Exploring Social Justice/Injustice Elements in a Lebanese Private School

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ELEMENTS OF SOCIAL JUSTICE AND PERCEPTIONS OF THEIR INFLUENCE ON STUDENT LEARNING: A CASE STUDY

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DEDICATION

In the name of God, Most Gracious, Most Merciful.

{"O my Lord! advance me in knowledge."} (Holy Quran 20:114)

I dedicate this project to my father Mohammad H. Fares, to my mother, siblings, professors

and friends who were always patient and

gave me all the support and time I needed.

Thanks a lot and I love you all.
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ABSTRACT

Social justice means equality for all people, distribution of fairness regardless of class, gender, race, religion, age, ethnicity, disability or health. Social justice is fundamental to good education. Literature says it is very important to examine the presence of social justice in schools because it improves fairness and students' achievement. This project investigated the presence or absence of social justice elements in a low-middle class school in Lebanon. In this study, the researcher examined three different elements of social justice/injustice: 1) Individualized learning, 2) Enhancement of students' self-esteem, and 3) Inclusion or catering for students with special needs, as reflected in various school practices. It also examined how teachers and students perceive the impact of these elements on the process of teaching and learning at school. This study was conducted using observation of classroom sessions, semi-structured interviews conducted with students, coordinators and the school supervisor, and questionnaires that were administered to teachers in order to achieve triangulation. Results showed that individualized instruction and enhancement of students' self-esteem are present in the school. However there is no proper care for students with learning disabilities. Implications and recommendations for practice are that a special program for students with learning disabilities should be implemented in the school, and teachers should be more involved and better trained to deal with such students.
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CHAPTER ONE

Introduction

The general purpose of this study is to investigate the presence or absence of social justice elements in a low-middle class school in Lebanon. Since the researcher has worked in Santa Lucia School, she is interested in finding out what stakeholders and students think of the influence of elements such as individualized learning, enhancement of students’ self esteem and inclusion on school learning.

The term ‘social justice’ appears to have different meanings to different people. Different definitions and conceptualizations are offered by a number of educators/researchers on teaching and learning for social justice.

In this study, emphasis is placed on the perceptions of social justice in schools and the idea stressed is that all students should be provided the same opportunities so that they all have equal chances to learn. Lalas and Morgan (2006) define social justice as a personal virtue of fairness, equity, care, respect, and compassion for all people regardless of race, gender, socioeconomic status, and other personal, experiential backgrounds.

Furthermore, Adams, Bell, and Griffin (2007) point out that the goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Theoharies (2007) added that inclusive schooling practices for students with disabilities, English language learners, and other students traditionally segregated in schools are also necessary for the definition of social justice.
Research topic

This case study explores the presence of social justice/injustice elements in a Lebanese private school.

Rationale and Significance

Several studies that show how students' learning is influenced by elements of social justice were conducted in the West, but very few took place in Lebanon. The researcher selected the elementary classes of Santa Lucia School located in Beirut-Lebanon to conduct the study. Throughout a year of teaching experience in the elementary classes at Santa Lucia School, she noticed that students were suffering the consequences of the misbehavior of teachers and inadequate instruction. Moreover, she had students in her class who suffered from learning disabilities and did not have any encouragement from teachers, administrators or parents. These students were hardly motivated to learn, and their academic achievement in school was low.

Furthermore, this study is important and worth investigating because the elements of social justice are key factors in the process of teaching and learning. If these elements are missing in a school or are not well implemented, students' achievement is affected. In this study, the researcher examines the presence/absence of the different elements of social justice/ injustice: 1) Individualized learning, 2) Enhancement of students self-esteem, and 3) Inclusion or catering for students with special needs, as reflected in various school practices. It also examines how teachers and students perceive the impact of these elements on the process of teaching and learning at Santa Lucia School.
Background of the Selected School

Santa Lucia School is a co-educational non-denominational day school located in the southern suburb of Beirut. Its French branch was founded in 1986 in Haret Hreik. In 1996, the new English branch was built in Hadath.

Santa Lucia School provides an education for about 1100 students aged from 3 to 18. It has around 100 staff members coming from different religious and cultural backgrounds.

The school employs qualified teachers with university degrees as well as nonqualified teachers. Every year, the school replaces teachers. Most of the teachers are not satisfied with their salaries. The school has a good reputation in Beirut and suburbs due to the good results achieved in the official exams every year. The school attracts a student population that comes from middle-low socioeconomic class families. Tuition is moderate, and it somehow corresponds to the income of the school's middle class families. The school operates in one building, and it has a limited campus for sports and leisure.

The program adopted by the school follows the official program or National Curriculum set by the Lebanese Ministry of Education. It prepares students for the official exams and universities.

The school strongly believes in creating a responsible Lebanese citizen, who uses his/her gifts to serve the common good, and who respects and appreciates the diversity of cultural backgrounds. Such a goal can be achieved not only by adopting books with
universal themes but with particular characteristics of different cultures. Therefore, the choice of the American books for the English section and the French books for the French section became a must. Some other important features for the educational system are the following: studying Arabic as the native language, studying English or French as a main foreign language and using it for teaching scientific subjects, learning English or French as a second foreign language starting from Grade 2, practicing extra-curricular activities such as practicing any sport, dancing, going on field trips, and others. The school maintains a positive environment during and after school, conducting educational lectures for students, seminars and workshops for teachers, trips and competitions, and encouraging the students to participate and/or attend these activities.

As the school documents state, the curriculum at the selected school highlights the role of group work in the development of communicative language skills and hence stresses the need for the creation of an interactive classroom environment. Teachers should develop at least layman's knowledge of content area materials. Moreover, students following this curriculum will learn content related information while acquiring language skills in listening, speaking, reading and writing (See appendix F).

**Research questions**

The research questions are the following:

1) How are the elements of social justice reflected in various school practices in Santa Lucia School?
2) How do stakeholders perceive the influence of such elements on teaching and learning?

Operational definitions

This study does not have independent/dependent variables. The variables in this study are the elements of social justice/injustice or what is called ‘Within classroom variables’, for example, students’ self esteem, inclusion of students with special needs, and individualized learning.

1. Enhancement of students self esteem: This implies that school staff teaches students how to respect and value themselves without feeling they have to put down others, and help them develop a positive attitude (good manners, thoughts and feelings) and value it in others. For example, teachers have to make students feel confident and feel that what they achieve is for themselves and not for others. Students try to do their best for their own satisfaction and for nothing else while gaining the admiration of all (Griffiths, 2003).

2. Catering for students with learning disabilities (Inclusion):

Inclusion is the integration of students with disabilities (Coutinho & Repp, 1999). Students with learning disabilities are students who need special education to make adequate yearly progress in school. They require special education to meet individual learning needs and reach their full potential at school (Beattie, Jornan, & Algozzive, 2006). According to Polloway, Patton, Smith, and Buck (1997), the term learning disabilities refers to a heterogeneous group of disorders manifested by significant difficulties in the
acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. Students with a learning disability are not achieving in one or more areas at their perceived ability for some reason. For the LD student, difficulties may appear in the areas of reading, language arts, math or language (Hammeken, 2003).

3. **Individualized learning**: Students are given control over their learning. They are allowed to make choices about what to learn, how to learn, and the pace at which they learn and they accomplish learning tasks on their own. Teachers acknowledge and reward individual effort and accomplishments (Gentilucci, 2004).

**Conclusion**

The aim of this study is to investigate the presence/absence of social justice elements as reflected in various school practices in the selected school. This chapter introduced three elements of social justice to be explored, and the importance of conducting such a study. The results obtained are not intended to be generalized to other schools; however, the results can contribute to the understanding of the relationship between elements of social justice and students' academic achievement. The next chapter will present the literature emphasizing the importance of social justice elements and students’ achievement at schools.
CHAPTER TWO

Literature Review

Introduction

One trend in today’s educational world is to study the issue of social justice in schools. It is essential to introduce this trend in schools and more specifically in the classrooms. Educators should be aware of what social justice is. Not only should they know how to introduce social justice elements but they should also care about increasing it in their classrooms.

Whenever we talk about social justice in schools, we are talking about the process of teaching and learning. Therefore, by increasing social justice in classrooms, we expect the process of learning to improve.

This literature review discusses several studies conducted in various countries where many researchers examine social justice in relevance to student academic achievement. Moreover, in this literature review, the researcher provides a clear definition of the term ‘social justice’ in education. Moreover, she examines the importance of the social justice elements (enhancing students’ self esteem, inclusion or catering for the needs of students with learning disabilities, and individualized instruction) and the connection between these elements and student achievement as well as the perceived influence of social justice elements in schools.
Definition of social justice

The meaning of social justice may vary according to different definitions. Social justice is defined as taking equal consideration of all people regarding their commonalities and differences and acting upon the principles and norms of social organization and relationship necessary to achieve (Vincent, 2003).

One study reveals that social justice can be defined as a personal virtue of fairness, equity, care, respect, and compassion for all people regardless of race, gender, socioeconomic status, and other personal experiential background (Lalas & Morgan, 2006). In other words, social justice involves principles of equality for everybody in society regardless of their sex, age and race (Rossi et al., n.d). Furthermore, social justice is concerned with basic human rights that all people are entitled to, regardless of class, gender, race, religion, age, ethnicity, disability or health (Greene, 1998).

Moreover, social justice refers to the overall fairness of a society in its divisions and distributions of rewards and burdens (Zajda, Majhanovich, & Rust, 2006). In other words, social justice means equality for all people, distribution of fairness, having opportunities and the fundamental rights to the basics in the community like education and being able to make decisions without prejudice (Naidoo, 2007). Social justice has many dimensions. This means that a definition which is acceptable in one history or in one place or within a social group is not necessarily acceptable in the other (Vincent, 2003). However, the good for each person affects and depends on the good of the whole society (Griffiths, 2003).
Social justice is seen as an abstraction which is humanistic in essence (Rawls, 1971). The theory of social justice is based on the concept of selflessness and moral duty (Zajda et al., 2006). Moreover, justice is perceived as certain rectitude of mind whereby a person does what s/he has to do depending on the situation confronting him (Kirk, 1993). Moreover, it is assumed that social justice can be found in a society where the “distribution of resources is equitable and all members are physically and psychological safe and secure” (Bell, 1997, p.1).

It is argued that some scholars use social justice to indicate a regular principle of order, such as the redistribution of wealth, income and power (Zajda et al., 2006). On the other hand, it is argued that social justice could never be achieved once and for all. However, “Social justice depends on both ‘recognition’ and ‘redistribution’” (Griffiths, 2003, p.55). It is believed that social justice requires active participation. Since social justice is something to be done in action, some people have to do it (Mathews, 2006). It is also believed that social justice is fundamental in education. Students and teachers are active and equal participants in all schooling (White & Talbert, 2005).

Rossi, Crowther and Herbertson (n.d.) defined social justice as equity across all levels, and it applies to all school community. It is the basis on which all institutions should be run. It is expressed socially as to treat all people equally well and give all students the same opportunities to learn (Zajda et al., 2006).

In addition, social justice is present when the members of any school or community understand the historical context, the moral purpose of their organizational context, and their present circumstances in the school (Fruman & Shields, 2003).
addition, several researchers have defined social justice education as the conscious and reflexive combination of process and content intended to develop equity across various social identity groups, promote social action and foster critical perspectives (Carlisle, Jackson & Rust, 2006). Moreover, many studies were conducted to investigate the concept of social justice in schools. Social justice is defined in terms of inclusive schooling suggesting that schools should provide a positive educational experience to all students regardless of their race, class, gender, disability and sexual orientation (Alsbury & Whitaker, 2007).

The relationship of social justice to education is concerned with rights, fairness, and equal opportunities to participate in fundamental institutions of society (Scrase, 1997). What's more, when researchers speak about gender, children in poverty, the lack of opportunities for students of color and issues affecting schools, they refer to the issue of social justice in schools (Larson & Murtadha, 2002).

Social justice is fundamental to good education. It implies issues of what actually happens in schools in terms of the curriculum content, pedagogy and the relationship between students and teachers. Its goal is to have social equality and full participation and inclusion of everyone in a society's major institutions. Moreover, the essence of social justice education encompasses inclusiveness, difference and democratic participation and decision making at all levels (Scrase, 1997).

Social justice is described as a process and a goal (Adams et al., 1997). Moreover, it is believed that the goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs (Marshall & Oliva, 2006).
Providing education to all is not enough. The social justice principle of providing quality education for all in schools requires that all educators, policy makers, the state, and the multinational corporations work together for the common goal of humanity. It is believed that life is full of injustices and one aspect of social justice is to change to mixed-ability classes. Therefore, schools should link individual injustices, especially those arising between teachers and students to a concern for justice as a whole (Mathews, 2006). Moreover, teachers should provide the same possibilities to all children who should receive the same standard of education which may then be developed by each child according to his/her own abilities (Zajda et al., 2006).

Social justice requires people to be able to understand personal and cultural differences and develop emotionally. Moreover, it is believed that since social justice is linked to self-identity and emotions, schools can have emotional literacy programs for students (Mathews, 2006).

On the other side, school reforms alone including higher standards, better teachers, and best discipline, are not enough to practice social justice in schools and classrooms. Teachers should play an essential role because they can contribute in many practical ways by raising the level of social awareness of their students and guiding the curriculum for social justice instruction (Rothstein, 2004).

To teach for social justice may be viewed by many educators as a way for recognizing and rewarding students, respecting and valuing their differences in race, gender, intellectual abilities, and personal perspectives (Brown, 2004). Furthermore, it is believed that social justice is grounded in the lives of students, and the role of the teacher
is not just to work and change the individual classroom, but also create a different kind of society. Part of predicting society is to live it inside the classroom (Christensen & Golden, 2008).

Many classroom teachers may believe that social justice can be practiced in the classroom by appreciating and respecting diversity, promoting equity, advancing broad mindedness and encouraging voice and expression (Brooks & Thompson, 2005). Teachers who want to practice social justice need to understand ones’ identity, all people’s background, and the sources of inequities and privileges (Darling-Hammond, French, & Garcia-Lopez, 2002). Social justice in schools is enhanced by stressing the importance for students in the classroom to have self expression, and a sense of feeling solidarity, and to be valued by others (Griffiths, 2003).

Some instructional strategies related to developing leaders for social justice are the following: to know our students, to create a safe and positive classroom environment, to facilitate students’ self reflection and provide opportunities for students to dialogue with their peers (Young & Laible, 2000).

*Inclusion/Catering for students with learning disabilities*

The term ‘inclusion’ has been defined by many educational researchers as well as many dictionaries. Inclusion is a principle of social justice and equity which is promoted within the school setting by addressing all forms of social oppressions (Carlisle et al., 2006). The term ‘inclusive’ is taken by researchers to mean “including or encompassing a wide diversity, such as in references to cultural or ethnic differences
between students, or in the admission of members of a previously excluded group” (Lund, 1998, p.192). Inclusion implies that the views and needs of all students should be considered (Scraste, 1997).

Inclusion is putting and incorporating the students with disabilities in regular education classrooms (Daniel & King, 1997). Similarly, inclusion is the instruction of students with disabilities in the general education classroom, which should be accomplished with appropriate supports to meet the student’s individual needs (Lerner, 2006). Moreover, the term ‘inclusive curriculum’ is associated with equity, justice and representation. It is asserted that “inclusivity requires pedagogies that respond to the social construction of difference in the school system and also in society and requires spaces for alternative to flourish in the schools” (Dei, 1996, p.176). This indicates that schools should have certain teaching and educating activities that meet the needs of all students in the school.

Furthermore, it is believed that the issue of inclusion has evolved over several decades as the issue of special education grew. Researchers argued that students with disabilities should be integrated in regular classroom environments in order to gain educational experience (Daniel & King, 1997). Moreover, researchers claim that inclusion is an access to an appropriate curriculum and the sharing of resources and facilities in a school (Rouse & Florian, 2006). It is suggested that in order to make inclusion effective in the general education classroom, teachers should use a team approach, provide supportive services, plan for social acceptance, teach students appropriate classroom behavior and use co-teaching strategies (Lerner, 2006).
Teamwork is suggested as a style of interaction that provides a way for individuals to work together (Lerner, 2006). In addition, teacher grouping is considered as a preventative measure in which students work with different students, and they can value and respect each one for his/her own qualities (Griffiths, 2003). Researchers explain how some schools deal with issues of social inclusion or disability and stress the idea of getting a balance between class work, group work and individual work. Moreover, students must work in groups arranged by the teacher in order to prevent social exclusion (Griffiths, 2003). Some accommodations for teaching students with learning disabilities in the general education classroom are the following: 1. Improving organizational skills, 2. Increasing attention, 3. Improving ability to listen, 4. Adapting the curriculum, and 5. Helping students manage time (Lerner, 2006).

Furthermore, it is stated that some factors related to learning difficulties are: word frequency, word and sentence length, pronunciation ability, familiarity, and stimulus and grapheme/phoneme correspondence (Reiff, 2001). Students' language problems are factors which lead to students' misbehavior. Therefore, inclusion is increased in schools by providing counseling services, remedial sessions, language support classes, and differentiated instruction. Moreover, teachers should be trained to deal with difficult students. This is done by follow up, mentoring, and supervising teachers in their teaching methods (Bahous & Nabhani, 2008).

It is assumed that many students with learning disabilities need individualized instruction and intensive teaching. Teachers should realize that students with learning disabilities often feel lost, experience feelings of failure, rejection and
frustration that affect every subject they study in school and may influence every aspect of their world. Moreover, research revealed that students with learning disabilities are often neglected. It is stated that “Learning disabilities do not begin and end at the classroom door; they pervade every aspect of the child’s life” (Lerner, 2006, p.107). In other words, teachers’ role of catering for students with learning disabilities is essential in every school. Learning disabilities do not only affect the academic achievement of students in the classroom, but they will be present throughout students’ life.

In Lebanon, many schools do not cater for students with special needs (Bahous & Nabhani, 2008). Researchers claimed that students’ academic achievement can be enhanced when integrating and exposing students with disabilities to the curriculum that exists in the regular classroom setting. Moreover, it is believed that the issue of obtaining higher standards for students with disabilities is a must because students with disabilities have less opportunity than the other nondisabled students to graduate from high school and have jobs or live without help provided from a variety of sources (Daniel & King, 1997).

Furthermore, it is argued that the term ‘Special Educational Needs’ refers to many kinds of difficulties in learning and it can mean different things to different people in different places. Moreover, according to the Special Educational Needs Code of Practice, specific needs that relate to impairment and may create barriers to learning are the following: communication and interaction, cognition and learning, behavior, emotional and social development, sensory and physical (Rouse & Florian, 2006).
It is believed that designing special methods for students with special needs is part of social justice education. In one study, effective methods were designed by Cuban educators for students with special needs to teach them how to read and write and then achieve basic education using television and radio as teaching aids (Zajda et al., 2006).

Enhancement of students' self-esteem

An important element of social justice is enhancing students' self-esteem. It is believed that self-esteem is a result of success. Therefore, it cannot be injected or taught (Richardson, 2003). For that reason, it is assumed that one of the responsibilities of the teacher is to motivate failing students, and build their self-concept and self-esteem (Lerner, 2006).

Self-esteem is defined by many researchers. It is defined as appreciating one's own worth and importance, having confidence and the character to be accountable for oneself, and acting responsibly toward others (Walz & Bleuer, 1992). Self-esteem is the act of respecting and valuing oneself and others. It is about getting a positive attitude and valuing it in others. Moreover, it is believed that self-esteem is a response to relationships with others, friends, teachers, parents and family members (Griffiths, 2003).

