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**Aiming as high as they can:**

**Teachers' reflective accounts of approaches to teaching vocabulary  
and reading to EAL pupils**

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Aiming as high as they can: Teachers' reflective accounts  
of approaches to teaching vocabulary and reading to  
EAL pupils.

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## **Abstract**

This study investigates primary school teachers' accounts of approaches used for the teaching of vocabulary and reading skills to pupils with English as an additional language (EAL). This is a crucial research area for a number of reasons. Firstly, the significant increase in numbers of migrant children attending UK schools who emanate from a variety of first language backgrounds. Equally important, the discrepancy in performance of these children compared to native speakers, evident from national test data.

A qualitative approach was employed involving the interviews of three teaching staff and two staff with managerial responsibility for EAL. Findings revealed limited knowledge of theory concerning vocabulary and reading skills acquisition and a lack of standardised teaching methods across participants. Choice of method was influenced by factors including priorities of individual boroughs and schools, advice given by colleagues, and participants' personal beliefs regarding how EAL children learn. Conversely training was assigned little importance in influencing teaching methods with participants identifying an overall lack of opportunities for continuing professional development (CPD).

The findings potentially have significant implications for the teaching and learning of EAL pupils. From a pedagogical perspective, that teaching methods are more targeted and differentiated towards EAL pupils especially in relation to vocabulary and reading skills acquisition. Additionally that CPD opportunities are expanded, particularly relating to SLA theory, and increased access to professional advice on EAL is provided. Lastly a more uniform approach to EAL assessment nationally is required.

The study also highlighted areas warranting further research. In particular, intervention research aiming to increase the achievement levels of EAL pupils on national tests.

Furthermore, research on the CPD needs of teachers is imperative to better equip them to deal with EAL needs.

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***Dedicated to primary teachers with EAL students everywhere.***

## Contents Page

<i>Abstract</i> .....	<i>ii</i>
<i>Acknowledgements</i> .....	<i>iii</i>
<i>Dedication</i> .....	<i>iv</i>
<i>List of tables, appendices &amp; abbreviations</i> .....	<i>vii</i>
<b>1. INTRODUCTION</b> .....	<b>1</b>
<b>2. REVIEW OF LITERATURE ON EAL</b> .....	<b>4</b>
<b>2.1 Overview of policy for EAL pupils</b> .....	<b>4</b>
2.1.1 Policy of inclusion & immersion .....	4
2.1.2 The role of the L1 in development of L2 .....	5
2.1.3 Recommendations for planning for EAL pupils .....	6
2.1.4 Recommendations for assessing EAL pupils .....	7
<b>2.2 “Literacy” in the primary curriculum</b> .....	<b>8</b>
2.2.1 What is the literacy curriculum? .....	8
2.2.2 The importance of vocabulary and reading skills learning .....	8
<b>2.3 Areas of concern in the ‘literacy’ learning of EAL pupils</b> .....	<b>10</b>
2.3.1 An overview .....	10
2.3.2 Areas of concern in vocabulary & reading skills learning .....	11
<b>2.4 Research on EAL vocabulary interventions</b> .....	<b>13</b>
<b>2.5 EAL &amp; teacher training</b> .....	<b>13</b>
<b>RESEARCH QUESTIONS</b> .....	<b>15</b>
<b>3. METHODOLOGY</b> .....	<b>16</b>
<b>3.1 The qualitative approach</b> .....	<b>16</b>
<b>3.2 Selection of participants</b> .....	<b>17</b>
<b>3.3 Ethical issues</b> .....	<b>19</b>
<b>3.4 The interviews</b> .....	<b>19</b>
<b>3.5 Data collection materials</b> .....	<b>21</b>
<b>3.6 Data analysis</b> .....	<b>21</b>

<b>4. ANALYSIS .....</b>	<b>23</b>
<b>4.0 Introduction .....</b>	<b>23</b>
<b>4.1 Tensions between using the L1 against completely immersive approach .....</b>	<b>23</b>
4.1.1 The immersive language learning context vs. L1 speaking environment .....	23
4.1.2 Using the L1 to aid L2 development & constraints on this approach .....	27
4.1.3 Understanding the child’s educational competence in their L1 .....	30
4.1.4 Conclusion .....	31
<b>4.2 Discrepancy between research on vocabulary &amp; reading skills &amp; participant opinion</b>	<b>32</b>
4.2.1 Tension between vocabulary research & information from participants .....	33
4.2.2. Difficulties in reading comprehension & suggested approaches .....	35
4.2.3 The generalised teaching approach .....	39
4.2.4 Conclusion .....	40
<b>4.3 The role of training in shaping teaching approaches .....</b>	<b>41</b>
4.3.1 Influences behind teaching approaches .....	41
4.3.2 Conclusion .....	43
<b>5. DISCUSSION .....</b>	<b>45</b>
<b>5.1 What are the main approaches for vocabulary and reading? .....</b>	<b>45</b>
<b>5.2 Are differences in approaches related to experience levels? .....</b>	<b>46</b>
<b>5.3 What are the main influences behind teaching approaches? .....</b>	<b>47</b>
<b>5.4 How far do participants take into account research on vocabulary &amp; reading? .....</b>	<b>48</b>
<b>5.5 Further consideration: EAL assessment .....</b>	<b>49</b>
<b>5.6 Conclusion .....</b>	<b>50</b>
<b>6. CONCLUSION .....</b>	<b>52</b>
Bibliography .....	56-59
Appendices .....	60-140

## List of Tables

Table 1: Participant details.....	18-19
Table 2: Appendix 4, transcription conventions .....	65

## Appendices

Appendix 1: Example of participant consent form.....	60
Appendix 2: Interview schedules first session interviews.....	63
Appendix 3: Interview schedules second session interviews.....	64
Appendix 4: Transcription conventions used.....	66
Appendix 5: Interview transcripts – the students.....	67
Appendix 6: Interview transcripts – Louisa.....	78
Appendix 7: Interview transcripts – Natasha.....	97
Appendix 8: Interview transcripts – Sandra.....	113
Appendix 9: Interview transcripts – Karen.....	129
Appendix 10: Interview transcripts – Neil.....	140

## Abbreviations

<b>EAL:</b>	English as an additional language
<b>ELL:</b>	English language learner
<b>SLA:</b>	second language acquisition
<b>L1:</b>	first language
<b>L2:</b>	second language
<b>HFW:</b>	high frequency word
<b>MWP:</b>	multi-word phrase
<b>ITT:</b>	initial teacher training
<b>CPD:</b>	continuing professional development
<b>NQT:</b>	newly qualified teacher
<b>SEN:</b>	special needs education
<b>DfES:</b>	Department for Education and skills
<b>DFE:</b>	Department for Education



<b>Ofsted:</b>	The Office for Standards in Education, Children’s Services and Skills
<b>QCA:</b>	Qualifications and Curriculum Authority
<b>LEA:</b>	Local Education Authority
<b>Naldic:</b>	National Association for Language Development in the Curriculum
<b>NASSEA:</b>	Northern Association of Support Services for Equality and Achievement
<b>EMA:</b>	Ethnic Minority Achievement

## **1. Introduction**

“Inclusion requires more than some multilingual signs in reception and a statement about celebrating diversity in the school handbook.”(Leedham, 2016)

The National Association for Language Development in the Curriculum (Naldic) state that there are one million children aged 5-16 with ‘an excess’ of 360 first languages other than English in UK schools (Naldic, 2016b). During the period 2010-2014 the number of students with English as a second language (EAL) rose by 20% (Morrison, 2014) and in 2013 students with EAL represented a sixth of the total number of UK primary school pupils (Naldic, 2016b).

Given the extensive and increasing number of EAL pupils these figures indicate, it is of significant concern that there has been a paucity of both detailed research on the specific learning needs of pupils with English as an L2 (Murphy, 2015, August, Carlo and Snow, 2005), as well as on teachers’ continuing professional development (CPD) needs to ensure effective practice (Andrews, 2009). Furthermore, there appears to be no standardised policy on the teaching of EAL pupils. This is indicated by the Primary Framework which promotes a wide range of approaches related to a variety of pupil groupings, rather than specifically targeting EAL (Great Britain. DfES, 2006). Additionally there is currently no uniform standardised assessment for EAL pupils (British council, 2016).

There is an intention, laid out by the school census requirements for 2016 to 2017, to implement an initial language proficiency assessment on all EAL pupils (Great Britain. DFE, 2016). However, it is not yet clear whether this change will lead to either standardised policy on the teaching of EAL, or improvements such as further funding for EAL. This is an important distinction since currently funding is only allocated to a limited number of pupils for a

maximum 3 year period even though it can often take up to seven years for language fluency to be achieved (Scott, 2016. Demie, 2013. Strand & Demie, 2005).

The amount of time needed for the acquisition of full fluency is particularly significant when considering EAL pupil performance on national tests. The 2013 attainment figures, the most recently released data, indicate a significant difference in the performance of EAL and native speaking pupils, across the skills of reading, writing and mathematics (Naldic, 2016a). This has been corroborated by the Office for Standards in Education, Children's Services and Skills (Ofsted) who assert that "minority ethnic groups" are one of the "particular groups of pupils" not achieving at the expected levels (Great Britain. Ofsted, 2009, p.5).

Moreover, data demonstrating a decrease in the attainment gap for EAL and non-EAL pupils between 2007-2013 has been found to be misleading. This is due to the levels of 2,000 EAL pupils being excluded from the data set, since at the time of taking standardised tests they had been UK residents for less than two years (Naldic, 2016a). This implies that the distance between EAL and non-EAL pupils' achievement levels is even greater than that depicted by official data.

The statistics and concerns highlighted above demonstrate the extensiveness of this issue, this study seeks to cover a prominent research gap. An investigation of teachers' own accounts of their approaches for teaching EAL will be undertaken, in order to discern what is truly happening in practice. Regarding the aforementioned achievement gap, the approaches used for teaching vocabulary and reading skills will be focussed on since research has indicated that these are two particular areas of difficulty for EAL pupils (Smith & Murphy, 2015. Murphy, 2015. Burgoyne, Whiteley & Hutchinson, 2011. August, Carlo and Snow, 2005).

A qualitative approach will be used through carrying out interviews with a range of teaching and management staff. Research findings will be discussed in detail later on in this paper. This

study is divided into five chapters namely; Review on the literature regarding EAL provision, Methodology, Analysis, Discussion and Conclusion. The following chapter reviews the literature on EAL provision, examining in detail research related to EAL teaching and learning, vocabulary and reading skills acquisition and teacher training opportunities.

For clarification, throughout this study the terms English as an Additional Language (EAL) and English Language Learners (ELL) have both been used in reference to pupils with English as a second language. Whilst EAL is the official UK term for all aspects of teaching and learning pertaining to these pupils, ELL is the official US term. Predominantly, where reference is made to research from the US, the term ELL has been used whilst the term EAL has been applied for everything pertaining to the UK context.

## **2. Review on the literature regarding EAL provision**

### **2.1 Overview of policy for EAL pupils**

#### **2.1.1 Policy of inclusion and immersion**

Policy for EAL emphasises the importance of inclusive practice, where learners are taught all subjects within the mainstream classroom rather than through withdrawal intervention programmes. Thus EAL pupils are taught alongside their L1 English speaking peers and are immersed in the L2 language. Although EAL pupils are taught alongside those with special needs (SEN), they should be treated differently to SEN (Great Britain. DfES, 2003) since as stated by Ofsted; “EAL learners’ conceptual thinking may be in advance of their ability to speak English” (Great Britain. Ofsted, 2013, p.4). Responsibility is given to the class teacher to ensure they provide EAL pupils with opportunities for talk with native speaking peers as well as creating opportunities for all languages to be celebrated within the classroom (Great Britain. DfES, 2005).

These policies are arguably informed by Krashen’s theory of “Comprehensible Input”. This posits that learners will acquire language through “natural roughly tuned input” which is a stage above their current language competency (2009, p.21), in this case contained in the speech of native speaking children and adults. All that is required for language acquisition is for pupils to be immersed in language input. For this reason, the argument against withdrawal intervention programmes is that they deprive learners of the rich language (Cable & Safford, 2008) found in the immersive environment, which, under the comprehensible input hypothesis, should aid the acquisition process. However, Krashen’s theory arguably concentrates too greatly on the role of input whilst minimising the role of output in second language acquisition (SLA). In contrast Swain’s theory of “comprehensible output” (Swain &

Lapkin, 1995) argues that language acquisition is not solely dependent on input, but facilitated by the difficulties faced by students when they produce output. This, they argue, prompts the learner to 'notice' their linguistic difficulties, in turn "triggering mental processes that lead to modified output" (1995, p.373).

The evidence supporting these claims revolves around research on French immersion programmes in Canadian primary schools. Although after nearly eight years of immersive French classes, pupils had achieved "native speaker proficiency" in reading and listening they were "clearly identifiable as non-native speakers and writers". This was attributed to; a lack of "sustained talk in French" in the immersion classes (1995, p.372), where pupils weren't given opportunities to notice and modify their output. Researchers concluded that "output facilitates second language learning in ways that are different from, or enhance, those of input" (1995, p.371). Regarding the English language learning of EAL pupils in UK primary schools, clearly immersive teaching contexts need to provide both exposure to high quality language input as well as sufficient opportunities for pupils to produce meaningful output.

### **2.1.2 The role of the L1 in the development of the L2**

In contrast to policy regarding the immersive environment, the use of other languages has also been prioritised. Whilst the celebration of languages other than English (Great Britain. DfES, 2005) is a strategy to promote the inclusion of EAL pupils, the overt use of L1 languages is a tactic, previously prioritised by the government, to support pupils' English language acquisition (Great Britain. QCA, 2000, Great Britain. DfES, 2006). Utilising the L1 can help EAL pupils in two ways, firstly in boosting their metalinguistic awareness and thus accelerating language learning (Graf, 2011, p.55) and secondly in enabling the transfer of knowledge from the L1 into the L2 (Great Britain. DfES, 2007).

Whilst minority language use was prioritised by the DfES, language support was provided by local education authorities (LEAs), who sourced bilingual staff with a range of L1 languages (Great Britain. DfES, 2007). However since 2012, both the official stance on using minority languages, as well as provision of bilingual support staff has been revised. Firstly emphasis has changed to a greatly reduced role for the L1, a change supported by the coalition government, who stated that L1 maintenance was the responsibility of ethnic communities and not schools (Cambridge Assessment, 2012). Secondly, ethnic minority achievement (EMA) funding, previously supplied by central government to local education authorities (LEAs), was cancelled leading to several LEA central support services being disbanded (Naldic, 2014). Thus it can be expected that the provision of bilingual support staff is no longer readily available.

Regardless of government stance on this issue, there are conflicting viewpoints about the use of the L1. Ofsted cited Greet Primary school as an example of EAL teaching excellence, particularly mentioning their use of L1 languages in supporting the development of pupils' L2 skills (Great Britain. Ofsted, 2012). This lack of clarity on the use of the L1 is of concern since it implies that EAL pupils at different schools receive differing forms and levels of language support.

### **2.1.3 Recommendations for planning for EAL pupils**

EAL pupils are listed as just one of three groups of pupils whose needs should be addressed, namely; special educational needs (SEN), gifted and talented pupils and EAL (Great Britain. DfES, 2006, p.9). Little concrete information is given on what these specific needs may be, how they differ or how they can be addressed. Instead a "range of pedagogic approaches" are listed with the choice of approach being governed by both individual learner needs and the learning context. (Great Britain. DfES, 2006, p.11) The only specific guidance given for EAL learners is that they must have access to the same curriculum content as their peers whilst at the same

time be given instruction on “cognitive and academic language”. “Multi-level curriculum planning”, is encouraged across all pupil groups, meaning that children of differing achievement levels and educational needs can complete different learning objectives and activities within the same class. These varying objectives must be both connected to the ones forming the main body of the lesson as well as; “right for each child at each stage of their learning and development” (Great Britain, DfES, 2006, p.14) This has been extended to EAL learners, so that if they are unable to work on the same objectives as their peers, they can work on ones from previous year groups, with the expectation that they start working at age appropriate levels as quickly as possible. (Great Britain. DfES, 2006. DfES, 2003) Ofsted have stated that when planning for EAL pupils, teachers should ensure; “The cognitive challenge should remain appropriately high and not be reduced because the English language demand has been reduced.” (Great Britain. Ofsted, 2013, p.4)

#### **2.1.4 Recommendations for assessing EAL pupils**

From September 2016 onwards, the language proficiency of all EAL pupils will be assessed according to a five point scale measuring initial language to full fluency (Great Britain. DFE, 2016). This policy has been criticised for two reasons, firstly there is no standardised system to be used in the assessment of language proficiency, leading to concerns that the resultant data will be highly subjective and lack consistency (Scott, 2016). Moreover, this policy, by assigning one overall grade to represent ability in reading, writing and speaking, does not consider the fact that students are likely to be weaker in some skills than others (Scott, 2016). Conceivably, teachers may struggle to use this data to effectively identify areas where pupils require extra support.

Furthermore the British Council report there are many other EAL assessment scales currently used by UK schools including; The Hester stages of English, the Qualifications and Curriculum



Authority (QCA) steps and the Northern Association of Support Services for Equality and Achievement (NASSEA) assessment system (British council, 2016). It is not clear from the new policy (Great Britain. DFE, 2016) whether these scales will be used in addition to the new recommendations or replaced by the new scale. At present the most widely used scale is the QCA assessment scale, which has been criticised for focussing solely on initial language learners and not learners who, though conceptually ready to work at higher national curriculum levels, lack the language to do so (Northern Association of Support Services for Equality & Achievement, 2001, p.4). The proliferation of many different assessment scales coupled with the 'best fit' judgement approach of new policy (Scott, 2016) indicate a lack of coherent and standardised national guidelines for EAL assessment.

## **2.2 “Literacy” in the primary curriculum**

### **2.2.1 What is the literacy curriculum?**

When considering the curriculum area of literacy, it is important to take into account different definitions of what this term, and therefore this curriculum area, mean. Blake and Hanley (1995, p.89) state that; “The attribute of literacy is generally recognised as one of the key educational objectives of compulsory schooling. It refers to the ability to read and write to an appropriate level of fluency”, thereby giving a narrow definition of the term, to solely include reading and writing. Cox (1991, cited in Cambridge Assessment, 2013, p.5) however, sets ‘literacy’ within the broader remit of English teaching which “ranges from the teaching of a skill like handwriting, through the development of the imagination and of competence in reading, writing, speaking and listening.” In terms of the Primary National Literacy Strategy, literacy encompasses teaching on all four of the skills, as well as vocabulary; through word recognition and structure objectives, grammar; through sentence structure objectives, and knowledge of whole texts; through text-level objectives. (Great Britain, DfES, 2006)

### **2.2.2 The importance of vocabulary and reading skills**

Two important aspects of literacy teaching are those of vocabulary, or word-level work, and reading skills. A good knowledge of vocabulary is important in the acquisition of the four key skills (Milton and Roghani, 2015, p.303). Furthermore, there is a strong link between vocabulary and reading acquisition since research indicates that pupils' later achievement in reading can be predicted by the vocabulary known at ages 5 and 6. (Smith and Murphy, 2015, p.349) To fully acquire words, pupils need to process them across the three levels of semantics, phonology and orthography (Wyse & Jones, 2000, p.43), although a word may enter a child's lexicon before they have completely understood its meaning and the contexts within which it can be used appropriately. Understanding of semantic meaning will continually be developed each time the word is encountered in use (Ouellette, 2006, p. 555).

Regarding reading, in 2008 the Rose Report, put forward; "The Simple View of Reading", where the teaching of reading was split into word recognition processes, with the teaching of phonics playing a significant role, and language comprehension processes (Rose, 2008.). According to the Revised Primary Framework phonics and decoding skills should be focussed on for a short period of time, whereas "the development of comprehension is a lifelong activity" (Great Britain. DfES, 2006, p.8). This timeframe is also evidenced in the stated expectations for individual year groups. According to this, by year two, children should be able to "tackle unfamiliar words that are not completely decodable" and by year 3, the teaching emphasis has changed from word recognition skills to those of language comprehension (Great Britain. DfES, 2006, p.28). Thus by the time they reach year 3, at 8-9 years of age, pupils are expected to have gained semantic, phonological and orthographic knowledge of a variety of decodable and non-decodable vocabulary, which they will be required to use in whole text comprehension.

Those children who have not yet gained enough knowledge of words across these three levels, will arguably struggle to catch up with peers.

Regarding reading comprehension, it is arguable that choice of text is an important consideration since in order for children to be actively involved in and successful at comprehension, texts need to be motivating, have a strong narrative structure and engage children's analytic skills (Wyse, Jones and Bradford, 2000. pp.55-56). Moreover, it is argued that when teaching particular comprehension strategies namely; prediction, inference and deduction, the strategy to be focussed on should have significant influence over the choice of text. This is to ensure that teaching can focus solely on the chosen strategy without needing to reinforce aspects of, for example, conceptual knowledge and vocabulary (Duke and Pearson, 2008. p.111). In addition to the careful choice of text, research has highlighted the importance of activities and discussions that develop both vocabulary and conceptual knowledge, for example those involving clarifying, interpreting and retelling narratives (Duke and Pearson, 2008. p.109).

## **2.3 Areas of concern in the 'literacy' learning of EAL pupils**

### **2.3.1 An overview**

Arguably, one of the most important aspects of language for EAL pupils to acquire is the L2 lexicon, since "vocabulary knowledge links to performance in all four skills" and; "where the L2 lexicon is small [it is] the biggest obstacle to communication and comprehension" (Milton and Roghani, 2015, p.303). Thus without good vocabulary, pupils will find even basic communication and comprehension difficult. In terms of recommended vocabulary size, Milton and Roghani (2015, p.307) cite Adolph and Schmitt (2003) that for 'everyday conversations' 2,000 to 3,000 high frequency words (HFWs) are required but to read 'authentic texts' 5,000 words are needed. To put this in context, monolingual children are thought to

have acquired between 5,000-7,000 words before they start reading instruction at school (Biemiller & Slonim, 2001, p.51). Although it often takes two years for EAL pupils to gain the 2,000-3,000 words needed for “good conversational fluency” (Great Britain. Department of Education and Skills, 2005), it can take up to seven years to acquire academic fluency (Demie, 2013. Strand & Demie, 2005).

In a case study by Milton and Roghani (2015) the lexicon of an initial stage EAL child immersed in a UK primary school was measured over one year. Results showed that whereas the child rapidly acquired 2,500 words during the first ten months of immersion, at the rate of 300 words a month, after this point his learning plateaued, only gaining an additional 50 words a month. The researchers hypothesised that on acquiring 2,500 words, the approximate amount needed for everyday communication, the child no longer needed to continue learning at the same speed. This hypothesis could be supported by Grosjean’s assertion that; “the main factor leading to the development of a language is a need for that language” (Grosjean, 2010, p.171).

