DOCTOR OF PHILOSOPHY

An Exploration of the Perspectives of Mainstream Primary Class Teachers on Supporting Children Learning English as an Additional Language

Shalloo, Elma

Award date: 2015

Awarding institution: Queen's University Belfast

Terms of use
All those accessing thesis content in Queen's University Belfast Research Portal are subject to the following terms and conditions of use:

• Copyright is subject to the Copyright, Designs and Patent Act 1988, or as modified by any successor legislation.
• Copyright and moral rights for thesis content are retained by the author and/or other copyright owners.
• A copy of a thesis may be downloaded for personal non-commercial research/study without the need for permission or charge.
• Distribution or reproduction of thesis content in any format is not permitted without the permission of the copyright holder.
• When citing this work, full bibliographic details should be supplied, including the author, title, awarding institution and date of thesis.

Take down policy
A thesis can be removed from the Research Portal if there has been a breach of copyright, or a similarly robust reason.
If you believe this document breaches copyright, or there is sufficient cause to take down, please contact us, citing details. Email: openaccess@qub.ac.uk

Supplementary materials
Where possible, we endeavour to provide supplementary materials to theses. This may include video, audio and other types of files. We endeavour to capture all content and upload as part of the Pure record for each thesis.
Note, it may not be possible in all instances to convert analogue formats to usable digital formats for some supplementary materials. We exercise best efforts on our behalf and, in such instances, encourage the individual to consult the physical thesis for further information.
An Exploration of the Perspectives of Mainstream Primary Class Teachers on Supporting Children Learning English as an Additional Language

by

Elma Shaloo

B. A. (Honours) Psychology

A thesis submitted in partial fulfilment of the requirements for the degree of

Doctorate in Educational, Child & Adolescent Psychology

School of Psychology,

Queen's University, Belfast

2015, May 15th
Declaration for Submission of Research Thesis

I declare that:

(i) the thesis is not one for which a degree has been or will be conferred by any other university or institution;

(ii) the thesis is not one for which a degree has already been conferred by this University;

(iii) the work for the thesis is my own work and that, where materials are submitted by me for another degree or work undertaken by me as part of a research group has been incorporated into the thesis, the extent of the work thus incorporated has been clearly indicated;

(iv) the composition of the thesis is my own work.

Elma Shalloo

15th May, 2015
Acknowledgements

I am very grateful to Mrs Bridgeen O’Neill for her supervision of my project and her great support throughout, especially for her dexterous troubleshooting at the outset of the research. I am indebted to Dr Lesley Storey for her support, guidance and insights throughout the project. I would also like to take the opportunity to extend my thanks to all of the tutors and support staff on the DECAP programme for their assistance at all stages.

I was blessed to have five strong, inspirational, knowledgeable and entertaining fellow trainees who kept my spirits up and kept me going. Thank you Stacey, Marie, Caroline, Jules and Jo.

My deepest gratitude and appreciation go to my amazing parents, Barbara and Frank and fantastic sisters, Grace and Ruth. Thank you for your patience, your support, your understanding, and your proofreading.

My thanks also go to Stephen Cosgrove. I couldn’t have seen it through without you. Thank you for the plentiful pep talks and the copious cups of tea.
Table of Contents

1 INTRODUCTION.......................................................................................................... 1

1.1 OVERVIEW OF STRUCTURE OF THESIS............................................................... 1

1.2 INTRODUCTORY COMMENTS ............................................................................ 2

2 LITERATURE REVIEW PAPER............................................................................... 4

2.1 ABSTRACT............................................................................................................. 4

2.2 INTRODUCTION.................................................................................................... 4

2.2.1 English as an additional language................................................................. 4

2.2.2 Provision for English as an additional language............................................ 7

2.2.3 Second Language Acquisition. ........................................................................ 10

2.2.4 Research on teachers’ perspectives of supporting children learning EAL. ........ 20

2.3 OBJECTIVE ........................................................................................................ 23

2.4 METHOD ............................................................................................................ 24

2.4.1 Search method for identification of studies..................................................... 24

2.4.2 Selection of studies............................................................................................ 28

2.5 CRITICAL APPRAISAL ..................................................................................... 30

2.6 NARRATIVE SYNTHESIS ............................................................................... 33

2.6.1 How mainstream class teachers position their practices relative to the curriculum... 33

2.6.2 Negotiating interactions with Language Support Specialists. ......................... 35

2.6.3 Pedagogical considerations for EAL learners. ............................................... 37

2.6.4 Class teachers’ perspectives of greatest areas of challenge and needs in terms of professional development and support. ......................................................... 39

2.7 CONCLUSIONS................................................................................................ 40

3 EMPIRICAL PAPER.................................................................................................. 44

3.1 ABSTRACT......................................................................................................... 44

3.1.1 Background .................................................................
4 CRITICAL APPRAISAL PAPER ................................................................. 103

4.1 INTRODUCTION .................................................................................. 103

4.2 EPISTEMOLOGICAL POSITION ............................................................ 103

4.2.1 Critical Realism ............................................................................. 103

4.2.2 Researcher’s position ..................................................................... 105

4.3 CRITICAL APPRAISAL OF RATIONALE FOR STUDY DESIGN .......... 106

4.3.1 Data collection ............................................................................... 107

4.3.2 Analysis .......................................................................................... 108

4.3.3 Sampling ...................................................................................... 110

4.3.4 Quality Appraisal .......................................................................... 112

4.4 ETHICAL CONSIDERATIONS .............................................................. 117

4.4.1 Ethical Concerns ........................................................................... 117

4.4.2 Ethical Approval ........................................................................... 117

4.4.3 Adherence to Ethical Guidelines ..................................................... 118

4.5 STRENGTHS & LIMITATIONS OF THE RESEARCH ....................... 119

4.5.1 Strengths ...................................................................................... 119

4.5.2 Limitations ................................................................................... 120

4.6 IMPLICATIONS FOR PRACTICE ......................................................... 124

4.6.1 Implications for Schools ............................................................... 124

4.6.2 Implications for Educational Psychologists ................................. 125

4.7 FUTURE DIRECTIONS FOR RESEARCH .......................................... 127

4.8 PERSONAL REFLECTIONS ................................................................. 129

5 REFERENCES .......................................................................................... 131

6 APPENDICES .......................................................................................... 145

6.1 APPENDIX A INCLUSION & EXCLUSION CRITERIA ....................... 146

6.2 APPENDIX B SYSTEMATIC REVIEW SEARCH RETURNS .................. 149

6.3 APPENDIX C DATA EXTRACTION FORM ........................................... 151
6.4 Appendix D Studies Excluded Post-screening ............................................. 153
6.5 Appendix E Critical Appraisal Following Screening .................................. 157
6.6 Appendix F Included Studies ........................................................................ 225

7 Yrs ≤3PS≥ 12 Yrs .............................................................................................. 227

7.1 Appendix G Ethical Approval Letter ............................................................... 230
7.2 Appendix H Participant Information Sheet .................................................. 231
7.3 Appendix I Participant Consent Form ............................................................ 233
7.4 Appendix J Interview Schedule ....................................................................... 234
7.5 Appendix K Research Protocol (Ethics Committee) ........................................ 237
7.6 Appendix L Examples of Coding Processes .................................................. 240
7.7 Appendix M Processes of Thematic Development .......................................... 242
7.8 Appendix N Thematic Maps A (Process) & B (Outcome) .............................. 245
7.9 Appendix O Themes, Subthemes & Illustrative Data Extracts ...................... 247
Tables

*Table 2.1* Critical Appraisal Rating System ................................................................. 31

*Table 3.1* Key Participant Information .................................................................. 55

*Table 3.2* Phases of Thematic Analysis from Braun & Clarke (2006) .............. 59
Figures

Figure 2.1 Thomas & Collier's Prism Model (1997) .................................................. 19
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAL</td>
<td>English as an additional language</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a second language</td>
</tr>
<tr>
<td>EFL</td>
<td>English as a foreign language</td>
</tr>
<tr>
<td>ELL</td>
<td>English language learners</td>
</tr>
<tr>
<td>LEP</td>
<td>Limited English Proficient</td>
</tr>
<tr>
<td>CLD</td>
<td>Culturally &amp; Linguistically Diverse</td>
</tr>
<tr>
<td>SLA</td>
<td>Second Language Acquisition</td>
</tr>
<tr>
<td>LAD</td>
<td>Language Acquisition Device</td>
</tr>
<tr>
<td>UG</td>
<td>Universal Grammar</td>
</tr>
<tr>
<td>L1</td>
<td>the First Language</td>
</tr>
<tr>
<td>L2</td>
<td>the Second Language</td>
</tr>
<tr>
<td>CUP</td>
<td>Common Underlying Proficiency</td>
</tr>
<tr>
<td>BICS</td>
<td>Basic Interpersonal Communication Skills</td>
</tr>
<tr>
<td>CALP</td>
<td>Cognitive Academic Language Proficiency</td>
</tr>
<tr>
<td>DEIS</td>
<td>Delivering Equality of Opportunity in Schools programme</td>
</tr>
<tr>
<td>PISA</td>
<td>Programme for International Student Assessment</td>
</tr>
<tr>
<td>INTO</td>
<td>Irish National Teachers Organisation</td>
</tr>
<tr>
<td>TA</td>
<td>Thematic Analysis</td>
</tr>
</tbody>
</table>
1 Introduction

1.1 Overview of structure of thesis

This Thesis is written as three papers: a review paper, an empirical paper, and a critical appraisal paper. The review paper will outline key research in the area of mainstream class teachers' perspectives on supporting children learning English as an additional language. Previous research is critically appraised prior to a synthesis of themes emerging. The context for the current study is set against the backdrop of previous research.

The empirical paper will outline the current research and its findings. It begins with an abstract providing a brief overview of the study's method, results and conclusions. This is followed by a selective and focused review of the literature and a reflection on key concepts and considerations for the research under discussion. The methods section follows detailing each stage of the process. The findings of the study are reported together with data extracts to illustrate themes. The chapter closes with an examination of the research questions in the light of the results obtained and discussion of the implications of the findings.

The final chapter provides a critical appraisal of the research. The researcher engages in critical reflection of the research design and a discussion of strengths and limitations. Implications for practice and future directions for research are also considered. This chapter concludes with the researcher's personal reflections regarding the research process.
1.2 Introductory comments

The following research was undertaken as part of my training as an Educational Psychologist on the Doctorate in Educational, Child and Adolescent Psychology course at Queen’s University Belfast. This study proposes that there is potential to better understand the educational experiences for pupils learning English as an additional Language in the mainstream classroom through exploration of the perspectives of their class teachers. Training in English as an additional language is infrequent among mainstream primary class teachers but they represent a central contributor to a child’s second (or additional) language development, especially when support from school-based or region-based Language Support Specialists ceases.

This research area has captivated my interest for a great many years. The nature of the study arose from a lifelong interest in language generally and how second languages are acquired specifically. I have personal experience of learning additional languages (e.g. French, German, Irish, Latin) and I completed my secondary education through the medium of a second language (i.e. Irish). It is critical to acknowledge that the circumstances within which my second language acquisition experiences unfolded differs markedly from the experiences of the wide profile of EAL learners (e.g. an ‘elite bilingual’, support for the developing second language in the home, a heritage language as opposed to a ‘more economically valuable’ language, tensions between language and identity). Such acknowledgements led to considerations of the means by which education systems support second language acquisition for linguistic minority pupils.
Through my research, I hoped to explore teachers' perspectives on supporting their learners of English as an additional language in the mainstream classroom. I intended to identify their knowledge base in relation to second language acquisition and the practices they engage in to support these learners in the final two years of their primary school education. I also hoped to ascertain what factors these class teachers felt supported or impeded the learning and development of English for these learners as well as their projections of these pupils' capacity to achieve following transfer to secondary school.

Minister O’Sullivan, the Minister of Education for the Republic of Ireland, addressed the Irish National Teachers Organisation (I.N.T.O.) national congress on 7th April 2015 saying:

*This morning, I want to talk about three simple ideas:*

*How we can deliver equality of opportunity in society through education; How we can enhance the quality of the education system to cement equality of outcomes for people; and, How investment in education can deliver for both our economy and society.*

The extent to which the current primary school system operates to support the significant numbers of pupils learning English as an additional language is a crucial factor in the realization of these three simple ideas. This research intends to provide insight into the perspectives of mainstream primary class teachers on supporting these children in terms of their language development, academic progress and achievement generally.
2 Literature Review Paper

2.1 Abstract

A selective literature review was undertaken to examine the perspectives of mainstream primary class teachers on supporting children learning English as an additional language in their classrooms. A systematic approach was taken to access and appraise research according to determined inclusion and exclusion criteria. Included articles were examined in terms of methodological quality and a narrative synthesis of findings followed. Themes emerging across included research are explored and examined relative to proposed research in this area within the context of the Republic of Ireland.

2.2 Introduction

2.2.1 English as an additional language.

Children who speak languages other than English as their first language are most commonly referred to as pupils with English as an additional language (EAL) within the context of the United Kingdom and the Republic of Ireland. Thus, it is acknowledged that many children learning English in schools already know one or more other languages and are adding English to their repertoire (DfES, 2007). Proficiency levels in their first language(s) are not taken as read and bilingual is used to refer to those children who have access to more than one language at home and at school but does not necessarily imply full fluency or literacy in both or all of their languages (DfES, 2007). An associated term is advanced learners of EAL which describes children who have had extended exposure to English and are no longer in the early stages of acquiring English. They can demonstrate fluent English in the
context of ordinary everyday conversation but may still be developing the more advanced language required for educational success (DfES, 2007). In Canada, Australia and New Zealand, one encounters use of both *English as an additional language* (EAL), or *English as a Second Language* (ESL).

In Northern Ireland, the term *newcomer pupil* is encountered and refers to a young person who has enrolled in a school but who does not have satisfactory language skills to participate fully in the school curriculum and does not have a language in common with the teacher (DE, 2009). The term is problematic in that a child may have been born in Northern Ireland yet may speak a language other than English at home and thus would not be newly arrived to the province. Additionally, newcomer as a term belies the extended time period over which second language acquisition is hypothesised to take. This point will be expanded upon in a later section of this paper.

The terms differ in the United States. English Language Learners (ELLs) refers to students for whom English is not a first language and who are in the process of learning English (National Clearinghouse for English Language Acquisition, 2006). An associated, but not identical term, is Limited English Proficient which is a federal term for allocating funding and refers to pupils who speak a language other than English in their homes and do not have English of sufficiently high standards to meet state standards or to be able to manage in English-only classrooms (Pettit, 2011).

Other terms refer to placement option for pupils who speak English as an additional language such as *English for Speakers of other languages* (ESOL) or *English as a Second language* (ESL). Both terms in the United States refer to educational
approaches where pupils are instructed in the use of the English language and thus an ESL pupil is one who is in receipt of such instruction (NCELA, 2006).

The term English as an additional language will be used above others in this research due to its inclusivity in terms of placement type, length of exposure to English and total numbers of languages spoken. Regardless of the terms used, it is evident young people in these circumstances face challenges that require them to surmount the communicative obstacles involved in participating in the school community while additionally gaining access to the curricular content through a less familiar language.

Data demonstrate that levels of linguistic diversity in the UK and Republic of Ireland have experienced increases at unprecedented rates. According to results of school census information for England, one in six primary school pupils does not have English as their first language (National Association for Language Development In the Curriculum, 2013). Schools in Northern Ireland have evidenced an increase in EAL pupils as proportions of their whole school population from 0.4% in 2002 to 3.2% in 2013 (NALDIC, 2013). EAL pupils represent 3.2% and 6.7% of the total school populations in Scotland and Wales respectively (NALDIC, 2013). An estimated 15,600 non-English speaking children between the ages of 0 and 14 immigrated to the Republic of Ireland between 1996 and 2002 (CSO, 2003). As a result of the accession of ten new accession states to the European Union in 2004 the flow of immigration from Eastern Europe accelerated rapidly and swelled the numbers of EAL pupils in primary and secondary schools in the Republic of Ireland (Ruhs, & Quinn, 2009).
2.2.2 Provision for English as an additional language.

There are a variety of means by which various education systems support the needs of these pupils throughout the English-speaking world.

Bilingual programme models use pupils’ first language (L1) in addition to English for instruction. They vary in terms of emphasis and the length of the programme. Early-exit bilingual programmes seek to help pupils acquire sufficient English to succeed in mainstream English-only classrooms. These programmes use pupils’ first language to provide initial instruction (particularly in literacy) but seek to phase out first language instruction quickly and mainstream pupils thereafter (Rennie, 1993). Late-exit programs support pupils’ dual language development throughout elementary school and retain first language instruction beyond the point where pupils have reached proficiency in English (Rennie, 1993). Two-way bilingual programmes place pupils with a common first language (L1) in a class with monolingual native-English speaking peers. Instruction is provided in both languages and pupils serve as native-speaking role models for each other (Rennie, 1993). Teachers in all bilingual programme models naturally need to be proficient in both instructional languages (Rennie, 1993). Bilingual programmes aim to strengthen pupils’ language resources (Hall, Smith & Wicaksono, 2011).

Other models provide less support for the development of L1 leading to loss or stagnation of native language ability (Wardman, 2012). English as a second language programmes include pupils from differing language backgrounds and provide English language development instruction to pupils through English. This program occurs via one to one withdrawal sessions, scheduled ESL class periods, or small group
instruction with the pupil withdrawn from the mainstream class (Rennie, 1993). Alternatively, collaborative or partnership teaching practices are developed in the mainstream classroom between the ESL teacher and the class teacher (Skinner, 2010). Two further models emphasise instruction adapted to meet the needs of pupils who are not proficient in English to the level required to gain from the mainstream classroom. Sheltered English programmes group pupils from different language backgrounds together in classes and teachers use English as the medium of instruction for the curriculum. English language acquisition is the central aim but through the medium of content-area instruction over specific English language instruction. Sheltered English teachers are trained in practices that seek to support EAL pupils in accessing the curriculum. Structured immersion programs use only English but teachers will make limited use of pupils’ L1 for clarification. Pupils in these programmes are supported to learn English through structured and sequential lessons based on the mainstream curriculum. Class teachers in Sheltered English programmes or Structured immersion programmes differ from mainstream class teachers in terms of qualifications and training. These teachers will often hold additional qualifications for teaching English as a Second Language or for bilingual instruction (Rennie, 1993). The intention of both Structured Immersion and Sheltered English is for EAL pupils to reach proficiency for mainstream classes after two to three years (Rennie, 1993).

In the UK, Republic of Ireland, Australia and New Zealand, the EAL pupil is placed into a mainstream monolingual class (Leung, 1993). This integration intends to provide equal opportunities and access to education for pupils of differing linguistic backgrounds within the same classroom while making available specialist support
from English as an additional language professionals (Leung & Franson, 1989). Thus, an ESL programme model operates in these contexts.

Bilingual programme models, Sheltered English and Structured Immersion programmes have historically operated in the United States and Canada. Bilingual programmes are less available to EAL learners than they were previously with Arizona, California and Massachusetts recently legislating against bilingual education provisions and mandating Structured Immersion (Wright & Choi, 2006). Leung & Franson (1989) propose that mainstreaming of EAL learners promotes three central values. Firstly, to separate or withdraw EAL learners from the mainstream long term would deny them access or exposure to the full range of mainstream curricular subjects limiting their potential to attain across the curriculum. Secondly, a classroom with multilingual and multicultural participants provides learning activities to encourage English language use that is meaningful, transactional and inclusive. Finally, the mainstream classroom provides greater contextualisation for language understanding and use with context representing a central support for understanding (Leung & Franson, 1989). While mainstreaming of EAL learners is thus valuable, the emphasis rests on developing English proficiency while first language development stalls (Leung & Franson, 1989). Alternatively, programmes that support first language development to continue while increasing the use of the second language (L2) result in functional bilingualism (Leung & Franson, 1989). An examination of the benefits accruing to bilingual models will be explored in the following section through an examination of the research on Second Language Acquisition.
2.2.3 Second Language Acquisition.

In order to consider varying models of provision for EAL learners and their suitability, it is worthwhile to reflect on theory and findings from Second Language Acquisition.

Language acquisition is facilitated by a Language Acquisition Device (Chomsky, 1957; 1965). The Language Acquisition Device (LAD) is conceptualised as an innate cognitive property attuned to the principles and parameters associated with language. This Language Acquisition Device represents a biological pre-programming for language acquisition.

Chomsky (1965) proposed that the Language Acquisition Device is supported by the presence of the Universal Grammar. The Universal Grammar (UG) refers to the grammatical features shared by all languages and the human capacity to demonstrate grammatical application in native language expression with very limited direct teaching. Humans are hypothesised to have an unconscious propensity towards recognising and manipulating linguistic units according to grammatical principles (Chomsky, 1965). This Universal Grammar is engaged regardless of the language to which humans are exposed. Chomsky (1965) posits the poverty of stimulus argument to support evidence of the Universal Grammar and the Language Acquisition Device by recognising that language input from the environment alone is inadequate in accounting for a young child’s acquisition of language within such a brief period of time (Chomsky, 1980). Very limited direct grammatical instruction or grammatical feedback is provided to young children yet grammatical application is observed (Chomsky, 1980). Exposure to a language in the child’s environment provides the
LAD with input to establish parameters for setting up their internal language system enabling language units to be processed, stored and accessed in accordance with the Universal Grammar.

Linguists have examined how Second Language Acquisition differs from initial language acquisition. Distinctions have been drawn in theory and research between the processes by which children learn a second language and the processes demonstrated by adults (Tarone, 2006). Children are perceived to demonstrate greater success in achieving native-like fluency than adults in second languages. Suggestions are made that children can re-engage their LAD in the acquisition of the second language whereas adults must rely on latent psycholinguistic structures distinct from the LAD (Tarone, 2006). Selinker (1972) proposes that adults develop an inter-language system; a transitional point in language learning between the Native Language and the Target Language. Thus the inter-language forms an approximation between the two languages (Selinker, 1972). A feature of the Inter-language hypothesis is fossilisation, which is described as a point in Second Language Acquisition where development ceases short of full Target Language competence equivalent to fluency (Selinker, 1972). Selinker, Swain and Dumas (1975) suggest that fossilisation does not occur for child second-language learners due to their reliance on the LAD as opposed to inter-language processes.

Explorations of the mechanisms associated with this shift from the LAD to Inter-language processes, and the age at which it occurs, has provided a range of perspectives (Lenneberg, 1967; Penfield & Roberts, 1959; Krashen, 1973). Typically, research suggests puberty as a sensitive period around which young people are less
able to access LAD-type language learning processes and instead construct inter-
language systems (Ellis, 1994; Chiswick & Miller, 2008). Explanations for this
abound. Neurological developments at this stage such as cerebral lateralisation or
reducing brain plasticity are implicated (Ellis, 1994; Matsuoka & Smith, 2008 ). The
emergence of the formal operations stage of cognitive development (Piaget, 1972) is
highlighted where processing is characterised by increasing abstraction, systematic
logic and experimentation approaches with reducing dependence on concrete
manipulation (Krashen, 1981). Research has also noted reductions in an individual’s
ability to perceive and segment sounds around this developmental stage (Ellis, 1994).

Some theorists dispute the distinction made between the processes involved in
acquiring a second language for adults and children (Bialystock & Hakuta, 1999;
(1976) suggests that Inter-language systems are products of the same LAD that
provides for native language acquisition. The rule systems that are formed by and that
then structure native language must be capable of showing some permeability. Under
this conceptualisation, fossilisation occurs due to the complex changes required in
cases where parameters are set firm for the first language and must be learned for the
second language. Evidence points to the presence of fossilisation in children’s Second
Language Acquisition under certain conditions. Children in a Canadian French-
immersion programme were seen to produce inter-languages based on evidence of
fossilisation and the influence of L1 in their L2 production (Tarone, 2006). The
learning conditions in this environment meant that only the class teacher provided
native language input while the peer group was not in a position to provide strong L2
models for each other thus limiting the capacity of the pupils to develop full target
language competence, relying instead on inter-languages constructed from the input available (Tarone, 2006). Empirical examinations of the relative success in Second Language Acquisition for children over adults show no clearly identifiable ‘sensitive period’. Researchers have found no evidence of a significant change in learning outcome associated with age other than a monotonic decline with age (Chiswick & Miller, 2008). Together, these findings implicate more centrally socio-linguistic factors that may result in observed differences in language acquisition between adults and children. In most cases, children placed in unfamiliar language (though non-threatening) environments are likely to display strong integrative motivation. They are also more likely to be in positions of subordination in so far as they have less freedom to choose geographical placement and in accepting adaptation to new environments. Added to this, the input provided to children would tend to be more easily comprehensible and adjusted more readily to their stage of development. The expectations in terms of language production are also adjusted for children relative to adults and thus acquisition can develop in more manageable stages. In many cases, children may be exposed to second languages in conditions similar to the presentation of the native language with emphases on: communicating in the here and now, caretaker or foreigner speak as input, extended exposure to the language. Thus conditions supporting native-language acquisition in very young children are more likely to be mirrored in the Second Language Acquisition of children relative to adults.

Three variables are crucially associated with Second Language Acquisition: Language Input, Language Transfer and Sociolinguistic factors. Each of these will be discussed in turn. Krashen (1981) distinguishes between Language Acquisition and Language
Learning. Language acquisition is seen as the more pivotal process and requires meaningful interaction in the second language with an emphasis on communication. This is contrasted with mechanisms of Language Learning where focus rests on actively learning aspects of language and correct form and structure are emphasised over communicative intent (Krashen, 1981). Comprehensible input is central to effective language acquisition. Learners can be pushed to extend their grasp of a second language’s syntax when they are provided with input they can comprehend structured at a level just beyond that with which they are currently familiar (Krashen, 1981). The concept of comprehensible output further extends the point by suggesting acquisition also develops when learners are pushed in their language production beyond their current comfort levels (Swain & Lapkin, 1995). The need or desire to communicate (e.g. to understand and to be understood) is intrinsic to effective Second Language Acquisition.

Cummins (1999) emphasises the connection between first and second languages through his model of language proficiency. Language learners are posited to have a Common Underlying Proficiency (CUP) forming a base between languages that supports tasks requiring greater cognitive resources. The cognitive-linguistic gains in the first language (L1) support their expression in L2 via the Common Underlying Proficiency. The conceptual understandings and processes do not need to be built up from scratch in L2 but are drawn upon from L1 to meet task-demands in L2. Experience of abstract, cognitively demanding tasks in the first language supports proficiency for similar tasks in the second language. Proficiency in the second language is inseparably linked to first language proficiency (Cummins, 1982).
Cummins hypothesises two distinct aspects of second language proficiency. Basic Interpersonal Communication Skills (BICS) comprise proficiency in the everyday conversational language requirements of current happenings with concrete environmental cues available (Cummins, 1999). Cognitive Academic Language Proficiency is the more significant facet for ensuring academic achievement for pupils in education through their second language. Cognitive Academic Language Proficiency is defined as conceptual-linguistic knowledge and refers to aspects of language that involve higher-level cognitive processes (Cummins, 1999). Such cognitive processes could involve the manipulation and interpretation of language in cognitively demanding, context-reduced texts (Collier, 1987) or the expression of complex thought, procedural or technical information in the second language (TESOL, 1997). CALP emphasises the capacity to use language as a tool for thought in more abstract, less context-embedded circumstances.

BICS and CALP are understood to follow different developmental patterns with BICS established within two years of exposure to the second language and CALP requiring between four to seven years (Cummins, 1999). A person learning a second language would be considered to have developed Cognitive Academic Language Proficiency when they can obtain, process, construct and provide subject matter material in written form in this second language. CALP is evident when a second-language learner can understand, hypothesise, predict, justify, synthesise, infer or extrapolate from input in the second language (TESOL, 1997). This type of proficiency is required for academic success in environments where the second language is the language of instruction. Researchers have examined how long Cognitive Academic Language Proficiency takes to develop to the extent that second language learners are
‘fully competitive in the academic uses of English with their age-equivalent, native English-speaking peers’ (Hakuta, Butler, & Witt, 2000, p.1). Longitudinal research (Collier, 1987) indicates that at least 4 to 8 years of English instruction across all subject areas may be required for EAL learners to reach national grade-level norms of native speakers across these subject areas as measured on standardised tests.

