

# **TEACHER ACCOMMODATION IN CONTENT CLASSES FOR NESB STUDENTS**

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## **Abstract**

This paper adopts an accommodation theory framework to investigate student perspectives on teacher strategies which assist understanding of content classes by NESB students. It also investigates the teacher perspective on strategies which they are using consciously with the intention of accommodating NESB students. A comparison of the two sets of outcomes reveals the extent of the match (or mismatch) between teacher expectation and student perception of what works well and what doesn't work well in adjusting teaching/learning activities in an attempt to facilitate student learning. Finally it investigates the impact of teacher accommodation to NESB students on the minority native speaker students in the class.

A questionnaire including closed and open questions is used to elicit the data from all three groups, and results are presented in a comparative matrix.

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