In the same case study, the lexicon of a monolingual child increased by an additional 50% compared with that of the EAL child. One possible reason for this is that much vocabulary is acquired through reading rather than direct teaching, as lower frequency words are more often found in written rather than spoken discourse (Milton and Roghani, 2015). Beck and McKeown (cited in Milton & Roghani, 2015, p. 305) argue that a mere 10% of the yearly 3,000 words gained by children are acquired through “explicit school learning” while 90% is learnt through reading. A disparity exists between the vocabulary learning of EAL and non-EAL pupils, since children with larger vocabularies have access to wider reading materials which prompt further vocabulary acquisition. This leads to greater success in all four of the main language skills. To counter this disparity, it is assumed that EAL learners may need extra teaching on

both decoding skills and reading comprehension for a limited period (Great Britain. DfES, 2006, p.28) in order to; “catch up with a moving target” (Cable and Safford, 2008).

### **2.3.2 Areas of concern in vocabulary and reading skills learning**

August, Carlo and Snow (2005, p.51) claim that when learning vocabulary, pupils need to acquire; “depth of word knowledge” or knowledge of the phonological, orthographical and semantic representations of words. This is often where problems occur, leading to many ELL children being mislabelled as “learning disabled”. They state that according to US data, there are “large, persistent gaps” in reading performance between L2 and L1 English speaking children, due to the poor vocabularies of ELL students. This could in part be caused by lack of multi-word phrase (MWP) knowledge. MWPs are defined as phrases which perform “as individual lexical items” to express meaning in a “concise and effective manner” (Smith & Murphy, 2015, p.348), for example in the phrase ‘to take sides’. Five hundred MWPs are found in the 5,000 most commonly used word families (Martinez & Schmitt 2012, cited in Smith & Murphy, 2015, p. 348). EAL pupils often find MWPs problematic as they try to decode the literal meaning of every word in the phrase rather than comprehending the overall meaning. (Smith & Murphy, 2015, p.348)

Research has shown that reading comprehension is “a key area of difficulty” (Burgoyne, Whiteley & Hutchinson, 2011, p.345) and that EAL children with effective word decoding skills are not necessarily successful at whole text comprehension. In fact it is argued that “accurate and fluent text reading skills may mask underlying reading comprehension difficulties” (2011, p.351). Pupils might be able to access phonological and orthographical information about the words they read without understanding the semantic value of these words. The answer, as claimed by Burgoyne, Whitely and Hutchinson, is to incorporate oral language interventions from the foundation stage so that by Year 3, EAL pupils should be more successful at

comprehension (2011, p.353) due to higher vocabulary and phrase knowledge. Murphy (2015, p.36) also discusses the need for EAL pupil reading interventions which should be differentiated to suit the individual reader, targeting decoding skills with those who struggle at single word reading and depth of word knowledge with those who can decode but struggle with comprehension.

#### **2.4 Research on EAL vocabulary interventions**

There has been a paucity of research on the vocabulary acquisition of EAL children compared to the “wealth of research on vocabulary for monolingual children” (August, Carlo and Snow, 2005, p.52). This is particularly true in the UK, since, according to a review of intervention research for EAL sponsored by the Education Endowment Foundation (EEF) and the Bell Foundation, out of a total of 29 vocabulary based intervention studies only 1 was a UK based study compared to 27 studies from the US (Murphy, 2015). In relation to these US studies, it was noted that there were several, particularly those enhancing word knowledge and analysis strategies through whole text approaches, which could be implemented in the UK (Murphy, 2015, pp.iii-vi). The report (2015, p.vi) states that “The lack of UK-based (...) intervention studies aimed at supporting or enhancing English language and/or literacy development in children with EAL is alarming given (...) such high proportions of children with EAL in UK schools.” Clearly, there is significant need for additional research on how EAL children in UK primary schools learn vocabulary, as well as what interventions would be effective in supporting the acquisition process.

#### **2.5 EAL and teacher training**

Porter (2000, p.42) argues that for EAL pupils to learn effectively, mainstream teachers “must be knowledgeable about 1<sup>st</sup> and 2<sup>nd</sup> language acquisition”. She cites August (2000) that, in the

US, only 30% of teachers with ELL learners in their classrooms attended training in second language acquisition. In the UK, according to Naldic (Cable and Safford, 2008), Newly Qualified Teachers (NQTs) consistently rated preparation for working with EAL pupils as the “lowest aspect” of teacher training courses every year from 2003-2007. This led to new teachers feeling unskilled and underprepared to meet EAL pupil needs. In 2009 in response to this, The Andrews Review of Research into English as an Additional Language identified ten areas for further consideration in EAL policy. These included the development of a knowledge base for teachers comprising cultural, linguistic and cognitive dimensions (Andrews, 2009). Naldic petitioned for the introduction of specialised Initial Teacher Training (ITT) qualifications for EAL, as well as clearly structured pathways for teachers wishing to make EAL their career focus (Naldic, 2016c).

Regarding CPD for EAL, the 2009 National Audit of English as an Additional Language Training, found that there was “considerable diversity in the available provision” of CPD in different boroughs, (Naldic, 2014, p.3) meaning that available CPD often depends on the borough teachers work for. Furthermore, Saunders, (2016 pp.9-11) states that a large part of training, is found in printed materials, for example the “Excellence and Enjoyment” and “New Arrivals” documents which Hargreaves (1994, cited in Saunders, 2016, p.11) argues do not meet training needs. He states that teachers prefer CPD that involves collaboration rather than documentation.

Moreover, since 2011 CPD opportunities for EAL have decreased due to the mainstreaming of the EMA grant into the Direct Schools Grant (DMA). This meant schools were no longer required to use this endowment to fund support and training for EAL (Naldic, 2014). According to Naldic, although there is a “pressing need” for EAL training; “there is no evidence that central government has any plans to make provision for training” (Naldic, 2014, p.5). This

comes at a time where the increasing number of EAL children in UK schools, coupled with policy to teach these children inclusively, ensures all teachers are required to teach EAL pupils. It is questionable how teachers can be expected to provide differentiated and suitably challenging learning opportunities for EAL pupils (Great Britain. DfES, 2006. DfES, 2003) when they themselves do not have access to appropriate training. Thus research on what CPD opportunities teachers require in addition to the introduction of specific ITT qualifications would arguably be incredibly beneficial to both the primary teaching community and the EAL pupils they teach.

Literature reviewed above has led to the formation of research questions this study seeks to answer. These are as follows;

### **Research Questions**

- 1.** What are the main approaches used by participants to teach vocabulary and reading skills to EAL pupils?
- 1b.** Are differences in teaching approaches related to experience levels of participants?
- 1c.** What are the main influences behind teaching approaches?
- 1d.** How far do participants' approaches take into account research that has been done on vocabulary and reading skills acquisition?



### **3. Methodology**

The issues surrounding the learning of primary EAL children have been outlined above. Despite the extensive literature on vocabulary and reading acquisition, it is limited in relation to EAL and especially regarding the reflexive viewpoints of the teachers concerning their teaching approaches and the educational principles these are based on. A qualitative approach was used since the main aim of the study was to probe the experiences and beliefs of both teaching staff and those who manage EAL concerns. The analysis of these experiences and beliefs was based on the interpretation of interviews and transcripts and as stated by Dörnyei (2007, p.38) “The research outcome is ultimately the product of the researcher’s subjective interpretation of the data”. The resulting data has not been used as definitive proof but instead to “broaden” understanding of the research area (Dörnyei, 2007, p.40). This chapter will explain the reasoning behind the selection of the participants as well as the methodology used in both the data collection and analysis.

#### **3.1 The Qualitative Approach**

The choice of qualitative methodology reflects a desire to gain a “deeper understanding” of a “social phenomena” (Silverman, 2011, p. 22), namely that of how teachers view their

approaches to teaching reading and vocabulary to EAL pupils. To probe these opinions and beliefs in detail as well as encouraging participants to be self-reflective, a case study approach was chosen. This study could be termed a “collective study” (Hood, 2009, p.70) as it explores one issue through the viewpoint of more than one participant or ‘case’. It could also be termed an “exploratory case study” (Hood, 2009, p.70) as the project’s aim was to explore answers to the research questions and focus; “on the meanings people attach to experience and the realities they construct to make sense of the world” (Hood, 2009, p.81) rather than providing definitive evidence to support particular claims.

### **3.2 Selection of Participants**

Two groups of participants were selected; teaching staff and staff with managerial responsibility for EAL. Seven individuals were selected, two trainee teachers, three teaching staff and two staff members with managerial responsibility including; a primary head teacher and an EAL coordinator. For reasons of research coherence, all participants were taken from the field of primary rather than secondary education. This choice of primary teacher participants was guided by research suggesting that the gap in EAL and non-EAL achievement levels peaks during the foundation and primary school years (Naldic, 2016a).

In terms of the number of participants in the sampling plan, this took into account Silverman’s argument that; “small samples can sometimes yield big insights” (Silverman, 2011, p.392). Whilst wanting enough participants to gain a deep and varied insight into the research area (Dörnyei, 2007, p.126), quantity of data was not to be prioritised over quality of analysis. Although this study technically had seven participants, the two student teachers wanted to be interviewed together thus contributing to one rather than two pieces of interview data.

In aiming for participants that were “productive source[s]” of opinions and beliefs (Holstein & Gubrium, 2004, p.150) and could provide “rich and varied insights” (Dörnyei, 2007, p.126), the

first group of participants, the teachers, were chosen based on the number of years that they had been teaching, indicating a criterion based sampling plan (Dörnyei, 2007, p.127) . This plan was used to answer the research question regarding whether teaching approaches related to the length of participants’ teaching experience. In addressing this question the five participants chosen included; two student teachers, a newly qualified teacher (NQT), and teachers with 11 and 15 years of professional experience respectively, these were chosen based on the range of participants available to the researcher. The two students were contacted via a link with staff leading a BA education course, the teacher with 11 years of experience was a past colleague of the researcher and all other participants, including the second group of participants, were gained through a link with a local primary school.

The second group of participants, the head teacher and EAL coordinator, were chosen to add a different perspective. They provided information on what the managerial expectations of teaching EAL pupils are, as well as indicating factors, such as available support and CPD opportunities, which might constrain teaching approaches. The contrast and comparison of the data from this group of participants with that gained from the first group, arguably lead to a fuller and richer description of the research area and provided a form of triangulation (Polkinghorne, 2005, p.140).

**Chart showing participant details** *(all names are pseudonyms)*

<b>Participant</b>	<b>Role</b>	<b>EAL teaching / managing experience</b>	<b>Years of experience for teaching staff</b>
Becky	Student teacher	EAL on teaching practice	0
Lily	Student teacher	EAL on teaching practice	0

Louisa	Classroom teacher (NQT)	Teaching experience of EAL	1
Natasha	Classroom teacher & maths coordinator	Teaching experience of EAL	11
Sandra	Deputy Head & teacher	Teaching experience of EAL	15
Neil	Head-teacher	Managing experience of EAL	-
Karen	EAL coordinator	Managing experience of EAL & Teaching experience of EAL	-

For clarification, years of experience have been given for the teaching staff as this relates to research question 1b regarding whether approaches correspond to the length of professional experience. This information has not been provided for Neil or Karen as they are not directly responsible for classroom teaching.

### 3.3 Ethical Issues

In order to record the interviews, participant consent was obtained prior to starting the interviews. Participants were given consent letters detailing all ethical issues including anonymity and confidentiality, which they signed and dated. An example of the consent form is in the appendix section of this report.

### 3.4 The Interviews

The original data collection plan was to interview each participant twice with a gap of approximately one month between sessions. This gap was to enable the researcher to reflect and to analyse the data before creating more in-depth and probing interview schedules for the second session. As an iterative plan (Polkinghorne, 2005, p.140) not all data was gathered prior to analysis, but instead the analysis of the first set of interview data was used to inform the questions asked at the second session. The idea of carrying out two interviews came from Polkinghorne (2005, p.142) who states that although interviews are generally carried out only once during the research process, this is; “often not sufficient to produce the full and rich descriptions necessary for worthwhile findings”. He cites Seidman (1991) that ideally three interviews with time allowed between for participants to reflect on their accounts and the researcher to review transcripts leads to a higher quality of data. Due to the time constraints of this study, two interview sessions were deemed possible within the available time. Taking into account Seidman’s three part model, the second part of exploring thoughts in greater detail and the third of adding clarity to the account (Seidman, 1991, cited in Polkinghorne, 2005, pp.142-143) were combined in the second interviews.

This plan was adapted since not all participants were available for two separate interviews. The student teachers were only willing to undertake one interview and Karen, due to ill health, could only attend once. This required greater thought to be put into Karen’s interview schedule, since there was not time to ask as many introductory and exploratory questions as planned. Instead, her interview schedule took into account information gained from first session interviews with the three other participants working at the same school; Louisa, Sandra and Neil. All other participants were interviewed twice and interview schedules can be found in the appendix section.

Interviews were semi-structured allowing for both a; “clear picture of the topics that need to be covered” as well as the interview to “develop in unexpected directions where these open up important new areas” (Richards, 2009, p.186). This format also built rapport with participants by engaging them in a “conversation with a purpose” (Richards, 2009, p.186), thus encouraging them to provide rich data. Interviews were designed to take 10-15 minutes per participant with a total of approximately two hours of data to be collected. More time per interview was judged as providing too much data for successful and in-depth analysis, since as Dörnyei (2007, p.125) states the; “challenge is not to generate enough data but rather to generate useful data”.

### **3.5 Data Collection Materials**

First session interviews were based on two different schedules depending on whether participants had experience in either teaching or managing EAL. Questions were formulated based on the researcher’s key areas of interest.

In terms of the second interview schedules, since these were created after analysis of the first set of data, all schedules were participant specific and aimed at probing information given during first sessions. However one question was the same for all teaching participants. This probed the influences behind teaching approaches and was placed in schedules to ensure research question 1c was answered effectively. For this question, participants were given examples of possible influences as a prompt. All interview schedules can be found in the appendices.

### **3.6. Data Analysis**

Interview data was transcribed before the first layer of analysis, summarising the information given by each participant, was completed. Two further methods of data analysis were used to access participants' spoken and unspoken beliefs regarding EAL. The first method involved 'coding' or labelling the statements made by participants to identify the themes discussed. A 'second level coding' (Dörnyei, 2007, p. 252) was applied where extracts containing similarly coded information from different participants were combined to produce code specific discourses. This approach allowed for insight into the participants' educational beliefs related to EAL and indicated areas where these beliefs were similar or differed across participants. As stated by Dörnyei (2007, p. 254) "Coding is undoubtedly a key process in qualitative content analysis (...) but it should be accompanied by other essential analytical tools."

To access participants' unspoken beliefs, a discourse analysis approach was used to analyse the coded discourses identified. This approach's advantage is in being; "grounded in the data and thus (...) allow[ing] for conclusions to "emerge from the data" rather than from preconceived ideas" (Lazaraton, 2009, p. 245). Analysis focussed on aspects of critical discourse taking into account issues that participants had foregrounded and backgrounded in their speech, helpful in evaluating similarities and differences in participant beliefs. Additionally "agent and patient" relations (Paltridge, 2006, p. 180) from these discourses were explored, which helped to uncover how empowered or constrained participants felt in relation to teaching EAL pupils. The researcher then approached the literature critically to examine possible reasons why these principles and beliefs prevailed.

Findings from the interview process are presented and analysed in the next chapter.

## **4. ANALYSIS**

### **4.0 Introduction**

This chapter critically engages with findings from interviews with teaching staff and management, the procedure for which was discussed in the preceding section. The study's main aim was to discover teacher's spoken and unspoken beliefs about approaches used with EAL children, particularly relating to vocabulary and reading skills. This chapter is divided into three sections each focussing on a code specific discourse emerging from the interviews. Namely; tensions between using the L1 against the completely immersive L2 approach, the discrepancy between what research suggests about vocabulary and reading skills with participants' perspectives and finally, the role of training in establishing teaching approaches.



Within each section beliefs and approaches will be discussed and compared across participants. Reasons for different perspectives will be evaluated with reference to the literature.

#### **4.1 Tensions between using the L1 against the completely immersive L2 approach**

Different beliefs regarding the use of the L1 were explored through the interviews. Participants were divided between those utilising the L1; Sandra and Natasha, and the students, who believed that total immersion in English was the ideal. This division is explored throughout the following three sections, with possible reasons for it given with reference to the literature.

##### **4.1.1 The immersive language learning context vs. the L1 speaking environment**

Lily had a clear viewpoint on the tension between the immersive context and the L1 speaking home environment;

Extract 1 (for transcription conventions see appendix 4)

With children whose parents can't speak English at home  
.. they're tryin to constantly switch and so (...) they..don't  
grasp it as well because they're not having it.. everywhere. (students, lines 53-56)

Clearly, Lily correlates lack of language success with lack of immersion in the home environment. This points to strong support for a total immersion approach as well as for the "Comprehensible Input" theory of Krashen, that to learn an L2 successfully, children need multiple opportunities to access receptive language pitched at a level above their current competence (2009, p.21). In fact, the passive construction of the sentence; "they're not having

it..everywhere” accentuates the importance she assigns to EAL children accessing receptive language rather than practising productive language skills. It seems her support for immersion is founded on the precept that this is the main context affording pupils the necessary access to language input. It is this input she believes will prompt L2 acquisition.

Becky also recognises the importance of immersion and gives the example of a pupil on teaching practice. She asserts that although his mother was English; “obviously his English wasn’t as good as it could have been” (lines 60-61), as language support at home; “wasn’t as good as it could have been” (lines 63-64). The importance assigned to immersion is clear through the word ‘obviously’ linking a lack of language success to lack of L2 support at home. Evidently this student considers that having an English speaking mother should have given this child a language learning advantage.

Although these two students appear to give similar importance to L2 immersion, their perspectives may not be as analogous as they appear. Firstly their agreement on the significance of L2 immersion could be an artefact of the interview process, where interviewing them together has led to a consensus of opinion that would not otherwise have been reached. Secondly it is possible, through the use of discourse analysis, to identify a noteworthy difference; that of where blame is assigned for the lack of access to the L2. Lily, in extract 1, doesn’t appear to attach blame for either lack of L2 success or lack of immersion. This is seen through the sentence constructions used in reference to both agents, the children and the parents. When referring to the children, she uses two different constructions; those of active and passive sentences. She starts with the active sentence; “They’re tryin to” indicating the amount of effort the children give to code-switching. She proceeds to the passive sentence; “They’re not having it everywhere.” Evidently she does not assign blame to the children as

although they are actively trying to be successful, they do not have access to the one thing she feels would enable them to succeed; the immersive environment. She states the parents; “*can’t* speak English at home”, with the verb ‘*can’t*’ indicating they are powerless to provide this support. Thus she presents both agents, the children and the parents, as lacking power, they endeavour to achieve success but lack the necessary skills to do so. Becky however presents an entirely different situation, the parent in her example has the ability to provide L2 support but does not, therefore she is seen as being at fault.

Sandra in contrast, foregrounds the effect lack of immersion has on teachers’ workloads, stating;

#### Extract 2

“If (...) they’ve got (...) language difficulties at home so no-one speaking English (...) all they get is what they’ll be getting in school time so that obviously amplifies how much you need to try and do with them.”

*(interview 2, lines 68-71)*

Instead of highlighting the negative impact of L1 immersion in the home, as the students did, she focuses on the importance of school language work, since this is “all they get”. This implies that pupils without access to English at home will need greater language support at school, which she sees as the teacher’s responsibility to provide. The repeated use of the verb ‘try’ which she previously uses in reference to parents; “to try and immerse them in as much English as possible” (*interview 1, lines 23-24*) indicates a belief that success in the L2 depends on support from both parents and teachers. Collaboration between the two is emphasised by her approach of inviting parents into school to provide L1 support, though she acknowledges this is only possible if the parents are fluent in English (*lines 18-21*). She recognises the

usefulness of the L1 to L2 development as well as the immersive L2 environment, both perceived as being constrained by parents' language competencies.

Strikingly, although schools are obvious examples of immersive language environments, two participants, Sandra and Karen, identified differences in the effectiveness of immersion in the Foundation Stage compared to Key Stages 1 and 2. Sandra stated that while an EAL child in year two had "made excellent progress" (*interview 1, line 37*), it did not match that of another EAL child in reception who had experienced accelerated progress. She asserted;

#### Extract 3

"You are immersed in language 24-7 in reception which is very different to the formal side of teaching where you're sat and spoken at."

*(interview 2, lines 11-12)*

This is supported by Karen who affirms;

#### Extract 4

"They tend to pick up English erm quite.. easily in the (...)

nursery cos it's a lot of play, a lot of talk, a lot of

stories." (*lines 38-40*)

According to these participants the immersive environment is not just one where pupils hear the language but where they have multiple opportunities to use it, for example in play, talk and stories. Sandra argues the foundation stage is ideal for this since it is "child initiated", (*interview 2, lines 5-6*) focussing on speaking and listening skills and is thus less formal than

KS1 and KS2. By highlighting advantages of the Foundation Stages' immersive environment, these participants indicate belief in Swain's theory of comprehensible output where; "output facilitates second language learning in ways that are different from, or enhance, those of input" (1995, p.371). Unlike Lily who assigns importance solely to pupils accessing rich language input, Sandra and Karen believe it is the combination of input with opportunities for output that contributes to language learning success.

#### **4.1.2 Using the L1 to aid L2 development and the constraints on this approach**

Although extract 1 signals the negative opinion Lily attaches to code-switching, this is in direct contrast to Natasha's viewpoint as she makes significant use of translation and code-switching, particularly in her choice of writing assignment;

##### Extract 5

"I just asked them to retell the story but they retold it in their own language (...) when they typed bits of it into Google Translate (...) you could see that they had picked up, so we worked on noun phrases." (*interview 1, lines 37-40*)

One potential reason for using this translation technique is to expand pupil's metalinguistic awareness and thus accelerate language learning (Graf, 2011, p.55). Another is to boost the children's academic vocabulary (Rose, 2008) by drawing attention to equivalent words in their own languages. Additionally it provides a form of assessment, since when translating children's work, Natasha observes that they had "picked up" story events and thus achieved the learning objective of story retelling. Arguably, had pupils written in the L2, where fluency is lacking, they could not have so clearly demonstrated learning.