Cummins draws on evidence of the achievement rates of children learning EAL and highlights the academic advantages accrued where children are exposed to additive bilingual models of education (Cummins, 1992). Additive bilingualism refers to situations in which a second language is added to a child’s repertoire and both the first and second language receive instruction and input so as to strengthen the development of both. CALP benefits from conceptual-linguistic gains accessible via the CUP from the first language. Bi-literacy is vital in the context of additive bilingualism. Reading in the second language is optimised when the learner has established native language reading ability and emergent L2 competence (Bossers, 1991). Subtractive bilingualism occurs when the first language development stalls and instruction and input are provided solely for the development of the second language. Models of second language provision that provide input only for the emerging second language are seen to maintain or widen the gap in achievement between second language learners relative to their monolingual peers. Thomas and Collier (2001) examined attainment of EAL pupils relative to their monolingual peers based on length of residence and point of entry into English-medium schooling. When schooling occurred entirely through English, pupils entering between 8 and 11 years of age required between two and five years to reach the fiftieth percentile in national norms across subjects. Children entering between the ages of 5 and 7 years required on
average one to three years longer than the former group to attain at the fiftieth percentile when both groups had the same length of residence.(Collier, 1987; Thomas & Collier, 2001) The strongest predictor of second language learner achievement in L2 contexts is extended primary language development including literacy and academic engagement especially for those younger children learning EAL (Cummins, 1992).

Sociolinguistic considerations also impact on Second Language Acquisition. The socio-cultural processes operating within the second-language-learning environment affect the learner’s response to this new language. Krashen (1981) proposed a socio-affective filter that can support or hinder language acquisition. When a learner’s socio-affective filter is appropriately low, he can use the language input heard for acquisition. Variables such as low motivation or high anxiety can raise a learner’s socio-affective filter and hinder a learner’s capacity to gain from input in the second language. Aspects of the environment can affect a learner’s levels of motivation or anxiety thus impacting on language acquisition (Krashen, 1981). Socio-cultural factors can also operate at the level of groups (Ogbu, 1992). Different minority groups can demonstrate culturally-patterned educational strategies that lead to success or to failure in school. Cultural models that equate differences encountered by minority group members as either obstacles to be overcome or cultural markers to be maintained can mediate relationships to school and how success is evaluated (Ogbu, 1992).

Recommendations for supporting Second Language Acquisition can be extrapolated from theory and research. The centrality of the appropriateness of input made available to second language learners ought to be borne in mind in school settings. L2
input that places emphasis on comprehensible and meaningful interaction best supports language development. Cummins (1982) advocates examination of school activities across two continua for CALP development. The extent to which a task is context-embedded refers to the range of contextual support for expressing or receiving meaning available to the pupil. Developing a pupil’s proficiency to manage the communicative demands with increasingly reduced contextual support is one stratum of CALP (Cummins, 1982). The second continuum to consider is the cognitive demand of the task. When the cognitive demands are high and the contextual cues are reduced, the linguistic demands on the second language learner are increased (Cummins, 1982). Moving a second language learner across these continua pushes them in their linguistic development. The assessment of learners as ‘language proficient’ is deemed wholly insufficient when their fluency in everyday conversation with peers alone is the evidence used (Cummins, 1982). The role of primary language development is also critical for the transfer of gains to the second language. Primary language support that is sustained long enough allows for the achievement gaps between EAL learners and their monolingual peers to close (Thomas & Collier, 2002). EAL learners educated bilingually have been recognised to outperform their monolingual peers after between 4 and 7 years of dual language schooling. Thomas and Collier’s (1997) Prism Model provides a visual representation of these four major components driving language acquisition for school.
Figure 2.1  Thomas & Collier's Prism Model (1997).
2.2.4 *Research on teachers’ perspectives of supporting children learning EAL.*

The literature on the perspectives of teachers’ of children learning English as an additional language has more generally focused on those specialist EAL or language support teachers (Ayaji, 2011; Hertzog, 2011; Nassaji, 2012). These teachers potentially differ from their mainstream peers in terms of their theoretical understanding of language development, the likelihood that they would have some minimal level of training in teaching English as an additional language, and perhaps more experience with children from diverse language backgrounds. In order to understand how provision is made for EAL pupils within the mainstream class, it is vital to examine the perspectives of those charged with the greatest responsibility for meeting their needs. Thompson (1992) advocates that ‘to understand teaching from teachers’ perspectives we have to understand the beliefs with which they define their work’ (p.129). Pre-service training for teachers does not always include instruction for linguistically or culturally diverse pupils; thus many teachers are inadequately prepared to work with pupils of varying linguistic backgrounds (Skinner, 2010; Evans, Arnot-Hopffer & Jurich, 2005; Waxman & Tellez, 2002). Class teachers are held to expectations that their general teaching skills can be adapted to successfully support EAL learners through on the job learning (Skinner, 2010). As class teachers experience classes of pupils who are becoming more demographically, culturally and linguistically diverse the demands and responsibilities resting with them have also undergone significant change. Research suggests that additional language learners require more than good quality general instructional patterns to acquire their second language and achieve academically (Costa, McPhail, Smith & Brisk, 2005; Hawkins, 2004).
Two reviews of literature pertaining to the broad field of class teachers’ perspectives and English as an additional language were encountered. Upon perusal, both reviews were found to be lacking sufficient methodological detail. Further, the specific foci of the reviews did not match the level of specificity of the systematic literature review detailed in this paper. There seemed ample justification for the undertaking of a systematic review of the literature pertaining to the perspectives of mainstream class teachers on supporting children learning English as an additional language that was specific in focus and sufficiently descriptive to allow for assessments of rigour.

Andrews (2009; 2010) undertook a broad scoping review of existing research in the field of English as an additional language. The review aimed to support the development of a national school workforce strategy for English as an additional language for the Training and Development Agency. Andrews (2009; 2010) used the term ‘teacher workforce’ to include all of those with a classroom role including EAL specialists and mainstream teachers and teaching assistants as well as school leaders. He sought to examine what research had been undertaken on the impact of EAL provision in the school sector in the UK, Australia and USA. He also sought to explore research available on the nature and efficacy of the teacher workforce for English as an additional language across those contexts as well as whether any gaps emerged in terms of research or provision. Andrews’ review (2009; 2010) lacked clear explication of inclusion or exclusion criteria, appraisal of located studies or a clear synthesis of findings. While Andrews’ review may have been fit for purpose as a broad scoping endeavour, it lacked the focus and specific process information required to consider it a strong systematic literature review of the area of class teachers’ perspectives on supporting children learning English as an additional
language. Pettit (2011) undertook a review of the literature on teachers’ beliefs about English language learners in the mainstream classroom. Pettit’s review most closely paralleled the aims of the current literature review. Pettit (2011) sought to explore research on teachers’ beliefs about pupils learning English as an additional language in mainstream classrooms. She suggests that pre-service teachers experience a ‘poverty of language learning’ (p.123) and are thus inadequately prepared to work with linguistically diverse students. Pettit’s (2011) review proposed that training in teaching English Language Learners; years of teaching experience; and exposure to language diversity are all predictors of mainstream class teachers’ beliefs about EAL learners. Pettit (2011) included only research on class teachers who currently had an EAL pupil accessing some type of ESOL programme. Research that included class teachers who had a pupil in their class who had previously had EAL provision or who spoke English as an additional language but who did not qualify for EAL support was excluded from the review. This criterion was possibly ill-advised given what is known about Second Language Acquisition and the extended time period hypothesised for cognitive academic language proficiency to develop. Pupils can require between four to seven years of exposure to English before they can begin to match the academic levels of their monolingual peers in English-speaking settings. EAL support or provision does not typically extend beyond two years. While direct EAL provision is made for the pupil, the responsibility for the language development of the EAL pupil is the responsibility of both the class teacher and the EAL teacher. Once EAL provision has ceased the EAL pupil depends on the practice and support of the class teacher primarily. Thus, a small proportion of EAL pupils are represented by the located studies in Pettit’s review (2011). Class teachers provision for or beliefs about EAL pupils who are not receiving EAL support or who are
advanced learners of EAL are not considered in this review. Pettit’s (2011) review also looked to include research across the pupil age range (i.e. from upper elementary to high school). The nature of a class teacher’s relationship with their pupils changes considerably as they progress from primary school to secondary school. Notably, class teachers in the secondary setting are better considered content-area teachers who teach particular groupings for up to two periods a day or five periods a week. In contrast, primary or elementary school class teachers teach their class grouping all content areas each day across the full week. As a result, the extent to which they are professionally responsible for their pupils is greater and the extent to which they can track pupil development is also greater. Thus, Pettit (2011) may have introduced interference or reduced sensitivity by combining research on class teachers across primary and secondary settings. Pettit’s (2011) gave some information on the databases and search terms used to locate studies but did not indicate how terms were combined. No reference was made to subjecting located studies to any critical appraisal processes. The lack of sufficient methodological detail in both reviews and the limits associated with the scope of their foci lead to an attenuation of the foundation for their research syntheses.

2.3 Objective

The aim of this systematic review was to examine and synthesise qualitative research that explores the perspectives of mainstream primary class teachers on supporting children learning English as an additional language within their classes.
2.4 Method

2.4.1 Search method for identification of studies.

A literature search was carried out in late 2014/early 2015 (last date accessed: 15\textsuperscript{th} March, 2015) using the research databases ERIC, PsycInfo and Web of Science.

An initial key terms search was conducted across three central concept strands. The first strand sought to educe literature pertaining to the views of the specific population under consideration. Thus, search terms targeted mainstream primary or elementary class teachers while seeking to select out literature pertaining to the views of specialised English as an additional language professionals.

The second strand sought to access research material relating to the specific content area of English as an additional language. Various terms are associated with English language learners across geographical and political contexts and thus efforts were made to populate a sufficient sample of key terms used in the research literature relating to children learning English as an additional language in a context where language is the medium of educational instruction.

Given the specificity of the aims of the review in seeking to ascertain the views and lived professional experiences of these mainstream teachers supporting children learning English as an additional language, it was determined that the third strand should seek to provide a means of accessing research adhering to a qualitative methodology. Specific considerations are required when seeking to conduct a systematic review of qualitative research. The standard systematic review process seeks to achieve a statistical representativeness of findings through study
identification (McDermott, Graham & Hamilton, 2004). Reviews of qualitative research by their nature would not require this same focus on representativeness but would seek rather to draw out and integrate findings across studies in order to generate novel insights and understandings (Booth, 2001).

Difficulties in terms of specificity and recall can be encountered when searching for qualitative studies through use of electronic databases where qualitative research is not universally indexed separately with a specific subject heading and where research titles can fail to map on directly to the research focus (e.g. where decontextualized quotations from participants form part of the title) (Evans, 2002; Barroso, Gollop, Sandelowski, Meynell, Pearse & Collins, 2003). Taking guidance from McDermott et al.'s (2004) review of qualitative studies on young mothers, this review made use of free text words to identify qualitative studies. The use of published qualitative filters was available as an alternative to the use of free text words. Brief methodological filters exist for a number of different databases (e.g. Cinahl, Embase, Medline and PsycInfo) though they are more readily applied in clinical, health and medical research. Their availability and application across other databases (e.g. ERIC and Web of Science) was deemed relatively under-examined and untested, especially in relation to education and linguistics research. Free text words associated with qualitative research were felt to give an appropriate balance in terms of specificity and breadth to the researcher for the location and examination of qualitative research matching the review's aims. Free text words were selected to tap into study design terms as well as terms that were likely to occur within descriptions of qualitative research. The aim was to use a broad a range of free text words so as to maximise the scope of results.
Each strand was searched individually across the first electronic database (ERIC). These individual strand searches were then combined and a search executed with use of the Boolean operator “AND”. Results were limited to primary research and reviews, articles in the English language and those where full text was available.

This process was repeated across two additional electronic databases (PsycInfo and Web of Science). These searches returned 723 studies. Further hand searches of key journals resulted in the location of an additional 12 articles leading to a total of 735 citations.
<table>
<thead>
<tr>
<th>Strand 1</th>
<th>Strand 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;mainstream class teacher*&quot;</td>
<td>&quot;English as an additional language&quot;</td>
</tr>
<tr>
<td>AND &quot;primary&quot;</td>
<td>OR &quot;English as a second language&quot;</td>
</tr>
<tr>
<td>OR &quot;elementary&quot;</td>
<td>OR &quot;English language learner*&quot;</td>
</tr>
<tr>
<td>NOT &quot;English as an additional language teacher*&quot;</td>
<td>OR &quot;Linguistic minorit*&quot;</td>
</tr>
<tr>
<td>NOT &quot;English as a second language teacher*&quot;</td>
<td>OR &quot;ESL&quot;</td>
</tr>
<tr>
<td>NOT &quot;English for speakers of other languages teacher*&quot;</td>
<td>OR &quot;EAL&quot;</td>
</tr>
<tr>
<td>NOT &quot;English as a foreign language teacher*&quot;</td>
<td>OR &quot;Culturally and Linguistically diverse&quot;</td>
</tr>
<tr>
<td>NOT &quot;EAL teacher*&quot;</td>
<td>OR &quot;CLD&quot;</td>
</tr>
<tr>
<td>NOT &quot;ESL teacher*&quot;</td>
<td>OR &quot;Limited English Proficient&quot;</td>
</tr>
<tr>
<td>NOT &quot;EFL teacher*&quot;</td>
<td>OR &quot;LEP&quot;</td>
</tr>
<tr>
<td>NOT &quot;ESOL teacher*&quot;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strand 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Qualitative&quot;</td>
</tr>
<tr>
<td>OR &quot;case stud*&quot; OR &quot;focus group*&quot; OR &quot;interview*&quot;</td>
</tr>
<tr>
<td>OR &quot;participant observ*&quot; OR &quot;ethnograph*&quot;</td>
</tr>
<tr>
<td>OR &quot;observation*&quot;</td>
</tr>
<tr>
<td>OR &quot;theoretical samp*&quot; OR &quot;purpose* samp*&quot;</td>
</tr>
<tr>
<td>OR &quot;phenomenolog*&quot;</td>
</tr>
<tr>
<td>OR &quot;action research&quot;</td>
</tr>
<tr>
<td>OR &quot;longitudinal&quot;</td>
</tr>
<tr>
<td>OR &quot;survey&quot; OR &quot;questionnaire&quot;</td>
</tr>
<tr>
<td>OR &quot;narrative&quot; OR &quot;account&quot; or &quot;discuss*&quot;</td>
</tr>
<tr>
<td>OR &quot;perspective*&quot; OR &quot;perception*&quot; OR &quot;attitude*&quot; OR &quot;understanding*&quot;</td>
</tr>
<tr>
<td>OR &quot;discourse*&quot; OR &quot;them*&quot;</td>
</tr>
</tbody>
</table>

(adapted from search terms used in McDermott et al., 2004)

Figure 2.2 Search terms used to retrieve research across three strands.

27
2.4.2 Selection of studies.

Eligibility criteria

Citations were retained for further screening and examination prior to critical appraisal and synthesis if they were deemed to meet with the inclusion criteria.

Eligibility criteria were formulated to take account of context, provision for English as an additional language, research methodology, research focus and article type or form.

Studies were included if it was deemed that the research context focused on professionals from the primary-school age range (4 years to 12 years inclusive) where English was the medium of instruction and were excluded if set in secondary, nursery, higher or further education settings or settings where English was not the language of instruction. Included studies were those where provision for English as an additional language followed a model similar to the Republic of Ireland and UK contexts where pupils learning English as an additional language are placed in mainstream age-appropriate classes with monolingual peers. EAL support is provided as an adjunct for an initial period before being withdrawn or involves collaborative efforts between the mainstream teacher and EAL teacher at whole-class level. Where the model differed significantly from this or where there was insufficient information to determine the model of provision for EAL the article was excluded. Teachers working within other models of provision such as Bilingual, Sheltered Instruction or Structured Immersion differ from class teachers working in ESL models in that they are more likely to have received specific training in supporting learners of English as an additional language. Included studies focused on the views of class teachers not specifically trained or specialised in English as an
additional language or Second Language Acquisition. Where studies included the views of mainstream class teachers in their research along with the views of other school staff (e.g. EAL teachers, teaching assistants, school management) they were included if class teachers formed the majority of the sample and if their views could be extracted from the views of other school staff. Studies with a minority of mainstream class teachers in their samples and with no means of separating their viewpoints from those of other staff sampled were excluded.

Studies utilising a qualitative research method seeking to ascertain the views, perspectives or experiences of its participants were included. Included studies focused on the views and perspectives of mainstream class teachers on supporting children learning English as an additional language in their class and those looking at the views of associated stakeholders (e.g. parents, pupils or other education professionals) were excluded. This review sought to examine the perspectives of mainstream teachers with regard to supporting pupils with English as an additional language in their classes generally and therefore research that focused on the implementation and evaluation of specific pedagogical approaches or specific interventions to support English as an additional language learners were excluded. Similarly, studies examining the views of teachers on supporting specific aspects of the curriculum or specific learning outcomes (e.g. numeracy, phonics, composition, comprehension) for children with English as an additional language were excluded. Articles that did not constitute original research were excluded. Studies not written in English were excluded, as were those for which full text was unavailable.
Screening process

The abstracts and titles of each of the 735 citations were read and screened for relevance. 706 articles were rejected because they did not meet inclusion criteria. The remaining 29 studies were read in full and subjected to further consideration against the eligibility criteria. Of these 29 studies, a further 20 were excluded. Each of the remaining 9 studies was put forward for the critical appraisal phase.

2.5 Critical Appraisal

The feasibility of undertaking a quality assessment of qualitative research is often queried especially when compared to methods for examining the quality of quantitative research design and methodology (Valderas, Ricci, Sarah & Campbell, 2012). Though no universal quality appraisal criteria exist for examining qualitative research, there are several appraisal instruments designed to support a systematic approach to the evaluation of qualitative research (Dixon-Woods & Fitzpatrick, 2001). Critical appraisal instruments ought to assess quality as a multidimensional concept and examine methodological rigour, quality of reporting and conceptual depth and breadth (Hannes, 2011) The Critical Appraisal Skills program (CASP) for qualitative studies was used in this review for the following reasons:

- This appraisal instrument has been widely used in previous systematic reviews
- It contains ten items, allowing for speedy evaluation with two initial screening items to maximise efficacy.
- It can be suitably applied to a variety of different qualitative design types.
The Critical Appraisal Skills program items were applied to each of the nine articles in turn. For each of the nine studies a rating was applied for each question.

<table>
<thead>
<tr>
<th>A indicated</th>
<th>Strong:</th>
<th>no or few flaws</th>
</tr>
</thead>
<tbody>
<tr>
<td>B indicated</td>
<td>Some weaknesses:</td>
<td>some flaws/concerns</td>
</tr>
<tr>
<td>C indicated</td>
<td>Significant weaknesses:</td>
<td>significant flaws/concerns which may affect the validity of findings</td>
</tr>
<tr>
<td>D indicated</td>
<td>Weak:</td>
<td>untrustworthy findings/conclusions</td>
</tr>
</tbody>
</table>

Table 2.1 Critical Appraisal Rating System

Each of the ratings for each of the ten items were ascribed a numeric value so that an A rating equated to four points, a B rating equated to 3 points, a C rating equated to 2 points and a D rating equated to 1 point. This enabled average ratings across all ten items to be calculated for each of the studies and the average was converted back to a letter rating for the study as a whole. For example, one paper received 8 A ratings and 2 B ratings across the ten CASP items equalling 38 points. The average rating was 3.8 so an overall grade of A was given (rounding up from 3.5 to 4). Any studies rated as D overall, indicative of untrustworthy findings or conclusions, were rejected so as to enable a high degree of reliability and validity in the findings of the studies to be synthesised. Studies with C ratings were included in the overall synthesis so as to seek a balance between the weight and relevance of emergent insights and findings and associated methodological concerns, in accordance with Edwards, Elwin, Hood and Rollnicks’ (2000) ‘signal to noise’ approach.

Of the nine studies, two were rated as A (strong), six were rated as B (some weaknesses) and 1 was rated as C (significant weaknesses). None of the nine studies received an overall D rating and thus all nine studies were carried forward for
narrative synthesis. The ratings attached to each of the nine papers provide a context for the interpretation of the synthesised findings.
2.6 *Narrative Synthesis*

The narrative synthesis attempts to integrate findings across the qualitative studies so as to generate new understandings and insights. Data extraction forms were completed for each of the nine studies and findings across all nine studies were considered and compared for overarching concepts or themes through a thematic analysis. The findings of the different studies were summarised under thematic headings.

A narrative synthesis of themes from the nine studies provided two main areas of focus. *The extent to which EAL learners are accommodated within the mainstream classroom* formed a significant theme across the majority of studies. This theme separated into three subthemes and each will be discussed in turn. The second theme explored *class teachers' perspectives of greatest areas of challenge in engaging with EAL learners and what they felt they needed in terms of professional development and support.*

### 2.6.1 *How mainstream class teachers position their practices relative to the curriculum.*

A binary tension was evident within and across studies in terms of the supremacy of the curriculum in shaping class teachers’ practices. Flynn (2013) reported that her participants could be separated based on the extent to which their beliefs and practices were shaped by external pressures of the National Curriculum or were driven by their internal professional judgements. Some participants expressed agency to adapt the requirements of the curriculum to meet the needs of their specific class. Other participants had habituated wholly the requirements of the curriculum into their classroom practice. The experience of this subset of participants was echoed
across the studies; class teachers indicated that the demands of the curriculum took precedence (English, 2009; Haworth, 2008; Franson, 2010; Kimble, 2009). In these cases, the ideology of ‘the curriculum as king’ may have diminished some personal responsibility for meeting the needs of all of their individual learners beyond what the curriculum requires. Participants reported that they expected to accommodate their EAL learners within their regular planning and teaching (Franson, 2010). A majority of class teachers expressed a tacit acceptance of the models of support that exist within their systems for their EAL learners (Franson, 2010; Flynn, 2013, Greenfield, 2013; English, 2009; Kimble, 2009). Those that expressed relative confidence in coping with having EAL learners in their classroom were those with more limited knowledge of specific pedagogy for supporting second language acquisition (Franson, 2010). Understanding and awareness of principles of second language acquisition mediated the extent to which class teachers expressed concern about not catering sufficiently to the needs of their EAL learners (, 2013). Distinctions were further drawn between class teachers responsible for junior and senior primary classes. Teachers in the early primary school years indicated feeling their EAL pupils had sufficient time in the nurturing stages of primary school to make sufficient gains in language development whereas class teachers for the upper primary classes were more likely to feel greater pressure in terms of standardised testing and insufficient time (Flynn, 2013). In the majority of studies, analyses of teachers’ experiences based on the age ranges taught were not included.

Some class teachers reported not treating their EAL learners any differently to their other pupils (Kimble, 2009). Kimble (2009) suggested that these assertions aimed to present the teachers as non-prejudicial though were seen to be potentially
problematic if denial of differences extended to differences that were culturally and educationally relevant. Class teachers in other settings were observed to use deficit language in discussing their EAL learners and to assume linguistic or socio-emotional limitations (e.g. discomfort, awkwardness) in the EAL learner’s families (Greenfield, 2013; English, 2009). Some class teachers drew on discourses emphasising the pupil’s own attitude and behaviour as key factors for academic success. These class teachers saw that they could support pupils but lacked the power to ensure academic success (English, 2009). Tensions were observed across studies in class teachers’ conceptualisations of the value of the first language (Cajkler & Hall, 2012; Kimble, 2009). Views of the importance of first language maintenance were contradicted by assessments of parental lack of English as problematic (Kimble, 2009). Class teachers varied in the extent to which they saw a role for L1. Some class teachers recognised that L1 ought to be maintained but felt that it could not be accommodated within the classroom (Kimble, 2009; Cajkler & Hall, 2012). Others sought to find means of valuing and promoting L1 through inclusion of L1 material in displays or facilitating cooperative language learning activities within class (Cajkler & Hall, 2012; Lee, Butler & Tippins, 2007). Lee et al.’s (2007) case study teacher recommended that a teacher show that they are vulnerable relative to the child when it comes to knowledge of that child’s L1 so as to enable the pupil to view English as a language just like their own rather than superior.

2.6.2 Negotiating interactions with Language Support Specialists.

A number of class teachers across studies held expectations that the EAL department would take the lead role for children learning English as an additional language. EAL staffing levels were seen to vary significantly across contexts. For example, one of Franson’s (2010) schools received weekly input from a regional peripatetic teacher
while one of Haworth’s (2008) schools had a Learning Support Co-ordinator and an EAL teacher on staff. In all cases, EAL pupils were placed in age-appropriate mainstream classes with EAL staff providing withdrawal support or guidance to class teachers. No references were made to current use of partnership or collaborative teaching initiatives between the class teacher and EAL teacher across any of the nine studies. Franson’s (2010) participants indicated that attempts to use such models had been unsuccessful due to time constraints with planning. Murakami’s (2008) participants indicated the value of having bilingual teaching assistants in their classrooms though none of the other studies reported availability of this form of support.

In the majority of studies, class teachers emphasised the mainstream classroom as the predominant context with the EAL department playing a subsidiary or assistive role (Haworth, 2008; English, 2009; Greenfield, 2013; Flynn, 2013; Cajkler & Hall, 2012). Expertise and knowledge in terms of English as an additional language were seen to reside within the EAL department. Class teachers in a number of studies sought to outsource initial assessment and planning for their newly arrived EAL learners to specialist staff (Greenfield, 2013; English, 2009; Cajkler & Hall, 2012). In some cases, EAL staff were ascribed a lower status within the school context as representing the support domain (English, 2009; Haworth, 2009). In contrast, the expertise of EAL staff led to a matriarchal relationship between them and the class teachers in other contexts (Cajkler & Hall, 2012; Greenfield, 2013; Franson, 2010). Their advice was sought in meeting the needs of EAL learners.
Class teachers’ engagement with EAL staff was observed to change relative to their own developing experience with English Language Learners (Haworth, 2008). Inexperienced teachers were more likely to view withdrawal of EAL learners for support as an opportunity for respite. These class teachers were able to engage in whole class instruction or activity without factoring in the needs of their EAL learners. With greater experience of EAL learners, class teachers were more likely to exhibit frustration with pupil withdrawal if it clashed with important curricular classroom activity. Class teachers with greater self-efficacy in teaching ELLs sought to take control of meeting the needs of all of their learners within the mainstream class and reduce dependence on EAL staff involvement (Haworth, 2008). Some class teachers felt that asking for help from EAL staff suggested professional inadequacies and this was to be avoided. Cajkler & Hall’s (2012) newly qualified teachers reported drawing on the support of experienced colleagues in developing their pedagogy for multilingual classrooms.

