollox bl-Ingliż- dan mhux possibli.

Każ ieħor hemm tifla dejjem tasal tard imbagħad il-ġenituri jippretendu li jmorru tajjeb meta jtellfuhom daqshekk ħin. Jekk ma tiġix min-naħa tat-tnejn mhux possibli tasal. Anki f'każ ta' ġenituri mifrudin. Xi kotba qegħdin għandha u oħrajn qegħdin għand in-nanna. Ma tistax tagħmel hekk. Il-ġenituri għandhom jaraw li t-tfal jiġu bil-kotba – ma nistax ma nġidilha xejn lill-istudenta għax it would not be fair on the rest. Speċjalment jekk trid tikteb fuq l-ktieb. Imbagħad jaqgħu lura. Bla support tal-ġenituri ma nagħmlu xejn.

### **The Interviews with State School Teachers**

#### **State School Norther Harbour Teacher 1**

**I: Bhala livell ta' spoken Maltese u written Maltese, kif tahseb li sejr in it-tfal li qed tghallem bhalissa u in ġenerali?**

T: Din is-sena bhala livell tal-Malti huwa pjuttost tajjeb, jiġifieri ma rridux ninsew li din is-sena it's a higher band class, li tagħmel differenza.

**I: Hawn il-bands hawnhekk?**

T: Iva hawn il-bands. This is a higher band, jiġifieri ha jkolli l-livell għoli u bhala livell ha jkun aħjar ovvjament, minn meta qed tghallem mixed, għax imbagħad ivarja. Le, fil-Malti ma naħsibx li hemm problem. Iktar fil-kitba, fl-ispelling, fl-ortografija u anke kultant is-sintassi tas-sentenza li jbatu. Imma on the whole, qari imexxu, fejn tidhol kitba u fejn huma l-ħsibijiet ta moħħhom jesprimuhom permezz tal-kitba. Hemmhekk li jbatu ffit imma le, on the whole, imexxu.

**I: U meta tiġi għall-Ingliż, spoken u written English?**

T: Issa Ingliż, sfortunatament dejjem ha jbatu naqra iktar. Fejn tidhol syntax, fejn tidhol li huma jaħsbu bil-Malti u jiktbu bl-Ingliż allura hemmhekk taffettwa sentence structure ovvjament. Imma le, kieku jkolli nikkompara l-Ingliż mal-Malti, l-Ingliż it lags behind mal-Malti.

**I: Ezatt, għax ovvjament il-lingwa dominanti tat-tfal hija l – Malti d – dar.**

T: Hekk hu.

**I: It- tfal huma year 5 bhalissa, kif jaslu Year 6, at the end of the primary cycle, tahseb li jkunu bilingual?**

T: Ehe din is- sena naħseb ikunu kapaci jikkomunikaw b'zewg lingwi, din is-sena għenet ħafna li għandna 3 studenti barranin, allura kollha kemm huma għamlu l-effort li meta

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jikkomunikaw magħhom jridu jużaw l-Ingliż, allura din tkompli gġibni għal-konkluzzjoni li iwa, finalment dawn huma kapaċi meta jiġu darhom mal-hajt, jittkellmu b'żewġ lingwi.

**I: X'diffikultajiet issib meta fi sfond ta' edukazzjoni bilingwa?**

T: Fejn jidhol l-Ingliż, huwa challenge kbir li t-tfal ma jaqrawx. Jiġifieri that's a big challenge li hija diffikultuża ħafna biex tirbaha. Nipprova ħafna anke kemm jista jkun nagħmlu attivitajiet bhal ma huma book review, qed ninforzaw guided reading, għax ovjament meta qed taqra qed tiegħu struttura ta' sentenza, qed tara l-kliem miktubin. Jiġifieri that's one. Bħala challenge ukoll hi kif huma jaħsbu bil-Malti, kif diga għidt u jiktbu bl- Ingliż, that is a challenge. Jiġifieri inti bhal ma għedt, peress li gējjin minn ambjent fejn jittkellmu bil-Malti, l-lingwa li ha tiġik l-ewwel f'moħħok hija l-Malti, mhux ha taħsibha mil- ewwel bl- Ingliż.

That is a challenge as well għax imbagħad timmanifesta ruħha fi problem fis-sentence structure.

**I: It-tnejn li huma**

T: Jiġifieri waqt il-lesson ta l-Ingliż I have to be very strict li dawn it-tfal ħa jittkellmu biss bl-Ingliż biex isaqsu mistoqsija, għax l-ewwel li ħa tiġi naturali li jsaqsuha bil-Malti.

**I: Ghajnuna mid-dar isibu t-tfal li qed tghallem?**

T: Din is-sena tintrabat ftit li gējjin minn higher band, allura l- parents ha jzommuhom naqra iktar. Pero ehe dik hija problema li naffaċjaw ħafna li ma jkollhomx daqshekk support mid – dar jew forsi l-parents ma jkollhomx daqshekk livell għoli fl-Ingliż biex ikunu kapaċi jgħinuhom. Jiġifieri issib per eżempju jgħidulek, isma jien sal-primarja wasalt l-aktar allura ma nistax ngħinuhom iktar u nibza li jekk ngħinuhom infixkilhom iktar.

**I: Thoss li għalik hadmet il-fatt li għandek band unanima?**

T: Jien ilhaqthom it-tnejn. Ilhaqt il-mixed abilities, għamilt xi sentejn, u ili ħames snin ngħallem fil- year 5. Ilhaqt sentejn konna mixed. Ilhaqt iż-żewġ realtajiet. Kellna tfal li jgħibulek 9 u tfal li jgħibulek 99 fl-istess klassi and that was very challenging u hemmhekk jaħdem ħafna id-differentiated learning, għalkhemm hawnhekk nagħmlu ukoll għax xorta ħa ssib l-istrati within, għalkhemm għandek il-band. Pero naħseb ehe bħala group, anke għat-tfal stess, jekk inti a very able child, inti għalfejn għandek tisma 3 darbiet l-explanation għax ħaddiehor ma fehemx? Naf li repetition xorta ssir dejjem għax within din il-klassi hemm strati differenti. Imma naħseb aħjar għal- edukaturi u anke għat-tfal stess naħseb hadmet.

**I: Imexxu t-tfal iżjed?**

T: Eżatt għax inti qed tmexxi fl-istess direzzjoni.

**I: Mhux qed izommhom lura.**

T: Eżatt ħadd m'hu jzomm lil ħadd lura.

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**I: L-attitudni tagħhom lejn il-lingwa, per eżempju lejn l-Ingliż jew lejn il-Malti hija aktar positiva?**

J:

T: Naħseb iktar hemm il-biża li jiżbaljaw fejn jidhol l-Ingliż. Per eżempju anke ma jgħiduhix, joqgħodu lura, per eżempju konna qed nagħmlu whole class oral il-bieraħ, mhux se jgħollu idejhom willingly, you have to ask them. Għax jibza li jagħmlu żbalji. Ovvjament, mhux kulhadd, ikun hemm min iħossu ok u ħa jaqbad u jgħid dak li jaħseb, imma ehe l-Ingliż xorta jibqa f' moħħhom li hija xi ħaġa tal-biża.

**I: Tahseb li earlier exposure, fis-snin ta' qabel tista tghin iżjed?**

T: Nimmagina iva. Inti lingwa titgħallimha billi tismagħha u taqra. Jiġifieri iktar ma jkun hemm exposure, iktar ħa tghin hux hekk?

**I: U programmi bl-Ingliż li it-tfal jaraw?**

T: Fuq it-television illum il- gurnata naħseb iva. Fi żmieni konna naraw iktar it-Taljan. Illum tghinhom il-fatt ta l-Internet kollox huwa bl-Ingliż. Jiġifieri that helps għax inti qed tkompli l-exposure tal- lingwa.

### **State School Northern Harbour Region**

**I: How would you grade spoken Maltese and written Maltese?**

T: Naħse bħala average din is-sena, fuq din il-klassi ħa nitkellem, mhux ħazin, kemm bħala spoken u anke bħala written.

**I: This is a higher band.**

T: Ehe dan huwa higher band.

**I: Orrajt, kemm bħala spoken u anke bħala written?**

T: Ehe

**I: Imbghad meta tiġi għal-Ingliż, spoken u written?**

T: Ukoll, kwazi fl-istess livell. Għandi tfal li huma iktar fluent forsi għax jaqraw iżjed jew aktar hemm background id-dar li jitkellmu bl-Ingliż, jew aktar exposed għal-lingwa. Imma l-maġġoranza tagħhom kollha jifmhu, kollha jitkellmu, magħhom tista' żżomm conversation, jiġifieri konversazzjoni tajba bl-Ingliż u video jifmuh jekk ikun bl-Ingliż. Ovvjament fuq din is-sena, għax jekk inqabbel mas-sena ta' qabel, ikun hemm differenza.

**I: Ezatt. Minn kemm ilek tghallem inti, il-livell kien iktar batut ta l-Ingliż? Skond il-cohort li tinzerta?**

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T: Skond lil min tinzerta. Skond il-klassi li jkun imissek eżatt. Ggax jekk inqabel mas-sena l-oħra ma kontx iżżomm konverzazzjoni bl-Ingliż għax ma kinix jifhmuk, anke jekk tuża basic English ma jifmhux le, trid tispjega kolloxx bil-Malti.

**I: U avolja kienu jkunu ‘higher ability’ jew?**

T: Le s-sena l-oħra kienu ‘a lower band’.

**I: Eh, kienu a lower band. Allura dawk li huma higher ha jmexxu, dawk li huma lower...**

T: Ha jbatu.

**I: Support mid-dar jirċievu t-tfal?**

T: F’dan il-każ il-maġġoranza tagħhom iva. Din is-sena iva. Kollha jsostnu warajhom, jekk ikollhom it-testijiet jiffirmawhom, jaraw x’inhuma jagħmlu. Ikunu jafu xi jkun qed jigri fil-klassi prattikament.

**I: Sewwa. Jigifieri f’din il-klassi taħseb li ha jkunu jistgħu jissejhu ‘bilingual by the end of the primary cycle’?**

T: Ehe, ehe

**I: Dawn iva. Id-diffikultajiet li taffaċċja inti fit-tagħlim tal-Malti u tal-Ingliż?**

T: Meta niġi biex nġallem il-Malti u l-Ingliż?

**I: Mhm**

T: Forsi in-nuqqas ta’ riżorsi f’ċertu affarijiet. Fil- Malti mod għax għandek kotba limitati, attivitajiet mhux daqshekk, mhux bħal ma ssib fl-Ingliż, għandek websites. Imbagħad fl-Ingliż għandek interactive games, mhux interactive games biss, bħal board games imma jeżistu fil-Maths per eżempju, xi haġa hands on li jistgħu jagħmluha. Affarijiet hekk bħala riżorsi.

**I: Orrajt. U l-atitudni tat-tfal lej il- lingwa u hekk, tara pożittiva?**

T: Ehe. Huma ma jarawnix, jekk jiena fil –Maths per eżempju nużaw l- Ingliż. Ma jarawnix għax bdejt nitkellem bl – Ingliż, ma jatux kas...

**I: Xi haġa stramba.**

T: Għalijom hija xi haġa normali. Draw.

**I: Jigifieri għalijom it is a second language.**

T: Iva hija t-tieni lingwa. Għalijom jekk qed nitkellem bil- Malti jew bl-Ingliż ma tagħmillhomx differenza. U jekk ngħidilhom iridu jwieġbu bl-Ingliż, iwieġbu mhux problema.

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**I: U ma ssibx li per eżempju jahsbu bil-Malti u jiktbu bl-Ingliż?**

T: Ikun hemm ftit minnhom iwa iwa. Anke fil-mod ta kif ipoġġu l-kliem, orally meta jkunu qed jgħidu s-sentenza, ukoll tidhol ftit, speżjalment dawk li jkunu nqas fluent fil-lingwa, fl-Ingliż, li jkunu aktar batuti mill- oħrajn.

**I: Jaqraw?**

T: Għax ma tantx ikunu jaqraw f'dan il-każ. Le ma tantx jaqraw bl –Ingliż.

**I: Pero jaraw programmi u hekk.**

T: Le dawn li qed ngħidlek jeqilbu mill- Malti għall –Ingliż. L- oħrajn ehe anke mill-games ehh jiġifieri minn dak li jilgħabu bl – Ingliż jiġifieri għax imbagħad tibda tiegħu anke l- accent. U l-accent mhux ha tiegħu mid-dar jekk ma jkollokx il-parents foreigners jew hekk.

**I: Eżatt, games online u hekk?**

T: Ehe games online

**I: Fl-opinjoni tiegħek, il banding ghenitek? Tghin? Favurha? Kontriha?**

T: Jien fil-każ tiegħi ehe, ghenitni l-banding għax hekk għandi, mhux ha ngħid li kollha fl-istess livell, imma more or less, nista nimxi bl-istess pass magħhom kollha. Jiena lhaqthom meta ma kienux bil- banding. Biex tlaħhaq ma min jgħaġġel hafna ma min għadu lura. Tkun waħdek diffiċli biex tlaħhaq magħhom kollha.

**I: U żgur**

T: Hekk iktar qisni nista nindirizza l-istess pass. Jekk nista ngħaġġel, jekk ha nimbutthom jagħġlu, kollha ha nimbutthom, u jgħaġġlu għax I'm still challenging them. Jiġifieri kollha nimbuttahom. Meta kelli t-taħlit diffiċli biex tlaħhaq magħhom kollha. Lil xi hadd tispicċa thalli dejjem lura.

**I: Bil- fors**

**State School Norther Harbour Area**

**I:Bhala spoken Maltese u written Maltese tat-tfal li qed tghallem inti fi Grade 5, kieku kif tiklassifikah?**

T: Spoken Maltese m'hemm problema xejn.

**I: Written Maltese imbagħad?**

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T: Written, bħala written hemm min hu kapaċi, hemm min jaf jikteb tajjeb, bl-idjomi u bl-espressjonijiet. Pero bħala kitba ibatu fit. Jista jkun minħabba l-ability tagħhom peress li aħna maqsumin bil- banding...

**I: Kienet qed tispjegali...**

T: Hemm minn għandu low ability. Aħna din il-klassi low ability, bħala kitba isibuha diffiċli. Per eżempju illum għamilna composition ta' 60 words. Jgħiduli ma nafx kif ħa nikteb bil-lingwa Maltija.

**I: U bil-Malti?**

T: Iva u lanqas ħsibijiet, punti, jieqfu, jibblenkjaw.

**I: Sewwa, sewwa. Għajnuna mid-dar?**

T: L- għajnuna mid-dar, mhux kulhadd. Jiġifieri jekk jien għandi 20 students, jekk jgħinuhom mid-dar 6, ħafna.

**I: Ok, iridu jaqdfu wehidhom.**

T: Iva, bħala compositions u hekk, iridu jaqdfu huma. Jiġifieri bħala għajnuna mhux daqshekk. Imbagħad tkun tidher ta' dawk li jgħinuhom mid-dar. Imma ma tantx jistinkaw meta jiġu biex jistudjaw u hekk.

**I: Meta tiġi għal spoken English u written English, hemmhekk ibatu?**

T: Imbagħad English iktar mill- Malti, kemm spoken u kemm written.

**I: Inbatu iktar. Bazikament inti tista tara li sa meta dawn ikunu year 6, bilingual mhux ħa jkunu.**

T: Le. Hawn min, jiġifieri forsi tnejn. Imma hawn min English lanqas biss jaf jitkellem u lanqas jaf jibda jagħmel composition.

**I: It's a foreign language practically?**

T: Yes, iva iva

**I: Inti taqbel li l-espozizzjoni għall-Ingliż trid tibda iktar kmieni?**

T: Iva, imma xi kultant jista jkun li mhux mill-iskola biss.

**I: Le u żgur.**

T: Per eżempju għandi tfal, għandi tifel li jobgħodu totalment l-Ingliż, mhux tort tat-teacher. Jgħidli ma nafx...

**I: Forsi li jisma mid-dar?**



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T: Ma nafx, imma mill- feedback li jtuni l-parents ma jidhirx li ma jixtiquhx jitghallem l-Ingliż. Imma hu literalment jgħidli, eżempju ngħidlu “ejja, tifel qiegħed fuq ir-rotta” “ma nafx kif niktibha” u jibqa sejjer ma nafx, ma nafx, ma nafx.

**I: Mental block...**

T: Mental block, vera nixtiequ jimprovva fl-English għax mhux tifel injorant, bravu hafna, imma jiġi fl-Ingliż...

**I: Għax imbagħad ovojament ha jbatu fil-Maths.**

T: Għalhekk! U jien għalhekk ngħidilhom aqraw, għax iktar ma taqraw iktar ha tifhmu l-story problems. Imma għalxejn.

**I: Tahseb li hadmet iżjed is-sistema li huma ibandjati hawnhekk?**

T: Bhala ability, tkun taf l-ability tagħhom imma imbagħad tbatu t-teacher.