Also, self-esteem can be known as self concept, self-worth, self-regard, self-respect and self-image (Cozens, 1999). Besides, self-esteem is defined in terms of how people evaluate themselves and their characteristics or as the judgment of worthiness
for people on their own abilities and behaviors (Berlach & Gurney, 1988). Other researchers defined self-esteem as an evaluation of the information contained in a child's self concept derived from his/her feelings about all the things s/he is (Pope, McHale & Craighead, 1988).

Enhancing students’ self-esteem is considered central to recognizing and struggling for social justice. In addition, it is believed that the way we interact and treat children in the classroom is important. The more we treat pupils as ‘intelligent’, the more we encourage them to interact and this will affect their self-esteem (Matthews, 2006). Moreover, self esteem is an important factor in student performance. It can be enhanced by changing the fundamental philosophical attitudes on the parts of administrators, teachers and parents to a more positive and respectful stance (Walz & Bleuer, 1992).

In order to enhance students’ self-esteem, teachers are recommended to do the following: 1. Try to instill in students the belief of self competence 2. Highlight or point out the things that the students do right 3. Focus on the process of learning instead of the grades 4. Emphasize cooperation and reduce comparison and competition among students 5. Give positive feedback, attention and emotional support 6. Praise accomplishment and efforts of students, not the student 7. Encourage students’ responsiveness and involvement 8. Create an atmosphere of acceptance and a caring and mutual support environment so students feel safe and can express themselves 9. Use discipline and a high level of respect for all (Walz & Bleuer, 1992). In addition, other useful methods used by teachers to enhance the self-esteem of students are the following: Being nice to students, listening to them, showing care, making positive comments, being
a role model, placing trust in students, and discouraging negative comments among them (Wideman, 1982).

**Individualized learning**

Another element of social justice is providing individualized instruction where needed. It is very important for schools to apply individualized instruction because it is considered to be one of the most effective types of teaching. A good example of individualized learning is one to one instruction. One to one instruction is described as when a skilled teacher works with one student and gives him/her intensive instruction over a period of time tailoring the instruction to the specific student's needs (Lerner, 2006).

Several research studies showed that lumping all students with learning disabilities into the general education classroom ignores the notion of individualized instruction (Crockett & Kauffman, 2001; Foorman & Torgesen, 2001; Johns, 2003). Studies have shown that students with learning disabilities tend to do well with individualized instruction (Slavin, 2000; Vaughn, Gersen, and Chard, 2000). Moreover, methods such as using computer instruction and other aids and volunteers as tutors in the classroom are suggested in order to get close to one to one instruction (Lerner, 2006).

Furthermore, it is believed that peer tutoring, which is a strategy in which two children work on learning tasks together, supports one to one teaching in the general education classroom. There are gains in academic achievement for both, the tutor and the tutee. "Peer tutoring is a practical way to provide support for children with learning
disabilities in the inclusive classroom" (Lerner, 2006, p. 116).

It is believed that although it is difficult for teachers to provide one to one instruction, they are required to ensure that every student is being taught at his/her instructional level. Individualized instruction for student achievement requires formative assessment throughout the year, immediate appropriate instruction assigned upon completion of the assessment, assignments that engage activities with audio and visual instruction, tutorials and practice, and available data so teachers can provide immediate feedback of student progress. Moreover, technology is suggested as a solution to provide one to one instruction (O'Neal, 2004).

Individualized instruction has advantages and disadvantages. The advantages of individualized learning are that programmed materials can be used effectively as an individual process. In the programmed text, the emphasis is on the student and not on the teacher. However, the learner is kept active and gets immediate feedback on the results. Slow learners are presented small amount of material, immediate reinforcement, and consistent review-testing, and they are able to work at their own pace. Disadvantages associated with programmed instruction are cheating and the possibility of developing bad reading habits (Reff, 2001).

The discussed elements of social justice/injustice such as individualized enhancement of students' self-esteem, catering for students with learning disabilities, and individualized instruction are considered to have an influence on student's achievement. To explore the presence/absence of social justice elements on any school, it is very important to consider how teachers, students, and school staff perceive the influence of
such elements on student achievement.

*Perceived influence of elements of social justice on student academic achievement*

Teachers should understand how schools are structured and how they support societal inequities such as segregated student grouping by factors like academic ability in order to eliminate them. Teachers should also deliver effective inclusive instruction to empower all students (Taylor & Sobel, 2003). Furthermore, it is assumed that teachers need to transform themselves and transform the social conditions of injustice that suffocate students' potential (Howard, 1999).

Researchers have found that working with students with special needs in different separated groups has increased teachers' understanding of inclusive contexts to work for social justice (Taylor & Sobel, 2003). Although there are almost no studies that focus on student's experiences with social justice issues, it is found that by teaching social justice in secondary schools permitted students to be self-reflective and increased their awareness of social justice in the school environment, which changed the way they viewed the world. It is stated that 80% of the students perceived social justice as fairness and equality to all people living within a society (Naidoo, 2007).

With respect to the effect of individualized instruction on student achievement, it is found that tutoring works by increasing a student's reading achievement; it provides a sense of control of the student's reading ability (Lerner, 2006). However, one study found that when using programmed instruction, there was an improvement in critical reading skills (Ferris, 1972).
There is a clear correlation between self-esteem and academic success. Although "children with high self-esteem tend to do better in school, this does not indicate that enhancing student self-esteem is a key to academic excellence (Walz & Bleuer, 1992). On the same token, it is believed that self-esteem may not be the cause of academic success but an effect. "Self-esteem and achievement may be either the cause or the effect of each other, depending upon the person and the particular situation in which they function" (Walz & Bleuer, 1992, p.V).

Even though self-esteem does not cause academic success, there are some reasons leading to the contribution of it. These can be summarized as follows: 1. studies show that feeling worthless lead to depression and depression can inhibit performance. 2. Students with high self-esteem may be more willing to take up the challenge than students who experience fear of failure (Walz & Bleuer, 1992). Future investigations were suggested in order to gain evidence as to whether children who show an improvement in self-esteem scores will show a corresponding improvement in academic achievement. Correspondingly, it is believed that achievement and self-esteem cannot be treated as linear independent variables. Factors such as gender, class and social positioning must also be taken into consideration (Griffiths, 2003). Also, it is thought that if a child meets his/her own standards for academic achievement, which are shaped by family, friends and teachers, then his/her academic self-esteem will be positive (Pope et al., 1988).

Students can have lower self-esteem in schools that group students by ability, and this type of grouping disadvantages academically the least able pupils, and can negatively
affect a child's self concept (Matthews, 2006). Moreover, it is found that students who are provided opportunities for achievement and the experience of success are likely to have high self-esteem or positive self-images. On the other hand, students who experience failure and rejection internalize such experiences as indicators of their inability to succeed in school (Copper, 1993).

Moreover, it is suggested that the inclusion of pupils with special educational needs (SEN) in mainstream schools does not have a negative impact on the achievement of other children. Indeed, it is indicated that the inclusion of SEN pupils in the school contributed to improved achievement for all (Rouse & Florian, 2006).

Researchers argue that although inclusion can support achievement, further longitudinal study is required in order to articulate the relationship between pupil achievement, the elements of practice and the organization of special needs provision in schools (Rouse & Florian, 2006).

In fact, more research is recommended to explore the connection between social justice education and student achievement (Carlisle et al., 2006).

The above literature examines social justice elements and their relevance to students’ achievement. In the next chapter, the researcher discusses the methodology used in this study to obtain data and explore the elements of social justice/injustice in the selected school.
CHAPTER THREE

Methodology

Introduction

This project was designed to investigate the presence or absence of social justice elements in a low-middle class school in Lebanon. Its purpose was to find out what stakeholders and students think of the influence of these elements on school learning. This chapter presents the research design and instruments, participants and sample selection used in the study and data analysis. Moreover, ethical issues are also stated.

Case study methodology

The researcher uses a qualitative descriptive case study which according to Fraenkel and Wallen (2006) is the most appropriate type of research for this type of problem. Bell (1993) points out that the case study approach is the most appropriate for individual researchers because it gives an opportunity for one aspect of a problem to be studied in depth within a limited period of time. This case study comprises one private school which was intentionally selected because the researcher has previously worked there and perceived that elements of social justice and injustice were present in the school.

The purpose of conducting this case study is to investigate the presence/absence of the social justice elements and how stakeholders and students perceive the influence of such elements on teaching and learning. Case studies are very valuable as preliminaries to major investigations (Burns, 2000). The sample studied is a purposive sampling. It is
based on the researcher's previous knowledge and judgment of the population and it has been chosen for the specific purpose of the research. Fraenkel and Wallen (2006) affirmed that in almost all qualitative research, researchers who engage in observation and interviews usually choose purposive sampling. Moreover, in this way, researchers build up a sample that is satisfactory to their specific needs (Cohen, Manion & Morrison, 2007). The major disadvantage of this kind of sampling is that since the researcher's judgment may be in error, the results obtained cannot be generalized (Burns, 2000). However, this disadvantage may not be considered as a major problem because the aim of the study is not to generalize the results but to use them for future research and to improve the school.

This study relies on qualitative as well as on quantitative methodologies which can be used together to supplement one another. Different tools and techniques are used by the researcher. Qualitative data is collected through individual and focus group interviews and class observations, whereas, quantitative data is collected through questionnaires.

Research design

A research design links the data to be collected and the conclusions to be drawn to the initial questions of the study. In other words, a research design is a logical plan to set questions to be answered, and set conclusions (answers) about these questions.
The main purpose of the design is to help to avoid the situation in which the evidence does not address the initial research questions. A research design deals with a logical problem (Yin, 2003).

The researcher conducted a qualitative descriptive case study and used a mixed methods research. The mixed method design of this study is a triangulation design in which both, qualitative and quantitative data were collected. The researcher compared stakeholders' interviews, students' interviews, class observations and teachers' questionnaires results in order to see if their corresponding findings validate each other.

First, the researcher met the school principal and gave him a covering letter indicating the aim of the research, and they discussed the purpose of conducting the study. The researcher conveyed to the principal the importance of conducting such study and assured him of confidentiality. The principal responded positively and agreed with the researcher's proposal. Immediately, the principal notified the head of the primary school and told her to provide the researcher with all the needed assistance in order to conduct the research. With the help of the head of primary school, the researcher organized a schedule for filling the teacher questionnaires and for interviewing the students. The head of the primary school took charge of informing the fourth grade and fifth grade teachers that the researcher would be around the school to conduct focus group interviews and class observations with fourth and fifth grades. Questionnaires were administered during recess time or free periods. The researcher had to explain to some teachers how to fill in the questionnaires because some teachers did not have a clear understanding of some terms.
Participants’ selection

Data were collected from two elementary levels of the selected school. Fourth and fifth grades were chosen because the researcher had taught these classes before and she knows the students as well as most of their teachers. Moreover, students at this age level usually are involved in class inquiry and have self-expression facility which makes the process of interviewing and dialogue easy. The researcher aims to know how the student-teacher relationship is and how students perceive themselves with respect to having equal opportunities to learn. Each grade level consists of two sections (A and B), and each section includes twenty to twenty-three students. The researcher asked the class advisor of each level to separate each class into two groups (students were selected and grouped randomly). Each group contained nine to ten students. The sample included also all the teachers of both grade levels from different subject matters taught: sciences, computer, languages, music and art.

All the teachers were women, except the sport teacher who was a man. Their age ranges between 22 and 40 years old. Also, the sample included three coordinators and the primary school supervisor who were interviewed. The teachers, the coordinators, and the supervisor have several years of experience in the school, and their age ranges between 35 and 50 years old.
**Instruments and data collection**

The researcher used various methods of data collection such as questionnaires, individual and focus group interviews and class observations. Each of these methods has advantages and disadvantages.

**Questionnaires**

The type of questionnaires used in this study included closed ended questions or selection items. Such questionnaires were administered to ten teachers of fourth and fifth grade elementary levels to determine teachers' perception of the presence of social justice in the school. Questionnaires were used because they assure confidentiality and validity and save time (Fraenkel and Wallen 2006). Using the questionnaire instrument gave the advantage to teachers to complete the questions at their own time and pace. Moreover, questionnaires guarantee confidentiality which allows teachers to give more honest and free responses. Such honesty affects the validity of the questionnaire (Cohen et al., 2007).

Questionnaires can be completed within a short duration of time (two weeks) and they are less expensive than any other method. A copy of the questionnaire and the interviews was given to the school principal to approve them before giving them to participants (see appendices A, B and C).

The questionnaire items were written in simple language and were formulated based on the literature review and on the operational definitions of the different elements of social justice/ injustice examined in this study. The questionnaires consisted of a set of ten 'Likert scale' statements. The researcher used the "Likert scale" type of rating scale
and closed questions in order to examine how teachers feel about the topics in each statement. The Likert scale included several categories such as 1 (Always), 2 (Frequently), 3 (Often), 4 (Seldom) and 5 (Never). Likert scales are powerful and useful in research since they combine the opportunity for a flexible response with the ability to determine frequencies. However, one limitation is that the researcher may infer a degree of sensitivity and subtlety from the data that s/he cannot hear (Cohen et. Al., 2007). In general, Likert scale questions are quick to complete and do not discriminate how articulate respondents are. On the other hand, they do not enable respondents to add any remarks, qualifications and explanations, and there is a risk there might be bias in the categories (Cohen et al., 2007). The questionnaire was developed by the researcher, and most of the statements in the questionnaire were about the relationship between the teacher and the students. Two teachers of the primary school and the supervisor were chosen randomly to fill the questionnaire as a pilot study in order to check clarity of language, identify ambiguities, gain feedback and increase its validity. As a result of piloting, some statements were modified for more clarity to the respondents. This change made the statements easy to answer.

**Interviews**

Interviews are one of the most important sources of information and are flexible tools for data collection in which multi-sensory channels such as verbal, non-verbal, spoken and heard are enabled (Burns, 2000; Cohen et al., 2007).

The content of the interview focuses directly on the purpose and issues of the research topic (Burns, 2000; Yin, 2003). Interviews were conducted with different
categories and in two different forms. The interviews used in this study were semi-structured individual interviews used for coordinators and school supervisor and focus group interviews conducted with students. Such interviews were audio recorded and transcribed upon the permission of the interviewees who were all assured the total confidentiality of their responses.

**Individual interviews with three coordinators and the elementary school supervisor**

The primary school supervisor and the three coordinators (English, Arabic, and preschool) were informed about the interviews by both, the researcher and the head of primary school. A copy of the questions was given to each interviewee before time. The researcher used semi-structured interviews because she can follow up ideas, detect feelings and motives from the interviewee's facial expressions and tone of voice (Bell, 1993). Five questions were asked in the same order to all the interviewees. Three of the interviews were audio recorded, and one was hand written because the school supervisor requested so. The interview with the Arabic coordinator was answered in Arabic language, transcribed and then translated into English language (see appendix B).

The researcher's aim of the four interviews was to determine how stakeholders describe their experiences concerning the presence/absence of social justice/injustice in the school. They were asked to give specific examples and information which were compared and contrasted at the end to check commonalities. The interviews took place in each interviewee's office and the duration of each one was about fifteen minutes.
**Focus group interviews**

The researcher conducted eight focus group interviews with 80 students from fourth and fifth grade elementary levels. Each focus group included eight to nine students who were selected randomly from each class section.

The advantage of this type of interview is that it opens the door for discussion and allows the group members to talk about their opinion, exchange of ideas, thus yielding a wide range of responses (Cohen et al., 2007;Fraenkel & Wallen, 2006). Group interviews are time saving and can bring together people with varied opinions. On the other hand, in group interviews, one respondent may dominate the interview (Cohen et al., 2007). However, in this study, this is not the case since the researcher divided her attention and gave all the interviewees a chance to speak and handled turn-taking appropriately. She was vigilant to pick people who were trying to speak. The interview's questions for grade levels four and five, covered the same topics as the teachers’ questionnaires and the coordinators interviews, but these were phrased in a different way in order to meet the reading and comprehension level of the students (see appendix C).

**Observation**

Observation can often reveal characteristics of groups or individuals that would have been impossible to discover by other means (Bell, 1993). Another method of data collection used in this study was the non participant observation in which the researcher does not belong to the group and does not take a role in any activity (Burns, 2000; Cohen et al., 2007).
The researcher was non participant mainly watching and recording what was happening. The researcher chose the observation method because it can supplement the data gathered by other methods. The form of observation the researcher did is naturalistic observation which is a non participant observation form. The researcher acted as a non participant observer because during the time of conducting research and data collection she was no longer a teacher in the selected school. She visited the school on a regular daily basis for a period of two weeks and observed what was going on in fourth and fifth elementary classrooms (teacher-student interaction and relationship). The researcher observed each class on different subject matters. She attended every period for each subject in every class. Teachers were aware that the researcher was observing them. Moreover, the fact that some teachers already know the researcher from previous years of working in the same school and teaching almost the same students allowed the researcher to take notes of her observations while the teachers and students acted in a natural way.

The researcher used the 'checklist observation' technique. To avoid being engaged in conversation or class activity, the researcher kept standing most of the time to create some distance; she neither showed interest in what students were doing nor talked to them. When some students tried to talk to her, the researcher smiled politely and referred the students to the teacher. Also, she avoided eye contact with students as well as with teachers.

Specific behaviors used in the questionnaire statements and in the interview questions were identified from the literature review and were put on a checklist (see appendix E).
Whenever a behavior was noted, the researcher would write a tick next to it. Fifteen observation sessions, each one with duration of 45-50 minutes were conducted. The researcher recorded the number of repetitions of the observed behaviors.

Through an open narrative description, which is a qualitative observational technique, the researcher summarized all the verbal and non verbal interactions, students and teachers’ attitudes, activities, and events that took place in the classrooms. In addition, all facial gestures, expressions and body language observed during the interviews’ sessions were also included in this narrative description (See appendix E).

**Data analysis**

The researcher translated the research questions into major themes that helped to organize the amount of descriptive information. With respect to questionnaires, the researcher used descriptive statistics to analyze the data obtained. Frequency counts were used to show the percentages. The results of the questionnaires were related and linked to the formulated coding themes to give an idea of how elements of social justice are present or absent in the selected school (Fraenkel & Wallen, 2006).

The interviews with the students, the three coordinators and the school supervisor were analyzed by transforming the content into a transcript file to make data easy to read and analyze for later use.

The process started by reading the transcribed interviews’ files in order to classify data into major themes. The themes were adopted from the operational definitions in the literature, and considered to be the criteria to answer the research questions. Data from
the interviews of the coordinators and the school supervisor were compared with each other, and then compared with the students' interviews.

As for the observation sessions, the final product was eighteen checklists. During each observation session, the researcher placed marks opposite the activities and characteristics that indicate every time the students and the teacher perform a certain behavior. Also, the researcher took notes of everything that happened in the classroom, including teacher and students' comments. To analyze the data later, the researcher counted the number of repeated behaviors such as the following: the teacher praises students' good job, organizes the groups, gives oral and written directions to students, punishes a student, uses visual aids, gives extra work to do at home, asks questions, and others. Then, data from the checklists were summarized in short paragraphs. The above method of analysis was suggested by Fraenkel and Wallen (2006).