### 2.6.3 Pedagogical considerations for EAL learners.

Class teachers across all studies had very limited or no pre-service training on supporting pupils learning EAL. Thus mainstream teachers were observed to draw on their general teaching skills for supporting the EAL learners in their classrooms (Franson, 2010). A recurring emphasis across a number of studies was class teachers’ acceptance that they were largely required to ‘learn on the job’ and that pre-service training could not prepare one for everything (Cajkler & Hall, 2012; Greenfield, 2013; Murakami, 2008; Kimble, 2009). Class teachers referred to making greater use of visuals for the benefit of their EAL pupils in particular (Lee et al., 2007; Franson, 2010, Murakami, 2008). Across studies teachers referred to strategic use of vocabulary teaching, L1 and L2 language matching, modelling, repetition and
reinforcement activities as means of supporting their EAL learners (Lee et al., 2007; Greenfield, 2013, Cajkler & Hall, 2012, Murakami, 2008). Class teachers referred to making strategic use of flexible class groupings for the accommodation of their EAL pupils. Class teachers sought to accommodate their EAL pupils within existing lower ability groups in some cases (Greenfield, 2013; English, 2009, Franson, 2010). Others spoke about matching peers based on the same first language or on matching an EAL pupil with a strong English speaker (Greenfield, 2013; Cajkler & Hall, 2012). There was variability across studies in terms of class teachers’ considerations of a role for L1 within the classroom. Some class teachers saw no position for L1 in the classroom (Kimble, 2009; Cajkler & Hall, 2012) whereas other teachers recognised that L1 could be used for primary language support (i.e. to aid comprehension or for brief translations) and in displays (Lee et al., 2007; Cajkler & Hall, 2012). Class teachers emphasised pupil engagement in the activities of the classroom as a central goal. Class teachers felt it was paramount for the EAL child to feel connected to classroom activity. Class teachers deployed whole class instruction strategically with the belief that many approaches supporting EAL learners benefitted monolingual peers too. Lee et al.’s participant (2007) supported early success for her EAL learners, recognising the socio-emotional and educational benefits emanating from comfort in one’s environment. Class teachers emphasised a paucity of curricular resources available to them to support their EAL learners appropriately. Many indicated spending considerable time sourcing or designing their own materials (Franson, 2010; Greenfield, 2013, Murakami, 2008). Some resorted to use of materials intended for younger pupils (Greenfield, 2013). A number of studies indicated class teachers desire to accommodate more one-to-one time with their EAL pupils while recognising that due to time constraints this was
not feasible (Greenfield, 2013; Murakami, 2008; Franson, 2010; Lee et al., 2007, Haworth, 2008).

2.6.4 Class teachers’ perspectives of greatest areas of challenge and needs in terms of professional development and support.

Communication with parents of EAL learners was highlighted as a prominent area of challenge across a number of studies (Kimble, 2009; Greenfield, 2013; Lee et al., 2007) with communication around academic and behavioural issues raising most concerns. Class teachers reported finding assessment particularly difficult for their EAL learners. They found it troubling to include standardised scores for their EAL learners into class data for monolingual peers (Flynn, 2013; Murakami, 2008; Cajkler & Hall, 2012). Class teachers expressed frustration that the real progress achieved by their EAL pupils was invisible within broad school assessment procedures (Franson, 2010). Initial individual assessment for EAL learners also presented challenges for class teachers in the research. EAL staff took the lead role for assessment and intervention with very limited understanding on the part of the class teacher as to what was entailed (Greenfield, 2013; Haworth, 2013; Franson, 2010; Murakami, 2008). Concerns about differentiating between issues of language development and learning delay were explicated in only one of the nine studies (Greenfield, 2013). Lack of time for meeting the individual needs of EAL learners and for collaborating with support staff was a theme that resounded across the majority of studies (Franson, 2010; Flynn, 2013; Greenfield, 2013; Murakami, 2008; Haworth, 2008). Additionally, teachers cited lack of resources as a significant challenge. Many class teachers indicated that considerable time was spent sourcing or creating their own resources for their EAL pupils (Murakami, 2008, Flynn, 2013). Government-issued resources and guidelines presupposed EAL pupils’ L1 literacy
leading to their redundancy in some cases (Franson, 2010; Murakami, 2008). Class teachers expressed a strong desire to meet the needs of their EAL learners but felt that their practice lacked theoretical grounding (Flynn, 2013; Murakami, 2008) or insufficient pedagogical knowledge (Haworth, 2008). Some class teachers could pinpoint with great precision areas of challenge in language development for their EAL learners (Flynn, 2013) while others expressed misconceptions about second language acquisition (e.g. viewing L1 use as deleterious) (Cajkler & Hall, 2012; Flynn, 2013; Kimble, 2009). In terms of professional development, class teachers indicated requirements for more input on assessing newly arrived EAL pupils as well as strategies to stretch their more advanced EAL pupils (Cajkler & Hall, 2012). Teachers wanted to observe and discuss EAL pedagogy in practice and to have guidance on what to look out for with EAL learners (Murakami, 2008). At the same time, some studies indicated that professional development in EAL was not a priority for class teachers (Greenfield, 2013; Haworth, 2008). This may have related to views of EAL staff within the school as having lower status or concerns that strengthening their capacity would lead to being unfairly deployed to classes with greater numbers of EAL learners in the future (Haworth, 2008).

2.7 Conclusions

This systematic review was designed to help fill a gap in the evidence base. It provides the first systematic review of qualitative studies of the perspectives of mainstream class teachers’ perspectives on supporting children learning English as an additional language in terms of all areas of their development. A carefully-conducted search of the research literature located 9 qualitative studies published between 2007 and 2013. Each of these 9 studies was subjected to quality assessment and met standard quality criteria for qualitative research.
It has been observed that the included studies showed significant variability in terms of: participants' ranges of experience with EAL pupils, their professional setting and the specific associated pressures or accountability measures, the extent to which they encounter linguistic diversity in their classrooms and the stage of primary education at which they teach. Though methodologies and emphases varied across studies, it was evident that primary school teachers from the included studies highlighted concerns about engaging with support from their specialist language support colleagues within their settings. There was also a strong sense of conflict explored in some included studies about the constraints and demands of the educational system being at odd with opportunities to explore and fully engage with the specific needs of pupils learning English as an additional language. Further, pedagogical approaches used by teachers in their practice appeared to be informed by adaptations of general practice rather than being informed by principles of second language acquisition. Teachers expressed frustration with funding for support and the availability of resources to provide adequately for their EAL pupils.

In terms of critical methodological appraisal, some variability was seen amongst included studies in terms of their efforts to provide for trustworthiness in their research or to provide sufficient information for assessments of trustworthiness to be made. All studies were included in spite of the presence of methodological criticisms because it was felt that all studies provided avenues for the expression and interpretation of primary school teachers' of supporting their EAL learners. At the same time, it is considered important to take guidance, structure and pre-emptive
consideration from elements of included studies that caused methodological concern for further work in this area.

It would follow from the findings of this selective literature review that the perspectives of teachers who support children learning English as an additional language in the context of the Republic of Ireland might evidence some of the same concerns as those teachers in other English-speaking educational contexts. They may also evidence concerns of a different nature. Given the strong place within the primary school curriculum of the learning of Irish as a second language (e.g. Irish) among all primary school children (except those small numbers who are provided with exemptions), it would be interesting to consider whether this exerts any influence on teachers’ assessments or understandings of second language acquisition for their EAL learners. These teachers are expected to speak Irish as a second language within their professional field. Another facet not emerging from the included studies is the views or appraisals of primary classroom teachers of advanced EAL learners on the means by which their English language skills developed within their time at primary school and the factors that may have impacted (either positively or negatively) on their second language development.

Based on findings from the systematic review, primary teachers’ perspectives on supporting children learning English as an additional language within the context of the Republic of Ireland could be usefully explored in line with three guiding research questions.

1. What do primary school class teachers understand about language learning processes from their experience in the classroom?
2. What factors do primary school class teachers feel support or impede second language acquisition?

3. How ready do upper primary school class teachers perceive their advanced learners of English as an additional language to be for the transfer to secondary school?
3 Empirical Paper

3.1 Abstract.

3.1.1 Background.

Given the relative paucity of research examining the perspectives of mainstream class teachers on supporting their pupils learning English as an additional language, this research sought to make a contribution to the exploration of this paradigm. The researcher intended to examine participants’ perspectives on language learning processes, factors that support or impede second language acquisition and the extent to which advanced learners of English as an additional language are attaining prior to transfer to secondary school.

3.1.2 Aims.

This study sought to explore the perspectives of mainstream primary class teachers supporting children learning English as an additional language in the context of the Republic of Ireland.

3.1.3 Sample.

Five experienced mainstream primary class teachers responsible for upper primary school classes participated in the research.

3.1.4 Method.

Inductive thematic analysis of semi-structured interview transcripts was undertaken.

3.1.5 Results.

Eight superordinate themes were identified and included. Process themes included: Language Learning Processes, Methods, Practice & Pedagogy, Within child factors
perceived to impact on School experience, Engagement with school relating to Place of Origin, and Changing Nature of Class-teacher’s role. Outcome themes included: Reactions to changing nature of class-teacher’s role, Interface between Language and Identity, and Us & Ours/Them & Theirs.

3.1.6 Conclusions.

The results of this study emphasised the support required by class teachers in meeting the needs of their EAL pupils. Class teachers expressed vulnerability in terms of their capacity to meet the needs of their linguistically diverse pupils and a sense of being ill prepared by training for the real demands and expectations of their classrooms.

3.2 Introduction

This paper will report on a study conducted to examine the perspectives of mainstream primary school teachers supporting children learning English as an additional language. The format of the paper will include a focused review of literature relevant to the study and a method section that will describe the participants, procedures and design for the study. The results and discussion section will follow, presenting themes derived from the data together with excerpts from participants’ accounts. Discussion will examine the results in closer detail and explore emanating ideas and questions. The paper will conclude with implications for further research.

3.2.1 Previous research.

Relative to research exploring the views and perspectives of language support teachers, little research has looked at the perspectives of mainstream class teachers supporting children learning English as an additional language in terms of both
linguistic and academic development. These teachers are typically not provided with training specific to supporting this cohort but are charged with the greatest responsibility in terms of their educational input (Wallen & Kelly-Holmes, 2008). Previous research in this domain has highlighted a number of areas of consideration for primary school teachers.

A narrative synthesis of themes from a structured literature review of the area proposed two main areas of focus in the research to date. The extent to which EAL learners are accommodated within the mainstream classroom formed a significant theme across the majority of studies. A binary tension was evident within and across studies in terms of the supremacy of the curriculum in shaping class teachers’ practices. A number of class teachers across studies held expectations that the EAL department would take the lead role for children learning English as an additional language (Franson, 2010; Haworth, 2008). EAL staffing levels were seen to vary significantly across contexts. Class teachers across all studies had very limited or no pre-service training on supporting pupils learning EAL. Thus mainstream teachers were observed to draw on their general teaching skills for supporting the EAL learners in their classrooms. The second theme explored class teachers’ perspectives of greatest areas of challenge in engaging with EAL learners and what they felt they needed in terms of professional development and support. Communication with parents of EAL learners was highlighted as a prominent area of challenge across a number of studies, with communication around academic and behavioural issues raising most concerns. Class teachers reported finding assessment particularly difficult for their EAL learners. They found it troubling to include standardised scores for their EAL learners into class data for monolingual peers (Flynn, 2013;
Murakami, 2008; Cajkler & Hall, 2012). Class teachers expressed frustration that the real progress achieved by their EAL pupils was invisible within broad school assessment procedures (Franson, 2010).

Research directions emerging from previous research related to examinations of second language acquisition beyond the early stages of language development and the related levels of achievement for these advanced learners of EAL. Class teachers across the United Kingdom and Ireland have seen significant increases in the levels of cultural and linguistic diversity of their classes. It can be argued that the Republic of Ireland has experienced more dramatic shifts than many parts of the UK as it has evolved into a country of immigration in the last decade.

3.2.2 The Republic of Ireland context.

This context proves to be a particularly interesting one in light of patterns of immigration over the past twenty years. Ireland twenty years ago was a country of net emigration with limited experiences of cultural diversity (Wallen & Kelly-Holmes, 2006).

As the economic outlook began to improve in Ireland from the mid-1990s onwards, the Celtic Tiger economy emerged and a new labour supply was needed with unemployment hitting a low of 3.9% in 2001 (Wallen & Kelly-Holmes, 2006). The issuance of work permits by the state increased from 6,000 in 1999 to more than 47,000 in 2003 for posts in the services, catering, agriculture, and medicine sectors predominantly. The leading countries of origin for applicants were Poland, Lithuania, Latvia, Ukraine, Philippines, South Africa, India, Romania, China, Brazil and Australia (DETE, 2004). In addition to economically motivated migrants, the
Republic of Ireland also experienced increased numbers of asylum seekers. Most asylum applications have come from people who originated in Nigeria, Romania, Congo, China and Somalia (Irish Refugee Council, 2004). An estimated 15,600 non-English speaking children between the ages of 0 and 14 immigrated to Ireland between 1996 and 2002 (CSO, 2003). In May 2004, the European Union witnessed its largest single expansion in terms of territory, number of states and population with the inclusion of the Czech Republic, Estonia, Cyprus, Latvia, Lithuania, Hungary, Malta, Poland, Slovakia, and Slovenia. Ireland, the UK and Sweden agreed to allow citizens from the 10 new accession states to work in their countries immediately. The flow of EU immigration from Eastern Europe accelerated rapidly as a result (Ruhs, & Quinn, 2009). Ireland maintained a work-permit requirement for nationals from Romania and Bulgaria when they were included in the EU in 2007 (Ruhs & Quinn, 2009). Since 2008 however, the overall immigration rate has attenuated in response to the economic contraction (Ruhs & Quinn, 2009).

The Department of Education and Skills in Ireland promotes the principle of interculturalism which is identified as ‘different cultures living together with a mutual respect for each other and with social integration’ (Tuffy, 2002, p.19). This is contrasted with the concept of multiculturalism viewed to ‘maintain the essentialism of minority cultures hindering a two-way conversation with the majority culture’ (Sondhi, 2009) where different cultures are intended to live and work alongside each other in harmony.

The Irish education system was tasked with reacting to the changing demographics in their classrooms within a short period of time relative to other more affluent English-
speaking countries with more established histories of immigration. Provision for EAL learners was introduced in January 2000 and established funding schemes available to primary and secondary schools. Funding allowances were dependent on a school’s EAL pupil enrolment (Wallen & Kelly-Holmes, 2006). Schools that qualified were provided with a temporary English language support teacher post and a one-time start up grant. Pupils were strictly limited to two years of English language support with extensions granted to this in rare cases (DES Inspectorate, 2003; Lazenby Simpson, 2003). DES assigned responsibility to Integrate Ireland Language and Training (IILT) to develop curriculum materials and assessment protocols. IILT also provided language support teacher training. Guidelines indicated that pupils were to be placed in mainstream classes and withdrawn for a certain numbers of hours a week. It was highlighted that pupils ought not to be removed from their class during points at which class work involved social components or a reduced academic language burden. Also, IILT advocated class-based and group-based work over individual tutoring (IILT, 2003).

3.2.3 Academic language.

Academic language is defined by Cummins (2000, p.67) as ‘the extent to which an individual has access to and command of the oral and written academic registers of schooling’. Academic language was differentiated by Cummins (1987) from Basic Interpersonal Communication Skills identified as conversational fluency in a language. Cognitive Academic Language Proficiency is defined as ‘conceptual-linguistic knowledge’ and refers to aspects of language that involve cognitive processes at the higher levels such as the manipulation and interpretation of language in cognitively-demanding, context-reduced texts (Collier, 1987). For example, a person learning English as an additional language would be considered to have
developed Cognitive Academic Language Proficiency when they use English to obtain, process, construct and provide subject matter material in written form (TESOL, 1997). Academic Language proficiency would also be evident where a person uses their second language to recount, compare and contrast, persuade, argue and justify, analyse, synthesise and infer from information (TESOL, 1997). The capacity to hypothesise, predict, understand and produce technical vocabulary and text features according to academic discipline areas are also expected at the level of Academic Language Proficiency (TESOL, 1997). It is evident that this type of English is required for academic success in environments where English is the language of instruction. Cummins (1992) postulated the presence of a common underlying proficiency acting as a foundation upon which a person can develop academic language proficiency in their second language (L2). The conceptual linguistic gains in the first language (L1) support their expression in L2. The conceptual mechanisms do not need to be built up from scratch in L2 but are drawn upon when the language input (e.g. terms, labels and signifiers) is provided in L2. This Common Underlying Proficiency makes the transfer of cognitive academic proficiency from one language to another possible. Researchers have examined the length of time by which Cognitive Academic Language Proficiency is proposed to develop so that EAL learners are 'fully competitive in the academic uses of English with their age-equivalent, native English-speaking peers' (Hakuta, Butler, & Witt, 2000, p.1). Longitudinal research (Collier, 1987) indicates that at least 4 to 8 years of English instruction across all subject areas may be required for EAL learners to reach national grade-level norms of native speakers across these subject areas as measured on standardised tests. Children with little or no formal schooling in L1 were
indicated to require longer for attainment of national grade-level norms than their fellow EAL learners who had some schooling in their first language.

3.3 Rationale

The study detailed within this paper sought to explore the perspectives of mainstream primary class teachers on supporting children learning English as an additional language within the Republic of Ireland. In light of the changing patterns of immigration evidenced by primary teachers in this context, it was considered crucial to explore the perspectives of experienced teachers who would have witnessed change in the linguistic diversity of their classrooms and to explore their reactions and views with regard to these changes. Additionally, previous research exploring the views of mainstream class teachers has included teachers across the full range of primary school classes. It was considered worthwhile to limit participation to teachers charged with supporting the upper primary school age range in order to consider the role of academic language proficiency for these children prior to their transfer to secondary school as well as to consider factors they perceive to support or hinder an EAL learner’s capacity to learn English and achieve academically in an English-speaking context. Based on patterns of immigration observed, it was deemed likely to encounter a maturing cohort of EAL learners in upper classes of Irish primary schools and thus beyond the early stages of English language acquisition.

3.4 The Present Study

The present study aimed to explore primary teachers’ perspectives on supporting children learning English as an additional language within the context of the Republic of Ireland. The study was guided by three research questions.

1. What do primary school class teachers understand about language learning processes from their experience in the classroom?
2. What factors do primary school class teachers feel support or impede second language acquisition?

3. How ready do upper primary school class teachers perceive their advanced learners of English as an additional language to be for the transfer to secondary school?

3.5 Method

3.5.1 Epistemology.

A critical realist stance was adopted in this study. Critical realism acknowledges the contextualism paradigm emphasising that an action, utterance or expression can only be understood relative to the context within which it emerged (Bhaskar, 2008). Critical realism stands opposed to relativist positions that posit truth as not immanent in an individual’s account but entirely culturally and historically negotiated (Willig, 1999). The structures of the social environment, embedded in material realities, provide conditions for making meaning. Particular discourses are made viable through some conditions and not through others (Willig, 1999). Thus this research sought to explore the perspectives of participants’ and the discourses from which they are drawn as well as an understanding of the social structures and cultural contexts that engender their accounts.

3.5.2 Design.

As the current study sought to explore the perspectives of mainstream primary class teachers, a qualitative methodology was employed. A realist epistemology asserts that the knowledge produced in qualitative interviewing reflects the actual reality of participants’ experiences in the world (Willig, 1999; Willig, 2001). Semi-structured interviews were conducted with five primary school class teachers. The semi-
structured interview is considered a 'natural fit' for qualitative analysis (Smith, 1995, p.9) given its capacity to explore aspects of a person’s life or their beliefs and perceptions of a personal experience (Smith, 1995; Willig, 2001). An interview schedule is typically formulated to enable the researcher to provide some structure to the topic under discussion and to ensure that the original research questions are addressed. At the same time, flexibility is maintained as the order and phrasing of the questions can vary across participants. This permits the interviewer to adopt a more conversational, informal approach and does not constrain the interviewer from exploring additional issues as and when they arise (Smith, 1995).

3.5.3 Materials.

Each interview was recorded on two audio recording devices.

3.5.4 Participants.

Purposive sampling approaches were utilised to select a sample of experienced primary school class teachers responsible for upper primary classes in schools in a county in the west of Ireland. The county chosen as the setting has a population of approximately 117,000 (Census, 2011) and witnessed an influx of immigrants from the early 2000s, predominantly from Europe and Africa. Each of the five participants was born and educated in Ireland and had done their teacher training at universities in the Republic of Ireland. Participants were approached about involvement via an intermediary who is a retired teacher and principal with professional connections to a number of schools in the county. If a participant expressed interest in being involved in the research, he or she was put in contact with the researcher to discuss the project in greater detail. The researcher, prior to data collection, knew none of the participants. None of the participants had any specific training relating to English as
an additional language. Participants were chosen from four schools in the two largest urban areas of the county as it is in these two areas where the greatest proportions of immigrants reside. Each school was co-educational.
Table 3.1. Key participant information

Participants provided information on the proportion of EAL pupils enrolled in their school as well as a proxy measure of the socio-economic status of the pupil population via the school’s DEIS status. The Department of Education and Skills launched an action plan for Educational Inclusion in May 2005 entitled ‘DEIS’ (Delivering Equality of Opportunity in Schools). Primary schools were identified based on socio-economic variables predictive of academic underachievement (e.g. unemployment, local authority housing, lone parenthood, Traveller population, families of 5 or more children and proportion of children eligible for free books). The DEIS programme was designed to ensure that those schools serving the most disadvantaged communities would be in receipt of the highest level of support available (DES, 2011).

Participants taught either a fifth or sixth class grouping (i.e. children in their final two years of primary school aged between 10 and 12 years of age) and represented

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School size</th>
<th>DEIS status</th>
<th>Ethos</th>
<th>Proportion of EAL pupils</th>
<th>Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>P01</td>
<td>500 pupils</td>
<td>No</td>
<td>Faith-based</td>
<td>55%</td>
<td>21 years</td>
</tr>
<tr>
<td>P02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12 years</td>
</tr>
<tr>
<td>P03</td>
<td>109 pupils</td>
<td>Yes</td>
<td>Non-Denom.</td>
<td>35%</td>
<td>12 years</td>
</tr>
<tr>
<td>P04</td>
<td>365 pupils</td>
<td>Yes</td>
<td>Faith-based</td>
<td>52%</td>
<td>13 years</td>
</tr>
<tr>
<td>P05</td>
<td>265 pupils</td>
<td>No</td>
<td>Faith-based</td>
<td>43%</td>
<td>11 years</td>
</tr>
</tbody>
</table>
an experienced cohort with all five having in excess of ten years teaching experience. All of this experience was within the Republic of Ireland context except for one participant who spent one year teaching in the Middle East.

3.5.5 Ethical Considerations.

The study adhered to the regulations of the Code of Ethics and Conduct established by the British Psychological Society (2009) and received ethical approval from the Research Ethics Committee within the School of Psychology at Queen’s University Belfast. Contact was made via telephone with each participant who expressed an interest in participating when approached via the intermediary. The researcher discussed the study’s objectives and participant requirements during this telephone call and where the participant was agreeable, arrangements were made for the interview to take place. Participants were offered choice in terms of where they wished the interview to take place. Three of the participants chose to conduct the interview in their homes while two opted to be interviewed in their classrooms at the end of the school day. Prior to commencing the interview proper, participants were provided with a detailed written overview of the study and offered the opportunity to pose any queries to the researcher. Written informed consent was obtained from each participant to carry out digital audio recordings and transcription of the interviews and to print anonymised verbatim excerpts in any final published journal article. It was emphasised that participants had the right to withdraw from the research at any point without consequence.

3.5.6 Procedure.

Pre-testing of the interview schedule was undertaken by way of a pilot test. Piloting of an interview schedule establishes a ‘clear definition of the focus of the study’ for the researcher (Frankland & Bloor, 1999, p. 154). It also supports in assessing the
suitability and accessibility of the research questions. The pilot test indicated that the participant encountered no difficulties in understanding or providing answers to the questions from the schedule. The responses of the pilot participant provided suggestions for including additional probes to the interview schedule. No practical problems in following the research procedure were encountered during pilot testing. For these reasons, data from the pilot study were included in the main study. Justification for this inclusion came from an understanding of the iterative and progressive nature of qualitative research acknowledging that an interviewer will utilise insights gained from initial interviews as guides in subsequent interviews (van Teijlingen & Hundley, 2001). Since no major changes occurred to the interview schedule and the risk of contamination was negligible (only two teachers taught in the same school and these participants were interviewed on the same day during school holidays in two different sites without knowledge that the other was participating), a separate pilot study was not deemed necessary.

The interview schedule was structured around key areas: school structures for supporting children learning English as an additional language, personal experiences of linguistic diversity in the classroom, understandings gained of the processes of second language acquisition, factors that support or impede second language development, and the capacity of their EAL learners to attain in line with their ability. Interview questions were carefully sequenced to facilitate rapport between interviewer and interviewee and to promote an informal and conversational flow. The interview schedule sought to segue from reporting processes and structures set up in each participant’s school to more reflective, personal accounts of the teacher’s own perspectives in relation to this topic.
3.6 Data Analysis

A critical realist epistemology was adopted and thematic analysis used as the method of analysis. All interviews were transcribed verbatim.

3.6.1 Thematic Analysis.

Thematic analysis is a six-phase method for identifying, analysing, interpreting and reporting themes within a data set (Braun & Clarke, 2006). This approach supported the research aim as it is an approach corresponding with theoretical flexibility. In taking a contextualist approach, as a stance between essentialism and constructionism, thematic analysis was viewed as a means capable of acknowledging the way individuals make meaning of their experiences, as shaped by the social context, within an invariable and fixed physical world (Braun & Clarke, 2006). An inductive approach to analysis was taken so that coding actuated from the position of the data rather than through adherence to a pre-existing coding frame or theoretical framework. It must be acknowledged that a pure inductive approach was not feasible as the researcher had some familiarity with the literature in this area prior to analysis. At the same time, an attempt was made to approach analysis from the starting point of the data. This presented as an appropriate fit for the exploratory nature of the research. Analysis sought to provide a rich thematic description of the entire data set.
<table>
<thead>
<tr>
<th>Phase</th>
<th>Description of the Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarisation with data</td>
<td>Transcribing data, reading and re-reading the data, noting down initial reactions or thoughts.</td>
</tr>
<tr>
<td>2. Generating Initial codes</td>
<td>Systematically coding interesting features of the data across the data sets. Collating data relevant to each code.</td>
</tr>
<tr>
<td>3. Searching for themes</td>
<td>Collating codes into potential themes, gathering all data relevant to each potential theme.</td>
</tr>
<tr>
<td>4. Reviewing themes</td>
<td>Checking if the themes work in relation to the coded extracts and entire data set. Generating a thematic map of the analysis.</td>
</tr>
<tr>
<td>5. Defining and naming themes</td>
<td>On-going analysis to refine the specifics of each theme, and the overall narrative of the analysis, generating clear titles and definitions for each theme.</td>
</tr>
<tr>
<td>6. Producing the report</td>
<td>Selection of vivid, compelling extract samples, final analysis of extracts, relating analysis back to the research question and literature, producing a report of analysis.</td>
</tr>
</tbody>
</table>

*Table 3.2 Phases of Thematic Analysis from Braun & Clarke (2006).*

The researcher, to support full familiarisation and immersion in the data, transcribed each of the five interviews. Open-coding and theme-development were supported by scrutiny techniques as described by Ryan and Bernard (2003) and involved increasing sensitivity to repetitions, indigenous typologies, missing data, metaphors and analogies and similarities and differences in the data set (Ryan & Bernard, 2003). Processing techniques were also used to support axial coding and theme development; namely pile-sorting and cutting and sorting (Ryan & Bernard, 2003; Lincoln & Guba, 1985).
3.7 Results & Discussion

Eight superordinate themes were identified. These themes co-ordinate to answer the research questions and additionally express emerging insights reflecting the inductive approach to analysis taken. Examination of the nature of the themes (post-analysis) suggested a useful separation into process themes and outcome themes. Process themes address the educational experience for pupils learning English as an additional language from the teachers' perspectives. Process themes explore action engaged in by professionals as well as transactions with other stakeholders in the system from the teachers' perspectives. Outcome themes consider the outcomes of the educational experience or the products of the system from the perspectives of the teachers. Two thematic maps represent process and outcome themes separately. Each theme will be discussed in turn with efforts made to provide 'rich, thick description' so as to support the reader to examine the validity of the analysis (Geertz, 1973, p.5). Due to restrictions, some data is embedded within the analysis with additional transcript data provided for each theme and subtheme in the Appendices.

3.7.1 Process themes.

Five superordinate themes relating to the educational experience for children learning English as an additional language were identified.

1. Language Learning Processes
2. Methods, Practice & Pedagogy
3. Within-child factors perceived to impact on school experience
4. Engagement with school relating to place of origin
5. Changing nature of the class teacher’s role & positioning of their professional role in relation to this change
Superordinate theme 1: Language Learning Processes.

Participants expressed their understandings and beliefs about the processes of second language acquisition with reference to their experiences in the classroom and their personal experiences of language learning. All participants completed their education and their professional training in the Republic of Ireland so had personal experience of learning at least one additional language (i.e. Irish).

