

APPENDIX TWO

TRANSCRIPTS OF AUDIO-TAPE RECORDED INTERVIEWS

CONVENTIONS:

The headings **Ethnographer:** and **Informant:** indicate the exchanges taking place.

Material in square brackets [. . .] indicates where the interviewer provides directions for understanding the point being made.

Pauses in the dialogue are indicated by three full stops (. . .); and are included as evidence of interruptions to the free flow of talk which, from time-to-time may be open to interpretation concerning the significance of the topic being considered.

Paragraphs are alphanumerically labelled to facilitate references, from within the body of the thesis, to parts of the transcripts.

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Initial approach for information on current innovation.

Informant: [A01] Under the general umbrella of educational development, we've got firstly, historically, an audio-visual service [Indicating a rough diagram being sketched to outline a taxonomy of functions], . . . , guys rushing around out there, and so on, . . . so you know all about that; it's fairly standard; and one little off-shoot of that is that we are running a service for secondary and primary schools; helping them to fix their equipment; and that, to me is part of the, . . . if you like, underpinning the philosophy of the whole department.

[A02] The second area involves graphic art; this was an off-shoot of the audio-visual; it started off as assistance with preparation of overhead projections and slides; and this became a development with its own momentum; and is pushing now into much more high quality products; and then into computer aided graphics.

[A02] And then an off-shoot of that is desk-top publishing; which is the next step on from word-processing. We can actually take a word-processed file and we can prepare it straight for publication.

[A03] This is a fairly important part of the development that we do at the moment.

The other bits of the department: . . . if I drew a dotted line down there: . . . this [the first section] might be called technical; so the people who are involved in this area are technical people.

[A04] The other half of the department are academic people. It is the academic area which is the new development in this development.

[A05] One of them is the media lecture; which is photography; a bit of video; presentation school; and the other one is the learning centre. This is almost a brand-new initiative [the learning centre] started in '85; CTEC funded; and we developed it really from scratch.

[A06] And then things like ESL [English as a Second Language]; Basic Science; Mathematics [within the learning centre].

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Ethnographer: [A07E] I've been over there . . . looking for this office . . . I've had a brief look.

Informant: [A07] All of this, put together, is what DED is [Department of Educational Development]. There is little overlap between people who work in this area and this [indicating the division between audio-visual functions and learning centre functions] . . .

[A08] But what I'm trying to do is regard the DED as a department and see if we can't make some of these areas mutually supporting.

[A09] It may be that's where your interest lies. I don't know, . . . the actual development in how to make this sort of development run; the dynamics of the department.

Ethnographer Yes.

Informant: Is that enough on the Department? . . .

Ethnographer: Basic structure, yes. . . .

Informant: Would you like to interject questions?

Ethnographer: [A10E] Yes, certainly. . . . Where did it all begin?

Informant: [A10] Historically, in about 1973, it started with the Audio-Visual Section. Perhaps one of the other functions I've forgotten to mention is staff development; and again this is a fairly standard EDU or FDV function.

Ethnographer: Yes.

Informant: [A11] I mention that because that was in the initial brief in '73. So that if you like, this stream, this staff development continued up until '86; when the then head of department was moved on to a . . . what is known as the Institute Planning Office; and I was brought in as an ex-chemist, into the head of department position.

[A12] So that is the historical continuation of it. That stream . . . and it was in '86 or '85; around that time, there is a bit of a grey area when he was away on leave and I was brought in as acting head and all that sort of business . . . it was in that time we started on this new area here [indicating learning centre].

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Ethnographer: [A13E] How much was the decision making that took place about this, . . . located at Council level?

Informant: [A13] Very little I think, it was due to a combination of things: the first was that the existing head of department saw his career somewhere else; and in fact applied for, and got, the planning officer's job;

the second driving force here was the . . . what I see as the general uncertainty about educational development departments across the whole country . . . they are not quite sure what they are doing and where they are; and there is a change in philosophy going on as well;

thirdly, this question of participation and equity, the new CTEC funding scheme for disadvantaged students.

[A14] Putting those three things in the melting pot, and having my position as coordinator of the participation and equity scheme going at that time, it just seemed to be a sort of a natural step for the directorate to ask me to move into DED.

[A15] So it was at the . . . at the assistant director . . . as the final lever in this; and it didn't require an act of Council.

The Council were notified later.

Ethnographer: [A16E] Is that assistant director still on campus?

Informant: [A16] Yes. He is now the acting director; and has . . . he'll be hot favourite for the vacant director's position.

Ethnographer: [A17E] When will that come up do you think?

Informant: [A17] Interviews are being carried out at this very moment.

Ethnographer: [A18E] So, in actual fact, this shows a lot of support at a very high level.

Informant: [A18] Yes.

That is one of the reasons why the department has done well over the last couple of years.

[A19] Not only the acting director, but at least two of the heads of school, and several of the heads of departments are all very supportive of the things we are doing. . . .

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[A20] It does have full support of the Council as well, although they were not the initiators.

Ethnographer: [A21E] When you say you were coordinator of PEP program, what other sorts of things were you involved in at that time when people decided you should be targeted in this direction?

Informant: [A21] Initially I was Senior Lecturer in Chemistry . . . and then the PEP program was just about to be launched in '85; we were funded from Canberra; and in the dying months of '84, to assist them to set up a few of the guidelines, I was to be placed on the program, and I was asked to do that full time . . . so a period of September, October, November, December, . . . perhaps, yes, those five months. I was released from the Chemistry department. I became full-time coordinator of these activities on this campus and this was in conjunction with Nepean College in Sydney.

Ethnographer: [A22E] So what was the connection with Nepean?

Informant: [A22] We were both funded.

Ethnographer: [A23E] Two people?

Informant: [A23] Yes, myself and Keith McPherson from Nepean. Both were given about \$30,000.00 from the Government, to start to set up programs, to help set the tone, if you like, to Participation and Equity. . . .

[A24] So that was my position just before the EDD position became vacant. And I guess it is a lot of serendipity that those two things occurred at the same time; and I was not an audio-visual person; nor a graphic art person; nor a media person in any way. All of my experience had been straight academic work. . . . and my commitment to first year and disadvantaged students.

Ethnographer: [A24E] Can we say a little more then about your perceptions of the academic stream and which way they will be developing . . . you've mentioned the department as it is now; it emphasises ESL, Basic Science, and Maths Education for

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disadvantaged students on campus . . . and photography programs; media development programs.

Informant: [A24] There for the general body of students . . . the elective program . . .

Ethnographer: [A25E] . . . and the overall learning centre concept . . . is this to facilitate access?

Informant: [A25] Very much so. We have received something in excess of \$220,000.00 now from CTEC through grants, which we have put into the learning centre. And we started virtually with nothing. At the moment we've got one full-time lecturer, a half-time tutor, some fractional time tutors, and about eight student mentors who are senior students from across the campus who come and work with us for a couple of hours.

Ethnographer: [A26E] Where did that idea come from? . . . Having student mentors?

Informant: [A26] It arose out of the environment of the times. It's part of our holistic philosophy towards what I call intervention strategies and what I'm trying to do is link together . . .

[A27] I'm trying to work on this device I call an intervention strategy model, which talks in terms of three variables:

under learning and learning strategies; things which I have to very carefully target: for example:

firstly, the target of the intervention;

are we looking at an individual student; a group of students; a support service group; institution or the general community? So I am being very broad in my definition of what is a learning centre. So it isn't just students; it can be staff, support staff, or in fact more into the families of students.

[A28] I think we have to very carefully define what is the purpose of our intervention: is it a remedial intervention; is it a preventative intervention, which is in parallel with lectures; or a developmental and broadening function involving all of those.

[A29] And finally the method of the intervention: is it myself; an agent of myself; or an educational technology.

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[A30] So what I am trying to do is take a broad picture of what it is to intervene in the students' learning process.

[A31] Now, one of these elements, if you like [referring to scratch diagram], in this cube was driven by the need that we have a lot of students who want repetitive work: language training: "Good morning" and they all repeat "Good morning . . ." that sort of stuff.

[A32] It is absolutely ludicrous to use myself, or a teacher; so we brought in student mentors at some small allowance per hour to actually have conversations with the students; to carry out repetitive functions of the language. And these student mentors have become very important: their functions broadened since the conversation days. They allow us, by training student mentors, to then reach out to about eighty students, something which is absolutely impossible for one individual to do.

[A33] This . . . just as an aside, this has had the effect of really increasing the ability of the mentors. As they come in, helping other students, they have to brush up on their own work. So it's been a very useful scheme for us in a number of ways.

[A34] Along with that talk about educational technology, . . . again using the same philosophy, we're looking at a lot of individuals, we might be looking at 150 people who are involved with our learning centre: either in a remedial or a preventative type situation. And that would be impossible by myself or with agents.

[A35] So we wheel in educational technology in the form of the very patient computer; the interactive video; and the interactive audio station. And I'm doing a lot of developmental work with a staff development officer on this. And we're working particularly in the area of language, some report writing, and we're now starting to work on basic science. Our latest project, for example, is blood pressure: blood pressure measurements for nurses who have had very little basic science. So that in the pre-lab. session, by which they are taught what the apparatus looks like, what the sounds are like, and so it's a pre-lab. preventative session, so they don't go into the lab. blind. So as much as possible, we are trying to introduce the technology in those sorts of situations.

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[A36] We are also moving into word processing, for disadvantaged students, we've got about six or seven word processors now; the students come in for report writing skills. The first thing we ask them to do is enter it onto the program, print a copy, and then we start to work with it. This has had, again, enormous effects on kids, just as they see their work come up in typed form, they can talk about it intelligently, make changes which take very little time to make, and then, another copy comes out.