The use of nominalisation in this extract suggests a collaborative approach between teacher and pupils since there is an even spread of the pronouns 'I' and 'they' leading to the pronoun 'we'. Natasha, takes the pupils' output in the L1 as a starting point for language work rather than working on aspects of the L2 which she assumes they need practice with. This is an example of differentiated or multi-level planning, where groups of pupils are given different activities to their peers to meet specific needs (Great Britain, DfES, 2006, p.14). It is also an approach which actively uses children's L1 languages, compared to Sandra's approach;

#### Extract 6

"If they want to talk to you in their language not stifling that, but when you're trying to work with them 1:1 or in a small group reinforcing the key words you would like them to use within the context." (*interview 1, lines 76-78*)

This is a passive approach; translation techniques will be capitalised on only when the child chooses to use their first language rather than as initiated by the teacher. The nominalisation suggests that it is less collaborative than Natasha's approach, as there is far greater use of the pronoun 'you' than 'they', although in making the choice to use their own language, pupils gain some power over their learning process.

Natasha and Sandra appear to use the translation approach for different lengths of time. Sandra feels that using the L1 is helpful to the development of initial L2 vocabulary knowledge (*interview 2, lines 78-79*) whereas Natasha gives no indication that this is just a short-term approach. In fact, she lists five different translation resources that she uses, specifically; dictionaries, online programmes, multilingual classroom assistants, children and parents (*interview 1*). This is compared to Sandra's use of one resource; that of the children. Furthermore Natasha talks about using translation for a wider subject range, including; maths,

science and history, thereby signifying the importance she affixes to it and the likelihood that it is a long rather than short-term approach (*interview 1, lines 48-60*). In relation to the literature, the teachers appear to reflect two different standpoints. Sandra's approach reflects policy supported by the coalition government, that responsibility for maintaining the L1 rests with the L1 speaking community (Cambridge Assessment, 2012), since although she uses the L1 to establish L2 vocabulary knowledge, she does not actively maintain and develop it. Natasha's widespread use of the L1 however, reflects the viewpoint of Naldic; that pupils benefit from developing their L1 alongside their L2 (Naldic, 2012).

One reason for this disparity, could be the priorities of different schools and boroughs that both participants work for. Natasha works for a school, and presumably borough, with large EAL numbers (*interview 1, line 4*), whereas Sandra works for a school and borough with low numbers. According to Sandra these low numbers could be the reason for the borough's limited use of translation (*interview 1, lines 123-124*). Moreover, although the first borough that Sandra worked in had high levels of EAL, she admitted that translation was done by specialist staff rather than herself (*interview 1, lines 121-123*). Thus she is inexperienced with this approach even though her years teaching exceed those of other participants. Therefore regarding the research question of whether choice of approach links to how long participants have taught for, it appears more linked to the amount of EAL specific experience undergone and the varying priorities of schools and boroughs they work for.

#### **4.1.3 Understanding the child's educational competence in their L1**

Whilst Natasha and Sandra focussed on using the L1 to aid L2 development, the head-teacher prioritised using it to ascertain levels of academic competence, expressly how effectively EAL pupils learnt and what conceptual knowledge was gained from previous schooling, stating:

##### Extract 7

“Understanding the children’s level of comprehension in their own language is often a good gauge because (...) if we’ve got (...) an academically bright child who happens to speak another language there should be no barrier to them being an academically bright child as soon as they grasp English.”

*(interview 1, lines 56-59)*

This use of the L1 reflects the possibility of the child’s cognitive ability being in advance of their language level (Great Britain. Ofsted, 2013, p.4). To gain a clear picture of academic competence, assessment needs to make use of the L1, as the child may be unable to express knowledge in the L2. Intriguingly, this extract backgrounds the procedure of how L1 assessment is carried out in a school where, even with low EAL numbers, approximately 12% of total pupils (*interview 1, line 6*), there is a “broad spectrum” of first languages (*line 31*).

Furthermore, assessment through the L1 seems prioritised to different levels by staff in the same school. In contrast to extract 7, Louisa, asserted that initial EAL assessments were;

#### Extract 8

“just the normal classroom activities (...) and then looking at it (...) on a whole with the entire set (...) just to see if there was any difference cos they could be on the same level.” (*interview 2, lines 37-44*)

Although choice of EAL assessment scale is at the discretion of individual schools (British council, 2016), at this school no specific scale is used. Instead, EAL pupils are assessed similarly to non-EAL pupils. This approach does not consider that, as discussed above, academic competence of EAL pupils is most accurately ascertained through the L1, particularly as research suggests that pupils with impoverished English vocabularies can be mistaken for



having a learning disability (August, Carlo and Snow 2005, p.51). Disquietingly, in the absence of national EAL assessment methods there is, at this school at least, a lack of school-wide policy on EAL pupil assessment too.

#### **4.1.4 Conclusion**

The above findings imply that in the conflict between utilising the L1 and immersion in the L2, there is no standardised approach employed by all participants. Instead participants use different approaches, e.g. in the importance assigned to immersion by the students compared to the use of the L1 by Natasha and Sandra. There was also variation within similar approaches; in the uses of the L1 made by three participants. While Natasha and Sandra both use the L1 for translation, albeit to differing extents, Neil prioritises the L1 to assess competence. This lack of standardised approach is concerning, particularly as research emphasising the importance of the L1 for L2 development (Graf, 2011, p.55. Great Britain. DfES, 2007), was not identified by all participants. Moreover it indicates that language support for EAL pupils is highly dependent on beliefs of individual teachers and schools rather than standardised guidance.

Regarding the question of whether different teaching approaches are linked to amount of teaching experience, this assertion seems over-simplistic. Instead, arguably, other factors influenced participants' choice of method namely; their specific experiences with EAL, their beliefs regarding pupils' learning and priorities of different schools and boroughs.

Concerning assessment, extracts 7 and 8 indicate wide divergence in approach, even though both participants work at the same school. Evidently the lack of standard national assessment methods for EAL has led, not just to a variety of methods employed at different schools, i.e. in the accounts of Louisa and Natasha, but to a lack of standardised policy within individual

schools. It remains unclear how teachers working with such limited guidance can be expected to attain accurate assessment data and provide teaching that is appropriately differentiated to meet EAL specific needs.

## **4.2 The discrepancy between research on vocabulary and reading skills and participant opinions**

Vocabulary acquisition is one of the most important aspects of language learning for EAL students, since a small lexicon causes both communication and comprehension difficulties (Milton and Roghani, 2015). It is estimated EAL pupils need to acquire approximately 5,000 words for academic success (Adolph and Schmitt, 2003 cited in Milton and Roghani, 2015, p.307) which can take up to seven years to achieve (Demie, 2013. Strand & Demie, 2005). This is a significant time period considering the performance gap between EAL and non-EAL pupils on national tests. (Naldic 2016a, Great Britain. Ofsted, 2009). Research identifies specific areas of difficulty for EAL pupils as; depth of word knowledge (August, Carlo and Snow, 2005) and understanding of MWP's (Smith & Murphy, 2015), with vocabulary knowledge linked to reading skills acquisition (Smith and Murphy, 2015, August, Carlo and Snow, 2005).

The next four sections explore to what extent participants' knowledge bases reflect the literature on vocabulary and reading skills acquisition. The specific approaches used in the teaching of these areas are also examined. This directly informs one of the key research questions this study aims to address.

### **4.2.1 Tension between vocabulary research and information given by participants**

All participants mentioned vocabulary as a particular area for EAL development, with Sandra, Karen and Neil focussing on that needed by initial learners. Karen asserted a need for vocabulary groups to be established;

#### Extract 9

“It’s vocabulary groups (...) and games and things to stimulate their language and then (...) construction work to help them with their grammar, would be a small group with (...) 2 or 3 children who are the models.” *(lines 154-160)*

This indicates support for native speaking children being language models for EAL pupils (Great Britain. DfES, 2005), since the need to develop language for effective communication with peers is a motivating factor in language acquisition (Grosjean, 2010, p.171). There is no mention of the specific areas of vocabulary to be covered except those that “stimulate language”, the implication being that it is initial rather than advanced speakers who need support. However, literature supports the opposite; it is advanced learners who need support to develop their academic vocabularies (Great Britain. Department of Education and Skills, 2005, Milton and Roghani, 2015). Furthermore, research demonstrates that the need to develop language for peer communication can have limited impact on the acquisition of academic vocabulary (Milton and Roghani, 2015). By linking vocabulary to the broad concepts of grammar and language, Karen indicates an inability to discuss the concept of vocabulary in-depth.

Neil also concentrated on vocabulary needed by initial rather than advanced speakers. He concentrated on common nouns and the approach of teaching these through visual representations. He additionally discussed the approach of immediately teaching phrases that allow children to express needs;

#### Extract 10

“Key school related language points are real quick ones so that the child can communicate their need with the teacher “I need something to eat”, “I need a drink”, “Where’s my peg?” *(interview 2, lines 75-77)*

He appears to prioritise the teaching of formulaic phrases, however this is complicated by having included two different grammatical patterns here – “I need..” and “Where’s..?”, one a statement and the other an interrogative form, which he feels an EAL pupil would manipulate to express their exact need, e.g. in using the infinitive ‘to eat’ or the noun phrase ‘a drink’. This belief in the pupil’s ability to manipulate structures does not reflect SLA theory that before restructuring can take place, phrases need to be noticed, automatised and consolidated (McLaughlin, 1990, p.120). Thus it appears he has very high expectations of what pupils can be expected to achieve quickly.

Conversely, Natasha, pinpoints vocabulary difficulties experienced by advanced language learners;

#### Extract 11

“I think because they have such narrow experience of the vocabulary they (...) sometimes get the thesaurus and they use the wrong word”  
*(interview 1, lines 282-284)*

She focuses on what the literature terms “depth of word knowledge” (August, Carlo and Snow, 2005, p.51), giving the example of a child choosing the word ‘sympathetically’ as a synonym for the word ‘helpfully’. In identifying that EAL pupils have “narrow experience of vocabulary”, she

understands that words need to be encountered multiple times for pupils to fully develop their understanding of word meanings and the contexts for their usage (Ouellette, 2006). However unlike the literature (Murphy, 2015) Natasha does not suggest targeted intervention on word depth knowledge, instead her approach includes training on the use of dictionaries to check definitions, a strategy that relies heavily on their ability to spell accurately and find words at speed.

In answering research question 1d it appears that participants' teaching approaches in this study do not greatly take into account research on vocabulary learning. Arguably this is, at least in part, due to lack of ITT and CPD opportunities concentrating on the vocabulary and reading skills of EAL pupils, discussed in section 4.3.

#### **4.2.2 Difficulties in reading comprehension and suggested teaching approaches**

Regarding the performance gap in reading between EAL and non-EAL, there was a tension between what the literature suggests (Naldic, 2016a) and that presented by participants. Both Neil and Karen underplayed the gap by stating that variation in performance was dependent on the yearly cohort of pupils. Although Karen indicated a belief in a gap particularly for comprehension, she did not have access to the data to be able to confirm this.

Lily, Natasha and Sandra all targeted comprehension difficulties through slightly different approaches relating to text choice, for example Lily discussed the importance of providing texts that are motivating to pupils since;

##### Extract 12

“If it was something they were interested to read they were more likely.. to put the effort in to read it and remember what they'd read or be able to explain what they've read”. (*student interview, lines 114-116*)

Here she shows an awareness of information processing theory; most noticeably that greater cognitive effort invested in reading will lead pupils to an increased memory trace of what has been read, a concept more commonly used in reference to general learning ( Craik, 1972. p.677). She argues that better memory trace helps pupils explain what they have read thus improving comprehension skills. This approach of aligning text choice to pupil interests puts the impetus on the pupils to become successful at comprehension, seen through the repetition of the pronoun 'they', rather than on the quality of the support offered by teachers.

Natasha uses her choice of text in two different ways to aid comprehension, depending on whether pupils are working on fiction or non-fiction texts. She prioritises the latter since;

#### Extract 13

“Pictures are there and if they have good knowledge of the world which they will do (...) those are the types of books I pick first cos then it’s there and they can really talk about it.” *(interview 1, lines 142-146)*

Her choice of text is governed by pupils’ conceptual knowledge, which she believes will help with vocabulary acquisition, through the direct mapping of vocabulary from the L1 onto the L2. Visual clues also support their developing L2 lexicons, since they provide a way for the child to access and discuss existing knowledge. New vocabulary is then reinforced by follow-up discussion focussing on words and phrases found in the text. This approach heavily supports guidance on comprehension found in the literature (Duke and Pearson, 2008. Wyse, Jones and Bradford, 2000). As in extract 12, the use of nominalisation emphasises the role of the pupil, but differs by giving prominence to the importance of textual features and the pupils’ conceptual knowledge to improve achievement in comprehension. This approach of using the pupils’ prior knowledge to scaffold their learning may reflect policy that relates conceptual

knowledge to language level (Great Britain. Ofsted, 2013), or it may be a generalised strategy to support a wider range of pupils. Sandra has a similar approach of choosing texts with visual images and using these for discussion work. However, unlike Natasha, she selects both fiction and non-fiction texts.

When teaching comprehension on fiction, Natasha's approach is to choose animated rather than written texts;

#### Extract 14

“They will use really basic vocabulary (...) you take the pressure off reading  
and you focus on comprehension.” *(interview 1, lines 154-157)*

She separates the two processes of decoding and comprehension (Rose, 2008, Great Britain. DfES, 2006) purely targeting that of comprehension in a differentiated and scaffolded approach (Great Britain, DfES, 2006). Once pupils understand the vocabulary and are confident with comprehension, they progress to written texts, thus reuniting the two processes. The initial removal of the decoding process implies a lack of agreement that pupils have gained sufficient orthographic, phonological and semantic word knowledge to successfully complete exercises which require both processes (Great Britain, DfES, 2006). What remains unclear is whether this approach is used specifically to meet EAL needs or is a generalised approach.

In relation to visual clues, Natasha appears to believe that pupils are more reliant on these when working with fiction rather than non-fiction texts, choosing animation so that the constant visuals support pupils in developing their L2 lexicons.

In contrast to the other participants, Louisa highlights the cross-curricular implications of reading comprehension emphasising the relationship it has with problem solving;

#### Extract 15

“The whole class really struggle with problem solving, reading word problems (...) so I wouldn’t say that he struggles more than the rest (...)it’s the wording of the problems and it’s trying to work out what it’s actually asking you.”

*(interview 1, lines 145-160)*

Louisa gives an example of the difficulties faced by a specific EAL pupil however, she backgrounds the implication that these struggles are directly related to him having EAL. Instead she emphasises that the whole class find problem solving difficult, seen in the limited reference she makes to this pupil, only one use of the pronoun ‘he’, compared to the two references to other pupils; those of ‘whole class’ and ‘the rest’. In terms of his achievement, she stresses that he is in the bottom set for both literacy and numeracy but that, apart from his weekly session with the EAL advisor, she is not providing additional language support for him since; “He’s quite capable to keep up” *(interview 1, line 27)*. This is in contrast to DfES recommendations for differentiated teaching and support for EAL (Great Britain, DfES, 2006) and that of having high expectations for the learning of EAL pupils (Great Britain. Ofsted, 2013). However arguably in not distinguishing him as different, she is pointedly not identifying his developing language competency as a form of SEN (Great Britain. DfES, 2003).

#### **4.2.3 The generalised teaching or ‘one size fits all’ approach**

Teaching approaches for vocabulary and reading seemed predominantly generalised to suit all pupils rather than targeted to specific EAL pupil needs. This can be identified through the approaches of; choosing texts to match children’s interests and pre-existing conceptual knowledge, teaching dictionary skills and providing visual clues and flashcards to cement



vocabulary understanding. Exceptions to this include; L1-L2 translation, used particularly by one participant, and the explicit teaching of school related vocabulary and phrases.

Two participants mentioned the proliferation of generalised approaches, Lily and Karen. Lily remarked;

#### Extract 16

“I really think it’s difficult to say it’s just for EAL learners I think it’s always supportive for all children.” *(student interview, lines 157-159)*

This implies that regardless of government documentation (Great Britain. Ofsted, 2013, Great Britain. DfES, 2006, Great Britain. DfES, 2003) in the experience of Lily, there is a lack of differentiated support and planning to meet EAL specific needs. This statement was echoed by Karen, who agreed that teaching approaches were generalised;

#### Extract 17

“Yeah because that’s all we have we don’t have, we haven’t got enough support but I mean I find it hard to look for strategies to help them [children].”

*(lines 146-147)*

In this extract, generalised approaches are clearly linked to lack of support and training, particularly in the repeated negative phrases; “we don’t have, we haven’t got”. By using these phrases and foregrounding lack of support, the coordinator depicts teachers as powerless to provide more targeted methods, the generalised ones are; “all we have”. This paucity of bespoke support is also evidenced by literature detailing the lack of UK-based EAL vocabulary and CPD studies (Murphy, 2015). As EAL coordinator, this participant should have expertise regarding approaches for EAL, and yet she lacks confidence; “I find it hard”. Arguably there is a

link between her low confidence and a lack of CPD opportunities; since she states that as coordinator she has only been on one training session. Moreover this training dealt with the language needs of new arrivals rather than those of advanced language learners.

#### **4.2.4 Conclusion**

Findings explored in this section highlight several significant implications. Firstly, regarding question 1d on the impact of vocabulary and reading skills acquisition research on teaching approaches, it appears participants are either not aware of, or have not considered, the research in this area. This is evidenced in the disparity between specific areas of difficulty for EAL pupils given by the research namely; vocabulary size, word depth and MWP knowledge and the very broad remit given by participants. In fact, Louisa completely misunderstood the meaning of vocabulary, confusing it with morphology by stating that verb tenses were a difficult aspect of vocabulary for EAL pupils (*interview 1, lines 73-74*). This is worrying, as it suggests that lack of teacher knowledge may prevent EAL pupils from receiving targeted support they desperately need.

Secondly, the majority of teaching approaches appeared generalised, rather than the EAL specific interventions highlighted by literature (Murphy, 2015. Burgoyne, Whitely and Hutchinson, 2011). Furthermore, they gave greater emphasis to the needs of initial rather than advanced language learners, despite research suggesting advanced learners need support to acquire academic vocabulary (Milton & Roghani, 2015. Great Britain. Department of Education & Skills, 2005). Arguably participants demonstrated a necessity for increased training to ensure their teaching reflects research findings and thus is more directed towards EAL vocabulary and reading needs. It is inconceivable that at a time of increased EAL numbers and a significant achievement gap between EAL and non-EAL pupils, EMA funding has been cancelled and LEA

central services have been disbanded leading to decreased teacher support and training (Naldic, 2014).

### **4.3 The role of training in shaping teaching approaches for EAL**

The ongoing debate over whether teachers' CPD needs are being met (Naldic, 2016c, Saunders, 2016. Naldic 2014) made it crucial that this study explored the connection between teaching approaches and training. Research question 1c reflected this by asking for the main influences behind participants' teaching approaches and identifying ITT and CPD as possible factors. It would not have been possible to answer this question effectively without considering the issue of training and its impact on EAL teaching.

The issue of training could be the basis for an entire research study by itself, hence this section looks solely at the effect it has on teaching approaches and explores some of the constraints that participants feel have been placed on training for EAL.

#### **4.3.1 Influences behind teaching approaches**

Sandra stated;

##### Extract 18

“Personal experience first and then if you haven't got personal experience  
(...) then looking at CPD opportunities, (...) your EAL subject leader talking  
to colleagues who may have had those personal experiences and then  
going on the appropriate courses” (*interview 2, lines 131-134*)

She clearly identifies CPD as working with more experienced colleagues, identifying training courses as the last resort for teachers to increase their EAL knowledge bases. The active construction of the sentences with the focus on the three verbs “looking”, “talking”, “going”,

indicates responsibility for CPD is assigned to teachers who must actively find information rather than expect it via training. The repetition of the phrase “personal experience” indicates a belief that the development of a teacher’s knowledge base is dependent on the experiences and interests of the teacher themselves.

Louisa, and to a lesser extent Natasha, also assign importance to the value of personal experiences and those of colleagues in influencing teaching, supporting the literature that teachers prefer collaborative CPD over written materials (Hargreaves 1994 cited in Saunders, 2016 p. 11). The influence of colleagues on teaching approaches could be considered problematic as their advice, although coming from a place of experience, is not necessarily grounded in SLA theory (August, 2000).

In terms of CPD constraints, Natasha states;

#### Extract 19

“We don’t really have a massive EAL support within our borough  
there used to be (...) but there isn’t so much there anymore (...) funding  
funding funding.” *(interview 1, lines 203-212)*

She highlights the impact of changing budgets on EAL support, with schools and teachers seemingly required to provide a high standard of education for EAL pupils (Great Britain. Ofsted, 2013, Great Britain, DfES, 2006) with limited outside support or training. This is further discussed by Karen who states that the “limited” support package the school can afford amounts to a choice between having EAL advisors working 1:1 with children or running CPD sessions, because;

#### Extract 20

“There’s no money.” (*line 210*)

The short sentence here presents this as a fact which teaching staff and schools are powerless to change. It is little wonder that participants prioritised using their own experiences and those of colleagues rather than CPD to guide teaching approaches, since, as suggested by the literature, there is a paucity of training and development opportunities available (Naldic, 2016c) caused by funding limitations (Naldic, 2014).

#### **4.3.2 Conclusion**

Findings explored above raise important issues regarding the questions posed by this study. Concerning question 1c, of what influences teaching approaches, most participants underplayed the role of training in influencing their teaching. In fact Sandra, in extract 18, identified training courses as a last resort to increase teachers’ EAL knowledge bases. Lack of funding for CPD training, seen in extracts 19 and 20 and in the literature (Naldic, 2014), has seemingly led to participants taking on responsibility for their own CPD. Thus, as mentioned in extract 18, discussions with EAL coordinators and experienced colleagues have been prioritised. Unfortunately for participants at the school in this study, the EAL coordinator had only attended one training course (*line 185*) and did not have access to assessment data (*line 111*). Therefore she arguably lacked both the necessary experience and knowledge to be considered an EAL “expert”. Moreover, although experienced colleagues may provide advice from their own teaching experience, this will not necessarily reflect SLA theory (August, 2000).

Concerns are also raised by the findings about the effect a lack of funding and training has on staff and the EAL pupils they teach. This was exemplified by the choice faced by Karen between using the limited budget for 1:1 support with a selection of EAL pupils by outside staff or for training (*lines 20-25 & 212-224*). This budgetary constraint seems vastly short-sighted,

since additional funding spent on CPD would surely develop skills in-house, enabling staff to both teach more effectively and to take on intervention support for a wider range of pupils.

The next chapter will build on findings from this study and discuss them further in light of the research questions. It will also give implications and recommendations for further research and development.