Language established; or inferential capacity developing.

Many participants indicated that, in their experience, children encountered early challenge in learning English but within a few years in primary school were well established in terms of English. It was perceived that difficulties encountered with EAL children at this later stage did not relate to issues with language but rather some other factors (e.g. behavioural issues or more general learning concerns).

P03: By the time they come up to me in sixth class...really English language isn't an issue anymore.

Interestingly, two participants differentiated between their EAL pupils having established conversational capacity in English but still lacking the capacity to demonstrate higher order operating in their second language.

P02: You have children who can speak the language, converse in the language, who are significant and competent orally and can comprehend at a literal level-but the whole inference and ahm, the real deep understanding and comprehension is lacking.

It is noteworthy that these teachers appear to be differentiating between language capacities in accordance with Cummins (2000) distinction between Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency.
Neither teacher had done any training relating to second language acquisition but appeared to discern between surface-level conversational or literal skills and more abstract, cognitive engagement in their second language. Those teachers who found English language well established in their pupils after ‘a couple of years’ of challenge did not directly refer to a distinction at these levels.

Models of provision.

Participants discussed models of provision for second language acquisition and considered their impact on language learning processes. Immersion, where class instruction takes place in the pupils’ second language, was proposed by a number of the participants as the most effective model for learning a second language.

P01: I suppose I often wondered about immersion. Is it really right? But, I think it is (small sigh)...I suppose when I think of the children in school who have English as an additional language and who've made great strides, I suppose it's that immersion as well...You know they're out in the yard, they're meeting their friends, they're exposed to it.

Immersion, in the context of these teachers’ discussions appeared to signify exposure to second language use in everyday, transactional situations across all school contexts. Class teachers perceived greater gains in second language acquisition through a necessity for the child to acquire and speak English in order to access their environment. This was contrasted with separate provision for English language learners from their monolingual peers for direct instruction and focus on learning the English language divorced from curricular context.
One participant’s view differed from the majority in this regard. This participant had taught for a year in the United Arab Emirates and reflected on the dual language model used in that context for kindergarten. This participant suggested an approach whereby EAL pupils would be given an intensive programme specific to them. He extended this suggestion by proposing that dual language teachers could be brought in to support the learning of the EAL pupil through use of their first language.

*P05: or even like dual teachers, you know like, not just Irish teachers...you could have like ah like whatever, a Polish person to do it on a Monday and a Filipino on a Tuesday. Like, that's the way we did it in the Middle East with the kindergarten.*

Though immersion was considered the preferred model for the majority of those interviewed, one participant expressed a preference for specific and direct English language instruction and a dual language model with native speaking teachers providing primary language support for EAL pupils with the same language background.

iii Drawing parallels with Irish.

A majority of participants spontaneously drew parallels between the experience of learning or teaching Irish and the experience of learning or teaching English as an additional language. A number of participants were critical of the means by which Irish is taught in mainstream English-medium primary schools.

*P05: No, it's all games and play and oral language and activities and things. A lot of it is echoing, it's like you're teaching parrots.*

It was noteworthy that they posited immersion models for Irish Language Learning (i.e. Irish-medium schools or *Gaelscoileanna*) as more successful than Irish taught
for an hour a day in the mainstream and extended this to include consideration of how English as an additional language is approached.

*P01:* I find it's very structured, it's you know, question, answer, question, answer, a bit of comhrá (conversation) and now I don't know necessarily- if I was someone coming to learning English is that the right way to go about it either.

Participants appeared to recognise the necessity to learn language in environments that emphasise its full and applied use rather than environments where direct instruction focuses on discrete aspects of the language separated from its communicative intent. Participants compared Irish language through immersion models as producing more positive results in terms of language acquisition than the mainstream model within which they work. It seems that participants were drawing parallels between the immersion model for Irish language acquisition and the model for English language acquisition observed in mainstream primary schools for their EAL pupils. Pupils were seen to gain more language when input in the target language was intense, regular and transactional in a meaningful and real way rather than rote, compartmentalised instruction occurring in a relative vacuum.

iv Drawing on own experiences.

[Appendix O, p.250]

Participants were noted to draw on their own experiences of learning an additional language in order to understand language-learning processes and to inform their understanding of the experiences of their EAL pupils.

*P04:* I dunno would I have the confidence myself even if I was asked to conduct an interview in Irish?...tha-that would be, you know even now and I'm teachin'-I'm supposed to be teaching- I am teaching it for the last
twelve years. Like I've gone through the education system and I've managed to perform reasonably well in the tests.

Each of the participants expressed vulnerability about their capacity to manage in a second language environment and in the case of two participants this vulnerability persisted in spite of extended instruction in this second language.

v Language aptitude.

Participants highlighted a greater aptitude for language amongst their EAL pupils relative to their monolingual pupils. They perceived their EAL learners to show greater aptitude in Irish (and other languages) than their monolingual peers and linked this to their acquisition of English as their second language.

P04: I think there's a certain degree of truth in it as well if they've managed to master Irish- or master English as an additional language within a year or two, they, they can become quite good at Irish as well.

It was not clear across participants whether they believed learning a second language facilitated the learning of further languages or whether their EAL pupils as a cohort showed a specific aptitude for language.

P05: Like, the Eastern Europeans are quick to pick up languages in comparison like to us. We're not very good at languages at all.

vi Role of L1.

Participants tended to view use of L1 largely as a factor that impedes progress in acquisition of English.
Still they would resort to speaking their, their ahm instinctive language at home...I really think that there comes a point as well with children if they’re not speaking English at home, that it kinda reaches saturation level.

There was an implicit expectation that parents who were supportive of their child’s acquisition of English would expose their child to English in the home. This expectation may be unrealistic for a large number of non-native English speaking families and would be misinterpreted as unsupportive rather than unfeasible. It also shows a lack of understanding of the value of exposure to a strong and robust language model for language development. The hypothesised inter-language system for second language acquisition posits a central role for the first language in structuring more complex and sophisticated approximations to the target language. The connection between first and second languages is underestimated in the accounts of these class teachers. There is no indication of awareness that cognitive-linguistic gains in the first language support their expression in L2.

References to the inclusion of L1 in school settings as a valuable aspect of second language acquisition were not prominent. One teacher promoted dual language reading as valuable though suggested that the place for this was at home rather than in class. Another teacher remembered the inclusion of L1 language books as a recommendation for classrooms. This appeared to be the only means by which L1 featured in the classroom.

One participant acknowledged that capacity in L1 for these pupils was not being exercised.
I suppose there's a big gap between what they know in their own language and what we do here and you know they might have a lot of potential in their own language that can go to waste because you know it's hard to manage.

This participant proposed that some content be taught in the child's first language. He expressed concern that pupils were not accessing aspects of the broad curriculum due to issues of comprehension. He showed concern that this would lead to gaps in the EAL pupil's general, social, historical and cultural knowledge and competence going forward.

Superordinate theme 2: Methods, Practice & Pedagogy.

Participants provided insights into the methods, practice and pedagogy by which they aim to support their pupils learning English as an additional language. Six subordinate themes were identified and will be explored in turn.

Foster engagement.

Teachers emphasised as key, efforts to foster engagement in their EAL pupils and sought to accomplish this by various means. Teachers referred to strategic seating arrangements for their EAL pupils making use of the peer group as a resource.

Your seating plan, you know. That has become more of a-you're more conscious of where people are sitting now. So the more able kids, I'd always sit them beside a non-national, you know. The more social ones, I'd always sit beside non-nationals.

Teachers also highlighted other means by which they aim to foster engagement. One participant felt it was important to extend the parameters by which pupils could be rewarded in class. Another participant felt that withdrawal sessions with the EAL
teacher could provide opportunities for social interventions or engagement in small group settings.

It was understood that teachers felt that fostering engagement was an important preliminary step to learning and teaching. Class teachers appeared to connect engagement with the peer group and in the activity of the class with increasing receptivity in their EAL learners to learning generally and to learning English specifically. Increasing a pupil’s level of comfort and connection in the learning environment was recognised as central.

ii Thematic approach.

[Appendix O, p.252]

In terms of addressing content with EAL pupils, a number of teachers highlighted a thematic approach. Participants indicated that such an approach allowed for layers of terminology and concepts to be built up across the primary school years. A thematic approach also supported effective collaboration between the work of the class teacher and the EAL teacher.

_P04: I think to do it thematically is probably the best way and that’s the way most programmes are done in, in resource groups are done... Yeah so you do the theme maybe of ah... about home, about school, about me and then you differentiate it, making it more difficult and more challenging... with the themes going up along the different classes._

iii Adaptation.

[Appendix O, p.253]

Teachers expressed understanding of the adaptations required to their methodologies and practices to enable the needs of their EAL pupils to be met.
P03: Well, I suppose you’ve got to think that you know, you’re teaching the children you have in front of you, you know, you’re not teaching an ideal class. You’ve got to teach wha-what’s there.

Teachers gave some specific examples of means by which they adapted their practices. Participants made reference to creating templates or scaffolds so that their EAL pupils could engage in the same writing topic as the monolingual pupils. One teacher referred to making choices for whole class materials (e.g. the class novel) based on the varying levels of English in his class grouping.

Teachers acknowledged that certain subjects needed less adaptation than others. Science and Geography lessons tended to be described as more procedural and hands-on while Maths lessons tended to have a (relatively) reduced language load.

Participants spoke about adaptations required in terms of language input in their classrooms. Teachers reflected on the type of language they use and how this could impact on the capacity of their EAL pupil to understand. There was awareness on the teachers’ parts of the vernacular and colloquialisms (i.e. Hiberno-English) interspersed through their language in the classroom creating a possible further barrier for their EAL pupils’ understanding.

iv Accessing resources.

[Appendix O, p.255]

Participants expressed the importance of accessing resources that would truly support their EAL pupils. Many of these resources had to be created by the teachers themselves or accessed through searching online. Accessing resources that matched a
pupil's level and need was seen to relate strongly to the idea of fostering engagement.

_P04_: *I suppose the challenge for the teacher is to find material that's suitable for them to bring them on as quickly as possible and to keep them motivated in terms of written work and making it real for them in their lives._

Participants acknowledged the boon that technology provides in terms of accessing materials through the internet or through use of software packages.

v Reading.

[Appendix O, p.256]

Reading was highlighted as a focus for all children but particularly for improving the language of their EAL pupils. One participant referred to encouraging reading in both L1 and L2. Teachers referred to efforts to encourage more reading and to make time for this in the school day.

_P01_: *I mean, you know the benefits of reading and I'd go on about it but I never made it happen in my class whereas I made a conscious decision last year to do that._

This effort was noted to pay particular dividends for one of her EAL pupils.

_P01_: *From reading that improved hugely. Her vocabulary improved an awful lot._

vi Collaborative teaching.

[Appendix O, p.256]

Two participants referred to utilising different teaching paradigms in order to maximise the resources of the class teacher and the support teacher.
P05: In recent years we'd be doing a lot more station teaching and that thing, like...you'd have little groups and you'd also have an independent station and depending how many teachers you have as support...

P04: Because needs were great we often did team teaching as well.

It was felt that this approach was valuable to the EAL child in so far as they were not so visibly withdrawn from the classroom for support but that support was embedded within the mainstream. This approach also supported more effective collaboration between the class teacher and the EAL teacher.

Superordinate theme 3: Within-child factors perceived to impact on school experience.

The extent to which a child engaged with school processes and academic processes was perceived by teachers to moderate their second language acquisition. In considering factors that impact on school experience from a within-child perspective, participants referred to a number of subthemes.

i Ability.

[Appendix O, p.256]

Participants largely generalised to describe their EAL pupils as particularly bright and able. This perception was seen to inevitably impact on their capacity to gain from their school experience.

P04: You make generalisations. They're highly intelligent children as well you know, that's the experience I've had.

Participants indicated that EAL children generally emerged favourably in comparison to native Irish children when it came to ability.
Ahm, I would find that there’s definitely less special needs with non-nationals. Ahm, I think they’re very good; there’s mathematics and stuff, they’re excellent.

**ii Drive.**

[Appendix O, p.257]

Another very strong theme running through the responses of participants was drive demonstrated by the EAL pupils. This drive was most frequently associated with EAL pupils coming from Eastern European backgrounds and was highlighted to contrast sharply with the level of drive observed in the children from Irish backgrounds.

> P02: I mean we have had some children from Eastern European countries who are so focused and so driven... they don’t get side-tracked. I mean they don’t get brainwashed by the Irish. They’re very, just very focused and very driven and very assured.

Participants’ responses suggested a link between the family’s reason for making the move to Ireland and the extent of the child’s drive to succeed in school. This point will be discussed in greater depth in the next superordinate theme.

**iii Active engagement; coping with challenge.**

[Appendix O, p.257]

Another facet of this theme that class teachers reported as impacting on school experience was the EAL child’s propensity towards engaging actively and coping with challenge.

> P03: They’d have to have the willingness to try something new, to speak English and to make mistakes and not be afraid of it, you know.
Teachers reflected on individual children’s capacity to face the initial challenges of picking up the language and the inevitable frustrations of not understanding or making one’s-self understood. There was a sense in the teachers’ accounts that EAL pupils were largely observed to get on with it.

iv Sociability; social openness.

[Appendix O, p.258]

The final facet completing this theme was the concept of social openness and sociability. It was observed that participants highlighted a diametrical relationship between the concept of drive and the concept of sociability and considered both to impact on a child’s experience of school. While high levels of drive saw EAL pupils make academic gains, it was observed that those children who sought to integrate socially with monolingual peers in school and outside of school saw the greatest gains in terms of second language acquisition. Those children who were perceived to be very driven in terms of academic achievement were felt to miss out on language learning and integrative opportunities with monolingual peers.

P01: *When you come home in the evening, it’s study time so they weren’t able to go and kind of hang out, for want of a better word, so when they weren’t the rest of them kinda didn’t bother with them.*

This was seen to negatively impact on their English fluency from the teachers’ perspectives. In addition to hindering language development, teachers perceived negative impacts in terms of self-esteem for those children who were not as socially oriented or as socially able. Teachers linked capacity to engage socially with greater levels of socio-emotional wellbeing and self-esteem, which in turn strengthened pupils’ openness to learning in the classroom.
P02: I think that it benefits them in all areas, I think that their socialisation develops their language and their confidence and that, I suppose, enhances their wellbeing and their capacity to contribute in the classroom.

For some children learning EAL, teachers perceived greater challenges in gaining acceptance socially within their peer group.

P01: I'm just thinking of a particular instance and this one, it's a child from India and couldn't mix and blend and I could see why...couldn't endear, just couldn't endear herself.

Superordinate theme 4: Engagement with school relating to place of origin.

It emerged that participants indicated a continuum in their evaluations of EAL pupils’ engagement with school relating to a number of factors. These factors were ascribed in what appeared to be a patterned way to pupils and families from particular places of origin.

i  Reason for move.

[Appendix O, p.259]

Participants attributed variation in terms of engagement with school with the reason for the family’s move to Ireland. Participants perceived families who moved to Ireland for employment reasons to engage with school in a way that differed from the engagement of those families who moved to Ireland for reasons of asylum.

P02: We have had some children from Eastern European countries who are so focused and so driven and I suppose the employment of parents or the reason that the move has come to Ireland has a huge significance as well on the attitude of the child to education.
It was perceived by participants that those children whose families came to Ireland for work opportunities engaged more readily with the academic aspects of school. These families were perceived to be more likely to value education and to encourage their children to work hard and achieve in school. Participants largely referred to Eastern European families in these terms rather than any other nationality.

ii Priority gain from school experience.

[Appendix O, p.259]

A related distinction made by participants was in terms of an EAL pupil’s priority gain from their school experience. Participants separated those pupils whose priority was to gain academically from those pupils whose priority was to make social and integrative gains from their time at school.

*P02: I think that the focus of the Eastern European is very much, you know, you’re at school to get an education. You make the most of it and they do. They hang on every word the teacher says.*

*P01: The African community would be very sociable but won’t have that drive.*

The drive evident in the pupils from Eastern European backgrounds was also contrasted with the engagement of the Irish children. Pupils from Eastern European backgrounds were perceived to value and respect education more than the local Irish children and to see education as a means of securing a sound future.

iii Balance.

[Appendix O, p.260]

Participants expressed some concern about the over-emphasis of the drive for academic gains over social or integrative gains for some of their pupils. It was felt
that such an emphasis led to concerns about the children's social development or fears of isolation. Two participants directly highlighted families from the Philippines as demonstrating a balance in terms of marrying social and academic gains. These participants felt that academics were valued but equally Filipino children were encouraged to mix and integrate socially with their class.

iv Value placed on education.

[Appendix O, p.260]

Related to the preceding themes, participants differentiated between families of different backgrounds in terms of the extent to which education was valued and the impact this can have in terms of attainment. Teachers felt that they could discern which families really valued education by the way in which they interacted with school and with the teacher.

Teachers indicated that some of their children from Eastern European backgrounds were following the curriculum of their home country in addition to that covered in their Irish setting. Parents of these pupils regularly asked teachers to provide additional work for their children to complete after school or over the weekend.

One participant expressed concern about his pupils from a Roma background due to the limited value placed on education in their culture. Within his school approximately thirty per cent of pupils were from a Roma background. His fear was that their potential would not be realised due to the tendency for them not to complete secondary education. Thus it was cultural factors rather than language or ability factors that predominated in the educational trajectory of his Roma pupils.
P03: As I say, it’s not the language, it’s a cultural thing and the thing that school isn’t something that they want or that their family sees as important once they’re gone fifteen.

Distinguishing based on perceived strengths or expectations.

[Appendix O, p.261]

Participants also drew more fine-grained differentiations in terms of their pupils. Two participants referred to distinctions drawn in terms of gender for their EAL pupils.

P01: Where you know, even the Muslim community that you might see...there’s more of a push on boys to succeed in school than the girls,

P04: My experience was that certainly the female Nigerian girls were very very highly motivated. I hope that doesn’t sound in any way discriminatory or anything but boys less so, less motivated.

While it has been described above that pupils from Eastern European backgrounds in particular were more likely to be described as able and driven, pupils of African origin were more likely to be described in terms of their athletic capacity and sociability than their ability or drive.

Trust in systems.

[Appendix O, p.261]

Trust in systems also shaped a theme under this superordinate theme. It was noted that families of pupils from non-native backgrounds tend to place more trust in school systems compared to families of pupils from native backgrounds. This may be seen to go hand in hand with placing significant value on the education system but may not always best serve the EAL pupils relative to their monolingual peers.
P02: A little bit, I suppose, of our primary education in recent times is the child who shouts the loudest or in this case, I suppose the parents who shout the loudest, you know sometimes get the better access to services because they demand them.

Superordinate theme 5a: Changing nature of Class teacher’s role and positioning of their professional role as a result of changes.

Within this theme, a number of subthemes were generated. Participants discussed perceived changes in the nature of their roles as class teachers since their initial entry into the profession. It was felt that these teachers had experienced significant altering of the system within which they work and associated changes in terms of professional expectations.

P05: Yeah, we’re like a jack of all strings now, you know and it’s really hard to do it. I’m not lying. It’s a really, really tough job now, way harder now than it was. Not just because of non-nationals but because of everything.

Participants referred to increased curricular demands with greater constraints on time as well as a new emphasis on national assessments and tracking progress within an increasingly inclusive school system. These changes at the level of the system were acknowledged to impact on teachers’ capacity to support all of their pupils, including their EAL pupils.

[Appendix O, p.262]

Teachers spoke about changes they have observed in their classrooms and in their roles since they began teaching. They referred to education equality movements leading to more inclusion of children with special educational need in the
Participants spoke about increasing expectations on them as a result of these changes. Teachers referred to greater difficulties in planning for a more varied class and ensuring there was sufficient differentiation to meet all needs in the classroom. Teachers’ capacity to assess and recognise the wide variety of needs within the class was also signposted as a point of development and an area not sufficiently addressed during training.

ii Time constraints.

Time constraints resonated with a majority of participants, as a factor that greatly impedes their capacity to meet pupils’ needs especially those of their EAL pupils. Participants referred to a heavy curricular load as reducing their ability to give sufficient time to pupils’ needs. Participants also reported reduced opportunities to collaborate with colleagues due to demands at the whole school level.

iii Defending progress.

Participants reported a professional weight as a result of a renewed emphasis on attainment testing.

P04: I’m sure you’ve heard about the whole numeracy and literacy strategy that came in and the PISA studies, that scores in English and Numeracy had disimproved and every school had to get back to basics and improve their literacy and numeracy scores again.

Beyond the professional demands placed on teachers to meet national expectations, there was a consideration of how the system accommodated pupils learning English as an additional language in this regard. Participants voiced frustration at the inappropriate inclusion of pupils learning English as an additional language in these
tests. It was felt that to include the results of these children with those of monolingual pupils masked and undermined the real progress made by their EAL pupils. Participants asserted a sense of seeking to defend progress where it was observed with a sense of frustration for the invisibility of this progress in standardised testing processes.

Looking more closely at how participants appeared to position their professional roles as a result of these changes established the following associated subordinate themes.

iv Class teacher’s vulnerability.

[Appendix O, p.264]

Participants discussed incidents that had occurred since the influx of pupils with EAL. A thread of vulnerability in their capacity to fulfil their roles as they had done previously was encountered in a number of examples. Participants found themselves unable to engage, as they would previously have done within the parameters of their professional role, without difficulty due to language barriers.

P05: There’s a bullying issue from a parent’s point of view basically...it’s very hard to communicate about that and it’s very hard for the class teacher to sort it out.

v Reflective practice.

[Appendix O, p.265]

The changing nature of their role and the varying demands and expectations resting on class teachers appeared to trigger examples of reflective practice in participants’ accounts. Reflective practice is understood as a means by which ‘practitioners develop a greater level of self-awareness about the nature and impact of their
performance, an awareness that creates opportunities for professional growth and
development’ (Osterman & Kottkamp, 1993, p.2).

In some cases, these reflections appeared to be emerging:

*P03: Like then again I might have missed it because I didn’t know so I
don’t know* (speaking about a pastoral care aspect to his role for EAL pupils).

Whereas in other cases, these reflections were linked to changes in action or
behaviour.

*P01: I suppose I have to look at myself as a teacher...you know the
benefits of reading and I’d go on about it but I never made it happen in my
class whereas I made a conscious decision last year to do that.*

vi Responsibility.

[Appendix O, p.265]

Participants recognised a sense of personal and professional responsibility for their
EAL pupils’ academic outcomes though limits to this responsibility were expressed.

*P02: I suppose we do as much as we can but you know like we take
responsibility for it for the purposes of ahm delivering the programme...but
you can’t take responsibility for, for how they, for what they do with what
you give them.*

*P04: I mean the class teacher, I suppose has the ultimate responsibility for
all the children but you are very much relying on the expertise-generally
speaking teachers in resource positions have that extra expertise...I think the
class teacher is kind of, you’re more, you’re trying to meet the general needs
of the class.*
3.7.2 *Outcome themes*

Three superordinate themes related to the effects of the educational experience for children learning English as an additional language on participants of the system. Superordinate theme 5, which explored the changing nature of the class teacher’s role straddled process and outcome themes. This theme is returned to briefly in relation to outcomes before exploring each of the individual outcome themes.

1. Academic Progress
2. Interface between Language and Identity
3. Us & Ours/Them & Theirs

**Superordinate theme 5b: Changing nature of Class teacher’s role and reactions to these changes.**

Participants charted their reactions to the changes experienced to their professional roles.

i Efficacy & Progress

[Appendix O, p.266]

Participants recognised a sense of efficacy and progress in terms of the language development of their EAL pupils (isolated from standardised testing processes). The language development trajectory for the EAL pupil provides teachers with the opportunity to appreciate evident strides and progression and this can support evidence of a teacher’s self-efficacy.

*P04: It’s a very rewarding job...because if you have a child that’s got a specific learning difficulty they’re...always going to have some level of difficulty whereas ah it’s highly rewarding to see these children because I go back to that fella I had last year...his progress...was startling, you know like it was just amazing.*
At the same time, teachers voiced frustration in their capacity to meet the needs of their pupils within the confines of the system and their roles within it. Participants discussed a sense of frustrated responsibility to develop a child’s potential in the context of an increasingly demanding classroom and the inevitable language barriers.

P02: Sometime I suppose it makes you feel incompetent (laugh), you know because you’re trying to divide yourself in thirty-two...and it can generate stress...you go home frustrated and you try again the next day.

A number of participants reported feeling unsupported in their roles, especially in light of changes to pupil demographics and expectations. Participants referred to a perceived lack of training in supporting pupils with EAL. They also referred to cuts in funding as affecting their capacity to manage. One participant’s school no longer has funding for a language support teacher in school despite over 40% of their school population classified as EAL learners.

P05: I think it’s scandalous to be honest. I’d love to bring in the Education minister to our school and ask them what-how are we supposed to keep-because you’re really, you’re trying to do too much, do so many things...I really think the schools have been decimated and supports aren’t there that we need.

At the same time, two participants (from same school) felt that they could chart professional growth in supporting their EAL pupils within their own context.
P01: You know, if, if the principal was to walk in in the morning and say
“I’m giving you a child from such a country or continent’, you wouldn’t be as alarmed...it wouldn’t phase you.

P02: I think we learn an awful lot from discussing how we cope and deal with it...I think we learn a lot more from that than from somebody outside telling us this is how it should be done.

iv Letting them down.

[Appendix O, p.267]

This subtheme was established in the responses of a majority of participants. They expressed disheartenment that some of their EAL pupils were not being supported to the extent they should and that this was impacting on their academic progress or impeding them from meeting their potential.

P02: Sometimes, I suppose it makes you feel incompetent, you know...you can feel that you’re not ahm optimizing a child’s chances.

There was concern that some of their pupils were leaving primary school with gaps in their historical knowledge and worldview due to difficulties accessing the curriculum via their developing second language.

v Doing our best.

[Appendix O, p.268]

Another strong theme that was established within the data was the assertion by class teachers that they were doing their best. This assertion was advanced in light of limited resources, insufficient time at their disposal and a perceived lack of guidance on appropriate methods.
P02: We’re teachers at the end of the day and we’re not psychologists and we’re not...able to all the time exactly pinpoint- we’re doing our best, you know.

Superordinate theme 6: Academic Progress.

Participants explored facets of academic progression for their EAL pupils through reference to a number of subordinate themes.

i Recognition of challenge.

[Appendix O, p.268]

Participants recognised the challenges facing their EAL pupils in the mainstream classroom including the intense curricular demands as they continue to develop their L2 as well as the demands to integrate and adapt to the setting. It was felt by some participants that the curriculum carried a heavy load for the EAL pupil. Many participants questioned the requirement for their EAL pupils to learn Irish at school in addition to acquiring English. The social demands of trying to integrate were highlighted to demand more of the EAL child than their monolingual peers. The social skills of a typically developing monolingual pupil are not seen as sufficient to access a peer group for the EAL child in some cases.

P02: Very often I think they need something extra to be popular almost with the others...I think sometimes that child might have to have a talent to endear themselves to the others.

Participants indicated efforts to put themselves in their EAL pupils’ shoes in order to get a true sense of the demands placed on their pupils.

ii Written expression & understanding lagging oral fluency.

[Appendix O, p.269]
As mentioned previously, a number of participants viewed language to be established within a relatively brief period of time. At the same time, some participants reported that for many of their advanced EAL learners written expression and comprehension lagged behind oral fluency.

Participants provided examples of the types of difficulties encountered by their advanced EAL learners in class work. Areas of challenge were more readily discernible in written than oral output. Cloze procedure exercises were noted to really examine the pupil's comprehension of the text as well as fluency in applying the syntactical properties of individual words within a sentence. Participants also recognised more general difficulties in the pupils' application of grammar.

Interestingly, one participant said that particular errors in grammar could be associated with particular nationalities, suggesting possible inter-language processes at play. Recognising the highly interactive processes required for reading comprehension, teachers observed limited second language development to impacted on pupils' capacity to extrapolate and infer from text. Language skills, cognitive resources and world knowledge are all implicated in reading comprehension and developing second language skills mediate available cognitive resources and world knowledge for EAL pupils in the context of English-only instruction. Teachers referred to pupils' ability to answer standard comprehension questions where information is contained in the text and their relative inability to extrapolate, hypothesise or predict from the information in the text.