[A37] I suppose there is a hidden agenda as well there, which is to introduce all of these students to technology to show them that it is not to be frightened of, as there is a lot of antipathy toward technology, and these kids get early use of the computer and seem to get much benefit from it.

Ethnographer: [A38E] The blood pressure measurement unit . . . what is the nature of that; is it video?

Informant: [A38] It's called interactive audio; and just to describe that for a moment: there is a microcomputer, . . . a screen, keyboard, with attached to it, a very high quality tape recorder; often with an amplifier for a group of students. The microcomputer drives the tape and the tape introduces the topic of blood pressure, and as the voice is heard talking through the headphones we've got a series of graphics that come up so that the key words are highlighted, the equipment is shown in schematic form; then on the tape we've got a series of actual recorded heart beats; and these are sounds you hear through a stethoscope . . . all these sounds are recorded; the student then gets experience listening to the sounds and looking at the typical values which are read on the monitor. Directly after that the student goes into a prac. class and carries this function out. We've had enormous success with this. . . .

[A39] We're going to extend this interactive audio into such areas as counselling . . . over the telephone; for line counsellors where all of their cues have to come aurally; and so we're going to develop this technology. Obviously there are developments in music, music education.

[A40] We've got something called interactive video as well, which you may have seen . . . The interactive bit in the audio and video is that: in audio the cues are aural, in

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video the cues are optic as well . . . the interactive bit is that you can go back over the program until you get it right. . . . It's a very exciting technique really. It is infinitely patient.

Ethnographer: [A41E] What are your prospects for further funding? You have \$220,000.00 so far.

Informant: [A41] We've just got an extra \$13,000.00, just in the last couple of days; and that is the last funding for the '85,'86,'87 triennium. I was asked to go to Canberra about two months ago to talk about the next triennium; and I delivered this seminar paper to the Commission of CTEC: talking about the future directions; and I was pushing this holistic view, the whole interventionist strategy. I was a little bit concerned about the buckshot approach, they seemed to be funding quite disparate programs; and I think, resulting from this, there may be a slightly new direction for participation and equity in the next triennium; and I'm pretty sure that we will be funded for another triennium. Not the same amount of money but there will be continuing support for us; we've got very good relations with the commissioners of CTEC.

Ethnographer: [A42E] Are there key figures in CTEC whom you could name as people who have been particularly influential in this regard?

Informant: [A42] Yes. The person we worked directly with is Karen Bissett . . . I found her to be a most intelligent person. I also worked with Carol Ey; and the other lady we were talking to at the time was Janet Gough-Watson; from the TAFE area; she really was an observer, but we're very keen on Institute/Tafe relationships here, and I think she is going to be a key person in the future to work with. These are the people we deal directly with.

[A42] Their immediate superior is Lance Hennessy and we don't usually get to speak with Lance, although we did . . . he gets down to visit us once or twice.

[A43] In Volume One of the CTEC Report this year there is going to be a bit on these sorts of affairs, written by John Toppley the registrar from Griffith University. . . . He visited us at least once or twice looking at what we had done; he was making a

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report and some evaluations I think. So if you want to chase that Volume One of CTEC it will be helpful.

Ethnographer: [A44E] What sorts of arguments do you put up against the "buck-shot approach"?

Informant: [A44] I would talk in terms of efficiency and effectiveness which are the catch words of the day. It seems to me that this sort of idea that people have come up with projects to catch money, are not as valuable as the more concerted approach. I don't like the idea that an institution might have one project going; when the project funds dry up, so does the project.

[A45] I'm much more in favour of projects which are seeded by CTEC which the institute will then pick up the bill for a bit later. And it seems to me, to have that occur, we need a much more thoughtful approach to participation and equity. You have to think of schemes which in themselves, . . . of course they must be very good ideas, but which will very soon become an integral part of the program. And this to me seems to negate very radical schemes like, for example, you may have heard of Sydney University's Succeed Program; where they got a considerable amount of money to put ten students through university.

[A46] The idea of that was that they would act as role models. But to me, that is not based on enough thought. What role model are you looking at? You are looking at a student from a disadvantaged background with total funding, and support from the university, getting a degree. So your role model says: if I am to be a student, I need total funding and support from the university to get through. So it doesn't work. It is doomed to failure. And that is also what I call a spiked approach: you get a very small number of students and you try to push them through. I much prefer the broad band approach where you say: look on this campus we've got 500 students from ethnic backgrounds; if we can work to get a language program going, to which students will not feel threatened when they come, and we can entice, somehow, senior students to start working with them, then this thing will have a life of its own after the funding

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disappears. And this is precisely what has happened. The college says this is a terrific idea, here is a certain amount of money to keep it running. I feel like it is raising the whole game by half a point rather than implementing a spiked effect. So, but, again, this is becoming a little bit fragmented.

Ethnographer: [A47E] No, actually, in my mind it is starting to come together because; in one sense, we've got the rational actor model: putting up reasons for action on the basis of the literature and on the basis of personal philosophy; values maximising in the decision making; in terms of students from disadvantaged backgrounds, and so on. And the program is seeded, and gets under way, but what in fact you are working towards, it seems to me, is . . . and once again, this is a very valuable way to proceed, a positive way to proceed, . . . is a recognition of the organizational or bureaucratic nature of the organization that you have; you in fact are then moving towards a bureaucratization of the innovation, letting the power of the bureaucracy take over, to keep it in place, to keep it intact.

[A48E] And just as a matter of comment, on the basis of where I stand now, that's making use of a two-pronged move in procedure, and I am wondering where the third of my concerns comes in which is the notion of politics; the bargaining which goes on in these situations. I guess it's in there somewhere, as well, and the prospects look good for exploring it.

Informant: [A48] Yes, there are two types of bargaining of course: one is outside the institute: with CTEC for their money. The other one is within the Institute where you try to get an intervention program going, so you start to interfere with other people's students. And this is not as easy as it sounds.

[A49] There are . . . there is a bit of defence . . . and that's why I say we've been very fortunate in having the support of a number of heads of departments who have opened their departments up to us and made us an integral part of their teaching process.

Ethnographer: [A50E] Was there a process involved in getting that to happen?

Informant: [A50] Yes.

Ethnographer: [A51E] What would you say was the process?

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Informant: [A51] Again, a little serendipity. One of the things I did prior to 1984, was I did a B.A. at this Institute. So I was lecturing in the chemistry department and I was a part-time student as well; and I got to know people in the humanities department very well. And when this project came up they supported me in my application for the position of coordinator; . . . and having done that . . . [chuckle] . . . I said right, you supported it, now can I start to touch base with your students? And they were actually very happy with it; because they had known me at a personal level, what I was on about, my philosophies, and the department I was now in was able to give them the appropriate support. I don't think they would have been that willing with a stranger. So, in a way, I was very lucky that that channel had already been put there.

[A52] The second channel, of course, was through the sciences. I had been heavily involved in the design of the new medicine course; it was one of my duties when I was in the science area. And when that came on stream, I just called in a few favours there, I said, well, I'm really interested in this, where can I be of assistance? And now we see up to forty of their intake students per year.

[A53] I run summer schools, bridging courses, and most of my free time now, is spent on an individual basis with mature-age students in a remedial type situation. So again, a little bit of serendipity, but also a working along established routines, in your terms working through the bureaucracy, but having the runs on the board.

[A54] And the final area that has just come up is occupational health and safety where again I was involved in a peripheral way in setting up this course, but mainly because of my experience with mature-age nurses; they've asked me to look after the mature-age occupational health students in a remedial sense, which is where I'm off to at three o'clock.

[A55] So I'm making the department, partly through me, personally, and through my lecturers and tutors, become an integral part of the learning process for identifiable groups of students: mature-age nurses; mature-age occupational health people; English-as-a-second-language students and students of written and oral communication;

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all in some way have, as a component of their course, a visit to EDD or a visit from EDD to them.

Ethnographer: [A56E] But, it's not going to stop, is it? And so, what do you . . . I mean, you can't do everything . . . can you? There is going to come a time when you will have to make extra appointments [extra staff].

Informant: [A56] Again, my philosophy on this, is that I'm using myself as a seeding person. I get certain programs going, for example, the summer school in basic science for nursing I ran this year for five days. Next year I will use the half-time tutor we're training up to that: so she will slip into that position and I will do something else. I'm justifying the need for the position, I'm setting the course going, writing the notes, and doing all of that; and then I'm putting in what I call an agent of the principal to keep it going. So in that way I can't do everything, but I don't intend to. I intend to make the position, justify it, and then put someone on. It's worked so far, I haven't been caught out on it so far.

[A57] There are problems . . . there are some students who demand to see me [personally] and if I refer them to the centre, they get a little bit upset.

Ethnographer: [A58E] How would you quantify the impact on the institute? Have you reached into a quarter of the Institute? Half of the Institute? How would you quantify that?

Informant: [A58] Are we talking about the department or the learning centre?

Ethnographer: [A59E] Well, the learning centre itself; or the department possibly, I don't know.

Informant: [A59] I have to be a bit careful here because the technical side reaches the whole Institute . . . the media section would service two departments with an extension into perhaps a couple more; staff development would touch odd lecturers in odd departments: very unsatisfactory from my point of view.

[A60] The learning centre tends to concentrate on those areas into which disadvantaged students come. Now you've got to realise that, as with Phillip, FIT is an umbrella over a number of disparate departments. Physical Education and Recreation

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have no disadvantaged students; neither does Business Studies, Tourism, Hotel and Catering Management; so we would see very few of those students.