**I: Tbatu xorta t-teacher.**

T: Ngħid għalija nbati hafna. Anke biex ngħallimhom il-maths, jew anke biex ngħallimhom il-lingwa. U anki l-behaviour imbagħad tispikka tagħhom. Għalihom ma jagħmlu xejn...

**I: Jiġifieri iżjed ma jkunu batuti, iżjed imbagħad low abilities...**

T: Iktar jitraskuraw, iva.

**I: Allura stress għalik biex tghallem xi haġa.**

T: Għax huma xorta ha jagħmlu l-istess materjal, xorta ha jagħmlu l-istess karta. Inti trid tghallimhom l-istess tenses, l-istess verbi, l-istess affarijiet u fl-istess hin it-tfal mhumiex willing biex jitghallmu. Per eżempju l-bieraħ għamilt revision tal-Present Simple Tense: “X’inhum l-Present Simple tense?” “U jien naf, ma nafx”. Dik l-attitudni. U anke ngħidilhom eżempju ha nagħmlu l-aktar verb sempliċi li hawn, x’inhum? U jivvintaw, jgħidu affarijiet, kolli barra verb. Just biex qaluli “Action” imma mhux fuq il-verb żgur. Present simple lanqas biss haġuha. Eżempju fil-present simple x’taġmel? Boq, walking, went, will, minn barra present simple. Xejn, jiġifieri għidt din hafifa.

**I: Fhimtek. Iċ-challenges li inti tiffaċċja bhala teacher li qed tipprova tghallem il-Malti u l-Ingliż, x’inhuma tahseb?**

Li ma jifhmux it-topic, jiġifieri jekk tghidilhom xi haġa, mhux bilfors ha jifhmuk. Per eżempju l-maths nipprova nagħmlu bl-Ingliż, jgħiduli mhux nifmhu, jew jibqaw skantati. Jiġifieri nkun irrid naqleb għall-Malti bla ma rrid għax inkella t-topic mhux se jinftehem. Igiġifieri dik l-aktar, ma jifhmux.

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**I: U hemm xi challenges ohrajn li tipo they hinder minflok jghinu? Forsi mill—att ta rizzorsi...**

T: Le mill-att ta' rizzorsi għandna hafna. Huma lack of reading.

**I: Il-qari**

T: Il-qari hux.

**I: U l-exposure u l-will?**

T: Il- will, għax as such mill-iskola m'għandhomx x' igergru ngħid għalija għax explanation nagħmilha, games nagħmlu, quizzes nagħmlu. Jigifieri huma mbagħad li għandhom mid-dar hux.

**I: Ezatt, ma jkollhomx dak l-attegment...**

T: Għax imbagħad mill-iskola irid ikompli d-dar hux u la d-dar ma jagħmlu xejn.

### **State School – Northern Region**

**I: Bħala livell ta' spoken Maltese u written Maltese, kif tahseb li sejrjn l-istudenti b'mod ġenerali?**

T: Il-livell ta' Malti mitkellem mhuwiex hażin, jigifieri, li ddejaqni ftit forsi meta jidhol, fejn jintuża kliem bl-Ingliż, jew kliem Malti li ma jeżistix u jiġi mħallat ma kliem Ingliż u jikrejaw il-konjugazzjonijiet huma li mhumiex eżistenti. Jigifieri din naħseb li f'din il-klassi u t-tfal in ġenerali f' Malta, peress li mhumiex esposti biżżejjed lejn xogħol, jew qari, jew kotba, jew ġenituri wkoll li ma jafux jikkellmu Malti kif suppost, allura. Fuq livell ta' kitba naħseb il-problema hija nqas. Vera li hemm il- problema li jiktbu kif iħossu, pero ma ddejaqnix dik, għax il-bqija bħala struttura jew bħala ortografija mhix hażina. L-aktar li hemm fejn jidhlu l-“gh” l-“h”, dawk. Imma jigifieri dik ma ddejaqnix, iktar iddejaqni the spoken aspect. Hemmhekk iva.

**I: Hemm xi tfal li huma foreign?**

T: F'din il-klassi għandi xi hadd li ommu hija Ingliża tgħix hawn Malta, titkellem il-Malti, biss pero, il-Malti tiegħu huwa mkisser, dik hi l-kelma. Anke hu ma jippruvax.

**I: Imbagħad bħala Ingliż, bħala spoken u written?**

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T: Hawnhekk f'din l-iskola n'hoss li nbatu, issa a'ha vera nippruvaw, jigifieri jiena nkellimhom bl-Ingliż, il-Head of School tkellimhom bl-Ingliż, imma ovvjament inti kemm tista tagħmel f'gurnata meta dawn ha jmorru lura d-dar u...

**I: Ha jkunu esposti għal dominanza tal- Malti.**

T: Eżatt.

**I: U forsi bhala television u hekk?**

T: Jaraw hafna bl- Ingliż imma mbagħad naħseb mhumiex kapaċi dak li jirċievu...

**I: M'hemmx biżżejjed forsi? Jew forsi l-kwalita'?**

T: U forsi l-kwalita ehe. Mhux il-kwalita biss naħseb, imma l-kwalita wkoll. Forsi l-frekwenza u forsi waqt li qed jaraw il-programm huma moħħhom fl-istorja mhux....forsu l-anqas qeġħdin jisimġhu.

**I: Inti qed tghallem Year 6, jigifieri basically qed tara li t-fal fl-ahhar sena tal-primary school cycle, fl-opinjoni tieghek we're not having bilingual students daqs kemm nixtiqhom at this level?**

T: Żgur li le! U jigifieri jiddispjaċini għax ili 7 snin, forsi dis-sena għandi cohort li mhumiex daqshekk bright, imma snin ta' qabel kelli cohorts li kienu aktar bright. Per eżempju sena ilu kelli klassi kienu English speaking, mela l-Ingliż kien tajjeb hafna, imbagħad fil-Malti...jigifieri l-mitkellem....Naħseb nationwide baqgħalna hafna x'naħdmu. Nisimġhu hafna u għandna hafna kotba u riżorsi, imma fadal, fadal hafna.

**I: Input minn naha tal-ġenituri, tara inti, jew ftit li xejn? Tipo ghajnuna d-dar?**

T: Iva nara, dejjem l-istess equation imma. Min m'għandux bżonn ikollhom hafna ghajnuna u min għandu bżonn, vera rari jkollhom l-ghajnuna. Jigifieri min m'għandux bżonn, il-ġenituri jkunu miegħu, min għandu bżonn, imbagħad, they are like left.

**I: Tahseb li għax il-ġenituri ma jistgħu, mhumiex kapaċi, jew they don't care?**

T: Le, jistgħu jgħinuhom b'modi oħrajn. Ehe forsi they don't care jew forsi they're not interested, fis-sens they care for the child, huma jimpurtahom li t-tifel jew it-tifla timxi l-quddiem, forsi mhux aspetti ta' skola għax huma jkunu diġa ppreparawlhom xogħol fil-familja, xtrawlhom il-flat allura dawn m'għandhomx inkwiet ta' loans 'l-quddiem. Qed jaħsbu għalihom b'mod ieħor.

**I: Li mhux akkademikament?**

T: Le, li huwa żball hux.

**I: U l-attitudni tal-ġenituri, per eżempju lejn l-Ingliż?**

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T: Jieħdu gost li nkellmuhom bl-Ingliż. Jiena nisġaq li kuljum isir il-qari bl-Ingliż u l-parents iridu jiffirmaw kemm sar qari. Kull ġurnata iridu jiffirmaw il-ħin u kemm qraw biex huma għandhom responsabilita'. Qisu log. Ilha ssir. Ovvjament min m'għandux bzonn isir il-qari imbagħad min għandu bzonn jgħid li jkun qara siegħa kuljum...yeah! Jiġifieri anke l-parent ikun part of the lying, making up stories.

**I: Jiena nisthi ngħid lanqas għandna ċans għal-siegħa. Bl-after school activities diffiċli hafna.**

T: Mela iebşa iebşa u jekk ikollok 2 itfal jerġa aktar iebşa.

**I: Inti taħseb li, forsi skola żgħira imma l-fatt li għandna mixed abilities, taħseb is that helping, hindering?**

T: Ara jiena ili ngħallem hawnhekk 7 snin u kienet l-ewwel skola tiegħi. Qatt ma rajt skejjel fejn hemm il point 1, point 2, jew A B C D, whatever they call them. Aħna dejjem kellna mixed ability, forced upon us. Ifhimni bħala esperjenza ta' taġlim hija xi haġa sabiħa li inti ma tkunx dejjem ma l-aħjar jew ma l-aġar u tgħid mela l-aħjar hekk. Immaġina inti bravu u tkun ma tfal bravi, skola qed nitkellmu għax tista tkun bravu f'affarijiet oħra, u inti tibda temmen, taġmel 6 snin temmen li l-ħajja hija hekk allura għall-istudent hija ta' benefiċċju li tkun mixed ability classroom, għal teacher, le. It's a constant struggle for a teacher dedicated to cater for mixed abilities, definitely but that is our job. Jiġifieri we have to keep in mind that that is our job; jew ħa nkunu selfish, ħa nkunu egoisti u ngħidu la l-għalliem ħa jkun komdu ntuh klassi bl-istess abilita'. It's very unjust. Għax inti fis-socjeta', anke sempliċiment jiena, naħdem go skola, hawn teachers u teachers. Allura mhux fair li inti tatihom realta soċjali li mhux vera. I think it helps from a social point of view, issa from an academic point of view, that's another story. Għax inti jekk ikollok tfal, ħmistax il-tifel u tifla b'abbilita' l-istess, faċli hux biex taġmel essay jew comprehension, jew biex tispjega punt ta' grammatika jew ta sintassi jew hekk. Imma imbagħad mhix fair għax meta jkunu x-xogħol mhux ħa jkunu ma kulhadd l-istess. Din per eżempju jiena, secondary school kont go skola, a church school, quite protected, you know, everyone was quite high ability, meta mbagħadtmur 6<sup>th</sup> form jew tmur taħdem tirrealizza li mhux hekk. And do we need to give them that final shock? No, aħjar...dan bħal meta ffit ilu qalu co-ed, le? Ħa tkun problema, ħa tkun problema...it's how life is. You never go to a bar or to a restaurant, jew with friends u tkunu single sex.

**I: Challenges encountered in the journey towards the bilingual goal?**

T: Ehe, anke jien personalment trabbejt f'familja li konna nitkellmu biss bil-Malti imma mbagħad sekondarja konna nitkellmu Ingliż biss. Jiġifieri anke għalija diffiċli nitkellem bil-Malti biss jew bl-Ingliż biss imma jekk nitfa mohħi hemm niffoka. Challenges minn naħa tat-tfal jew minn naħa tas-sistema huma, Malti, kotba attraġenti huma jew rari jew jiswew hafna flus. Jiħifieri dan mhux bħall- Ingliż tidgħol online fuq play jew fuq ebay u tixtri u jkunu sbieħ. Tal-Malti peress li s- suq huwa żgħir, huma expensive, jiħifieri jien gieli nitfa requests biex iġibuli

imma ovvjament hemm jien u hemm kulhadd. Challenges fuq bilingualism, eżempju Maths daqqa naghmilha bil-Malti, suppost bl-Ingliż, nibda bl-Ingliż, imma meta nara li mhux jifhmuni, jien dak il-hin il-mathematical concept irrid ngħaddi mhux the English jargon about the subject, what is going on, allura jekk ikunu iktar profiċjenti fl-Ingliż tista tagħmel lezzjoni tas-somom bl-Ingliż. Il-parents għandna bżonn iktar time with the children to read, and not only to read but to scrutinize a book. Kif isir hawnhekk, x'taħseb mill-qoxra, x'taħseb mill-istampa, x'taħseb li ha jgħri, kompli l-ending inti, x'taħseb li gara qabel l-istorja. They don't have time for this cos everyone is extremely busy trying to cope like everyone else. Imma then if you have children you need to set aside some other things for a while imqar sakemm ikunu f'itbar. Challenges iktar, ehe il-kotba ta l-Ingliż dejjem ikunu ħafna isbah, iktar abbondanti hemm iktar għażla.

**I: Il- kotba tal-Malti forsi jkun fihom aktar grammatika?**

T: Le stejjer ikunu, jiena qed nitkellem fuq kotba tal-qari. Jiena fil-klassi tiegħi ma naghmilx grammar. Jigifieri I have it on the time-table but I don't respect it. I don't believe that the language should be taught within a grammar lesson. Jihifieri tkun qed tagħmel comprehension and you stop "this is an adverb, what can you see, how can you..." u tispjega li '-ly' is an adverb, give them some examples u tmexxi. In the past I used to give grammar homework one after the other. Issa this time round xejn. Not even one piece of grammar and they're more creative. They know how to cope with a comprehension text now. Tant kemm iffukajna fuq kitba u comprehension texts li inti they can focus on the comprehension they know how to track, how to skim through. Dawn l-iskills you know li inti meta tara l-grammar fil-karta minn 30 forsi għandu 3, 4 marks, jigifieri it's not even worth. L-importanti l-kitba.

**I: Ghedtli 7 snin ilek tghallem hux hekk?**

T: Ehe 7 snin din il-klassi, dejjem il- year 6.

**I: Tahseb li f'dawn is-seba' snin rajt xi miljorament?**

T: Yes, ara il-fatt li għandna EO's differenti għall-Malti u għall-Ingliż, dik tghini għax jiena jekk għandi bżonn l-appoġġ ta' xi hadd nista mmur direttament għand bniedem jgħini, jagħtuna lista ta' kotba tal-qari li huma adekwati għal-ċertu tip ta' tfal jew per eżempju l- EO ta l-Ingliż flimkien ma l-SPLD they gave us a list of dyslexia friendly books that is helping us. Per eżempju jiena f'din il-klassi għandi 2 dyslexic allura you can help them. Jigifieri things are improving u naħseb like here, small groups, helps. Jien ma nafx kif jagħmlu t-teachers bi 20 qisu klassi.

**I: Kemm għandek roughly?**

T: 9, last year I had 11, next year I have 15 or 16 jigifieri dejjem qisu l-istess average, average ta' 12. Tahdem hux għax I can check li l-parents iffirmaw li raw il-qari.

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**I: Ghandek iżjed hin għal dawn l-affarijiet. Imagine if I had to have 25. Anke eżempju qari fil- klassi, ha tghidli ċuċata. Imma jekk ha naqraw text fil-klassi u t-text paragrafi fih 9, hemm cans li ha jmissek ftit. Jekk tkun hafna tfal, heqq ma nafx kemm ha jkollhom cans.**

T: Iva jiena niddedika hafna hin, il-komponent jien lit-tfal intihulhom daqs li kieku they have to own it. It's theirs, it's their piece of work u jkollna steps wara xulxin, huma jafu x'inhuma, issa drawhom, u they enjoy it. Jihifieri anke l-introduction, qatt ma tkun intihom title u jibdew. Nibdew naraw film, biċċa mużika, fhiex qed tfakkarkhom, joħorġu mill-ideat tagħhom, imbagħad ngħaddu għal-brainstorming activity, inniżzlu naqra punti, learning intentions, x'ha nitgħallmu min dan billi ngħamluh. Imbagħad nagħmlu draft, wara d-draft jaqrawh u nagħmlu editing, l-ewwel personal editing, imbagħad ngħaddu għal- peer response, imbagħad jekk ikollhom xi mistoqsijiet, per eżempju qed nitkellem fuq il- kelb tiegi u nsejt nti isem lil dan il-kelb u tiġbidli l-attenzjoni, hemmhekk qed nagħmlu editing ftit zgħira, jiġi għand l-għalliema, għandi, nikkoreġuh flimkien, jerga jsir editing fejn ikun hemm bzonn, imbagħad ikollna l-final report fejn inzejnuh, u hemmhekk niġu nagħmluh għall-pubbliku fejn ikollna l-udjenza.

**I: Sewwa, qisu published writing.**

T: Publishing yes. Daqshekk hu, jkollna dak il-process kollu. Imma dak ma jsirx f'sagħtejn u nofs. Sagħtejn u nofs isir sa l-editing, sakemm jiġi għandi biss. Imbagħad inkompli jiena, l-gimġha ta' wara ntihulom ikkoreġut, bin-notes, dejjem b'xi haġa fuq nota positiva fejn nistgħu nirrangaw.

**I: U l-attitudni tal-ġenituri lejn il-lingwa, tarahom li jhegġuhom lit-tfal lejn l-Ingliż, jew?**

T: Iva ta jippruvaw, imma ma jistgħux jgħinuhom, ma nafx għaliex.

**I: Ma jistgħux jgħinuhom huma.**

T: Yes

**I: Għax ikunu batuti huma stess u minhabba x-xogħol.**

T: Yes, u tant kultant ikunu batuti li lanqas fil-matematika imbagħad ma nistgħux ngħinuhom għax il-matematika ssir bl-Ingliż. Ara mbagħad meta niġu għas-social studies, hemmhekk iva għax bil-Malti. Imma meta niġu għal problem solving task, hemmhekk ha neħlu għax mhux qed nifmhu l-Ingliż sew. Nafu li għandna n-numri imma x'irrid nagħmel hemmhekk għax mhux nifimha.