P01: I suppose, it's very, it's much more obvious probably in written language than written.

P02: I think the vocabulary ones they find more difficult but the ones where you'll really notice a child that's struggling with language or that hasn't
mastered the inferences or the kind of the whole context of language is in the cloze procedure.

It is interesting that while the majority of teachers considered language to be established within two years, fundamental processes required for academic attainment were highlighted as incompletely developed.

iii Maths.

A number of participants highlighted Maths as an area of interest and particular strength for the EAL pupils. It was felt that the language load was lightened and that the pupils relished the opportunity to demonstrate success. This was qualified, as participants reported that their pupils learning EAL found problem-solving activities challenging due to the language component. Their capacity to draw out the key information and choose the appropriate operation was significantly reduced due to the language load.

P03: You know, problem-solving maths would be a particular concern because computation is fine and they can add, subtract, multiply, divide but they can't figure out what it's asking them to do.

iv Special Educational Need.

Only two participants referred to concerns of Special Educational Need in relation to their EAL pupils. Both expressed concern about disentangling language-learning delays from learning difficulties. One expressed concern about the process of assessing need in a situation where their developing second language is the communicative medium for assessment.
P03: I think there’s a difficulty in trying to ascertain if there’s low attainment scores whether it’s down to...language or is it down to learning difficulty.

The presence of a special educational need was felt to greatly compound challenges of integration for a pupil learning English as an additional language.

v Achievement going forward.

[Appendix O, p.271]

Participants were probed to consider whether they would have concerns for the academic progress of their advanced EAL pupils going forward into secondary school. Participants differed in their responses to this consideration. Some participants were confident that their EAL pupils would attain in line with their abilities at secondary school.

P04: Once they get over that hump of about two years of being in the system...once that initial language barrier has been broken down, they’d be fine.

P03: I don’t think language...really is the main factor. It might have some bearing on it, you know a lack of vocab or a few gaps here and there but otherwise no, it wouldn’t really affect their attainments too much.

At the same time this participant conceded that his EAL pupils were not attaining in line with their monolingual peers.

P03: Ahm, I suppose a high proportion would be in the lower levels...of attainment.

Some participants expressed greater concern about the academic progress of their advanced learners of EAL.

P01: You’d kinda go “God!” You’d hope they’d come under the umbrella of some kind of learning support.
Other concerns about going forward centred more on coping with the adjustment to secondary school. Concerns here echoed observations about an EAL pupil’s ability to engage socially with peers. There were worries amongst participants of potential social, emotional and mental health outcomes for children who continued to experience isolation at school leading to truancy and disengagement with education. Concerns also highlighted the increasing levels of assessment in secondary school and the associated pressures, echoing participants misgivings about the inclusion of their EAL pupils in standardised testing processes with their monolingual peers.

Superordinate theme 7: Interface between Language & Identity.

Participants were observed in their responses to problematize the primacy of L1 for their EAL pupils.

i Primacy of L1.

[Appendix O, p.273]

As discussed previously, use of L1 was seen to impede the processes of second language acquisition but additionally this was seen to create a separation between the EAL pupils and their monolingual peers (and teachers, in some cases). Participants reported that EAL pupils tended to interact with peers from the same language background in their common first language. It is interesting to consider whether these observations relate to identifying more strongly with peers from the same community or whether these pupils are seeking out a level of linguistic comfort through interaction in L1.

This issue of the primacy of L1 was reported to create a stronger separation between home and school for EAL pupils (than for monolinguals), with echoes of a
distinction between the public and the private sphere where identity is embodied in
the private sphere and signalled by use of first language.

*P03: They'll get by doing the bare minimum for teacher but then when it
comes to social or socialising or out in the yard it's back to the native
language.*

ii Family's role for English; Family's investment in English.

[Appendix O, p.274]

Participants reflected on the importance for immigrant families to examine the role
they ascribe to English having moved to an English-speaking country and having
their children educated through English.

*P02: I think it's where English isn't seen as important, where it's seen as
purely academic and something you do for your teacher...the child needs to
see a purpose in it and that it's not just something that we learn at school.*

It was felt that by speaking their L1 at home, families were marginalising the role of
English in the lives of their children and maintaining a separation from the English-
speaking community around them.

iii Recognition of attachment to and value of L1.

[Appendix O, p.274]

At the same time, participants appeared to recognise the value and attachment to L1
in terms of identity and in some cases linked this to their own attachment to the Irish
language and it's value as a signifier of identity.

*P02: I think it has a purpose because I think that it is important that the
child is part of their heritage and I'd hate anybody to tell me that I couldn't
speak Irish.*
Participants also acknowledged the ebbing away of the use of L1 for some children and saw this as a loss.

P05: They all get to say Merry Christmas in their own native tongue, you know. And it's happening that you ask a kid 'what is it in Lithuanian?' and like, 'I don't know' and you say 'Can you go and find out?' They actually are becoming more westernised and I don't think that's nice, to be honest.

Superordinate theme 8: Us & Ours/ Them & Theirs.

This theme explores changing and fixed concepts of identity and how these are enacted in the social world of the school and community.

i Early assimilation.

One participant made reference to pupils with English as an additional language entering the school system early and the impact this had on assimilation as she saw it.

P02: children who began initially in junior infants and come through almost seem as Irish as the Irish, you know, by the time they have seven years done in Primary school.

While this represents a minority viewpoint in terms of those teachers included in the research, it raises queries as to the extent to which primary school teachers view assimilation as desirable.

ii Irish; its role and its value.

[Appendix O, p.275]
Participants looked at the Irish language and its role and value in relation to their EAL pupils and their pupils from Irish backgrounds. Participants’ responses prompted an examination of the question for whom is the Irish language?

Class teachers reported a decrease in the standard of Irish at primary school level and linked this to a devaluation or resistance to the language within society. A number of participants highlighted that their pupils from diverse language backgrounds outperform the children from local backgrounds when it comes to Irish. A caveat was attached to this assessment as a participant clarified that by no means was the standard of Irish very high across the class as a whole.

One participant sought to offer a hypothesis for this relative strength in Irish for the pupils learning EAL.

\[P04: I \text{ think that...it's taken for granted maybe and we're Irish anyway whereas maybe these children are trying to integrate and feeling – and they want to feel part of the system, part of the...there's a certain coolness for them to learn it maybe.}\]

It is interesting to note the contrast in participants’ accounts between the rejection of the Irish language by the pupils of Irish extraction and the relative motivation for learning Irish exhibited by some of the pupils from linguistically-diverse backgrounds. This is in parallel with explorations of the fading of L1 use in some children as described by some teachers in the previous theme.

One participant vehemently opposed the policy requiring pupils learning EAL under ten years of age (entering fourth class) to learn Irish in primary school. In his
experience, the EAL pupils struggled with learning Irish and naturally lacked support for completing Irish homework in their homes.

P05: Really, like where are we going with our Irish language? It's dying; our language is dying...I question the Irish, like the necessity for them to learn Irish. ..why do they have to do Irish, I just don't know.

This point raises further considerations as to what constitutes inclusion and to what extent language symbolises identity. Where children from different linguistic backgrounds are released from having to learn Irish, does this provide them with less of a basis to assert an Irish identity than those born here who don’t qualify for an exemption? There is a possibility that such a move could exacerbate separations between what is ‘us and ours’ and what is ‘them and theirs’.

iii Standards.

[Appendix O, p.276]

Participants compared their pupils learning English as an additional language to their monolingual native peers and found generally that standards were higher among their EAL pupils. Participants noted strengths in areas such as Maths, handwriting, language capacity and general readiness to learn. Monolingual pupils were frequently cast in an unfavourable light due to comparison with their driven, motivated and able EAL peers.

P01: I mean really Irish children, their grammar is as bad (laugh), you know.

P02: I think Irish children are very spoilt.

iv EAL pupil as useful.

[Appendix O, p.277]
Related to the previous subtheme was the perception of the EAL pupil as useful to the monolingual native pupil. Participants indicated that their EAL pupils were exemplars in many respects for their class in terms of drive and engagement.

*P02: We do use them as an example to the other children because they, ahm, they really respect and value education.*

The EAL learner was positioned as useful to the monolingual cohort in other ways. Participants felt their pupils benefitted from opportunities for exploring diversity. Those interviewed also recognised EAL pupils as fostering greater respect and tolerance in their schools.

Participants were seen to promote a sense of 'culture as a badge' for their EAL pupils where pupils were encouraged to present their culture to children of Irish heritage. Teachers referred to initiatives to celebrate diverse cultures at school through a multicultural day where pupils set up stations representing aspects of their culture for their Irish peers. Others mentioned class activities centring on EAL pupils' countries of origin as the focus of a piece of work. Participants also suggested engaging parents to come in and participate in school through demonstrations of skills or crafts.

*P04: You'd be trying to include them if they had something they were maybe skilled at, you know like, craftwork or anything like that...*

This suggestion was framed by acknowledgement of the value of parental involvement with an aim of reducing language expectations. However, implicit values appeared to accompany some examples given; craftwork suggested artisanal and archaic rather than progressive and sophisticated.
A majority of participants reported views of the families of their EAL pupils from Eastern European backgrounds as separate or as seen to separate. Teachers recognised Nigerian and Asian families to be open to engaging in school life and attending functions in the community.

_P05_: _Eastern Europeans...don't seem to appreciate what goes on or they don't seem to want to be involved in the school community. They like to be on their own. They like to do their own thing._

Participants referred to specific differences in socialising that they felt compounded this separation between the Irish children and their Eastern European peers. It was observed that parents of Irish children took an instrumental role in their children’s socialisation. They were more likely to invite other children home to play and attempt to cultivate friendships. One participant highlighted differing patterns when it came to birthday parties. Eastern European families were reported to invite only those of their own nationality whereas Irish families tended to invite everyone in the class.

_P05_: _You'd see it with parties, like, with birthday parties and things. They'd have their own- just their own nationality coming- they wouldn't have- Whereas, like you know, we'll say, like the Irish kids, say they'd bring everyone, you know._

As discussed previously in relation to the primacy of L1, language also acted to separate the pupils in terms of communities of origin and this was most evident in relation to Eastern European pupils. Cultural differences also presented in the classroom and required class teachers to provide separate input or activities for pupils from the whole-class activity.
P04: Many of the African children had a real reluctance to the whole aspect of Halloween. That was always something that was kind of a strange one. You’d be trying to explain the Irish tradition around Halloween...but they had a real objection to that.

3.7.3 Examination of the research questions

Research Question 1: What do primary school class teachers understand about language learning processes from their experience in the classroom?

Participants expressed a number of beliefs about second language acquisition and language learning processes, from their own experiences, that are supported by research and theory. All the class teachers recognised the development of strong basic interpersonal conversational skills within approximately two years of exposure to a second language [6.15 Appendix O, p.248, p.252]. Participants also emphasised the value of being exposed to and learning a language in vivo. Under these circumstances use of the language is vital for engagement in the context [Appendix O, p. 252]. To this end, teachers emphasised fostering engagement as a key feature of their pedagogy for their EAL learners. Class teachers largely supported immersion models of second language exposure rather than direct instruction on discrete aspects of language[Appendix O, p. 248]. Participants drew on comparisons of how Irish language instruction in the English-medium setting functions as a foundation for their views of models of provision [Appendix O, p.248, p249]. Two of the five teachers appeared to draw distinctions in terms of language development along the lines of Cummins’ conceptualisations of BICS and CALP without reference to or familiarity with the model. Class teachers largely indicated that they believed that continuing use of the L1 impeded English language acquisition [Appendix O, p.251, p.273]. Theories of second language acquisition would run counter to these
viewpoints and would recommend developing both languages to strengthen the hypothesised underlying Common Underlying Proficiency. Additionally, research supports the use of a family’s L1 in the home as a means of providing children with a developed and robust language structure rather than efforts to provide input of less quality in the family’s less familiar L2. It is essential to recognise that the participants were developing their own concepts and understandings of English as an additional language in the absence of training in the area. They are also operating within a system that, in no real way, provides for or acknowledges EAL pupils’ first languages. Class teachers interviewed had developed models of language learning that did not account for the means by which the first language supports development of the second language via the Inter-language hypothesis (Selinker, 1972) and the Common Underlying proficiency (Cummins, 1982; 1999).

Research Question 2: What factors do primary school class teachers feel support or impede second language acquisition?

Participants proposed the centrality of social engagement with monolingual peers and the English-speaking community as a key factor in successful second language acquisition [6.15, Appendix O, p.258, p.260, p.273].

The class teachers perceived a child’s second language acquisition to be moderated by their engagement with school and academic work [Appendix O, p.256, p.257, p.259]. At the same time, this relationship was not observed to be linear in nature. Participants recognised aspects of language development emerging quickly for their pupils who showed academic drive and ability [Appendix O, p.256, 257]. They also recognised aspects of language development emerging for those pupils who sought to engage socially with their monolingual peers [Appendix O, p.257, 258].
Participants indicated that where drive to succeed academically was very high, these EAL pupils tended to miss out on opportunities to improve their English via monolingual peer modelling. This pattern was most frequently ascribed to pupils of Eastern European origin. Class teachers also acknowledged a child’s capacity to cope with challenge as central to their rate and level of second language acquisition as especially important early.

As discussed in relation to RQ1, participants saw continuing use of L1 at home (and socially) as an impediment to the acquisition of English. Related to this was the teachers view that families were not creating a role for English within their home lives in many cases and this was leading to slower rates of English acquisition and limiting school attainment relative to a child’s ability [Appendix O, p.269, p.274].

From their professional perspectives, a number of participants expressed frustration and concern that they were limited in providing for their EAL pupils due to lack of training and practices not validated but honed from experience [Appendix O, p.262, 263, 266]. Additionally, time constraints, resource limitations and increasing pressure to demonstrate progress at a whole-school level were highlighted.

Research Question 3: How ready do upper primary school class teachers perceive their advanced learners of English as an additional language to be for the transfer to secondary school?

Viewpoints varied in terms of the readiness of advanced learners of English as an additional language for the academic rigours of secondary school from the perspectives of their class teachers [Appendix O, p.271]. A number of teachers recognised attainment gaps for some of their EAL pupils relative to their perceived
ability [Appendix O, p.269, p.271, p.272]. Participants also promoted perspectives of their EAL pupils (particularly those from Eastern European backgrounds) as particularly driven and this was noted to impact very favourably on their capacity to achieve academically [Appendix O, p.257]. Participants generally perceived their EAL pupils to be of high ability [Appendix O, p.256].

While a majority of participants viewed language as established within two years of exposure, there were indications that teachers discerned differences in language ability between their EAL pupils and their monolingual pupils in spite of at least 5 years (and often more) English-medium education [Appendix O, p.247]. Areas of challenge centred on finer points of language use such as application of grammar in written expression. Of more pivotal concern is the challenge facing advanced EAL learners in terms of higher order language operations such as extrapolating, hypothesising and predicting from texts. It appears from some teachers' accounts that many of their advanced learners of EAL were still developing CALP in a subtractive bilingualism context. In reading comprehension activities, where language, cognitive and memory processes interact to a high degree, the insufficiency of the EAL pupils' current levels of language development are revealed [Appendix O, p.247, p.248]. Secondary school requires increasing engagement with texts at higher levels and this research suggests EAL pupils would, in many cases, struggle to attain in line with their general ability.

Considering transferring more holistically, some class teachers indicated concern about the progression of their pupils through secondary school due to an outlook on education as of limited value.
3.8 Limitations of the Current Study

It must be acknowledged that with qualitative research it is impossible to escape subjectivity. Indeed, the very foundation of qualitative research is for the researcher to engage, uncover, shape and form ideas and concepts in interaction with the views and perspectives expressed by the participants. It is not possible for the researcher to merely uncover themes within transcripts or to achieve complete separation from the literature within which the research is embedded.

The small sample size in this study limited the generalizability of findings on the experiences and perspectives of class teachers across the Republic of Ireland. Participants in this study would vary in terms of their experience of supporting EAL pupils as a result of their geographical location from a great many other primary school teachers throughout the Republic of Ireland. In a similar vein, due to the distinct context of the Republic of Ireland, its particular policies and procedures in relation to Newcomer pupils, the place of the Irish language within the curriculum and the relatively unprecedented experience of immigration for the autochthonous people, there is a significant limit to the extent to which class teachers in other settings would relate to the perspectives of participants.

While themes were explored within a process and outcomes structure with reference to various systems, a crucial limitation of this approach is the examination of a system from the perspective of only one group of stakeholders. Class teachers' conceptualisations of how the system operates and system’s products are likely to diverge in many key respects from the conceptualisations of the families, children and community engaged in the system.
3.9 Implications for Research & Practice

Class teachers in the context of the research appear to be operating in the absence of sufficient grounding in principles of second language acquisition leading to inaccurate and potentially harmful assessments of their EAL learners capabilities and the most effective means of supporting language learning processes. The model of provision operating in the Republic of Ireland does not reflect the research basis emphasising continuing development of the first language in the context of second language acquisition.

Further research ought to examine the perspectives of the educational system's other stakeholders in relation to supporting pupils learning English as an additional language. Research could also focus on longitudinal linguistic analyses of EAL learners' second language output to more accurately examine concepts of academic and cognitive language development processes in an English-medium setting.

3.10 Conclusions

The results of this study emphasise the support required by class teachers in meeting the needs of their EAL pupils. Class teachers expressed vulnerability in terms of their capacity to meet the needs of their linguistically diverse pupils and a sense of being ill prepared by training for the real demands and expectations of their classrooms. The teachers in the current study appeared more likely to express frustration with current models of provision than was evident in previous research in the area. Their perspectives resonated with the perspectives of participants in previous research in the area in relation to use of L1, limits of professional responsibility and lack of support. The importance of considering a systemic approach to meeting the needs of
EAL pupils emerged as a consequent of analysis. Means of engaging school staff, families and communities require re-evaluation.
4 Critical Appraisal Paper

4.1 Introduction

This paper presents a critical reflection of the research as detailed. It begins with an overview of the epistemological position taken by the researcher. It will then provide a critical appraisal of the research design. The strengths and limitations of the research will be considered. Consideration will also be given to ethical issues associated with the research process. Potential directions for further research in the area will be suggested as well as an examination of any implications for practice that arise from the study's findings. This paper will conclude with personal reflections on the experience of conducting the research.

4.2 Epistemological Position

4.2.1 Critical Realism.

Knowledge, in the context of this research, was grounded in accordance with a critical realist stance.

Critical realism ascribes to a synergistic relationship between the social environment, or material realities, and the discourses constructed and enacted by individuals and groups. Critical realism stands opposed to relativist positions that posit truth as not immanent in an individual's account but entirely culturally and historically negotiated (Willig, 1999). The structures of the social environment, embedded in material realities, provide conditions for making meaning. Particular discourses are made viable through some conditions and not through others (Willig, 1999). Material conditions and social structures are not deterministic in
their effects on individuals but rather offer possibilities for differing discourses and actions. Different potentialities can be realised from one and the same situation depending on the nature of the discourses enacted (Willig, 1999). The individual is conceived of as acting with reason and agency in their interpretations and interactions with their own social environment (Willig, 1999). Critical realist research requires an analysis of the historical, social and economic conditions that gave form to the subjective accounts of individuals and the discourses from which they are drawn.

Participants in this research were considered to be able to provide accounts indicative of the discourses they enacted in making sense of their professional role with regard to supporting children learning English as an additional language in their classes. Efforts were made to consider aspects of the context (political, economic, social and cultural) within which the educational system operates to define conditions for these participants.

The aim of Critical Realist Psychology is to enable participants to critically reflect upon the grounding of their practices in structures of meaning. While the objects of research are the discourses uncovered, the subjects of the research ought to remain ‘partners in conversation’ (Willig, 1999, p.43). Since discourses are seen to mediate between the objective conditions of life and the individual’s subjective experience of these conditions, critical reflection on these discourses is emphasised as a mechanism for transformation (Willig, 1999). Research intends to provide opportunities for the individual to re-examine their position relative to the discourse and to consider adjustments that may facilitate or constrain
experiences or practices (Willig, 1999). This is a central thread of Critical Realist research that emphasises extending the research process beyond simply reporting subjective experiences. An examination of the extent to which this aim was realised in the current research will occur at a later point in this paper.

4.2.2 Researcher’s position.

Qualitative researchers are obliged to identify their biases, personal interests, and values as well as the methods they used to access their participants (Creswell, 2003). It is further recommended that the researcher should describe their experience and training, personal connection to the research area and sample, as well as the perspective brought to the subject (Patton, 2002).

Participants were recruited via an intermediary who is a retired primary school teacher and principal. The connection between the intermediary and the researcher likely indicated to participants an open and positive orientation to the views of primary school teachers on the part of the researcher rather than an oppositional or critical orientation. This was likely to have facilitated involvement from participants approached. The positioning of the researcher relative to the participants may have been facilitated by a number of additional factors. The researcher and the participants shared a common nationality, elements of the same educational experiences and familiarity with the geographical area. These factors may have enabled participants to speak with a greater level of ease compared to a researcher who did not share these characteristics. At the same time, the researcher does not belong to the same profession as the participants and works within a different educational system. This was observed to support the researcher
to probe and question participants’ understandings of policy and practice with less evident fear of being evaluated.

The basis of this researcher’s involvement in the study of teachers’ perspectives on supporting children learning English as an additional language in the mainstream lay in a desire to understand how class teachers position their role relative to the changes experienced in the levels of linguistic diversity of their classes. There was a further desire to consider how pupils learning English as an additional language progress in terms of the academic and social development from their Class teachers’ perspectives. Additionally, this study was personally significant for the researcher due to a lifelong interest in language generally and how second languages are acquired specifically. The researcher has personal experience of acquiring additional languages and attended a secondary school setting where a second language was the medium of instruction. The researcher also had some experience in facilitating children learning English as an additional language in a primary school catering to a linguistically diverse population in an outer London borough. It is anticipated that the researcher will encounter pupils learning English as an additional language and their class teachers as an educational psychologist thus accentuating the social meaningfulness of the research endeavour.

4.3 Critical Appraisal of Rationale for Study Design

The author was required to adhere to research methods compatible with a critical realist epistemological position. The critical appraisal of the research design will begin with the rationale for the methodology chosen in this study. Consideration will be given to alternative methodologies that would have also been compatible
with a critical realist stance and justifications for their rejection in the current research.

The study set out to answer the following research questions:

- What do primary school class teachers understand about language learning processes from their experience in the classroom?
- What factors do primary school class teachers feel support or impede second language acquisition?
- How ready do upper primary school class teachers perceive their advanced learners of English as an additional language to be for the transfer to secondary school?

These questions map onto a critical realist perspective of the world. They are seeking the perspectives of class teachers in relation to how they construct and enact their understandings and practice of learning English as a second language within a system that imposes professional requirements on them with regard to their pupils’ progress and conditions that have led to a proliferation of pupils acquiring a second language in order to access education.

4.3.1 Data collection.

A realist epistemology asserts that research must start from the standpoint of those whose actions or understanding we aim to assay: their descriptions, accounts and sense-making form the basis for knowledge (Willig, 1999). These perspectives are contextualised and understood through an appreciation of the environment from which they emerged. Knowledge is brought forth through discussion with subjects actively making sense of their experiences; knowledge, in this paradigm, is not uncovered (Gubrium & Holstein, 2003). Semi-structured interviews were used as the method of data collection on this basis.
4.3.2 Analysis.

Thematic Analysis was chosen as the method of analysis. Thematic analysis was deemed most appropriate due to its accessibility and theoretical flexibility in identifying, analysing and reporting patterns in a corpus (Braun & Clarke, 2006). An inductive approach was undertaken so as to provide a rich thematic description of the entire data set (Braun & Clarke, 2006). The researcher attempted to approach analysis from the starting point of the data and to bracket (as much as possible) familiarity with research in the area. This study was exploratory in certain respects since previous research had not focused on considerations of advanced learners of EAL or contexts in which all class teachers had experience of learning at least one additional language (i.e. Irish) and providing up to five hours a week of instruction in this second language as part of the curriculum (from 1st class to 6th class; from ages 6 to 12 years). Thus, an inductive approach enabled themes to be developed that would not necessarily have been anticipated or directly linked to the researcher’s awareness of the field at the stage of developing research questions. Interpretation was geared towards developing themes at a latent level with the intention to distil the underlying discourses and assumptions understood to shape the semantic content of participants’ accounts (Braun & Clarke, 2006).

The researcher considered use of both Interpretative Phenomenological Analysis (IPA) and Grounded Theory prior to settling on Thematic Analysis as the best fit. IPA focuses on the lived experiences of individuals in relation to a concept or phenomenon (Creswell, 2006). IPA seeks to develop descriptions of the essences of these lived experiences rather than explanation or analyses (Creswell, 2006).
The aim of this research was to examine the perspectives of mainstream primary class teachers on supporting children learning English as an additional language. It is hoped that the reader is furnished with a sense of the world of the primary school class teachers’ including EAL pupils in their classes as well as a fuller sense of the broader context of their role. However, the research also sought to access understanding of the language development and progress of the EAL pupils through the perspectives of their teachers. This aim is not compatible with an interpretative phenomenological approach. Thematic analysis provided greater scope to explore class teachers’ perspectives on the experiences of their EAL pupils and the workings of the educational and social environments in which they interact.

Grounded theory intends to move beyond description and to generate an abstract analytical schema of process, action or interaction (Creswell, 2006). The weight of the task required in developing a grounded theory from the data of participants who have experienced the process felt onerous for a first-time qualitative researcher. GT expects a large number of participants to be involved in data collection and for frequent iterative engagement between analysis and the field (Creswell, 2006). These requirements were untenable in light of the researcher’s professional training commitments and geographical limitations. Further, the aims of this research sought not only to understand the process, actions and interactions themselves but to also delve into participants’ experiences of their professional roles in the light of increasing linguistic diversity. The specific, prescribed components required for grounded theory (Strauss & Corbin, 1998) would have
significantly reduced the researcher's flexibility to have regard to this aspect of the research (Creswell, 2006).

Thematic analysis presented as an analytic method well placed between IPA and GT to meet the requirements of the research aims. Thematic analysis is an accessible form of analysis and is therefore very appropriate for individuals who are beginning to develop skills as qualitative researchers. It must be acknowledged that TA is not without its limits. The adherence to no existing theoretical framework reduces the interpretative power of the analysis, as analytic claims cannot be anchored beyond the data. Further, thematic analysis provides no position to make claims about the discursive content provided by participants or to examine in fine detail the functionality of their language use at the level of the utterance. This is a point to which the author will return.

4.3.3 Sampling.

The concept of saturation is referred to habitually in qualitative research though operationalizing the concept proves problematic (Guest, Bunce & Jonson, 2006). Saturation is understood as the threshold at which no new information or novel themes can be determined in the data (Guest et al., 2006). Guest et al. (2006) sought to operationalize saturation in terms of the minimal point in data collection and analysis when new data provides little or no changes to the structure and number of themes. This attempt at operationalization was undertaken as an adjunct study to research using thematic analysis to identify themes across sixty in-depth interviews. The aim was to systematically document the degree of saturation and variability after sample sets increased by six participants across ten rounds of analysis. Findings indicated that 73% of codes were developed within
the first 6 transcripts while 92% were identified within the first 12 transcripts (Guest et al., 2006). Further, the overall importance of themes that remained important after 60 transcripts had been analysed were central within early stages of analysis. Guest et al. (2006) found that 94% of high frequency themes were identified within the first six interviews.