[A61] But in Science, Nursing, Mathematics, particularly with English; Engineering with English; Humanities with English and report writing; Multicultural Studies course; we see a lot of those students. In terms of numbers: maybe 100 in the language area; maybe another 50 in basic science and mathematics. So we are looking, . . . and these are not one-off contacts, these are fairly intimate contacts, with 150 students out of a body of 4,500 EFT students. When you work a percentage out on that, that doesn't mean much; but you really have to subtract departments like Phys Ed. So we might be reaching 150 out of 2,000. Maybe 150 out of 1,600. About 10%.

Ethnographer: [A62E] But still a majority of departments.

Informant: [A62] Yes, quite a number of departments, yes. Partly I think because of the nature of our clientele in the Western Region and partly because of the thrust toward participation and equity; that there is added money given if you take students in from non-traditional backgrounds; no doubt Phillip gets some of this as well.

Ethnographer: [A63E] I have two observations to make about that:

it may only be a matter of time before you get similar sorts of students in Hotel Management . . .

the blood pressure unit is available for all students not just for remedial students and . . .

there might come a time when you reach into every aspect of every department.

Informant: [A63] I think you're onto me again! I don't want to limit the learning centre to disadvantaged students. I've been talking to John Clanchy and his problem is lifting students from second-class honour level to a first class honour level. That I should have such a problem! And I think, really that the learning centre should be looking at all ranges of students who want to lift their game a bit. So I'm quite happy to look at any student: with limited resources, of course, we have to concentrate our first programs on the disadvantaged student.

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[A64] As you have accurately said, the blood pressure unit is used by all students. It was designed with disadvantaged students in mind, but they use 150 students on that one piece of apparatus now. The report writing interactive video we made is now used by all students in written and oral communication; 450 students. And I am sure CTEC would not mind that money for disadvantaged students was being used more widely.

Ethnographer: [A65E] But, in terms of the governance of your entire Institute, it does have implications; it does point a direction for FIT that might take place: . . . that the whole institution will move from a traditional model of education to something different arising out of this kind of innovation.

Informant: [A65] This is in fact happening . . . six months ago we took the staff development officer and put him full-time onto what we call technology-based education; as a trial. He is the one who has developed the interactive audio and interactive video. It looks, on the basis of a meeting held last night, that he will be full-time there forever. So what you are suggesting is, I think, going to come true.

Ethnographer: [A66E] You see, we've had deliberate attempts to make different sorts of universities and different sorts of colleges; we've said: Let's throw out the old model; let's build the new building around in a circle; rearrange traditional faculties/departments; the hierarchy, etc., etc. And they haven't necessarily succeeded; . . . but it may be that changes can take place, but from within, and such that FIT will be an entirely different sort of place further down the track, than one would have predicted, say five years ago.

Informant: [A66] There are a lot of things laid over the top of that as well. As you are aware, both FIT and Phillip started as technology-based places; we started very heavily in engineering and science; we didn't have any business studies; certainly no teacher ed.; and now the centre of gravity has moved across the campus quite radically.

[A67] The numbers are in business; it's by far the biggest faculty. Very strong Phys. Ed.; huge nursing school. The engineers/technologists are now a very considerable minority; so FIT is changing; in philosophy; the nature of the clientele; the nature of

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the services that have to be provided to them. The thing that you, I think, are highlighting will be yet another of those sorts of changes which I think may come in response to that changing clientele. I'm pretty sure we won't recognise FIT in ten years.

Ethnographer: [A68E] Raising the question of documentation: is there a committee? . . . a management committee?

Informant: [A68] No: . . . we've been running a little ad hoc as it were: there is an educational development department committee set up but it has never met. I've been working with the people in the department and using them as internal sounding boards.

Ethnographer: [A69E] So you are an autonomous department?

Informant: [A69] Yes. With again the caveat that I work in the academic services area, which is computing; largely student services, counselling and EDD; and I use the four heads of those departments very much as a sounding board as well. So it's sort of autonomous but there is sort of a moderating through these people. And it's, I think it's been a useful way to run . . . because I haven't needed direction from people from other departments because they've had no experience with this new thrust.

Ethnographer: [A70E] Linkage to governance can slow down the implementation rate . . . I think the theory in the literature substantiates that . . .

Informant: [A70] I'd like to have claimed to have read that: followed that rule, but it was really a gut feeling. Some of the things we were doing may have run into difficulty with a committee ruling but we were doing it more parochially. For example, the movement into the media area is a movement of an academic service area into teaching; and traditionally that had been opposed.

[A71] Because I haven't gone to a governing committee; we've now established this department as a teaching department, with the ramifications that flow from that. I think it's been for all of the department: it has given a slightly different direction; certainly a raised status and a better working basis. But I don't want to give the impression of some sort of Rambo character rushing away unbridled: it has been

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always, at each stage, a discussion with the other academic service departments and at particular times with the head of department of the department most intimately connected with that area. For example with John McLaren, I talk at length with him about the politics . . .

Ethnographer: [A72E] So, in order for me to get the total picture I think I need to get around and talk to these people. They are all on campus?

Informant: [A72] Yes, you can certainly speak to a number of other people about EDD and their views of it: I would certainly be behind that.

Ethnographer: [A73E] But in terms of documented reasons, there wouldn't be much . . .?

Informant: [A73] Very little: it tends to be word of mouth: I suppose counselling: people sitting with friends: making suggestions: would you like to try this? and so on . . . Yes, we will support you in that. And that is a very good way for me to work. And with the assistant director always there – sitting listening, it's like having a vote: if he nods, you're right!

Ethnographer: [A74E] What about student groups: have they given expressions of support? Any recognition of what's happening?

Informant: [A74] Each year I get some nice cards and things from groups I talk to like mature age nurses with their chocolates and so on . . . from occupational health people : so they recognise the service that has been given to them particularly.

Ethnographer: [A75E] But Student Union hasn't been politically active to put pressure.

Informant: [A75] Yes, extending to that, I've had very little input from the student union. They don't seem to be interested further than the cause at that level. They say some nice things in the handbooks, but that's about it. I've asked them, for example, to provide mentors, to provide tutoring services and things like that, and they are a little bit more interested in student politics and they are leaving the learning situation to me.

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Informant B: Academic Staff

Ethnographer: [B01E] Grand Tour Question: a typical day in the life of your work on campus.

Informant: [B01] There will be messages on my desk from various people. And if there isn't I either work out who I am going to see today to plan for the semester; or if it's in-semester, . . . sorry, if it's in a holiday, and we are running a program, it is usually straight into teaching.

Ethnographer: [B02E] So there is a dichotomy there between the two: as between semester and holidays, with holidays being much more directed and straight forward; semester might be much more . . .

Informant: [B02] Well . . . from my point of view, because I prefer . . . I would prefer to be doing the teaching. To come in at nine and just do the teaching all the time . . . and . . . for me . . . running workshops and things is easier than coming in at nine o'clock and thinking I have to go and see so-and-so to go and find this and that . . . pushing paper around basically . . . and planning.

Ethnographer: [B03E] Good . . . telephone messages, what sorts of telephone messages would there be?

Informant: [B03] Usually where . . . maybe I wasn't in the office late the day before . . . I was over in Economics or some place . . . it's people saying "Phone so-and-so, he's interested in a program. . ." those sorts of messages. Usually from students.

Ethnographer: [B04E] Now you mentioned the Department of Economics as an area you go to . . .

Informant: [B04] Economics and Accounting, those are my two areas.

Ethnographer: [B05E] And tell me a little bit about those departments.

Informant: [B05] In what way?

Ethnographer: [B06E] Whom do you see in there? And what do you do with them?

Informant: [B06] Well, I am in the process of building up relationships, and have been since May [1991]. And so there are . . . there's . . . there are two in Economics who I'm . . . who I sort of connect with. And there's one, . . . two, . . . three in Accounting.

Ethnographer: [B07E] Now how did you come to be connected with those people, what was the process that led to that? Did Jim suggest that you contact those people, or . . .? Did you go and make cold calls on them?

Informant: [B07] The job that the Head of . . . the Dean of the Faculty of Business made some money available, because they realised that they needed help with non-English speaking background students. And so that initial amount of money was my salary from May to December. And so I knew that I had to make contacts with people in Accounting and Economics. I was given an initial name in each and then things spread from that.

Ethnographer: [B08E] Among the five people, are there different sorts of experiences you have had with them?

Informant: [B08] Yes, they are different, in terms of their attitude towards overseas students, and the way in which they should be educated basically.

Ethnographer: [B09E] And how do they vary? What are the variations?

Informant: [B09] They vary from believing that it is everyone's duty to do something about it . . . to . . . it's everyone else's duty but theirs to do something about it. And very often I am the sounding board for all their thoughts . . . and frustrations very often.

Ethnographer: [B10E] So you have had some interactions about that . . . any conflicts? What you could call conflicts about it?

Informant: [B10] Not conflicts against (sic). . . between . . . me; that I act as a sounding board so there is a conflict between whether or not we should have overseas students, and if we do, what sorts of things should we change, if anything? Those are the conflicts, not person-to-person.

Ethnographer: [B11E] Has there been any change over the period that you have been here? Have you identified any change in attitude . . . just thinking globally about that?