**I: Allura min ha jbati fl-Ingliż, ha jbati fil-Maths li huma core subjects u ha jibqgħu t-tfal lura in the long run.**

T: Hekk ehe.

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**I: U bażikament qed nirrepetu l-istess ċiklu, dawn it-tfal ha jsiru l-ommijiet u l-misirijiet t' għada.**

T: Proset jien hekk ngħidilhom. Illum staqsejt lill- mama, għada t-tfal tiegħek ha jistaqsu lilek. Inti x'ha tghidilhom? Ma nafx, jew ha tipprowa tghinjom. Ehe dik insemnijilhom hafna.

**I: Igifieri thossha li exposure għal-Ingliż neqsin minnu.**

T: Iva allavolja f'din l-iskola nippruvaw hafna hafna u l-hin kollu nitkellmu bl-Ingliż biex dak li jkun peres sli d-dar mhu ha jisma, jisma hawnhekk.

**I: Jigifieri huma għandhom religion u social studies bil-Malti...**

T: Iva, il-bqija English, Science u għandna l- PE bl-Ingliż.

**I: Kemm ilek tghallem miss?**

T: Ili 10 years issa.

**I: 10 years, u bhala livelli tahseb li tjiebu, tnaqqsu, baqghu l-istess?**

T: Jien nahseb li unfortunately tjiebu imma bi ffit għax is-syllabus baqa l-istess riġidu, mhux qed ikun hemm daqshekk fejn nimirfu aktar. Ejja ngħidu hekk, eżempju jiena nemmen hafna fil- proġetti għax it-tfal meta jkunu hawnhekk nagħmlu hafna show and tell. Fil- klassi tiegħi l-ewwel show and tell intihulhom jien it-title per eżempju jkun spectacles, jew scissors jew volcanoes, fejn iridu jfittxu nformazzjoni, power point, chart, whatever, joħorgu hawnhekk, ikollhom daww il- 15 minutes, 10 minutes bil-questions inklużi u jagħtu l-informazzjoni lil shabhom kollha. U hemmhekk nibda nara, nibda ngħid, ara mill-ewwel darba, għax nagħmlu 4 darbiet, għar- 4 darba, x'differenza. "Anke biex sibt l-informazzjoni miss ta, kemm hadt pjażir", dik in-naqra imma nibda ngħid kemm nixtieq għandi iktar minn dak il-hin li iktar nagħmel proġetti u ara kemm jitgħallmu iktar minnhom it-tfal.

**I: U żgur, apparti minn sillabu riġidu li ma jhallikx.**

T: Ezatt minn qisu structured. Tgħidli ma tistax tivvinta inti u timxi biha, imma...

**I: Imma li kieku kellek il-flessibiltà' kont tkun tista tagħmel iktar.**

**State Schools Interviews with 2 Teachers – Southern Harbour Region**

**I: Ermm mela it-tnejn teachers li intom tghallmu il-Grade 5. Li kieku per eżempju kelli nistaqsi dwar l-spoken u r-written Maltese biex nibdew minn hemm, kif tarawh bhala livell, it-tfal bhala fluency, spoken u written?**

T1: Le bhala spoken biex jtkellmu ma nahsibx li hemm hafna problemi, sakemm ma jkunx barrani jew barranija dik li tkun. Imma bhala Maltin in general nitkellmu tajjeb. Imbagħad

biex...bħala written imbagħad, hemm toħroġ id-differenza hux għax il-Malti mhux faċli, il-grammatika tiegħu mhux faċli hu. Il-'ie', l-'għ', l-'h'...kliem li ma tantx jinħassu u qeġħdin hemm...jigifieri hemm differenza. Dak li jkun jittkellem faċilment bil-Malti għax jidra minn meta jkun zgħir, imma biex tiktib trid ċertu studju u ċerta grammatika.

T2: L-istess naqbel. Biex jittkellmuh, la jkun il-familja tagħhom jittkellmu bil-Malti mhux problema, pero imbagħad meta jiġu biex jiktub, anka ġieli meta jiġu biex jaqraw ċertu kliem, jehlu speċjalment fil-kliem li jkollhom l-'għ', l-'ie' u l-'h' anka biex jinkiteb joħroġu imbagħad l-ispelling mistakes għax fil-mittkellem faċli, I mean anka fil-fatt li jkun imdorrijin jittkellmu l-lingwa kuljum. Pero imbagħad fil-kitba il-grammatika tal-Malti hija diffiċli hux jigifieri...hemmhekk imbagħad hemm id-differenza.

**I: Taħsbu miż-żmien li ilkom tghallmu, taraw li l-Malti sar iktar batut, kif kien, kienet dejjem l-istess il haġa...?**

T1: Le jiena naħseb li daqxejn niżel naqra il-livell. Ir-raġuni hija li illum kulhadd jikteb kif irid fuq il mobile, fuq ic-chatting u hekk, u allura dak li jkun ma tantx joqgħod jagħti każ, lanqas fl-eżami għall-ispelling mistakes. Kulhadd jikteb kif irid illum. “Mobile” tiktibha kif trid illum u jgħodduwielek. Tispelliha kif tispelliha basta dak li jkun jgħarafha. Jigifieri ċertu regoli li aħna qabel kellna qisu 20 sena ilu, illum naħseb naqas naqra il-livell. Mhux ħafna....jigifieri ma tarax dik id-distinzjoni kbira...imma xi naqra niżel il-livell iva.

T2: Jien min-naqra esperjenza li għandi ukoll nemmen li l-livell niżel. Anka ċertu kliem bl-Ingliż sirna niktubhom bil-Malti. Ġieli anka jekk jiktubhom ħazin. Ġieli inkella jiktubhom xorta bl-Ingliż u jiktubhom ħazin, jew jiktubhom bil-Malti u jiktubhom ħazin....hemm dik id-differenza. U anka l-istess ħabba c-chatting...speċjalment. Tinduna anka inti u tikkoregi x-xogħol, tinduna li kitbu daqs li kieku qed jiċċatjaw ma' sħabhom. Anka l-'għ' l-iktar li tinqata barra, l-'ie'...tidher li qed jiktbu kif iħossu.

**I: Taħsbu li l-fatt li....kien hemm żmien li, mill-esperjenza limitata tiegħi f'dan il-qasam issa, fejn tipo l-għaqdiet li jaraw il-Malti, il-Kunsill tal-Malti, qal li “mobile” tista' tinkiteb “m-o-w-b-a-j-l” per eżempju...**

T1: Ċertu regoli

**I:...issa kieku jiena lanqas nohlom li niktibha b'dak il-mod. M-o-b ngħid kieku jiena. Taħseb li dawn ir-regoli għenu, fixklu?**



T1: Heqq ir-regoli saru. Issa ghenux u fixklu, dik kwistjoni oħra. Imma regoli trid. Il-kwistjoni u l-problema nahseb mhux jekk ifixklu jew jghinux, nahseb li l-akbar kwistjoni hija li l-hajja tant kemm hi mgħagġla, tant kemm qed tinbidel malajr, anka l-lingwa Maltija, li dar-regoli sakemm joħorġu kważi saru obsolete. Jiġifieri dawn jekk ħarġu ħames jew sitt snin ilu, illum diha trid tirvedihom. Għax tant kemm qed jidhlu kliem godda, kliem tekniku Inġliż u hekk, li prattikament diġa taf once li ħriġt ir-regoli, li huma outdated. Allura inti tibda titħawwad għax jgħidulek “isma dawn ir-regoli l-godda, dawn il-qodma, dawn li għadhom heġrin, din qed nistudjawha...

**I: U tipo kieku xi jkun l-aħjar fl-opinjoni tagħkom jiġifieri - kif konna trabbejna ahna, jiġifieri “mobile”, jekk qed nuża il-kelma “mobile” f’essay Maltija naqbad il-kelma M-O-B-I-L-E u nagħmilha f’inverted commas. Taqblu magħha l-ħaġa?**

T2: Qishom anka t-tfal isibuha aktar faċli kieku jiktbuha fil-virgoletti għax anka għalihom, sakemm jaqilbu mill-Inġliż għall-Malti ha jbatu anka meta jiġu biex jiktbu. Allura jkun jafu l-kelma kif tinkiteb bl-Inġliż u jiktbuha hekk.

**T1: Jien hekk naqbel ukoll. Ahna għandna l-lingwa tagħna hux, issa jekk dahlu kliem barranin ma tistax tibgħathom l’hemm jiġifieri...internet hemm qieghed, internet, jiġifieri niktubuh kif jiktubuh bl-Inġliż. Nagħmel daqxejn daww l-inverted commas u timxi hux. Dawn hekk jew hekk ftit catching words ikun hemm ġo komponiment shiħ jew ġo exercise Jiġifieri dan mhux ha tikteb kollox bl-Inġliż inti hux.**

**I: U tahsbu li meta qed napplikaw din ir-regola għall-Malti qed taffetwa....?**

T1: Kulhadd jagħmel li jrid.

**I: ...l-Inġliż ukoll?**

T1: U żgur!

T2: Dis-sena l-aktar li nnutajt kemm għandi tfal jiktbu phonetically. Ħafna jiġifieri. Homework ġieli qisni qed nagħmel fill-in the blanks. Għandi tfal partikolari nikkoreġu u nżidilhom litteralment....eżempju “family” jiktbuha F-E-M-I-L-I...jiktbu kif iħossuha. Dik qed taffetwa ħafna anka fl-Inġliż.

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**I: Mela imbagħad għall-ispoken u written English bħala livelli fejn taħsbu li qegħdin?**

T1: Ehe written, aħna billi naħdmu it-tnejn Band one written inkampaw ftit, jiġifieri anka bħala composition ikun hemm daqxejn livell, għax written trid il ħsieb u għandek ċertu kalma u ċertu żmien. Spoken differenti. Waħda ma nitkellmex bl-Ingliż ħafna ħlief naqra l-iskola imma d-dar dawn ma jtkellmex bl-Ingliż żgur. Imbagħad barra minhekk spoken trid tkun il-ħin kollu dak il-ħin, spontanju u t-tfal dik ibatu ftit għaliha, għalkemm jien nassħeb li l-livell tat-tfal tal-lum biex jtkellmu bl-Ingliż huwa iktar faċli minn meta konna aħna. Aħna konna naraw ħafna television u cartoons u hekk bit-Taljan, u llum anka billi ħafna minnhom huma bl-Ingliż u anka fuq l-Internet il-games u hekk huma kollha bl-Ingliż, isibuha naqra iktar faċli minnha. Imma jeħlu ftit. Jiġifieri jekk ikollok tpoġġihom fuq l-istess livell naħseb ir-written jgħinhom iktar għax jaħsbu, jippjanaw, jimxu bil-mod, jiktbu waqt li titkellem, trid titkellem tigri hux.

T2: Imbagħad l-ikbar żvantagġ li għandna meta jiġu biex jiktbu hija li jaħsbu bil-Malti. U tinduna li ċerti sentenzi tgħid “dawn ħasbu bil-Malti u kitbu bl-Ingliż...”

**T1: “u kitbu bl-Ingliż...”**

T2: ...allura s-sentenza ma tkunx tagħmel sens. Allura ehe kif qal, tinduna li per eżempju jaraw ħafna videos fuq YouTube li jkunu bl-Ingliż għax anka ċertu espressjonijiet li jużaw tinduna u tgħid “isma din semgħawha minn hemm għax din tidher...”. Pero bħala mitkellem ehe jekk iġġibhom on the spot u jridu jtkellmu spontanju, ehe jeħlu daqxejn. U ħafna jgħidulek “isma Miss nista ngħidha bil-Malti u naqilbuha flimkien?” Jiġifieri dik tinkwetahom li jridu jivvintaw dak il-ħin. Pero ħdejna għandhom vantaġġ minn meta konna nitgħallmu aħna għax ħqabel it-television aktar kien bit-Taljan milli bl-Ingliż. Imma dik ninnutaha ħafna li ċertu espressjonijiet..

**I: ...iġibuhom minn hemmhekk.**

T2: Ezatt.

**I: Mela it-tnejn tghallmu Band 1, jiġifieri it-tnejn tghallmu tfal li more or less huma...**

T1: average jew ftit above average...

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**I: Tahsbu li sal-ahhar (qed tarawhom fil-year 5 intom imma sal-ahhar tal year 6) tahsbu li ha jkunu bilingual daqs kemm nixtiquhom jew ghad irid isir iżjed xoghol fis-sekondarja tipo?**

T1: Ifhem nahseb trid tkun umli u tghid “dan dejjem iridu jkomplu jitghallmu.” Jien li nista nghid li dejjem tagħmel mill-aħjar. Tipprova li jekk dawn ġew ikunu jafu daqshekk għandek, sal-aħhar tas-sena jkunu jafu ftit iktar. Imbagħad tispera li fil Year 6 ikun hemm teachers tal-affari tagħhom kif fil-fatt hawn li jkomplu. It-tgħalim qatt mhu biżżejjed hu, qed tifhem?, jġifieri...

T2: Imma dan biex ingibuhom bilingual kif nixtiequ jridu wkoll jippratikaw il-lingwa d-dar. Jġifieri tinduna li jkun hemm distakk bejn tfal li għandhom ġenituri barranin u jtkellmu ħafna Inġliż id-dar milli tfal li d-dar jtkellmu l-Malti biss. Tinduna anka bhala livell, jġifieri jekk ma jipprattikawx id-dar...l-iskola għandek limitu kemm tista tipprattika minhabba li għandek Malti, Religion u Social li huma bil-Malti isiru imbagħad hemm l-Inġliż li jsir bl-Inġliż u Maths li tagħmel code switching. Nghid għalija ngħidilhom xi haġa bl-Inġliż imbagħad trid tfehemha bil-Malti jġifieri kemm jipprattikawh taffetwa sa liema livell ta' bilingual ikunu jew le.

**I: Ghax intom bhala class teacher taraw ir-riżultati fil-Maths hux imbagħad...jġifieri la l-karta tkun bl-Inġliż forsi jkun hemm dik it-teknika...**

T2: Taffetwa.

T1: Iva taffetwa ħafna.

T2: ...Il-problems peress li l-problem tkun miktuba bl-Inġliż taffetwa anka sakemm jiġu biex jifmuha. Iħossuhom aktar secure jekk ikun hemm xi hadd jispegahilhom bil-Malti milli kieku jkunu qed ipogġu u jaqraw il-problem. Infatti eżempju anka l-homework. Nippreferi intijielhom jagħmluha d-dar imbagħad infehemilhom wara, għax ill-livell tal-Inġliż jaffetwahom ħafna.

**I: Bhala challenges, jew milli tafu intom...intom tghallmu l-Band 1. Mal-kollegi tagħkom li jghallmu bands ohra...more or less hija l-istess sitwazzjoni jew hemm varjazzjoni imbagħad skond il-bands?**

T1: Le aħna prattikament nimxu bl-istess sillabu. Vera li Band 2 forsi jaddattaw ftit l-affarijiet, imma probabbli, mhux probabbli hekk hu, jsibuha aktar diffiċli hu, speċjalment fl-Inġliż.

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Jiġifieri tistenniha. Imbagħad jekk ha jkun batut fl-Ingliż ha jkun batut aktar fil-Maths dan. Hafna drabi l-Malti jiktbu all right, iġġegħlu imma hafna drabi imbagħad inehhi l-ispelling mistakes... jkun mimli iktar bl-ispelling mistakes. Jiġifieri d-differenza tkun hemm. Jiġifieri jiena kieku ngħid jekk fil-Band 1 qed insibu dawn id-diffikultajiet, ferm iktar isibuhom fil-Band 2. Jiġifieri d-diffikultajiet jikbru mhux jonqsu fil-band 2.

T2: Dażgur le naqbel. Ikun hemm distakk bejn Band 1 u Band 2. Il-Maths u l-Ingliż imorru hand in hand allura dik ha taffetwa anka bħala riżultat.

T1: Prattikament jiġifieri teacher tal-Band 2 għandu iktar xogħol u jrid ikun iktar kapaci minn tal-Band 1 għax tal-Band 1 just ittihom l-instructions u jimxu. Imma tal-Band 2 trid iktar naqra spoonfeeding, jiġifieri...

**I: Il-fatt li għandkom din il-Band 1 u Band 2 tahseb li tghin...**

T1: Uu bla dubju.

**I:...jew tfixkel (ma nafx kif tista tfixkel). Imma easier bħala teachers biex...?**

T2: Onestament nahseb aktar tkun faċli biex anka bħala klassi biex tmexxi. Inti meta għandek mixed ability min fehem u min le. Sakemm inti qiegħed tfiehem lil min ma fehemx daqshekk, l-oħrajn qegħdin jiċċassaw jistennew biex ittihom x'jagħmlu eżempju. anka fi klassi ta Band 1, ikollok min ilesti kmieni u min għadu għaddej, jiġifieri trid tadatta għalihom, jiġifieri aħseb u ara jkollok klassi ta' mixed ability fejn min lesta u min għadu mhux ċert jekk fehemx jew le. Jiġifieri dik taffetwa.