These findings support the capacity for between 6 to 12 participants to meet the threshold for saturation of themes. The homogeneity of a sample is recognised as a factor that increases the likelihood of reaching saturation with limited numbers of participants (Guest et al., 2006). Romney, Weller and Batchelder (1986) indicate from their research that small samples can provide complete, accurate and sufficient information about a particular cultural context when participants are deemed to be seasoned or very familiar with the domain under investigation. The sample used for this study represented a cohort of class teachers with significant levels of experience in their role and all having some experience of teaching prior to and during the aforementioned waves of immigration to the Republic of Ireland. Participants were also homogeneous in terms of ethnic background, geographical location of their work, educational background and training in/experience of linguistic diversity (with the exception of one participant who had taught abroad for one year). It holds that the more similar participants are in terms of their experiences and backgrounds relative to the research domain, the sooner thematic saturation would be anticipated. Where research maintains a focused and narrow set of research aims within an elicitation model that has some structure, it would be expected for this to also impact positively on the conservation levels (of effort and resources) with which saturation can be reached.
(Guest et al., 2006). This aims and methods used in this research observe these parameters.

The study detailed had five participants, thus it does not quite meet Guest et al.’s (2006) minimum number of six. A sixth participant had indicated willingness to participate in the research but withdrew interest. To include this participant may have introduced heterogeneity, as this participant did not have the same levels of experience as the sample providing data. Therefore, though data saturation cannot be considered demonstrated and thus criticism could be levelled at the findings in this respect, research provides some support for suggests that small sample sizes are capable of providing thematic saturation when the sample shows homogeneity and structure and focus are evident in the research methods selected (Guest et al., 2006).

4.3.4 Quality Appraisal.

Guba (1981) devised four constructs to appraise the trustworthiness of qualitative research as parallels to the criteria of validity and reliability applied to quantitative research. Shenton (2004) examined procedures researchers could employ in order to support the trustworthiness of their research across the four constructs of credibility, transferability, dependability and confirmability. Each of the four constructs will be discussed in turn. The researcher intends to consider what strategies were employed to support the trustworthiness of the research as well as to critically appraise aspects across the four constructs where more could have been done to promote trustworthiness.
Credibility.

Credibility considers the extent to which research findings are congruent with reality (Merriam, 1998). Shenton (2004) recommends the adoption of research methods that are well established within the paradigm. Use of semi-structured interviews is a mainstay of qualitative research. Thematic analysis is a carefully delineated model for analysis that has widespread use in research. Another facet to addressing credibility is to consider the development of familiarity with the culture of organisations involved in the research. The researcher shared some general familiarity with the school setting and the education structure within which each participant operated and some limited awareness of professional responsibilities and obligations of participants. This familiarity was based on experiences as a former pupil in the region where the research occurred and as a professional familiar with the operating of primary schools. Therefore, the researcher’s understanding of participants’ discussion was less likely to be misunderstood leading to greater credibility in the findings. To further support the credibility of the study, the researcher sought scrutiny of the project at various stages from two independent researchers so as to refine concepts, methods and analysis.

There are aspects of the research where the employment of key strategies could have led to stronger claims of credibility. Triangulation can refer to the use of different methods in tandem so as to compensate for limitations associated with particular individual approaches (Shenton, 2004). The research detailed relied only on semi-structured interviewing for data collection. Semi-structured interviewing corresponded with the research aims to determine the perspectives of
class teachers supporting pupils learning EAL. However, alternative means of
data collection could have assisted in verifying, extending or contextualising data
obtained through semi-structured interviewing. The collection of documents from
the field or the completion of observations could have illuminated features of the
semi-structured interview data. Focus group research, for example, may have
resulted in data with differing emphases due to its interactive nature.
Focus groups could also have been used as a preliminary phase to provide a
means of basing research questions for the interview schedule that were based on
class teachers' perspectives rather than those constructed by the researcher. The
researcher attempted to achieve site triangulation by engaging participants from
four different schools within the region. Where similar results emerge across
different sites, credibility in the findings is strengthened (Shenton, 2004).

Another aspect of strengthening credibility of findings is the employment of
member checks. This is an area that would certainly draw criticism of the current
study, as the researcher has detailed no means of securing member checks.
Member checks are viewed as one of the most crucial provisions for reinforcing
the credibility of a study (Guba & Lincoln, 1989). There are two stages at which
member checks can be established. Participants can be asked to review transcripts
of their interviews to ensure that they tally with the accounts they gave in
interview. Data sets are verified in this way prior to data analysis. The research
under discussion made no efforts to seek member checks at this time. The
implications are that any utterances transcribed incorrectly have been subsumed
into processes of data analysis reducing the credibility of interpretations. Member
checks also occur following analysis where participants are requested to verify the
researchers themes and interpretations. Again, the researcher has not made any formal provision for analysis and findings to be made available to participants except where they request them.

_Transferability_.

Transferability considers the extent to which findings from one study can be transferred to other contexts (Shenton, 2004). Research is more impactful where readers can relate the findings to their own settings. To support this, qualitative researchers are obliged to provide information about the context and field so as to provide readers with a basis for comparing the research setting with their own setting. Additionally, the concepts or phenomena under study ought to be very well detailed so that readers can be accommodated to examine the instances or aspects described with instances of the phenomenon or aspects of the concept that emerge in their own environments (Shenton, 2004). The researcher has aimed to describe the contexts in sufficiently rich detail so as to facilitate the reader in their appraisals of transferability of findings.

_Dependability_.

Positivist approaches to research aim to provide adequate details of context, procedure and sample so that a reader can have confidence that they could undertake the research in accordance with the protocol and similar results would be derived. Qualitative research cannot provide equivalent levels of reliability due to the improbability that two researchers could follow the same protocol with different samples and develop the same interpretations and analysis. Dependability, as a construct, is therefore more limited. However, processes should be reported in careful detail so that a reader could repeat the procedure without necessarily anticipating identical results. Considerations of dependability
encourage a researcher to demonstrate the extent to which proper research practices were carried out (Shenton, 2004). Indications of dependability include thorough description of the research design and implementation as well as meticulous detail of the means by which data were collected (Shenton, 2004). The researcher has endeavoured to promote dependability through the information provided in the various sections of the empirical paper. A researcher can further indicate dependability through a reflective appraisal of the endeavour to ascertain the effectiveness of the research processes in meeting aims (Shenton, 2004). It is anticipated that due consideration to these matters within this paper will strengthen estimations of the research’s dependability.

Confirmability.

The final construct assesses the extent to which the findings reflect the experiences, views and thoughts of the participants rather than the influence of the researcher’s own predispositions, biases or preferences (Shenton, 2004). As mentioned, independent researchers provided input on the appropriateness of themes and interpretations arising from analysis as well as overseeing various stages of analysis in the current study. Data extracts, categorised for each theme and subtheme, are provided in appendices to support the reader to measure the extent to which interpretations can be linked to participants’ accounts. Examples of coding processes are also provided to give insight for the reader into the processes adopted by the researcher in making the graduated steps from transcripts to interpretations. The researcher has sought to engage with the task of critical appraisal from a position of openness, self-reflection and transparency.
In conclusion, the methods of data collection and analysis selected can be deemed appropriate for the research questions. Willig (2001: p21) proposes that:

*A good qualitative research design is one in which the method of data analysis is appropriate to the research question, and where the method of data collection generates data that are appropriate to the method of analysis.*

4.4 **Ethical Considerations**

4.4.1 **Ethical Concerns.**

Interviewing class teachers about their perspectives and professional practices can be considered sensitive as it may instigate concerns in participants that they are being evaluated in terms of their professional competencies. The researcher recognised this obstacle and the risk of associated distress for participants.

4.4.2 **Ethical Approval.**

The researcher followed the ethical guidelines of the BPS (Ethics committee, British Psychological Society) and of the School of Psychology, Queen’s University Belfast. Queen’s University and School of Psychology guidelines align closely with those of the BPS and an ethics committee considers all research proposals before granting approval. Research participants were protected by full information being provided from the start and confidentiality maintained. They were debriefed at the end and the researcher provided contact information so that they could discuss any matters further and ask more questions should they so wish. No participant has made contact with the researcher following interview to date.
4.4.3 Adherence to Ethical Guidelines.

A number of safeguards were implemented to protect participants from experiencing distress through participation in the research. The researcher was categorical in communicating to participants that their participation was completely voluntary and that they could withdraw from participation at any time.

Participants were also assured that they could refuse to answer any question during interviews with no explanation required.

Participants were offered a choice of venue for the interview. They could choose to be interviewed in the school, at their home or in an alternative setting where privacy could be facilitated (e.g. the researcher's office or a meeting room at a local hotel or library).

Participants were assured that no identifying information would be included in transcripts or written reports of the research and that all audio recordings would be destroyed following transcription. The researcher was unequivocal in assuring participants that their schools would not be informed of their participation and that no identifying information about their school would be included in transcripts or written reports of the research. Participants were not approached for participation via their schools but on an individual basis via an intermediary who was a professional contact of each of the participants. This intermediary held no associations to any of the participants' schools and no participants were recruited from the school (or the local area) where the intermediary had been employed before retirement.
4.5 **Strengths & Limitations of the Research**

4.5.1 **Strengths.**

This study aimed to explore the perspectives of mainstream primary class teachers on supporting children learning English as an additional language in their classes. It was felt that the research questions were explored and answered with success. Findings emphasised class teachers concerns about their capacity to support the needs of their EAL learners within the limits of the current educational system and associated professional demands and responsibilities. The beliefs and understandings held of how second languages are acquired were illuminated and how these inform their practice and perceptions of the EAL pupils and their families. Participants explored familial, cultural, social and motivational factors that impact upon second language acquisition and academic progress for their EAL pupils from their perspectives.

This study’s ability to answer the research questions was facilitated to a large extent by the methodology chosen. Participants were observed to engage well with the interview process and transcripts suggested that honest, articulate, reflective and insightful accounts were provided. This study made a unique contribution to the research area in terms of the depth of understanding provided. The specificity of the research questions and the inductive analysis enabled a fuller picture of class teachers’ experiences and perspectives to emerge than previous studies had enabled. Though only the perspectives of the class teachers inform the picture of the system for EAL learners, this does not entirely undermine its utility. It is critical to recognise the role of a class teacher as a linchpin in the primary school context. Though the classes of pupils change each
year (and their families with them), the class teachers represent a more constant factor in the primary school system. As professionals, their understandings and practices are shaped by their experiences in the classroom and shape their engagement with each new class and each new pupil they encounter. To examine their unique perspective and to consider how intervention could change or enhance their understandings, practices and outlooks represents value in terms of impact over the course of a career. Aside from recognising their position as a pillar within the primary school system, it is worthwhile to recognise class teachers' unofficial role as representatives of a country to pupils and families who may originate from a different country. Families of pupils speaking English as an additional language may not engage with systems so closely linked to government and national policy over an extended time period until they send a child to attend primary school. Thus, great expectations rest with class teachers to represent at the micro-level a state's engagement with families with different ethnic and cultural backgrounds to the majority of nationals. This adds another facet to the value of research that looks at how class teachers' perspectives are shaped by their experiences and how their understandings of their EAL pupils and their families develop.

4.5.2 Limitations.

Research Design.

While the researcher acknowledged success in exploring and answering the research questions, this is not without its limitations. Retrospective reflection appraised the capacity of the design to truly examine the third research question fully. The third question asked how ready primary class teachers perceive their advanced learners of English as an additional language to be for the transfer to
secondary school? The aim of the question was to gauge teachers’ evaluations of their EAL pupils relative to their monolingual peers after an extended period of English-only education. The intention was also to probe participants to consider where EAL pupils’ attainments were relative to their perceived abilities after successful acquisition of the early stages of English language development. This strand of questioning was considered valuable as a means of examining how advanced learners of English as an additional language were progressing academically in light of theory suggesting the extended nature of second language development beyond demonstration of Basic Interpersonal Communication Skills with implications for academic achievement. Previous research has not sought class teachers’ perspectives on EAL pupils’ progress relative to monolingual peers at this point in their primary education. Viewpoints varied in terms of the readiness of advanced learners of EAL for the academic rigours of secondary school from the perspectives of class teachers. A majority of participants suggested that, for the most part, the second language was established for their EAL pupils at this advanced point in their primary school education (assuming a minimum of five years attendance at a primary school in Ireland by this stage). A number of teachers recognised attainment gaps for some of their EAL pupils relative to their perceived ability. It was observed that teachers’ appraisals of their EAL pupils as particularly driven were linked to expectations that this would support those pupils to close these gaps over time. Class teachers did not appear to give consideration to those EAL pupils who may not show such strong drive. Neither did they appear to consider what the educational system could do to support attainment above and beyond a reliance on EAL pupils’ levels of drive and determination to achieve in line with their potential. Certainly, participants
emphasised concerns relating to adjustment to secondary school from a socio-emotional perspective. It is clear that a fuller understanding of this research question would have been gained had the researcher expanded on responses via a number of avenues. At the same time, the research design’s reliance on semi-structured interviews as the sole means of data collection may have underestimated the complex nature of this strand of questioning. A reformulation of the research design could take cognisance of class teachers’ perspectives of progress and development as well as functional systemic linguistic analyses of written and oral output via observation and fieldwork to examine pupils’ progress and development in terms of language and academics.

Another limitation of the research design was the collection of data at only one time point. The design provided a snapshot analysis of processes and perspectives at the time of the research. It would have been useful to consider a longitudinal approach allowing perspectives to be gathered at various time points. The researcher could have interviewed participants at the start of the academic year and again at the end to allow for comparisons across the course of the year. This may have supported class teachers to crystallise their perceptions of individual EAL pupils’ progress over eight months. Longitudinal research could also take a more ambitious form by tracking individual EAL pupils’ progress over the course of their primary school years and secondary school via functional systemic analyses of written and oral output. Information could be gathered relative to task requirements and to examine evident features of EAL pupils’ language use and the evolving sophistication of their output. This would provide a fuller picture of
second language acquisition and its relation to academic progress in the second language.

*Application of Research Design.*

In terms of the application of the research design, it was felt that the researcher’s inexpericence in conducting semi-structured interviews might have negatively impacted on the resulting data. The researcher critically reflected after each data collection session on how the interview had progressed. It was felt that phrasing of questions tended to be more dense and wordy with higher levels of nervousness on the researcher’s part. The researcher aimed to bring attention to this in each of the interviews that followed. Greater comfort in conducting semi-structured interviews from the offing may have led to the facilitation of richer, deeper data from all participants.

The timing of interviews across participants was not uniform. Two participants were interviewed during school holidays while three participants were interviewed during term time. Class teachers interviewed during term time may have been more easily primed to think of particular pupils or incidents to better illustrate or elucidate their understandings or their practices. If the opportunity arose for the researcher to re-embark on the research process, all efforts would be made to ensure all participants could be interviewed during term time and ideally at two time points over the academic year.

Willig (1999) proposes several dimensions for a critical realist research agenda emphasising that research must have an application. The current research falls short of supporting participants to engage in critical reflection on the transcripts
they have produced. Opportunities for this critical reflection lay the foundations for participants to identify opportunities for action as well as considering the limitations and constraints on action. Critical Realist research must be committed to interventionist work, according to Willig (1999). A limitation of the research as it stands is the absence of member checks following transcription or analysis. Member checks at both stages would have constructed spaces for action for participants to reflect upon the discourses they draw upon and associated implications for practice. Opportunities to support participants to engage in critical reflection via member check procedures could also have supported the identification of alternative discourses or alternative positions within discourses.

4.6 Implications for Practice

4.6.1 Implications for Schools.

This research gives insight into the development of class teachers’ understandings about language learning processes and second language acquisition. Participants indicated that, through their experiences, they have developed understandings of a number of aspects central to second language acquisition that are supported by research and theory. Gaps in understanding are evident too in class teachers accounts. Beliefs that are not supported by research reoccur across accounts and the concern is that such beliefs could undermine an EAL pupil’s language development. The most evident misconception relates to the continuing use of the first language by children learning English as an additional language as they acquire English. It must be emphasised that it is entirely understandable that class teachers have developed incomplete or faulty working models of second language acquisition in the absence of specific training in the area of English as an additional language. A key implication for practice is the development and
implementation of effective continuing professional development for class
teachers supporting children learning English as an additional language. Another
aspect of second language acquisition that would benefit from greater emphasis is
the extended nature of language learning beyond the first two years of exposure.
Class teachers should be supported to facilitate their advanced EAL learners to
develop the higher-level language-mediated operations necessitous to academic
progress as they move through the education system. Class teachers in this study
were vocal in their assessments of provision of training related to EAL as
woefully inadequate. There appears to be a significant disconnect in this regard
between the dissemination of research and the application of research in class
teachers’ practice. At the same time, the models of provision for English as an
additional language in the UK and Republic of Ireland do not acknowledge the
role of the first language in second language acquisition in any real sense which
also shows a disconnect at a more macro level between research and
implementation.

4.6.2 Implications for Educational Psychologists.

The findings of this research may also prove pertinent where an Educational
Psychologist is involved in individual casework or consultation with school staff
in relation to a pupil learning English as an additional language. School staff’s
perceptions of their EAL pupils and families may be indicative of generalisations
based on families’ places of origin and perceived patterns of engagement with
school and the community. The Educational Psychologist would be advised to
probe judiciously to uncover the bases for class teacher’s perceptions of EAL
pupils and their families. For example, where a class teacher indicates that a
family is not supportive of their child’s education because they do not make
efforts to speak English in the home, it is crucial that the Educational Psychologist examine the feasibility of English use in the home and the multiple reasons why a family will maintain use of their home language and the benefits that can be associated with this.

In terms of the socio-emotional development of the EAL pupil throughout their time in education, Educational Psychologists ought to be sensitive to issues of identity related to constructs of language. Pupils learning EAL may be more likely to encounter difficulties in reconciling their positions between their indigenous English-speaking peers and school staff and their linguistic and cultural connections to their families and heritage. High levels of resilience can be required of pupils learning EAL throughout their time at school and assessments of levels of coping and anxiety are advisable in any work involving pupils learning English as an additional language. Participants described pupils of Eastern European families to be more likely to show drive and high motivation in relation to academic achievement. An over-emphasis on academic achievement can be associated with academic anxiety or difficulty in coping with failure. The reduced social engagement of these pupils, as described by participants, may also exacerbate any issues of emotion regulation and stress management in this regard. Another area where Educational Psychology could play a role is in the development of programmes for transition for pupils learning English as an additional language who are less likely to complete education. Educational Psychology could provide advisory support or intervention for pupils at risk of leaving school early relating to cultural, socio-emotional or linguistic factors.
4.7 Future Directions for Research

Wardman (2012) indicated in her review of research on bilingual education and the sociocultural aspects of a bilingual learner in the UK that research on English as an additional language has tended to be small scale in nature and limited in scope. The research detailed herein would also fall into the category of being small scale and thus, in some estimations, be limited in scope. It is not, however, exiguous in terms of making unique contributions to the body of research.

Previous research in the area has not focused on class teachers of upper primary classes exclusively to consider the language development of advanced learners of English as an additional language from the perspectives of their teachers. Neither has research in the area sought class teachers’ perspectives on the levels of achievement (or attainment) of their EAL pupils at this advanced point in their primary school experience relative to monolingual peers. The context in which the research was undertaken also made a valuable contribution to the body of research since class teachers in the Republic of Ireland all have experience of acquiring and teaching a second language as a fundamental part of the primary school curriculum (equivalent to five hours of instruction a week for senior classes).

Future research could examine to what extent class teachers’ understandings of the processes of learning a second language from their experiences in the class room differ where teachers are not obliged to have experience of learning an additional language or of teaching an additional language within the context of their professional role. Research could also consider the perspectives of the EAL pupils (and their families) to consider what factors they feel support or impede second language acquisition and what their views are of their imminent transfer to
secondary school both in terms of academic and socio-emotional demands. To more closely examine the development of an EAL pupil’s second language development, longitudinal systemic functional linguistic analyses of pupils’ academic output could be analysed across primary school and into secondary school. Research of this kind could track aspects of output that show patterned development and where native-like fluency is proximate. Such work could also pinpoint means by which pupils demonstrate the application of higher order cognitive linguistic processes in their output so as to inform assessments of an EAL pupil’s Cognitive Academic Language Proficiency.

In the course of the research, the author was struck by the use of terms to refer to pupils learning English as an additional language and an associated hesitancy or self-consciousness on the part of participants at their use. A tension was perceived in relation to participants’ intentions to adhere to standards of political correctness or appropriate terms of reference but a sense of discomfort or lack of familiarity with the terms available for them to use. Examples include: non-nationals, the Eastern Europeans, newcomers, foreign children, and families from overseas. References to native Irish monolinguals included: normal Irish children and our race. It would be interesting to conduct a Discourse analysis of the terms used by participants to examine attitudes or perspectives associated with the use of particular terms. Discourse analysis views language as constructing psychological and social reality. The focus is to uncover the social structures within conversation or text. The aim of this research would be to better understand how language use aids in the understanding of how a social issue is constructed and
how people use language to maintain or construct their own identities and how they position the identities of others relative to these.

4.8 Personal Reflections

Mindful of the objective, this personal reflection is written in the first person.

The experience of conducting this research has been fulfilling and personally meaningful. I feel that I saw my confidence develop over the course of the endeavour in relation to my grasp of the content area and my conviction in decisions taken at various stages of the project. There were many points at which I felt a number of options lay open to me and decisions were required of me to ensure the research could progress to the next stage. There were many times where doubt and uncertainty loomed large but I saw my confidence bolstered with every step forward and a strengthening of my capacity to rely on my reasoning and intuition. Having said that, this research relied heavily on seeking guidance and critical reflection from other professionals and I was supported to consider and evaluate potential consequences prior to making any key research decisions. This process also strengthened my sense of security in making decisions and taking steps forward. Additionally, I have also seen my confidence grow in terms of my capacity to critically reflect on how I would have proceeded differently were I in a position to engage in the endeavour from scratch.

I intend to take these areas of development forward into my professional life after completion of the doctorate. It is crucial for an Educational Psychologist to be measured in decision-making and to seek guidance and support from colleagues via supervision processes while not being reticent to make decisions and take
steps forward when required. Reflective practice is also crucial to ensure that standards of care and professional practice continue to develop across the Educational Psychologist’s career.

At the beginning of the research journey, I wanted to make a contribution to understanding how pupils learning English as an additional language are supported in mainstream classrooms. The class teachers provided great detail and context for their practices in relation to their EAL learners. They also gave insights into their understandings of second language acquisition and how these have been shaped by personal language-learning experiences and experiences in the classroom. I feel that the research has extended my understanding of the role of class teachers in relation to their EAL pupils. I also feel I have a greater understanding of the expectations associated with their roles. In relation to pupils learning English as an additional language, I am humbled by the expectations that rest with them to acclimate, acquire language and achieve in educational systems that provided very limited additional support to them. Further research is required to develop a strong foundation upon which to improve understanding and conditions of support for our children learning English as an additional language.
5 References


DES (Department of Education and Skills) Inspectorate, (2003). Summary of all initiatives funded by the Department to help alleviate educational
disadvantage. Retrieved from


IILT (Integrate Ireland Language and Training), (2002). *English Language Teaching Materials based on units of work of the Primary Curriculum.* Dublin: IILT.


6 Appendices
### Inclusion & Exclusion Criteria

<table>
<thead>
<tr>
<th><strong>Inclusion Criteria</strong></th>
<th><strong>Exclusion Criteria</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Context:</strong> Primary or Elementary School where English is the medium of instruction (teaching children aged between 4 and 12 inclusive).</td>
<td><strong>Context:</strong> Secondary School, Nursery, Higher Education, Further Education or settings where English is not the medium of instruction.</td>
</tr>
<tr>
<td><strong>Provision for EAL:</strong></td>
<td><strong>Provision for EAL:</strong></td>
</tr>
<tr>
<td>• a model similar to that provided in the context of the Republic of Ireland or the UK where pupils learning English as an additional language are placed in mainstream age-appropriate classes with monolingual peers. EAL support is provided as an adjunct for an initial period before being withdrawn or involves collaborative efforts between the mainstream teacher and EAL teacher at whole-class level.</td>
<td>• a model that differs from that offered in the Republic of Ireland and UK contexts such as Bilingual programmes or Sheltered Instruction or Structured English Immersion programmes.</td>
</tr>
<tr>
<td></td>
<td>• the absence of sufficient information to determine the model of provision for English as an additional language.</td>
</tr>
<tr>
<td><strong>Research methodology</strong>: Qualitative Research seeking to ascertain views, perspectives and experiences of participants.</td>
<td><strong>Research Methodology</strong>: Studies that do not include qualitative methods of data collection and analysis or that are predominantly quantitative in focus with qualitative data used for triangulation.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| **Research Focus:**  
- views/perspectives of mainstream class teachers  
- views/perspectives of educational professionals where class teachers represent the majority of the sample or where their views can be separated out from those of other education professionals. | **Research Focus:**  
- views/ perspectives of school staff not holding responsibility for a specific class grouping.  
- Views/perspectives of educational professionals including class teachers but within the sample class teachers are in the minority or their views cannot be separated out from those of other educational professionals in the sample.  
- Views/perspectives of pupils with English as an additional language or the parents of children with English as an additional language.  
- Views/perspectives of classmates of pupils with English as an additional language.  
Studies that do not record teachers’ own accounts. |
<table>
<thead>
<tr>
<th>Form</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Original research article</td>
<td></td>
</tr>
<tr>
<td>• Review article</td>
<td></td>
</tr>
<tr>
<td>• Available in English</td>
<td></td>
</tr>
<tr>
<td>• Full text available</td>
<td>• Articles that do not constitute original research such as book reviews, opinion pieces, policy documents</td>
</tr>
<tr>
<td></td>
<td>• Not available in English</td>
</tr>
<tr>
<td></td>
<td>• Full text not available</td>
</tr>
</tbody>
</table>
### 6.2 Appendix B  Systematic Review Search Returns

<table>
<thead>
<tr>
<th>Source</th>
<th>Strand 1</th>
<th>Strand 2</th>
<th>Strand 3</th>
<th>Strands 1, 2 &amp; 3 combined with AND</th>
<th>After initial title &amp; abstract screening</th>
</tr>
</thead>
<tbody>
<tr>
<td>ERIC</td>
<td>37368</td>
<td>2518</td>
<td>153335</td>
<td>501</td>
<td>16</td>
</tr>
<tr>
<td>PsycInfo</td>
<td>8620</td>
<td>474</td>
<td>211609</td>
<td>106</td>
<td></td>
</tr>
<tr>
<td>After initial title &amp; abstract screening</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web of Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strand 1</td>
<td>15868</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strand 2</td>
<td>4393</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strand 3</td>
<td>800727</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strands 1, 2 &amp; 3 combined with AND</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After initial title &amp; abstract screening</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand Search</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duplicates</td>
<td>3 (2 citation removed from ERIC results and 1 citation removed from PsycInfo removed) as duplicated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resulting citations</td>
<td>14 (ERIC) + 0 (PsycInfo) + 3 (WoS) + 8 (Hand Search) = 25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 6.3 Appendix C  Data Extraction Form

<table>
<thead>
<tr>
<th>Citation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim or Research Question</td>
<td></td>
</tr>
<tr>
<td>Qualitative Method</td>
<td></td>
</tr>
<tr>
<td>Eligibility Criteria for participants</td>
<td></td>
</tr>
<tr>
<td>Sample (participant characteristics)</td>
<td></td>
</tr>
<tr>
<td>Recruitment context</td>
<td></td>
</tr>
<tr>
<td>Sampling method</td>
<td></td>
</tr>
<tr>
<td>Theoretical background</td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td></td>
</tr>
<tr>
<td>Data Analysis</td>
<td></td>
</tr>
<tr>
<td>AUTHOR</td>
<td>CITATION</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Authors</td>
<td>Title and Details</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Hite, C. E., &amp; Evans, L.S. (2006).</td>
<td>Mainstream first-grade teachers’ understanding of strategies for accommodating the needs of English Language Learners. <em>Teacher Education Quarterly, 33</em>(2), 89-110.</td>
</tr>
<tr>
<td><strong>Sood, K., &amp; Mistry, M.T. (2011)</strong></td>
<td><em>Hispanic Higher Education, 9</em>(2), 130-144.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>English as an additional language: is there a need to embed cultural values in beliefs and institutional practice? <em>Education 3-13, 39</em>(2), 203-215.</td>
<td>Teachers in minority within sample (paraprofessionals, SENCos &amp; EMAC Co-ord.) Survey details not included. No thorough details provided on content or analysis of interviews. Would not withstand critical appraisal phase.</td>
</tr>
</tbody>
</table>
6.5 Appendix E  Critical Appraisal following screening
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Extraction Form</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Aims or Research Questions** | To investigate teachers’ experiences of teaching children for whom English is an additional language. Teachers with comparatively little or no experience with ELLs. Teachers’ responses to social and linguistic needs.  
1. How teachers perceive their success in managing SLA for Polish pupils  
2. Teachers’ attitudes to their practice  
3. Whether their views of their practice changed as a result between Time 1 and Time 2. | |
| **Qualitative Method** | 1:1 interviews with 10 teachers in 5 schools. | |
| **Eligibility criteria for participants** | Teachers in smaller urban/rural settings. Children from Eastern Europe rather than Asia/Africa backgrounds. Isolated Bilinguals. School entry data for Polish pupils via Local Authority’s bilingual support team. | |
| **Sample (participant characteristics)** | 10 teachers in 5 schools. 2NQTs in inner city schools excluded. Views of Head teacher distinguishable and extracted from analysis. 8Ps in 4 schools. | |
| **Recruitment Context** | Affluent county in South of England. 92% of residents of White British ethnicity. County LEA has a history of investing in order to raise intercultural awareness (inset re: diversity).  
In 2004, 40 languages spoken within the county. In 2009, 110 languages.  
Arrival of Polish children in county settings following EU accession in 2004. Schools that had been hitherto mainly monolingual.  
Considering impact of National Curriculum (NC) implementation in reducing capacity for teachers’ professional | |

158
<table>
<thead>
<tr>
<th><strong>Sampling Method</strong></th>
<th>All schools in county who had admitted a Polish pupil in summer term prior to data collection.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theoretical Background</strong></td>
<td>Bourdieu’s Logic of Practice. The Linguistic Field (each of us operates in a field; practice is the result of expectations in our field). Exploration of the field as a possibly unacknowledged force shaping belief and practice. Understanding of the rules of the field related to agents’ ownership of symbolic capital.</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td>Class teachers interviewed at the beginning and end of academic year in which Polish pupil had come into class. In most cases, pupil was new to country. Questions focused on practice for teaching L1 learners. Teachers then asked to explain how practice would differ for L2 learners. Interpretivist enquiry.</td>
</tr>
<tr>
<td><strong>Data Analysis</strong></td>
<td>Bourdieusian constructs used in coding framework. T1- Semi-structured interview. T2- based on responses at T2 (Journey of enquiry &amp; narrative response). Treated as comparative case studies rather than looking for commonalities as sample very variable. Constructivist grounded theory approach. Coding both during and after data collection. NVivo in addition.</td>
</tr>
</tbody>
</table>
| **Themes** | 1. The relationship of the linguistic field to teachers’ planning for ELLs  
2. T’s interpretation of age-related & attainment-driven aspects of English curriculum  
3. Resources as capital in the Linguistic Field |
| **More Information on Themes** | 1. Teachers’ beliefs about how they taught were either policy-governed or school-related. The distinction between the 2 was not always clear, indicating extent to which NC habituated. Ps aware of where the influence of the curriculum affected their practice. For some, reference to policy explicit. Welcomed shift in emphasis to oracy. Benefits of curricular change to EALs incidental/by-product. While some Ps saw where policy shaped |
school’s curricular responses, others didn’t mention it. Evidence of Ps who spoke of the curriculum as if they had agency to make choices and to choose appropriate styles of pedagogy. Variation in sample; either NC-bound or School/Classroom oriented. Variable group habitus of each school perhaps a factor. Some teachers managed by external pressures rather than internal beliefs. Not uncommon for CTs to minimise differences between children so as to be seen as equitable. No reference to any additional differentiation. All Ps referred to support of and experience of other colleagues for their ELLs.