Data analysis from the observations, questionnaires and interviews completed one another, and common points were noted and were compared and contrasted to the findings of the literature review.

**Triangulation**

Triangulation is the rationale for using multiple sources of evidence (Yin, 2003). Moreover, it may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior (Cohen et al., 2007).

The researcher used three different methods to collect data in order to increase the validity and reliability of this research. Data triangulation also reduces the likelihood of
subjectivity and misinterpretation (Cohen et al., 2007). Questionnaires, interviews and observations were used, which are according to Fraenkel and Wallen (2006), the methods that fit this study. All the data obtained from the three methods were compared and contrasted to ensure triangulation and avoid bias. Moreover, triangulation is used to give power to the interpretations and reached conclusions because it exhibits concurrent validity (Cohen et al., 2007; Yin, 2003).

**Ethical issues**

Since the topic of social justice in schools is a very sensitive topic, the matter of ethics was given great attention in this research study. All the participants were treated with respect and their identities were protected (Fraenkel & Wallen, 2006). The first step of this descriptive case study involved gaining access to the school by asking the school principal for permission to conduct this study. The researcher met the principal and submitted a proposal to get an official approval for conducting the study in the school.

As an educational researcher, one has to build good relationships with participants and show feelings of trust and confidence (Burns, 2000; Cohen et al., 2007). All the teachers, students, coordinators as well as the school principal were assured about the confidentiality of the data collected by the interviews, class observations and questionnaires. Moreover, they were informed that their identities and the name of the school were kept confidential.

In addition, the researcher made sure that no one was harmed or placed under risk neither physically nor psychologically in this study. Moreover, participants were
informed that they can refuse participating in the study at any time. In order to avoid deception in this study, the researcher explained to the participants the purpose of the project. Data are available for future examinations, when needed.

**Validity and Reliability**

The issues of validity and reliability in this study apply to the interview responses and the researcher observations. Validity is an important key to effective research. Reliability infers credibility, consistency and trustworthiness (Cohen et al., 2007). By the use of triangulation and by the comparison of the results of the information with each other, the issue of reliability and validity was checked in this study (Fraenkel & Wallen, 2006).

One of the threats that appears and that might affect internal validity of the results is the mastery of the English language of few of the participants. The non English speaker (the Arabic coordinator), answered the interview questions in Arabic language. The researcher was aware of this issue so she controlled it by translating the questions and answers into Arabic. Another threat could be the teachers’ understanding of the questionnaire statements, but this issue was also controlled by explaining the statement to every teacher before they write the answer.

In conclusion, this chapter presented the research design and instruments, participants, sample selection, data analysis and ethics used in this case study. The results of the data collected are presented in the next chapter.
CHAPTER FOUR

Results

This chapter presents the data collected from the focus group interviews, questionnaires and checklist observations. The results of the study are classified according to the categories and subcategories of the two research questions.

Data were collected from ten questionnaires filled by female classroom teachers of grades four and grade five elementary levels at the selected private school in Beirut. In addition, there were four individual interviews with three school coordinators and the elementary supervisor, four focus group interviews with grade 4 students and four focus group interviews with grade 5 students. Finally, two checklist observations were used by the researcher to record the interaction between the teachers and the students during class sessions of Grades 4 and 5.

Two research questions were used to categorize and present the results from the interviews, questionnaires and checklist observations: How are the elements of social justice reflected in various school practices in Santa Lucia School? How do coordinators perceive the influence of such elements on teaching and learning? After explaining the procedure of collecting the necessary data for the study, the researcher analyzes the data and explains the results and findings obtained. Following is a summary of those results.
Elements of social justice/injustice reflected in various school practices in Santa Lucia School

The interviewed students, teachers, coordinators and the school supervisor, as well as the observation sessions held in the selected school showed that the elements of social justice such as individualized learning, and enhancing students’ self esteem are present in the school. However, catering for students with learning disabilities which is an element of social justice is not properly applied as reflected in various school practices.

Individualized learning

The coordinators’ interviews revealed the presence of individualized instruction in the selected school. The three interviewed coordinators and the supervisor agreed that all students have the chance to learn and get help from teachers. One to one instruction is applied in the school, especially in the English department. The school provides remedial classes, language reinforcement courses, and extra work for students to do during weekends. There is a daily follow up of students to make sure students receive the help they need.

The teachers’ questionnaire revealed that there is individualized learning in grades 4 and 5 because most of the teachers repeat instructions for tests and assignments, and provide additional time when students do not understand the lesson well. Also, it is revealed that students who do not succeed in class do not receive remedial classes. However, it is revealed from the results of teachers’ questionnaires that 5 out of 10
teachers of grades 4 and 5 agree that when students do not succeed in class, they never get remedial classes. However, 2 out of 10 teachers answered that students seldom get remedial classes. Two teachers answered that students often get remedial classes. Only one teacher said that students frequently get remedial classes. Another question concerning the collection revealed that 4 out of 10 teachers agreed that students are always provided additional time and instruction if they do not understand the lesson well. However, 2 out of 10 teachers answered that students are frequently provided extra time and instruction. Three teachers answered that students are often provided extra time. Only one grade 4 and 5 teacher answered that students are never provided additional time and instruction.

Eight out of ten teachers answered that they always repeat instructions for tests and assignments. One teacher answered that she frequently repeats instructions. Only one teacher said she seldom repeats instructions for tests and assignments.

The interviewed students of grades 4 and 5 confirmed that when they do not understand something from the explanation, the teacher repeats the lesson several times until they understand. Moreover, students agreed that before they are given a test, the teacher gives them enough practice and instruction by doing a review or a drop quiz a day before the test so they will do well on the final exam, ‘the teacher gives us a drop quiz and sometimes we do a review a day before the test so that we remember and refresh our memories and the next day we will do well in the quiz’ (Grade 4 students’ interview, see appendix C). Grade 5 students stated that before they are given a test, the teacher gives two to three minutes to read the whole test and to answer students’ questions. Moreover,
students agreed that when they do not know what to do in a test or in an assignment, they will ask the teacher to explain more. The teacher gives students extra time so they will not leave empty spaces. She helps the students by giving hints about the test questions. Moreover, one student said, 'the teacher let me stay during the break; she gives us extra time, like 5 or 10 minutes' (Grade 4 students’ interviews, see appendix C). However, another student said that sometimes he does not have enough time to answer all the questions. 'I cry so that she will give me more time to finish my test' ‘The Arabic teacher does not give any extra time, sometimes if we are not finished, she just takes the exam sheet and she leaves’ (Grade 5 students’ interview, see appendix D).

Moreover, grade 5 students stated that when they do not pass a test or when someone fails in class, they do not get remedial classes. However, they said that sometimes the teacher will stay with the students who don’t pass a test during the break time and give them extra work to do.

Concurrently, students stated that when there is an assignment in class, they help each other. With respect to class activities, grade 4 and 5 students stated that sometimes they work in groups and sometimes they work individually. However, most of the students agreed that most of the times they work in groups. They all agreed that in English and Arabic class activities they work individually. In the Math activities they work in pairs whereas in the Science class they sometimes work in groups. Moreover, students agreed that most of the time the teacher organizes the groups, but they prefer to choose their own colleagues, ‘I like to choose my best friends and work with them’ (Grade 4 students’ interview, see appendix C). All students said they prefer to work in
groups rather than individually because they can help each other, they can gather information and share it with each other, they can solve problems together, benefit from each other, depend on each other and do a good job, "I prefer to work in teams because we can take advantage from each other and get high grades" (Grade 4 students interview, see appendix C). Two students said they like to choose their group members, 'I prefer to choose my group because some students are very noisy and they do not work' (Grade 5 students’ interview).

All the interviewed students confirmed that they use the computer once a week only during the computer session. Moreover, they agreed that they should work on the computer twice per week and practice more on it because once per week is not enough, and they would like to spend more time learning how to use the Internet. However, one student said that one hour per week is enough.

With respect to the participation policy, grade 5 students agreed that most of the times the teacher only chooses students who get high grades. However, 2 students said that the teacher gives everyone a chance to participate, but some students do not participate because they do not understand the question or they do not know what the teacher is talking about.

The results of the observation sessions of grades 4 revealed that the English teacher repeats instructions and gives extra time to students in order to finish their assignment. She also gives students extra work to do at home. During the test, the teacher read the passage twice and gave the first 10 minutes of the period for students' questions. She explained and answered students' questions in a very clear way to the whole class
but not individually to students. Moreover, students worked individually and most of them finished their work on time. Whereas from the observations of grade 5, the researcher noticed that during the English class, students were doing an individual writing test. The teacher answered students’ questions individually. She repeated instructions twice and during the test, she reminded students to manage their time and to review their paper before they submit it. The teacher said “make sure you wrote your name on the exam sheet”. One student said that the test was hard and the teacher stood beside him and offered him some help.

However, in the Grade 4 history class, the teacher re-explained individually to a student who asked her to repeat the lesson. The teacher gave written directions (on the board) and repeated the instructions twice before students start with the assignment. Also, the teacher asked students if they have any question. In the Grade 5 history class, the teacher gave practice and clear instruction. She repeated instructions twice before they start with the class activity. Moreover, students worked individually and they all finished the activity on time. No one complained about anything.

However, in the Grade 4 math period, the teacher gave oral directions. She repeated the assignment’s instructions very clearly before students start to work, and she gave students a lot of practice. Moreover, during the explanation, the teacher asked questions in order to keep students attentive so that they interact with her. While the students were working on the exercises, the teacher was walking around the classroom, and checking students’ work. One student said ‘I don’t know how to do this exercise’, and the teacher sat next to him and explained to him. Before leaving the class, the teacher
gave students homework and she wrote it on the board, but she did not make sure that students wrote the assignment on their agendas (see appendix E).

In the grade 5 math period, the teacher re-explained the concept four times to the whole class. Students worked individually on the class assignment. The teacher gave a lot of practice and clear instruction. The teacher told the students who did not finish the exercises in class that they can finish at home. Before assigning the task to students, the teacher repeated the instructions two times. She gave a lot of examples when explaining and asked many questions in order to check if all students understood. Also, while students were individually working, the teacher was checking their work.

In the Science period of Grade 4 the teacher was correcting a test. From her observation, the researcher noticed that the teacher re-explains every time she corrects a question and students do not get the right answer. While correcting the test, she asked 5 questions. One student said that he did not understand and the teacher explained again. Similarly, Grade 5 students were having an individual drop quiz during the science class. The teacher did a quick revision before the quiz to answer students' questions. She repeated instructions twice. She didn't give any extra time to students who were not able to finish the quiz. Some students were not done when she collected the exam papers. The teacher walked around the classroom and made sure all students wrote their names on the exam sheet and that everyone was doing fine.

In the Grade 4 Arabic period, the teacher gave oral directions. She explained the lesson once to the whole class and she was always asking questions. Moreover, students worked individually on their exercise. Furthermore, in Grade 5, the Arabic teacher
explained the lesson once to the whole class. She gave students clear instructions before they started the exercises. After she explained she asked some questions in order to make sure all students understood. The teacher told students to work in pairs but because some of students complained about working in pairs, the teacher gave them the choice to work individually. Almost all students finished the task in class but three of them did not finish.

In the Grade 4 French class, the teacher explained a concept three times to three different students. She wrote the exercise instructions on the board. Then she read them aloud and told students what to do. The teacher asked questions two times during the lesson. Students worked individually and 15 out of 18 students finished their work on time. The teacher told the rest of the students to finish their work at home. Moreover, in Grade 5, the French teacher re-explained the lesson individually to a student who didn’t understand. She gave clear instruction before students start with the assignment. Then she gave them enough time in order to finish it. Students worked in pairs, and they were happy to work this way.

In the Grade 4 music session, the teacher re-explained the lesson to 2 students who said they did not understand. The teacher gave written directions on the board and then she read them aloud. Moreover, the teacher gave practice and clearly repeated the activity instructions. She made sure all students understood them. In the same way, Grade 5 students worked individually during the music class. The teacher gave clear instruction and practice before giving students an exercise. Moreover, she gave students extra time (5 more minutes) for the students who did not finish the task on time. She asked many
questions and repeated instructions twice for those who did not listen to her. Some
students said that they did not understand.

In the art period, students worked in pairs which were arranged by the teacher.
The teacher gave oral instructions. She checked on students’ work and she asked
questions. When working in pairs, students helped each other. Only two out of nine
groups were complaining about working in pairs because they did not like their partners.
Almost all the groups finished the activity on time except two pairs of students. So, the
teacher stayed with them for seven minutes during the break time in order to give them a
chance to finish the painting.

In the Grade 4 computer period, students had to work in pairs and in groups of 3
because there were not enough computers in the computer lab. Students were
complaining about working in groups. One student said ‘I don’t understand anything and
I cannot work like this’. Another student said ‘I don’t know how to do it’ and the teacher
ignored him (see appendix E). She just let them work by themselves. Furthermore, in
Grade 5, the computer teacher moved close to explain to a student who did not know how
to work on the assigned task. Students worked in pairs but the teacher organized the
groups. The teacher gave clear instruction before assigning students to do the activity,
and she gave them practice. Then she repeated the instructions twice. Students helped
each other while they were working on the assignment. However, four pairs of students
were complaining about working in pairs. Not all the students finished the class
assignment on time, but the teacher told them that they can continue next time.
In conclusion, the above collected data from teachers, students, coordinators, and class observations showed that most of the teachers of grades four and five repeat the lesson, give clear practice and instructions for assignments and tests, give additional time and extra work to do at home. Most of the time students work individually. When they work in groups the teacher organizes them. Most of the students complain about working in groups, especially during the computer period.

Enhancing students' self esteem

The interviewed coordinators agreed that the school cares for enhancing students' self-esteem by involving them in all school activities, encouraging and praising students' job, and assigning students classroom responsibilities. However, the interviewed school supervisor said that the school does not properly enhance the self-esteem of students and that the school should do a project for that.

The results of teachers' questionnaires revealed that 7 out of 10 grade 4 and 5 teachers agreed that students are always given praise and reward when they do a good job. However, 3 out of 10 teachers said that students are often praised and rewarded for their job. Moreover, one out of ten teachers said that students are frequently engaged in classroom inquiry. However, 5 out of 10 teachers affirmed that students are always engaged in class inquiry. Four out of 10 teachers said that students often express themselves and are engaged in class inquiry.

Furthermore, 4 out of the 10 teachers state that they always show they have personal contact with families in order to ask about their students. Only one teacher said
that she frequently has personal contact with her students’ parents. Two teachers said that they often show personal contact. Two other teachers said they seldom have personal contact with families. Only one teacher said that she never has personal contact with her students’ parents.

From the observations of Grades 4 and 5, the researcher concluded that students are praised when they do a good job. The English teacher praised Grade 4 students by saying ‘well done’. Although in grade 4, the teacher expresses herself in a very polite manner, the researcher noticed that the same teacher expresses herself in a bad way in grade 5. She says ‘please and thank you’. However, the teacher punished a student twice because of bad behavior. The teacher talks to all students in the same way. She said to a student ‘you are disturbing’ ‘shut up’ and ‘never mind about your question’ (see appendix E). The teacher did not show much care about grade 5 students whereas in grade 4 she showed care about students by engaging them in class inquiry and she lets them express themselves. She did not show any preference among students, and she gave everyone a turn to talk. During the grade 4 history class, the teacher praised one student when he answered correctly to a question. She said ‘bravo’. However, the teacher expressed herself in a bad way when she noticed one student was talking with his friend. The teacher shouted at him and said ‘Skot’ (shut up), ‘ekhrass (close your mouth)’, ‘ma badd di esma3 wala kelme’ (I don’t want to hear any word) (see appendix E). Moreover, the teacher punished a student. She filled the student’s bag with some books and let him stand behind the door for 20 minutes. However, because she was a new teacher, and it was the second time she deals with grade 4 students, the researcher could not notice any sign of teacher’s care or preference among students. However, in grade 5 the history
teacher praised good students’ work. She did not punish any student, but she threatened
to punish them in case they did something wrong. The teacher shows care for her
students, and she engages them in class inquiry.

In grade 4, the math teacher praised the good job of students four times. She
showed care about her students by checking their work and by asking whether everything
is ok with them. Moreover, she encouraged students to be good in different subjects other
than math. She asked a group of students how they did in the science fair and what their
project was about. Students were excited to talk about their work and they were somehow
engaged in class inquiry.

In addition, in the grade 5 math period, the teacher praises students’ good work.
She said, ‘excellent’, ‘very good’, and ‘brava’. Although students were engaged in class
inquiry, the teacher punished five students because they were talking while she was
explaining the lesson.

During the grade 4 science class, the teacher praised the good job of students.
When she returned back students’ grades, she said ‘Excellent’, ‘Very good’, ‘You can do
better’. However, when she was saying the grades aloud she said to a student ‘you got the
lowest grade in class’. The teacher did not punish any student but she showed
disappointment at the students who got a bad grade. The teacher showed some preference
among the students by comparing students’ mistakes. For example, she said “Look what
happens to people who do not study. They FAIL on their tests, but the students who study
every day, like Carlos, Maria and John, they will do well and I am happy to have them in
my class” (see appendix E). Students were not engaged in class inquiry. Similarly, in
grade 5, the science teacher expressed in a bad manner when she saw a student talking in class. For example, a student asked his friend to lend him a pencil. The teacher yelled at him and said "if you don’t have a pencil with you, so for what do you come to school ah?" (see appendix E). This teacher showed some preference among students. She only refers to 2 kids whom she considers as ‘the model students’ in her class. For example, one child asked her a question, and she answered ‘ask Mario, he is my best assistant and I’m sure he knows the correct answer’. Sometimes she answers in an ironic manner to students’ comments.

The Arabic teacher praised students for their good job. She said “تعم احسنت” (very good), but she yells at some students who talk without her permission in class. The teacher did not punish any student, but she showed preference among them. Every time, she asks questions she always asks the same three students to read aloud because she thinks they have a good, loud and clear voice.

In grade 4 the French teacher praised students. She was constantly saying ‘Tres bien’, ‘very good’, and ‘very nice’. She gave bonus points to students who answered correctly. The teacher expresses herself in a very polite manner. She says ‘please’ and ‘thank you’. She did not show any preference among her students, and she treated them all the same by showing care about all of them. She also engages students in class inquiry. Moreover, in grade 5 the French teacher praised students by saying “bravo”, and she encouraged students to participate in class. She showed care for her students and encouraged them to participate in class.
Although the computer teacher showed care about grade 4 students and engaged them in class inquiry, she punished one student. However, in grade 5 the computer teacher expressed herself in a bad way. For example, when a student asked her a question, she answered “why do you always ask dumb questions, Didn’t you listen well?”. She repeated this behavior two times during the class period. Moreover, the teacher punished one student. She kicked him out of the computer class for half hour. Then, she let him come into the classroom again. She let him sit beside her, but she didn’t let him work on the computer. The teacher doesn’t show much care about her students in this class. On the contrary, she keeps on looking at the clock waiting for time to be over.

The music teacher in grade 4 praised a student when she did good wok. The teacher encouraged students to learn more about musical instruments and she showed care and engaged students in class inquiry. Similarly, the music teacher in grade 5 praised students every time they did some good job. She said “Bravo”. Although the teacher did not punish any student, she kept on threatening them. The teacher encouraged students to sing and play musical instruments. The teacher showed that she cares about her students who were all the time happy and attentive to the teacher.