## **5. DISCUSSION**

Building from the preceding chapter's conclusions, the main areas of interest emerging from the interviews included; a lack of standardised teaching approaches across participants particularly regarding the role of the L1, the paucity of standardised methods of assessment

and participants' lack of awareness of research findings regarding the vocabulary and reading skills acquisition of EAL pupils. Additionally findings highlighted the complex and adverse relationship between CPD and the teaching and learning of EAL pupils. In order to ensure that the research questions for this study are answered, this chapter will be divided into sections according to the questions and each section will end with recommendations for further research.

### **5.1 What are the main approaches used by participants to teach vocabulary and reading skills to EAL pupils?**

The majority of approaches mentioned by participants seemed generalised rather than specific to EAL pupils. Examples included; supporting vocabulary with visual clues and flashcards, the careful choice of texts for comprehension and the teaching of dictionary skills. More targeted approaches included the explicit teaching of school related vocabulary and phrases and the use of the L1. Regarding the latter, participants disagreed on whether it was an appropriate method or whether it would be more beneficial to emphasise complete L2 immersion. Of those who prioritised using the L1, they did so for two different reasons, either to support vocabulary development in the L2, or as an assessment tool to ascertain pupil competence and prior knowledge. However it is unclear to what extent the latter justification was reflected in actual practice. The lack of a cohesive stance on the L1 is reflected in the literature, since although policy of the coalition government suggested that maintenance of the L1 was the responsibility of ethnic communities (Naldic, 2012), Ofsted cited a specific school as an example of outstanding practice partly because teachers there made significant use of the L1 (Great Britain. Ofsted, 2012).

Arguably, the variety of teaching approaches outlined by participants is the net effect of the absence of a uniform national policy for the use of the L1. Therefore it is reasonable to

conclude that inconsistent teaching methods could result in significant variation in the educational experiences and achievement levels of EAL pupils. There are indications too that teaching approaches are more tangibly linked to the experiences and beliefs of individual teachers as opposed to national guidance.

An additional repercussion of this policy absence is the difficulties it presents to teachers, who may struggle to ascertain what good teaching practice is for EAL. Without this, it is hard to understand how they can be expected to provide the effective teaching and support needed by EAL pupils and required by official guidance (Great Britain. Ofsted, 2013. Great Britain. DfES, 2006).

A recommendation would be the establishment of a uniform national policy on the use of the L1. Since it is unlikely that school budgets can finance multilingual support staff, particularly since the cancellation of the EMA budget, clarification should be given on the range of resources available to help teachers with the translation approach. This would help to avoid the misconception, as expressed by Sandra (*interview 2, line 67, lines 73-75*), that translation can only be utilised by adults with a working knowledge of pupils' first languages.

## **5.2 Are differences in teaching approaches related to experience levels of participants?**

The assertion that choice of teaching methods is directly related to the amount of years teaching experience participants had is vastly oversimplified. Instead, a range of factors can be seen as influential to the choice of method, including the priorities and budgets of the boroughs and schools that participants work for, advice given by colleagues and the personal beliefs of individual participants regarding how EAL children learn. There does not appear to be one definitive factor in why participants use differing approaches or, in fact, similar approaches to differing extents.



As this study identified a wide and more complex range of factors influencing teaching techniques than years of experience, further research is imperative to explore and unpack these elements. This will broaden the understanding of root causes behind the lack of standardised teaching approaches for EAL. Studies of this type would need to extend their scope beyond the small scale of this exploratory study.

### **5.3 What are the main influences behind teaching approaches?**

As discussed in section 5.2, a range of factors were identified by participants as being influential to their teaching approaches. In addition to those explored above, of particular note was the importance participants placed on personal experience as well as advice of more experienced colleagues. Participants did not overtly identify local or national policy as influencing choice of teaching method. Training was also not identified as a significant influence, since participants claimed they had had limited access to ITT and CPD targeted at EAL teaching.

Three participants emphasised their belief that limited CPD opportunities directly resulted from funding shortages, a belief evidenced by the literature (Naldic, 2014). There is a conceivable link between low training levels and participant preference to seek advice from experienced colleagues. This is problematic because the colleagues in question may not have vast knowledge of SLA theory (August, 2000). However, findings did not simply outline a dichotomy of choice between experience of colleagues versus CPD. Participants also identified the influence that the lack of available CPD opportunities can have on teaching methods, for example Karen asserted her belief that the dearth of CPD support was directly responsible for the prevalence of generalised rather than targeted teaching approaches.

As evidenced by the literature (Andrews, 2009), research identifying teachers' CPD needs is urgently required. This research ideally needs to make strong policy recommendations, for example considering the viability of implementing a borough-wide standardised CPD programme. Based on the findings of this study, it seems conceivable that increased CPD would be of substantial help in ensuring that teachers have access to SLA theory. This would ensure that their teaching is both targeted to meet the needs of EAL learners and adequately addresses the issue of the performance gap. However, I recognise that as CPD is heavily dependent on increased funding, this may be a long rather than short-term aim.

In the interim, I support the argument put forward by Naldic that the establishment of specific ITT qualifications for EAL, alongside clearly defined career pathways for staff wishing to specialise in the teaching of EAL (Naldic, 2016c) would be highly beneficial. This is particularly relevant, if as illustrated by this study, teachers do prioritise advice from colleagues as a form of CPD, since trained EAL experts, once disseminated across UK schools, could provide advice linking experience and crucially, knowledge of SLA theory.

#### **5.4 How far do participants' approaches take into account research on vocabulary and reading skills acquisition?**

The lack of detail participants gave about vocabulary learning is disquieting, if the detailed account found in the literature is representative of the knowledge base good teaching practice requires. Participants seemed unable to identify both areas of difficulty in the vocabulary learning of EAL pupils in general, as well as the specific needs of advanced learners. Firstly, they did not specify aspects such as vocabulary size (Milton and Roghani, 2015) and MWP knowledge (Smith & Murphy, 2015,) while only one participant mentioned depth of word knowledge (August, Carlo and Snow, 2005), all of which the literature identified as key areas of

difficulty for EAL learners. Louisa, in her identification of verb endings as an area of difficulty, confused vocabulary with morphology.

Secondly, the majority of participants chose to discuss vocabulary needs of initial rather than advanced speakers, even though research indicates the biggest difficulty for EAL pupils is in acquiring a lexicon sufficient for academic success rather than for basic communication (Milton and Roghani, 2015, Great Britain. Department of Education and Skills, 2005). These issues are arguably intertwined with CPD, as participants stated the limited training available to them had centred solely on initial language needs. Three of the seven participants mentioned a desire for additional CPD to target specific approaches for advanced learners, particularly since, as stated by Natasha; “better speakers (...) have their own difficulty” (*interview 1, lines 243-244*).

Further research on teachers’ knowledge bases regarding vocabulary and reading skills is needed to ascertain whether findings from this research project are confined to this study or representative of the national situation. If the latter is proved to be the case, additional CPD focussing on the vocabulary and reading needs of EAL pupils, particularly those of advanced language learners, would be a beneficial step in dealing with the performance gap.

In the meantime a tentative suggestion would be that, as recommended by research (Murphy, 2015), vocabulary and reading interventions for EAL be tailored to meet the exact needs of individual pupils; focussing on decoding skills for those struggling with single word reading and depth of word knowledge for those struggling with comprehension.

### **5.5 A Further Area for Consideration: EAL Assessment**

Besides providing findings related to the original research questions, this study also raised significant concerns regarding the assessment of EAL pupils. In particular, the impact on pupil assessment caused by the lack of a clear national EAL policy was highlighted. Under current

guidelines, not only are schools free to choose which EAL scale to use (British council, 2016), some schools, such as the school in this study, chose not to implement any form of EAL specific assessment. This is of concern, since although policy calls for differentiated and targeted support for EAL pupils (Great Britain. DfES, 2006. DfES, 2003), it is questionable how possible this is if the assessment used to identify this support is not also differentiated. The school described here appeared to lack cohesive policy on all aspects of EAL assessment since, as identified in the preceding chapter, both the head-teacher and Louisa had very different perspectives on how the L1 was used to inform assessment. Furthermore, Karen's role was restrictive in its scope particularly because of her lack of access to quantifiable data on EAL performance, such as national test scores. Without access to this data, it is debateable how she could accurately measure the EAL and non-EAL performance gap (Naldic, 2016a) both within school and against other local schools, as well as provide suitable resources for targeted interventions.

A recommendation is that research contributing to the establishment of a cohesive and nationwide assessment plan be undertaken. Since a criticism of the main EAL scale, the QCA "Language in Common" framework, is that it provides guidance purely for initial learners, (Northern Association of Support Services for Equality & Achievement, 2001, p.4), a viable plan should take into account all stages of language learning, particularly focussing on the acquisition of academic vocabularies and skills for advanced learners. Clear guidance is needed on how performance data should be used to have the greatest impact on teaching and learning, thus avoiding situations such as the lack of access to data experienced by the coordinator in this study.

## **5.6 Conclusion**

To conclude, this study, although implemented on a small scale, has highlighted several significant areas for further research. These include; how teachers' knowledge of research on vocabulary and reading skills acquisition informs teaching methods, how CPD can lead to the use of targeted teaching approaches for EAL pupils ensuring that the needs of advanced language learners are fully catered for, as well as the most effective form of assessment for EAL learners. The next chapter will evaluate the research process as well as discuss implications for how this study could be extended.

## **6. Conclusion**

This study probed teachers' accounts of approaches used in the teaching of vocabulary and reading skills to EAL pupils and whether choice of method was directly related to participants' experience level. It explored both what the main influences behind these approaches were, as well as whether they considered contemporary research on vocabulary and reading skills acquisition. Finally, in order to look at these approaches in a wider context, it examined expectations of management staff concerning the teaching of EAL pupils and the impact of these on learning and assessment. Although the vocabulary and reading acquisition of EAL pupils is becoming more widely researched, the feelings and opinions of teachers regarding their teaching methods as well as the training available to them, is comparatively under-researched.

Findings from the interviews indicated teaching approaches are influenced by many factors including; the financial priorities of boroughs and individual schools, participants' varying degrees of EAL experience, amount and type of CPD available and, finally, participants' own beliefs about the teaching and learning of EAL pupils. Of particular interest was the apparent link between generalised teaching approaches and limited CPD opportunities. Additionally interview data indicated a lack of cohesive national policies for both the assessment of EAL pupils and the use of targeted teaching strategies such as the L1-L2 translation approach. This resulted in a lack of standardised and targeted teaching and assessment methods for EAL pupils, seen in this study.

This study contributes to research on the teaching and learning of EAL pupils, particularly enhancing understanding of the principles and beliefs that underpin current teaching methods.

It also raises important points on how these methods are constrained by factors such as funding cuts, limited training and the proliferation of different assessment methods for EAL pupils. Finally, in highlighting participant preference for advice from colleagues over more traditional forms of CPD, it broadens understanding of the problematic relationship between SLA theory and teacher training for EAL.

The use of a qualitative research method was highly effective, since it provided a wealth of detailed and informative data regarding the questions posed by this study. Furthermore the data also illuminated additional areas of enquiry, to be probed by further studies. This was the result of using a semi-structured interview format where, over the course of the first interviews, participants had the freedom to highlight particular aspects of the research area they saw as relevant which were then examined in greater detail during the second interviews. The iterative nature of this study, in using the analysis of the first interviews to inform the second interview schedules, was highly beneficial in allowing for the creation of more in-depth and probing questions than would have been achieved in one interview session.

Furthermore, the small sampling size made attaining a deep understanding of the personal experiences and beliefs of participants more feasible than it would have been with a larger study. Alongside the iterative nature of the study, this arguably led to more worthwhile findings emerging from the research process.

This study could have been further enriched by additional information gained from a second interview with the students and Karen. Moreover, regarding the interview with the students, it is possible that had they not been interviewed together in the presence of their tutor, they may have been less inhibited and produced richer data as a direct result. Regarding the question on the influences behind teaching approaches, it is feasible that the researcher may have influenced participants' answers by including a range of possible examples on the

interview schedules. Had these not been there, the final data might have been slightly different.

There is a need for further research involving a larger number of participants in order to identify the main teaching approaches for vocabulary and reading used by teachers nationally. It would be interesting to discover whether information gleaned from a larger study would dovetail with that from this study or whether it would identify a range of different teaching approaches. Data gained from such a study could be used to establish a database of approaches and resources for EAL, as mentioned by Sandra (*interview 1, lines 156-159*), and to inform policy on what good teaching practice for EAL involves. It could also be used as an identification tool to highlight additional training needs for current and prospective staff.

Since this study indicated the amount of training for EAL on ITT courses may depend on the ITT provider, greater research on how EAL is presented on ITT would be beneficial to ensure a standardised training approach for all ITT providers. Finally, in terms of ITT, research exploring the possibility of establishing specific qualifications for EAL teachers as well as clarifying a developmental pathway for those wishing to specialise in EAL teaching (Naldic, 2016c) would conceivably be of great benefit to the primary teaching community.

Furthermore, although the literature reviewed by this study (Murphy, 2015. Smith & Murphy, 2015. Burgoyne, Whiteley & Hutchinson, 2011), indicates an increase in the amount of research done on the vocabulary and reading acquisition of EAL pupils since August, Carlo and Snow, (2005) highlighted an overemphasis on research on monolingual children, there is still more to be done. This is particularly the case for research targeting interventions that could be effective in boosting the achievement levels of EAL pupils with regards vocabulary knowledge and reading comprehension (Murphy, 2015).



Additional study would have wide-reaching significance when considering the fact that one million children with more than 360 first languages currently attend UK schools (Naldic, 2016b) and that government commitment to resettle 20,000 Syrian refugees by 2020 (Gov.uk, 2016) means this figure can only increase. Since every child has the right to a full education, it is vitally important that further study be carried out to ensure that EAL children are given every opportunity to achieve at the same level as their native speaking peers.

**Word count – 14,895**

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## **APPENDIX 1 – EXAMPLE OF PARTICIPANT CONSENT FORM**

### **INFORMATION SHEET**

#### **Research Project: Aiming as high as they can: Teachers' reflective accounts of approaches to teaching vocabulary and reading to EAL pupils**

In partnership with researchers at the university, I am interviewing a range of teaching staff about their experiences of working with EAL pupils. I would like to invite you to be part of this research. Before you decide, it is important that you understand the main aims and objectives of the project.

#### **What is the aim of the research?**

This research aims to explore the teaching approaches used by a range of teachers in order to aid the vocabulary and reading acquisition of EAL pupils. It will look at the support and training offered to teaching staff in order to help them to deal with the second language learning needs of these pupils. At a time when an increasing number of migrant children with EAL are entering the country, I feel that this is an important topic for research.

#### **Why have I been chosen?**

As a prospective teacher / class teacher / EAL coordinator / head-teacher, I am interested in your experiences of working with / managing EAL children and how you approach teaching them vocabulary and reading skills. I am also interested in your thoughts on any specific EAL training or development that you have received.

#### **Do I have to participate?**

No you do not have to participate, whether you do so or not is entirely up to you.

**What will happen if I participate?**

If you agree to participate, we will conduct a short interview lasting between 20 to 30 minutes which, if you are willing, will be audio recorded for me to listen to in greater depth after the interview has taken place. The information you give me may be discussed in my final project although the only people who will have access to this are myself and the tutors who will mark the project. In the reporting of the project no information will be released that would enable the reader to identify you or your place of work.

**What happens to the results of the study?**

As discussed above, the results of the study will be presented in my final dissertation which will only be accessed by myself and my tutors. In terms of the recording of the interview or any notes that I have taken, these will be stored on a password protected laptop, which only I have access to. Once the project has been submitted, all notes and recordings will be destroyed.

**What are the possible disadvantages and risks of taking part?**

There are no risks or disadvantages to taking part. None of your details will be released and no-one will have access to the recording of the interview except myself.

**What are the possible benefits of taking part?**

In taking part, you are helping me to research an area of teaching and learning that I believe is only going to become more important due to the current migration situation.

**Who is conducting this research?**

I am an MA student at the university on the course Applied Linguistics for Language Teaching. I was also myself previously a primary teacher who has experience of teaching EAL children.

**What should I do next?**

If you agree to take part then please read and sign the attached consent form. We can then get started with the interview. Should you have any further questions at any point about the interview or the project as a whole, then do not hesitate to contact me via email at;..... or by phone at..... You are also welcome to contact my supervisor ..... at .....



**WRITTEN CONSENT TO PARTICIPATE IN A RESEARCH STUDY**

**Statement by Participant**

• I confirm that I have read and understood the letter of invitation for this study. I have been informed of the purpose of taking part in this study.

Title of study: **Aiming as high as they can: Teachers' reflective accounts of approaches to teaching vocabulary and reading to EAL pupils**

• I understand what my involvement will entail and any questions have been answered to my satisfaction.

• I understand that my participation is entirely voluntary, and that I can withdraw at any time without prejudice.

• I understand that all information obtained will be confidential.

• I agree that research data gathered for the study may be published provided that I cannot be identified as a subject.

• Contact information has been provided should I wish to seek further information from the investigator at any time for purposes of clarification.

Name of Participant .....

Date .....

Signature of Participant.....

**Statement by Researcher**

• I have explained this project and the implications of participation in it to this participant without bias and I believe that the consent is informed and that he/she understands the implications of participation.

Name of Researcher .....

Date .....

Signature of Researcher .....

## **APPENDIX 2 – INTERVIEW SCHEDULES FOR FIRST SESSION**

### **Interview Questions for Staff involved in EAL Management**

1. Can you tell me about your experiences of working with and managing EAL?
2. How many EAL pupils do you have at school? What are their first language backgrounds? What impact does that have on school life?
3. In terms of KS1 and KS2 Literacy tests, how do EAL pupils perform compared to non EAL pupils?
4. What is the impact of government policy and documentation on EAL on the way that EAL issues are managed in school?
5. Can you tell me about the support available for both EAL pupils and teachers working with EAL in school?
6. Can you tell me about the continual professional development opportunities for staff with regards EAL?

### **Interview Questions for Teaching Staff**

- 1) What experiences do you have of teaching EAL pupils? What language levels did these pupils have? What did they need the most support with?
- 2) Can you tell me about the strategies you use to support EAL pupils with vocabulary? (e.g. things that you as the teacher do, resources that you use, etc.)
- 3) Can you tell me about your experiences of teaching reading skills to EAL pupils?
- 4) What support networks, resources for EAL, if any, have you used to help in your teaching and/or planning? What is your opinion about the support and resources available to teachers for EAL?
- 5) Have you attended CPD sessions for EAL? If so, to do with what areas of EAL learning? How have you found these? Are there any additional forms of CPD that you would like for EAL? If so, what?

## **APPENDIX 3 – INTERVIEW SCHEDULES FOR SECOND SESSION**

### **QUESTIONS FOR LOUISA**

1. So last time talking about the withdrawal intervention approach you observed in the Scottish school and the more inclusive approach at your current school, you said that you thought the inclusive approach was good for EAL pupils, can you tell me a bit more about this?
2. You talked about assessing the children when they first come in in literacy and numeracy? Can you tell me a bit more about the literacy assessment in terms of what it involves?
3. In terms of the EAL child who you told me was in the bottom set for literacy and numeracy can you tell me about what the support that he receives from the EAL specialist and 1:1 teacher working in class with him involves? What are his particular strengths and weaknesses?
4. In terms of the same pupil can you tell me a little bit about how he finds reading comprehension?
5. What would you say has, so far, shaped the way that you approach teaching EAL children e.g. initial training, personal teaching experience, school policy, discussions with other staff members?

### **QUESTIONS FOR NATASHA**

1. What has most shaped the way you approach teaching EAL children – e.g. training, personal teaching experience, discussions with other teachers?
2. Thinking about CPD for EAL what forms of CPD have you had most access to e.g. printed publications from DFE / NALDIC, observing other teaching staff, attending training with ‘experts? Which of these kinds of CPD would you see as the most useful and would like more of in the future?

### **QUESTIONS FOR SANDRA**

1. Last time you told me that the Foundation Stage is perfect for second language learning – can you tell me a bit more about why you think this? What are the implications of this?

2. You also mentioned that you think children learn a language much more easily pre 7 or pre 9 – I wondered if you could tell me a bit more about this?
3. You talked about the need as a teacher to be ambitious with your expectations for EAL pupils – what did you mean by this?
4. What would you say has most influenced the way that you approach teaching EAL children – e.g. initial training, CPD, personal experience, school/borough policy, discussions with other staff?
5. In terms of CPD, what forms of CPD for EAL have you had most access to – e.g. printed publications from the DFE / NALDIC, observing other teachers, attending training with ‘experts’?
6. Which of these forms of CPD do you see as the most useful and would like more of in the future?

#### **QUESTIONS FOR NEIL**

1. You talked about understanding the child’s comprehension in their L1 as being a useful gauge as to their abilities in literacy – how is this gone about?
2. You talked about getting to know the children’s needs and putting in a “bespoke” package to support them, what might the support packages for EAL involve? How is this support package decided on?
3. You talked about being responsive to all sorts of government initiatives for EAL – can you give me any examples or more information about this?
4. You said last time that language was extremely important in terms of the way it is modelled and spoken to both EAL pupils and hearing impaired pupils with EAL. Can you tell me a little more about this?

**APPENDIX 4 – TRANSCRIPTION CONVENTIONS USED IN INTERVIEW TRANSCRIPTS**

Convention	What it has been used to represent
(…)	ellipsis
..	Short pause
…	Longer pause
@@ / @@@	laughter
=	Elongated vowel sound in a word
(H)	inhalation
(COUGH)	Background noise - cough
[ ]	Speech overlap
[[ ]]	Second incidence of speech overlap in a short time
-	Truncated word
-	Truncated word due to removal of information to avoid the identification of participants, schools, boroughs etc.

## APPENDIX 5 – INTERVIEW TRANSCRIPTS

### Interview with students

R = researcher, B = Becky and L = Lily

*Line 1* R: Let's start with some very general questions. In terms of on tea=ching practice what experiences have you had with EAL pupils? So it could be teaching them, or it could just be observing them?

L: Hmm. Observing .. how ... they work best with and how they respond to them.

*Line 5* So for example I have noticed if you give them (H) a pen and paper, they don't respond very well to it. But if its active and you've explained clearly what they're doing they seem to respond better to the learning (H). It actually helps them make progress (H) is what I've noticed.

B: Yeah I've noticed that they're often ... really good at maths as well. They're not quite.. as good with their English, (H) they're really really good at maths. So I had this boy on my placement recently (H) and he really did struggle with writing and stuff, he only .. wrote like a se=ntence but at the start of the year he couldn't ..speak any English at all so now he was writing. (H) His maths was really good (H) but erm I always used word banks with him as well to help him so that's how I.. sort of tried to

*Line 10*

*Line 15* R: and did you find that how did you find that?