Informant: [B11] I . . . when I first started speaking to people, people were very . . . sort of . . . "Oh good, I'm glad you're here!" I got the impression that they thought I was going to change everything overnight . . . and it's sort of . . . it's [informant's name]

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. . . that's all for [informant's name]. And as time has gone on, people have either become more pleasant and more willing to try out ideas; or have become more confident in actually telling me what they really think, and have begun to say things like . . . they have begun to tell me what they . . . what they really think as opposed to what they'll say when they are with another colleague I suppose. The relationships have not got closer because I don't see them . . . I don't see them every day, and I might not even see them once a week. But the relationship is there sufficiently for them to be able to . . . one person particularly to off-load on me . . . and I sensed that in him, way back when I first started the job, but it didn't come out until recently.

Ethnographer: [B12E] So off-loading in what sense?

Informant: [B12] Basically saying "This is what the overseas students are making me feel like. I don't want to change, I want someone else to take over this; and you do something about it. Have you thought of doing this? . . ." In other words giving me things to do that just aren't my role; and never will be, and . . . and sort of putting power on me that I haven't got. Assuming or wanting to assume that I can do something.

Ethnographer: Very interesting!

Informant: [B13] And I said, "Look, I can't do that, I understand your problem, but it is just not my position".

Ethnographer: [B14E] So we'll just have to see how that one develops. . . . So any other sorts of telephone messages? There would be, as you say, those from people wanting to start a program with you. Would they be people with fairly clear ideas about what sort of assistance they want from you?

Informant: [B14] Some people are very clear, and then when they join the program they realise that it was far more complex. Other people are just being anxious and will ask for whatever help they can get. And so telephone conversations vary between . . . say a minute to sometimes as long as five minutes. Especially in the second language situation. It is often a simple request but it takes longer.

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Ethnographer: [B15E] Now how do these people vary? Do they vary across a range of . . . types or categories . . . of attitudes? . . . to the kind of help that you can give?

Informant: [B15] Yes, they have . . . I am either the person who can help them, or the person who can solve everything, usually. Those are the two extremes. Very often I have the "magic wand". And so, the more I am in the job the more I am very clear about . . . with the students . . . about what I am able to do. And as I say, I can only help and facilitate, I can't actually solve . . . you are the only person who can do that . . . just . . . mainly let you see things differently.

Ethnographer: [B16E] Now the people who are . . . who have the attitude that you are a helper, a much more realistic attitude. what sorts of things do they come wanting help with?

Informant: [B16] Very often things like taking notes from lectures, organising time, . . . and organisational things that . . . then there's the English: "I want to be better at speaking, I want to be better at writing . . .". And I tend to find that it's easier to cope with the ones who want the writing and the reading than it is with the other side. Because I often think that again, they expect the magic wand . . . over the phone . . . "Well if you do this, you'll be able to improve." And they don't realise that it is a whole process. Or if they do realise then they say that they haven't got the time for the process to operate.

Ethnographer: [B17E] So we have, along the way, dealt with those who approach you and expect you to solve everything . . . among which are improving the language . . . any other unrealistic expectations that they have? That they place upon you?

Informant: [B17] Understandable unrealistic expectations. Things like . . . very often if you are running a class . . . someone will come in with a resume or a letter . . . to get them re-entered to a course. And very often I get the feeling that they think that because they've come to someone and because they've asked for help, therefore it will solve itself. Almost as if I have some power that I don't, to go to the right person and say "Hey, he came to me." . . . I get that feeling a lot. And that makes me feel unnecessarily guilty sometimes. And so I am constantly saying, "Look, this is what I

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would do, this is the approach I would take, but it might not work." I am constantly clarifying all the time . . . that don't go away and think that it will solve itself, because it might not.

Ethnographer: [B18E] So a lot of the interactions are really crisis interactions, aren't they.

Informant: [B18] Some of them can be, and maybe they come in with one agenda, but there is a hidden one. And depending on how quickly the relationship gets going, depends on whether and how quickly you discover the hidden one.

Ethnographer: [B19E] Do you have any information about what proportion of the students who come to you, and are crisis circumstances like that, in fact turn out to be hopeless cases and in fact drop out? Or go away . . . ?

Informant: [B19] I have only got feelings rather than actual data. You sort of get a feeling when they've . . . sat there and they show to you . . . and talked the situation through . . . you sort of know that it's a hopeless case . . . and you just . . . you can see the writing on the wall.

Ethnographer: [B20E] Now there is a drop-out rate in Economics and in Accounting.

Informant: [B20] I don't know if there is a drop-out rate, maybe there is, they certainly . . . the Department is certainly very concerned about the level of English language. Because they told me.

Ethnographer: [B21E] And what does that mean that they are concerned about the level of English language?

Informant: [B21] To them, . . . I get comments like "Just look at the spelling. . . . Do they expect me to read all this? . . . They haven't even answered the question. If they had answered the question, at least they might have got one mark." Those sorts of remarks from which I try and sift what the problem was that started all that.

Ethnographer: [B22E] Now if we could turn to the whole process that you mentioned . . . because it requires a whole process which students need to grasp and which some do and some don't. And it takes a long time. What is involved in this "whole process" of the way forward for students in these circumstances?

Informant: [B22] Could we narrow it down?

Ethnographer: [B23E] Yes, eventually I would like to get to the whole picture, but obviously you have in your mind that there is something beyond what they have in their minds about it. They come to you and say "I need my language improved, I need my writing skills improved. I don't understand [this or that] about certain problems in Economics or in Accounting." And that's mixed up with English language understandings; writing process understandings; and so on and so forth; study skills; it is all a very great "ball of wax". What you're trying to do is work out ways in which you can offer a program to them, now you started last year, you've been working away at it, gathering information on the problems. What is in your mind now on the way forward? In terms of offering a whole process, a total process?

Informant: [B23] Well there's what I would like to happen and then there is what I think will happen or is happening.

Ethnographer: [B24E] Yes, let's talk about one or the other.

Informant: [B24] What I think is happening is that we . . . the members of staff with whom I have a good relationship in Economics and Accounting . . .

tape interrupted

. . . and I had an idea which still hasn't blossomed, it is still in the bud stage, whereby I would use role play to get them to speak spontaneously rather than "They say this and I say that . . . and so on." . . . which is the usual . . . sort of language classroom use of role play.

Ethnographer: [B25E] So you would set the role. The story line.

Informant: [B25] No, this is where the theory of drama in education comes into it. Basically, we did a whole group drama. And we had done some comparative work about people with cerebral palsy. And listened to a tape . . . about a woman who had a child with cerebral palsy, so using listening skills and trying to understand all about that. And then I split the group into . . . one was the Council, the local Council, and a group from the spastic society, the local spastic society; and in role myself, as teacher in

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role. I went to each group and . . . to the people from the Council I was in role as a person from the Ministry who wanted to tell them that on no account must they give the Spastic Society more money this year. Because we wanted to spend the money on defence. And then I went to the other group, to the Spastic Society as the mother of someone . . . whose child had died because the kerb hadn't had a dip in it; and I had heard that they had approached the Council for extra funds and this is my story and I just wanted them to know how important it is to me and how they are doing such an important job.

[B26] And the drama started from there really where both groups met. And without any script, it was just spontaneous. And speaking from feelings rather than from mechanical models. That was basically . . . it had all sorts of flaws in it. I videoed it. There were all sorts of problems from my teaching point of view, but they enjoyed it, and they did talk.

Ethnographer: [B27E] Are there any other leading ideas in the literature that you're interested in?

Informant: [B27] Because it is all very new to me, I've . . . I am always interested in the politics of teaching. Why people teach in the ways that they do; and what are the long-term effects of . . . socially and philosophically . . . of what people do. And at the Conference it was touched upon that there was one way of teaching which one speaker considered to be fascist; and one that was considered not to be. And that interests me. And so I would like to get my teeth into the theory . . . because it's a new theory, it's all new theory, language theory . . . it's all new to me.

Ethnographer: Interview concluded.

Ethnographer: [C01E] Question Concerning Source Books Which Reflect Philosophies:

Informant: [C01] Both those books have influenced my thinking; given me some understanding of the issues facing students from non-English speaking backgrounds [Clanchy and Ballard . . .].

Ethnographer: [C02E] What sorts of ideas, broadly speaking?

Informant: [C02] . . . things like . . . the fact that . . . just the difference in learning styles, so . . . that for a number of students coming from overseas, their learning styles and their cultures tend to be very different to the learning styles that are expected here; the kinds of thinking processes that students have to apply to the courses here, and that . . . it has given me that sort of understanding. I have no formal qualifications in teaching students from non-English-speaking backgrounds (NESB), and I have found it useful to read these sorts of texts to gain an understanding.

Ethnographer: [C03E] And now, can you recall any times when those ideas informed any decisions which you made? Recently . . .? Or when you changed tack because of these kinds of ideas?

Informant: [C03] . . . [lengthy pause] . . . yes I may do it, but may not be conscious of it . . .

Ethnographer: [C04E] How are your programs developed, are they developed by discussions all round?

Informant: [C04] Yes, well I really elicit from the students the problems they perceive themselves to be having . . . you know . . . I get them to tell me which areas they are having most trouble with, and then we sort of organise classes on that basis. Invariably most of the students say they are having the same problems . . . and so I just structure my classes accordingly. It's really on the basis of students' responses. Also in consultation with the lecturer; particular lecturers . . . just how they . . .

Ethnographer: [C05E] Can you recall one of those consultations?

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Informant: [C05] With the lecturer? . . . Yes . . . Well, when I was first rung up by one of the lecturers in law, she . . . I met with her and her main concern was students' difficulties in actually structuring the assignment; in actually knowing how to present a coherent well organised answer to the assignment question; so . . . yes . . . she really wanted me to work with students on that specifically. That was her main concern. Also formulating answers to exam questions.