**I: U kellkom qatt sitwazzjoni fejn kien hemm klassijiet li kienu mixed ability?**

T1: Iva, u żgur. Aħna sa sentejn ilu, il-banding m'ilux li daħal, sentejn jiġifieri. Qabel dawn is-sentejn kienu mixed ability u tara, apparti kif qalet, apparti dak, tara wkoll l-inferjorita bejniethom... wieħed per eżempju jgiblek 90 u l-ieħor igiblek 20. U dan jaf li hemm 70 marks bejniethom. Allura dan se jmur id-dar jgħid "Ma jien ghibt 20 u ta' hdejjja ġab 90", jiġifieri anki għalihom il-fatt li kien hemm dak id-distakk kbir kienu jhossuha. Forsi lilek ma jgħidlekx f'wiċċek imma dan kulhadd għandu għajnejh f'wiċċu u kulhadd jarahom il-marki differenti, jiġifieri...

**I: U l-fatt li hemm il-banding bhal issa, tahsbu li hadmet iżjed fil-kuntest ta' din l-iskola?...**

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T1: U żgur mela.

**I: ...Ma kelliex dik in-negattivita fuq it-tfal tipo...**

T1: Le hadmet. Jiena ifhimni dejjem kont favuriha jigifieri...

T2: Onestament nahseb hija ta' gid ggħat-tfal għax anka l-fatt li jkunu ma tfal tal- livell tagħhom, anka tista ticcelengjahom aktar, anka tkun taf fejn tista twassal magħhom...dik tgħin. Anka qisu jagħmlu kuragg b'xulxin. Dana jekk wiehed gab 90 u inti hib 20 marka ha thossha hux.

**I: X'ma taqtax qalbek...**

T2: Anka t-teacher stess, tkun tista taddatta għat-tfal tagħha hux.

**I:Id-diffikultajiet li tiltaqghu magħhom fit-tgħalim tal-Malti u tal-Ingliż x'inhuma?**

T1: Le Id-diffikultajiet prattikament xi kull tant gejjin mill-kotba wkoll. Għandna xi kotba li huma daqxejn obsolete issa u għandhom bzonn jinbidlu ftit. Imma biex certu affarijiet jinbidlu.... certu text books iridu jinbidlu ftit. Imbagħad kif qed ngħidu, din tal-grammatika, speċjalment fil-Malti, u fl-Ingliż l-ispoken hux jigifieri...irridu forsi anka xi haġa daqxejn...mhux just tisma CD u hekk. Xi haġa li tinvolvi iktar lit-tfal. Anki dik tal-kanzunetti per eżempju, jew xi haġa li t-tfal mingħajr ma trid igħhelhom jitekellmu. Għax dan jekk issaqsih u ma jafx jitekellmu, kull ma jghidlek Yes jew No biex jgħalaqlek halqek u jghidlek irrispondejtek. Imma jekk inti tinvolvi f'xi haġa li jieħu pjaċir dan, jien naf, xi rhyme jew xi ftit kanzunetti illum moderni u hekk...jidhol fiha l-bicca u għandu çans forsi jitekellmu ftit iktar.

T2: Nahseb anka bhala rizorsi, fis-sens fil-Malti ahna limitati fir-rizorsi avolja eżempju anka fuq il-website tal-Malti qed jitolgħu hafna rizorsi tajbin jigifieri...imma sa ftit ilu kien hemm limitazzjoni ta liema rizorsi tista tuza fil-klassi. Inti, t-tfal jiddejjqu jisimgħu lilek biss, u anka bhala rizorsi li tuza bhala power points u hekk...meta tigi biex tagħmel kollox inti mill-bidu, heqq mhux faċli, jigifieri anka sabiex tippjana certu affarijiet. Jigifieri fl-Ingliż hemm aktar rizorsi bhala tagħlim. Imbagħad ovvjament taffetwa, l-istess kif qal, bhala kotba li nużaw. Meta inti l-kliem isir is-sillabu, imbagħad hemm problema, Jigifieri pero kultant huwa l-ktieb li jgħinek tindirizza s-sillabu...Jigifieri anka l-fatt x'kotba nużaw...kif qal hemm kotba li ma jagħmlux sens li nużaw, allura anka li jigħu ntrodotti kotba li jieħdu daqxsejn aktar in konsiderazzjoni s-sillabu tal-Malti...anka l-attivitajiet li jsiru differenti sabiex jgħinu t-tfal biex kemm jista jkun tolqot kemm is-smiegh, kemm il-fehim, kemm il-mitkellem...kollox hux. Dawn kollha jmorru hand in hand u jwasslu t-tfal x'livell jilgħu fil-lingwa.

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**I: Bhala għajnuna min-naha tal-ġenituri, x'taħsbu li hija s-sitwazzjoni, tipo ma jistax it-teacher jagħmel kollox fil-klassi, bil-fors trid is-sapport mid-dar. Thossu li tipo forsi jkun hemm nies...forsu intom tghallmu Band 1 forsi l-istorja naqra differenti...**

T1: Jkunu daqxejn aħjar

**I: ...imma from your overall experience, kemm hi importanti l-għajnuna li jkun hemm xi hadd biex tfal ta din l-eta' jpoġġu magħhom...?**

T1: Le tinduna mit-tfal hux...anka mil-mod kif jipprezentaw il-homework l-ghada, il-fatt li tghidilhom per eżempju studjaw għal test u wiehed jiġi ppreparat u l-iehor lanqas jaf x'laqtu per eżempju. Jiġifieri d-dar trid tkun hux...it-teacher impossibli jagħmel kollox f-sitt siegħat meta imbagħad id-dar dat-tifel jew dit-tifla iqattaw daqshekk ħin. Aħna, kif qed tghid inti, iktar iffortunati għax il-Band 1 ħafna drabi iktar ikun hemm il-ġenituri jagħtu każ, u jkun hemm dik in-naqra kompetittivita li inti trid tghaddi, is-sena l-oħra għibt 90, dis-sena trid iġġib 92, allura mingħajr ma trid l-omm iktar tistinkalu u l-missier...qed tifhem? Jew jibgħatuh naqra privat, jew joqgħod miegħu meta jiġi mix-xogħol missieru. Hemm f'it iktar attenzjoni. Tidhol il-kompetittivita...meta tidhol il-kompetittivita Jiġifieri....

**I: ...tghin!**

T1: Tghin. Tghin f'ċertu mod imma tghin.

**I: U tisimghu stejjer ohrajn fejn il-ġenituri jew għax mhumiex hemm jew għax...**

T1: Uhh tinduna. Tinħass anki minn kif jaqta' line. Daqqa jhalli xi ħaġa barra. Anki l-mistoqsijiet kif jirrispondihom...nofs answer. Tghid isma dan m'għandux għajnuna żgur. Imur id-dar...

**I: U mill-parents day tiehdu xi feedback?**

T1: Imbagħad tieħu għax tghidlu per eżempju “għax it-tifel mhux jagħmel homework”, u jghidlek “għax jien ma niċċekjahhulux il-homework għax jiena ndum xogħol u l-mara tkun

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xogħol” eżempju, u tgħid ara mela dan it-tifel jagħmel prattikament li jrid għax hadd m’hu fuqu.

T2: Ehe l-istess naqbel jiġifieri. Tinduna imabgħad anka mill-attitudni tal-ġenituri. Tinduna, tgħid ara mela dan għalekk dejjem minn per eżempju 9 somom għamel 5. Tinduna li l-ġenituri ma jiċċekjawx ix-xogħol. Tgħidli isma m’għandhomx l-eta’ tagħhom 9 snin? Pero ċertu attenzjoni mill-ġenituri jrid ikun hemm mhux għax....dan tfal konna aħna wkoll ... fejn tista tiffranka ha tiffranka heq jiġifieri.

**I: Hemm xi suggerimenti li tistghu tagħmlu li tahsbu forsi jistghu jghinu biex it-tfal inrawwmuhom iżjed għal edukazzjoni bilingwa?**

T1: Le l-importanti naħseb jiena il-qari. L-iskola trid tinvesti hafna f’kotba u forsi f’visual aids, imma l-importanti inti..għax dan biex timxi l-lingwa trid tkun thobbha bhal kull suggett. Jiġifieri jekk aħna mhux se ndaħhlu fit-tfal dik ic-certu, kif taqbad tgħid, dik ic-ċertu gost, mhux jgħidlek uff xi dwejjaq Ingliz, jew uff xi dwejjaq Malti...mhux se timxi.

**I: Jghiduha dik?**

T1: Ifhem ikun hemm min jgħidha - uff xi dwejjaw komponiment, uff xi dwejjaq Ingliz, qed tifhem? Bhal ma jgħidu fuq kollox fuq il-Malti u fuq kollox...jiġifieri dan. Imma inti diga, kif qed tgħid inti, diga qed tidhol as-suggett b’nofs qalb! Allura l-output tiegħek mhux se jkun daqshekk....waqt li inti jekk tipprezentalthom dil-lingwa bhala xi haga sabiha, b’kotba addattati, certu visual aids (illum għandna hafna affarijiet), dik tghin. Jien hekk ngħid, tghin hu. Hija inizzjattiva

T2: Le fis-sens, kif qed għedna, is-sapport tal-ġenituri huwa importanti...il-qari, li tinkoraggixxi lit-tfal biex jaqraw. Tinduna t-tfal li jaqraw u dawk li ma jaqrawx. Anka mill-komponenti...tgħid ara dan jaqra... Anka per eżempju hawnhekk għandna sistema fejn it-tfal igibu l-kotba kull gimghatejn. Tinduna min missu l-ktieb u min lanqas biss indenja ruhi jifthu! Jiġifieri dik trid tigi wkoll mill-ġenituri li jinkoragguhom u jgħidulhom, “isma ....” u jimxu bl-eżempju. Inti jekk trid lit-tfal jaqraw, l-ewwel iridu jaraw lilek taqra wkoll, jiġifieri anka...fl-iskola hemm limitazzjoni ta kemm tista talloka hin li t-tfal jagħmlu, jien naf, dik in-nofs siegħa jaqraw bi kwiethom. Jiġifieri kull tant trid tigi mid-dar. Anka l-istess bhala sapport fil-homework li tpoġgi daqxejn bil-qegħda. Halli ma tgħidlux x’għandu x’jagħmel imma li tkun bil-qegħda hemmhekk anka biex xi hadd jiġbidlu l-attenzjoni. Tinduna imma mix-xogħol u ssib pitazz li bil-kemm tkemmex...Jiġifieri li jkun hemm input kull tant min-naħa tal-ġenituri, dik ha tghin biex finalment ha jgawdu t-tfal jiġifieri

**I: Dak kollox ta. Thank you very much tal-hin taghkom**

T1: Affarijiet żgħar.

T2; You're welcome

**State School teacher – South Eastern Region**

**I: Li kieku kelli nsaqsik fl-opinjoni tiegħek, il-klassi li per eżempju ghandek din is-sena jew l-opinjoni tiegħek in ġenerali, tahseb li tista ssejthom bilingwu lit-tfal at this point in time?**

T: Jien naħseb iwa. Din hija l-ewwel sena tiegħi li qed nġhallem u naħseb it-tfal iva, mhux kollha imma hemm tfal li huma bilingwal jiġifieri kapaci jittkellmu bil-Malti daqs kemm huma kapaci jittkellmu bl-Ingliż.

**I: Ok, would you say...**

T: Not the majority. Hemm min jinftiehem jiġifieri imbagħad għandi tifla li hi iktar fluent għax għandha missierha jittkellem bl-Ingliż. Imbagħad għandi min mhux kapaci jesprimi ruhu bl-Ingliż.

**I: Tahseb li għenet il-fatt li għandek wahda li hija English speaking fil-klassi? Forsi jipprovaw iżjed jikkomunikaw magħha?**

T: Mhux English speaking. Hi kapaci titkellem biz-żewġ lingwi għax nimmaginaha li d-dar bil-Malti jkellmuha wkoll. Missierha li forsi jittkellem bl-Ingliż. Imma ma naħsibx jgħixu fl-istess dar ommha u missierha.

**I: L-ispoken proficiency tal-Malti u l-ispoken proficiency ta l-Ingliż, x'tahseb dwarhom?**

T: Jien naħseb il-maġġoranza tat –tfal huma iktar kapaci jesprimu ruħhom tajjeb bil-Malti milli bl-Ingliż. Imbagħad hemm il-każ ta' din it tifla li kapaci titkellem biz-żewġ lingwi u naħseb li bil-ħin iktar qed jimprovja mill-bidu tas-sena l'hawn.

**I: Meta tiġi għar – written Maltese u written English, x'tista tghidli?**

T: Fir-written Maltese hemm minn ibati naqra ħabba l-każ tal-għ, ie u hekk allura żbalji ortografiċi. Imma fil- kitba bil-Malti iktar iħossuhom komdi jesprimu ruħhom uħud mit-tfal. Fl-Ingliż inqas ikun hemm żbalji ortografiċi. Grammar kultant fit-tenses iħawdu ftit imma inqas hija frekwenti li jiktbu kelma ħazin, fil-Malti hija iktar tidher li jiktbu kelma mhux kif suppost per eżempju jinsew l-għ, jinsew l-ie, għax il- Malti huwa iktar diffiċli biex tiktbu hekk iqisuh it-tfal. Fil-Malti ibatu iktar biex jiktbu, fl-ortografija, għax l-Ingliż anke jużaw l-



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Internet, hemm iktar kitba bl-Ingliż allura għandhom iktar exposure tal-kliem kif qed jinkiteb. Fil-Malti hija inqas frekwenti għax qas il-Malti miktub online mhu dejjem miktub tajjeb. Lanqas il-Malti fl-aħbarijiet li ġieli jidhru headlines that. jġifieri m'hemmx daqshekk exposure. Barra minn hekk jekk iridu jiktbu document f'word document, m'għandhomx spell check tal-Malti allura dik ma tgħinhomx. Bl-Ingliż ittihom option kif tista tiktibha l-kelma jekk tiktibha ħazina.

**I: Bhala atitudnijiet lejn il-lingwa, tahseb li għandhom attitudni positiva, negattiva jew ambivalenti lejn il-Malti u l-Ingliż?**

T: Il-maġġoranza huma ambivalenti, ma tagħmilx daqshekk differenza, apparti tifel li għalih l-Ingliż kien xokkanti fil-bidu tant li ommu xtaqet li ma jagħmilx Ingliż qaltli għax jien ma nafx ngħinu. Għidtilha hallih mill-lesson jieħu li jista għalinqas għandu exposure ta' Ingliż waqt il-lesson saħħa d-dar m'għandux fuq xiex jibni. U fil-fatt, u jattendi ukoll complimentary lessons u wkoll qed nara improvement, jġifieri qed jiggwadanja avolja l-homework fil-bidu kien jgħidli insejtu hawn jew ma kontx nafu. Kont ngħidlu ppruvah at least jekk ingibu waħda tajba l- għada forsi nhibu tnejn.

**I: Jġifieri hi għaliha beżgħet...**

T: Iva għax hi ma setgħetx tgħinu fl-Ingliż allura xtaqitu li ma jagħmlux biex ma jkollux homework halli ma jkollux problem.

**I: Inti qed issib li min ikun batut fl-Ingliż, qed ibati wkoll fil-Maths bhala marki minhabba li ma jifmhu, jew il-kuncett?**

T: Iva, infatti min ibati fl-Ingliż, f'kuncett ta' Maths ibati fejn jidhlu problems fejn trid taqra mhux fejn jgħidlek work out 24 x 5. Dik hija facli tagħmilha imma fejn jidhlu problems, trid tifhem x'qed jigri fil-kuncett, hemhekk ibatu. Imbagħad hemm min ikollu l għajnuna. Per eżempju tifel idum biex jaqra, huwa daqsxejn slow allura jkollu reader waqt l-eżami, jaqrawlu, hemhekk orrajt, kellu l-għajnuna u iżjed seta jwieġeb.

**I: U r-reader jaqliblu għal-Malti biex ifiehem jew just jaqralu?**

T: Le jaqraw. Forsi xi hints żgħar imma ma tistax qishek titranslatja.

**I: Kemm hi interessanti imma almentu qed tgħinu biex jifhem. U l-istudenti kollha għandhom access għal dan?**

T: Le mhux kollha. Min naraw li għandu l-htieġa. Per eżempju jekk naraw li tifel jista jagħmel il-mainstream flok imur għal alternative paper u jingħata din it-tip ta' għajnuna, tingħatalu. U jkun għaddej per eżempju psychological report biex jaraw xi bżonnijiet għandu.

**I: U din tissejjah l- alternative paper?**

T: Jagħmlu alternative paper

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**I: Biex tghin iktar lill-istudent li jkun forsi iktar batut**

T: Eżatt ikun hemm 3 livelli tal-Maths u 2 ta l-Ingliż u 2 tal- Malti qabel il-mainstream. Fil-fatt kelli 3 itfal minn 11 li għamli alternative papers.