B: yeah he enjoyed like.. cos they always had a picture with them as well so he knew what he was looking for (H) and he could find the word that he needed so it was ..yeah.. he found it helpful yeah

L: and I found that they often had very good... a lot of ideas it was sometimes just tryin

*Line 20* to get them out tryin to word them

B: yeah

L: so that .. somebody else would understand them though they had the ideas

B: yeah

L: tryin to word them so somebody else understood it or..

*Line 25* B: yeah

L: getting it onto paper was sometimes.. the barrier so tryin to rem=ove that

B: I found it a bit ..frustrating as well if they couldn't.. express what they were trying to say to everyone.

R: mm-hmm

*Line 30* B: Especially in like circle time and stuff like that

R: mm-hmm So would you say that was the area they needed the most support with?

B: ..Yeah maybe just their confidence [and]

L: [yeah]

B: like the supportive environment ...

*Line 35* R: mm-hmm

B: yeah of the class

R: and in terms of (H) so you said one of the students that you did the wordbank wi=th was a beginner stage because he hadn't had language when he came in

B: yeah so he was from Finland I think

*Line 40* R: [mm-hmm]

B: [ and] they don't start school until they are .. in.. year two

R: mmm-hmm

B: so age 7 and I was in year two so he.. hadn't had any sort of experience with school

R: [mm-hmm]

*Line 45* B: [and he couldn't speak] any English but then (H) he was able to.. and quite well he picked it up really quickly

R: ok(H) and so would you say that's the sa=me that they are mostly beginner stage langua- er learners?

L: erm... not always when I was I was in year 5 last year... erm and although er there

*Line 50* was er a little girl although she was EAL she was actually the brightest child in the class (H) and I think it was because of the support she was also given at home ...not just in school and I think that ..again with all children has a really big impact because h=er pa=rents we=re erm.. able to speak English it supported her at home whereas ..I find that with children whose parents can't speak English at home.. they're tryin

*Line 55* to constantly switch and so they get.. they.. don't grasp it as well because they're not having it.. everywhere was what I've personally found (H)

B: yeah the.. boy that.. was from Finland his mum.. could speak English like she was from England and his dad was from Finland

R: mm-hmm

*Line 60* B: but.. he didn't get much support at home at all so.. obviously his English wasn't as good as it could have been because he's got an English speaking mother .. she just didn't.. like reading at home wasn't.. a thing that happened very often for him and like support.. even though it could have been a lot better... it just wasn't as good as it could have been I don't think

*Line 65* R: We've talked about strategies in terms of wordbanks (H) erm were there any other strategies particularly to do with wo=rd learning (H) that you ei=ther u=sed or you observed somebody using

L: visual [prompts]

B: [mmm]

*Line 70* L: pictures is always really useful has been



B: ...I think B- told us to always.. in the classroom if you're doing a topic and you've got like a castle have the picture of a castle have the word castle have everything supported for people that might not..

R: mm-hmm

*Line 75* B: even people that.. are just a little bit behind not even EAL just.. every child so they have a an understanding that's supported

R: so maybe the strategies.. would you say then.. they're no=t necessarily EAL specific its more about all children [supporting]

B: [mmm yeah I think]

*Line 80* L: I think any strategy that you put in place for SEN or EAL is.. supportive for

L: [[all children]]

B: [[everyone yeah]]

R: ok

L: erm.. I think

*Line 85* R: ok that's great. Brilliant only a couple more things any.. so we also.. somebody said something about reading I think you were talking about.. rea=dng B- in terms

[of]

B: [did I?]

R: yeah reading at home

*Line 90* L: yeah

R: yeah. But in terms of rea=dng in the cla=ssroom was there anything you noticed about

B: ...erm.. I think this boy always used his phonics quite a lot

R: mmm-hmm

*Line 95* B: but he couldn't.. I find I think phonics is only good for.. certain things

R: mm-hmm

B: so a lot of children use it to spell words but sometimes it doesn't always  
wo=rk they spell it how they hear it

R: mm-hmm

*Line 100* B: but that's not how it sometimes works cos language is confusing (H) but he...  
segmented the words but he couldn't just.. he couldn't blend them together  
and read it and then he didn't know what it meant

R: mm-hmm

B: then he got frustrated then it's just a circle he just.. It was really ha=rd for him

*Line 105* R: so it was about blending but also maybe about comprehension [after]

B: [yeah]

R: so if you gave him.. a sentence.. that he could rea=d

B: yeah

R: would he then afterwards understand @@ what the sentence

*Line 110* B: [no probably not]

R: [was talking about?]

B: no

R: no

L: I found that if it was something they were interested to read they were more  
likely..

*Line 115* to put the effort in to= read it and remember what they'd read or be able to  
explain what they've read (H) whereas if it was just a textbook.. doing then  
comprehension afterwards they weren't.. as able to do it cos they didn't have  
the i=nterest there so I think that's another big thing that I've [found]

R: [ok]

*Line 120* L: if they've got if you're using their interest then it does support as well

R: [yes]

B: [yeah]

R: absolutely

L: with their academic

*Line 125* R: yes which again I guess is more about all pupils rather than specifically

B: yeah all pupils

R: ok great (H) in terms of so you've been obviously on teaching practice both of you (H) in terms of resources or support networks for EAL have you had to plan yet for teaching.. EAL children

*Line 130* B: erm yeah.. I always planned it in my planning but there was always.. erm before I came there was support from the teaching assistant [as well]

R: [mmm]

B: so she always knew what to do she'd take him out for extra

R: mm-hmm

*Line 135* B: erm.. lessons and he'd also go down to year.. no he'd go down to reception phonics and

R: mm-hmm

B: and do half an hour of that every day so.. that's to [help him]

R: [so]

*Line 140* B: helped him to do that

R: so B- that was the kid the kid who was in year two

B: [yeah]

R: [right]

B: he'd go back down to reception to erm.. top up phonics and

*Line 145* R: yes

B: and learn like from the basics

R: great

B: to help him reach

R: mm-hhmm

*Line 150* B: it helped him a lot

R: yeah.. how about you L- planning for

L: its always.. er like with the differentiation its always put into the plan and how you can.. add things in to support [them]

R: [mm-hmm]

*Line 155* L: but again I always find that it.. supports all children I don't

R: mm-hmm

L: I really think it's difficult to say it's [just] for EAL learners

R: [yes]

L: I think it's always supportive for all children erm but then they've done like

*Line 160* interventions where if they're really struggling they'd be taken out

R: mm-hmm

L: I think it was last year there was a little girl came over from Romania (H) erm so she was just sort of.. she had so=me English but she was building it up (H) erm so she'd be taken out just for the extra 1:1 support with her writing and just talking about (H)

*Line 165* the order of things.. and [erm].. yeah using phonics again just (H)

R: [mm-hmm.]

In terms of you as prospective teachers are you do you u=se are you aware of extra support resources that maybe things onli=ne particularly for EAL

*Line 170* L: Nel Nelduc I think we were [talking]

B: [yeah we were just]  
talking about it now but.. I its something I need to develop on it

R: ok

B: gain more.. knowledge about cos.. I ..really don't know that much abou=t it  
and

*Line 175* L: [how to support]

B: [following the school's sort of]

L: [yeah]

B: procedures

L: yeah and how they do it

*Line 180* B: but I'm gonna sort of try and.. learn about it as well more

R: ok great and the last one (H) so in terms of because obviously you've been on  
a teacher training BA (H) erm what.. how have you found.. training  
speci=fically for EAL so anything that you've (H) @ done specifically on EAL  
maybe we'll start with L-

*Line 185* L: ... erm we have had quite a few lectures specifically for EAL and learning about  
er.. BICS er and

B: ...oh yeah PICS

L: err yeah

B: the card thing

*Line 190* L: yeah and then C CALPS and.. something I can't remember the exact.. words

R: BICS and CALP [maybe]

L: [BICS and CALP]  
yeah I had the two words just didn't know they went together

B: @@@

*Line 195* L: erm and.. yeah

B: ...er.. Yeah I don't.. err yeah its been good its just not been sort of targeted at any particular year group

R: [mm-hmm]

B: [sort of thing] so obviously as they progress (H) it's gonna be different from

*Line 200* reception to year.. six sort of thing so.. I think.. we need to know how it could be [differentiated]

R: [yes]

B: for each year group sort of thing

R: yes

*Line 205* L: Well I think one thing I have definitely taken away is making the learning active.. for

R: mmm-hmm

L: for all children but specifically for EAL children

R: mm-hmm

*Line 210* L: and just and building up their confidence we spoke a lot about erm .. building the confidence of children is then gonna help them academically as well because if they haven't got.. the confidence even to speak they're not

B: [yeah]

L: [going to] be able to then write really

*Line 215* B: and setting up

the classroom so that anyone can say how they feel and stuff like that so it's the basics isn't it

L: and displays as well

B: yeah

Line 220 L: not just black writing or making it actually look like they've you know interesting for them as well

B: yeah

L: and clear so it's not.. big paragraphs of writing and hmm

R: so ok last question then in terms of going into.. schools when you're working as

Line 225 teacher (H) is is there any additional training that you feel.. would be good on EAL or do you feel completely.. prepared

B: [no I]

R: [do you wanna start]

B: yup

Line 230 R: lets start with [[you]]

B: [[definitely]] need a lot more training on it

R: ok

B: But I don't sort of know what's available or I've only just finished this

R: yup

Line 235 B: @@@

R: yeah yeah

B: so I've no idea what is available course wise but my school are quite supportive so.. hopefully I can get quite a bit of training on it

R: mm [great]

Line 240 L: [maybe] just more.. specific to.. just EAL learners

R: mmmm-hmm

L: rather than.. it helps EAL learners but it also helps all children so maybe (H) some things that are just specific interventions and how you can do.. them to specifically help EAL whereas it might not support an English speaking child

*Line 245* B: [yeah]

L: [maybe]

R: [mmm-hmm]

B: yeah

R: brilliant ok well that's that's great thank-you very much for a lot of information  
so

*Line 250*      thankyou

L: good luck with listening back @@@



## APPENDIX 6 INTERVIEW TRANSCRIPTS

### Interview 1 with Louisa (NQT)

R = researcher, L = Louisa

*Line 1* R: So can you tell me about your just your general experience of EAL, could be either in this year teaching or it could be on your training

L: Well I trained up in Scotland erm in Glasgow and the schools that I was placed in had erm high very high percentage of EAL

*Line 5* R: mm-hmm

L: so they actually had a separate separate centre for them

R: mm-hmm

L: erm so the school worked alongside the centre and they were often pulled out of the day to day classes to do their work with specialist teachers and so this school is a

*Line 10* little bit different for me erm because it's more inclusive

R: Yes

L: erm but I think that's a good thing for the EAL students

R: ok yeah yeah do you [wanna]

L: [erm] I I've got one in my class

*Line 15* R: ok

L: erm well I've got two hearing impaired who are also EAL but they're they work I n the hearing impaired unit separately erm so the one child in my class who's EAL oh sorry two, erm she is able to kind of keep keep up with the rest of the work erm and its only the odd intervention that she does with the EAL group erm but as I said

*Line 20* she's quite capable of

R: Yes

L: you know she's in the higher set of maths higher set of English.

R: oh ok

L: so she's capable of doing that work and the other student in my class is in the  
*Line 25* lower set of each and he doesn't have any any one person to work with him

R: uh huh

L: erm in maths but he's quite capable to keep up

R: mm-hmm

L: and they do the odd intervention

*Line 30* R: mm-hmm

L: here or there in the afternoon

R: so what what when they came in so the first day they came into class what happened?

L: erm.. well..the one of the girls just started I think it was last term erm so she was

*Line 35* new to everything so I think everything just took a while to get [used] to

R: [yes]

L: you know then we we weren't sure whether she was going to be in the top set for maths or English so we just kind of put her in the bottom which is what we do when a new child comes in and then we assess them and then move them round

*Line 35* R: yes

L: where is needed ..

R: ok

L: so we just sort of treated her like a normal

R: right yeah

*Line 40* L: yeah as you would you know

R: yeah yeah of course. So the assessments that you gave them would be the assessments that you would give any so that they weren't EAL specific they were what you would give any child coming in

L: yeah yeah

*Line 45* R: ok that's really interesting also interesting about the centre in Scotland and erm you were talking I think about specialist teachers so when you were there on teaching practice erm did you work with those or they literally had separately trained

L: yeah it was separate

R: right

*Line 50* L: yeah specialist yeah EAL teachers and yeah as I said the majority of their time was in the unit

R: mm-hmm

L: and they would come in for you know registration and some yeah some lessons here or there for the most part they were in that unit

*Line 55* R: oh ok it was mostly a full day in intervention

L: yes yeah

R: oh that's interesting

L: yeah

R: different

*Line 60* L: yeah very different yeah I think it could have just been that school

R: mm-hmm

L: But I'm not sure

R: interesting ok thank-you. So with those 2 pupils that you have in your class erm can you tell me about anything you do to support their vocabulary so it could be things

*Line 65* that you do it could be resources that you use but anything that particularly supports vocab

L: erm.. vocabulary.. in particular.. erm... theres a lot of paired or partner work in our English set. So I'm the I teach the top set of English

R: ok

*Line 70* L: erm and the pupil who's EAL in my English set works with the say the higher group so she is able to I suppose like work with them if needed. Erm so sorry they work in kind of in paired or group activities erm which I think just kind of helps her to feel like she's more included erm but specifically vocabulary er I do think she can struggle with erm changing verb tense erm you know my dad

*Line 75* go to the yeah things like that so I'll work with her so if it's a long writing project I'll work with her or I'll have a TA work with her

R: yeah

L: and just make sure that she's understanding it and she's on track rather than letting her do her own thing

*Line 80* R: yes

L: and then coming back after

R: yes

L: she does need a little bit of

R: yes

*Line 85* L: extra support

R: yeah yeah yeah

L: yes

R: so would you say that that's the area that she needs most support with its more in writing

*Line 90* L: yeah she's

R: rather than any other aspect of literacy?

L: yeah yeah. She's

R: yeah

L: an amazing reader erm reading comprehension is great erm yeah as far as like story

*Line 95* writing is good she's imaginative but it's the forming of the sentences the syntax and he .. grammar. Spelling is great but yeah

R: ok so what just out of interest what is her first language background?

L: erm.. Hindi I believe yeah erm she went to school in India er well she I think she went to school in the UK first and then her family moved to India

*Line 100* R: (COUGH)

L: for three years maybe and then they moved back

R: aha

L: to another school in M- and then moved here in in April

R: oh ok so she does have some experience prior experience

*Line 105* L: yeah

R: of being in a UK school

L: yes yeah

R: ok that's interesting what about I think you said there was another another child who so she was in the top set

*Line 110* L: mm-hmm

R: and he

L: [so he's]

R: [he was in the bottom]

L: he is in the bottom set. So I think he .... Erm I'm not actually sure what his native

*Line 115* language is I think its Hindi as well

R: ok

L: erm ... he moved to the UK in January I believe or some time this school year and this was his first experience as a UK student so his language isn't as developed I think

*Line 120* R: mm-hmm

L: and erm speaking wise he's I think he struggles a little bit so he's with the lower set of English and he does have

R: (COUGH)

L: somebody who works with him in that class

*Line 125* R: ok

L: and he also gets the intervention

R: right

L: separately

R: so a little bit more

*Line 130* L: yes

R: so in terms of the intervention erm what kind of things would that er cover

L: erm well we have TAs here who do excellaread and excellawrite which is just taking individuals out of the class and doing like a very quick reading comprehension 10 to 15 minutes and then doing a writing exercise as well so he's involved in that just as

*Line 135* normal as the other children would be and then he also has erm the EAL specialist who comes in I think once a week now could have been more last term erm but yeah just timewise I think it's just one time a week

R: yeah good

L: yeah I'm not entirely sure

*Line 140* R: so obviously you don't you don't have him for literacy

L: no

R: because he's in a different set but in terms of erm the other subjects that you do teach him for is there any thing I don't know anything noticeably that he needs more support with or less support with?

*Line 145* L: (H) erm well I teach the lower set for maths and erm the whole class really struggle with problem solving, reading word problems erm so I wouldn't say that he struggles more than the rest I think they all

R: yes

L: struggle with it but that would be the type of thing that he

*Line 150* R: yes

L: that he would need help with in maths erm science .. absolutely fine history fine erm..yeah I'd say on par with the other

R: ok that's great

L: sort of like average students in the class

*Line 155* R: great. Ok so in terms of the maths is that because it's the actual reading of the problem

L: yeah

R: is it

L: it's the wording of the problems and its trying to work out what its actually asking

*Line 160* you if you tell him you know its asking you to figure out what 6 times 15 is he can do that but it's the reading of the problem and breaking it down into a mathematical equation

R: yeah

L: but as I said the entire class have struggled with that so

*Line 165* R: yeah

L: so I can't just say

R: no

L: that he is struggling because of his

R: no no

*Line 170* L: language because I don't know if that's the case

R: no. ok great that's that's interesting ok in terms of again either within training or this year within teaching erm do you use when you are working with those 2 kids or on training any particular resources for EAL or websites for EAL within your planning any any outside help

*Line 175* L: erm I wouldn't say that I er no I don't really do that to be honest because of their ability

R: yeah sure

L: they are quite capable to

R: ok. Yeah if would you if it was a different situation and they did need more support

*Line 180* L: yeah

R: yeah are you which one what are you aware of in terms of

L: erm well Twinkl always has erm resources oh I I did some supply teaching before I started this job erm and I had kids in the class who didn't speak any English at all



R: mm-hmmm

*Line 185* L: and you know well we had to prepare

R: mmm

L: just basically just a completely separate activity cos they couldn't do what the rest of the class were doing

R: yes

*Line 190* L: but they didn't want to send them out they wanted them to be included

R: mm-hmm

L: so yeah. Twinkl primary resources TES just finding already made resources I think is the best way to do it when you're

R: when you're limited on on time as well?

*Line 195* L: yeah

R: so they would be more [general]

L: [yeah]

R: teaching resources rather than

L: rather than specific to that topic

*Line 200* R: or specific to EAL even just

L: yeah

R: ok so what is your what is your opinion about kind of the resources available for EAL generally?

L: erm well because I don't really [use]

*Line 205* R: [yes]

L: them that often its hard for me to say erm but I I would think that they're kind of readily available as I think it's something that's in a high demand

R: yes

L: and especially in schools in this area

*Line 210* R: yeah

L: erm

R: ok great

L: so sorry I can't say

R: no no [that's fine]

*Line 215* L: [I personally don't ]

R: don't worry that's fine. How about erm now its your first year teaching you may not but erm CPD so continuing professional development for EAL or erm have you had a chance to do any of that yet?

L: erm no cos I only actually started last term

*Line 220* R: right

L: so this is only my second term

R: ok

L: erm so all of my CPD training has been in child protection so far

R: ok

*Line 225* L: and then come next year September they'll roll out the new

R: yes

L: batch of training and yeah

R: maybe something will come up there?

L: yeah yeah

*Line 230* R: now you talked about on your training erm going into practice where EAL was a big deal and erm but how did you find preparation for teaching EAL or within the training course?

L: erm a bit time-consuming I would say erm and also because it was such a varied ability in that particular school erm so I yeah it was time consuming to do top middle

*Line 235* lower set of the class and then EAL and then different languages as well

R: yes

L: yeah

R: but in terms of actually the lectures and other taught classes that you as a student had on the teacher training erm how did you find the lectures that they were giving

*Line 240* you on dealing with EAL?

L: erm well

R: were there many or not really?

L: erm yeah I was gonna say I can't really remember any specifically so that probably tells you exactly what you need that there's not enough

*Line 245* R: aha

L: yeah not enough training on it

R: ok

L: erm I mean I think you could probably do an entire course

R: yes

*Line 250* L: on it and still not know enough

R: yeah

L: So to just have it as a lecture, two lectures isn't gonna cover everything

R: no

L: So

*Line 255* R: no ok. Then the last question then so talking about looking forward to maybe what CPD training will come next year is there anything particular on EAL that you think oh that would be really useful or maybe that would be helpful?

L: erm yeah I think just knowing when to extend their their work because I think I think a lot of the times EAL or anyone in special needs or the hearing resource unit you

*Line 260* just kind of label them as not on the same level

R: right

L: so you might be inclined to give them less work but I think what I want to be able to do is challenge them

R: yes

*Line 265* L: and you know

R: yes

L: be able to give them the same work if not more you know say that right you've achieved this now lets see if we can

R: yeah

*Line 270* L: yeah go on from there

R: so kind of structuring

L: yeah I think just a bit of training on how to get them to that level where they can do that work if that makes sense

R: yeah that makes perfect sense. Well that was all the questions that I had. So that

*Line 275* was perfect thanks for working with me.

L: oh no worries

## INTERVIEW 2 WITH Louisa (NQT)

*Line 1* R: So last time we were talking about.. it was really interesting because we were talking about the withdrawal approach in the school that you worked in or you were on practice in and the more inclusive approach maybe here

L: mm-hmm

*Line 5* R: and you said you thought that the inclusive approach was good

L: yeah yeah

R: Yeah? Can you do you want to tell me a bit more about maybe what makes that a good approach for EAL?

L: erm I think just as feeling like they're a part of the school not like they're being

*Line 10* separated because of

R: mm-hmm

L: the language barrier erm cos it's not just...I mean it's not just the English and Maths that they were separated for it was for everything

R: mm-hmm

*Line 15* L: so the fact that the EAL children here are able to participate in the maths, English, topic erm all the other activities, I just think that's really good for them.

R: mm-hmm yeah and maybe in terms of the language?

L: what do you mean as

R: hmm yeah I just wondered if maybe part of the inclusive thing is about letting

*Line 20* them hear

L: oh yeah yeah erm I mean cos how else are they going to learn? You know I they're just being taught in their own language

R: yeah

L: then how are they expected to learn English

*Line 25* R: yeah

L: at a speaking level

R: ok great and also well you also talked a little bit about erm the children coming in and assessing them in literacy and numeracy

L: mm-hmm

*Line 30* R: and I just wondered a little bit more about the literacy assessment so what you would do or what you would give to a child to assess their literacy then when they come in

L: when they initially come into the school?