Ethnographer: [C06E] Now what happened at that consultation; or at typical consultations; do you find that you are in a dialogue of some kind, or do you find that you're leading the way along these ideas from Clanchy and Ballard or . . .

Informant: [C06] I work primarily with two lecturers . . . now . . . consultations I have with the two of them are quite different. I guess one lecturer is quite happy for me to lead the way. And actually is interested in my views and ways of doing things; whereas the other lecturer is more directive. She's clearer about what she wants me to do; it's not such an interactive process.

Ethnographer: [C07E] What are some of those things that she is more directive about?

Informant: [C07] Well, she just says all right the problems that they have are these . . . right? These are the here and now, these are the difficulties, at the present time.

Ethnographer: [C08E] She would listen to misunderstandings they have?

Informant: [C08] She would . . . pick out concrete examples of problems that they are having in their writing. But I don't think, even though she may be sympathetic, to the fact that they come from different cultures, with different . . . learning styles, that . . . that is not her prime concern, that's dealing with . . . that's bad luck that they have these problems, but "this is what I am dealing with at the moment. They are here, they have been accepted in the institution, they have to pass this subject".

Ethnographer: [C09E] Now the other one, how does it change?

Informant: [C09] Now, . . . he, yes, certainly he had a specific concern, and that's why he called us in to work with him, that students were having difficulties answering problem questions for the exams and also tackling the essay questions set. He wanted

some assistance from us to actually help the students structure essays; similar sort of concerns to [name of lecturer], the other law lecturer, but . . . I've been working for him for longer, this is my third year of working with him and I think he's interested . . . he . . . yeh . . . ah . . . our consultations have gone into philosophical discussions. And in fact he's interested in hearing about all of these concerns, issues that face overseas students because I think that he sees this as important. For him to have this knowledge is important in order for him to then perhaps temper the way he teaches; and being mindful of how he actually structures his classes and the content that he uses. I think that he has taken it in to his own teaching and format . . .

Ethnographer: [C10E] There's a contrast there between two different people that you have encountered. This has been the process of expanding the boundary into that department in meeting . . . it's almost a kind of a dialectic I guess . . . a dialectic of forces occurring between those people who are wanting to find out more from you and those people who are not as tuned in, but are very clear about the needs.

Informant: [C10] Oh yes, and very concerned about addressing those needs, just a different approach.

[C11] [Discussion about texts and sources: Mastering Law Studies and Law Exam Techniques, Richard Kreever; How to Study Law: How to Evaluate Lecture Material; How to Prepare Notes, by Butterworth. More basic is Writing Academic English. An in-house booklet has been produced; but now needs to be revised. More attention needs to be given to the paraphrasing technique; important in law; footnoting technique is now better understood by the informant; and it requires revision as a consequence. Especially all of this addressing the needs of NESB migrant students.]

[C12] A handout was shown to the ethnographer; typical of those used in class: "Note-taking Skills": two passages were given for paraphrasing:

Informant: [C13] We worked through that process within the class, like . . . the steps involved in actually paraphrasing. I referred them to the information that I had produced on paraphrasing in this booklet, to use, in order to actually efficiently paraphrase. But, what I did, seeing . . . as a result of doing this class, I realised that a

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lot of them struggled with that, the process of actually writing a paraphrase, I then produced this more detailed . . . step by step process of how they could go about it. And so we looked . . . like I just . . . put the passage up the top again and I sort of . . . then listed the legal terms to be retained, then I actually gave words, a list of words (sorry) from the passage; and synonyms that could be used, within the paraphrase. Now I also . . . it's not in this . . . but I also gave them a sample paraphrase that they could have come up with. Now, I didn't anticipate when I started this that I would need to do it . . . do that sort of detailed breakdown . . . but it seems a lot of students are struggling with that process, and that's why I did it. Is that relevant?

Ethnographer: [C14E] Yes it is, and it is something that I am familiar with myself too; I mean the task of getting students generally to paraphrase is a difficult one. To paraphrase creatively and individually is very difficult. They see it as copying out word-for-word; and lock-step swapping of words.

Informant: [C14] Very stilted, ending up with something that is very stilted.

[C15] You see, one fundamental problem we have is that because law texts are very difficult to comprehend, the actual content is so difficult to comprehend, that students shy away from even attempting to paraphrase . . . they just don't get past that first step of actually understanding the meaning of the passage. So that's where the essence of the problem lies, they really don't understand the material. And that actually accounts for a lot of the NESB students. And . . . I mean . . . this is just a small passage from one of their texts which they had to read for the essay, . . . at least it gave them an understanding of the skill; they could see the steps they needed to apply, even though they would have liked me to have gone through every passage of every text and have done it!!! At least it was something.

Ethnographer: [C16E] So tell me how it went, how did it go?

Informant: [C16] Well I felt that this was highly successful. The students gave me very positive feedback about the usefulness of working on this process. I think they understood more clearly what the process was. I think they had heard of this term and they didn't realise that this is what they were supposed to do: to paraphrase, they really

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weren't clear about what was involved; and that I think for many of them they said "Oh look. . . . you know . . . I just swapped a word or two around" and they essentially just used the text; just eliminated the odd word. They realised, actually, working through it in this detailed way that they were able to do more than that. That in fact they did have a bit more flexibility. And I think they found it useful.

Ethnographer: [C17E] Do you recall the process you went through in deciding to do that? I mean . . . we are not now talking about the process of writing the thing up, getting it out on the word processor, printing it off . . . and . . . photocopying it off, and sharing it with the students, we are not talking about that at all. We are talking about the process of the germination of an idea, that you felt that something was required there, and so you went through a process of perhaps talking to others, perhaps talking to yourself about it, and then making a decision, " Yes, now that's what's got to be done."

Informant: [C17] Yes, well what I did, was actually talk to the lecturer. This is actually more "A", which is their first unit; it is for Contract Law. I spoke to the lecturer about it. I mean . . . this is not something that I have just hit upon this semester. All through the course, with their essays, and I am seeing students . . . sorry . . . I will rephrase that . . . from the time that I started this work, I could see from looking at students essays, that they had major difficulties with paraphrasing text, because invariably what I would read in their essays is copied text . . . straight copy. And I also . . . see it's really only from getting more understanding of what the essay requires them to do in Law . . . understand the content more myself . . . that I have been able to pinpoint these difficulties finally. Initially I thought that I should acquaint them with all the different note taking skills. And I think I did that because I thought well they should know all these things, but now that I have been working more closely with the students for a period of time, I realise that the requirement is more one of paraphrasing rather than summarising. I know now from talking to the lecturer much more clearly what he is wanting from the students.

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[C18] So it is really . . . I suppose I have worked more from the general to the specific, if you like, I suppose I am trying to home in on things that I can see as being very specifically useful to them and their writing. And they are obviously transferable skills, but they are particular skills that are required.

Ethnographer: [C19E] If we draw a triangle like that, which would indicate the germination of the idea to the time when you decided "Right, I am going to sit down and do that." How long would that time frame be?

[### Refer to audio cassette for interchange here . . . trying to get an understanding about details of the time frame.]

Informant: [C19] Last semester.

Ethnographer: [C20E] Was that the start?

Informant: [C20] That was the beginning, . . . yes . . .

Ethnographer: [C21E] The germination of the idea.

Informant: Yes.

Ethnographer: [C22E] At what period in the semester? At what point in time?

Informant: [C22] Probably three-quarters of the way through the semester.

Ethnographer: [C23E] October. And then, so you thought about the problem, and when did you decide that you were going to sit down and type that up?

Informant: [C23] A quarter of the way through this semester . . . April. It has also been prompted by some work that I did on a paper that I gave at the seminar, which was in March.

Ethnographer: [C24E] So it is highly likely that the seminar paper did stimulate your thinking about it . . .

Informant: [C24] Well I think it helped to crystallise a number of things.

Ethnographer: [C25E] But prior to that you were ticking over in the back of your mind, for quite some time, all through the vacation.

Informant: [C25] Yes . . . it was . . . [lengthy search for the paper . . .]

[Some notes are found and discussed]

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[C26] I try to point out to students that there is no correct paraphrase . . . that there are a number of ways that you can actually write a paraphrase, and that this is one . . . so . . . just to give them an idea. We actually came up with two or three . . . four different versions in class. I think the students actually found it quite useful to actually see an end product.

Ethnographer: [C27E] Now apart from . . . would there be any other actors in this decision making process, or did you make this decision on your own?

Informant: [C27] No. This is my own decision.

Ethnographer: [C28E] So . . . there is our first decision: a decision to produce a handout on paraphrases. The question is whether there are others hanging around in the air.

Informant: [C28] Other decisions?

Ethnographer: Yes. [Interview concluded]

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Informant D: Coordinator of the Learning Centre

Informant: [D01] Jim has a saying: [taken as a joke] "suck it and see. . ."; we would try things out; we would look at what had happened in the past . . . listen to what departments had to say about what they want . . . ask them what they had been doing . . . and then see if the process that they had been working through required some adjustment. I think that's what it usually turns out to be: . . . that nursing group, there was that expectation that if we went in and spoke to a hundred people, although they had already spoken to a hundred people, that. . ., that the difference would lie there; whereas our perception would be no that's not it. It's the whole context in which it is being delivered to the students . . . that is the crucial point.

[D02] And our nursing experience means that when we get a request from group 23 here (page 11) we'll draw on, on what happened there.