**I: Dak li jghidu checklist 1 u checklist 2?**

T: Dik iva ic-checklist minn hemmhekk sakemm ma tintlaħaqx ic-checklist jattendu l-complementary lessons. Ahna għandna s-servizz ta darbtejn f'gimgha; it- Tnejn u l-Erbgħa. U x'hin tigi mastered ic-checklist level 3 ma jibqax jattendi complementary lesson, ikun laħaq mal-livell tal-klassi. Darba f'gimgha jagħmlu Malti u darba f'gimgha jagħmlu Ingliż.

**I: Taħseb li il-parents jghinuhom lit-tfal id-dar fix –xogħol, fil-homework?**

T: Ma nistax ngħid li kulhadd le. Hemm min ma jghinx għax forsi moħħu iktar f'business, hemm min ma jghinx għax ma jistax, għax ma jafx hu u hemm min iva idur ix-xogħol u jekk ikollhom xi diffikulta' jkellmuhom u jghinuhom huma stess.

**I: Orrajt jgħifieri tara d-differenza mill-parents.**

T: Iva, u anke huma stess jghidulek. Per eżempju wahda qaltli li ma tistax tlaħhaq habba l-business.

**I: Għall-istudenti tiegħek l-Ingliż tikkonsidrah bhala second language jew foreign language għat-tfal?**

T: Lanqas naf. Second language jew foreign language?

**I: Per eżempju l-Ingliż daqs it-Taljan jew mhux aljen daqs it-Taljan ngħidu ahna?**

T: Le, jgħifieri l-maġġoranza tat-tfal għalihom ikun second language, iva. Forsi hemm xi tifel li għadu jsibha aktar diffiċli jikkomunika bl-Ingliż, imma l-oħrajn iva. Imbagħad għandi tifla taf it-Taljan tghallmitu mit-television.

**I: Mill-ftit żmien li ilek tghallem, forsi tikkompara kif kont titghallem inti u kif qed jitghallmu t-tfal illum, bhala standards, wiehed jista jghid għadhomx l-istess, tjiebu, niżlu?**

T: Milli nħoss minn meta kont tifla jiena għal issa, nħossu qed jinzel il-livell. Anke l-fatt li l-ġenituri m'għadhomx jagħmlu l-parti tagħhom, jimmaġinaw li qed isir fl-iskola għalihom huwa biżżejjed u m'hemm għalfejn tkomplilha d-dar. Dik hija differenti. Per eżempju jiena d-dar, l-ġenituri tiegħi, mhumiex ta' livell ta' skola imma dejjem raw kif jghinuni. Jgħifieri jekk kelli ġara li kienet teacher, kienet tmur għandha l-mummy jekk ikolli problema. biex jien żgur ma mmurx bix-xogħol inqas u jien nitghallem u nimxi l-quddiem. Jgħifieri għalihom, għalinqas hawnhekk, ma nafx postijiet oħra, imma għalihom hawnhekk qisha mhux daqshekk importanti l-iskola, jista jkun postijiet oħra hija differenti l-mentalita.

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**I: Tahseb li l-fatt li issa ghandna mentalita fil-Malti, nghidu li issa jekk kelma tista taqlibha bil-Malti, u tispellija bil-Malti, tahseb...?**

T: Ma nafx hux qed tgħin dik il-ħaġa.

**I: Fuq hekk qed nitaqsi.**

T: Ma naħsibx li qed tgħin, forsi biż-żmien nikkonferma li kont żbaljata, imma qisu kull kelma, anke ċertu kliem ma nippruvawx naħsbu xi kliem kellna qabel fil-Malti li stajna ninqded biha. Irridu nivvintaw u naqilbuha mill-Ingliż, mentri kliem oħra kellna li jista jservi għal-kelma. Bhalissa ma jistax jigi eżempju f'moħħi.

**I: Per eżempju jien naf, “cupboard”, ahna nghidu il-kelma cupboard bil-Malti imma mbagħad kif ha tiktibha k-a-b-o-r-d jew kif supposed bl-Ingliż u tagħmilha in inverted commas?**

T: Eżatt.

**I: Jigifieri inti tahseb li forsi you're aktar old school bhali u temmen bil-kliem in inverted commas?**

T: Iva hekk nahseb jien għax ma jistax ikun, mhux ma jistax ikun imma forsi hemm kelma oħra li forsi per eżempju l-mobile konna nuza telephone cellular. Vera itwal u forsi mhux daqshekk hafifa, imma konna ninqded biha, għalfejn kull kelma irridu naqilbuha u naraw kif ha niktbuha flok namluha fl-inverted commas u hekk isservihom għaž-żewġ lingwi, mhux imbagħad jaf ihawdu fl-Ingliż kif tinkiteb.

**I: Qed tara li ihawdu?**

T: Ikun ftit iva li għax fil-Malti ktibniha kif ħassejniha, fl-Ingliż ha niktbuha kif tinħass ukoll. Għax qisek biex tifhem li kelma tinstema l-istess imma tinkiteb differenti, nahseb la jkun għadhom żgħar, hemm naqa...

**I: Inti bhala skola, bhala teacher, forsi anke meta kont qed titgħallem, hadd ma ta guidance kif għandha tiġi trasmessa, tipo to have a bilingual education, hadd ma qal per eżempju dan is sugġett irid ikun bil-Malti, dan is-sugġett irid ikun bl-Ingliż?**

T: Jien nahseb l-aktar li timxi fuqha hi skond l-eżami b'liema lingwa ħa jkun. Per eżempju Maths, la l-karta ħa tkun bl-Ingliż, titkellem bl-Ingliż, ħalliha li l-mathematical concepts, biex it-tfal jifmuhom, ikollok taqleb, code switching, għax min mhux se jkun tajjeb fil-lingwa, wisq anqas mhux ħa jifhem li qed nipprova nispijega bl-Ingliż, speċjalment jekk il-Maths mhux daqshekk jifmhu mil-ewwel. Social studies, eżempju jeżistu karti fl-annual bl-Ingliż, imma peress li l-iskola mhux daqshekk ibbażata fuq l-Ingliż bħal-private schools, allura ikollna nagħzlu l-karta tal-Malti. Irid ikun altru jkun hemm xi student...

**I: Hemm choice fil-primarja għas-social studies, hux Malti jew Ingliż?**

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T: Iva fl-annual joħroġ eżami li jkun l-istess bl-Ingliż.

**I: Anke religion forsi?**

T: Ehe anke religion, iva.

**I: Jiġifieri tipo s-sistema tal-O level, tagħzel inti?**

T: Iva eżatt, imma jekk il-lessons tkun tagħtihom bil-Malti, irid ikolli xi student barranini li għalihom jippreferu l-lingwa Ingliża, biex imbagħad nitolbu lid-dipartiment u tiġi l-karta bl-Ingliż.

**I: U l-atitudni tat-tfal lejn il-lingwi, lejn il-Malti u l-Ingliż, il-Malti ovyjament huwa l-lingwa tagħhom allura lanqas jagħtu kas, imma meta nduru lejn l-Ingliż, thoss li hemm xi forma ta' rezistenza apparti li semmejt?**

T: Dak biss il-bqija le kulhadd jipprova, għax huma mhux ha joqgħodu, huma u jtkellmu toqod tikkoreġilhom. Orrajt jekk ippronuncjaw kelma ħazin, tgħidilhom kif suppost tiġi ppronuncjata, imma jekk jieħdu żball fil-grammar, mhux ma kull żball li jagħmlu tikkoreġihom għax twaqqalhom il-moral. Allura thallihom jtkellmu, jesprimu ruħhom, biex jieħdu l-kunfidenza, imbagħad weħidhom jaslu jirrangaw u jiffurmawhom tajbin. L-aqwa li qed jippruvaw.

**I: U l-aħhar domanda, taħseb li l-exposure għal-Ingliż għandu jibda qabel biex ikollhom grasp aħjar, tipo iżjed kmieni, jew doża iżjed qawwija?**

T: Iva naħseb tgħin li ta eta' zgħira. Naħseb tkun ta' gwadann li jibdew iktar kmieni għax iżjed ma jkun hemm exposure, għalihom jiżdied il-kliem li jafu huma, għax minn eta' zgħira jibdew jieħdu l-kliem li jismgħu. Le naħseb tajjeb li jkun hemm exposure kmieni, speċjalment l-Ingliż, għax Malti ovja li jkun hemm.

**State School Teacher – South Eastern Region**

**I: Bħala primary teacher, l-iżjed li taffaċja tfal kuljum, inti taħseb li t-tfal tiegħek, at the end of year 6, dan il- group li għandek in partikolari, taħseb li ha jkunu bilingual sa ma jispjèaw is-sena?**

T: Bħala kitba jew bħala spoken?

**I: Tista tgħidli fuq it-tnejn?**

T: Bħala biex jtkellmu, iva, huma diġa jtkellmu bil-Malti ovyjament għax m'għandix English speaking jew foreigners u bl-Ingliż ikampaw ħa ngħid hekk, għax imbagħad hemm fit, il-low achievers, ibatu fit, għal- Ingliż, għax Malti orrajt. Imma l-bqija, l-aħhar xagħrej li fadal, suppost intejbu naqra oħra l-livell. Bħala kitba, kien hemm il-high achievers, tajbin

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ħafna, jiktbu, anke meta niġu biex niktbu creative writing ma nsibx problemi, imbagħad hem xi tfal li jbatu bis- sentence structure. L- istruttura tas-sentenza kemm bil- Malti u bl-Ingliż, tkun mhux tajba bażikament.

**I: Kemm bil-Malti u anke bl-Ingliż?**

T: Iva, anke per eżempju nuqqas ta' punteġġjatura nsib, suppost at this stage ikunu jafu.

**I: Mill-esperjenza tiegħek kemm ilek tghallem, taħseb li bhala standards, meta nitkellmu standards, għax hawn min jgħidlek standards m'għadhomx kif kienu qabel, tjebu, tnaqqis, mill-esperjenza tiegħek in ġenerali x'taħseb bhala Malti u bhala Ingliż, spoken u written?**

T: Kultant hu naqa għoli żzejjed. Jien m'ilhix li ħriġt mill-iskola ħafna, ħames snin, imma nara differenza kbira minn kif ħriġt jiena mill-iskola jew x'tgħallimt u kull skola qisha timxi differenti. Għalkemm tal-istess livell xorta ssib skejjel jimxu bil-modi tagħhom, pero kultant qed inħoss li nippretendu wisq mit-tfal. Jista jkun vantaġġ għax tmexxihom il-quddiem u jista jkun żvantaġġ għal min mhux qed ilaħħaq.

**I: Taħseb din l-idea ta' tfal kollha fi klassi wahda qeda tghin jew qegħda titfa lura?**

T: Diffiċli u anke għat-teacher. Il-batut qed ibati mod għax jekk hemm lezzjoni għal-high achievers qisu mhux qed ilaħħaq, u meta tiġi lezzjoni biex tispjega lil-low achievers min jixi sew, jaqdef, qisu għalih mhu nagħmlu xejn.

**I: Ma jkunx hemm challenge.**

T: Eżatt, kieku jkunu maqsumin tgħid il-klassi tiegħek hija ta low achievers mela trid timxi bil-pass tagħhom.

**I: Tkun iktar catered għal-pass tagħhom.**

T: Jiena nagħti xogħol li la tqil ħafna u lanqas ħafif rixa.

**I: Bhala atitudni lejn il-lingwa, tipo l-Ingliż, l-atitudni tagħhom lejn l-Ingliż u forsi l-atitudni tal-ġenituri tagħhom, jifmhu l-importanza ta l-Ingliż?**

T: Mhux kulhadd ikun hemm min jagħtih ħafna importanza u jkun hemm min jgħid l-aqwa li jmexxi bil-Malti. Forsi jiddependi wkoll minn fejn ikunu ġejjin familjari u hekk. Il-background tagħhom jaffetwa ħafna anke t-tagħlim.

**I: U bhala atitudni tal-ġenituri, forsi meta tkellimhom parents day u hekk, lejn il-lingwa u anke s-support lejn it-tfal?**

T: Naħseb dis-sena kelli ħafna iktar min qed jagħti kas, per eżempju l-kitba mportanti bil-Malti u hekk , kelli min per eżempju qed jagħti ħafna mportanza lill- matematika, iktar mill-lingwi.

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**I: U nfatti dawn meta niġu għal-matematika, il-karta fl- ahhar tas- sena ha tkun bl-Ingliż, jekk inti għandek student batut fl-Ingliż?**

T: Ma jifimhix hux. Għandi problema.

**I: Ha jmur hażin kemm fl-Ingliż u anke fil-Maths jiġifieri għax m'għandhomx dak l-exposure. Inti fl-opinjoni professjonali tiegħek, li kieku t-tgħalim ta l-Ingliż kellhom iktar exposure għalih, iktar kmieni...**

T: Iva kieku aħjar. Ifhimni jien għaliġja iktar kemm tibda bil-lingwi minn meta tkun zgħir iktar ha tixrob, iktar tista tixrob. Forsi tibdiex bin-numri jew bl-alfabett. Ifhem imbagħad ma tridx tibqa numri biss, jgħiduhom biss għax meta tkun zgħir ha tesponihom aktar hux.

**I: Li kieku t-tfal kellu jmur xi had fuqhom u jsaqsihom mistoqsija, per eżempju kif irridu naslu sa l-għassa, kif naslu sal-knisja, taħseb li kapaċi jagħmlu sentenza bl-Ingliż bhala klassi?**

T: Iva għax aħna nagħmlu hekk, niktbu, bhala dialogues u directions u hekk isir. Jiġifieri l-klassi tiegħi ha ngħid hekk suppost jaslu.

**I: U fil-bidu għidli tipo they get by**

T: Ehe jużaw l-Ingliż qishom just biex jinqdew ftit u daqshekk mhux għax huma qed jieħdu gost. Mhux ha jagħmlu xi lezzjoni shiha jtkellmu bl-Ingliż u ma jiqfux. Jiġifieri jekk issaqsihom bl-Ingliż iwieġbu bl-Ingliż u daqshekk mhux ha jagħmlu xi conversation bl-Ingliż.

**I: Taħseb li ha jkunu kapaċi jaqdfu fis-sekondarja bil-livell so far kif inhu?**

T: Iva ta. Imbagħad nistenna li fis-sekondarja jibdedw mill- bażiku tas sekondarja, imma kif qegħdin...

**I: Ha jkollhom bazi?**

T: Iva suppost.

**I: Jgħinuhom il-parents lit-tfal id-dar?**

T: Min iva u min le u t-tfal jintgħarfu hafna jekk jgħinuhomx jew le. Mil-ewwel inkun naf, nista qas niltaqa mal-parents għax inkun naf min qed jgħinu u min mhux. Jien għaliġja dik tagħmel differenza kbira.

**I: U l-ghajnuna bil-homeworks u hekk?**

T: Ehe mhux hekk.

T: Ir-regoli tal –Malti, dawn id-deċiżżjonijiet li per eżempju johorġu minn żmien għal-iehor taħseb li qed jgħinu jew iżjed qed ifixklu lit-tfal?

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T: Ifixkluhom ta' sa ċertu punt. Ifhimni ċertu kliem draw imma huma jiġu fid-dubju per eżempju jekk dik il-kelma hux ħa jiktbuha fl-inverted commas jew mhux ħa jiktbuha kif iħossuha fil-Malti. Għax dan ma jistgħux ikunu jafu kull kelma li teżisti, allura jitfixklu.

**I: U intom fuq policies hadd ma ġie l-iskola u qalilkom li s-Social studies għandu jiġi mghallem bil-Malti, il-Maths għandu jiġi mghallem bl-Ingliż, dawk l-affarijiet għadhom ma sarux?**

T: Le pero' aħna nafu as such, jiena naf li fis-social l-eżami huwa bil-Malti per eżempju, bħala Maths ngħallmu bl-Ingliż, għalkemm jiena ħieli nuża xi Malti biex it-tfal jifmhu, l-Ingliż bl-Ingliż u l-Malti bil-Malti, Religion, bil-Malti. Jiġifieri dawk l-affarijiet qisna nafuhom, qed tifhem.

**I: Jiġifieri l-lezzjonijiet li għandhom bl-Ingliż huma...**

T: Maths u Ingliż

**I: Pero ovvjament inti bħala teacher tippreferi tissagrifika l-lingwa milli tissagrifika l-kunċett tal-Maths. Tipo fejn ma jifmhux it-tfal, ha taqleb bil-Malti?**

T: Mela, żgur għax jiena l-importanti li l-kunċett tal- matematika fehmu.

**I: Ic-challenges l-iżjed li inti qed taffaċja fil-lingwi?**

T: L-ortografija, għalkemm għandna l-mudelli u hekk tal-lingwa, meta niġu biex niktbu kitba kreattiva, mhux kull student huwa kapaċi jgħid ħa jieqaf u juża l-mudell. Jibqa għaddej kif inhu. Jiġifieri fuq dik inbatu anke bħala in ġenerali nħossha diffiċli. Struttura tas-sentenza wkoll. Ingliż iktar imma Malti ġieli jkun hemm xi tfal li jbatu fiha. U l-Ingliż forsi fil-grammatika, tenses, verbs.