2. Problematic or not? Ps who taught older children and Ps who taught younger children. Older pupils: mismatch, what pupils needs were and what curricular expectations were. NOT expressed as a critique of curricular expectations but related to own feelings of professional linguistic capital. Where field presented impossible task (SATs attainment for ELLs at level of Monos), professional habitus challenged. CTs of younger children differed. Expressed concerns about pupils’ capacities to operate at age-related levels but sense that the children had time and supported by nurturing primary school environment. Sense of nurture was dominant- either influencing their apprehension or comfort.

3. Teachers with secure levels of linguistic capital and sense of knowing what needs to be done expressed tension as to whether it could be done. All Ps expressed frustration at lack of time. All expressed some sense of failure in their capacity to respond to needs. Use of LEA support allocations as creatively as possible. All felt children needed more. Finance concerns expressed as a major challenge by all Ps. Knew/know that SLA is not an SEN but felt double-bind when drawing on SEN funds for EALs [(a) mislabelling EALs (b) reducing much needed resources for children with SEN].
**Most Relevant Findings**

Nature of Ps expressions of their experiences very complex. Impact of the field on teacher habitus plays out differently for individuals.

Teachers’ professional lives aligned to the expectations of the field. Field according to needs of Monolinguals, experiences resting on assumed pedagogical norms and professional assimilated external pressures.

Curriculum that assumed fluency in and the dominance of English.

Even where teachers lacked linguistic capital in terms of SLA, they could explain how their existing practice might support L2. Wanting to do the right thing; not necessarily knowing how. Impact of this on attainment. The field dictates teachers’ responses so that frustrations are more likely to result in feelings of professional inadequacy than in objection to the demands of National Policy.

**Recommendations**

Need for a workforce that mirrors the demands of the shifting linguistic field in education.

**Impact for Policy or Practice**

Current curriculum designed with monos in mind and pedagogy arising from this.

More research into teachers’ experience with rapidly changing expectations needed in order that policy can more subtly support differences in both group and individual habitus as classrooms respond to global changes.

---

**Critical Appraisal Skills Programme: 10 Questions to help you make sense of qualitative research**

<table>
<thead>
<tr>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ A=4 points</td>
</tr>
</tbody>
</table>


<p>| 1. Was there a clear statement of the aims of the research | - What was the goal of the research? |
| - Why was it thought important? | - Its relevance |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th><strong>Consider</strong></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 2. | Is a qualitative methodology appropriate? | - If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants  
  - Is qualitative research the right methodology for addressing the research goal? | ➢ A=4 points |   |
| 3. | Was the research design appropriate to address the aims of the research? | **Consider**  
  - If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)? | ➢ A=4 points | Yes, reflexive. Comparative case design. |
| 4. | Was the recruitment strategy appropriate to the aims of the research? | **Consider**  
  - If the researcher has explained how the participants were selected  
  - If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study  
  - If there are any discussions around recruitment (e.g. why some people chose not to take part). | ➢ B=3 points | Yes, limits acknowledged. Positive response likely with more confident teachers. Nature of research field: ‘difference’, ‘wrong answer’. |
| 5. | Was the data collected in a way that addressed the research issue? | **Consider**  
  - If the setting for data collection was justified  
  - If it is clear how data were collected (e.g. focus group, semi-structured interviews, etc.)  
  - If the researcher has justified the methods chosen  
  - If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic | ➢ B=3 points | Form of data unclear. Protocol not included. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Consider</th>
<th>Score</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 6. Has the relationship between researcher and participants been adequately considered? | - If methods were modified during the study. If so, has the researcher explained how and why?  
- If the form of data is clear (e.g. tape recordings, video materials, notes, etc.)  
- If the research has discussed saturation of data | A=3 points | Acknowledged own position (primary teacher. in linguistically diverse school, teacher educator in non-diverse area)                                                                                       |
| 7. Have ethical issues been taken into consideration? | - If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location  
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design. | D=1 point | Unclear how ethical considerations accounted for.                                                                                                                                                      |
| 8. Was the data analysis sufficiently rigorous? | - If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained  
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)  
- If approval has been sought from the ethics committee | B=3 points | Key information about the process. Meaning-making both during the interview (dialogically) and post-                                              |
<table>
<thead>
<tr>
<th>9. Is there a clear statement of findings?</th>
<th>Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>- If the findings are explicit</td>
<td></td>
</tr>
<tr>
<td>- If there is adequate discussion of the evidence both for and against the researchers arguments</td>
<td></td>
</tr>
<tr>
<td>- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)</td>
<td></td>
</tr>
<tr>
<td>- If the findings are discussed in relation to the original research question</td>
<td></td>
</tr>
</tbody>
</table>

> B=3 points

Credibility not discussed.

<table>
<thead>
<tr>
<th>10. How valuable is the research?</th>
<th>Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy? Relevant research-based literature?</td>
<td></td>
</tr>
</tbody>
</table>

> B=3 points

Particular case of interviewing teachers: interpretations of pedagogy and curriculum plentiful but not openly.
| - If they identify new areas where research is necessary |
| - If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used |
| discussed or consciously acknowledged |
| Average rating: |
| ➢ 3.2=B |
|---|---|
| **Data Extraction Form** | **Aims or Research Questions** An effort to understand an experienced teacher’s practical knowledge about cultural and linguistic diversity and to examine the ways to work effectively with CLD children.  
1. What practices and discourses does an experienced teacher enact regarding ESL education?  
2. What suggestions and strategies does an experienced teacher have to support ELLs? |
| **Qualitative Method** Qualitative case study. Indepth understandings and insights into educational practice, meaning of situation and context. Collaborative work. | **Eligibility criteria for participants** Unclear/Not explicated. |
| **Sample (participant characteristics)** 6 years experience in first grade. “Natural gift” for teaching young children. Interest in expanding her knowledge about and experiences with diversity in school and community. Holds an ESL endorsement but teaches a mainstream class. | **Recruitment Context** Unclear how P was recruited. |
| **Sampling Method** Not detailed. | **Theoretical Background** None detailed. |
| **Data Collection** 2 face-to-face in-depth interviews. Focus on practical knowledge of diversity, personal experiences, teacher’s |
sociocultural context. Each interview approximately 1.5 hours. Audiotaped and Transcribed.

**Data Analysis**
Rereading, reducing, coding and sorting into themes and categories. Iterative process. No overarching method detailed.

**Themes**

1. ELLs as an indicator of Diversity
2. Recognise ELLs feelings of being alienated
3. The importance of T’s efforts to communicate with ELLs’ parents
4. ESL classes beneficial for children
5. The importance of social interactions to ELLs language development
7. Importance of modifying curriculum to consider children’s ability levels
8. Strategies to assist children in developing positive ideas & attitudes about diverse cultures
9. Importance of creating safe learning environments for ELLs

**More Information on Themes**

1. A classroom is not really diverse unless the children struggle with speaking English
2. Do not participate (Newly-arrived). Not merely a reflection of their difficulties with language comprehension. Sociocultural differences can block active participation of ELLs (play doh).
3. A big issue in schools. Even more difficult when attempting to discuss academic or discipline problems. Translators like gold dust. Older siblings. Teachers own efforts should be continuous, most important.
4. Classes that focus on language activities can definitely help children. Inclusion model- small groups in class.
<table>
<thead>
<tr>
<th>Most Relevant Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Need to foster language development for ELLs and their parents</td>
</tr>
<tr>
<td>- ELLs can achieve through being taught the rules of the culture of power; mainstream cultures, languages &amp; rules</td>
</tr>
<tr>
<td>- Need to create a safe learning environment- teachers should examine own attitudes and teaching practices</td>
</tr>
<tr>
<td>- Close interactions/need for openmindedness &amp; alertedness to prejudicial attitudes</td>
</tr>
<tr>
<td>- Practical approaches- ESL endorsement/ESL programme. Vulnerability; reach across, draw on multiple resources.</td>
</tr>
</tbody>
</table>

5. Satisfaction from seeing progress and growth re: language development and social interactions with peers. Bright ELLs express frustration. Monolinguals acceptance of ELLs and collaborative experiences help.

6. Pictures/displays- to include diverse learners. Books from different countries. Mini-culture units-connect Monolinguals with other countries via ELLs (Mexico-Hispanic). Comparative lessons with USA. P collects her own resources- get parents’ support.


8. Roleplaying/scripts/vignettes/class meetings about various cultural issues encountered in classroom. Also uses children’s literature character education.

- Social interactions between Teachers and pupils – "skills oriented classrooms" rather than "traditional teacher-centred classrooms" as environments for language development.
- Importance of teacher’s vulnerability. English is ‘a’ language, just like their own. Ts’ are also “vulnerable” learners.

**Recommendations**
A learning environment where diversity is valued rather than relying on pull-out programme.

**Impact for Policy or Practice**
Not explicated.

**Key References**
Tourist curriculum (Derman-Sparks & ABC Taskforce, 1989)
Contributions approach (Banks, 1995).

---

**Critical Appraisal Skills Programme: 10 Questions to help you make sense of qualitative research**

**Citation:** Lee, S., Butler, M. B., & Tippins, D. J. (2007). A case study of an Early Childhood Teacher’s perspective on working with ELLs. Multicultural Education, FALL, 43-49.

<table>
<thead>
<tr>
<th>Question</th>
<th>Consideration</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was there a clear statement of the aims of the research?</td>
<td>- <em>What was the goal of the research?</em></td>
<td>A=4</td>
</tr>
<tr>
<td></td>
<td>- <em>Why was it thought important?</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- <em>Its relevance</em></td>
<td></td>
</tr>
<tr>
<td>2. Is a qualitative methodology appropriate?</td>
<td><em>If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants</em></td>
<td>A=4</td>
</tr>
</tbody>
</table>

169
<table>
<thead>
<tr>
<th>Question</th>
<th>Consider</th>
<th>Points</th>
</tr>
</thead>
</table>
| 3. Was the research design appropriate to address the aims of the research? | *Consider*  
  - *If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)?* | ▶ A=4 points |
|                                                                           |                                                                                                                                           |        |
| 4. Was the recruitment strategy appropriate to the aims of the research?  | *Consider*  
  - *If the researcher has explained how the participants were selected*  
  - *If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study*  
  - *If there are any discussions around recruitment (e.g. why some people chose not to take part).* | ▶ C=2 points  
  Recruitment strategy unexplained. |
|                                                                           |                                                                                                                                           |        |
| 5. Was the data collected in a way that addressed the research issue?     | *Consider*  
  - *If the setting for data collection was justified*  
  - *If it is clear how data were collected (e.g. focus group, semi-structured interviews, etc.)*  
  - *If the researcher has justified the methods chosen*  
  - *If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)?*  
  - *If methods were modified during the study. If so, has the researcher explained how and why?* | ▶ B=3 points  
  Methods not wholly explicit.  
  Rich, thick data.  
  Member check; interview shared with P for review and approval. |
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Has the relationship between researcher and participants been adequately considered?</td>
<td><strong>Consider</strong>&lt;br&gt;- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location&lt;br&gt;- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design.</td>
<td>➢ D=1 point&lt;br&gt;No information provided.</td>
</tr>
<tr>
<td>7. Have ethical issues been taken into consideration?</td>
<td><strong>Consider</strong>&lt;br&gt;- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained&lt;br&gt;- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)&lt;br&gt;- If approval has been sought from the ethics committee</td>
<td>➢ D=1 point&lt;br&gt;No information provided.</td>
</tr>
<tr>
<td>8. Was the data analysis sufficiently rigorous?</td>
<td><strong>Consider</strong>&lt;br&gt;- If there is an in-depth description of the analysis process&lt;br&gt;- If thematic analysis is used is it clear how the categories/themes were derived from the data&lt;br&gt;- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process&lt;br&gt;- If sufficient data are presented to support the findings</td>
<td>➢ B=3 points&lt;br&gt;Some delineation of analysis process.&lt;br&gt;Deductive analysis: response to RQs directly. Additional points also flagged.&lt;br&gt;No examination of researcher’s role, bias or influence.&lt;br&gt;Member check: copy of transcript sent to</td>
</tr>
<tr>
<td>9. Is there a clear statement of findings?</td>
<td>Consider</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>- To what extent contradictory data are taken into account</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ps. Also post-analysis allowing Ps to clarify.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. How valuable is the research?</th>
<th>Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>- If the findings are explicit</td>
<td></td>
</tr>
<tr>
<td>- If there is adequate discussion of the evidence both for and against the researchers arguments</td>
<td></td>
</tr>
<tr>
<td>- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)</td>
<td></td>
</tr>
<tr>
<td>- If the findings are discussed in relation to the original research question</td>
<td></td>
</tr>
<tr>
<td>➤ B=3 points</td>
<td></td>
</tr>
</tbody>
</table>

| Average rating: |
| ➤ 2.7=B |
|---|---|
| **Data Extraction Form** | |
| **Aims or Research Questions** | How do elementary teachers from the same teacher preparation programme perceive the linguistically diverse students (LDS) they educate?  
Aim: to assess Ps ability to interpret the case and show their understanding of relationship between language development, academic performance and culture.  
[Teachers’ perceptions as a probable predictor of academic success for ELLs. Teachers’ attitudes have a direct effect on students’ motivation, self-esteem & educational outcomes.] |
| **Qualitative Method** | Case study dilemma: information provided about English language proficiency and academic achievement. Information provided limited and yet typical of the type generally provided to teachers in such circumstances. |
| **Eligibility criteria for participants** | N=69 completed Language Attitudes of teachers’ scale (LATS). [Correlations & Multiple Regressions analyses undertaken to examine relationships between attitudes, course work & practices]. Predictive model: positive teacher attitudes predicted effective practices. 3 Ps aligning with predictive model selected and 6Ps whose profiles were within either 1 or 2 SDs of the regression line also selected. Thus a sample of 9 representative of the predictive model. |
| **Sample (participant characteristics)** | N=9. All 9 attended same teacher preparation programme. 4/9 in urban schools, 4/9 suburban schools, 1/9 rural school. 5/9 did language coursework, 1/9 did special education coursework. 8/9: undergraduate degree. 5/9: graduate degrees. Majority of Ps (6 of 9 Ps) fall within criteria for systematic review (that is, teachers not teaching in Structured English
Immersion or Bilingual classrooms). Their views could be separated from the 3 others in analysis/discussion.

<table>
<thead>
<tr>
<th>Recruitment Context</th>
<th>Unclear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sampling Method</td>
<td>No additional information on larger study's sampling approach.</td>
</tr>
<tr>
<td>Theoretical Background</td>
<td>Sociocultural theory as a lens. “Higher-order mental functions including voluntary memory, logical thought, learning &amp; attention are organised and amplified through participation in culturally-organised activity” (Lantolf &amp; Thorne, 2007, p.220). Expected to educate LDS without specific training and within a culture where LDS viewed through deficit lens.</td>
</tr>
<tr>
<td>Data Collection</td>
<td>Case study dilemma to capture a LDS profile from which all Ps could interact. Verbal discussion about the case, allowing Ps to reveal their developing processes in connecting to the child in the case. Plus guiding questions (‘what do you think about this student?’ ‘what kind of actions do you take?’). Ps reactions, questions, processes and assumptions. Sequential design, part of a larger study.</td>
</tr>
</tbody>
</table>
| Themes              | 32 codes collapsed into 2 megadomains.  
1. Perceptions & Assumptions:  
a. Family |
<table>
<thead>
<tr>
<th>More Information on Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a. Deficit language- used by majority of Ps.</td>
</tr>
<tr>
<td>Family &amp; School History- reach out &amp; seek info about family’s literacy skills. Assumed family not English proficient.</td>
</tr>
<tr>
<td>Use of L2 at home assumed. Family’s literacy.</td>
</tr>
<tr>
<td>Achieve in L1- Seek info about academic performance in L1. L1 assessments proposed</td>
</tr>
<tr>
<td>Social interaction- Capacity for peer &amp; social interactions in English. Socio-emotional impact of difficulties.</td>
</tr>
<tr>
<td>2.a. Access ELL teacher- All 6 (Non-SEI/Biling CTs) would access language specialist (Observation, Language assessment, contact with family).</td>
</tr>
<tr>
<td>Outsourcing/support outside classroom- both assessment &amp; instruction. Specialist subject teachers &amp; SEN teachers.</td>
</tr>
<tr>
<td>Assessment (L1 &amp; L2)-Follow on SEN assessment, if L1 assessment flagged up concern. I P suggested less formal assessment, more watchful wait approach, informal tracking.</td>
</tr>
<tr>
<td>Communicate with family- Either to collect data or to build relationships. More information about prior schooling.</td>
</tr>
<tr>
<td>Seek either face-to-face or written communication with translators if necessary.</td>
</tr>
</tbody>
</table>
| Most Relevant Findings | Ps’ perceptions dictate professional and, in some cases, instructional practices.  
Propensity to ‘outsource’ - exclusionary.  
Ps not feeling/being prepared.  
2. 5Ps out of 9 suggested assessment was key. All Mainstream CTs indicated they would access support for assessment and instruction. Urban Ps more likely to be hands on and seek advice. Suburban more likely to oursourc |
|---|---|
| | Pre-referral support- Next step, refer to SEN directly. 2Ps identified that referral to school SEN consultation team as only means of getting support for this child. 2Ps suggested they would retain the child for another academic year.  
2.b. Flexible or mixed groupings-trying to assess and move the pupils regularly  
Peer or collaborative work groups- use of partner or collaborative groups. Match with same L1 or with a strong monolingual pupil.  
1:1, small group instruction-teaching sounds, basic vocabulary. Grouping with similar (ELLs). Time constraints associated with this practice; unfeasible.  
2.c. Use of visuals- matching L1 & English vocabulary. Felt to support content area work. Visuals for science. Picture cues for directions and work schedules.  
Levelled literacy materials- younger level books. |
completely. Most Ps said they would monitor and assess progress via Pre-referral team in school. 2Ps suggested they would direct towards SEN and 2Ps suggested they would retain the child for another academic year.

**Recommendations**
- Preparation for general education teachers- referral practices and ways of supporting.
- Comprehensive teacher education framework.
- RTI, including language experts, to support teachers’ instructional & referral decisions.

**Impact for Policy or Practice**
- Reactions to case study reveal that stakeholders must engage in continued work in: (1) examining perceptions of LDS, (2) engaging in collaborative, research-based instruction to educate LDS.

---

### Critical Appraisal Skills Programme: 10 Questions to help you make sense of qualitative research

<table>
<thead>
<tr>
<th>Question</th>
<th>Consideration</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 1. Was there a clear statement of the aims of the research? | - *What was the goal of the research?*
  - *Why was it thought important?*
  - *Its relevance* | ➢ A=4 points |
| 2. Is a qualitative methodology appropriate? | Consider
  - *If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants*
  - *Is qualitative research the right methodology for addressing the research goal?* | ➢ A=4 points |
| 3. Was the research design appropriate to | Consider
  - *If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)?* | ➢ B=3 points
  Limitations acknowledged. What P’s said they would do/Abstract. |


177
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>address the aims of the research?</td>
<td><strong>Consider</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 4. Was the recruitment strategy appropriate to the aims of the research? | - If the researcher has explained how the participants were selected  
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study  
- If there are any discussions around recruitment (e.g. why some people chose not to take part). |   |
|   | ➢ C=2 points | Rationale for why specific Ps selected unclear. 'Moderately representative of a larger model': insufficient information about factors used to build model. |
|   |   |   |
| 5. Was the data collected in a way that addressed the research issue? | **Consider** |   |
|   | - If the setting for data collection was justified  
- If it is clear how data were collected (e.g. focus group, semi-structured interviews, etc.)  
- If the researcher has justified the methods chosen  
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)?  
- If methods were modified during the study. If so, has the researcher explained how and why?  
- If the form of data is clear (e.g. tape recordings, video materials, notes, etc.)  
- If the research has discussed saturation of data |   |
<p>|   | ➢ B=3 points | Unclear whether explicitly called on Ps to use SCT. |
| 6. Has the relationship | <strong>Consider</strong> |   |
|   | ➢ If the researcher critically examined their own role, potential bias and |   |
|   |   | ➢ A=4 points |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Consider</th>
<th>A=4 points</th>
<th>179</th>
</tr>
</thead>
<tbody>
<tr>
<td>between researcher and participants been adequately considered?</td>
<td>influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location. How the researcher responded to events during the study and whether they considered the implications of any changes in the research design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Have ethical issues been taken into consideration?</td>
<td>Consider</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- If approval has been sought from the ethics committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Was the data analysis sufficiently rigorous?</td>
<td>Consider</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- If there is an indepth description of the analysis process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- If thematic analysis is used is it clear how the categories/themes were derived from the data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- If sufficient data are presented to support the findings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- To what extent contradictory data are taken into account</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| statement of findings? | ➢ If the findings are explicit  
➢ If there is adequate discussion of the evidence both for and against the researchers' arguments  
➢ If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)  
➢ If the findings are discussed in relation to the original research question |  |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 10. How valuable is the research? | Consider  
➢ If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy? Relevant research-based literature?)  
➢ If they identify new areas where research is necessary  
➢ If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used | ➢ B=3 points  
Impact re: EAL and SEN teacher education. Considerations for further research.  

Average rating:  
➢ 3.5=A |
### STUDY 4 of 9


### Data Extraction Form

<table>
<thead>
<tr>
<th>Aims or Research Questions</th>
<th>Investigate impact on professional identities of 8 Class teachers teaching curricular content with small numbers of EAL pupils in class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative Method</td>
<td>Not indicated; interview &amp; observation.</td>
</tr>
<tr>
<td>Eligibility criteria for participants</td>
<td>Not indicated.</td>
</tr>
<tr>
<td>Sample (participant characteristics)</td>
<td>8 class teachers: 4 different primary schools (1 junior age range and 1 senior age range teacher from each school). Schools with less than 10% EAL pupils; proportions fairly typical for smaller urban regions. All female. 2 Highly experienced (18 years &amp; 40 years). 3 Moderately Experienced (7,9, &amp;12) and 3 Relatively Inexperienced (3rd year of teaching).</td>
</tr>
<tr>
<td>Recruitment Context</td>
<td>EAL pupils placed into mainstream classes. Only neediest EAL pupils receive a few hours targeted support. Majority of EAL support provided by Teaching Assistants.</td>
</tr>
<tr>
<td>Sampling Method</td>
<td>Teachers collaboratively nominated from within schools. Thus, possible that Ps were more likely positively inclined towards EALs. Nominations suggest that they were perceived to be effective practitioners. Initial teacher training courses seldom include a compulsory component on teaching EALs.</td>
</tr>
<tr>
<td>Theoretical</td>
<td>Hargreaves (1994). Positions with regard to collaboration. 4 stages/positions: Fragmented individualism-</td>
</tr>
<tr>
<td><strong>Background</strong></td>
<td>Balkanisation-Collaboration-Contrived Collegiality. Moving Mosaic: ideal, blurred boundaries &amp; flexible, overlapping roles.</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td>3 formal discussions with each of the 8 Ps plus in-class observations (approx. 15-19 hours each). Collected information about experiences and beliefs at start, beginning and end of process allowing for interpretations to evolve over time. Reflective in nature, focus on critical incidents/flash points plus think aloud strategy to enhance reflection. 1 school as focus for each of the 4 school terms. Staff responsible for EALs interviewed individually at start of term of participation.</td>
</tr>
<tr>
<td><strong>Data Analysis</strong></td>
<td>No information provided on processes of data analysis.</td>
</tr>
</tbody>
</table>
| **Themes** | 1. Relationships with support staff  
2. Classteachers' self-efficacy beliefs  
   a. Taking time out  
   b. Taking class time  
   c. Taking control  
3. Classteacher roles with EALs  
4. Professional Development priorities |
| **More Information on Themes** | 1. Roles separate. Collaboration attempted: unsuccessful. Predominant context/subsidiary role. Inappropriate to consider realigning/changing this. Only 1P mentioned visiting withdrawal setting. A no. of support teachers aware of how CTs worked with EALs. Each existing in separate communities with minimal interactions, only those initiated by support teacher. Roles (each)- highly specified, inflexible, mutually exclusive. Hardening of |
boundaries; insufficient support hours, no scheduled meetings. No collective problem-solving efforts. EAL expertise routinely underutilised (Admin tasks). Asking for help; potential to negatively influence perception of CTs' professional skills. Developing skills and confidence; closely affiliated with support domain. Then differentiated from MS CTs as unfairly loaded with EAL pupils in class. Discouraged to undertake professional development in EAL for this reason. Lower status associated with support domain.