[D03] I think that a lot of decisions that are made are based on informal staff meetings. We have a meeting in here, over lunch once a week, and its partly just to keep in contact with each other as human beings. But we will talk about issues, things that have gone wrong. We'll talk about the disasters we have had, and then look for suggestions from each other as to how others would respond to it. . ."

Ethnographer: [D04E] Now, that's everyone?

Informant: [D04] No, because all the staff in my area are part time; I meet with the people here on Mondays because it is the only day the other two are in; and I meet with the people over on the other side on Wednesdays. I don't meet with everyone. We've got one girl who is in on Friday, another girl who is in two days a week. Those meetings are with the people who have been here the longest . . . those regular meetings. But we would have . . ., for example if there was a project coming up we might have a meeting when we would all get together. People will come at a time when they are usually not here.

Ethnographer: [D05E] Now, of the members of staff here, are you the person who does a lot of the contacts with the people at Peter Street?

Informant: [D05] Yes.

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Ethnographer: [D06E] In fact you are a bridge person between here and there.

Informant: [D06] That's right. My role is to coordinate the academic skills program here and the NESB program over there.

Ethnographer: [D07E] Now, to what extent do they still use languages other than English over there; they were actually using Vietnamese and so on as part of the program; is that correct what I have said?

Informant: [D07] They may have done a little bit of that with Betty Au, but not since I have been here, I think my comment on that would be that if we were working with a group of NESB students and there was an issue of concept . . . that one student could explain to another better in their first language, that that would be appropriate; and then we'd look at expressing that idea in English. But no there hasn't been sessions conducted in another language. I would think it would be inappropriate to have a rigid system in which English was the only language spoken when you walked in the door.

Ethnographer: [D08E] I must get over there and have a look; they were experimenting with interactive video, and so on, is that still going?

Informant: [D08] We've found that the technical equipment we do use to put variety into the program in summer schools; but generally it isn't something that attracts a lot of interest during semester.

[D09] Our in-semester programs usually fall into two clear sub-sections: in the first phase we offer English language classes that are heavily subscribed to . . . if you look at this here . . . now the numbers who participate in those sorts of classes drop off towards the mid-semester break and they do continue; some of them continue and some of them disband because the students move into groups: they would move into study groups and they would move into parallel tutorials. The interactive video fit in more to the self-access category . . . so the interactive video; language mastery and all those sorts of things come under the heading of computer aided language learning; and you can see that our student numbers aren't very high there.

Ethnographer: [D10E] Jim was expressing the opinion that he was turning away from computer technology.

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Informant: [D10] Well I think in a way it's been forced on us because students would much rather have interaction with ourselves; and I think that was one of the decisions behind the strong mentor program that we've got now and that one of the goals of the mentor would be to provide conversation practice.

Ethnographer: [D11E] Well now, if we could pause there, there's a clear decision; when did that take place?

Informant: [D11] During last year, I had been reading on the cultural disorientation of people who had recently arrived in the country and I felt that as part of the holistic approach we should be offering something beyond the courses that we run; that we should be looking at broader life issues of the students. So I employed a mentor who conducted sessions two lunchtimes a week and I asked her to read the two books Studying Abroad and Studying in Australia. So that over lunch students could talk about how hard it is here; you have difficulty making friends or you're working in course here and you see your friends' social life and your family restrictions so that you are living in two worlds; so as well as the academic expectations the lifestyle expectations . . . those sorts of things. That program was very successful, the person who ran it was really committed and she'd planned questions and it went really well. So when student mentors are appointed they are asked to read those two books; so they sit at the desk and they answer telephone calls and they respond to inquiries and in between time they read those books. Now we haven't got any conversation classes running at the moment but the group who were part of the conversation class last year have continued to get together and have lunch together regularly without the supervision of . . . So I think we played a part there in establishing a network of students.

[D12] So getting back to that thing of technology, I think students have rejected it because somehow it's not close enough to them.

Ethnographer: [D13E] I remember reviewing some of those materials and they were extremely well put together: ways in which to get on in a setting; what to say, things to do, how to write a letter . . . and so on .. particularly well put together . . . yet you say they were not attractive to students.

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Informant: [D13] They would enjoy them in summer and winter school; as I say they would give variety. We used one called The Ocky Barbie; and after our summer and winter school programs we asked our students if they would like to continue anything or take a new direction that might be current or to reinforce something that might be covered; and it's often the case that students would say that they would like to finish a particular program: for example, I used the Alex Mains tapes in the winter school this year and from that we set up a little group that came in and we looked at all the tapes; there must have been six or eight tapes that would have covered six or eight weeks. We looked at other written material that was related to what he talked about on the tapes. We had discussions about how things that were in the tapes related to their own situations. And that I feel was most valuable, because they were able to say within the group, well, . . . you know for me it's quite different . . . and just to send students to look at a video in isolation doesn't enable them to look at themselves and how they approach things and come to terms with the way the tapes were made may be legitimately different from what's going on somewhere else. But that sort of activity runs its course.

Ethnographer: [D14E] One point that I wanted to ask was, say you had meetings with staff and so on . . . with Jim, Marg.

Informant: [D14] No the regular meetings I have, the weekly meetings are just with the people in the language centre.

Ethnographer: [D15E] That's with Helen, Liz . . .

Informant: [D15] And over in Peter Street Geraldine and Rhonda and I are able to get together.

Ethnographer: [D16E] And how much time would you spend in that kind of thing?

Informant: [D16] Well, it's an hour . . . once we've established an hour that we have in common, it's regular. It works more here than it does over in Peter Street. In First Semester it was very constant in Peter Street, but we've had people taking time off or holiday, so it hasn't been as regular.

Ethnographer: [D17E] And the meetings with Jim, how do they take place?

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Informant: [D17] They're irregular; I will have impromptu meetings with Jim fairly often; that could be a couple of times a week; the whole department meeting together . . . it used to happen more regularly than it has more recently; and it's something that, once we have them all together, we tend to say it should happen more often; and then Marg [with laughter] will accept the task of finding a common time . . . I think that we would all say that everybody is fairly accessible.

Ethnographer: [D18E] And how is the atmosphere at the Christmas party?

Informant: [D18] We get together much more often than the Christmas party; the most recent get-together was . . . in August . . . late July I think it was and it's really very nice . . . casual . . . at somebody's place . . . we had an election eve function at our house this year . . . we went out and bought pizzas . . . it was very casual . . . the last time was at Liz's . . . we all took along a dish; people played piano, people mixed around and talked; yes, it's good.

Ethnographer: [D19E] Well, that's impressive.

Informant: [D19] Yes, a very caring department, as when home work is pressing and demanding, there is always a friend who will stand for you when you need it.

Ethnographer: [D20E] There is a lot of material which you have given me here today which is relevant to the organizational charter.

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Ethnographer: [E01E] Grand Tour Question: a typical day in the life of your work on campus . . .

Informant: [E01] It depends a bit on the timetable, at the moment, the shape of the day is the least predetermined than it would be further on in the term. Because we're still defining . . . we are in the process of defining our roles and particular responsibilities at the moment; and while Jan and Co. are away, I of course am the front person here answering the phone; and will combine teaching, reception, with answering the phone; and I take virtually all-comers as far as I can accommodate them. And with the constant proviso that these sorts of arrangements will probably change. I may change the focus of my teaching once we have determined clearly what that will be, but . . . having arrived here in February last year, my particular brief is to work with the Chemistry Department . . . students . . . the presentation, structure, and various details of . . . the limited exercises and laboratory reporting. That went on for one semester; and it was just one aspect of the work I did; and one of the particular reasons for appointing me although I have no expertise in chemistry. My background is in literature and a later layer of ESL teaching and so on; . . . so I tended to have a range of students from nursing to digital computers; computing; members of staff writing notes; students with failed research projects in humanities; overseas qualified Dip Ed students; . . . nursing students . . . the full range, the only area I really didn't dabble in much was business law which Helen has made her speciality.

[E02] So I have tended to zoom around in a fairly non-specialist way. And I've done more individual teaching than is usual here; and there really is I think some debate and clarification to be done about the extent to which we can offer individual assistance. Whether the increasing pressure of student numbers means that we will be offering classes in order to economise on our time. And . . . personally I think there is a fair bit to be considered; whether having classes is necessarily more efficient than working with individuals. Like it depends on the students' needs so I see my role as . . . at the moment . . . accommodating as many students as I can reasonably deal with . . . fairly individually, though I've done some . . . one pair turned into a group of twelve. It

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sort of snowballed. I have notions of things that I think ought to happen or that I would like to do if I had the time. But it tends to be fairly, for me, pretty much responding to the demands of students who come in the door wanting assistance [student enters seeking assistance]. If there's a . . . you know, if it is not appropriate, if there is not a class or something offering then I will see what I can do in an interim way; but I . . . at the moment my arrangements are fairly provisional.

. . . [A break to attend to the needs of a student.]

[E03] I have been telling you that things are fairly provisional and undetermined and I would like to, I suppose, clarify, for my own peace of mind, and also in the interests of my future in this place, whether I do have a fairly determined role or . . . I mean there are very good things about this job in that one can . . . there's a fair bit of flexibility in terms of who I see and who I don't, but at times it's . . . and you simply cannot accommodate everyone. It's very difficult when you suddenly say well, you know, despite the fact that we have this open door, we've got to close it, we'll put you on hold, we'll take your names and details, but we can't assist; and some of the students really are obviously in fairly major difficulties. And I do find that quite a tug. That sometimes . . . well I'm reluctant to turn people away.