R: yeah

*Line 35* L: erm I don't have much to do with [that] initial assessment

R: [ok]

L: to be honest it would just it would be just the normal classroom activities or worksheets that we have

R: mm-hmm

*Line 40* L: and then looking at it

R: mm-hmm

L: on a whole with the entire set

R: mm-hmm

L: yeah just to see if there was any difference cos they [could] be on the same level

*Line 45* R: [yeah]

L: as an English speaking you know a native English speaking student so.. er. you know I don't know [it's kinda hard to say]

R: [no absolutely] so in terms of it being maybe it wouldn't be a separate assessment

L: Yeah

*Line 50* R: so you're saying you would look at whatever their... [classroom work]

L: yeah just whatever the [work they're producing]

R: yeah and then think [[about]]

L: [[and see]] where they struggle cos erm I found that mostly it's with the change in tense

*Line 55* R: mm-hmm

L: just things cos I know English is a very difficult language @@ to learn erm yeah just like change in tense and erm plurals and singulars and

R: mm-hmm

L: basic

*Line 60* R: mm-hmm

L: yeah basic things like that

R: ok great and then so we were talking about the 2 EAL children you had

L: mm-hmm

R: and there was one who you said was in the bottom set for literacy and numeracy I

*Line 65* think

L: mm-hmm

R: yeah? And who you also said he was receiving support from an EAL specialist

L: yeah

R: and some 1:1..what kind of things then would they be doing with him? Are they

*Line 70:* working on..

**L:** erm I think they mainly work on English

**R:** mm-hmm

**L:** erm cos they always ask to take their English books out with them

**R:** ok

*Line 75* **L:** erm I'm not sure specifically what what they do erm she keeps it completely separ- well I mean she's completely open with it

**R:** yeah?

**L:** and she'll say I'll take them for half an hour but she doesn't come back and say well this is what they've done

*Line 80* **R:** oh ok

**L:** and then

**R:** so the planning is separate?

**L:** yeah the planning is separate she does it on her own erm and the work they do I don't think is put back into their English books I think she just takes the English

*Line 85* books to kind of see where they are

**R:** mm-hmm and then does a separate like they have a separate book or

**L:** yeah they do have a separate book or folder that she keeps and they'll carry on with that in September in year 6

**R:** ok so when they go up

*Line 90* **L:** yeah

**R:** that goes with them

**L:** yeah



**R:** ok erm does he have a I just wondered if he had any particular cos we talked a lot about his maths I think last time and problem solving does he have any particular

*Line 95* strengths or weaknesses within literacy so language, vocab, reading, writing, anything..

**L:** erm he's not in my set

**R:** yes

**L:** in literacy so I can't say for certain

*Line 100* **R:** ok

**L:** but he is erm slightly lower than the age expected

**R:** mm-hmm

**L:** or the age expectations for reading

**R:** ok

*Line 105* **L:** and for writing

**R:** ok

**L:** but he's I mean when he does presentations in class he...I think he actually does really well with like ICT and actually putting things together so he created a presentation last week and I mean the text was just very fluid

*Line 110* **R:** mm-hmm

**L:** and just yeah I didn't I was kinda surprised at how erm how ..good it was I mean

**R:** yeah?

**L:** yeah just because he's in that lower set

**R:** yes

*Line 115* **L:** and because erm the expectation is that he's not as not as high as

**R:** ok

**L:** some of the others

**R:** ok so then with the presentation then was it that his oral language, his spoken language was fluid or

*Line 120* **L:** yeah both

**R:** or was it that his written

**L:** yeah both

**R:** yeah?

**L:** yeah erm yeah which was surprising again

*Line 125* **R:** yeah ok

**L:** but nice to see

**R:** what about so what about his reading you say he is a bit lower on reading

**L:** I think it is just breaking it down and yeah just decoding the words I think that's but he understands it

*Line 130* **R:** oh ok oh that's interesting so the comprehension is

**L:** yeah

**R:** so the comprehension is ok?

**L:** but it's just taking that little bit longer to pronounce the words or say the words yeah

*Line 135* **R:** mm-hmm ok great so last question then so although you know you're an NQT so perhaps you haven't had much opportunity yet within training, within teaching practice, within working this year what would you say so far has shaped the way that you approach teaching EAL children erm or having them in your class would you say ok your initial training has been really helpful in knowing how to approach them

*Line 140* **L:** mm-hmm

**R:** or just the experiences that you've had or school policy or discussions with other staff members maybe which are the things that have really shaped the way that you

**L:** I would say just the experiences in this class and having erm having the two EAL students being included in my classroom and also well I'd say also equally just

*Line 145* speaking with other teachers

**R:** mm-hmm

**L:** and how they, how they include

**R:** mm-hmm

**L:** the students in their in all of their lessons

*Line 150* **R:** mm-hmm

**L:** that's it that's all equally helpful to me

**R:** ok well thank you very much.

## APPENDIX 7 INTERVIEW TRANSCRIPTS

### Interview 1 Natasha

R = researcher, N = Natasha

*Line 1* R: so let's start off by talking about your experience with teaching EAL pupils, anything

N: anything?

R: yeah

N: erm gosh we have quite a high proportion of EAL children in our school. In my class at the moment I've got mmm Romanian speakers, Spanish speakers, French speakers erm I've only got 3 at the moment that have very little English.

*Line 5* R: mm-hmm

N: erm which is actually quite nice because I don't know I think I've tried to pick up on small things that they you know just simple language that I use erm it's been hard. I tend to use a lot of the translating services online I don't use Google Translate so much because I don't think it's accurate.

*Line 10* R: mmm-hmm

N: cos sometimes when they read it they're like 'huh what's this?' so I tend to I use a lot of the dictionaries

R: mm-hmm

N: erm so the three kids that I've had at the moment I've got Portuguese, a

*Line 15* Romanian, Romanian-Spanish speaker and French erm which has been quite hard

R: ok quite a range

N: oh yeah yeah yeah yeah it's madness erm a lot of my chil- my Romanian speakers are very good and my Spanish speaker that I had from the beginning of the year who's picked up a lot of English is brilliant too so they

*Line 20* do a lot of translating for me erm they but on the whole I've found that they come being able to sight read words

R: ok

N: but it's the phonics part that they kind of like throws them

R: ok

*Line 25* N: erm so when we do guided reading it's a case of translate this word, translate that word you know just for them to actually understand it's more the comprehension that they find hard and the pronunciation they find tricky.

R: so would you say that's what they need most support with?

N: yeah it's the comprehension they need a lot of support with erm in their writing yes

*Line 30* the grammar doesn't make sense but they pick up key words and I think once they've picked up key words

R: mm-hmm

N: if in their writing I've picked up the key words I kind of feel that yes they've understood what I've asked them to do

*Line 35* R: ok

N: so last week we wanted them to write a the rest of my children were writing a story from a character's viewpoint I just asked them to retell the story but they retold it in their own language so I had four or five pages of French and Spanish and Portuguese but when I when they typed bits of it into google translate or into translation you

*Line 40* could see that they had picked up so we worked on noun phrases so they had a lot of adjectives linked to their nouns they were writing about which was good actually erm and I because we're doing Charlotte's Web and because of they can watch the movie and they could see the movie that helped really helped them.

R: so then it sounds like you use a lot of their first language

*Line 45* N: yeah we do

R: in your teaching

N: We do erm my TA works with both of our classes and she does a lot of pre-teaching

R: ok

N: so next what did we do we're doing for maths we're doing worded problems

*Line 50* so she goes through a lot of kind of like the vocabulary linked to the operations and

R: mm-hmm

N: things like that and then she will translate it for them using dictionaries and what not but actually within maths it's a lot easier because I think it's just I don't know yeah

*Line 55* R: yeah ok that's really interesting so talking about vocabulary then you've already talked about quite a few strategies but any other strategies or ways of teaching that you use in your classroom?

N: err if it's something specific say in science or geography

R: mm-hmm

*Line 60* N: or history I will translate it

R: ok

N: or we're quite lucky we've got a TA who speaks both Spanish and Portuguese

R: ok

N: which is really good so I will ask her to translate it or I will send the kids to her

*Line 65* so she can just quickly translate it for them erm sometimes I will send home words in English and I'll ask them to translate it for the kids so in my rep- so when I've written their final report for the year their target I've just given them some specific maths vocabulary and I've done I've asked them to translate it for the children so they can get that part of it

*Line 70* R: So the parents

N: yes yeah

R: translate

N: yes

R: ok

*Line 75* N: if the parent finds English really hard then I'll just leave it but on the whole it is that and I also have I kind of think it depends on where they come from and that depends on how much support they get at home

R: uh huh

N: so I have some kids a boy at the moment C- he's from South America erm but

*Line 80* Dad leaves it up to Mum Mum was very anxious so she she was very good she got in touch with a translation service they then came into parents evening and I we did a 3 way parents evening and it sh- she some of their worries are more kind of basic she goes "his handwriting he can't do o properly" I said "It's not my it's not something that I'm worried about"

*Line 85* R: yeah

N: you know and then the lady from the translating service said that you know it was kind of cultural the mums would be very anxious about how their kids were doing whereas the dad would just be quite laid back and I said "well dad could speak English"

*Line 90* R: yeah

N: she's coming to me about certain things and I think dad could translate it for him so that changed and when that chang- when we had that conversation my little boy was kind of becoming more erm proactive in his learning as opposed to being really laid back with it so that really helped I think so I think having a good relationship

*Line 95* with the parent really does work for us so in that sense that was his advantage

R: yeah

N: so I think yeah I think once you get parents on side you're great

R: ok great. So you've talked a little bit about assessments in terms of the end of year report erm when what happens when these kids originally come in? Is there are

*Line 100* there any kind of assessments?

N: oh we have there's an assessment I think it's A Language in Common Assessment

R: ok

N: I think it's related to the old EAL step 1, step 2 all of those ones so we would do try to do a Language in Common Assessment depending on how much we

*Line 105* learn about them when they first get here So I don't so my recent new additions for Guided Reading we have a grid and we just have to do the triangle system I don't think I I didn't start a grid for them until a few weeks later so they started with me at the end of spring 2 and I've only just started doing that because I think you have to give them time to settle in

*Line 110* R: yeah

N: I don't think I could be a good judge of where they are with their reading straight away yeah yeah

R: so with the grid system

N: so its basically we've taken the objectives from the National Curriculum for Year 4

*Line 115* they've broken them up and then it's just Summer it's just Autumn 1,2, Spring 1,2 Summer 1, 2 and then you just triangle so what tri- one line is you taught it two lines is they're nearly there and then the triangle that they've got it they've achieved it

R: so its like

N: that's all it is

*Line 120* R: oh I know what you mean



N: that's all it is that's all it is and we date it. So even for the maths I left them for a long time before I started to assess them

R: mm-hmm

N: erm and for the writing I don't think I can assess them just yet

*Line 125* R: mm-hmm

N: because it is me constructing the sentence

R: mm-hmm

N: and then they're writing it down

R: mm-hmm

*Line 130* N: so it isn't it's in English yeah it's quite hard to assess them

R: yeah

N: but once they kind of I I think if I gave them a term that's when I can possibly start actually assessing their writing I think the writing's the hardest to assess

R: mmm

*Line 135* N: because then they have to learn all their new grammar and all that kind of thing

R: mm and its putting all down also as well isn't it

N: everything it's the composition yeah that they find quite hard

R: ok what about so you said that they find reading comprehension quite hard

N: yeah

*Line 140* R: do you wanna just

N: erm they do I tend to when they start I tend to use more information texts because actually pictures are there and if they have good knowledge of the world

R: mm-hmm

N: which they will do if it's linked to animals and things like that so those are the

*Line 145* types of books I pick first cos then it's there

N: and they can really talk about it "Oh miss look the snake has got blah blah blah" "Miss look the shark the shark has sharp pointy teeth blah blah blah"

R: mm-hmm

N: so they can pick out that key information as information they can understand

*Line 150* erm if I want to do comprehension of a story I use something called The Literacy Shed which is really good cos its just animation

R: mm-hmm

N: its brilliant its amazing erm so it works so it can even help words so they use animation and I will say to them "so what happened?" and they will use really

*Line 155* basic vocabulary which we'll talk about and then they will tell me what happened so I try I don't like to you take the pressure off reading and you focus on comprehension

R: mm-hmm

N: and that's how I would do that and build up the vocabulary in that way

R: mm-hmm and then build up eventually to

*Line 160* N: yes

R: reading whole texts

N: oh yeah yeah absolutely and if we're doing texts if we're reading texts

R: mm-hmm

N: don't always get a chance to do it but I will try to again translate key words

*Line 165* erm not names but just you know if there's a word that they need to understand throughout the whole text

R: mm-hmm

N: I will try to translate it or I will ask one of the kids to help me

R: mm-hmm

*Line 170* N: but that's how I would do it yeah

R: great ok so what about thinking of support networks or resources for EAL are there any particular ones that you use in your teaching or planning?

N: no I tend to make them up

R: mm-hmm

*Line 175* N: in terms of I would count the TA who can speak all the languages

R: yes

N: as a resource I use

R: yes

N: the kids are a resource erm we do have dual language books in the library and

*Line 180* they will pick them (dual language books) up so when we have we have a library session every other week and I will say "here you go have a read of those" and erm they did at the beginning they clung to them because they could actually read them but now one of my girls picks up a thick novel to read

R: wow

*Line 185* N: I don't I think it's just the ambition of wanting to read it as opposed to actually reading it cos I sat there as she was reading it and I said "Come on lets read it together" and she couldn't she didn't understand what it said but I think it's just the fact that she can pick it up and have a look at it

R: mm-hmm

*Line 190* N: the ambition is there which is really nice and you don't stop it

R: no

N: you know just I just let her read it or I will go and sit and we'll read it together

R: mm-hmm

N: and I won't I don't tend to focus on the comprehension of it I just focus on the

*Line 195* fact that this is what you want to do so let's do it

R: ok brilliant

N: that's it

R: er yeah so the support and resources you use are more ones that you either make up or you're using other adults or the children but in terms of available materials

*Line 200* what is your opinion about the support the resources available to teachers for EAL?

N: I don't know if there's so I would use I don't know if there's very much there

R: mm-hmm

N: if I think about it if I make it and if I use whatever we have in school erm we don't really have an EAL we don't really have a massive EAL support within our borough

*Line 205* R: ok

N: mm there used to be it was great when they were there when we used to have all the training on the quadrants and all that kind of stuff but there isn't so much there any more

R: mmm

*Line 210* N: not from not from the local authority I don't think there is

R: ok yeah

N: yeah funding funding funding cos I remember when we went on a whole day course

R: uh-huh

N: when I first started teaching yes there was that there was the service there but

*Line 215* not so much now

R: not so much OK so thinking then about CPD what areas so the CPD for EAL that you have been on

N: yeah

R: beginning with just whenever

*Line 220* N: yeah

R: what kind of areas of EAL learning would that have been on do you remember?

N: I think it was probably more on theory

R: yeah

N: I think it was more on theory than anything else and how we can use that and

*Line 225* how it linked to the national curriculum then

R: mm-hmm

N: cos they had a lot of the speaking and listening things as well like a lot of like bi- a lot of things like barrier games

R: oh yes

*Line 230* N: and things like that to imp- erm what else was there? And there is it the coloured semantics or something that they have that they used for sentence construction so they know word order and things like that. Those were the types of things that we had a lot of so it was a lot of linked to the grammar more than anything else which I think we use I think I found them on Twinkl which I use and they just kind of like

*Line 235* construct sentences using that

R: mm-hmm

N: but yeah can't remember anything else

R: ok

N: but it was a lot to do with theory I remember that much

*Line 240* R: so would you say that that was helpful or not really?

N: No I think it was because actually I was able to when I at that point when I had my kids I was able to place the children in their different levels of EALness cos

actually new speakers have their own difficulties but as they become better speakers and more efficient they have their own difficulty as well so I found a

*Line 245* lot of my children who are very proficient at speaking and reading and writing they make very finite mistakes so with their irregular verbs when they do a past tense so "I had sleeps this week" you know

R: yes

N: or you have I had another one thinked or those irregular things that's where

*Line 250* they that's where I have to really comb through the work and I have to pull it out

R: yes

N: so erm for those children my TA has been doing extra grammar with them

R: mm-hmm

N: using one of the national strategies for primary kind of we picked out it was

*Line 255* more their verbs that they were finding really hard especially in the past tense

R: mm-hmm

N: all of those types of things like mens and womens

R: yes

*Line 260* N: its mad @@@

R: so if you had the choice

N: yeah

R: and erm of CPD is there any additional form of CPD for EAL that you think would be helpful?

*Line 265* N: I think I think for me personally I'm better with absolute new speakers

R: ok

N: but for those that are proficient just to kind of know how to change certain things like many and much

R: mm-hmm

*Line 270* N: you know or its just those really small things erm and it is the comparison that they find really hard that would be helpful

R: mm-hmm

N: yeah

R: so looking specifically at grammar

*Line 275* N: yeah

R: based but kind of a higher level

N: yeah higher level yeah yeah (grammar)

R: intervention

N: I think that would be really good they can make all sorts of odd things like read

*Line 280* really oddly or

R: mm—hmm

N: erm and I think because they have such narrow experience of the vocabulary

R: mm-hmm

N: they don't want they sometimes get the thesaurus and they use the wrong word

*Line 285* R: yeah

N: they think it all means the same yeah

R: oh that's really interesting

N: it means the same so we had we had they were describing a character and they use

*Line 290* the word sympathetically I said "well you can't use that with your noun phrase it doesn't make sense, I don't get it" and they were telling me "oh she likes it she's very you know she helps people" and I said "but you can't use that word" and it is that I said "You know you need to use a dictionary to find out what that word means" but you know

*Line 295* R: shades of meaning then

N: yes yes

R: within synonyms so they are synonyms but they don't have

N: yeah yeah yeah yeah

R: the exact same meaning

*Line 300* N: yeah that was quite interesting

R: ok what about in terms of thinking maybe about those higher level kids in terms of their reading what are the kind of things that they may stumble on

N: erm

R: Or do they not

*Line 305* N: no

R: maybe they don't

N: no they do a lot of it is to do with knowing what words mean new words so its strategies oh ok you can ask me, look in a dictionary, ask a friend, at home you know use the semantic so the sentence to work out what the word means use

*Line 310* the semantics of the whole story to work or that paragraph to work out what the words mean er sometimes they don't read they don't read according to the punctuation either they find that quite tricky but actually I think that's a different thing erm and then kind of reading in between the lines

R: Yeah

*Line 315* N: and linking to

R: inference

N: yeah absolutely reading it they find that quite hard and linking it linking bits of the story together that's why using film to me works short film that works it and it helps me because now they're reading longer stories I don't have time to sit and read with



*Line 320* the child the book before I read it with so if I'm doing inference if I'm doing deduction if I'm doing prediction I will use film not all the time

R: mm-hmm

N: but sometimes I will do and they enjoy it as well they enjoy it and then that way you

*Line 325* can talk about vocabulary there's new vocabulary within that and talk about it too

R: so more cues maybe

N: yeah

R: as opposed to just the words

N: just the words visually seeing it

*Line 330* R: they're visually seeing it

N: absolutely absolutely so that works that's a new neat little trick I've found this year @@@@ which I've enjoyed actually

R: good, ok well think that's yeah plenty

N: oh really?

*Line 335* R: yeah

## **Interview 2 – Natasha**

*Line 1* R: The first question then is about what you would say has most shaped the way you approach teaching EAL children, so it could be for example training, your own personal experience, observations of other teachers, discussions with other teachers, anything that's kind of been valuable to you in terms of shaping the way.

*Line 5* N: I think it's a lot of everything, of each one of those

R: mm-hmm

N: I don't think it's just one thing

**R:** mm-hmm

**N:** I think... CPD helps with the kind of the underlying theory

*Line 10* **R:** mm-hmm

**N:** observing other teachers that's really useful to see how they deal with whatever with those children or the the kind of resources and the...forgotten the word now..I suppose the different ways they present the information to the kids, but yeah I think it's a little bit of everything and not just one particular thing and of course your own

*Line 15* experience cos then you can then you work out what works for you and what works for those children too and also for teaching different things you might need different ways in

**R:** yes. Cool and the last one then is in terms of CPD that you've had access to has it mostly been training with experts, has it mostly been printed publications

*Line 20* from the DfES or observations?... Or none of those..

**N:** the last borough led CPD I had was probably about... 12 years ago, 11 years ago @@ that was the last borough led CPD and that's that was a whole day CPD within that I've probably had small small snippets of CPD, I think that was about it actually.

**R:** so observations?

*Line 25* **N:** observations, me observing others?

**R:** yeah

**N:** erm ... yeah .. but not necessarily with EAL ..

**R:** as a focus?

**N:** no erm I was, at my old school, we had 2 EAL teachers who used to come in

*Line 30* and work with the children, that was quite interesting to see how they erm worked with using vocabulary cards and things like that and using dual language dictionaries erm they also ran.. first.. language sessions for those children,

**R:** mm-hmm

**N:** so they collected a group of say Romanian speakers and when they used to  
*Line 35* come back they used to all be like talking in Romanian to each other they loved it they absolutely loved it and it created a community for those children

**R:** yes

**N:** so you had those that were stronger speaking in English and those that weren't so good at speaking, so she said they knew who to go to if they ever needed it to help

*Line 40* **R:** so is that because we were talking last time about you making quite a lot of use of the first language in translating

**N:** yeah

**R:** and is that where's that's come from

**N:** yes probably but yeah you can see the usefulness in that when the children  
*Line 45* come back from those sessions and also if you only have say one child who speaks a er Spanish in your class it kind of gives them an idea of where the other children are, so if they need them in the playground, they know who to go to, that's interesting actually yeah

**R:** good, well thank you!

## APPENDIX 8 INTERVIEW TRANSCRIPTS

### INTERVIEW 1 Sandra

R = researcher, S = Sandra

*Line 1* R: I just wanted to start off basically by asking about your general experience of teaching EAL pupils.

S: OK so I've been teaching quite a few years. Erm when I first started teaching 15 odd years ago. I had one teaching assistant, err 35 children and er I was teaching in

*Line 5* North London

So the vast majority were SEN or EAL.

R: ok and how did you find teaching?

S: As an NQT it was quite daunting as an NQT.

R: Yes.

*Line 10* S: But the more experience you get in terms of building your own teaching skills er that then helps to help you support EAL children. Depending on which borough you work in er external support is available also but with budget restrictions and cuts trying to build up your resources and er your best practice examples within your school setting is ideal.

*Line 15* R: ok

S: Really crucial once you know you have EAL children is meeting as early as possible with parents, finding out the needs of the child; is it initial language? Do they speak English at home? Erm and building that rapport initially with parents. I've had parents come in initially and help support their child in school in the early stages but

*Line 20* if parents aren't speaking English very well themselves that obviously isn't a tactic that you can use. I've had children who speak their first language at home and then they're only speaking English at school; so its trying to

persuade parents as best as possible, those ties with parents are crucial, to try and immerse them in as much English as possible. Erm ...