The Art teacher praised students three times. She said “very nice”, “good boy”, and “good job”. The teacher encouraged students to paint, draw, color, etc. She showed care for her students, but she showed more care for girls than for boys. Every time she asked something, she referred to the girls for whom she talked in a very soft manner. On the contrary, when she talked to boys, she talked with a tough voice. Almost all students
were engaged in class inquiry. They expressed themselves and felt at ease with the art teacher.

The results of the interviewed students showed that all the students said they feel happy in school because they study and learn new things. They also feel happy because they love their teachers and friends and they like to play with them.

According to student/teacher relationship, grade 4 students said they have a good relationship with teachers, and they can talk to their teachers even outside the classroom, ‘If I have something important to tell my teacher but it is not related to my studies, I will talk with the teacher but outside the school’ (see appendix C). However, grade 5 students described their relationship with their teachers as ‘fair’. Few students said their relationship with the teacher is very good. Grade 5 students added that whenever they have a problem, they will talk to the Art teacher because they find her a kind and smart person, and they can contact her at anytime. Students stated that they feel the teacher can help them solve their problems, ‘I express myself to my teacher because I feel she is smart and knows how to help me solve my problem’ (see appendix D). Few students said they talk to their friends because they trust them ‘If I have any problem, I will tell my friend, if I know that he is clever’ (see appendix D).

Students of grade 4 explained how they feel about the way the teacher treats them. They agreed that all the teachers are fair and that they love the students. Two students said they become afraid of the teacher when she shouts and they are afraid they will make any mistake and the teacher will punish them.
However, two other students said that they are not afraid and that the teacher treats them well. Another student added ‘I am not afraid of my teachers because if they shout it is for our good and for us to learn more’ (see appendix C). Five students said they feel the teachers love them because they talk to students in a beautiful way; they listen to students and let them express themselves. Another student said that the teacher helps him solve his problems and that the teacher suffers if students do not do well.

Moreover, grade 4 students agreed that the teacher praises their good work by saying ‘Excellent’. Also, the teacher tells the students to clap for whoever gets a good grade. Students said that the teacher gives bonus points. However, students stated that when someone does not pass a test or does not do well in an activity, the teacher says ‘you have to do better’. They stated that some teachers will give a makeup exam, whereas other teachers always ask why students did not do well in the test and shout at them, “If I did not do well in the test, sometimes she shouts at me” (see appendix C). Other students said that the teacher does not say the grades in front of the class, but she tells students they have to study well. The results of the grade 5 students’ interviews revealed that the teacher praises students’ good work by congratulating them. The teacher gives bonus points to students and sometimes she frees them from presenting the test. She also encourages them to exhibit their work to the whole school or even outside the school. “Sometimes the teacher tells us – ‘excellent’, ‘continue that way’, ‘don’t go backward’, ‘sometimes our work will go to the Unesco’ (see appendix D).

All the students said that they feel happy and proud of themselves when they get a good grade. On the other hand, when they get a bad grade they feel sad, angry, and
ashamed that their friends did better than them. Some students said that their mothers will feel sad too.

Five grade 4 students said that when they have a problem they talk and express themselves to the teacher because they feel she can solve their problems. Three students said they will talk to their mother to help them. One student said she talks to her friend and one student said he talks to his sister. Three grade 4 students think there is no difference between their homes and school “I feel school is my second home” (Grade 4 students’ interview).

However, 2 students said they feel better at home than in school. Moreover, 3 students said they feel better in school than at home because they can study and play with their friends. Most of the students in grade 5 stated they feel happy in school because they can see their friends and they love their teachers.

Most of the students in grade 5 stated that they feel better at school than in their homes because they study, get good grades and learn new things and play and talk with their friends, “I feel that I can trust them and tell them secrets” (grade 5 students’ interview).

Grade 4 students said that their relationship with their friends is excellent, and they care for each other. They play together. They like, respect and help each other. However, grade 4 students state that they don’t like it when their friends do bad things such as making fun of their peers, raising jealousy among their friends and talking behind
their back "what I don’t like about my friends is when they make fun of me because I am fat" (see appendix C).

Similarly, grade 5 students explained their relationship with their peers, and they described it as ‘excellent’. They all said that they love their friends, help each other and they like to play together.

Two students agreed that the teacher sometimes makes them feel that other students are better than them, ‘when Mario does or says something funny, the teacher does not tell him anything because he is a good student, but if we say something bad, then she will shout at us’. However, 3 students think that the teacher treats them all the same way and that she does not shout to anyone. Five students agreed that the teacher shows preference among students in the classroom. However, 3 students said that the teacher treats all students the same way, "she treats all of us the same way and she does not discriminate between us" (see appendix C).

Grade 4 students agree that the teacher sometimes encourages them to participate in different activities such as sport, dancing, acting, "the teacher encourages us to do many things and to be smart and clever in class" (see appendix C). However, 3 students said that the teacher does not encourage them to do anything. Grade 5 students stated that the teacher encourages them to succeed in activities other than academic tasks. For example, they encourage them to act and to be good basketball players. Moreover, students said that the teacher makes them feel good and happy, but that when someone gets a low grade, the teacher encourages the whole class to do better the next time. In grade 4, 3 students believe that the teacher makes them feel happy. Four students said
that the teacher makes them feel sad because she shouts at them. 3 other students said that she makes them feel comfortable, but they also feel bored in class.

Moreover, students said that they feel the teacher cares about them because she helps them in solving their problems and she treats them as if students were her children.

Moreover, one student said that he feels the teacher loves them because she shows her sense of humor in the classroom. A student said, ‘Even if a student says something bad, she will forgive him and she does not make him feel ashamed’, “all the teachers talk in a good way to us” (see appendix C). Moreover, students believe that the teacher likes them and she is happy to have them in class. However, 3 students agreed that the Arabic and history teachers are not good, and they always shout in class.

Few students said they feel sad and afraid of the math teacher. One student said he feels afraid of all the teachers except of the English teacher with whom he has a very good relationship.

Grade 5 students stated that when they do not pass a test or activity, the teacher shows she is angry and sometimes shouts at them. “Once, a student got a 10/20 and the teacher grumbled the whole class, not to the student alone’ (see appendix D). Moreover, students said that the teacher will give them a makeup exam to help them raise their grades “The teacher will repeat the test. She encourages us to make an effort and to study more’ (Grade 5 students’ interview).

Moreover, students said the teacher gives them extra work to solve during the recess in order to practice more. Students stated that the math teacher gives a second
chance to students who do not do well on a test. Moreover, the English teacher gives them bonus points. All the students said that they like when they work in groups. "I love to work in groups even if I have not so much clever students in my group because we will not find the exercise so hard to solve" (see appendix D).

All the students said that almost all the teachers love and help them. All teachers treat all the students equally except the Arabic teacher who compares the students, "The Arabic teacher always tells me: Why can't you be like your friend Laura?" (see appendix D).

Moreover, students feel that the teacher loves and cares about them. "She treats us like a mother treats her son" "If a student is not caring about his studies, the teacher makes him care" (see appendix D). The results revealed that the teacher shows love and care for her students, 'Even if we don't study well, she still loves us and she wants us to do better' (see appendix D).

In conclusion, data from teachers, students, coordinators, and class observations showed that most of the teachers praise and reward students. Students are most of the time engaged in class inquiry and express themselves. Not all of the teachers show personal contact with students’ families. Few teachers punish students, express in a bad way, and show preference among students. Most of the teachers encourage students to participate in class and show care about them. Most of the students feel happy in school and there is a positive relationship with teachers. Most but not all of the students agreed that all the teachers are fair and help students when they need help.
Inclusion/Catering for students with learning disabilities

Results from the coordinators and the supervisor interviews revealed that there is not professional help or a special program for students with learning disabilities applied in the selected school. However, there is some help and support for teachers in dealing with difficult students. Teachers undergo workshops based on special needs subjects, and weekly meetings are held with coordinators to discuss severe class problems.

The teachers’ questionnaires of grades 4 and 5 revealed that 5 out of 10 teachers agreed that students with learning disabilities are seldom given extra work to do at home. Moreover, 4 teachers agreed that students with LD are often given extra work. Only one teacher said that students with LD are always given extra work.

Four out of 10 teachers agree that they never work with experts in order to cater for students with LD. One teacher out of the ten said she seldom works with experts. Another teacher said she often works with experts. However, 3 out of 10 teachers said they frequently work with experts and only 1 teacher said she always works with experts in order to cater for students with LD.

Another question revealed that 4 out of 10 teachers always use phrases such as “this is important”, “listen carefully” and “this will be on the exam”. Four teachers said they frequently use such phrases and only two out of 10 teachers said they often use these phrases. Two out of 10 teachers state they always use visual aids in the classroom. Three teachers state they frequently use visual aids. Two teachers said they often use visual aids and 3 out of 10 teachers agree they seldom use visual aids in the classroom.
The results of the observation sessions of grade 4 and 5 showed that the English teacher used phrases such as ‘this is important’ and ‘listen carefully’ many times. She also gave students extra work to do at home. She wrote the instructions on the board for those students who are slow in writing and then she explained to these students what to do. She gave students different turns to participate. The teacher helped a student who found the task very difficult.

During the history class, the teacher used visual aids such as maps and charts. She gave written directions and extra work for students to do at home. The teacher also gave students different turns to participate.

The math teacher used phrases such as ‘*Listen carefully because this will be included in the exam*’ many times. She gave oral directions to students when assigning homework. Only the students who participated in the class activity were considered as ‘high achievers’.

The science teacher did not use any visual aid in the classroom. While she was giving the lesson, she neither used any phrase to catch students’ attention nor did she give them any extra work to do at home. She gave written directions on the board and gave students different turns to participate.

The Arabic teacher only gave oral directions in her class. She uses 3 times the expression ‘listen carefully’ when students were reading a text and she gave everyone turn to participate and read aloud. The teacher used the board as a visual aid and no one complained about anything.
The French teacher gave both, oral and written directions. She said many times 'pay attention' and 'listen carefully'. She gave students different turns to participate but only few students participated. Moreover, the music teacher gave both oral and written directions. She only used the board as a visual aid. Students were given different turns to participate but 2 out of 18 students said that they do not understand.

The art teacher only gave oral directions. She used visual aids such as charts. She used the phrase 'this will be on the exam' many times. She gave students different turns to participate and all the students were equally working.

In the computer class, the teacher uses visual aids such as the computer and the LCD projector. She only gave oral directions. She did not give students turns to participate or to ask questions. The teacher only explained instructions once and did not give any extra work to students.

The results of the interviews with students of grades 4 and 5 revealed that when students do not pass a test or do not succeed in class they do not get remedial classes. Grade 4 students stated that when the teacher writes the instructions on the board, they can think about them and understand better what they have to do. Students also stated that when some teachers give directions orally they do not repeat them and students will not be able understand well. They prefer that the teacher writes them on the board. Moreover, grade 5 students agreed that sometimes the teacher writes the assignments on the board and some other times student assistants take turns to write them. However, the teacher does not always make sure that all students write assignments on their agendas before leaving school.
With respect to punishment, grade 4 students stated that the teacher only punishes the students who behave badly in class. However, grade 5 students stated that students who do not study well and who always get low grades are punished. Also, grade 5 students stated that when a student talks a lot in class and does not finish a task in class, the teacher will give him a zero. “She tells us to keep the paper with us and she will give us a zero” (see appendix D).

Students said that when they do not understand the questions on a test or on an assignment, some teachers help them and answer their questions; except the Arabic teacher who does not permit any question. Moreover, students affirmed that all of them are given the same turns to participate in class but only the good students like to participate.

Grade 4 students stated that they do not always finish their task on time. Sometimes the bell rings and they are not done. When they do not finish a task on time, sometimes the teacher gives them an extra time of 5 minutes. Sometimes, students can take the exercise and finish it at home and some other times the teacher collects their papers, and she will give them back to students in the next session. “She tells us that as much as we did it is ok and that we can continue next time” (see appendix C).

It was found that when students do not understand the questions on a test or on an assignment, some teachers help them and answer their questions; except the Arabic teacher who does not permit any questions. Moreover, the interviewed students in grade 4 stated that when they do not understand a test or an assignment’s questions, the teacher repeats and explains making them very clear for students.
Most of the students described the tasks assigned as interesting. However, few students described them as boring "Activities are sometimes interesting and sometimes boring". Another student said "the tasks are sometimes long" another student said "sometimes they are easy and sometimes they are very hard" (see appendix C).

Moreover, when students are given a task that they do not like the teacher tells them that they have to do it even if they think it is hard. Some students said that reading exercises are boring, 'Reading is boring' (Grade 5 students' interview).

With respect to class participation, students said that the teacher gives chance for everyone to participate. She goes by turns, 'Sometimes the teacher asks the students who always participate to give a chance for their friends to participate' (see appendix D). However, the honor students participate the most in class. Grade 5 students think that the reason why some students do not participate in class is because they do not listen to the teacher when she is explaining. Sometimes they don't participate because they do not understand or they do not know the answer. They believe that students do not participate because they feel afraid or shy from their answers, 'Sometimes the same students always participate because they have a lot and more information than we do; others who do not pay attention may be afraid because they do not know the correct answer' (see appendix C). Moreover, students affirmed that all of them are given the same turns to participate in class but only the good students like to participate.

In conclusion, data based on class observations, teachers questionnaires, students and coordinators interviews revealed that teachers have little contact with experts or professionals. All teachers of grades 4 and 5 use phrases to catch the attention of students
in class. Not all of the teachers use visual aids in the class and give extra work to students. Most of the teachers give oral and written directions and check on students’ work. Almost all the teachers answer to students’ questions and give them additional time when they do not finish an assignment on time. Most of the students found the tasks assigned interesting. Few students described the tasks assigned as boring. Most of the teachers give students different turns to participate.

**Coordinators’ perception of the influence of social justice/injustice elements on teaching and learning**

**Individualized learning**

The three interviewed coordinators and the supervisor agreed that all students in the selected private school have the chance to learn and receive the help they need. The preschool coordinator said that teachers are given a yearly plan in a way that every student gets engaged in every class activity. She affirmed that activities vary between easy and difficult ones in order to cope with every student’s skills. Moreover, the preschool coordinator said that group work gives every student a chance to learn and receive the help they need from their teachers and peers. In addition, the Arabic coordinator stated that the school always works on putting all the students together, inside and outside the classroom, in order to give students the chance to learn from each other. Furthermore, the English coordinator declared that the English department takes into consideration the different learning styles of students. She stated that teachers present the lesson in different ways so that all the students will receive the message. On the other hand, the supervisor affirmed that she makes sure students receive the help they need by
daily follow up, 'We talked to the student, her mother, and her teacher in a meeting... her problem was solved and now she got better results and she feels more comfortable at school.' (Supervisor interview, see appendix B).

The results of the interviewed coordinators and the supervisor indicated that individualized instruction is present in the selected school, 'one to one correspondence teaching is applied in my department', and 'the teacher is dealing with one student at a time when explaining and applying the activities'. 'Extra work is given trough additional homework, extra-work sheets and home-school connection copybooks' (Preschool coordinator interview, see appendix B).

The English coordinator also confirmed that individualized learning is present in the school. She stated that students in the elementary classes are given more attention, additional time and instruction during the class period. Moreover, she said that slow learners are given extra work to do during weekends. As well as the English coordinator, the supervisor also affirmed that intermediate and secondary students are given language reinforcement courses on Saturdays. Moreover, the supervisor stated that large classes are divided into two groups in order to give all the students the same chance to learn.

The Arabic coordinator stated that the school works hard in order to create and improve everything aiming to the success of students. However, she did not give any example indicating how individualized instruction is applied in the school.
Enhancing students' self esteem

The results of the interviewed coordinators indicated that they believe the school cares for enhancing the self-esteem of students, and that consequently their academic achievement will improve. The preschool coordinator affirmed that they try to enhance self confidence in preschoolers through self activities such as being the classroom helper, the teacher helper, the line leader, the student of the week/month, etc... ‘This really leads to more self confidence in addition to academic improvement and better results’ (Preschool coordinator interview, see appendix B).

In addition, the Arabic coordinator stated that enhancing students' self confidence is the basic for students' success in life. Moreover, she said that the school works on enhancing the self esteem of students by giving them a good positive image about themselves and by praising and encouraging students’ work. Furthermore, according to this coordinator, assigning students’ responsibilities such as organizing the class and the groups, arranging classroom stuff, watching the students, and involving them in all the school activities are effective ways to enhance their self esteem. In addition, she stated that the school works on students’ self-esteem by ‘Cooperating and being in touch with his/her class teachers and friends, as well as being in touch with his parents and asking about the student’s behavior at home and with his/her brothers and sisters’ (Arabic coordinator interview, see appendix B).

The English coordinator stated, ‘every student is naturally granted a talent...our duty is to awaken such a talent and let the student feel it and be proud of it’, ‘Once the student is self confident, he is going to move on and awake on his weaknesses, and
consequently gain the respect of teachers and parents' (English coordinator interview). However, the school supervisor’s answer did not show any care for the enhancement of students self esteem ‘We have to make a school project for that’ (Supervisor’s interview, see appendix B).

**Inclusion/ Catering for students with learning disabilities**

The results of the interviewed coordinators indicate that the selected school does not properly cater for students with learning disabilities. The preschool coordinator said ‘our programs are so intensive and students with learning disabilities are really unable to cope with them’. Moreover, she said that ‘this problem is mainly faced in KG2 classes where we refer the case to the psychiatrist in our school’ (Preschool coordinator interview, see appendix B). Furthermore, the Arabic coordinator stated that the aim of the school is to develop students’ willingness to learn and this can be done through listening and understanding them. She said that teachers in the selected school work hard to reinforce students’ work and integrate all students together.

On the other hand, the English coordinator affirmed that although the school does not have a special program for students with learning disabilities, certain methods and techniques such as group work and having a shadow teacher in the classroom are applied in the school, ‘working in groups that include high and low achievers might help those who are unable to work independently’ (English coordinator interview, see appendix B).
Moreover, the school supervisor affirmed that there is no professional care to help students with learning disabilities. She said *'We must have a specialist for these cases'* (School supervisor interview, see appendix B).

In their interviews, coordinators indicated that the selected school helps and supports teachers in dealing with difficult students. The school supervisor said *'this year we have a psychologist to help them'*. The preschool coordinator stated that teachers always undergo different workshops over different topics. One of the main workshop topics is *'Special Needs'*. Moreover, the school supports the teachers by holding weekly meetings between coordinators and teachers. *'Weekly meetings between coordinators and teachers take place to highlight on severe problems in classes. Nevertheless, the psychiatrist keeps in contact with every teacher who has difficult students in classes for more advices and better solutions'* (Preschool coordinator interview).

The Arabic coordinator stated that the school works on creating and developing the role of teachers in solving students’ problems by: 1- Having an advisor in each class who tries to follow up students’ cases with other teachers as well as with the supervisor and school principal 2-Having a psychologist who takes care of treating the different social and emotional students’ problems 3- Having continuous and regular teachers’ meetings and 4- Having regular meetings with parents. Moreover, the English coordinator stated that the school has a set of rules and regulations that support and protect teachers. She also stated that when dealing with difficult students, teachers have to refer to the school psychologist.
Conclusion

In conclusion, there is some evidence of three social justice elements in the school but not all teachers are consistent in implementing them. So, consistent effort and training are needed to enhance these practices.