Ethnographer: [E04E] Let's just talk a little bit about interventions; this seems to be at the heart of what you do. Are there different sorts of interventions?

Informant: [E04] Yes. . . sometimes; the job ranges greatly in that sometimes they really have no understanding, or limited understanding, of the task they're performing. So one is involved in a fair bit of eliciting from them what they think they are doing or why they have come here. I mean I tend not to say, to assume let me have a look at your work and I will tell you what's wrong with it; but rather to ask them if they would identify what they think the needs are; and why they have come and how I can best help them. And sometimes you get a fairly helpless response . . . I just have no idea what I am required to do. Then I will probably start by looking at the topic and . . . They will sometimes come very early in the stage of writing something. The opposite end of them is the person who drops a great bundle of papers on the desk saying,

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essentially, "Would you mind proof reading this for me? And tell me if it is OK." And that is the one I often have great difficulty with because I don't generally see myself as a . . . willing proof reader. Putting the seal of approval on somebody's work. On the other hand one needs to try and assist students in proof reading, if they have really got a minimal idea of the structure of a paragraph; and if they have got no idea of how to punctuate, then one tries to point that out. But sometimes I do more of the proof reading than I would think was appropriate.

Ethnographer: [E05E] There is kind of an acceptable proof reading role and an unacceptable proof reading role.

Informant: [E05] Yes, and I am not at all sure that I have a clear unambiguous sense of what that is. I think quite often it is a question of how the student approaches it and what kind of demand they are placing upon a person in my position; how far I am prepared to offer assistance but I think it is, generally speaking, pedagogically not very sound to be doing things for students which they are capable of doing for themselves after you give them a few hints or pointers on how to do it.

[E06] Sometimes students really are very importunate. And I have a student coming today who has been most insistent; a Chinese . . . fourth year . . . a Chinese-Vietnamese bloke who is very capable, but he wants to increase his skill in English; he says "I must have two hours of your undivided attention." And I said that I am really not sure that I can provide that, nor do I think you need it and he is . . . there was always . . . had a very pleasant working relationship but it has been very much on his terms and he is inclined to break appointments, or just come and say "Well I haven't got anything that I want to do with you today." And he has occupied that spot [in the timetable]. So I am now saying "I really think you ought to make appointments when you think you need assistance. And I cannot promise you two hours a week." But he really can't conceive that other students' needs are as important as his. So you don't really want to moralise . . . but because there is a relationship sometimes students can presume on that and feel that you will always be available.

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Ethnographer: [E07E] Are there different kinds of interventions? . . . students approach to clarify limited understandings about assignments (a straightforward intervention) . . . and then there is another category of proof reading . . . are there other different kinds of interventions?

Informant: [E07] Well of course, when people ask for proof reading, what they often need is something other than putting full stops in the right places. You look at the words and discover that really the student has no idea of paragraphing; a very limited grasp of an appropriate discourse in the subject. and if it's, . . . if it's the day before the submission of the essay, I quite often say, " Look . . . if I had time to look at this I really am doing something very limited, I feel that next time you write an essay you ought to consider some of these . . ."

Ethnographer: [E08E] That's crisis information.

Informant: [E08] That is all it is. I had a student yesterday, come in, who obviously should have come to one of the study groups, who rang me to talk about the topic, because she had a very, very limited grasp of the range of . . .

Ethnographer: [E09E] Formal study group is another intervention.

Informant: [E09] Yes, this was in fact a fairly informal study group over a limited period, and with a group of nursing students, whom I had met when I was taking my part of the summer school. And so as soon as they got this assignment, they were mature-age students, very anxious and under confident, and they said "O.K., we are a study group, can we have a group . . ." A couple of their friends came in and the group gradually swelled. But what I wanted them to do was talk to one another because, as I pointed out to them, ". . . I am not a nursing tutor. I have a limited grasp of the subject material, but it looks to me as though you should be interpreting the topic much more broadly than you are." In things like the summer school program we look at the way questions are asked at tertiary level and we . . . if the group is predominantly nursing students or humanity students or whatever we choose appropriate topics. And they are nearly always of sufficiently general interest for you to say, that when you get a " discuss" topic, you are being expected not just to present one point of view or

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whatever; so that they have got some idea of general expectations of the tertiary exam. We talk about the appropriate linguistic register . . . down to the structure of paragraphs; the ways in which the presentation is improved; that you put in various sorts of transitions. You can give people a number of general hints and examples of what it might look like in practice. There is nearly always a kind of character of students who want then to get you to look at what they are doing or discuss what they are doing, . . . and that can be quite an extensive sort of intervention. Sometimes their need is not as great as they think; but, especially at the beginning of their course, they may require a lot of reassurance.

[E10] I am increasingly interested in getting them to talk to one another . . . to break up the sense of isolation.

Ethnographer: [E11E] We mentioned that study groups are informal study groups. Are there formal study groups?

Informant: [E11] Well there are but I am not taking any. Helen is taking students in the . . . Business Law.

Ethnographer: [E12E] How are we distinguishing formal groups from informal groups?

Informant: [E12] I don't know whether we would be calling it a formal study group exactly. The students are self-selecting . . . and respond to an invitation depending on when she is available and she has had many more than she can cope with. But she works very closely with the lecturers. And that has become almost entirely her job. So she doesn't do a lot of work outside that area. She does a little, but has tended not to take any more students.

Ethnographer: [E13E] So Helen is associated with the scheduling of formal study groups.

Informant: [E13] Yes, but whether she would call them formal study groups I am not sure. Those groups would continue over the whole semester.

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Ethnographer: [E14E] Now you and I are distinguishing formal from informal study groups on the grounds that informal study groups are much more adventitious in their formation.

Informant: [E14] They are not developed by a formal connection with the Department. They are more likely to . . . although that may progress . . . I mean, I have just had a Japanese student and another student arrive yesterday doing the same course, same difficult material; I think that they would benefit by working together, and possibly getting a couple of others so that . . . while I would hope to look at their writing, I think that a lot of the things that I am saying by way of general pointers are just repeating what I would prefer; and I would also prefer them to be assisting one another. But at the moment I don't have a formal connection with those people taking that course. They have referred students here. But I am probably doing more uninformed guess work as to what the expectations are on students, than Helen would be who is working in the area of Business Law.

[E15] And unless one establishes a pretty close relationship with a kindred spirit . . . well one who is concerned about students' progress . . . it tends to be a more ad hoc attempt to assist students, and sometimes they come in pairs or they come singly and I . . . it has now been suggested that I should now focus my work on the Humanities Department, specifically communication area; because that is . . . the staff there have suggested that students are in need. But I think it is going to be broader than that; I think the Australian Cultural Studies students; especially the overseas students from non English-speaking background; students in that category want a lot of assistance because the material they are being presented with is obviously culturally very specific and they don't want . . . they don't have the background and linguistically, they are very limited. So, . . . I don't know that it is an impossible task, I mean I just was looking at . . . glancing at five chapters of a book by White **Ethnographer:** *Inventing Australia* . . . views of nationhood and national identity and so on.

. . . interrupted by a telephone call . . .

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Informant: [E16] [Referring to a student] Generally won't make a regular appointment, she will come when she has got a task to do and she just wants to discuss it or show me . . . to show a draft of what she has done and say "What do you think here." and she has fairly constant . . . a few grammatical problems in some category, but she is generally very able and I think . . .

Ethnographer: [E17E] On this occasion you are quite confident that it will be a short meeting, just a confirmation of what she has picked up already; and that all she is coming to you for is a confirmation that things are OK.

Informant: [E17] I think quite often, yes, and sometimes I will go through a few pages of her work with her and suggest that she might need . . . "Looks to me as though this needs expansion" . . . but the relationship I have with her is very different, say, from the one I would have with the Japanese student who, I think, I mean I have had to recommend that she gets hold of a Macquarie dictionary fast or she will simply not comprehend the material she is dealing with. A "digger" she thought was a person who dug holes in the ground; and the Japanese/ English dictionary that she had can't possibly assist her with that. I mean I certainly feel that I have got more to offer, conceptually, to a student who is working in an area with which I am relatively familiar. That is, I know more about Australian history and literature, etc. than I do about economics . . . certainly . . . I know more about nursing than I know about business law. But, just because my mother was a nurse and I have had considerable experience of the medical field in the last few years but, . . . I have some idea of the sorts of things that are going on there, but I don't have any particularly proprietorial interest in, in working in that area. But I feel very comfortable with students who come in wanting to talk about the material that comes from there.

[E18] There is always a problem in this job, it seems to me; you can assist students better obviously if you have got some notion of what they are doing, even if you are not working closely with members of staff. But, quite often it is a matter of . . . guess work. "I have no notion of whether or not your calculations are accurate, in this field of engineering, but . . . is this term normally used? And if so, have you explained it

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fully? What is your audience's expectation?" I suppose, you know, there are a number of general principles about this course which one hopes to convey to students: that they be aware of the expectations of a person reading what they write.

Ethnographer: [E19E] Identifying the audience very clearly.

Informant: [E19] Yes, and the more . . . the more senior the student, the more confident they are that this is an appropriate . . . this is sufficient information. What I am concerned . . . the more senior student is more likely to define the problem; the more under confident, ill prepared . . .

Ethnographer: [E20E] Let's come back to that Japanese student for a moment; she is very interesting because you have the knowledge of the Australian culture, the lingo, and so on, but she hasn't, she is absolutely up hill; and she is reading this quite advanced text about how in sociological principles one may theorise how this has come about, this picture of Australia, invented by Australians about Australia, and so on; she really is up hill there isn't she?