*Line 25* **R:** ok so talking about working in North London then

**S:** yeah

**R:** what kind of language

**S:** er so

**R:** levels

*Line 30* **S:** we had children who had no English at all as a starting level and they could be starting in reception or they could be starting in Year 6. You find that the younger that they are, the quicker they pick up the use of a new language erm we have a little girl in reception who's Italian; started with no English and goodness she is just speaking and reading and writing wonderfully well because she's been immersed in

*Line 35* the use of language the way that the foundation stage is set up, it's perfect. We have a little boy currently in year two who started with no English, he's made excellent progress but because it's far more formal; the curriculum structure .. in year two .. er, if he'd started younger his progress would have been accelerated far quicker like the little girl in reception.

*Line 40* **R:** yup

**S:** the key thing when trying to plan for and accommodate EAL children is to try and put yourself into their shoes; if you went to a different country, in a school system, what would help you to start to learn the language? You've got to be thinking visuals erm .. reinforcement. So if you can, having that support. Our little boy in year 2 has

*Line 45* SPAG lessons, spelling, punctuation and grammar sessions with an adult 1:1 almost daily you try to include them as much as possible so they can hear the language, but where appropriate they do intervention work outside of the teaching, if appropriate to build on the core skills they need to understand a

new language. But like I said the visuals are so important. there's so much software available now.

*Line 50* We use an IT programme to help our little boy in year 2, which has been, speaks Portuguese, something the parent can do at home to support. And because the software is so good you don't necessarily need a grown up at home to sit with you because you can sit and do the, the computer speaks to you and you can respond by either pressing or speaking back.

*Line 55* **R:** ... Ok so what is that programme? [It sounds really interesting]

**S:** [oh gosh]. Erm before you go I'll introduce to M-, ok, she's working with him at the moment and she's using a programme with him daily. If you just google EAL erm interactive resources. There's so much out there that children can access at home and if you have parents with

*Line 60* a very low starting point language wise, if they do it with their child brilliant, but if its pitched at the right level the child can work on it, obviously if they're not too young, they could work on it independently so..

**R:** Ok so thinking a bit more .. specifically

**S:** yeah

*Line 65* **R:** about vocabulary

**S:** yeah

**R:** what kind of strategies maybe do you use to support EAL kids with vocabulary? Could be things that you do [resources]

**S:** [flashcards] So flashcards with high frequency

*Line 70* words we would be a good starting point.

**R:** aha

**S:** teaching them their initial sounds. So it's thinking about how sounds are taught in FS1 and FS2

**R:** yup

*Line 75* **S:** introducing them, if they've got low vocabulary, to picture books and trying to elicit conversations using picture cues and if they want to talk to you in their language not stifling that, but when you're trying to work with them 1:1 or in a small group reinforcing the key words you would like them to use within the context.

**R:** ... ok lovely. Erm moving on to specifically reading, so a lot of that I guess

*Line 80* would also apply to reading

**S:** yes

**R:** erm but particularly reading comprehension

**S:** yeah

**R:** anything

*Line 85* **S:** ok it depends on their level of language starting point. I think picture books are great starting point because you can then lead into discussions. Before a child can understand what they're reading they need to be able to recognise the words first then discuss it then you can give the questions that show their level of understanding. It's working at a pace that suits the intervention that child is

*Line 90* in but also being ambitious with your expectations. It's quite daunting I think for a child to pick up a new language and you're throwing everything at them. So you've got to be very clear and calculated about how you plan and organise the time you spend with them when trying to teach them to read. Varied resources most definitely and if you can have someone there to help translate so if you're speaking the English version of

*Line 95* what you're trying to read or discuss someone can translate and then you reinforce the English key words or phrases... I think they say pre 7 or pre 9 children find it easiest to learn a new language, post it's a real challenge.

**R:** ok great moving on then..thinking about specific support networks or like you were talking about googling resources for EAL

*Line 100* **S:** we've got an EAL coordinator

**R:** yeah

**S:** You can ring her if you want to, she's not in today,

**R:** yes

**S:** but you can contact her at home

*Line 105* **R:** yeah

**S:** so if we had a new EAL child we would speak to C- and she would she could contact the borough and there are support people out there. You can liaise with your cluster schools so we've got schools, not necessarily right close to us but there are schools who have got higher numbers of EAL children and they're very forward in sharing

*Line 110* resources and ideas. ... So N- going to R- in September which has got high numbers of EAL and I know when we've tried to organise resources for one of our boys, he spoke to R- and was given some pointers and tips.

**R:** ok so erm yeah what is your opinion then on the amount of support available borough of [regards to EAL?]

*Line 115* **S:** [there used to be far more]

**R:** ok

**S:** I would say.

**R:** aha in terms of ..

**S:** when I first started teaching it was a different borough I worked in

*Line 120* B- and there was higher numbers but you have people coming in on a regular basis to work with children who had EAL as their identified need. The borough also sought to find people to do the translations as well so obviously speaking English but their ethnic origin matched the child. I've not had that in --- . I think our numbers for the EAL are not significantly high but they are changing.

*Line 125* **R:** so when you say they're changing?

**S:** they're increasing but on a not on a massive scale



**R:** brilliant er ok

**S:** yeah

**R:** last question then in terms of CPD

*Line 130* **S:** yeah

**R:** for EAL

**S:** there's always training if there's training availability there it gets sent through to myself and my job share as deputy heads and we then look at the training, look at the needs of where the children are and erm staff will be sent on

*Line 135* training erm core subject leader, if there's training opportunities, she will look at how relevant they are and pass on any information or go herself. ..I think as a teacher what teachers want the most is if they've got an EAL child where do I start?

**R:** yes

**S:** a bank of resources, the support from a support assistant to help them help the child

*Line 140* **R:** so the initial support pack and also teaching, sorry you said something about teaching assistant?

**S:** er yeah so ideally having an adult to support that child in class

**R:** yes

**S:** not always possible depending on what school you're in, what your budget

*Line 145* and finances are like erm and then planning your lessons so that they are differentiated to support the needs of that child. But yeah the visuals thinking about where that child is seated in class.

**R:** visuals seated in class

**S:** and always keeping parents informed if you have reluctant parents who

*Line 150* because they may be frightened that they haven't got the language they can't support building those rapports and relationships as early as possible ... must be so daunting.

**R:** ok so last last part of the question really about CPD

**S:** yeah

**R:** in terms of any are there any additional forms of CPD that you think are  
*Line 155* needed, would be helpful?

**S:** ... I think what would be great would be having a network of professionals who... where all these resources are available somewhere centrally because if its left to schools to liaise amongst each other... its having someone who can draw all that together.. offering twilight sessions would be good. We've had staff meeting days,  
*Line 160* staff meeting spots put aside for EAL but they're few and far between.. I think if our numbers were more significant it may be more of a priority... you do have conferences there's usually a yearly conference erm I don't think there's been one this year.

(TYPING) ... ok it should be on here (TYPING) so in February there was a day  
*Line 165* conference run by the EAL academy, they may be worth googling, and it was called.. "Keep calm and don't panic; successful strategies successful strategies for supporting pupils new to English in your classroom" ... that would have been a really good networking opportunity to talk to other teachers

**R:** ok so did [and then]

*Line 170* **S:** [yeah C- ]

**R:** right

**S:** so she's the EAL subject lead, attended that she would then come back and feedback relevant info to staff sh- and share resources with teachers who have EAL children and that's why as soon as you get an EAL child start staff will normally see her and  
*Line 175* she'll be she would think oh I've been to such a place oh I've got this resource I could put you into th- I would definitely have a chat with her if you could

**R:** yeah

## Interview 2 Sandra

- Line 1* R: so last time when we were talking you were telling me a little bit about the foundation stage being perfect for second language learning?
- S: yeah
- R: yup can you tell me a little bit more about this?
- Line 5* S: so the way that the foundation stage is set up is the children it's very child initiated, activities are chosen and the learning is very subtle behind it but there's lots of speaking and listening
- R: uh huh
- S: erm lots of opportunity for children to do role-play, for them to talk about
- Line 10* their play, talk about their learning so as a child with EAL language erm needs, you are immersed in language 24-7 in reception which is very different to the formal side of teaching where you're sat and spoken at, you can really hear it and and immerse yourself in it in early years
- R: ok so it's about erm it's about being immersed but maybe the participation?
- Line 15* [as well]
- S: [yeah yeah]
- R: and the opportunities to [speak]
- S: [to use] and speak your language speak the language as well. I think hearing it as often as you do when the children are playing erm
- Line 20* helps to develop the language needs of those children yeah definitely.
- R: mm-hmm ok great and also the other thing you said was that children learn a language more easily pre, I think you talked about pre 7 pre [9]
- S: [yeah]
- R: yeah?
- Line 25* S: so basically, erm the younger you are you know the more receptive you are to

to taking on new learning and erm I if you do if you do the research, the research does say that erm children can pick up a second language much quicker pre, I think it is 7 or 9 than they can later on just because of how the brain works

R: mm-hmm

*Line 30* S: and their receptiveness to learning something new and different

R: ok

S: yeah

R: great and I guess again that incorporates the idea of erm the foundation stage

S: yeah

*Line 35* R: or the early years classrooms [being]

S: [yeah]

R: language [rich]

S: [yeah yeah]

R: anyway

*Line 40* S: [absolutely]

R: [which would] help

S: yeah

R: ok and then one of the other things we talked about was, which was really interesting, teachers needing to be ambitious with their expectations [for EAL]

*Line 45* S: [yes

absolutely]

so not expecting an EAL child to just be able to know or do the basics, because if you are ambitious with your planning and your resourcing erm you can expose erm EAL children to far more erm I think it's being very careful with your planning that it's differentiated but if you have children who are going to

*Line 50* pick up very quickly the language you know pushing them and ensuring that they you know you're giving them the most opportunity possible in order for them to make the progress that they can make yeah most definitely I think sometimes you might have the mind-set to think oh they've just come into erm an English setting erm school system

R: mm-hmm

*Line 55 S:* erm so you need to start very basic. I think once you know the child and what their needs are and you see the progress you can accelerate what it is you are offering them depending on how they are doing and picking up and moving forward themselves yeah.

R: yeah [great]

*Line 60 S:* [yeah]

R: rather than assuming that because they are EAL

S: absolutely yeah

R: ok great and in terms of vocabulary and reading so particularly focussing on teaching EAL kids vocabulary and reading what would you see as the main challenges that

*Line 65* they face?

S: erm I suppose it's retention if you like and its its if you've got a starting point of a child who has no English and you can't yourself do any translation yourself if you're starting point is as simple as that erm it's how much they can retain. If on the other hand alongside that sorry they've got erm the language difficulties at home so no-

*Line 70* one speaking English at home all they get is what they'll be getting in school time so that obviously amplifies how much you need to try and do with them.

R: mm-hmm

S: I think having someone who can translate is a really good help but if you're starting point is just a child and all you've got are your flashcards or your visuals erm that

*Line 75* could take longer than if you had someone who could translate someone who's reinforcing at home what's going on in school yeah

R: yeah so it's kind of about reinforcing the first language with the [second]

S: [absolutely] I think initially yes yeah erm and I think it's making ensuring you know the child's starting

*Line 80* point erm and ensuring that you've got a range of resources that can support them

R: so in terms of reading [then]

S: [yeah]

R: yeah

S: yeah

*Line 85* R: what [kind of]

S: [so in terms of] reading you would want to have you high frequency words erm and you'd want to have them as flashcards, you want to teach them initially their sounds, the alphabet you know you're starting in terms of looking at what they do in nursery and pre nursery really erm and building up those blocks until you get to a

*Line 90* point where you can do the high frequency words and then build the sentences and I think as much as possible making it visual so that you're moving things around and making things rather than the prescriptive format of writing

R: constructing

S: yeah

*Line 95* R: having the word cards

S: yeah

R: and constructing [the sentences]

S: [yeah making the sounds] I mean erm I think about in reception they learn their initial sounds they learn the phonemes, they build it up they make the words. Very early years led I would say initially and then depending on how quickly they pick up the language skills then you you accelerate it as you need to.

*Line 100*

R: so there's a lot behind reading isn't [there]

S: [yeah]

R: you can't just [yeah]

*Line 105* S: [no] and we have children who use picture cues for their reading

R: mm-hmm

S: they'll look at the pictures and say what it says, we have children who remember what the words are

R: mm

*Line 110* S: and do it that way by sight but you want to teach them the skills of understanding the phonemes

R: mm-hmm

S: and how the words are made up so that then they if they come to unknown words they can use those skills to break down

*Line 115* R: yup

S: and work out what it says

R: yeah to make them independent

S: absolutely

R: yeah ok then the last little tiny bit of questions were about CPD really although

*Line 120* the first one maybe isn't so much

S: yeah

R: I was kinda interested in erm having had the varied experience that you've had what you would say influences the biggest influence in the way that you approach teaching EAL whether it would be your initial training, your CPD,

*Line 125* your personal experience, policy, discussions with other staff.

S: I think initially as a teacher it would be my personal experience

R: yeah

S: I think if you're new to teaching, so we've got an NQT erm and if you've never experienced an EAL child the fear factor would be where do I start?

*Line 130* R: mm

S: So I would say personal experience first and then if you haven't got personal experience to draw upon I think it's then looking at CPD opportunities, you know your EAL subject leader talking to colleagues who may have had those personal experiences and then going on the appropriate courses and training

*Line 135* R: yeah ok so lastly about CPD then we kinda talked about [it] last time

S: [yeah]

R: erm yes what kind of forms of CPD so thinking about whether it's attending training, whether it's observing good [practice]

S: [yeah] I think a mixture so you want to attend

*Line 140* anything relevant erm usually if you go on training they try and give you ideas for teaching and resourcing and planning I think if you can observe best best practice so R- for example have a high number of EAL pupils, I mean if we had more children coming in to W- they would definitely be our first port of call for contacts because their staff are exposed to it far more

*Line 145* R: yeah

S: I think it's reading the forums, the TES teachers' magazine has always got hints and tips, erm I think it's talking to your colleagues erm the borough if they've



got external people you can contact as well that can support you know there's a wide range of different ways to to build your skill set erm I think if you're

*Line 150* someone who hasn't had EAL experience most definitely your starting point has got to be talking to your colleagues initially erm your subject lead and then looking for the training outside

R: ok so it's active

S: yeah

*Line 155* R: and searching [out] those opportunities rather than waiting for stuff to come in to you

S: [absolutely]

S: oh most definitely yeah

R: yeah ok and then the last absolutely last question erm in form in terms of CPD

*Line 160* then and in terms of those different types so again observing best practice,

S: yeah

R: attending training, publications

S: yeah

R: from Naldic from the DfES which of those forms do you see perhaps as the

*Line 165* most useful and maybe would like more of in the future or you don't

S: err erm I think erm if you can attend training by professionals who have worked with EAL children and they can give you resource ideas it's most useful

R: mm-hmm

S: yup

*Line 170* R: ok

S: because erm the experiences that I've had I can impart on other people by telling them but unless I can give you something

R: yes

S: and say right this really worked with such and such a child, you want to have  
*Line 175* the visual resources you want to have the planning ideas

R: yes

S: yeah

R: you can just go and do it

S: yeah yeah and in an ideal world you'd love to have a folder that someone says  
*Line 180* right there's an EAL folder for a child who's starting and they're you know they're  
French or they're European or they're Asian erm it doesn't work like that @@

R: no

S: so it's good building up that bank of resources

R: yes

*Line 185* S: so I'd say resources would be a really great one be it materialistic ones but  
people resources as well not always fortunate enough that you have an adult  
who can sit with an EAL child

R: mmm

S: 24-7 erm so it's that all part of the resourcing

*Line 190* R: yeah it's the people and the staff

S: absolutely definitely

R: yes

S: not just the paperwork

R: yes

*Line 195* S: if you like and the cards and yeah

R: great well that's everything

S: brilliant

R: thank-you

S: brilliant

*Line 200* R: thank-you very much.

## APPENDIX 9 – INTERVIEW TRANSCRIPTS

### INTERVIEW WITH KAREN (EAL COORDINATOR)

R = researcher, K = Karen

*Line 1* R: erm and if we can just start by telling me maybe about what your job as EAL co-ordinator involves?

K: Oh ok I try and give the staff information all about EAL children in the class so their ethnicity, the language that they speak and their country of origin and then I

*Line 5* manage the er we tend to have a package with the erm borough

R: mm-hmm

K: for erm support

R: ok

K: and I manage that and then any er any useful things that I find I pass on to them

*Line 10* R: great

K: so any useful activities or games I put together erm packs, grammar packs, if they've got small teaching time that they can use.

R: so in terms of the package from the borough?

K: erm they come out and give us you can have you can either have training or

*Line 15* they can come and support the children so we tend to have them come and support the children

R: brilliant

K: for an hour a week

R: ok

K: but It's not a lot

*Line 20* R: no ok but does that happen for every, so every EAL child who comes in will have

that?

K: no no no

R: no?

K: no it's the ones that are identified as not making progress

R: yes

*Line 25* K: because there's only 10 hours that we pay for so

R: fair enough

K: so it's limited (@@)

R: yeah how does that that system work then? How do they identify which [kids]

K: [oh well] I

*Line 30* look at the progress they have progress meetings every term

R: mm-hmm

K: and I take the we look at the information from the progress meetings as to who needs support

R: mm-hmm ok perfect erm yeah and anything just general first of all about your

*Line 35* experience of working with EAL kids

K: Well I I work in the nursery

R: yes

K: so I only work with those children and erm I find that actually they tend to pick up English erm quite.. easily in the you know in the nursery cos it's a lot of play, a lot of

*Line 40* talk, a lot of stories

R: mm-hmm

K: and I mean it's the nursery rhymes that they tend to get first to be honest and I also find that it's a lot to do with their personality [if they're]

R: [ok]

*Line 45* K: outgoing and confident

R: mm-hmm

K: they tend to pick up easy cos they want to make friends with the other children

R: yes

K: so they they do tend to pick up the language but if they're more sort of introvert

*Line 50* R: mm-hmm

K: and then it it does take a long time and you do see them when they won't you know they don't speak at all but there is they are assimilating it all because all of a sudden when they do speak (H) you get lots of language

R: mmm like all at once

K: yeah yeah because I think people sort of get worried cos they say "well they're not

*Line 55* talking, they're not talking" but they're just taking it all in and I think all the surroundings as well cos I mean the nursery is quite big so

R: yeah

K: it's quite intimidating I think for some of them

R: mm

*Line 60* K: who don't speak English, it's quite intimidating

R: yes absolutely. Great ok so you've told me a little bit about the support packages but in terms of when a kid comes in so if you have a new child

K: mmm

R: starting with EAL what [happens]

*Line 65* K: [well we have] they have a buddy booklet and then I mean the class teacher will obviously pair them up with somebody

R: mm-hmm mm-hmm

K: and then whatever groups they have in their class they will sort it out and er they  
have an LSA

*Line 70* R: ok

K: or no TA

R: yeah

K: PA's they're called now so obviously the class teacher puts in the support

R: mm-hmm

*Line 75* K: as

R: [as necessary]

K: [as it's needed]

R: yeah sure and how about because now last time I was here someone was telling me  
about withdrawal interventions

*Line 80* K: I think that's probably the EAL advi- support that comes

R: oh ok

K: [at a guess]

R: [sure yes] so what kind of things would tend to happen with

K: well she she talks to the class teacher

*Line 85* R: ok great

K: and looks at the erm the specific things that they need like they were missing out  
the determiners you know all the little

R: mm-hmm

K: words in the sentence so she was working on that so they look she looks specifically

*Line 90* at the area because I don't teach the children it's hard so what I do

R: yeah

K: is I liaise with the class teacher find out the areas that they need support and feed that back to the to the support person

R: mm-hmm

*Line 95* K: and then they mainly work with the class teacher

R: yes

K: so

R: perfect yes that makes complete sense erm in terms of of so the other thing was about Key stage one and Key stage two literacy tests so I guess mainly SATS

*Line 100* K: mmm

R: maybe erm how do you see EAL pupils performing compared to non EAL pupils .. Is there a gap is there no gap?

K: erm I think there is a gap I obviously don't haven't seen this year's results

R: ok sure

*Line 105* K: so I can't can't say to be honest and also we tend to go a lot of it well the information I get is the progress meetings

R: ok

K: erm like the data pack at the end of each term so I don't necessarily especially at the end you know now I

*Line 110* R: sure

K: I don't receive that

R: ok fair enough erm yeah so when teachers come to you then for support with the pupils what kind of maybe are the most common concerns that they ha- so if they were coming to you to ask for help what are the common areas that they maybe



*Line 115* are concerned about or

K: well I think that reading comprehension is one of them

R: yeah

K: cos they find that

R: yes

*Line 120* K: they find that hard.

R: yup

K: they can't see the inference

R: mm-hmm

K: you know they find that hard and as I say it's leaving out the determiners

*Line 125* R: uh huh

K: it's It's those it's those sorts of things

R: mm-hmm

K: it's mainly the grammar

R: yes

*Line 130* K: involved in especially writing

R: mm-hmm

K: that that they struggle with

R: mm-hmm so in terms of writing erm including in writing in the right grammar?

K: yeah yeah and also maths vocabulary which I find quite hard when I look for

*Line 135* resources online and things to help I find that quite difficult

R: mm-hmm

K: to find activities (@@) to help them to be honest

R: yeah

K: cos it's not there so apart of I suppose using it a lot and playing games and

*Line 140* R: mm-hmm

K: which you would do with the rest of the children

R: yes anyway

K: yeah

R: ok so then is it maybe more erm general support rather than being specific or this is

*Line 145* an EAL support it's general support that works?

K: yeah well yeah because that's all we have we don't have, we haven't got enough support to but I mean I find it hard to look for strategies to help them

R: yes

K: for maths vocabulary because there doesn't seem to be

R: yeah

*Line 150* K: anything out there

R: available hmm that's interesting so then one of my other things was if, you know, in an ideal world er and you could have as much support as you wanted er for EAL what kinds of things would you think are.. needed really?