**I: Għax huma m'għandhomx il-prattika, id-dar mhux ha jtkellmu bl-Ingliż.**

T: Le, apparti minn hekk għal-eżami, għal-benchmark, mhumiex exposed, esposti li għandhom grammar exercise. Jiena nagħmel grammar lessons, pero meta jiġu biex jiktbu fil-creative writing, jiktbu tajjeb.

**I: U ssibha diffiċli? Tahseb li l-creative writing huwa l-aktar diffikultuż għat-tfal?**

T: L-iktar li jdejjaqhom iktar milli diffikultuż, u as such ma tantx hemm x'tista tagħmel biex ma jiddejqux jiktbu. Jekk ha ttihom storja, jiktbu jridu.

**I: U qari?**

T: Le fil-qari jimxu kemm bil-Malti u anke Ingliż.

**I: Jaqraw iġifieri?**

T: Iva jaqraw.

**State School Teacher – Southern Harbour**

**I: Mela prattikament inti qed tghallem il- Year 5, boys u girls, jġifieri mhalltin hawnhekk. Bhala teacher fil-primarja, as a primary teacher, tahseb li bhalissa it-tfal li ghandek fil-klassi, illum il-ġurnata, tista tgħid li huma bilingual, tipo Malti u Ingliz?**

T: Ara, jiena għandi naqra taħlita fil- klassi. Għandi nofs li jmorru tajjeb ħafna u n- nofs l-ieħor fuq ic-checklists u jagħmlu karti differenti. Jġifieri, tmienja hekk u tmienja hekk. It-tmienja li jagħmlu l- karta tal- mainstream, inħoss li ehe, il- maġġoranza tagħhom huma bilingual. Pero l – oħrajn, jġifieri ftit minn dawk li jagħmlu l- mainstream u l-bqija, jġifieri iktar minn nofs il- klassi mhumiex bilingual.

**I: Ovvjament huwa l-Malti li huwa iktar dominant u l –Ingliz li huwa iktar batut għax jġu f'background fejn il- Malti jittkellmu d- dar u l- Ingliz jġifieri towards the end of the cycle dawn il- primary segment ma nistgħux ngħidu li huma bilingual għal-nofshom?**

T: Le, għal nofshom, jew naqra iktar minn nofs.

**I: Jġifieri ma nkunx qed niżgarra jekk ngħid li l-Ingliz huwa iktar a foreign language milli a second language għalihom?**

T: Ehe, għal- dawk huwa foreign daqs it- Taljan li qed jitgħallmu bhalissa jġifieri.

**I: Diġa għandhom it-Taljan fil- Year 5?**

T: Ituhom day still. Hemm xi program bhalissa Taljan u fil- Year 6 French u German biex imbagħad jagħmlu l-għażla tagħhom.

**I: Fl- opinjoni tiegħek inti, kemm ilek tghallem, tahseeb li bhala livelli, mhux din il-klassi biss, over all the years, il- livelli ta l- Ingliz, baqghu kif kienu, marru għal- hażin jew tjiebu?**

T: Ara, jiena t- tielet sena li qed ngħallem, mhux li rajt xi differenza kbira. Iktar nista ngħid eżempju minn żmien, inħoss li, sa ftit ilu kont studenta, konna nafu iktar lingwi, plus konna nafu t-Taljan ukoll. Issa, mhux talli jafu l – Malti biss u l-Ingliz ftit , it- Taljan xejn, għax hekk speċi iktar ma tkun taf lingwi, iktar tkun open biex titgħallem iktar.

**I: U t-tfal tiegħek Jġifieri television bl- Ingliz ma jarawx?**

T: Hemm minnhom jaraw u tajbin jġifieri fih, imma mbagħad issib oħrajn li ħa jarawlek Malti biss. Anke biex jaqraw ktieb, bil-Malti u jien nipprova jġifieri imorru l-library, ngħidilhom illum bl-Ingliz tridu tiħduh u nipprova nhegghom jaraw, imma mbagħad irid jolqot il-gosti tagħhom hux. Jien naf, Disney Channel u hekk.

**I: U support mid-dar, ikollhom dawn it tfal?**



T: Issa jien staqsejt, fil- parents day, x’hin rajt il-marki u x’hin urejt lill- parents, għidtilhom eżempju għandha bżonn taqra iktar bl-Ingliż u tara television iktar bl-Ingliż. Kien hemm min jgħidli television ha tirrakomanda? Imma jien, tgħallimt it- Taljan mit- television, minn xejn iktar. Jigifieri nemmen fih. Imbagħad kien hemm min qalli “Iva ta taqra bl-Ingliż, iva ta, tara television bl –Ingliż” u batuti. Jigifieri ma nafx jekk hux qed jigdbu (I: il- parents) jew inkella ma jkunux qed jagħtu kas it- television forsi, jew taparsi qed jaqraw u mhux qed jaqraw. Ma nafx, imma minn kif jgħidulek “imsomma ma tantx tħobb taqra” qishom ma jippruvawx jgħidulhom “ le, trid taqra”. Qishom, ma jħobbux, mela ma jħobbux.

**I: Tipo, huma kienu l-istess abbli, allura qisu vicious circle.**

T: Ezatt, hemm anke min jagħlquh fil-kamra biex jistudja u jaqbez mit-tieqa biex joħroġ barra. Jigifieri minn kollox smajt.

**I: Il- Malti għal- dawn it- tfal tahseb li qed ibatu fil- Malti miktub?**

T: Ara, il- Malti miktub naħseb dejjem l-istess kien, fis-sens naf nies daqsi li la jafu fejn tidhol l “għ” u l “ie” , la l- “h”....Jiena mort żewġ courses ta l-ortografija u anke jien tgħallimt. Għidt “ il-aħwa kemm kont ili niktibha hazin din il- kelma” per eżempju.

**I: Fejn ikunu dawn il-courses forsi immur jien ukoll?**

T: Dan għadu kif kien tal- Handaq. Għadhom kif għamli l-ewwel course u t-tieni course. Issa naħseb jibqgħu jagħmlu l-ewwel course kull sena u t-tieni course trid tkun għamilt l-ewwel wiehed biex tmur. Allura ikun hemm inqas domanda, imma anke jien haħsejt li kien hem affarijiet li ma nafx, aħseb u ara. Għax imbagħad trid tkun taf il- kelma minn fejn ġejja. Jekk eżempju hejja mill- Għarbi ma tibqax doppja, jekk ġejja mit- Taljan tibqa. Allura huma għandhom żvantaġġ jekk ma jafux hux ġejja mit- Taljan jew mill-Ingliż il-kelma, mhux ha jkunu jafu kif ha jiktbuha l- kelma. Per eżempju, “importanti” l- “I” ha tibqa anke jekk qabilha hemm vokali oħra, peress li ġejja mit- Taljan u l- Ingliż. Huma mhux ha jkunu jafu minn liema lingwa ġejja. Jigifieri ha jbatu. Naħseb dejjem baqa l- istess livell.

**I: Per eżempju fis-senduq li għandhom ikollhom kliem bħal- “coach” jew “mobile” per eżempju, miktubha bil- Malti, tahseb li qed ikollha impatt hazin fuq l-ispelling ta l- Ingliż jew m’hemmx negative transfer. Forsi huwa n-nuqqas ta qari?**

T: Naħseb, għax hemm hafna kliem. U din nara anke mill- Ingliż għall- Malti. Ikun hemm kelma u jiktbuha kif iħossuha bl-Ingliż kif qed iħossuha bil- Malti. Imma mbagħad hemm eżempju kelma bil- Malti u eżempju jekk għandek “čurkett” hemm min jiktiblek “c-h-urkett” għax dik “c” dak il- ħoss. Jigifieri naħseb both ways qegħda. Pero ovvjament għall- Ingliż iktar għax Malti jafuh iktar. Pero, ehe ir-regola li kelma bl- Ingliż indawwruha bil- Malti u niktbuha kif tinħass, ġieli huma ma jkunux jafu li hemm kelma diġa fil- Malti u jgħidu “ u ija ha nagħmel dik il- kelma bl – Ingliż u niktibha bil- Malti”. Taħdem kontra wkoll.

**I: U ovvjament l-iktar li ha jbatu ha jkun fil- Maths jekk ma jafux l –Ingliż?**

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T: Iva, jiena fil- fatt ngħidilhom lill- parents. Ngħidilhom “ara, Ingliz u Maths, ghax it-tnejn bl- Ingliz.” U ngħidilhom li jekk ha jmorru ahjar fl-Ingliz, ha titjeb il-marka tal – Maths awtomatikament.

**I: Ghax ovvjament hija l-istess karta li dawn fl-ahhar ha jaffaċjaw.**

T: Ezatt

**I: In ġenerali, x'tahseb li huma c-challenges li qed taffaċja inti fit- tghalim tal-Malti u ta l-Ingliz fil-klassi? X'inhuma d- diffikultajiet li l-aktar li tahseb huma l-problema?**

T: Naħseb li waħda mill- problemi li hemm min ma jkollux, mhux support mid-dar, imma iktar dik in- naqra sikkatura. Ghax tridha, fis-sens li jkollok il-parents li jghidulek, “ le trid tagħmel imqar nofs siegħa qari kuljum” ghax jien għalija jekk vera kulhadd jagħmel imqar nofs siegħa qari kuljum, vera ffit, imma in the long run, ha tagħmel hafna ġid, dik waħda, li l- parents ma joqgħodux fuq it-tfal daqs kemm suppost. Tnejn, jiċċatjaw diga t-tfal ta l-eta' tagħhom. Jiġifieri dawn fl-istess hin diha qed jikteb b'dik ix- short system, tneħhi l- “gh” tneħhi l-“ie”kollox kif jinħass.

**I: Bil- Malti jew bl-Ingliz qed jiċċatjaw? Tipo messenger u hekk?**

T: Probabli bil-Malti. Fuq whats app per eżempju. Kuljum jiċċatjaw fuq whats app ghax jghiduli. Nimmahina li hadd mhu ha joqgħod jikteb, qas jien jiġifieri. Dik ohra li iktar qed jiktbu bl- addoċċ. U naħseb sa ċertu punt, il-logħob fuq it-tablets, playstation, computer li eżempju jien fi żmien kont ngħid m'għandix x'nagħmel ha naqra ktieb, jew ha nara program fuq it- television li jista jkun educational u jista jkun li ma jkunx imma xorta qed titgħallem lingwa. Imma dawn issa m' għandix x'nagħmel, ha nilgħab logħba fuq it-tablet u hafna drabi xi “Minion Rush”, hlief “meqq” ma jagħmilx, qas jitkellem xejn.

**I: Ezatt m'hemmx kliem.**

T: Jiġifieri mhu qed tieħu xejn minnha. Forsi hemm min jieħu xi ffit mill-logħob tal-playstation ghax ikun hemm xi ffit kliem, imma mhux kollha. Jiġifieri naħseb daww l-aktar tlett affarijiet li qegħdin kontra t-tagħlim tal-lingwa.

**I: U fil-klassi as such, tahseb li hemm affarijiet ohra li they're hindering kids from learning language? Tipo fis-sistema edukattiva tahseb li hemm xi affarijiet ohra li mhumiex qed jghinu?**

T: Ha ngħidlek fil-klassi tiegħi ma tantx hemm x'tista tagħmel, ghax qegħdin ffit mhux ha tghid tiftah klassi ohra. Qegħdin 16 f' Year 5 kollu. Pero nħoss ehe li meta tagħmel tfal ta' ċerti livelli flimkien qed ittellef lil kulhadd. Lil- min hu batut hafna mill- hin m'intix tagħmel affarijiet li qed jifhem. Imbagħad forsi tamillu wara, imma waqt li l-ohrajn qegħdin jahdmu. Pero vera ffit għandek ċans.

**I: Persuna wahda trid tlahhaq ma sittax-il tifel u tifla.**

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T: u qed ngħidlek il-livelli li hawn fil-klassi fenomenali. U ovvjament dawk li jmexxu, qed tieqaf sa ċertu punt magħhom biex ikollok cans tlaħħaq mal-batuti. Mhux ha toqgħod tagħmel affarijiet kbar li fl-istess hin qed tieħu hin minn ta l-oħrajn allura tagħmel sa fejn għandek tagħmel, ma ttihomx dik ic-challenge, inkella titlaq lill-oħrajn. Hawnehkk vera tidhol u ma tidholx (streaming) klassi waħda ha jibqgħu. Imma għalinqas fi skejjel oħra tgħid forsi qegħdin mifrudin.

**I: Jiġifieri streaming mhux qed tgħin?**

T: Li qegħdin mixed abilities flimkien xejn jien ma nħossx li qed tgħin.

**I: U tipo per eżempju dawn harġu policy fuq language policy li għandha taddotta skola u affarijiet hekk. Thoss li hemm differenza bejn l-affarijiet li qed jgħidu bhala policy u bejn dak li actually qed jiġi attwat fi skejjel differenti?**

T: Ovvjament. Jien ma nafx eżatt min ikun hareġ il-policy imma jew ikun ilu ma jkun fi klassi ...

**I: L-istess kumment li qed jgħidu hafna teachers**

T: Jew qatt ma kien fi klassi tal-primarja, jew qatt ma kien fi klassi

**I: Allura ma jafx ir-realtajiet**

T: Plus hekk, id-dinja qed tinbidel, għalinqas hawn Malta. Mhux qegħdin jafsuhom mid-dar daqs kemm kienu, jiġifieri, t-tfal il-liveli dejjem qed jiġu inqas, inqas, u l-policies dejjem l-istess jaraw haġa waħda.

**I: Tipo hafna kliem u azzjoni xejn. Tipo l-in-service li jiena kont qed ngħidilhom hela ta' hin.**

T: L-in-service meta jhalluna nagħzlu nahseb sugġett li vera jinteressa lilna, hemm jibda jagħmel ċertu effett. Jien kieku hemm hafna affarijiet li jinteressawni. Imma qatt ma jmissni xi haġa li actually ...

**I: Thobb tagħmel jew tinteressak.**

T: Eżatt

**I: Xi ngħidlek miss, nahseb kważi dawk jiġifieri, l-mistoqsijiet challenges, practices, standards....Jiġifieri dawn definitely qegħdin ngħidu li by Year 6, at least l-istudenti li għandek, mhumiex ha jkunu bilingual.**

T: Hemm min għandu xorti jaf jikteb ismu

**I: Ha jkunu zvantagġati. Ghax jien għandi data ta' tfal. Għandi data ta l-fuq minn 900 tifel u tifla. Dan kull ma tlabthom jagħmluli 4 sentenzi bl-Ingliż u 4 bil-Malti dwar dak li jixtiequ jagħmlu s-Sajf li ġej. Min tagħni verb, min lanqas tifimhom, min ittri mhalltin.**

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**Jiġifieri dik hija s-sitwazzjoni u oqvjament il-parents speċjalment hawnhekk f'din l-area ikun hawn hafna social cases, iżjed ...**

T: Iktar moħħhom f'dik milli mit-tfal

**I: Eżatt u forsi t-tfal jarawhom bhala sens ta' relief ukoll. Money making business.**

**State School teacher – Southern Harbour**

T: I try to speak to them more in English because I think that the children are not exposed to the language. Everything, their exams are all in English. Maths, they can be high fliers in Maths but if they don't understand they don't do well. This is the first thing I experienced when I came here to this school. I used to teach at Chiswick...

**I: From one extreme to another.**

T: When I came here I had students who would refuse to speak English because of this matter: We don't know English, we are Maltese...you need it imma because (child interrupts interview)...Il- biċċa xogħol hi li jgħidulek “ aħna Maltin m'għandnix bżonn”. Imma jiena ngħidilhom “imma jekk intom ikollkom business il- quddiem, ikollkom restaurant, jew kiosk, ha jkollkom turisti. L- Ingliz kullimkien titkellmu, anke jek trid issiefer.” Eżempju achievement li ħassejt li kellhom exposure għal- Ingliz kien li meta kelli tifla li assolutament ma riditx taf bl- Ingliz imma fl- aħħar tas-sena ġiet u qaltli “ miss taf x'qed nieħu gost li almenu nifhem film”. She couldn't speak English but she could understand a film because all nice films are in English.

**I: Of course. Jiġifieri inti thoss...**

T: Jien anke jkun jridu jmorru t-toilet: “May I be excused?” mhux “Nista mmur it-toilet?”,jew “can I go to the toilet?” Proper way

**I: Proper way to try and get them to use the language more.**

T: Yes, yes.

**I: Jiġifieri tahseb li hemm attitudni hazina lejn l-Ingliz?**

T: Ehe, il- problema hi li d-dar ma jirkellmux bl-Ingliz. Allora they feel more confident speaking Maltese than English.

**I: Allora, “why do we need English when we can get by in Maltese?”**

T: The thing is, in everything, even in Mathematics. When you don't understand something, when you grasp the concept, then you're confident that you want to work but if you don't understand the language, they feel more confident writing in Maltese, even when I give them an essay: “English? “ , you know.