Informant: [E20] Yes, well I had . . . I mean she was referred to me to look at her grammar and expression. And I think that that is somewhat . . . it is a kind of a euphemism for much larger deficits that are there. Because she is simply . . . in fact she has got a lot of initiative linguistically; that is she is constantly producing synonyms and she uses a dictionary when she is not aware of the cultural content of an apparently simple word. She had a fair idea that there was some sort of hero notion [for "digger"] but she had no idea what it related to . . . and she is also, I think, not trained in history. So she had no idea that what she was looking at was an interpretation over . . . well she could see that there was a different time-span involved; and that there were suggestions of racism and all the reasons, but she couldn't really distinguish . . . I really think that a lot of readers have a great deal of trouble identifying relevance in a text . . . and seeing precisely . . . I mean they often say, "I have got such a lot to read, can you help me improve my reading skills?" And you have to get them out of the notion of speed reading; but to perhaps a more efficient reading. And I found myself saying to a student yesterday who has left the task much too late: "Look at the chapter

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headings, what do you expect is likely to be there? (You know) I look at the first and the last paragraph. I haven't got time to sit here and look at five chapters so I am going to do a quick skim " You hope that by example and discussion you can assist them. And maybe we could formalise that, I mean, in some ways we formalise those sorts of things in the Summer and Winter schools where we essentially look at how they can organise note-taking and so on

[E21] The task was to produce an 800 word precis of very complex material, I would be extremely surprised if the local kids handled it well and she has got the added burden of the usual problems of tenses and sentence structure. But she is very interested in . . . the place she is in; I don't think she is highly anxious so her willingness to learn things will make her task easier. She is not going to sit beside me like a student did last week: " I'm getting nervous! I'm getting nervous! . . . I don't think we are getting anywhere! Now! Do you think it is good, or is it no good?" Utterly displacing the responsibility onto me; and so I felt . . .

Ethnographer: [E22E] That is very much a nursing response. Nurses are very task oriented: very much " Get the job done, get along the way."

Informant: [E22] Well, no, that is not quite fair, that is a bit tough. No, this particular student is one who is very ill-prepared for the course and I hope . . . she is one of those highly agitated personalities, fairly limited, and expecting that there are people that are there to assist her absolutely and should reassure her that everything she is doing is hunky dory. And you can't say that, so when you say: " Look as far as it goes it is fairly accurate, but you have left out the major part of your question." She will throw her hands up in horror. And that sort of student one can find very wearing. I think, if we weren't, if I hadn't been so busy recently I might have, in the case of that student, whom I felt the need . . . mutually dissatisfied after . . . but it doesn't happen very often. Usually students are aware that their work is their own responsibility. And they are grateful to us for helping them; and one doesn't expect gratitude, but one doesn't want bullying either.

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Ethnographer: [E23E] You do have a feeling that you have made progress. It is just a feeling that you have.

Informant: [E23] No, no I think it is probably a mutually negative experience . . . But the business, of not only connecting the subject matter with the kind of person you are encountering, it is obviously very important, and . . . on occasions like this, with a very anxious student I thought well perhaps my skills weren't up to it; or my temperament wasn't matching hers or something . . . I don't . . . I'm not quite sure, I would be theorising if I did. By and large one only meets a few of those students. Sometimes you get students who are by nature over-dependent and you try and encourage increasing independence. And though we haven't got an established doctrine around the place, the notion is that we should not do students' work for them; assist them to do it better for themselves; and . . . I'm not sure that I have clearly identified to you all . . . to my own satisfaction the ways in which I would see myself helping students; but sometimes, I mean, if I am working with a relatively newly arrived student like XX, and she is dealing with material that she is in fact not capable of using or fully understanding because of the language, the limitations of the vocabulary, the understanding, I will probably work on, I will arrange it once, you know, not try and inundate her in doing this task; but one can say "Look, keep an eye open for suggestions of change over a period, . . . a good dictionary," . . . and I found that the notes that she took were . . . had. . . [tape side runs out: turned over]

[E24] . . . and there is probably a degree of cultural misunderstanding there too; it could well be that in her previous education she, in fact, had to look for [tape vague here. . . take this up with subject] . . . but she hadn't done that, she had taken her notes by transcribing what she thought were the essential things, in each section of the experience diligently and then rephrasing them often in an inaccurate way; not unintelligent, but often inaccurate. And so she had made the task pretty difficult. But I think referring her to us at this stage is very sensible; whether or not she will pass, I don't know, I don't think she will ultimately, but she might get something from the course. So what I do there is very different, say from the first student who came in, the

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Chinese girl whose time will change; who is in fact Australian born and doesn't have any particularly linguistic problems but; with her I have tended to, well she tends to shove a lot of work my way and want me to, not to OK, but perhaps suggest ways in which she might condense or, rewrite. And I feel that I have done almost enough of that because, I think, maybe I have allowed her to presume a bit, and . . . I'm putting brackets around things and saying "repetition . . . repetition . . .". When I look at her work this year I in fact think that I will in fact do this with it, and get her to do it. And the pressure of the numbers we have, it is often difficult I think to teach as well as one might; that is, you tend to look for the quick fix in order to accommodate as many students as possible. And because we are, in a sense, you know, arrange our time as we think appropriate, I am always torn between knowing I need time to think out what I am doing and responding appropriately to the number of students who come looking for us. And we don't have offices where we would shut the door and say "I am not available, I am only going to see you at X time." When I worked at Chisholm, we had timetables with students' names on them and there would be slots where they could know that there was this time available for them. But here it is a much more open atmosphere, but it is also difficult to get a bit of privacy or a bit of thinking space, so we are probably still jointly thinking about it. And because I am right in the firing line [desk is directly opposite the door where students come in] and have the phone, . . . you know, last in [appointed to the position], most exposed, . . . that is . . . that can be quite a trial.

Ethnographer: [E25E] Are there different sorts of telephone calls?

Informant: [E25] Yes, the telephone rings much more often than I would like. I haven't disciplined myself to put it through to the office, though that could be done. But when you are sharing a room with other people who are coming and going you don't really want to refer calls to the office so they have to leap up and run in.

Ethnographer: [E26E] So you take calls for others.

Informant: [E26] Yes, well the phone is there [on her desk]; and it is a joint phone for this room, so there is a lot of message taking, leaving of notes.

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Ethnographer: [E27E] And are they private?

Informant: [E27] Very few, very few private, the majority are students wanting to make appointments or wanting to change class times or people ringing . . . you know . . . professional colleagues ringing about a seminar that we held here; that is very telephone time consuming.

Ethnographer: [E28E] Colleagues, members of the teaching staff.

Informant: [E28] Yes. And people within the Institute ringing about individual students.

Ethnographer: [E29E] You would call those consultative calls?

Informant: [E29] Yes, we get quite a lot of calls that are directed to us by the switchboard, you know, people wanting to get coaching for their kids, . . . we have quite a few calls of that nature. I mean I had a doctor from Western General ring me about a lady who required adult literacy classes, and he insisted on sending me a . . . and I said "Look, I really don't know about it but I can return some information" but nobody wanted me to accept the letter because it goes on file, and I had to refer him to his hospital procedures. There are quite a few . . .

Ethnographer: [E30E] And what made him decide to call here?

Informant: [E30] I have no idea. I think he probably rang the switchboard and . . . we don't know what to tell people. We get quite a lot of inquiries from people who are looking for full-time English courses; or full-time writing courses to prepare themselves for academic study and I nearly always refer them to TAFE. But, you know, they're not unreasonable requests because some tertiary institutions have attached language centres and offer ancillary TAFE-style courses. Which we don't. And quite a lot of inquiries from people in the work force who want to improve their English. So there are a lot of information requests. And I haven't had anyone ask me to solve a crossword puzzle yet. My husband [University lecturer] gets those sorts of inquiries: from Holeproof "Ants' pants". . . [consultative process with Holeproof].

[E31] [Referring to the data] It is not very systematic and I am not by nature a very systematic person, but I feel for my own . . . what? . . . from my position at the moment

APPENDIX TWO: INTERVIEW TRANSCRIPTS
Informant E: Academic Staff

after having been here for over a year, I need to define more clearly what I am doing, what I have got to offer, and what I ought to be doing both for the benefit of the students and the department and in the interests of what my brilliant career [literary background] may or may not be.

Ethnographer: [E32E] There is a lot here that cannot be systematised.

Informant: [E32] No it is not, because we are not teaching a subject as it were. We have to provide a range of possibilities and probably, you know, I am one of those persons who yearns for a focus and a purpose but I am not really by nature particularly suited to it. So I would like to feel that there was some way of controlling and organising what was going on, and yet the nature of the job makes such control and organisation very difficult. One of the few controls one has is the diary with a range of available times and . . . that's about it! And one way in which I can clarify . . . the best way of going about these is just to say that at certain times I am not available, instead of always wanting to be an assistant for whatever. One does these things, and someone comes in and looks like a bona fide person who needs help right now. And you attempt to do it. I mean I do do some sorting and suggest to some people . . . well like the fourth year student [referred to previously] . . . I will not give them two hours of my time even if I have got an available block at the moment because I think he doesn't need it . . . and it hogs my time . . . and he is in the habit of breaking appointments . . . brutal judgements from time to time!

Ethnographer: [E33E] But there is always the possibility that a person will come through the door who is very different from anyone you have ever seen before. And you will have to respond to that.

Informant: [E33] Yes, there is a great variety, and that's . . . you still offer what you can to them. You need energy. I have to balance much better my time and resources. In fact I am learning Chinese.