K: well it's vocabulary groups I would have thought

*Line 155* R: mm-hmm ok that's interesting

K: err and games and things to stimulate their language

R: mm-hmm

K: and then maybe a bit more construction work to help them with their grammar would be a small group with them with a model you know 2 or 3 children who are

*Line 160* the models

R: yeah so starting with the vocab

K: yeah I think so

R: and then working up

K: because well it's like all children isn't it? If you haven't got the vocabulary there

*Line 165* R: mm-hmm

K: in the first place you can't put it into your writing it's like when you construct stories if you haven't got er a story rich environment

R: mm-hmm

K: because it's hard for a seven year old to come up with their own stories

*Line 170* R: yeah

K: so their stories are based on the traditional er

R: mm-hmm

K: stories and other stories that they hear all the time. So you need a language rich environment in order to be able to be a writer whether you're EAL or not EAL

*Line 175* R: yes which I guess is the sa- access to texts then as well

K: yeah yeah

R: is a big deal in terms of reading

K: yeah yeah

R: comprehension. Great there's only a couple more questions erm so anything about

*Line 180* now I was talking to N- last time and he said about CPD would mainly be you would go on the CPD and then

K: yeah

R: you would feed-back yeah so can you tell me maybe a little bit about the CPD

*Line 185* K: I've only been on one

R: ok

K: and that's been erm sort of new arrivals

R: mm-hmm

K: which is a lot of the things that we've (@@)

*Line 190* R: yeah

K: already talked about really

R: great

K: there's a you know it is vocabulary and different sorts of erm they give you grids  
you know writing grids and structures

*Line 195* R: mm-hmm

K: to help them

R: mm-hmm

K: to help them with that so

R: so would you say that that was quite helpful or not

*Line 200* K: it was

R: yeah

K: yeah yeah

R: er are there or are there other forms of CPD generally for staff for EAL that you  
think

*Line 205*K: I haven't seen seen any courses to be honest

R: no

K: and it's the cost

R: yes

*Line 210* K: there's no money

R: yeah

K: so you know who pays for them to go on them? I mean I did have some in school training

R: mm-hmm

*Line 215* K: and if they request more then I would take that out the package

R: yes

K: but then they would have less hours for them to be

R: ok

K: with the children

*Line 220* R: I see

K: yeah

R: ok so that comes from the ten sessions?

K: yeah we will save some for that so if I take that out then there'll be less than ten hours, it's ten hours it's how you use that

*Line 225* R: yes

K: I mean you can go up in packages but

R: no

K we can't afford it (@@)

R: so maybe then do people kind of prefer to have the in class support

*Line 230* K: I think so at the moment

R: rather than the actual

K: yeah

R: that makes sense

K: It's a when if there are staff changes then we look again

*Line 235* R: yes

K: and if they want training

R: then you would rethink it

K: yes

R: ok cool ok erm so then er yes so would you say is CPD then kind of dependent on

*Line 240* the borough that you work for..or?

K: well no because now schools have got all the money

R: right

K: so

R: ok

*Line 245* K: yeah and I've and the training that I've been on hasn't been provided by the

borough it's been

R: ok

K: so not W-

R: no

*Line 250* K: I've not seen any courses provided by W-

R: no ok

K: so not by our borough

R: right ok yeah great

K: That all right?

*Line 255* R: yeah that's perfect. Thank-you very much.

## APPENDIX 10 INTERVIEW TRANSCRIPTS

### Interview 1 Neil (Head-teacher)

R = researcher, N = Neil

*Line 1* R: and if we could start just by talking about EAL kids at this school

N: mm-hmm

R: what kind of what numbers you have

N: yeah

*Line 5* R: or what the language backgrounds are

N: good question, so we have er approximately around 12% of our children er across the school are EAL children erm we have sort of between I would say 6 and 12 in each year group

R: mm-hmm

*Line 10* N: so its not a huge proportion

R: no

N: erm if you look back at the erm pattern in terms of percentages in terms of numbers of children over previous years erm the numbers of EAL pupils we have at the school is increasing

*Line 15* R: mm-hmm

N: but relatively slowly so I think in the grand scheme of things its still a relatively small proportion of children

R: mm-hmm

N: erm I would say the majority of children who are EAL have again have a variety

*Line 20* of different languages like you've said about your experiences we're seeing a number of children from Eastern Europe coming in erm so we have a number of Polish children we have a number of children from sort of southern Europe sort of Spain, southern France that kind of area erm and we also have a

number of children sort of from the Asian countries so from Bangladesh and India er predominantly

*Line 25* **R:** mm-hmm

**N:** one of two from Pakistan so there's a they're our sort of key key areas if you like erm we have one or two south African children that also speak Afrikaans er which [is different]

**R:** [interesting]

*Line 30* **N:** different one in the mix generally erm and we have one or two Scandinavian children so it's kind of a broad spectrum in terms of languages coming across

**R:** ok so in terms of managing

**N:** mm-hmm

**R:** EAL in the school

*Line 35* **N:** yup

**R:** what are the implications of that really?

**N:** (H) ok so they all all of the children are individuals obviously erm

**R:** mm-hmm

**N:** and we are a hugely inclusive school so one of our priorities is getting to know

*Line 40* each child as an individual and the family unit they come from and making sure that the erm the support that's put in place is bespoke and appropriate for them erm so we will have some EAL children coming with erm a reasonably good grasp of English

**R:** mm-hmm

**N:** when they arrive and we have one or two who will arrive with absolutely no

*Line 45* English whatsoever

**R:** mm-hmm



**N:** erm and our role as a school is to respond to those needs as the children sort of come into school erm so we you know I can give you a couple of examples so we have a little boy who joined us last year from Portugal erm and him and  
*Line 50* his mum had very very little English in fact none zero zero English erm and for W- that's fairly rare that's quite an exception erm and so we worked quite hard with him and his mum and the teachers as well to put in place what he needed

**R:** mm-hmm

**N:** so lots of high frequency vocab really lots of discussive work lots of  
*Line 55* conversation erm bringing it to life illustrating the language with sort of pictures and symbols etc erm understanding the children's level of comprehension in their own language is often a good gauge because if you know if we've got a sort of an academically bright child who happens to speak another language there should be no barrier to them being an academically bright child as soon as they grasp English erm what we find is  
*Line 60* once the children are immersed within another language they are actually really quite resil- erm resilient you know

**R:** mm-hmm

**N:** they pick things up quite quickly erm so they'll form their relationships with other children in the classes, they'll start having conversations and if we  
*Line 65* supplement that with resources and language and lots and lots of conversation we often find that that sort of accelerates their understanding of English (H) erm I'll give you another example so we had a little boy join us in year 5 I think it was last year erm who had come over from Romania I think it was

**R:** mm-hmm

**N:** erm and he could speak a little bit of English and he'd come over to this country and his mum couldn't speak a word of English so he was trying to organise himself a place in a school

**R:** yes

**N:** having moved to the area

*Line 75* **R:** he was translating for her

**N:** erm his mum was unable. Exactly he was unable she was unable to access anything in terms of admissions or erm how the whole process works and so the ladies in our office and myself and he he'd come in we'd have a conversation he'd translate everything for mum she would then he would then translate everything back again

*Line 80* and it was an unusual situation where we found him he was the person on the phone to the local authority trying to organise what he needed and exactly what information they needed

**R:** mm-hmm

**N:** but eventually he obviously got a place at Wessex

*Line 85* **R:** mm—hmm

**N:** came in he was over the moon he was in tears when he found out he'd got his place

**R:** great

**N:** erm and he's absolutely delightful absolutely thriving and now his mum's English is improving as well so she's able to support him and find out about his

*Line 90* learning and his education in school so that was a bit of a success story

**R:** that's really yeah that's really interesting

**N:** in terms of management in terms as us as a school we have an EAL coordinator who's C- who you'll speak to a little bit later erm and she erm she works busily behind the scenes putting together packs of resources packs of information so

*Line 95* that teachers have an idea of if a child starts with them and has English as an additional language there are resources available for them

**R:** mm-hmm

**N:** to start putting in that support straight away erm obviously you plan for everything and then something different happens

*Line 100* **R:** yes

**N:** so you know in the case of this Portuguese child I was able to speak to another school who had erm a number of Portuguese children at the school

**R:** mm-hmm

**N:** and they were able to share resources with us and advice and prompts for teachers

*Line 105* and so on which then becomes part of the school package

**R:** this is really interesting when you're talking about understanding the child's level of comprehension in their own language

**N:** correct

**R:** because presumably that can be a real issue if you have

*Line 110* **N:** absolutely so we also have erm a hearing impaired unit so we take a number of children with a hearing impairment erm and we have 14 children from nursery up to year 6 erm and they wear cochlear implants and hearing aids we take those children from a number of local authorities so 4 local authorities erm children are bussed to W- erm and many many years ago when the

*Line 115* technology wasn't what it is now children couldn't be implanted with the cochlear implants till they were four or five years old

**R:** ok

**N:** so there was an an actual lag in their learning a gap in their learning. Nowadays children can be implanted sort of 3 - 6 months old

*Line 120* **R:** yes

**N:** which means the natural gap in their learning because of their hearing is so much less

**R:** mm-hmm

**N:** so what we tend to find is we are now getting for our hearing impaired unit  
*Line 125* children who have hearing impairment as their primary need but then have other needs on top of that and often that is children who come with hearing impairment as well as English as an additional language so not only are we coping with children who speak in a different language at home erm we are coping with children who speak in a different language at home and have difficulties with their hearing as well

*Line 130 R:* yes

**N:** so language is really important for the

**R:** yes

**N:** school erm in terms of how we model the language how we speak it etc etc and that's what the children are immersed in so it benefits all of the children

*Line 135 R:* brilliant ok that's really interesting

**N:** yeah

**R:** in terms of Key Stage 1 and Key Stage 2 SATS literacy particularly the literacy

**N:** mm-hmm

**R:** tests erm how do those EAL pupils tend to perform compared to non EAL pupils?

*Line 140 N:* ok so there is no hard or fast pattern to it

**R:** mm-hmm

**N:** erm because it depends on in which stage they arrive

**R:** yes yeah

**N:** erm and therefore how much preparation we are able to put for them into the SATS

*Line 145 R:* mm-hmm

**N:** erm so for the little boy the Portuguese boy I was talking to you about erm did very well for his maths erm we're waiting for the results but we feel that he did quite strongly with his maths but obviously reading comprehension was a little bit more challenging for him

*Line 150* **R:** mm-hmm

**N:** erm another example in Key Stage one is the phonics screening assessment

**R:** yes

**N:** erm if children are relatively new to the school having joined us with English as an additional language erm it may be appropriate for them to take it at the

*Line 155* same time as their peers it may not be

**R:** ok

**N:** so children take it in year 1 I know we've got 2 or 3 children this year who haven't taken it because they're not ready to take it

**R:** so there is an element of choice there?

*Line 160* **N:** there is erm and I'm not so sure it's choice I think it's a case of they all need to be screened

**R:** yes

**N:** but there are some children we recognise that its they're not going to be successful

**R:** its not the right time

*Line 165* **N:** for them they get another chance next year so our EAL children from year one last year who didn't take it took it again this year and were successful so it gives you that idea. As far as Key Stage 2 is concerned again it depends on when the child joins the school

**R:** mmm-hmm yup

*Line 170* **N:** but we've had lots of examples of children who arrive with very little English erm lets say in year 4 and go on to be very successful in achieving level 4s possibly even level 5s

**R:** great

**N:** we have a number of children who are EAL who are academically very bright  
*Line 175* and high achieving we have a number of EAL children who are not who are at the other end of the scale so they need extra support in the classroom and its er it's a case of getting to understand what every individual's needs are

**R:** yes

**N:** and putting in a package to support them to make as much progress as possible

*Line 180* **R:** so you would say it's more about the individual child

**N:** yeah

**R:** rather than the fact that they are EAL

**N:** yeah I wouldn't I wouldn't say that as a rule we find that our EAL children do better or worse overall than others but there will be some years where they  
*Line 185* do and some years where they don't because it ebbs and flows with the needs of the children

**R:** yes. Is there anything so particularly I guess that you've talked about phonics standing out as an area where they need additional support

**N:** yes

**R:** in terms of literacy anything else particularly?

*Line 190* **N:** again It's for teachers to have that mind set and to think about when I'm planning my learning when I'm planning my lessons whatever subject it is is differentiating for the needs of all the different children in the classroom

**R:** yeah

**N:** and whether that be a physical need, a learning need erm an able child or a

*Line 195* child with EAL and erm the way teachers do that as you will probably be understand is there's a whole raft of ways of supporting children

**R:** yes yeah

**N:** whether it's where they're seated, who they're seated with, adult support you have available to you in the classroom, maybe they're withdrawn for support.

*Line 200* So I've seen children who are EAL and we have a grandparent who comes in, absolutely loves it and he you know he is so enthusiastic and so he's done a piece of work with one of our children who's just been going over the vocabulary the sight words, the letters

**R:** lovely

**N:** the sounds etc and just doing it as little and often as possible

*Line 205* **R:** yes

**N:** to reinforce it erm yeah it has a good impact

**R:** yeah great it sounds brilliant yeah what about is there any impact from obviously there is documentation, government policy, documentation coming in on EAL what is the impact of that on the way that EAL is managed?

*Line 210* **N:** so we're responsive to all sorts of government initiatives erm i.e. I guess the recent vote may have an impact

**R:** yes

**N:** its too early to tell I don't know erm what we're really keen on is making sure that we understand what the children need and we try to find the way to

*Line 215* unlock whatever it is they've got as a barrier to their learning

**R:** yes

**N:** erm and you know we're in a multicultural society er you go five miles down the road and there are schools with 95% ethnic minority children

**R:** yes

*Line 220* **N:** and a far greater need for support for EAL

**R:** yes

**N:** er but we are as I say in a multicultural society so understanding where we all fit and how we work together and how we support each other erm another thing that's really important is for us to find every opportunity to celebrate

*Line 225* different faiths, cultures, backgrounds, experiences so often we will find children who come from other cultures and backgrounds who come in and we find opportunities to share their language to share their erm you know their lives their whatever it is with the other children so that they get an element of belonging and an element of understanding within the class cos all of that

*Line 230* **R:** yes

**N:** will then lock onto their place in society you know wherever their journey takes them next

**R:** great ok one more question then erm what about can you tell me about any continuing professional development opportunities for staff

*Line 235* **N:** mm-hmm

**R:** with regards to EAL

**N:** erm so specific training for teachers for children with EAL

**R:** mm-hmm

**N:** we do not have at the moment

*Line 240* **R:** ok

**N:** as a rule erm because erm the proportions of our children are relatively low

**R:** yeah

**N:** so our EAL coordinator has been on training and as I said she provides the resources and the support for teachers who have children

*Line 245* **R:** mm-hmm

**N:** that come in with additional needs



**R:** yes

**N:** now that said should a child or a family with a specific language need join our school where teachers do not have the skills to support them then we would

*Line 250* source training and support and put that in place erm whether that be through national organisations or local authority or erm through working with other schools who we've got partnerships with

**R:** mm-hmm

**N:** erm again it's about responding to the needs of the children

*Line 255* **R:** ok

**N:** ok

**R:** yeah brilliant that's great

### **Interview 2 with Neil (Head-teacher)**

*Line 1* **R:** So last time when we were talking about particularly literacy, you were saying about using understanding the child's comprehension in their first language

**N:** mm-hmm

**R:** in order to understand what their potential in their second in English would be

*Line 5* and I just wondered really in a school where there are lots of different languages how how that works

**N:** mm-hmm ok so when we're supporting child- there is no hard and fast way I don't believe of saying that we can gain a quick understanding

**R:** yes

*Line 10* **N:** of a child's educational capacity if they are predominantly speaking in a different language

**R:** mmm

N: er however what we what we do work on very very well is communicating with parents as as much as we can

*Line 15* R: mm-hmm

N: and using the resources available to us to find out you know what a child's ability is

R: yup

N: erm now that may well be through additional support, through translation services, through erm...speaking to the local authority and getting their advice, speaking to

*Line 20* other head teachers in other schools where they've got families with a similar language perhaps erm I think understanding the child and getting to know the child as well as we can as quickly as we can will enable us to identify whether

R: mm-hmm

N: they have the potential to make as much progress as possible whether the EAL

*Line 25* or the erm language barrier is just part of

R: mmm

N: what's holding them back so we've got examples of children who have come to W- and have picked up the language very quickly and absolutely flown

R: yes

*Line 30* N: er you know language with you know is different often with numbers

R: mm-hmm

N: than it is with spoken or written language so often maths is a way in

R: mm-hmm

N: to work out what a child's erm ability is because a sum in Spain will look the same as

*Line 35* a [sum]

R: [yes]

N: in Luton will look as the same as a sum here so often that's a way err so yeah I think that's

R: ok great so it's kind of making use of [adults] [[the language speaking community

*Line 40* and]]

N: [seeing what the][[yeah absolutely yes]]  
and how we can find a way in

R: yes

N: to understand the child as well as possible

*Line 45* R: yes ok

N: so we can then tailor the curriculum, the support and the level that's needed erm and as with any other child if there are additional needs over and above a language barrier then we need to identify that as quickly as possible and put in place the appropriate support

*Line 50* R: perfect so talking a bit about that cos we were also talking last time I think you mentioned putting a bespoke package

N: mm-hmm

R: into place and so I just wondered commonly what those support packages might involve or how those support packages are decided on

*Line 55* N: ok so they are decided on depending on the need of the child

R: mm-hmm

N: erm so if a child comes in with no language whatsoever erm for example you would put in place a different type of support than a child who comes with a little bit of language erm so for example it might be the child first and foremost you buddy

*Line 60* them up with a a an articulate child

R: mm-hmm

N: so that straight away they are in a positive language rich environment  
secondly you would then differentiate activities so obviously often with  
children learning languages there's a lot of activities that the child may do  
separately from the class to

*Line 65* begin with

R: mm-hmm

N: just to get their understanding of the vocabulary up so that might involve  
flashcards

R: mm-hmm

N: and picture matching activities, cue cards

*Line 70* R: mm-hmm

N: erm lots of repetition, lots of grammatical formations of sentences, lots of  
identifying erm like I said picture cards you know "This is a ball" "This is a  
balloon" "This is the toilet" "This is my jumper" erm you know

R: yes

*Line 75* N: those key those key school related language points are real quick ones so that  
the child ne- can communicate their need with the teacher "I need something  
to eat", "I need a drink", "Where's my peg?"

R: "Where's my jumper?"

N: "Where's my jumper?" erm "I need to go to the toilet", "I need" you know

*Line 80* those kinds of things erm are really important

R: mm

N: and if we can get those in with the child really quickly then they're straight  
away starting to use language that is often used by other children

R: mm-hmm

*Line 85* N: so again that gets them hooked in to the learning as quickly as possible so a child will erm spend part of the time in the class absorbing the language and doing the best that they can with differentiated activities and support and at other times where appropriate we use translation software

R: yeah

*Line 90* N: we might use dictionaries you know multi-language dictionaries, we might use you know other children in the school

R: mm-hmm

N: or other adults in the school who can who can speak the language that the child is using a) to make them comfortable b) to make them familiar c) to

*Line 95* make them understand that we're trying our best to understand them

R: mm-hmm

N: and d) to understand what their capabilities are and how

R: mm-hmm

N: to put that support in

*Line 100* R: yup

N: so yeah

R: brilliant ok only two more things

N: ok

R: so also you talked about being responsive to different government initiatives for EAL

*Line 105* N: mm-hmm

R: any examples?

N: (H) er it's it's difficult because there is the the EAL erm EM- EMTAS I think they call it now

R: ok

*Line 110* N: erm Ethnic Minority Travel Achievement Service is erm I don't know what it's called these days

R: ok

N: erm but there is an element of support there er at a local authority level

R: hmhm

*Line 115* N: who can provide services which support erm children erm but there is there has been a change in the last few years towards British children having a better understanding of languages other than English erm and starting that earlier on so we've started to introduce in the last five years more erm more language based act- learning in in key stage one for [example]

*Line 120* R: [nice]

N: erm but it filters through so you know we take advantage of cultural opportunities as well as so

R: mm-hmm

N: part of part of the Chinese New Year the children were learning to count to 10

*Line 125* in Mandarin erm part of erm I don't know erm other activities that we do and other languages that we have access to erm so we've got a couple of parents or families that speak Spanish so they've had opportunities to come in and tell us about their culture and the language and their their experiences and again that builds up the confidence of the children involved erm and targeted interventions and support

*Line 130* then kind of overlap that and help them to to flourish really [to develop]

R: [yup] great that sounds really ..exciting

N: yeah it is

R: yeah ok so then the last thing was about erm talking about I think you said that

*Line 135* language the modelling and speaking of language to EAL is particularly important

N: mm-hmm

R: here do you maybe want to say a bit more about it

N: ok so we are.. a language rich school

R: mm-hmm

*Line 140* N: we have a hearing impaired resource base so hearing impaired unit and so language is very important to us anyway erm for all of the children's sake erm so speaking and listening is very important understanding social sort of social.. norms in terms of my turn, your turn, sharing etc. etc. is very important from an early age erm but making sure the children aren't speaking over each other,

*Line 145* making sure they have the opportunity to think

R: mm-hmm

N: and then to articulate a response, and that doesn't just go for EAL children

R: no

N: I think that's really important for all children and then surrounding them in a

*Line 150* curriculum that is based in experiences that promote conversation which may be promoting conversation and English is not something they are exposed to at home potentially as much as some of the other children so I've just come out of a maths lesson for example where there's a group off making cakes erm for a party and then talking about weighing out all the ingredients and and you know

*Line 155* R: mm

N: blending them together and making the cakes erm another group are talking about OK so if it costs this much to create one party bag how much is it gonna create to create 5 or 10 or 20 and it's all the language around that in a context that is exciting to the children and interesting to the children

*Line 160* R: relevant

N: relevant to the children you know they're talking about their whole topic in year two the lesson I've just come from is growing, so they've been talking about food and where it comes from

R: mm

*Line 165* N: we've put the garden outside for them they've been growing their own seeds, they're measuring them every day, they're watering them, you know, it's a real life context

R: yeah

N: the more we can immerse them in that kind of environment with the resources that

*Line 170* we have available to us, we're really lucky we've got the bus er.. we've got the air raid shelter erm and you know all of these things we use to enrich the curriculum

R: the bus?

N: so the double decker outside is a sensory room upstairs and a classroom downstairs we use it for phonics we use it for groups but if you're doing a topic

*Line 175* about transport where better to do it than

R: [a bus]

N: [on a 1950s] double-decker bus just the experience of going to visit the bus and being on the bus and what it's like inside and er and so on and so forth erm just gives children a real context like you say and a hook for the learning

*Line 180* that the rest can then be planned around

R: yeah

N: and built on

R: mm-hmm

N: erm it's a bigger life context of the flashcards you know you can flashcard a

*Line 185* ball to a child twenty times but that's great



R: yeah

N: get them out for a kick around and do it then it's going to

R: yeah

N: mean something to them more quickly er and that's really important as well so

*Line 190* R: ok great well that's that's everything

N: fab

R: thank you very much