The collected data from teachers, students, and class observations showed that most of the teachers of grades four and five repeat the lesson, give clear practice and instructions for assignments and tests, give additional time and extra work to do at home. Most of the time students work individually in class. When they work in groups the teacher organizes them. Most of the students complain about working in groups, especially during the computer period. This is somehow similar to what the interviewed coordinators and the school supervisor said about the presence of individualized instruction in their school. They all agreed that all students have the chance to learn and get help from teachers. One to one instruction is applied in the school, especially in the English department. Coordinators said that the school provides remedial classes, language reinforcement courses, and extra work for students to do during weekends. There is a daily follow up of students to make sure students receive the help they need. However, students said that they do not get remedial classes.

With respect to the second element of social justice explored in this study, enhancement of students' self-esteem, observations, teachers' questionnaire and students' interviews revealed that students are most of the time engaged in class inquiry and express themselves but not all of the teachers show personal contact with students' families. Few teachers punish students, express in a bad way, and show preference among
students. Most of the teachers encourage students to participate in class and show care about them. Most of the students feel happy in school and there is a positive relationship with teachers. Most but not all of the students agreed that all the teachers are fair and help students when they need help. These findings are similar to the findings of the coordinators’ interviews which revealed that coordinators believe the school cares for enhancing the self-esteem of students and this consequently affect students’ academic achievement.

The findings from students’ interviews, teachers’ questionnaires and class observations about the presence of inclusion in the selected school are in harmony with the findings from the coordinators’ interviews. It was found that the selected school does not properly cater for students with learning disabilities. However, the school helps and supports teachers in dealing with difficult students by holding weekly meetings with coordinators, teachers and the psychologist in the school.
CHAPTER FIVE

Discussion of findings

This section discusses the findings concluded from the teachers’ questionnaires, the school supervisor and the three coordinators’ interviews, the students’ interviews and observations of Grades 4 and 5 class sessions by comparing and contrasting them with those from the reviewed literature.

*What are the elements of social justice/injustice reflected in various practices in the selected school?*

Findings from grades 4 and 5 in the selected school are the following:

Teachers, students, coordinators, and school supervisor believe that all the students in the school have the same opportunities to learn. This perception of social justice is similar to Rossi et al.’s (n.d) definition of social justice giving students the same opportunities to learn.

Findings from class observations, teachers’ questionnaires, students, coordinators and supervisor’s interviews indicate that all of the above are active participants in the school (Walz & Talbert, 2005). This active participation by stakeholders in the school is a requirement for social justice (Mathews, 2006).

From students’ interviews, teachers’ questionnaires, and class observations the researcher found that grades 4 and 5 teachers play an important role in practicing social justice in the selected school by listening to students’ voices, engaging students in
classroom inquiry and encouraging them to express their ideas. This point is considered a positive point that matches Brooks and Thompson's (2005), think that many classroom teachers believe that social justice can be practiced in the classroom by encouraging students' voice and expression. Also, this is similar to Griffiths's (2003) interpretations of social justice in schools that stressing the importance for students to express themselves in class and be valued by others.

Data from students and coordinators' interviews as well as from teachers' questionnaires and class observation reveal that all students have the chance to learn and get help from teachers. Teachers repeat the lesson when needed, give clear practice and instruction, and give students extra time when they are not able to finish a task on time. This finding is in harmony with O'Neal's (2004) interpretation of individualized instruction for school achievement. A skilled teacher works with one student over a period of time tailoring the instruction to the specific student's needs (Lerner, 2006).

Findings from teachers' questionnaires, class observations, and students' interviews showed that students work most of the time individually. Students sometimes work in groups but they said they like to work in pairs because they can help each other and get higher grades. This point matches Lerner's (2006) interpretation of peer tutoring to support one to one instruction in the general education classroom and increase students' achievement.

Moreover, the researcher in this study found that there is a balance between individual work, group work and pair work in the classrooms. This finding is considered a positive point that abides with the criteria set by the literature when Griffiths (2003)
argued for a balance between these three different types of class work and students working in groups arranged by the teacher.

Data from the students' interviews, teachers' questionnaires, and class observations revealed that there is not enough use of visual aids in order to engage students in activities with audio and visual instruction. Students use computers only once a week and they are not given enough time and practice. This insufficient use of computers and visual aids in the classroom puts them at a disadvantage. Methods such as using computer instruction and other aids in the classroom are suggested by Lerner (2006) to get close to one to one instruction. O'Neal (2004) also suggests technology as a solution to provide one to one instruction.

In this study, the researcher did not find a complete consistency of the participating school teachers with the criteria set by the literature for individualized teaching and learning opportunities. Thus, when analyzing the teachers' questionnaires, the transcription of students and coordinators' interviews, and the class observations notes and checklists the researcher noticed that individualized instruction is somehow present in the school, but it is not being properly applied. However, the preschool coordinator affirmed that one to one instruction is applied in her department and that preschool teachers are dealing with one student at a time when explaining and applying the activities. Similarly, the English coordinator also affirmed that individualized learning is present in the elementary classes and students are given additional time and instruction during the class period. However, little one to one instruction was not observed as a consistent practice in the classrooms.
Data from the coordinators' interviews, class observations and teachers' questionnaires reveal that teachers in the selected school work hard to reinforce students' work and integrate all students together in class. In this study the researcher found that most of the teachers help students manage time, teach them to improve their listening and organizational skills, and capture students' attention in class. This finding is similar to Lerner's (2006) suggestions to accommodate students with learning disabilities in the general education classroom.

Results from teachers' questionnaires, coordinators' interviews and the supervisor interview indicate that the school shows contact with students' families, but not all the teachers do that. This matches Darling-Hammond's (2003) belief that teachers who want to practice social justice need to understand students' identity, background, and the sources of inequities and privileges.

In reference to the relationship between the teacher and students, Connell (1993) stated that social justice in education implies issues of what actually happens in schools in terms of the relationship between students and teachers. In this research study, the researcher concluded from the students' interviews, class observation sessions, and teachers' questionnaires that the relationship between students and teachers is good. This point is consistent with the study of Mathews (2006) who stated that schools should link individual injustices, especially those arising between teachers and students to a concern for justice a whole.

According to Young and Laible (2000) as stated in Marshall and Oliva (2006), some instructional strategies to develop leaders for social justice are the following: to
know the students, to create a safe and positive classroom environment, to facilitate students' self reflection and provide opportunities for students to dialogue with their peers. In this case study, the researcher found that most of the students feel 'safe' and 'happy' at school, they 'love' their peers and have a good relationship with them. This point is considered a positive point that matches the criteria set by the literature. Griffiths (2003) believes that self-esteem is a response to relationship with others, friends, teachers, parents and family members. Moreover, in this study, the researcher's finding is supported by the interviews with the coordinators, students, class observations and teachers' questionnaires.

Findings from teachers' questionnaires, students' and coordinators' interviews, and class observations show that teachers praise students' good work. Some teachers are nice to students, listen to them, show care, make positive comments and place trust in them to enhance students' self-esteem (Wideman, 1982). This shows consistency of the participant school with the criteria set by Walz and Bluer (1992) that students should be given positive feedback, attention and emotional support. However, teachers should reduce comparison and competition among students.

Findings from students' interviews, teachers' questionnaires, and coordinators' interviews it is revealed that students' academic achievement will increase by enhancing their self-esteem. This point is consistent with Walz and Bluer's (1992) opinion about self-esteem as an important factor in student's performance.

The researcher in this case study found that students feel 'happy' and 'proud' of themselves when they get a good grade or when they succeed in an activity. On the other
hand, students agreed that they feel ‘angry’, ‘sad’ and ‘ashamed’ when they get a bad grade. This is similar to Copper’s (1993) findings that students who are provided opportunities for achievement and the experience of success are likely to have a high self esteem or positive image. On the other hand, students who experience failure and rejection internalize such experiences as indicators of their inability to succeed.

Another finding was that the school does not properly cater for students with learning disabilities. This point is against what’s recommended by Zajda et al.’s (2006) who indicates that teachers should provide the same possibilities to all children who should receive the same standard of education which is developed by each child according to his/her own abilities.

The researcher also found that students with learning disabilities are put in the general education classroom, but they are not treated in the correct way and there are no special teachers in order to meet students’ needs. Findings from the coordinators, the supervisor, and students’ interviews, and teachers’ questionnaires showed that the school does not cater for students with learning disabilities. This does not match Daniel and King’s (1997) definition of inclusion as putting students with learning disabilities in the general education classroom and meeting students’ individual needs. Moreover, Lerner (2006) suggested that in order to make inclusion effective in the classroom, teachers should use a team approach and teach students appropriate classroom behavior. Catering for the special needs of the students is essential because it will affect the way a child succeeds in his/ her life (Silver, 2003).
Coordinators’ perceptions of social justice elements and their effect on students’ achievement

From class observations, students and coordinators’ interviews, the researcher in this case study found that students work better when they are all integrated in the classroom. Thus, students achieve better results when they work in groups arranged by the teachers. This finding is similar to findings by Taylor and Sobel (2003) that teachers should understand how schools are structured and how they support and eliminate inequities such as segregating students and grouping them by academic ability in order to deliver effective inclusive instruction to all students.

Findings showed that by raising students’ self esteem or self concept and by giving students a positive image about themselves increases students’ academic achievement, and students will gain the respect of their teachers, parents and peers. This point is in harmony with the study by Walz and Bleuer (1992) which showed that raising students’ self esteem would result in increased academic achievement.

Research findings by Rouse and Florian (2006) indicated that the inclusion of students with special needs in the school contribute to their improved academic achievement. In this research study, a discouraging finding showed that teachers were not aware of the students with learning disabilities so they didn’t show any improvement in their academic achievement. Rouse and Florian (2006) argue that although inclusion can support achievement, further longitudinal study is required in order to articulate the relationship between the organization of special needs in schools and students’ achievement.
Conclusion

This chapter discussed and presented some findings that matched the findings of the literature review and other findings that contradicted the literature.

In general, the findings showed that the three elements of social justice investigated in this case study are not all present in the school. Individualized instruction is reflected in various school practices, but it is not well applied. Moreover, inclusion or catering for students with special needs is a new issue presented in the school. The results of this study show that the school is working very hard in order to implement this element in the school.

The findings of the study also revealed that this academic year the school contracted a psychologist in order to help teachers deal with difficult students or students who have learning disabilities. Another finding of this research study is that the school works in order to enhance the self-esteem of students because they think that this improves academic achievement.

Conclusions, limitations and suggestions for further research are presented in the next and last chapter of this study.
CHAPTER SIX

Conclusion

The aim of this research was to investigate the presence or absence of the social justice elements in a low-middle class private school in Beirut, Lebanon. This project addressed two research questions by using mixed methods for data collection, and qualitative and quantitative data analysis methods. Some findings were consistent with the reviewed literature; others were not.

Limitations of the Study

The limitations of this research study are clear. The results of this study may not be generalized to other studies because it comprised only one school with a small sample, two grade levels, ten teachers, three coordinators and the elementary school supervisor. It was done during a short period of time. Findings of this study may give more data if the sample is expanded to include more than two class levels or the whole school. Therefore, the final results of this study cannot be generalized to other studies in Lebanon. Another limitation for this case study is the researcher’s bias. The researcher decided on the questions to be asked and the behaviors to be observed to meet the purpose of her research study. The researcher has previous knowledge of the school, teachers and students but she tried as much as possible to avoid subjectivity and to be objective, and to triangulate data to ensure reliability.

The observation sessions did not include information about the behavior of students with learning disabilities and how the teacher caters for these students. The
observation checklist only recorded the interaction between the teachers and the students in the classroom. In addition, there is a lack of triangulation in one point concerning the number of the stakeholders’ interviews on how they perceive the influence of the elements of social justice on student achievement. There was not a clear question in the interviews and questionnaires concerning this specific point, so the researcher could not triangulate the results of this aspect in this study.

**Recommendations and implications for practice**

The implications of this research study for the school can be stated as follows: The principal may implement some changes in the school such as the use of programmed instruction materials in the classroom. This will enable teachers to deal with students with learning disabilities in the classroom. Although implementing individualized programs in the classroom may be difficult for teachers, the researcher thinks it will increase students’ interest in learning, which will hopefully increase their academic achievement.

Another implication in this study is that the school may increase the use of visual aids and supplementary materials in classrooms. The school should implement a special program for students with learning disabilities in order to put the school on the road to improvement. The researcher also recommends more involvement of teachers in having contact with students’ families and to know more about students’ backgrounds.
Suggestions for further research

For further research, it is recommended that researchers engage a larger sample and a variety and mixture of schools, not only private but also public schools in order to support the results. More studies have to be conducted on this topic in the same school in order to validate the conclusions suggested.
References


Appendices

Appendix A (Teachers’ questionnaire form)
Appendix B (Coordinators’ and supervisor’s Interview questions)
Appendix C (Grade 4 students’ interviews)
Appendix D (Grade 5 students’ interviews)
Appendix E (Observation checklist form)
Questionnaire

Target: The aim of this questionnaire is to investigate teachers’ perceptions about social justice in their school and their experiences with students.

Instruction: Please circle the choice after each statement that indicates your opinion.

1. When students fail in class they get remedial classes.
   Always   Frequently   Often   Seldom   Never

2. Students with learning disabilities might take a lot of time to work in class, so they are given extra work to do at home.
   Always   Frequently   Often   Seldom   Never

3. If students do not understand the lesson well, they are provided additional time and instruction.
   Always   Frequently   Often   Seldom   Never

4. Students are engaged in classroom inquiry and express themselves.
   Always   Frequently   Often   Seldom   Never

5. Students are given rewards and praise when they do a good job.
   Always   Frequently   Often   Seldom   Never

6. Teachers work with experts in order to cater for the needs of students with learning disabilities.
   Always   Frequently   Often   Seldom   Never
7. I use phrases such as: 'This is important', 'Listen carefully', and 'This will be on the exam.'
   Always     Frequently     Often     Seldom     Never

8. I use visual aids such as charts, graphics, pictures and overhead transparencies in the classroom.
   Always     Frequently     Often     Seldom     Never

9. I repeat instructions for tests and assignments.
   Always     Frequently     Often     Seldom     Never

10. I show that I have personal contact with families in order to ask about my students.
    Always     Frequently     Often     Seldom     Never

Date : ____________
Gender: ____________
Age : ____________
Subject : ____________

Thanks for your valuable time!
Interview questions for coordinators and school supervisor

- How do you make sure that all students in your school have the chance to learn and receive the help they need? Give me examples.

- To what extent does your school cater for students with learning disabilities and how? What more can be done?

- What can be done in order to enhance students’ self confidence, make teachers respect students and make students feel that they can improve academically and have a good concept about themselves?

- In what ways does your school help or support teachers in dealing with difficult students?

- In what ways is individualized learning, (giving remedial classes, extra work, giving students additional time and instruction, one to one teaching), if present, applied in your school? Give me examples of your actual practices.
Interview with the preschool coordinator

Q1. How do you make sure that all students in your school have the chance to learn and receive the help they need? Give me examples

A.- For preschoolers, I have got a balanced yearly plan distributed among my teachers in a way that every student is really mingled in every single activity in class. Mainly our activities vary between the easy and difficult ones in order to cope with every student skill.
Moreover, group work that is a basic need for preschoolers gives a chance for every student to act and interact in a way that he can really learn and receive every help needed from teachers and other peers.
Circle time including attendance show and tell activities, language sessions... where students can share their ideas, likes and dislikes among their friends in a way for the best learning and best achievement
Sensory sessions where senses using is a must among students so they can learn easily by seeing, touching, smelling, hearing and tasting.
In addition, observation and free conversation sessions are applied in the class so that every child is open to different types of questions in order to acquire and learn what is needed according to the set up objectives.

Q2. To what extent does your school cater for students with learning disabilities and how? What more can be done?

A.-Mainly in my department, I go through an entrance exam for students at the beginning of the year in order to deduce that every child who passed the test is a stable student with no learning disabilities. Our programs are so intensive and students with learning disabilities are really unable to cope with them. But still, I might face students with learning disabilities so I'll prepare special activities to be applied with them.
This problem is mainly faced in KG2 classes where we refer the cases to the psychiatrist in our schools for follow up.
Q3. What can be done in order to enhance students' self confidence, make teachers respect students and make students feel that they can improve academically and have a good concept about themselves?

A- Self confidence is an inner build-in skill either it is there or not. But still, we try to enhance self confidence in preschoolers through self activities which are somehow simple to be applied by the students (classroom helper, teacher helper, line leader, student of the week, student of the month, attendance winner), show and tell games, reading aloud stories, puppet show...
This really leads to more self confidence in addition to academic improvement and better results. In addition, we've got observation sessions depending on observing, speaking and miming/acting skills.

Students who are timid and shy will bring their favorite toys, stories, books... where they should explain about them in front of their peers.

Q4. In what ways does your school help or support teachers in dealing with difficult students?

A- Our teachers always undergo different workshops over different topics main the new and updated one Inner school workshops done by coordinators, teachers and directors, Outer school workshops done at (LC- NDU-LAU- Haigazian...).

Ex: Classroom management
   Special Needs
   Planning/ Guidance
   Reading/ Writing Arts
   Learning Arts, Music

In addition, weekly meetings between coordinators and teachers take place to highlight on severe problem in classes and the needed solutions. Nevertheless, the psychiatric keeps in contact with every teacher who has difficult students in classes for more advices and better solutions.

This is done through weekly meetings with them and later with the parents.
Q3. In what ways is individualized learning, (giving remedial classes, extra work, giving students additional time and instruction, one to one teaching), if present, applied in your school? Give me examples of your actual practices.

A- One to one correspondence teaching is applied in my department mainly during Math, Sensory, lines, shapes, colors, and phonics sessions. The teacher is dealing with one student at a time in explaining and applying the activities. Extra work is given through additional homework, extra worksheets (math and phonics) and home home-school connection copybooks sent over the weekends to be filled by students and parents together.
Interview with the Arabic coordinator of the elementary school

**Q1. How do you make sure that all students in your school have the chance to learn and receive the help they need? Give me examples**

A. Every student deserves a complete educational attention towards the success of the educational process as well as the success of the advisor’s job. So, all students have the right to learn and complete his/her educational process despite of his/her abilities, levels of achievement, as well as mental, physical, and social capability. So the school always works on putting all the students together inside and outside the classroom within 'group work' in order to give students the chance to learn from each other and improve their capabilities through theater, sports, music and projects.

**Q2. To what extent does your school cater for students with learning disabilities and how? What more can be done?**

A. The aim of the school is to enhance and develop the students' willingness to learn. This willingness to learn can be done through: Listening to him and to his problems and understanding them. In addition to this, teachers work hardly to reinforce him/her by saying good words encouraging them to do better and by ongoing evaluation to his/her work. On the other side, teachers always work on integrating (combing) all students together and with teachers of all subjects.

**Q3. What can be done in order to enhance students’ self-confidence, make teachers respect students and make students feel that they can improve academically and have a good concept about themselves?**

A. Enhancing students' self-confidence is an essential subject and it is the basic for his/her success in life. That's why we work on it through:

a. Giving the student a good and positive image about himself from his childhood, and repeating these words all the time like: bravo, you can do it, continue, go on, etc...

b. Giving him/her many responsibilities that can carry like: organizing the class, arranging stuff, organizing the groups, watching students, etc...
e. Evaluating every work/project s/he does, and encourage his work no matter what it is like: drawing a nice picture, writing an idea, etc...

d. Cooperating and being in touch with his/her class teachers and friends, as well as being in touch with his parents and asking about the student's behavior at home and with his/her brothers and sisters.

e. Involving him in all the school activities.