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**I: Jigifieri creative writing in English ha jbatu izjed than in Maltese.**

T: Iva. I do my best to expose to good books, like Roald Dahl, because they have good English. And then another matter is that we have mixed ability children. I have, in my class, although I have a group of 8, I have a student who is in checklist 1, another who is in checklist 1 and checklist 2 .

**I: And checklist 1 and 2 mean?**

T: Checklist 1 is grade 1 level.

**I: Wow**

T: One of them is because he doesn't go to school much. For example, basic addition:  $4.2 + 3.1$  – he gets it wrong –  $4+3 = 6$ . And with the number grid

**I: And at the moment he's in Grade 6 and in your class?**

T: And even when we come to use English and Maltese with reading. Even in Maltese he has problems. This is what I feel. My heart bleeds for these children because I don't know what kind of job he's going to get when he gets older. Because if you can't read, what job are you going to get?

**I: Jigifieri in both he's suffering....both English and Maltese?**

T: Yes both. Even the way he writes is babyish. Year ones write much better than he does.

**I: Ok, this is the individual case.**

T: I remember the case when I came here the first year. I had 19 students, and I'm used to having 24, 26, even 28 at Chiswick at that time. And I said " ahhh, 19 students only, it doesn't matter". The headmistress, not the same one we have here, she said: "19 children, jiswew doppju", dik hi l-kelma ezatti. I thought I should have stayed home, but it was tough year, you have a lot of social cases here and the problem children are those who are passing through a bad time in their life. So, I have to try and make their life easy here, as fun as can be. Mhux joqghodu jisimghu l-ghajjat u dan kollu.

**I: Mhux hekk.**

T: Pero even with the toughest students I used to speak in English.

**I: You got your Chiswick background with you.**

T: Yes, because that's what I felt here. The thing is that when you're in Year 6 it's already a bit late. We need to expose them more.

**I: Earlier**

T: Yes, even for example in Maths. Maltese is a language but they are more exposed to that language and even when they are from Kinder years, with mathematical issues we have to speak in English because their exams are going to be in English.

**I: So, you reckon that from primary years we need to expose them to much more English than they are currently exposed to if we want to see..**

T: Yes, because I see that in Year 6

**I: It's the end of the primary cycle. So they are not bilingual by the time they're leaving Year 6 because of the fact that's it's something that needs to be nurtured from earlier years and it's not being nurtured enough?**

T: Yes, that's what I feel.

**I: They need more exposure**

T: I think in all schools, not just here.

**I: And do you think that teachers are all qualified enough to teach and speak themselves, because that is an issue that we found? That has definitely emerged and I'm glad that...**

T: Yes that was....I mean we had a teacher here, she's not here anymore. (child interrupts) What I have seen though, that since I've been here, I have been here five years, since I've been here, I have seen an improvement. For example, especially when you get English speaking children.

**I: That's a plus point.**

T: For example in the Year 4, if you go to the Year 4 class there is an English speaking child, and I think even in the Year 2, cos they're brothers. A sister and a brother. The students communicate because at the earlier years children can grasp a lot of languages, the younger they are. So to communicate, I remember my daughter, my daughter is English speaking and I wanted her to study Maltese, but since she used to go to Chiswick we started her off with English as the main language. I said Maltese, you'll grasp. But then I realized there was a problem. I used to live in Zebbug and I sent her to Catechism in Zebbug. I did not send her to an English speaking Catechism because I wanted her to be exposed more to Maltese. And she did grasp Maltese, she did her A-level, she's in law now, so she grasped it very well. But the younger they are the better. That's why in Year 6 it's a problem because then the older they get, they become more conscious of themselves. And then just like the older classes, they're learning French. If you don't know how to speak French very well and then you get that student who can speak French, the others feel less confident. So it's the same thing. When they're young, they don't mind making mistakes. There isn't that tension, that shyness or consciousness. I do my best and tell them that they're all in the same boat here. That's why they come to school, to learn. Even I learn from you. I'm not a professor. Till the day we dies

it's true, Professor Sercaino Inglott qalha. Till the day we die, we're still students cos we're still learning. You know, that remained imprinted in my mind.

**I: Would you think that Maltese is on the decline? Some people said that Maltese is more on the decline, rather than English. Jigifieri Maltese writing is suffering more than English writing is. Do you share that opinion or it's not so relevant for this school?**

T: Let me tell you. In the primary years, no I think my students prefer Maltese. Even the way they speak Maltese, even the way they express themselves. Ok when we do English in class, we do creative writing and I help them by giving them expressions to help them, and then they use them in their essay if they want to. I do that with Maltese too because of benchmarking. They have to have interesting reading. I tell them that it's as though I don't know what you're writing about, I'm not a teacher and I'm going to read this story. It has to be interesting for me to keep on reading it. The same thing with you when you're reading a book. When you read a book, if it's an interesting book you would want to get to the end of it.

Now, I don't think so. I don't think Maltese is losing...I think, it could be in independent schools and maybe in church schools.

**I: Definitely, definitely.**

T: Even today, speaking English is considered as a social class. You know what I mean.

**I: That is still prevalent over here.**

T: Yes, and they do. Students in Senglea do feel inferior to other schools.

**I: They do.**

T: Yes sometimes that's what I feel. It's a stigma but I do try my best to help them because I used to suffer from inferiority complex when I was young. So I went through it, I made sure my children wouldn't go through what I went through because I missed a lot, I feel that I missed a lot. And I don't want the same thing for my students. So even, we had, we went to Saint Elmo and we had Science and Maths trails, I could see my students lacking back and I pushed them. I told them "you go in front". Other students were interviewed. I wanted my students to be interviewed.

**I: To boost their self-esteem.**

T: Yes, you're capable, you are clever students, you try. Even when we have a play, I choose the shiest of students for main parts because sometimes in drama, it helps them. So that's what I feel. So I don't think that Maltese has...Ok sometimes they make mistakes because we have had these changes in spelling, in grammar...

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**I: You think that is hindering or helping? For example they have books like “Senduq” Ghandhom dawn il-kliem “coach” per eżempju, when to go for a “k-o-w-c” and when to go for a “c-o-a-c-h”?**

T: Like “mobile” ...

**I: Anke inti trid tahseb kif tispelliha. Jien eżempju nispelliha “m-o-b-a-j-l”. Mentri hawn min jghidlek “m-o-w-b-a-j-l”.**

T: Mobile, “m-o-w-b-a-j-l”.

**I: Jiġifieri dawn ir-regoli tal- Malti tahseb li qeghdin jghinu jew ifixklu?**

T: Jiena nahseb illi il- Malti qed jitlef l-identita’ tiegħu meta ndaħhlulu dan il-kliem mill-Ingliż.

**I: Hux vera, ghax jiena ta dik l-opinjoni.**

T: Jien hekk nahseb ukoll, imma dawn daħlu, per eżempju “keyboard” kif ha tgħidha bil-Malti?

**I: Eżatt**

T: Qed tifhem. “Television”, “computer”, ok television hemm television imma illum bil-fors nadottaw. Imbagħad illum qed insiru multi-cultural ukoll, jidhlu hafna affarijiet.

**I: Eżatt, li ma tistax you stick to Maltese u daqshekk**

T: There is a word for computer in Maltese, but I don’t know what it is to be honest. It’s very difficult cos once a Maltese teacher told me about it.

**I: Ehe?**

T: Yes, there is but it’s not used so...

**I: Xi haġa arkejika. Bhal- ananas, pineapple, kif isejhula ananas? Minn meta bdejn nsejhula ananas bil-Malti?**

T: Eżatt, eżatt.

**I: Ghax it’s like you have to re-learn Maltese**

T: That’s right. For us it would be even more difficult but if they learnt it, if they start learning it from earlier years, for example we’re going to start this project for guided reading, ok in year 6 it doesn’t make much sense because now they’re going to Form 1 and they lose the purpose, cos we’re going to start guided reading in this term.

**I: U guided reading jiġifieri l-parents joqghodu mat-tfal jaqraw?**



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T: No, guided reading, we have a set of books that are in bands according to the levels. Now this is not just for reading, it's more for comprehending. Cos we found that there's a problem with comprehension. They can read but they don't understand. Issa ahjar I have mixed abilities, and I'm telling you...and what we do is, there are even books without words so they are telling the stories. What happens? We help them by prompting questions: "How do you think this story is going to end?"

**I: Ok, to see how they think, the mental process sort of thing.**

T: Yes, still I believe, I believe that we should have a reader because if I have a student who is in band Yellow, band Yellow is a book with one sentence....at year 6 level? Ok you can use that to see if you're understanding, it's only 10 minutes ta that we do but then I believe that still we should have a reader which we read together in class, like we have in Maltese "Darbtejn insiru tfal".

**I: Thank you**

T: But it's important I believe that children in state schools, to have a better command of the English language, they have to be exposed.

**I: And that is what we're lacking**

T: 9 months aren't enough but at least they learn some things. But I believe it should be from the earlier years.

**I: But it's also a fact that you're quite adamant with them, with exposing them to English.**

T: I get angry in English at them too.

**I: Exactly, because many people don't.**

T: I remember I had a child, naughty boy, challenging behavior, he wants to sit next to me, if he doesn't sit next to me he'd do nothing, he was dyslexic, but he wants to do his work as long as he sits next to me. I used to tell him "ma nafx x'qed tghidli, ma nafx x'qed tghidli" and now he comes and tells me "nifimhom ta lit-turisti" Għidli "qed tara, għalhekk importanti li tisma l-Ingliż ha titgħallem". Għax wherever they go, if they go abroad, otherwise they're going to be stuck here. Din bħal ta' Leli ta' Ħaż-Żgħir, ma nafx if you studied it, imma bħal speċi dak in – nies kienu joqgħodu go l-għar u li tohroġ mill- għar tirrapreżenta li trid tinbidel. Ġo l-għar ma ridux jinbidlu għax jibzġħu u riedu joqogħdu ġewwa, u Leli ried johroġ mill- għar. L- istess hawnhekk, ħafna minnhom jibzġħu għax ma jafux u ħafna minnhom jibzġħu li ha jaqgħu għaċ-ċajt. Allura jippreferu joqgħodu b'li jafu u joqgħodu fl-injoranza tagħhom.

**I: U support mill-parents ovvjament m'hemmx.**

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T: Ghandna min parents jissuportjawhom per eżempju għandi tifla fil-klassi, she's a high flyer and she did really well in her exams, 98, 96, 91, in that category jġigifieri, her parent are illiterates, but they support her, they make her study. But she tells me "I study on my own because my mother can't help me". At Chiswick I had a child like that. The parents were farmers and they wanted their child to learn. I used to help him with some private lessons too and the mother used to push him "ibni jien ma naf xejn. Inti trid tistudja għall- aħjar tiegħek, inkella tagħzaq fl-għalqa ħa toqgħod għax aħna dak li nistgħu intuk. Jew timpjega ruħek u toqgħod kuntent b'li taqla" Illum he's an engineer. Even though the parents might not be able to help them, the fact that they are there...I have 2 children, one is in university she's 18, my son is 14. Ok, with my son if he has any problem. I try to keep them independent, as independent as possible. What I tell them is "study, you need to study to have a better life." Today without school you have nothing. But for example, I can't help my daughter, cos she's in law. Ok my husband is a lawyer but I'm not a lawyer. But the fact that I'm at home "Martina, do you want hot chocolate, do you want some coffee", I'm cooking, I'm there. My mother didn't help me too when I was studying. I was a person who wanted to study on my own. But the fact that my mother was at home, helped me and I think all students need that. That there is someone. Students even love discipline, even though they show they don't like it. The structure is important that's why they have problems at home cos there's no structure, jehilsu minnhom. There's neglect, allura that's why it's important that there's discipline in school. If you don't do your homework, you're going to stay in for break and you're going to do it.

**I: To make up for what is lacking at home.**

T: Yes, you know we do our best and we give them a lot here cos we know that some students don't have help at home.

**I: Right, thank you very much miss, your comments have been very helpful, there's a lot of food for thought and you know.**

T: If you need any more help, I'm willing to help.

**I: Thank you so much cos your comments are an eye opener.**

T: Let me tell you, I'm a person who treats my students as my children because I would like my children's teachers to treat them as their own. Sometimes I feel when my son comes home, even something simple, for example I'm coeliac and I can't eat cakes but I keep the cake that other students give me and I give it to the children, they all have a go. M'hemmx preferenzi, kemm hu mportanti. M'għandux x'jaqsam ma l-Ingliż u mal-Malti imma kemm hu mportanti li the teacher doesn't show any preferences. Cos they all feel that they're the same.

**I: U hawn teachers jagħmluha ta**

T: They used to do it in my time, they do it to my students. Jien anke l-aktar tifel low achiever ngħidlu inti l-iktar tifel intelligenti, you can do it too. Because when I was a student teacher

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they sent me to teach the E and F classes. Kienu jgħiduli għalxejn miss għax aħna ma nafu xejn ara xi klassi qegħdin, you know what I mean. So, diġa qatgħaulhom qalbhom.

**I: U żgur u żgur from the word go. Allura għalfejn tipprova?**

T: Heqq, dik l-aġġar haġa. And I have a cousin of mine who was slightly dyslexic and she used to go to an independent school and she was still in year 4, when the headmistress, who's not there anymore, she went to her mum u qaltilha "t-tifla tiegħek m'hi kapaci għalxejn hlief toqgħod wara bank tbiegħ l-affarijiet". I took her to Christine Firman, because at university, ma nistax niżżattat, ma nista ngħid li jiena I'm 100% qualified with dyslexia so I went to Christine Firman, I took lessons with my cousin, I remember she had given me a book "Alpha 2 omega" which was really good for these students, and she did really well. She did not carry on studying but today she has her father's business and she looks after it. Imma li tiġi tgħid hekk lil tifel, qas qatt ma nagħmilha. Very unprofessional that's what I believe. Let me tell you, the nicest thing that can happen to me, when I meet ex-students of mine, hemm minnhom miżżewġin, u jiftakruk, that means you made a difference. Mhux qed niftaħar bijja innifsi ta imma all you can do, is it so difficult to treat them like your own children and to be nice? Kulhadd ikollu xi problemi, kulhadd ikollu xi ġurnata hażina but when you go to school, you have to forget that because you have children and they feel it. That's all.

**I:Grazzi hafna.**

T: Whatever you need. I love this job jiena but to be honest when I came here culture shock. It was tough but I learnt a lot cos I never taught children with so much social problems. I get more attached to those children, iktar inħobbhom. And when you show them that you love them, and when you show them that you care, they will try. Anke dan it-tifel, he's not here, his mother doesn't send him, neglect totali, when he comes, intih xi haġa x'jagħmel, jibda jifraħ.

**State School Teachers – Southern Harbour Region**

T: It-tfal saru aħjar fl-Ingliż milli fil-Malti.

**I: Fl-ispoken jew fir-Written?**

T: Fl-ispoken. Ghax huma aktar esposti. Youtube, Internet, Playstation, kollox bl-Ingliż. Il-Malti infatti, hekk bdejt ngħid ma' LSA oħra, qed nagħmel l-idjomi bħal issa, ikun hemm min qas sempliciment "qata' qalbu" ma jkun qatt sema, jew ikun jaf xi tfisser.

T2: Jiħduha letteralment "qata".

T1: Anka meta tara l-marki tal-eżamijiet eżempju.

**I: Jiġifieri fir-Written English qed imorru aħjar mir-Written Maltese?**

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T1: Issa ifhimni qed ngħidlek bħala average mhux qed ngħidlek kulhadd, taf kif? Imma l-Ingliż sar iktar sempliċi għalihom biex jifhmu, biex jiktbu, biex jaqraw.

T2: Jien li ddejjaqni li anka bejniethom, fil-break per eżempju jitekllmu bl-Ingliż.

**I: Fil-break qed jitekllmu bl-Ingliż?**

T2: Per eżempju f' din il-klassi partikolari jhobbu hafna jitekllmu bl-Ingliż.

**I: Imma hemm xi foreign speakers?**

T1 & T2: Le, le.

**I: Skola Maltin.**

T2: Kollha Maltin. Jeqilbu għall-Ingliż.

T1: Ihobbu anka meta jilgħabu d-dar. Jien niehdu anka mit-tifel tiegħi meta jilgħab u jkun qed jitellem waħdu, bl-Ingliż jitellem.

T2. Imma l-Malti qed ibati ee. Il-Malti sejjer lura.

T1: Ehe

**I: L-ispoken jew ir-Written, jew it-tnejn?**

T1 & T2: Kollox.

T2: It-tnejn. Anka bħala żbalji fl-ortografija qed ikun hemm hafna iktar minn qabel:

**I: U tahsbu li l parents, ghax mill-interviews tal-parents qalu li jista' jkun li ghax qed ikun hemm hafna phonic system tipo that they're exposed to in Primary...**

T2: Nahseb iktar ghax ma jaqrawx jiena. M'ghandhomx cans naqraw nahseb jiena ghax tant huma mhedijin bit-teknologija llum, li t-teknologija haditilhom over hajjithom. Li m'ghandhomx cans għal qari.