Q.4. In what ways does your school help or support teachers in dealing with difficult students?

A. Enhancing teachers' role in solving students' problems. Every teacher has the ability to solve his/her students' problems if s/he has the characteristics of the advisor. So, the school works on creating and developing this role through:

   a. Having (the presence of) the advisor in each class. Every class has an advisor who takes care of all the students' problems and who tries to follow up their cases with the other teachers as well as with the administration.

   b. Having the presence of a psychologist in the school that takes care of treating the different social and emotional problems of the students.

   c. Having continuous and regular meeting with all the teachers of the class.

   d. Specifying the role of the superintendents, supervisors, and the coordinators of the different levels.

   e. Having regular meetings with parents, especially during the distribution of students' grade reports.

Q.5. In what ways is individualized learning, (giving remedial classes, extra work, giving students additional time and instruction, one to one teaching), if present, applied in your school? Give me examples of your actual practices.

A. The school works hardly to create and improve all the things that aim to the success of student's role in his/her future life through:

   a. Motivating and Urging teachers to treat and follow up the students cases.

   b. Improving the school activities, inside and outside the school.

   c. Evaluating students' work all the time.

   d. Encouraging the school curriculum and the school activities.
Interview with the English coordinator

**Q1. How do you make sure that all students in your school have the chance to learn and receive the help they need? Give me examples**

A. In the English department, we take into consideration the different learning styles of students, (the multiple intelligences). So, while teaching, the teacher presents the lesson in many different ways in order to make all students receive the message. For example: she might sing, dance, draw, role play the idea that she wants to transfer to students.

**Q2. To what extent does your school cater for students with learning disabilities and how? What more can be done?**

A. We do not have a special program for students with learning disabilities in your school. However, we do follow certain methods and use some techniques that might help some slow learners to achieve what is expected. For example: working in groups that include high achievers and low achievers might help those who are unable to work independently. A shadow teacher might be also a good solution for such cases.

**Q3. What can be done in order to enhance students’ self confidence, make teachers respect students and make students feel that they can improve academically and have a good concept about themselves?**

A. Every student is naturally granted a talent. This talent in some cases might be a dormant one. Our duty is to awaken such a talent and let the student feel it and be proud of it. Once the student is self-confident, he is going to move on and wake on his weaknesses, and consequently gain the respect of teachers and parents.

**Q4. In what ways does your school help or support teachers in dealing with difficult students?**

A. The school has a certain set of rules and regulations to be followed in order to achieve discipline. These rules and regulations support the teachers and protect them. However, we sometimes feel that we have to ignore these rules and regulations and
pretend that we did not see or hear in order to protect our students. For many difficult students have reasons to behave as they do. Then in such cases we have to refer to the psychologist.

**Q.5. In what ways is individualized learning, (giving remedial classes, extra work, giving students additional time and instruction, one to one teaching), if present, applied in your school? Give me examples of your actual practices.**

A.

- In the elementary classes some students are given more attention (additional time and instruction) during the teaching period.
- extra work might also be given to a number of slow learners during the weekend (elementary and intermediate)
- Reinforcement courses are given on Saturdays (Intermediate and secondary classes) where the weaknesses are diagnosed and the gaps are filled.
Interview with the Supervisor  
(hand-written)

Q1. How do you make sure that all students in your school have the chance to learn and receive the help they need? Give me examples

A. By daily follow-up. Each student has a file and all remarks are written daily in his file. For example: a girl had a problem. She was hidden her grades and she tried to make a false copy of her exam to show it to her mom. We talked to her in a small meeting with her mother and her teacher and her problem was solved. She has now better results and she feels more comfortable at school.

Q2. To what extent does your school cater for students with learning disabilities and how? What more can be done?

A-In this school, there is no one professional to help this kind of students. But we try harder to encourage them to have much better results. We must have a specialist for these cases.

Q3. What can be done in order to enhance students’ self confidence, make teachers respect students and make students feel that they can improve academically and have a good concept about themselves?

A-We have to make a school project for that.

Q4. In what ways does your school help or support teachers in dealing with difficult students?

A-This year, we have a 'psychologist' to help them.

Q5. In what ways is individualized learning, (giving remedial classes, extra work, giving students additional time and instruction, one to one teaching), if present, applied in your school? Give me examples of your actual practices.

A-We have this year reinforcement courses in language 'French and English' plus we divided a class of 33 students in math and science periods. It seems to be a good choice.
Focus group interview questions

Enhancement of students’ self esteem

- How do you feel in school? Do you feel good, happy, comfortable and relaxed, or do you feel sad, angry, frustrated and afraid? Why do you feel like this?
- How do you feel about the way the teacher treats you? (Do you feel loved, rejected, afraid, frustrated, etc)
- What does the teacher do when a student gets a bad grade?
- How do you see your relationship with your teachers: very good, good, fair or bad? Do you talk with your teacher outside the classroom?
- When you feel you have a problem, who do you talk to and express yourself to? Why?
- When you do not pass a test or activity, how does the teacher treat you? What does she tell you?
- What things do you feel are similar or different between home and school?
- How do you feel when you get a high grade?
- How do feel when you get a bad grade?
- How do you feel is your relationship with your peers? Excellent, Very good, good, or bad? Do you play together? Do you like to work with them? Why?
- When you work or play together, what things do you like or dislike about your peers?
- How does the teacher praise good work? What does she say to students?
• Does the teacher make you feel that some students are better than you in the classroom? What does she tell you?
• Do you feel that the teacher has preferences among students in the classroom? How do you know? Why do you feel that?
• Other than academic tasks what else does the teacher encourage you to do? Does she encourage you to practice a sport, to dance to succeed in any other activity?
• What happens to a student who gets a bad grade? Is s/he punished?
• How does the teacher make you feel about yourself? Happy, sad, bored?
• In what ways do you feel that your teacher cares about you?
• Do you feel that the teacher likes you and she is happy to have you in her class?

**Individualized learning**

• When the teacher explains the lesson and you don’t understand something, what does she do?
• How do you work in class activities? (in groups, in pairs or individually)
• Who organizes the groups? Do you prefer another way?
• When there is a class activity, who makes the choice to work in groups or individually, the teacher or the students? Do you like that? Why?
• When there is an assignment in class, student work on their own or they help each other? Which do you prefer? Do you tell the teacher so?
• When you have a test, how does the teacher prepare you? (review, mock exam, etc)
• How do you feel when you work in pairs?
- Do you prefer to work in groups or individually? Why?
- Before you are given a test, does the teacher give you enough practice and clear instruction?
- When you don’t know what to do in a test or in an assignment, how do you ask for extra time and assistance/help? Does the teacher give you extra time to finish it?
- When do you use computers in your school?

**Inclusion**

- When you do not pass a test or fail in class or in a test, do you get remedial classes?
- How are directions given, orally or written? How do you feel you understand more, when directions are given orally or written?
- Which students does the teacher punish in class?
- How do you feel about your teacher participation policy?
- Who participate the most in class, students who get high grades or all of the students?
- When the teacher asks questions in class, does she give each one a turn to answer or does she always choose the same students to answer?

- When you don’t finish a task in class, does the teacher punish you or does she let you finish it at home?
- What do you think is the reason why some students don’t participate in class?
- How do you see the tasks assigned to you, too long, or short enough to finish them on time?
• When the teacher gives you a task you don’t like, what do you tell her? What does she do?
• When you don’t understand the questions on a test or on an assignment, what does the teacher do?
• How do you describe the tasks assigned? (boring, interesting, difficult, long, etc)
• Who writes the assignments on the board?
• Before leaving school, does the teacher make sure that all students wrote all homework assignments?
Transcriptions of the focus group interviews

Fourth grade

Grade 4A
FIRST GROUP

Q1. How do you feel in school? Do you feel good, happy, comfortable and relaxed, or do you feel sad, angry, frustrated and afraid? Why do you feel like this?

St1: happy because I study well and I play with my friends.
St2: happy because I learn many things and when I grow up I'll know everything in life.

WHY DO YOU FEEL HAPPY IN SCHOOL?
St2: because I love my teachers and friends and I like to play with them.
St3: I feel happy because I play with my friends and I study
St4: I feel happy because I learn new things and I get new friends to play with them.
St5: I feel happy because I have many friends and I play with them and I learn many new things.

Q2. How do you see your relationship with your teacher: very good, good, fair, or bad?

St3: I see that all the teachers are good and I can talk with them.
St4: they are all fair and they answer to us and they let us ask them questions
St6: they are all fair and they love us and answer all our questions.
St7: they give us the right answers.

Do you talk with your teacher outside the classroom?
St1: No
St6: Yes
St2: Yes
St8: yes, sometimes for example, if we have a question during the break related to the studies

AND OTHER THAN THE STUDIES, DO YOU TALK TO THEM ABOUT WHAT YOU LIKE OR DISLIKE
St8: Not in the school
St4: yes I talk to them about something important about my studies.
St9: yes, if I have something to say, I talk with them.
Q3. How do you feel about the way the teacher treats you? (Do you feel loved, rejected, afraid, frustrated, etc)
S11: I'm not afraid of her and she treats us well
S12: No, but she always... for example, when someone makes a mistake, she will punish him.
S15: yes, I am afraid of her when she shouts
S14: no I don't get afraid because she treats us well.
S13: I don't get afraid because if they shout, it is for us to learn and it is for our good

Q4. How does the teacher praise good work? What does she say to students?
S13: for example, if some one gets a good grade in the test, she will say to him 'excellent'
S16: she lets the children clap for him.
S11: she says that she will give us +1 (bonus)
S17: she loves us, that's why she shouts to us and she says to us 'excellent'

Q5. When you do not pass a test or activity, how does the teacher treat you? What does she tell you?
S17: she will let him do a small quiz to let him raise his grade.
IF SHE TALKS THE GRADES ALOUD AND SOMEONE GOT A VERY BAD GRADE, WHAT DOES SHE SAY
S18: she will not say it aloud, she will give it to me and she will tell for the students who did not pass that she will give them a make up exam.
S19: if I didn't do well in the test, sometimes she will shout at me.
IN FRONT OF THE CLASS?
No!
S16: if I took a bad grade in the test, the teacher will tell me that I should be good and study more to get a better grade.
S16: if I get a bad grade, any teacher will tell me to do better next time and I have to study well.

Q7. How do you feel when you get a high grade?
S18: happy and proud of my self
S12: happy and...
S11: I feel proud of myself and my mother will be happy too because I study very much and I got a very good grade.
S16: if I get a good grade I will be very happy because my mom sends a lot of time teaching me and I should get and give her a good grade.
S14: I'm like her, when I get a good grade I feel happy and proud of myself and I will show it to my mother and she will be happy because all the time she expends teaching me will not be lost.
Q8. How do feel when you get a bad grade?
S18: I will be sad and I will cry and my mom will be upset.  
**BUT WHY? DO YOU FEEL THAT YOU ARE NOT SMART IF YOU GET A BAD GRADE?**  
S18: No I say that I will do better the next time.  
S17: I feel very very angry because my mom teaches me for a long period of time and she will also be angry and sad if I get a bad grade.  
S14: I will be very sad and my mother will be sad too.  
S16: I will feel very bad because I should take a better grade.

Q9. When you feel you have a problem, who do you talk to and express yourself to? Why?
S12: to the teacher  
**WHY DO YOU TALK TO YOUR TEACHER?**  
S12: I talk to her to solve my problems  
**AND WHEN THERE IS A ROBLEM OUTSIDE THE CLASSROOM?**  
S12: yes! I tell my teacher to help me  
S17: to my mom or to my friend because they always help me with to find a solution.  
S13: I will tell my mom to tell the teacher to solve it.

Q10. What things do you feel are similar or different between home and school?  
S12: I feel better in school because I play with my friends in the recess. At home I don’t have any one to play with.  
S16: I feel better in school because I study and get good grades and this makes me happy.  
S15: sometimes I feel better at home than in school but when I stay many days at home I feel bored and I wish I could come to school.  
S17: I feel sometimes better at home because at school we can’t watch TV, but at home we can. But I also feel good here in school because I study.

Q11. How do you feel is your relationship with your peers? Excellent, Very good, good, or bad? Do you play together? Do you like to work with them? Why?
S12: I always like to play with them  
S16: I like them very much because they like me too and they respect me  
S11: I like to work with them and play with them because they love me.  
S13: I love them very much because we play with each other.  
S15: yes I love them all because they help me when I fight with some one (smiling)

Q12. When you work or play together, what things do you like or dislike about your peers?  
S17: yes I like them  
**DO YOU LIKE EVERYTHING THEY DO?**  
S17: no, I only like the good things they do. If they do bad things I don’t share with them  
**BAD THINGS LIKE WHAT**  
S17: for example when they make fun of me.
Q13. Does the teacher make you feel that some students are better than you in the classroom? What does she tell you?
S15: no!
DOES SHE TREAT ALL THE STUDENTS IN THE SAME WAY?
S15: ehhh no! Some teachers treat some students somehow bad.

Q14. Do you feel that the teacher has preferences among students in the classroom? How do you know? Why do you feel that?
S15: yes
HOW DO YOU KNOW THAT? WHAT DOES SHE TELL THEM?
S15: maybe sometimes she first hits me and then she will punish me and the other student she will not punish them. Sometimes she knows the reason of the problem but she doesn’t care.
WHY DO YOU FEEL THAT SHE REFERS YOUR FRIEND AND NOT YOU?
No sometimes she prefers me and sometimes she prefers my friend.
S14: she treats all of us in the same way fairly. She doesn’t discriminate between us.
S13: if I don’t get a good grade and I tell her to give me a +1, she can’t because then the whole class want to take (+1) too.

Q19. When the teacher explains the lesson and you don’t understand something, what does she do?
S15: yes she will repeat to us and if we didn’t understand she will repeat another time until we understand.
S19: yes she will repeat for us because it will be included in the test and if we didn’t know it, we will fail.
S16: yes, she will repeat for us because she is explaining and we should tell her and she will repeat several times.
S17: yes she will repeat several times, for example, in math, I didn’t understand and the teacher repeated 3 times for me.

Q20. How do you work in class activities? (In groups, in pairs or individually)
S12: we work in groups sometimes.
S13: sometimes we work in groups and sometimes we work alone.
S15: we work in groups

Q21. Who organizes the groups? Do you prefer another way?
S13: the teacher organizes us. Yes I like to choose my friends to work with them
S15: I like to choose my best friends and work with them.
Q22. DO YOU prefer TO WORK IN GROUPS OR INDIVIDUALY WHY?
S14: In groups because if anyone didn’t know something another one will help him and they will all share together.
S13: I like in groups because we all talk to each other and we can help each other.
S15: I like it more to work in groups because we all gather our information and we can solve problems.

IS IT THERE ANY WAY OTHER THAN GROUPS AND INDIVIDUAL WORK YOU WORK IN?
S15: yes, sometimes we work in pairs.

Q30. When you do not pass a test or fail in class or in a test, do you get remedial classes?
S15: no we don’t get remedial classes
S16: no we study in the classroom.

Q31. How are directions given, orally or written? How do you feel you understand more, when directions are given orally or written?
S18: when she gives them orally
S19: when she talks to us and she tells us what we should do.
S17: when she writes on the board because I can think about the information when she writes them on the board. But if she says them orally, she will not repeat it for us.
S15: On the board because when she writes on the board we can see the questions and the answers.
S14: On the board because I will know and understand them more.

Q32. Which students does the teacher punish in class?
S13: the ones who behave badly in class.
S12: she punishes only the ones who mess up in class
S16: sometimes she will forgive him and he will not be punished.
S18: she punishes the students that are funny and silly, those who play the clown in class.

Q34. Who do participate the most in class, students who get high grades or all of the students?
S17: they all participate in class.
S19: they all participate in class in the same way.
S18: sometimes all of us participate but sometimes only the ones who get a high grade.
S12: sometimes the ones who get a good grade.
S16: those who don’t get good grades they will ask to understand more.

Q35. When the teacher asks questions in class, does she give each one a turn to answer or does she always chose the same students to answer?
S19: no she chooses many students because sometimes for a good student she can not always ask him because he doesn’t always know the answer.
S11: she will be fair, she chooses the ones whom she wants them to participate, but she will be fair.
Q36. What do you think is the reason why some students don't participate in class?
S17: because they will be afraid of themselves and they are afraid to answer.
S15: because they don't understand
S18: because they don't listen to the teacher when she is explaining so they don't know the answer.

Q38. How do you see the tasks assigned to you, too long, or short enough to finish them on time?
S14: sometimes they are long and sometimes they are short.
S18: sometimes they are easy and sometimes it is very hard.
DO YOU ALWAYS FINISH THEM ON TIME
S18: no not always
S17: not every time. Mostly we don’t finish early. Like when the bell rings and I couldn’t finish yet.
S16: no, it's easy because if somebody doesn’t study, he will not know anything.

GRADE 4A
SECOND GROUP

Q15. Other than academic tasks what else does the teacher encourage you to do? Does she encourage you to practice a sport, to dance to succeed in any other activity?
S14: No she doesn’t, no!
If you don’t do well in a task, does the teacher praise you when you do good in sports or dancing?
S12: No she doesn’t.
Doesn’t she encourage you to practice sport or any other activity?
S13: Yes, she encourages us to practice a sport, and to act and to do many things, to be smart and clever in class.
Like what?
Like when we dance and we do acting.
S14: No she doesn’t (smiling)

Q16. How does the teacher make you feel about yourself: Happy, sad, bored?
S12: sometimes, I feel sad, some other times I feel happy.
Give me an example
Like when I do something funny, she makes me feel sad
What does she tell you?
She says: 'stop talking (yelling), she shouts at me
S13. we feel happy because she doesn’t shout at us very much because if she shouts at us, it means that it’s our fault not her fault.
St6: she lets us feel happy when we do something she tells us not to do it again and if we were crying, she talks to us and makes us feel happy.

**Q. 17. In what ways do you feel that your teacher cares about you?**

St6: yes we feel that she cares about us like our moms.

*In what way?*

If we feel sad, she lets us feel happy.

*Does she talk to you?*

St2: my teacher is very good. When I've like a problem she will solve it to me and she will help me.

*A problem at home for example?*

St2: yes

*Outside the school?*

No, sometimes.

St1: sometimes the teacher for example, if we don't do well in our tests or in something, she helps us to be better.

St4: yes I think that she cares about us because she treats us like her children and she cares about us.

**Q. 18. Do you feel that the teacher likes you and she is happy to have you in her class?**

St7: yes because when we have a test, we take a bad grade, she repeats the test again to us so that we will do better.

St3: yes, she cares about us because she is tired from us when she teaches us and she helps us in our tests if we get a bad grade she tells us that it's ok and that we will do better the next time.

**DOES SHE SHOW THAT SHE IS HAPPY TO HAVE ALL OF YOU IN CLASS? OR DOES SHE SHOW ANGRY AND GREEDY?**

All students: Yes! No no, she is always happy

St8: if we feel bad, she lets us feel good.

**Q. 26. Before you are given a test, does the teacher give you enough practice and clear instruction?**

St9: Yes! She explains to us. She repeats many times and she explains and explains

St6: yes, she repeats and explains for us if we don't understand; and when she explains and we ask her a question, she tells us the question and we can ask her again.

St2: like if I finish, I tell the teacher that I made a mistake and she tells me "review, maybe you have a mistake or something wrong"

**Q27. When you have a test, how does the teacher prepare you? (review, mock exam, etc)**
St3: sometimes, she gives us a drop quiz and sometimes she reviews for us a day before the test so that we remember and refresh our memories; so that the second day we will do well in the quiz because we reviewed.
St10: Yes, she reviews to us, she makes practice to review.

Q. 28. When you don’t know what to do in a test or in an assignment, how do you ask for extra time and assistance/help? Does the teacher give you extra time to finish it?
St20: yes, I ask her and if I didn’t finish she will let me stay during the break to finish the exercise and then I can go.
St3: yes she gives us time because sometimes we don’t know well so she gives us time on the break. I tell her "please miss I dint finish yet, because the exercise is very long"
St4: yes I only ask her the questions in the tests.
St8: yes she gives us extra time like 5-10 minutes
St10: yes she gives us extra time if we have a second period, she will divide the time and she gives us more time. For example, in Math
DOES THE TEACHER PUNISH YOU?
S T10: Sometimes if I say something bad, she punishes me. She forbids me to go to the recess.

Q29. When do you use computers in your school?
St2: yes we use computers. She will put a big chart (a projector) and we write on the computer and we ask the teacher if we don’t know how to use the computer.
HOW MANY TIMES DO YOU USE THE COMPUTER DURING THE WEEK?
S t2: one hour per week and we stay in the computer class the whole period.
DO YOU THINK THAT ONE PERIOD IS ENOUGH OR WOULD U LIKE TO WORK MORE ON THE COMPUTER?
S t2: I would like to work more on the computer because I love it
St3: I feel it is enough to use it here in school but I practice more when I go home.
St9: I want to practice more on the computer like two timers per week because the teacher teaches us how to write and play in the computer.
St6: I feel we need to practice more on the computer in order to learn how to type faster.
St9: I feel I need to practice because sometimes I use the internet and it will help me become faster when I use the internet.

Q33. How do you feel about your teacher participation policy?
S t6: I feel very happy and I will take a good grade in the participation and I will be happy.

Q37. When you don’t finish a task in class, does the teacher punish you or does she let you finish it at home?
St11: she lets us finish it at home without punishing me.
St8: if we don’t finish at time, sometimes she takes the paper from us.
St3: she doesn’t punish us, she takes the paper from us and the next day she will give it back to us and we will continue.
S7: she will give us time from the next class period and like after 5 minutes she will collect the tests and the teacher gives us 5 minutes and take the test and give it back to our teacher.
S6: sometimes if we didn’t finish the task, she gives us time from the second hour to do it.
S4: if we don’t finish the test, she gives us 5 more minutes.

Q.40. When you don’t understand the questions on a test or on an assignment, what does the teacher do?
S3: she explains for us and if we don’t know something she makes it very clear to let us understand it and take a good grade.
S4: sometimes she tells us the answer. When she is explaining the question but we don’t know what she says, then we ask her again.
S8: she sometimes tells us the questions again if we don’t understand.

Q.41. How do you describe the tasks assigned? (boring, interesting, difficult, long, etc)
S1: sometimes interesting and sometimes very boring
LIKE WHAT? GIVE ME AN EXAMPLE.
Lxike when we are doing a project or something we have to do it. Sometimes if we don’t know how to do it, we will feel bored from it and don’t want to do it. Sometimes it is interesting and we want to do it.

Q.42. Who writes the assignments on the board?
S11: sometimes the teacher, sometimes she chooses somebody to write them.

Q.43. Before leaving school, does the teacher make sure that all students wrote all homework assignments?
S12: Yes! But not always. Maybe sometimes she forgets and we leave and she leaves without checking our agendas. Or sometimes we have homework on the book and she forgets to give me the book.
S13: yes, she makes sure because sometimes if she didn’t make sure, she sends a students to make sure all students wrote their homework.
S16: she sometimes checks my agenda, sometimes she doesn’t because she writes on the board and the bell rings.
S4: yes before we go home she doesn’t check. She lets the assistant check our agendas and she leaves.

DOES SHE ALWAYS CHOOSE THE SAME ASSISTANT?
S4: no, we write names on small papers everyday, and we choose a name from the list. The one whose name is chosen in that day, he or she will be the assistant for the day. Sometimes she doesn’t check the agendas but if we have dictation or something or if we have to sign a test, she signs it to see that everybody wrote their agendas.
Q3. How do you feel about the way the teacher treats you? (Do you feel loved, rejected, afraid, frustrated, etc)
S1: I feel that she loves us because when we ask her questions she answers us in the right way.
S2: I feel the teacher loves us because she listens to us and she solves our problems.
S3: I feel that they love us and they talk to us in a beautiful way.
S4: They love us because they say they suffer if we don’t do well.
S5: The teacher likes us because they don’t shout at us and they love us because they listen to us and they let us express ourselves.

Q4. How does the teacher praise good work? What does she say to students?
S2: She tells us that we can do this if she gives us a test, she helps us with it. She explains for us everything. She tells us what we have to do. Sometimes, she encourages us to do a hard exercise that we can’t solve.

Q5. When you do not pass a test or activity, how does the teacher treat you? What does she tell you?
S3: She says: ‘you have to do better’
S4: She tries to help us to learn more for the next test to pass it.
S6: She explains to us. She asks us why we didn’t do well in the test.
S7: She corrects our mistakes so we don’t repeat them again.

Q6. What happens to a student who gets a bad grade?
S8: No, she will not punish us but she will tell us the way how to get a good grade and do better next time.

Q7. How do you feel when you get a high grade?
S5: I feel happy and proud.
S6: I feel happy and proud that I got a high grade.
S9: I feel proud of myself and happy.
S2: I tell everyone that I got a good grade and I feel proud of myself.
S8: I feel that I did well and then I relax.

Q8. How do you feel when you get a bad grade?
S1: I feel sad.
S2: I feel sad and feel that I didn’t do well because I didn’t study as I should.
S4: I feel bad and ashamed of myself.
S5: I feel that I am sad and I believe that I can do my best in the test.
S6: I’m ashamed of myself because my friends did better than me.
S8: I feel ashamed that my friends did better than me and that I should do like them.
Q9. When you feel you have a problem, who do you talk to and express yourself to? Why?
S10: I talk to my teachers because they can solve my problems; but not all the teachers.
S16: I talk to the supervisor to solve the problems between me and my friends.
S15: I talk to Mrs. Heba because she is a kind person
S17: I talk to my mother because she can understand me the best.
S13: I talk to my sister outside the classroom and she can help me solve any problem.

Q10. What things do you feel are similar or different between home and school?
S12: my home and school are both nice and I can move as I like.
S14: at home, I feel I don’t have my friends to play with them. But in the school I can see them and talk to them.
S16: I don’t see any difference. They are both the same. I feel the school is my second home.
S18: when I stay at home, I don’t have anyone to stay with him, but at school I am always with my friends.

Q11. How do you feel is your relationship with your peers: Excellent, Very good, good, or bad? Do you play together? Do you like to work with them? Why?
S15: yes I like to work with them and they all love me.
S16: I love them a lot because they play with me and they help me if I didn’t understand anything.
S18: I feel my relationship with them is excellent because we are always together.
S12: I feel my friends like me because they play me. It is not like the last year that they didn’t like me before, but now they do. But not all of them.
S12: I feel they care about me because they play with me and when I am sad, they try to make me happy.

Q12. When you work or play together, what things do you like or dislike about your peers?
S18: sometimes my friends make me feel jealous when they got something that I don’t have.
S15: what I don’t like about my friends is when they make fun of me because I am fat.

Q25. Do you prefer to work in groups or individually? Why?
S15: in groups because it is like a team work
S16: I like to work in groups because we can help each other if I don’t know an answer to a question, they will answer for me.
S17: I like to work in groups to get high grades.
S19: I prefer to work in teams because we can take advantage from each other.
Q.26. Before you are given a test, does the teacher give you enough practice and clear instruction?
S12: yes, she gives us a review a day before the exam
S15: yes she gives as practice

Q27. When you have a test, how does the teacher prepare you? (Review, mock exam, etc)
S13: she does for us a small quiz to see if we know the answers.
S15: sometimes she gives a drop quiz without telling us that we are going to do a test.

Q. 28. When you don’t know what to do in a test or in an assignment, how do you ask for extra time and assistance/help? Does the teacher give you extra time to finish it?
S12: she explains us more and she helps us.
S14: if we didn’t know something she can give us extra time to know what’s wrong in order to know it better.
S15: if we didn’t know something in the test, she will give us some hints for us to know the answer.
S16: I ask her if she can give me more time to finish the test.
S17: if I didn’t finish my test, I ask her to give me extra time and she gives us more time.
S17: when she is walking around the class and if there is a question that I don’t know, I will ask her to explain me.

Q29. When do you use computers in your school?
S12: only in the computer period.

Q37. When you don’t finish a task in class, does the teacher punish you or does she let you finish it at home?
S15: she doesn’t let us go but she gives us extra time.
S17: she doesn’t punish us. She gives us extra time but she doesn’t tell us we can finish it at home.
S12: if we don’t finish it in class, she tells us it is ok, as much as you did, it is ok.

Q41. How do you describe the tasks assigned? (Boring, interesting, difficult, long, etc)
S16: they are interesting because they let us remember something and we learn something new.
S13: they are interesting and we don’t get bored of them.

Q.42. Who writes the assignments on the board?
S11: sometimes I write them on the board and sometimes the teacher writes them.
S13: sometimes the teacher, and sometimes a student assistant.
S15: sometimes a student, some other times the teacher but when we finish she doesn’t check.
Q13. Does the teacher make you feel that some students are better than you in the classroom? What does she tell you?
S1: yes sometimes when she talks to Mario and he does something bad, the teacher does not tell him anything but if I did something bad, she calls on me.
S2: no she doesn’t say anything. She says that we all are the same but she never shouts at us.
S3: when Ale gets a good grad, and he does something funny, she doesn’t tell him anything because he is a good student, but when we do something bad or wrong then she will shout at us.

Q14. Do you feel that the teacher has preferences among students in the classroom? How do you know? Why do you feel that?
S1: no she treats us all the same but the Arabic teacher she prefers some of us to others.
S2: she doesn’t say anything. She only treats us the same way and she is good to all of us.
S6: when Ali is talking, she doesn’t tell him anything but when I talk to Mario, she shouts at me.

Q15. Other than academic tasks what else does the teacher encourage you to do? Does she encourage you to practice a sport, to dance to succeed in any other activity?
S7: activities.
S8: sometimes she gives students English tips when they don’t know something.
S11: like Marwan, she is good in sport, English, Arabic and in everything but he shows himself just because he is so good and polite so the teachers don’t tell him anything.
S12: Dany is good in sport and he is somehow not so good in other subjects.

Q16. How does the teacher make you feel about yourself? Happy, sad, bored?
S4: I feel that I’m bored in the math period because the teacher talks in a very slow voice. I feel I want to sleep.
S13: like she said but I want to add something: when we have taken a lesson the day before, and the next day the teacher repeats it and I feel so bored, I feel I want a new lesson.
S16: the teacher makes me feel about myself that I am somehow bad and somehow good.
IN WHAT WAYS?
S16: when I make anything bad, she shouts at me.
Q.17. In what ways do you feel that your teacher cares about you?
St1: she loves me because sometimes if I do something bad she kids me.
St2: If I did something bad, she sometimes tells me to say sorry for her but she doesn’t let me feel ashamed and she will forgive me.
St3: Mrs. Heba, she loves me and she cares about me. She doesn’t hate me.
WHY DO YOU FEEL THAT?
St3: because she always teaches in a good way and she gives me a lot of remarks before punishing me.
St4: all the teachers talk in a good way to us.

Q.18. Do you feel that the teacher likes you and she is happy to have you in her class?
All the students: Yes!
St6: no, I feel that the Arabic teacher is not happy in the class because she always, always shouts at me.
St7: there are only two teachers who are not good (the Arabic and the Geography teachers)
St8: when I enter the class during the break or anything she will give me all the punishments.

Q19. When the teacher explains the lesson and you don’t understand something, what does she do?
St1: I talk to her, for example in Arabic I tell her I didn’t understand and she repeats twice and then we read two times.
St2: I like all the teachers, when we don’t know something; they repeat the lesson another time.
St3: but some teachers, if we didn’t understand a lesson, they keep on repeating it until we understand.
St4: always the geography teacher, when I don’t know anything about the lesson, she says for us that she said it louder twice for us.

Q20. How do you work in class activities? (In groups, in pairs or individually)
St1: in groups, most of the times

Q21. Who organizes the groups? Do you prefer another way?
St2: the teacher
St3: sometimes the teacher but I prefer that we choose our members.

Q23. When there is an assignment in class, student work on their own or they help each other? Which do you prefer? Do you tell the teacher so?
St1: we help each other.

Q.24. How do you feel when you work in pairs?
St15: when we work in pairs, it is nice because I like my partner when I choose him.
St16: it is nice, better than in groups.
Transcriptions of the focus group interviews

Fifth grade

GRADE 5A
FIRST GROUP

Q4. How does the teacher praise good work? What does she say to students?
S1: She tells us “excellent” or she leaves us, she makes us feel that we all can be better and if we do very good and excellent on a test or on an exercise, she doesn’t let us feel we are bad.
S2: She gives us +1 and if it is very, very, very well, she will praise us in a very nice way and sometimes we will encourage us to exhibit our projects in the school and sometimes they take them to the ‘unesco’ and our work will get out of the school.
S3: She will tell us: ‘excellent’ and ‘continue that way’ and ‘don’t go backward’
S4: I think she doesn’t prefer anyone to others but she likes the ones who participate and the ones who don’t leave the job of today for tomorrow.
S5: I think that some teachers like someone and don’t like much some other students. It is because maybe one is smart and the other is not so smart.

Q6. What happens to a student who gets a bad grade?
S1: If he gets a bad grade, the teacher will let him like ‘Do better next time’ and let him like ‘Do it twice’ so that he knows his mistakes and like know how to do it.

Q17. In what ways do you feel that your teacher cares about you?
S1: Because if I’m doing a test, I did not understand the question, I tell her: ‘can you explain to me?’ and she says: ‘yes’ and she explains to me and maybe she will repeat the test once or twice.
S2: She cares about us and she loves the students.

HOW DO YOU KNOW THAT?
S2: Because when we ask her to repeat, she repeats.
S3: Like when we fail, she will do another exercise and she will help us. Like a mother, when her son fails on something, the teacher is like it. If the student did not get a good grade, or he is not caring about himself, she can make him care about his stuff.

Q23. When there is an assignment in class, student work on their own or they help each other? Which do you prefer? Do you tell the teacher so?
S1: Sometimes alone, sometimes we get help if we need help.
S2: If we are working in groups and I didn’t understand, my friends will help me.

Q27. When you have a test, how does the teacher prepare you? (Review, mock exam, etc)
S1: She makes a review for us because she wants us to be clever and understand everything.
St2: she asks if we have any problem and she helps us in solving it. Also, she sometimes gives us a drop quiz and sometimes she does exercises.
St3: sometimes she gives us exercises for us one day before the test.
St4: she reviews with us, if we have language and grammar questions.

Q. 28. When you don’t know what to do in a test or in an assignment, how do you ask for extra time and assistance/help? Does the teacher give you extra time to finish it?
St5: of course because she likes students to be clever. Sometimes she gives us extra time.
St6: not always, because maybe she has another class and they have a test so she doesn’t want them to loose time. Sometimes we leave some questions empty.
St7: sometimes she doesn’t like my friend just said or sometimes she tells us to continue during the break or she gives us maybe 5 more minutes so we can finish and she tries to help us with it so we can be better.

Q25. Do you prefer to work in groups or individually? Why?
St1: I prefer to work in groups.
St2: I prefer to work in a group because if we don’t understand something, I can tell our friend to help me.

Q29. When do you use computers in your school?
St1: yes, on Thursday, one hour per week.
DO YOU FEEL YOU NEED TO MAKE MORE USE OF THE COMPUTER?
St1: I feel we should spend more than one hour in computers because it helps us in writing very fast.
St2: it is not necessary because the teacher sometimes lets us play and not study.
St3: yes we need more time on the computer because we don’t have anything to work on the computer and we will remain seated.

Q30. When you do not pass a test or fail in class or in a test, do you get remedial classes?
St1: no we don’t, but the teacher stays with students who did not pass the test during the break and that’s it.
St2: the only teacher is the science teacher who asks us if we have a teacher at home.

Q31. How are directions given, orally or written? How do you feel you understand more, when directions are given orally or written?
St3: I prefer that she writes them on the board because if she says them orally, we can’t write or understand them very well.
WHEN ARE DIRECTIONS GIVEN ORALLY AND WHEN ARE THEY GIVEN WRITTEN?
St1: in an exam, she explains them orally; but if there is something she is explaining then she writes it on the board.
Q33. How do you feel about your teacher participation policy?
St1: sometimes she chooses the same students to participate and sometimes she chooses other ones.
St2: the same person always answers, but not always, sometimes

Q34. Who participate the most in class, students who get high grades or all of the students?
St1: sometimes only the ones who get high grades and sometimes the whole class.
St2: sometimes the ones who get better grades because like he knows the answer. Sometimes the other students don't know what they are doing. They don't answer because they don't understand the question.

Q1. How do you feel in school? Do you feel good, happy, comfortable and relaxed, or do you feel sad, angry, frustrated and afraid? Why do you feel like this?
St1: sometimes I feel afraid, sometimes I feel happy and sometimes sad.
WHAT MAKES YOU FEEL LIKE THAT?
St1: I feel happy because I am with my friends and I feel sad maybe when I get a bad grade.
St2: I feel afraid because of the grades and happy because I’m with my friends.
St3: I feel happy because when I am with my friends I play with them, they love me and sometimes I feel afraid when the teacher wants to give us the grades of the tests.
St4: I feel happy because I am always with my friends and I play with them.

Q18. Do you feel that the teacher likes you and she is happy to have you in her class?
St1: I feel she loves us and she doesn’t hate us, but when we make her sad, she will shout at us.
St2: I feel that the teacher loves me because sometimes we don’t tell her bad things, if we do, she starts yelling at us.
St3: sometimes, the teacher loves us and sometimes she is angry at us.
St4: sometimes the teacher gets angry at me because I don’t help her in studying and I do not share my ideas with her. But some other times I share with her and she is happy.
St5: sometimes the teacher is angry because I play in class and she is explaining the lesson and sometimes when she is explaining, I answer and put my mind on the explanation, then she will be happy for me.

SO YOU FEEL THAT WHEN YOU LISTEN AND STUDY WELL, THEN THE TEACHER IS HAPPY, BUT WHEN YOU MISBEHAVE IN CLASS SHE BECOMES ANGRY?
St6: yes if we are studying with her, even if I dint study well she still loves us but she wants us to study more.
WHAT DOES THE TEACHER TELL A STUDENT WHEN S/HE GETS A BAD GRADE?
S1: that he should study well to do better on the next test and not to repeat the same mistakes again and that he can do better.
S2: she says: ‘study your mistakes’, ‘do not do that next time,’ ‘you can do better,’ ‘study more,’ ‘work at home.’
S3: she doesn’t tell me anything because I get good grades and I study well.
S4: when someone gets a bad grade, she will cheer him up to do better. She wants us to become better. She corrects our mistakes. She repeats to the class to learn from our friends’ mistakes.