**I: Iċ-ċans għall- qari?**

T2: Isma għandhom cans għal qari imma fil-verita jippreferu...

T2 & I: Jippreferu...

**I: It-tifel tiegħi stess infatti...**

T2: Il-qari jigifieri qata' lura hafna u trid iggelghom biex jaqraw.

**I: Qari tal-Malti, tal-Ingliż jew tat-tnejn?**

T1 & T2: tat-tnejn

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**I: Tat-tnejn. Just ma jaqrawx. M'għandhomx çans għalih.**

T2: Għax jippreferu joqgħodu fuq computer.

**I: Ok, Ok. Towards the end of Grade 5, Grade 6, il-bilingual policies li kellna, kienu effettivi? More or less, jew...there's room for....there's always room for improvement fil-verita.**

T2: Ehe

**I: Ovvjament dak dejjem jġigifieri.**

T1: Ovvja dak dejjem.

**I: Anka dan id-dokument jġigifieri, mimli affarijiet, pero, jgħidlek, you know, idur hafna mal-lewża and it doesn't exactly tell you what to do. Jġigifieri, qisha qegħda f'idejn it-teacher fil-klassi x'tista tghamel eżatt?**

T1: U jiddependi anka mill-klassi li jkollok. Għax kif qed ngħidu, il-year 6 li hawn dis-sena, li kont ngħallimhom jien is-sena l-oħra, hafna aħjar fl-Ingliż milli per eżempju għandi din is-sena.

**I: Il-year 6 ta' issa huma hafna aħjar fl-Ingliż.**

T1: Il-klassi li hemm year 6 issa, li kienu year 5 is-sena l-oħra, huma hafna aħjar fl-Ingliż mit-tfal li għandi fil-klassi din is-sena. Inti dejjem trid taddatta skond it-tfal li għandek quddiemek.

**I: Sewwa, sewwa. Jġigifieri fl-opinjoni tagħkom, il-Malti qisu qed ibati, imma l-Ingliż qisu huwa aħjar mill-Malti. Imma l-livell tal-Ingliż taħsbu intom, fl-opinjoni tagħkom, li l livell huwa ta' livell tajjeb bizzejjed?**

J:

T1: Fil-klassi ta' dis-sena li għandi jien, xorta it's not enough. Għax anka inti trid tqis, jekk qed jaraw YouTube jew hekk, iktar Amerikan milli Ingliż, allura jibdew jgħidulek ċertu affarijiet li fil-lingwa Ingliża propja, mhux qegħdin hemm, fhimt?

T2: Mhux neċessarjament li jitkellmu jafu jiktub per eżempju.

T1: Ukoll.

T2: Spelling mistakes ikun hemm hafna.

**I: U ssibu diskrepanza, per eżempju fil compositions, li jehlu fil compositions?**

T2: Iva hafna.

**I: Għax ovvjament fil compositions għandhom free creative writing.**

T1 & T2: Jehlu.

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T2: Illum jehlu jiktbu ftit, m'għadhomx bħal qabel it-tfal.

T1: Pero qishom it-tfal tgħažżnu, they don't do their utmost.

T2: Ija, tgħažżnu.

T1: Għax anka certu żbalji tinduna, traskuraħni. Għalfejn kelma ktibtha tajba l-ewwel darba, ergajt irrepetejtha, ergajt użajtha imbagħad it-tieni darba ktibtha ħażina?

T2: Il-homework qed isir bl-addoċċ. Il-homework qed isir bl-addoċċ. Ħafna heffa biex nerġghu immorru fuq il-computer. Dawn l-affarijiet.

**I: U parental help? Jien eżempju it-tifel tiegħi għandu 8. Jekk ma npoggix bil-qegħda miegħu jgħamel il-homework...**

T2: Naqset ħafna maż-żmien innutajtha jien.

T1: Ftit, tgħoddhom fuq subgħajk, vera?

**I: Qed issibu li t-tfal iduru għall-parents u l-parents m'humiex hemm biex jgħinu?**

T1: Hawnhekk ikun hawn ħafna, ifhem ħafna, imma hawn parents illitterati u li m'humiex ta livell ta year 5. U jgħidlek "jien ma nistax ngħinu lit-tifel". Għax jien per eżempju kont diżappuntata bil-marki tal half yearlies, tiġi l-mummy fil-parents day, u tgħidlek "ii ara kemm mar tajjeb, għadda". Heqq mela għalik la għadda it's enough, taf kif?

T2: L-expectations qisu huma baxxi.

T1: M'għadniex l-istess.

T2: Naqsu, ħa ngħidu hekk miż-żmien li kien hemm il-Junior Lyceum u l-Common Entrance

**I: Mhux bħaž-żmien tagħna meta l-ġenituri tagħna kienu jpoġġu bil-qegħda magħna.**

T1 & T2: le le naqset ħafna.

T2: Għax issa m'hawnx motivazzjoni. Mhux qed ngħid kontra l-policy ta, imma m'hawnx motivazzjoni. Fejn bniedem ikollu motivazzjoni li jekk inti se tirsisti se tmur hemm, jekk inti m'intix se tirsisti se tmur banda ohra...illum m'hemmx motivazzjoni u kulhadd imur fl-istess post.

**I: Minhabba qed tgħid habba s-sistema tal-colleges kif qegħda? Allura qisu m'hemmx għalfejn tistinka.**

T2: M'hemmx motivazzjoni, allura maż-żmien dejjem tonqos.

**I: U l-fatt li l-benchmark m'għadiex fis-seħħ?**

T2: Il-benchmark jgħamluh ehe.

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**I: Jagħmluh xorta.**

T2: Iva jagħmluh xorta imma mhux li jgħatuh dik l-importanza kif kien qabel. Vera t-tension u l-istress naqas. Pero naqas iżżejjed naħseb.

T1: Morna l-estrem l-ieħor.

T2: Plus li sirna

**I: Tipo everything goes.**

T2: Ehe eżatt.

**I: Ic-challenges li tiffaċċjaw intom bhala Primary School teachers li qed tippruvaw tghallmu l-Malti u l-Ingliż għall- livell li fl-opinjoni tagħkom huwa adekwat, x'inhuma c-challenges?**

T2: Heqq ġieli kellna tfal b'challenging behaviour hux...ġieli kellna tfal jiġifieri.

**I: Infatti għandek l-inclusive classroom...Jiġifieri it's posing a problem.**

T2: Ehe u għandek abbiltajiet mill-A saz-Z ngħidlek jien..aħna dejjem hekk konna.

**I: Tahsbu li din qed tghin jew...?**

T2: Jien ma nemminx li l-estrematijiet...nemmen f'ċertu tip ta' inkluzjoni imma l-estrematijiet nemmen li qed ibatu jien – it-tajbin hafna, il-high flyers, u l-batuti hafna. Għandna sfortunatament tfal li xorta joħorġu llitterati mill-Primarja. Nagħmlu kemm nagħmlu magħhom...complementary u literacy u nagħmlu magħhom, u individual attention, LSA's...xorta kellna min jibqa llitterat jiġifieri sfortunatament.

**I: U jiġifieri bhala challenges oħrajn, apparti dawn il-mixed classrooms, x'difficulties oħra tiffaċċjaw bhala teachers?**

T1: Jiena li nsib diffikulta per eżempju fl-Ingliż aħna nużaw il-Way Ahead. Il-karta tal-eżami fl-aħħar naqra ma tkunx tirrifletti; tkun hafna itqal, anka bhala comprehension, milli ngħamlu aħna matul is-sena.

T2: Waħdu mhux biżżejjed. Irridu nikkumplimentawh b'xi haġa oħra.

**I: Il-Way Ahead jiġifieri problema as a text book?**

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T2: Le mhux ha jkun biżżejjed dak.

T1: M’huwiex tajjeb. Ma jikkejterjax...

**I: għad-demands tas-sillabu?**

T1 & T2: Le.

**I: U per eżempju f’lezzjoni tal-Maths, jien hsibt li l-karta tal-eżami ultimately ha tkun bl-Ingliż u l-istudenti li huma batuti fl-Ingliż ha jsibu problema, ha jmorru hażin fil-Maths għax mhux qed jifhmu l-Ingliż.**

T2: Iva, iva. Mhux neċessarjament għax ikunu jafu jaqraw bl-Ingliż ifisser li qed jifhmu. Mhux dejjem hemm comprehension.

**I: Jiġifieri dik sibtuha intom, tiffaċjawha.**

T2: Iva, l-problems ibatu fihom fil-fatt minhabba f’hekk. Jekk taqlibielhom bil-Malti, mill-ewwel jgħamluwieli. Jirraġunawha imbagħad.

**I: Jiġifieri thoss li anka per eżempju waqt il-lezzjoni tal-Maths, li per eżempju fil-curriculum darba qalu li l-Maths tghallmu bl-Ingliż. Kemm hi reali imma fil-fatt?**

T1: Jiena xorta jkolli niswiċċja, nammetti.

T2: Ikollok min ma jifhimx u ma jgħamilhomx hux.

**I: Eżatt. Jiġifieri ovvja li as a teacher you’re not going to sacrifice....you’re going to sacrifice the language and not the content.**

T2: Jiena l-ewwel nagħmilha...nagħmel bl-Ingliż...

T1: Tiswiċċja l-ħin kollu...

T2: Imbagħad fejn tara li da, jkollok tgħinhom bil-Malti hux.

**I: Jkollok tgħinhom bil-kuntest....Ok sewwa...mela....ok phonic system... Ir-regoli li dejjem johorġu mill-universita, r-regoli l-ġodda qishom, tipo tal-Malti u dan, kemm taħsbu li qed jgħinu. Per eżempju kull tant anki dawn “is-senduq, bufuri, kuluri” u dawn...ċertu kliem li kultant jien inħares lejhom u...**

T1: U ma tkunx taf taqrahom hu

**I: Nghid dik hekk qed jgħamluha? Tipo hekk qed tispelliha din issa? Mela din tista? Tipo issibu diffikulta’? Where do we draw the line?**

T1: Iridu jieħdu deċiżjoni...

**I: coach....k-o-w-c per eżempju**



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T1: Iridu jieħdu deċiżjoni u jgħidu...jien l-ewwel darba li per eżempju rajt “handout” miktuba bdejt ngħid imma qisni bdejt inħares lejha u ngħid “din kif tinqara? Din x’inhil? ‘handout’ vera din?”

**I: Tahsbu li din qed tagħmel problema għat-tfal jiġifieri, tipo... ?**

T1: Iktar milli anka tikteb kliem bl-Ingliż bil-Malti, ċertu regoli li qabel, jien naf, “tal-ohrajn” per eżempju konna niktbuha “ta’ l-ohrajn”. Issa sirna niktbuha “tal-“. Ċertu parents ma jkunux jafu b’dawn ir-regoli allura lit-tfal jgħallmuhom kif kienu jitgħallmuhom huma. Jien ngħallimhom bil-mod kif suppost u jkun hemm it-taħwid hux.

T2: U tagħna anka “Is-senduq” mhux attraenti. Tas-sitt sena “Is-Senduq” ma narahx addattat.

**I: X’inhil dak l-orangjo bħalissa?**

T2: L-aħmar. Ma narahx addattat għat-tfal. Hemm ħafna stejjer li...

**I: Ma jolqtuhomx**

T2: Le, le mhux attraenti.

**I: Tahsbu li l-library tal-iskola per eżempju, jew il-kotba li għandhom aċċess għalihom, jagħmlu differenza jew...għax xi parents qalu li l-libraries tal-iskejjel tipo ma jkollhomx kotba adekwati; jew tahsbu li dik hija skuza min-naħa tal-parents?**

T1: Fil verita’, għandna aħna. Xtrajna ħafna kotba godda, anka għandhom online...u ntuhom il-kotba online.....huma jridu jkunu hux.

**I: ok, ok**

T1: Ilum hawn ħafna riżorsi, anka jekk il-librerija tal-iskola ma toffrilekx, tista tmur librerija oħra tar-raħal, jew ta-Belt is-Sebħ. Hemm, jien naf, l-Oxford Owl li lanqas għandek għalfejn thallas u hemm viżibilju kotba fiha tista toqgħod taqra b’xejn.

**I: Fejn hi?**

T1: Oxford Owl – website.

**I: Ok, ok all right.**

T2: Le imma għandna kotba aħna ta’ hawnhekk...għandna kotba. Barra l-online jiġifieri, għandna anka kotba jiġifieri dan ukoll...jiġifieri ħafna.

**I: Jiġifieri it’s not an excuse li they tell you “it’s because the library”.**

T2: Le, le qas xejn. Anzi dejjem jizdiedu l-kotba jiġifieri dejjem jixtru iktar...jiġifieri.

**I: Bejn li ngħidu li l-livell tal-Ingliż niżel bħala standard, dik tahsbu li hija xi haġa li qed nirreferu għal xi haġa tal-passat. Fl-esperjenza tagħkom, kemm ilkom tghallmu, taraw**

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**li ghalkemm ir-written English huwa forsi naqra ahjar mill-Malti, u huwa forsi ehfef fil-mohh ta' ftit, taraw bidla fl-istandard, jew more or less huma kumparabbli over the years fejn jidhol...**

T1: Heqq jien narahom ahjar fl-Ingliż.

**I: Over the years they've become better because of exposure jgifieri to TV**

T1: Of exposure hux.

**I: Pero outside the school, ghandhom exposure ghall-Ingliż?**

T1: Ma tantx. Sakemm kif ghedna, sakemm mhux internet u hekk, il-ġenituri....

**I: Il-ġenituri mhux se jkellmuhom bl-Ingliż.**

T1: Ma tantx.

T2: Issib wahdjet, issib wahdjet.

**I: Forsi l-wahdjet, imma id-dominanza...all right, ok.**

T1: Imbagħad lanqas naqbel...ghax jiena...immu fejn immur bit-tifel, rari ssib xi hadd jittellem bil-Malti. Jien dik vera ddejjaqni. Kulhadd jittellem bl-Ingliż. Mela ngħatu hafna importanza lill-Ingliż ghax konna hżiena fl-Ingliż, issa f'daqqa wahda abbandunajna l-Malti...heqq.

T2: Le jiena ttini fastidju hafna li...

T1: Iddejjaqni jiena hafna...

T2: Halli li tkun tajjeb fl-Ingliż, nemmen li importanti jgifieri, imma mhux a skapitu għall-Malti.

T1: Il-Malti il-lingwa tiegħek hux.

**I: ehe ehe ehe. U tahsbu jgifieri li bis-sistema kif qeghda bhalissa m'ahniex qed nilhqu bilanċ bejn it-tnejn. Qed ibati l-Malti...ghar-written Maltese qed tirreferi inti....**

T2: U anka li jittelmu ta.

T1: Anka ċertu kliem...tghid ċertu kliem bażiku li mingħalija li jafuh u ngħid...imma din?

T2: Jużaw espressjonijiet bl-Ingliż anka meta jittelmu bil-Malti. Ġieli tant inti ssir familjari mal-Ingliż li tibda tiġi f'dubju liem hu l-Malti u l-Ingliż. Jien per eżempju t-tifla tiegħi kien jigrilha hekk bit-Taljan. Tant kienet tara Taljan...kienet għadha zghira fil-Primarja...ġieli kienet tghidli "dan Malti jew Taljan"?

**I: Ma tghamilx id-distinzjoni.**

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T2: Hekk. Għax tant kienet tara bit-Taljan...konna għadna qas dahħalna dawn il-cable u hekk konna dak iż-żmien...kienet għadha żghira. Imbagħad per eżempju l-oħra qas tifhem xejn Taljan għax l-oħra imbagħad giet esposta għall-Ingliż.

**I: All right, ok, all right.**

**I: U bejn dawn il-policies, per eżempju jien qed nipprova naqra dan kollu u nipprova nara x'hargu minnu jiġifieri għax...**

T1: Jaqbdok ugiegħ ta' ras

**I: Kont qed nipprova nara, all right, Education Policy Profile, fine. U għandna document u l-aqwa li għandna t-timbru u dan, pero in actual fact, thossu li hemm distakk bejn dak li qed jingħad at levels...**

T1: Dak Dejjem.

**I:... u dak li tipo what is happening in the actual classrooms?**

T1: Pero min jikteb dawn l-affarijiet ma jkunx fil-klassi u ma jkunx jaf x'inhu jiġri fil-klassi.

**I: Thossu li tipo hemm distakk...dan bħal meta per eżempju...**

T1: Kbir

**I: ...konna niehdu lectures l-universita imbagħad tidhol fil-klassi u...**

T1: Mela imbagħad fil-klassi hu

**I:...u ssib realta' differenti basically, u so far ma kienx hemm enfasi min-naħa tad-dipartiment biex forsi nippruvaw, jien naf, jghaddu xi metodologiji li jistgħu jahdmu ahjar. Ma smajtu xejn intom.**

T1 & T2: Le, le