Q2. How do you see your relationship with your teachers: very good, good, fair or bad? Do you talk with your teacher outside the classroom?
S1: very good
S2: very good

CAN YOU TALK TO HER AT ANYTIME YOU WANT?
S1: no, we have to raise our hands if it is inside the class.
AND IF IT IS OUTSIDE OF THE CLASSROOM?
S1: sometimes yes

Q9. When you feel you have a problem, who do you talk to and express yourself to? Why?
S1: I go to the teacher and I ask her to repeat the explanation.

GRADE 5A
SECOND GROUP

Q5. When you do not pass a test or activity, how does the teacher treat you? What does she tell you?
S1: when I have a problem, I go to the teacher and ask her to repeat the lesson for me to understand it more and get a good grade on the test and the teacher will be happy not sad.
I only talk to the teacher with whom I have a problem in her class.
S2: if I have a problem, I say it to my best friend or to the teacher and if I have a problem with any lesson, I tell to the teacher to repeat it for me.
S3: I feel that the teacher can help me solve my problem.
S4: I tell to my friend if I know he is clever, I ask him to repeat it if he got concentrated on the lesson.

Q. What does she tell you?
S1: she will repeat the test for us.
She gives us a ‘push’ to study more. She stays with us during the break to let us study more and that’s it.
S2: she gives us extra papers to solve to be better in the activity or test.

Q10. What things do you feel are similar or different between home and school?
St1: I feel happy at school because of my friends.
St2: when I am at home, who will explain to me? But when I am at school the teacher helps me and my friends talk to me and I am happy here in school with them.
St3: I feel that at school I am happy because I am studying and learning new things and my friends also will play with me.

Q8. How do feel when you get a bad grade?
St1: angry and bad about myself
St2: I feel very sad
St3: I feel nothing because I always get good grades
St4: I feel ashamed of myself and sad
St5: I feel bad because I can get a better grade but sometimes my grades are high and sometimes low

Q7. How do you feel when you get a high grade?
St1: I feel very very happy
St2: happy and strong
St3: if I get a low grade and then a high grade, I feel good because I have improved.

Q11. How do you feel is your relationship with your peers? (Excellent, Very good, good, or bad) Do you play together? Do you like to work with them? Why?
St1: excellent
St2: excellent
St3: excellent

DO YOU PLAY TOGETHER?
St1: not always
St2: in groups because if I was in help, I will ask my partner.
St3: in groups we will be cleverer and we will help each other.

Q12. When you work or play together, what things do you like or dislike about your peers?
St1: I like when we work in groups because all of us will know the subject and we will not find anything hard.
St2: I love to work in groups even if I have not a clever student as a partner.

Q13. Does the teacher make you feel that some students are better than you in the classroom? What does she tell you?
St1: she loves us all; she treats us the same way
St2: like he said, then we work, she likes us to be better and take ideas from each other. She helps us all by improving and listening to our ideas.
St3: the Arabic teacher tells us: ‘why can’t you ever be like your friend Laura?’
St4: I felt that only the Arabic teacher compares us.
Q19. When the teacher explains the lesson and you don’t understand something, what does she do?
St1: she repeats the explanation to let us do well on the test or on the quiz.
St2: like he said but maybe she tells us: “tell me what you don’t understand so I can repeat it, but I will not repeat the whole lesson again”
St3: sometimes she repeats, sometimes she tells us to ask our friends.

Q26. Before you are given a test, does the teacher give you enough practice and clear instruction?
St1: yes he gives us 2-3 minutes to read the whole test and the questions and after we read, then we ask if we don’t understand something she will explain once.
St2: she helps us she reads the test for us and we ask questions.

Q20. How do you work in class activities? (In groups, in pairs or individually)
St1: sometimes in groups, sometimes alone.
St2: most of the times we work in pairs
St3: most of the times we work in groups
IN MATH?
St1: in pairs
IN ENGLISH?
St1: sometimes in pairs but mostly individually
IN SCIENCE?
St1: in groups
IN ARABIC?
St1: individually

Q21. Who organizes the groups? Do you prefer another way?
St1: I like to choose my group because some students are very noisy and they do not work.
St2: the teacher organizes the groups most of the times but not always.

Q34. Who participate the most in class, students who get high grades or all of the students?
St1: sometimes all the students, and sometimes the same students who are on the honor list and are very clever participate. Some other times they don’t answer because they did not understand the questions.

Q36. What do you think is the reason why some students don’t participate in class?
St1: sometimes the same students participate because they have a lot and more information than we do.
St2: nearly every time she chooses the same students because the others they do not either knows or they are not paying attention. That is why the teacher chooses most of the times the same children to participate in class.
**Q1. How do you feel in school? Do you feel good, happy, comfortable and relaxed, or do you feel sad, angry, frustrated and afraid? Why do you feel like this?**

St1: I feel happy because I play with my friends and I work with them.

**DO YOU FEEL SOMEHOW AFRAID AT TE SCHOOL?**

St1: no

St2: I feel afraid from the teachers. Like from the math teacher; if I didn’t know something she shouts at me sometimes and sometimes she doesn’t.

**DOES SHE PUNISH YOU?**

St2: no

St3: sometimes I feel afraid because of the tests but when I see them I feel comfortable because I see it’s easy.

**Q2. How do you see your relationship with your teacher: very good, good, fair, or bad?**

St4: our relationship with the teacher is fair because sometimes we let her feel happy and sometimes not.

St5: it is fair with the teachers because they give us more study and homework for us to do at home and become so smart.

**WHEN YOU HAVE A PROBLEM WHOM DO YOU TALK TO?**

St2: I talk with my friends because if I have something I don’t have to tell anyone of the boys, I tell the girls.

St3: I feel good with my teachers because they help us when we have problems and when I talk to Miss Iman she helps me.

St2: once I had a problem with a friend and Miss Iman solved it to me.

**DO YOU TALK TO YOUR TEACHER OUTSIDE THE CLASSROOM?**

St6: I talk to my teachers only in the classroom but sometimes we also can talk to them outside.

St4: some teachers don’t like it when we talk to with them at the break time because there will be many students who would like to do the same.

**Q3. How do you feel about the way the teacher treats you? (Do you feel loved, rejected, afraid, frustrated, etc)**

St2: I feel afraid with almost all the teachers except the English teacher with whom I have a very good relationship.

St3: I feel happy with my teachers because they give us new things to learn and they help us to be good people in the future.
Q4. How does the teacher praise good work? What does she say to students?
St2: she tells us: 'very good' and she gives us bonus points, +1, +2, or she give us the test. She frees us from the doing the test.
St3: she congratulates us because when we do something that she likes, then she will be happy form us because we are studying well. When we do well on exams, she feels happy.
St7: teachers are good to us but sometimes they are not.

Q5. When you do not pass a test or activity, how does the teacher treat you? What does she tell you?
St6: she tells us somehow angry that why we are getting such grades and why we don't study.

DOES SHE YELL AT YOU?
St6: yes sometimes

DOES SHE TALK TO YOU IN THAT WAY IN FRONT OF THE WHOLE CLASS OR WHEN YOU ARE ALONE?
St2: for example, once, one student got a 10/20 and the teacher grumbled the whole class. She talked to all of us not to the student alone.
St4: when we get a bad grade, she encourages us to study more or she repeats for us the test.

DOES SHE PUNISH SOMEONE IF S/HE GETS A BAD GRADE?
St8: yes, because we are not studying well.

GIVE ME AN EXAMPLE
St8: she tells us that we cannot go to the recess and she gives us extra work to do.
St1: she punishes us and gives homework for us to do them as a punishment.

Q7. How do you feel when you get a high grade?
Q8. How do feel when you get a bad grade?
St2: when I get a good grade, I feel very happy because my mom and the teacher will be happy and proud of me and if I get a bad grade, I feel very bad because I didn't do well.
St7: when I get a good grade, I am happy and I feel proud of myself and all the teachers and my parents will be proud of me and when I get a bad grade, I feel bad.

Q10. What things do you feel are similar or different between home and school?
St5: I feel better in the school because I spend time in it more than the time I spend at home because I have friends here.
St12: I feel better in the school than at home because I learn new things and I have friends to play and talk with them.
Q11. How do you feel is your relationship with your peers? Excellent, very good, good, or bad? Do you play together? Do you like to work with them? Why?
St2: good
St7: bad
WHY?
St 7: because if we make something, they talk behind us and they say bad things about us.
St5: I feel good because I play with my friends
St3: I feel that my relationship with my friends is excellent because they sometimes solve my problems when I need them, and they make me feel more comfortable.

Q12. WHAT DO YOU LIKE ABOUT YOUR FRIENDS AND WHAT YOU DON’T LIKE ABOUT THEM?
St 5: I feel that I can trust them and tell them secrets.

Q19. When the teacher explains the lesson and you don’t understand something, what does she do?
St2: she repeats for us until we understand what she is talking about
St4: she repeats for us maybe 5 times until we understand.

Q20. How do you work in class activities? (In groups, in pairs or individually)
St7: in pairs but sometimes individually.

Q 25. DO YOU LIKE WORKING IN PAIRS OR DO YOU PREFER ANOTHER WAY?
St2: I prefer to work alone because... No no no, I prefer to work in groups because if there is something that I don’t know, my friends will help me.
St3: in groups because we share ideas with each other.

Q21. Who organizes the groups? Do you prefer another way?
St6: the teacher
WHICH WAY DO YOU PREFER: THAT THE TEACHER ORGANIZES THE GROUPS OR THAT YOU ORGANIZE THEM?
St8: I prefer that the teacher organizes the group
St5: I prefer that we organize the groups ourselves and in all activities.

Q22. DO YOU prefer TO WORK IN GROUPS OR INDIVIDUALLY WHY?
St3: sometimes we make the choice, sometimes the teacher does.

Q23. When there is an assignment in class, student work on their own or they help each other? Which do you prefer? Do you tell the teacher so?
St4: sometimes if the assignment is very big and long, we help each other and sometimes we work alone to get help.
Q. DO YOU TELL THAT TO YOUR TEACHER?
S14: yes we tell the teacher and she agrees.
S12: sometimes she does not agree because she tells us to work in groups or alone.

Q30. When you do not pass a test or fail in class or in a test, do you get remedial classes?
S11: no we never get remedial classes. We don’t come to school on Saturdays.
S12: in summer, we come to school to do some exams. We call it “Ekmel” in Arabic.

Q21. Who organizes the groups? Do you prefer another way?
S13: I understand more when the teacher gives us written directions.
S14: I understand then orally.

Q32. Which students does the teacher punish in class?
S15: students who don’t respect her and the students who do not study and always get low grades. The teacher punishes them but she also encourages them to study more and to get better grades.
S16: she punishes the students who are not polite and she encourages them to be more polite with others.

Q34. Who participate the most in class, students who get high grades or all of the students?
S12: sometimes the same students and sometimes only the students who get high grades.
S13: sometimes those students who want to study and don’t fail on the exam participate the most in class.
S15: sometimes the teacher asks the students who have high grades to give chances for others to also participate.

Q35. When the teacher asks questions in class, does she give each one a turn to answer or does she always chose the same students to answer?
S14: Sometimes she makes a card turn. She passes it to everyone until it stops on someone and sometimes she chooses the students to participate.
S15: she goes by turns.

Q36. What do you think is the reason why some students don’t participate in class?
S17: sometimes they are playing when the teacher is explaining and sometimes they do not listen to the teacher.
S18: sometimes they do not understand, that’s why they do not participate.
S12: sometimes they do not know the answer and they are afraid of the teacher.
S14: sometimes they do not participate because they feel shy from their answer.
Q13. Does the teacher make you feel that some students are better than you in the classroom? What does she tell you?
All the students: No

Q14. Do you feel that the teacher has preferences among students in the classroom? How do you know? Why do you feel that?
All the students: no
DO YOU FEEL THAT SHE TREATS EVERYONE FAIRLY AND EQUALLY?
St1: no, Miss Nura doesn't answer out questions or the things that we do not understand.

Q15. Other than academic tasks what else does the teacher encourage you to do? Does she encourage you to practice a sport, to dance to succeed in any other activity?
St2: yes if we get a low grade on something, the teacher tells us to practice more in order to get better grades
St3: the music teacher encourages us to act.
FOR EXAMPLE: IF A STUDENT IS NOT SO GOOD IN GRADES BUT HE IS GOOD IN SPORTS, OR IN ACTING, DOES THE TEACHER PRAISE HIM FOR HIS GOOD JOB?
St4: if a student is not good in sports he is good in another task and he practices more.

Q16. How does the teacher make you feel about yourself: Happy, sad, bored, etc?
St2: she makes us feel happy if someone has a low grade or did something bad, the teacher tells him that he can do better and he can also be good in other things.
St1: but not all the teachers are good.

Q. 17. In what ways do you feel that your teacher cares about you?
St2: we know that if she gives us bonus points, +1, +2, if we have an accident or if we fight with each other, the teacher tells us not to fight and not to behave badly. She will talk to the supervisor to solve the problem.
St3: she gives us a rest after each period of class.

Q.18. Do you feel that the teacher likes you and she is happy to have you in her class?
St3: yes
St4: because she tells us that we should do something because it is for our good and for our own benefit.
Q25. Do you prefer to work in groups or individually? Why?
All answered: in groups
S15: because we can help each other
S16: because we can depend on others
S12: because we can help each other and trust each other and do a good job

Q26. Before you are given a test, does the teacher give you enough practice and clear instruction?
All answered: yes
S17: her instructions are very clear.

Q27. When you have a test, how does the teacher prepare you? (Review, mock exam, etc)
S18: she gives us a quiz quickly and we must finish it in 15-20 minutes. She doesn’t do any review.
S14: she does not give us a drop quiz but sometimes she gives us a short quiz, but sometimes she does not.

Q. 28. When you don’t know what to do in a test or in an assignment, how do you ask for extra time and assistance/help? Does the teacher give you extra time to finish it?
S12: I cry so that she will give me more time to finish my test.
S15: I tell her that I need extra time to finish.
S17: I just tell her.
DOES SHE GIVE YOU EXTRA TIME TO FINISH IT?
S12: sometimes the Arabic teacher does not give us any time.
S13: the Arabic teacher gives us like 5 minutes until we finish the test, but sometimes if we are not done she just takes the exam sheet and she leaves.

Q29. When do you use computers in your school?
S14: only in the computer session, one time per week
S15: I use it when I need information
STUDENTS CAN USE THE COMPUTER OTHER THAN IN THE COMPUTER PERIOD?
All answered: no we can’t.

Q37. When you don’t finish a task in class, does the teacher punish you or does she let you finish it at home?
S17: she tells us: ‘keep it with you and I will give you a zero’
S14: but she doesn’t give us a zero, she just only wants us to be afraid.
S15: she lets us only pass, not the whole grade, only pass

Q38. How do you see the tasks assigned to you, too long, or short enough to finish them on time?
St2: if they are too long, they are easy.

**GIVE ME AN EXAMPLE**

St3: in English for example, they are short. We can finish on time.
St4: in math, sometimes the exercises are long, sometimes they are short. If they are long, they are easy and we can finish them in class.

In Arabic, no! We do not finish them. In Science, yes we finish them because they are very easy.

**Q39. When the teacher gives you a task you don’t like, what do you tell her? What does she do?**

St5: no we don’t tell that I don’t like the task but we tell her that the test is hard.
St6: we tell her but she tells us that we have to do it because sooner or later we should do it.

**Q40. When you don’t understand the questions on a test or on an assignment, what does the teacher do?**

St2: she explains to us. I don’t ask her anything because she tells us that she does not know.
St4: for example, in the first period we had a drop quiz in Arabic, and the teacher did not tell us anything, she told us that she doesn’t know Arabic.
St5: if we ask her a question, she tells us that she doesn’t know and she does not answer. She says: ‘mamnoon el as’ela’
St6: the other teachers, English, math, they sometimes answer, but if we ask so many questions, they do not answer anymore. In the tests, they help us but they do not tell us the answer.

**Q41. How do you describe the tasks assigned? (Boring, interesting, difficult, long, etc)**

St6: easy. They are interesting and we like to finish them quickly.
St1: sometimes interesting, sometimes boring
St4: sometimes we have grammar exercises that we have done them before and it is boring. We get bored because we know them. But sometimes they are interesting. For example, in reading, it is interesting.
St6: reading is boring.

**IF THERE IS A STUDENT WHO DOES NOT UNDERSTAND, WHAT DOES THE TEACHER DO?**

St5: she re-explains and she helps him
St6: she explains many times.

**TO THE WHOLE CLASS OR DOES SHE SIT BESIDE THE STUDENT AND EXPLAINS TO HIM INDIVIDUALLY?**

St7: she explains to the whole class.
St3: she asks the student which part he did not understand and she will explain it again.
Q.42. Who writes the assignments on the board?
S14: sometimes the teacher, sometimes an assistant.
S12: we take turns everyday to write assignments on the board.

Q.43. Before leaving school, does the teacher make sure that all students wrote all homework assignments?
All answer: yes, but not always.
S13: sometimes if we did not choose an assistant, the teacher will do it.

Q.3. How do you feel about the way the teacher treats you? (Do you feel loved, rejected, afraid, frustrated, etc)
S15: we are not afraid.
S13: the English teacher is very good. She helps us and she treats us good and fairly.
S13: I feel the Arabic teacher hates us all very much.
WHY DO YOU FEEL LIKE THAT?
S2: because she shouts at us. She does not let us say anything. Sometimes she let us stay outside the classroom the whole period.
S14: she punishes us. She is very strict.

Q.6. What happens to a student who gets a bad grade? Is s/he punished?
S12: the math teacher gives us a second chance to repeat the test.
S13 the English teacher gives us bonus grades.

Q.9. When you feel you have a problem, who do you talk to and express yourself to? Why?
S17: to the teachers because they can explain to us; or I talk to my mother if the problem is at home.
S16: I express myself to the teacher because I feel she is smart and knows how to help me solve the problem.
S11: I ask the teacher or my friend because I trust him very much and he always helps me and my teacher because she knows how to solve all our problems.
Observation checklist form

Class:
Date:
Subject:

Directions:

1. Place a checkmark every time the teacher:
   a. Re-explains the lesson individually to a student
   b. Praises a student when s/he does a good job
   c. Organizes the groups
   d. Expresses herself in a bad way when a student gets a bad grade
   e. Gives written directions
   f. Gives oral directions
   g. Punishes a student
   h. Gives practice and clear instruction
   i. Gives extra time to students in order to finish an assignment or test
   j. Uses phrases such as: 'This is important', 'Listen carefully', 'this will be on the exam'
   k. Uses visual aids
   l. Says a word showing that she has preference among students
   m. Encourages students to practice a sport or any activity
   n. Shows care about her students
   o. Gives extra work to do at home
   p. Repeats instructions for tests or assignments
   q. Gives students different turns to participate
   r. Asks questions
2. **Place a checkmark every time students**

a. Help each other when doing a class assignment  
b. Are engaged in class inquiry  
c. Get remedial classes  
d. Work in groups  
e. Work in pairs  
f. Work individually  
g. Complain about working in pairs  
h. Who are high achievers participate  
i. Finish a task on time  
j. Say: ‘I can not do it’, or “ I don’t understand”  
k. Say that the task is very difficult