2. Views about the need for support with EALs. 3 positions form a continuum that illustrates how an increase in CT's EAL knowledge and self-efficacy also increased separation from support teachers. (a) Least experienced CTs (support as allowing teacher a break from coping with EALs, respite). (b) Support time means taking from class time. Resistant to this at this position. Timetable clashing. Dislike EALs being withdrawn. Additional support for EALs only useful if it supported her mainstream programme. Primacy of mainstream goals. Disrupting critical teaching & learning experiences. Increasing experience & confidence linked to preference for in-class support rather than withdrawal. (c) Breaking free from dependence on EAL support and taking control of EALs learning in class. Taking full responsibility of EAL pupils as EAL specialist support tagged to perceived professional deficiencies.

3. 3 distinctive roles taken up to cater to EALs by CTs. (a) one-to-one teacher: discover needs, implement effective ways. This role initially & idealistically aspired to. Time constraints. (b) class and group teaching: difficult to share time equally. EAL needs had to be overlooked to deal with class as a whole. Experienced CTs tried to meet EAL needs by placing them into existing small instructional groups. Low English proficiency pupils extremely difficult to include in MS settings. CTs often tried to resolve EAL issues through class-based
strategies (whole class). Reported reduction in CTs with this approach. (c) High numbers of small instructional groups. Assistance from parents and T.A.s. CTs moved across week between each group and directed helpers. Need sufficient confidence for CT to manage.

(a, b & c) may not be linear. Will depend on time of year and sorts of experiences. A workable class based solution that allows one teacher to cater for a variety of needs within a class.

4. Lack of relevant pedagogic knowledge. Relevant professional input seems crucial to breaking down boundaries between CTs & EALs. Increase cultural efficacy, understandings of SLA. Ps did not prioritise professional development in EAL. Seen as largely the domain of support teachers, not CTs. Only 3/8 had attended professional development; 2 had prof development when they held support roles and 1 gone with a support teacher colleague to prof dev in EAL. Crossing the boundary neither desirable or necessary.

<table>
<thead>
<tr>
<th>Most Relevant Findings</th>
<th>Professional tensions and resolutions contributing to on-going constructions of teacher’s identity. Insights into the interwoven professional tensions that impact on the identity construction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendations</td>
<td>Identity of a Class Teacher may be usefully reconstructed as a classroom manager. May enable more effective in-class support for EALs without destabilising existing school hierarchies. However, this may lessen perceived expertise of support teachers.</td>
</tr>
<tr>
<td>Impact for Policy or Practice</td>
<td>Pedagogical uncertainties appear to lower self-efficacy perceptions re: EALs. CTs had a high sense of general teaching efficacy which was pivotal to their perseverance. Tensions: set of socially constructed beliefs that defined core identity and role of CT. Not always relevant to work with EAL students.</td>
</tr>
</tbody>
</table>
Challenge of shaping an identity that effectively met the specific needs of EALs but also harmonised with central role as CT.

A number of contextual tensions: EALs not in all classes, small numbers of EALs in school, EAL Professional Development not prioritised. Therefore, EAL teaching knowledge remains within the support domain. Building a Community of Practice.

<table>
<thead>
<tr>
<th>Critical Appraisal Skills Programme: 10 Questions to help you make sense of qualitative research</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citation:</strong> Haworth, P. (2008). Crossing borders to teach English Language Learners. Teachers &amp; Teaching: theory &amp; practice, 14(5-6), 411-430.</td>
<td></td>
</tr>
<tr>
<td><strong>1. Was there a clear statement of the aims of the research</strong></td>
<td></td>
</tr>
</tbody>
</table>
| - What was the goal of the research? | ➢ B=3 points  
No defined: theoretical background, clear enough statement, specific research question not outlined. Relevant research. |
| - Why was it thought important? |  |
| - Its relevance |  |
| **2. Is a qualitative methodology appropriate?** | ➢ A=4 points  
Researchers over time period, including reflective discussions and observations. |
| Consider |  |
| ➢ If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants |  |
| ➢ Is qualitative research the right methodology for addressing the research goal? |  |
| **3. Was the research design appropriate to address the aims of the research?** | ➢ A=4 points  
Observations used for discussion flashpoints at Time 2 and Time 3. |
| Consider |  |
| ➢ If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)? |  |
| 4. Was the recruitment strategy appropriate to the aims of the research? | **Consider**  
- If the researcher has explained how the participants were selected  
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study  
- If there are any discussions around recruitment (e.g. why some people chose not to take part). | ➢ B=3 points  
Mix of experiences. Typical EAL profiles. Limitations acknowledged: perceived to be effective. |
|---|---|---|
| 5. Was the data collected in a way that addressed the research issue? | **Consider**  
- If the setting for data collection was justified  
- If it is clear how data were collected (e.g. focus group, semi-structured interviews, etc.)  
- If the researcher has justified the methods chosen  
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)?  
- If methods were modified during the study. If so, has the researcher explained how and why?  
- If the form of data is clear (e.g. tape recordings, video materials, notes, etc.)  
- If the research has discussed saturation of data | ➢ B=3 points  
Form of data could be clearer. Data collection processes generally clear. |
| 6. Has the relationship between researcher and participants been | **Consider**  
➢ If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location | ➢ D=1 point  
No information provided. |
| **adequately considered?** | ➢ *How the researcher responded to events during the study and whether they considered the implications of any changes in the research design.* |  
| **7. Have ethical issues been taken into consideration?** | **Consider**  
- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained  
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)  
- If approval has been sought from the ethics committee | ➢ **B=3 points**  
Limited details of how research was explained to participants.  

| **8. Was the data analysis sufficiently rigorous?** | **Consider**  
- If there is an indepth description of the analysis process  
- If thematic analysis is used is it clear how the categories/themes were derived from the data  
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process  
- If sufficient data are presented to support the findings  
- To what extent contradictory data are taken into account  
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation | ➢ **D=1 point**  
No information provided. Distinctions between junior and senior class groupings not explored. Views were not assessed in terms how EAL provision composed. Very limited embedding/grounding of data in interpretation.  

| **9. Is there a clear statement of findings?** | **Consider**  
- If the findings are explicit  
- If there is adequate discussion of the evidence both for and against the researchers arguments | ➢ **B=3 points**  
Use of more than a single method of investigation. |
<table>
<thead>
<tr>
<th>10. How valuable is the research?</th>
<th>Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)</td>
<td></td>
</tr>
<tr>
<td>➢ If the findings are discussed in relation to the original research question</td>
<td></td>
</tr>
<tr>
<td>➢ If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy? Relevant research-based literature?)</td>
<td></td>
</tr>
<tr>
<td>➢ If they identify new areas where research is necessary</td>
<td></td>
</tr>
<tr>
<td>➢ If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used</td>
<td></td>
</tr>
<tr>
<td>➢ B=3 points</td>
<td></td>
</tr>
<tr>
<td>Tensions/dynamics.</td>
<td></td>
</tr>
<tr>
<td>Impact on policy &amp; practice considered.</td>
<td></td>
</tr>
</tbody>
</table>

**Average rating:**

<p>| ➢ 2.9=B |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <strong>Data Extraction Form</strong> |                                                                                                                                                                                                 |
| <strong>Aims or Research Questions</strong> | Not clear                                                                                                                                                                                          |
| <strong>Qualitative Method</strong> | Not clear                                                                                                                                                                                          |
| <strong>Eligibility criteria for participants</strong> | Not clear                                                                                                                                                                                          |
| <strong>Sample (participant characteristics)</strong> | All Ps worked at Key Stage 2. Suburban settings, outer edges of London. All schools had small but regular populations of Bilinguals. Invited to participate. Selected from professional working context of Author. P1: Post-grad module on Bilingualism. In Mainstream setting. 4 years experience. Known to Author/ taught by author. P2: Mainstream CT, formerly an EAL teacher. 13 years experience. Recommended to Author by mutual colleague. P3: 20 years experience. Recruited through a colleague of P1 who was a former colleague of author. |
| <strong>Recruitment Context</strong> | Current model of educational provision: collaborative, ‘partnership teaching’. Changes in educational provision and practice plus funding cuts and moves to raise standards. |
| <strong>Sampling Method</strong> | Professional context of author, invited to participate.                                                                                                                                              |
| <strong>Theoretical</strong> | Current working context of class teachers. Field for supporting ELLs in urban and suburban settings. Examination of |</p>
<table>
<thead>
<tr>
<th><strong>Background</strong></th>
<th>current models of provision.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Collection</strong></td>
<td>Semi-structured interviews between Author and 3 CTs. End of school day. Audiotaped and transcribed.</td>
</tr>
<tr>
<td><strong>Data Analysis</strong></td>
<td>Not clear.</td>
</tr>
</tbody>
</table>
| **Themes** | 1. Initial assessment & identification of needs  
2. Pedagogical approaches to teaching EAL pupils  
3. Working collaboratively with Language Support Teacher  
4. Professional Knowledge  
5. Issues regarding the presence of EALs in mainstream |
| **More Information on Themes** | 1. Initial assessment: none of the teacher were able to articulate clearly defined procedures for assessment of a bilingual newly arrived pupil. 2 Ps said go to EAL teacher for support. In-school resources very limited (mother tongue speakers), ‘ad hoc’. **On-going**: Get pupil involved. Assess in relation to the others. Real progress of EALs not recorded. No annotation of EAL to standardised assessment. Not comparing like with like. Makeshift use of SEN resources. Variable patterns of English language development especially comparing with experiences teaching monolinguals.  
2. Majority of week EALs in MS classroom. Expected EAL pupil to be accommodated within their regular planning and teaching. EALs included within lower-ability group. Scaffolding, framing, more structured support. Modifications employed: visuals, key words, group activities within regular planning. Liaising with EAL teachers. Drawing upon general teaching knowledge. No indication of underlying theoretical understanding of SLA. No commonly agreed approaches across colleagues sense that change/ modification for |
colleagues seen as too difficult or time-consuming.

3. Collaborative or Partnership teaching: promoted, not practiced. Neither possible, nor realistic. Small numbers of EALs and limited services of peripatetic. Like the model of EAL inclusion- inclusive, benefits for all. Liaison with EAL teacher to link their work with curriculum. However, role of EAL teacher varied between schools (Withdrawal, in-class, extent of feedback given from sessions). Collaborative teaching used to happen; doesn’t happen now. Collaboration at the level of snatched conversations. Time constraints limiting collaboration. EAL teacher works relatively autonomously.

4. Post-graduate module in bilingualism and bilingual backgrounds supported professional knowledge. Experience and training from specialist reading programme supported professional knowledge. Felt confidence but didn’t feel their knowledge reflected in their confidence (“coping”).


6. Tacit acceptance of the current model of provision. EAL learners equality of presence in the classroom does not necessarily mean equality of access to educational achievement. Language and Learning needs of EALs not always well-served by mainstreaming. Responses and silences on some issues reinforced the impression from interviews that teachers might not articulating some of the difficulties about teaching EAL pupils. Perhaps because they do not have the more knowledge and language to talk about the issues. The acceptance of a
A singular model of support for EAL pupils seems to have limited much of the debate.

**Most Relevant Findings**

Expectation that the EAL teacher will take a leading role in responding to needs of EAL learners. The responsibility for the specific teaching of EAL continues to rest to large extent with the EAL teacher and the EAL pupil. National Curriculum programme has absolved CT from taking responsibility for the distinct and separate learning needs of EAL pupils. Issues not debated/articulated within professional remit of class teacher. Lack of pedagogical consistency in what actually happens for EALs in classroom.

**Recommendations**

Not indicated.

**Impact for Policy or Practice**

CT left to manage as best he/she can. No explicit EAL programme in Initial Teacher training. No pedagogical framework. No assessment framework.

---

**Critical Appraisal Skills Programme: 10 Questions to help you make sense of qualitative research**

**Rating**


**1. Was there a clear statement of the aims of the research?**

- What was the goal of the research?
- Why was it thought important?
- Its relevance

- **B=3 points**

Theoretical background provided. Goal not sufficiently clearly outlined.

**2. Is a qualitative methodology appropriate?**

- **Consider**
  - If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants

- **B=3 points**
<table>
<thead>
<tr>
<th></th>
<th>Is qualitative research the right methodology for addressing the research goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Was the research design appropriate to address the aims of the research?</td>
<td>Consider</td>
</tr>
<tr>
<td></td>
<td>- If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)?</td>
</tr>
<tr>
<td></td>
<td>B=3 points</td>
</tr>
<tr>
<td>4. Was the recruitment strategy appropriate to the aims of the research?</td>
<td>Consider</td>
</tr>
<tr>
<td></td>
<td>- If the researcher has explained how the participants were selected</td>
</tr>
<tr>
<td></td>
<td>- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study</td>
</tr>
<tr>
<td></td>
<td>- If there are any discussions around recruitment (e.g. why some people chose not to take part).</td>
</tr>
<tr>
<td></td>
<td>C=2 points</td>
</tr>
<tr>
<td></td>
<td>Specific sampling approaches: personal connections.</td>
</tr>
<tr>
<td></td>
<td>School settings adequate.</td>
</tr>
<tr>
<td></td>
<td>Limitations acknowledged but limitations persist.</td>
</tr>
<tr>
<td>5. Was the data collected in a way that addressed the research issue?</td>
<td>Consider</td>
</tr>
<tr>
<td></td>
<td>- If the setting for data collection was justified</td>
</tr>
<tr>
<td></td>
<td>- If it is clear how data were collected (e.g. focus group, semi-structured interviews, etc.)</td>
</tr>
<tr>
<td></td>
<td>- If the researcher has justified the methods chosen</td>
</tr>
<tr>
<td></td>
<td>- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)?</td>
</tr>
<tr>
<td></td>
<td>- If methods were modified during the study. If so, has the researcher explained how and why?</td>
</tr>
<tr>
<td></td>
<td>B=3 points</td>
</tr>
<tr>
<td></td>
<td>Methods not made completely explicit.</td>
</tr>
<tr>
<td></td>
<td>No discussion of saturation of data.</td>
</tr>
<tr>
<td>6. Has the relationship between researcher and participants been adequately considered?</td>
<td>Consider</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>➢ If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location</td>
<td></td>
</tr>
<tr>
<td>➢ How the researcher responded to events during the study and whether they considered the implications of any changes in the research design.</td>
<td>➢ C=2 points</td>
</tr>
<tr>
<td>Researcher’s influence on interview process examined; researcher’s influence on analysis not examined. No attempts to bracket/express own views explicitly.</td>
<td></td>
</tr>
<tr>
<td>7. Have ethical issues been taken into consideration?</td>
<td>Consider</td>
</tr>
<tr>
<td>➢ If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained</td>
<td></td>
</tr>
<tr>
<td>➢ If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)</td>
<td></td>
</tr>
<tr>
<td>➢ If approval has been sought from the ethics committee</td>
<td>➢ D=1 point</td>
</tr>
<tr>
<td>No information provided.</td>
<td></td>
</tr>
<tr>
<td>8. Was the data analysis sufficiently rigorous?</td>
<td>Consider</td>
</tr>
<tr>
<td>➢ If there is an indepth description of the analysis process</td>
<td></td>
</tr>
<tr>
<td>➢ If thematic analysis is used is it clear how the categories/themes were derived from the data</td>
<td></td>
</tr>
<tr>
<td>➢ Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process</td>
<td></td>
</tr>
<tr>
<td>➢ If sufficient data are presented to support the findings</td>
<td></td>
</tr>
<tr>
<td>➢ To what extent contradictory data are taken into account</td>
<td>➢ D=1 point</td>
</tr>
<tr>
<td>Insufficient description of the analysis process. Unclear how categories/themes derived. Some minimal data presented to support findings. Contradictory data not delineated. No attempts by researcher to critically</td>
<td></td>
</tr>
<tr>
<td>9. Is there a clear statement of findings?</td>
<td>Consider</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------</td>
</tr>
</tbody>
</table>
|                                           | If the findings are explicit | B=3 points  
Findings made explicit  
Yes, mediating factors indicated.  
No discussion of credibility.  
Findings discussed in relation to original research question. |
|                                           | If there is adequate discussion of the evidence both for and against the researchers arguments |  
|                                           | If the researcher has discussed the credibility of their findings (e.g., triangulation, respondent validation, more than one analyst) |  
|                                           | If the findings are discussed in relation to the original research question |  
| 10. How valuable is the research? | Consider |  
|----------------------------------------|----------|---|
| If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy? Relevant research-based literature? | B=3 points  
Provides for policy and practice changes.  
Illuminating re: tensions between National Curriculum and classroom practice. |
| If they identify new areas where research is necessary |  
| If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used |  
| |  
| | Average rating:  
| | 2.4=C |
'O
CTs
O
O

P

43
CD
C

'S

i—

i—)
<!
W

<

c

W

x
CD

00

4-*

<u

C
o
o

t/2
&
■>

"cd
CD

u-l

(D

c

o

3
op

CD

,0
cd
;-(

QD
CD
CD

43

(N

.s

(N

I
£
o

OO
1

IT)

u

a

>

00

rT

C4-1
cd
4-*

d

t:
o
o*
Dh
p

■*—»
03
O
=3

w

C/3

’■0

3

E

c5

C
cd

<D
bS)
cd
p

c2

fa

cd

o

b
<u

o
O
43
CD

b
P

3

cO
—
■
3

C/3

>

C/3

Id

cd

J

*C
Ph
4-h
o

C/3

C
O

(D

CD

P

>

o
tH
Oh
t:
o
Oh
Oh
P

*c

(D

Cl,
OD

£

00

D
43
4—>

-£
o
p.

O
33

Ph

P

cd

3
o
Vh

4—»

C/3

X>

Ph

33

P

^3
C4—<

CD

PX)

C/3

_p

P

-P

o-

P
QD
CD

CD

P

P
C/3

P
CD
i-H
P
43
CD

P

^

.s

p

43

>
o

H

.22
43

<D

P

O

Uh
P

^

C/3

P

p

£

D
43
CD
P

QD

3
CD

P
QD

4—*

O
33
C/3

QD

P

C/3
C/3

C/3

0)
PX)
p

p

p
PX)
p
a

^D
c^h
O

Ph

O
Vh
P
a
QJ
4-»
a

Ph

_P
a
<
a
"p
g
*£

d
_o
to
3

£

£
'o
p

oD
P

O
33

QD
hP

P

O
43

C/3
4—*

P
43

oC/3
t:
o
Ph
Ph
C/3

33

p

p

03
0)
_>
o

D

>

t

_c

QD

4—*

#P

—

"H,
o
(U
D-.
c«
O

33
QD
Vh
|

E

H
U
3j0^
C/3
QD
43
H
C/3

H
U
3f
33
e
C/3

P

D
33
3
(73
w
u
o
34
m
Vi

QD

<

a
(/)
p
4—»
p
a
a
a
0
Ui

Ph

W
<y)
+-*

•M

"m
CO
>
J3
M

33

P

P

•

33

&

J-H

C/3

QD

p
4—*

D

CD

tD

c0

4-4

<D
O
c

^P
<N

a
CD
1

QD
1

w
u

a
CU
(N
O

QD
P
<D
Vh
CD
_P

C/3

33
s

O
3

o

X)

Ph

X

c/3

e
#©
©

cd

u
4W

cd
cd

■4Q

I

§

I <
w

Cf3

s:

•«

-

.2
•i;

a

a
a
•S*
Cj
§

£

a

0
4—>

!
P

P
cr
0)
(h
0

p
p
a
C/3

CU
>>
(U

X

H

C/3

X
4-H

(U

O
00

CD
<D

4-H

T3
3
.2
"ob
c

c/3
c

<

c0

,c0

W
Cm
O
cO
a>
—
■

c0

a

a

o

3
CO
Ml

<

d

•2
P
4-h

P

C/3

P

O
u
Id
Vh

■K»

§
I
a
V.
CD

oa

w
-3

•?
—H

O
o
43
CD
C/3

&
P

E
X
cO

o
o
43

CD

C/f

(D
P

QD

QD
S)

'Hh

2

£

Ph

P"
a
’C
p
PX)

<D

00

cO

>
00
_g

•3
c
3
o

E
3

co

o

C/3

C/3

qd"

P

■a

Oh

CD

m

a

3
ID

w

P

5

-o
CD

Oh)

u

•2.
Cj

I

a

Ph

2
Cj

E

00

CD

—

'C

cO

Uh
QD
a
a
<

’S

-(a

(D

0
0
43

w
33
QD
4—»
a
a

.2

1

a

E
c0

X

s

s

Cf3

CD

^H
O
4—»
CD
P
a

_c
[S

a

X

C/3

IZ3

i■^s
©

CD
Oh

00

’>
T3
cO

'C

c
•pj
CD
P
a
£

3

a

©

■—
c
D
H-l
<!
w

_P

l-H

P
P

(U
on

m)
<

c/f

C/3

E
i

Oh

C/3

4—*

C/3

O

P

c^

4—»

Oh

33
p
43

p

P

P
43

PP

PX)
^P
3

E

’3

C/3

P

Ph

p

P

P
4—*

0

P
43
£

Ph

4—*

CD

CD

4—*

QD

X

(D

P

o
Uh

CD

42
CD

CO

P,
C/3
U.

CD

C/3

C

O-

<D
>

<
H
3T
uT
0^
43
CD
P
0)
4—»
t;

_o

P

G
HH
P
QD

c/f

P

QD
CD

O
O

cd
0)
H
cd

00

CO

<u
J3

C/3

C/3

rsl

P

(D
(D

cd

U

P

s

hP
<
w

cd

W

<N

p
QD

Vh
QD
4:
4->
O
g

P
33
V-H
D
43
CD

O

T3
P
P
PX)
^P

-C

>

o
o

c/f
c0
4—»

p

o
.4

Ph

C
cd
<u
e

>

p

C/3

IS

,D

C/3

_g

00
c
_o

CD
_P
*c
Ph
<N

C/3

jd

CD

O

1/3

c
CO

P

P

Oh

s
•— i
4-*
p
4—*
p

•

C/3

C

cO

o

o

0

x"
2
■q

4

Oh

"3
CD
CD
3

E

a—*

C/f
Id

3

oo

c

IT)

D
33
"p

a<D
4=
O
cd
©

w

<

>

cd

3

JD
"qd

P

c3
00

a

Ph

{DX)
c

^3

3

c
D

i-H
QD
43
CD
P
QD
4—*

QD

C/3

<D
CD

C/3

-o
c

cO

3

s
*0

0)
Oh

C/3
Vh

P
QD

P

o
15

>H

M

c
D

o


but not EAL qualified, part-time peripatetic EAL advisors. No qualified EAL staff to monitor in schools. Sometimes have designated teacher.

<table>
<thead>
<tr>
<th>Sampling Method</th>
<th>“opportunistic”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical</td>
<td></td>
</tr>
<tr>
<td>Background</td>
<td>Not clear</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Collection</th>
<th>Informed consent and confidentiality and anonymity detailed. Face-to-face and telephone interviews. (“Employed neutral phrases” in discussion to discuss EAL). Interviews lasted between 20 and 90 minutes. All interviews audio-recorded and a running log kept of notable comments or points. Data collection continued until common points of agreement seen to arise and ‘saturate’ the data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Analysis</td>
<td>Semi-structured interviews: Ps pre-service and in-service training history/experience teaching EALs, their ‘key EAL issues”, what they wanted by way of professional development and support. Unstructured interviews: eliciting information particular to Ps role or position with regard to EAL training and support. Identifying and categorising answers to the research questions and linking points of emotion or agreement in the data.</td>
</tr>
</tbody>
</table>
| Themes            | 1. “Learning on the Job”  
 2. What teaching staff want  
a. Observation and collaboration  
b. Recognising and supporting diverse needs  
c. Teaching and learning resources |
d. Professional knowledge

**More Information on Themes**

1. Hone an effective teaching craft through trial and error. Inadequately prepared teachers may not be sufficiently attuned to their responsibilities to language development and academic needs. Even if they are ‘attuned’, unlikely to base practice on any ‘real understanding’ of how to concurrently enhance both.

2.


b) Increasing diversity entering classrooms. Needed more info on EALs educational backgrounds so as to assess and provide for pupils needs more effectively (“What to look out for”).


d) More inset. Grounding for their practices within a clearly specified pedagogical framework. Fundamentally unsure of what is ‘right’ or ‘wrong’. Eager to empower and legitimise their practices. Professional development as a way to acquire ‘professional knowledge’. Clarify relationships between EAL policies, language development and their own pedagogical practices. SLA: how English works. Silence re: racism-closing their eyes.

**Most Relevant Findings**

Pre-service training provisions- none, brief. Rural areas not seen as ‘key EAL zones’. Never anticipated they would teach EALs. Failure to give any real status or professional significance to EAL.
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Nationally accredited CPD courses. Development of a highly classified EAL framework. Raise the profile of EAL.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact for Policy or Practice</td>
<td>Emphasis on equality of access but far from guaranteeing EALs a high quality education. Inequalities in educational outcomes especially in low-incidence areas where EAL seen as a low priority.</td>
</tr>
</tbody>
</table>

**Critical Appraisal Skills Programme: 10 Questions to help you make sense of qualitative research**

<table>
<thead>
<tr>
<th>Citation: Murakami, C. (2008). ‘Everyone is just fumbling along’: an investigation of views regarding EAL training and support provisions in a rural area. Language &amp; Education, 2(4), 265-282.</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was there a clear statement of the aims of the research</td>
<td></td>
</tr>
<tr>
<td>▶ What was the goal of the research?</td>
<td>A=4 points</td>
</tr>
<tr>
<td>▶ Why was it thought important?</td>
<td></td>
</tr>
<tr>
<td>▶ Its relevance</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Is a qualitative methodology appropriate?</th>
<th>Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants</td>
<td>A=4 points</td>
</tr>
<tr>
<td>▶ Is qualitative research the right methodology for addressing the research goal?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Was the research design appropriate to address the aims of the</th>
<th>Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)?</td>
<td>A=4 points</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4. Was the recruitment strategy appropriate to the aims of the research?</td>
<td>Consider</td>
</tr>
<tr>
<td></td>
<td>If the researcher has explained how the participants were selected</td>
</tr>
<tr>
<td></td>
<td>If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study</td>
</tr>
<tr>
<td></td>
<td>If there are any discussions around recruitment (e.g. why some people chose not to take part).</td>
</tr>
<tr>
<td></td>
<td>C=2 points</td>
</tr>
<tr>
<td></td>
<td>'opportunistic' sampling: unclear.</td>
</tr>
<tr>
<td></td>
<td>Not fully outlined how staff recruited or specific school populations/contexts.</td>
</tr>
<tr>
<td></td>
<td>Not totally inappropriate sample at face value.</td>
</tr>
<tr>
<td>5. Was the data collected in a way that addressed the research issue?</td>
<td>Consider</td>
</tr>
<tr>
<td></td>
<td>If the setting for data collection was justified</td>
</tr>
<tr>
<td></td>
<td>If it is clear how data were collected (e.g. focus group, semi-structured interviews, etc.)</td>
</tr>
<tr>
<td></td>
<td>If the researcher has justified the methods chosen</td>
</tr>
<tr>
<td></td>
<td>If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)?</td>
</tr>
<tr>
<td></td>
<td>If methods were modified during the study. If so, has the researcher explained how and why?</td>
</tr>
<tr>
<td></td>
<td>If the form of data is clear (e.g. tape recordings, video materials, notes, etc.)</td>
</tr>
<tr>
<td></td>
<td>If the research has discussed saturation of data</td>
</tr>
<tr>
<td></td>
<td>B=3 points</td>
</tr>
<tr>
<td></td>
<td>Unclear which Ps were interviewed face-to-face and which via telephone.</td>
</tr>
<tr>
<td>6. Has the relationship between researcher and participants been</td>
<td>Consider</td>
</tr>
<tr>
<td></td>
<td>If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection,</td>
</tr>
<tr>
<td></td>
<td>B=3 points</td>
</tr>
<tr>
<td></td>
<td>Acknowledged limitations.</td>
</tr>
<tr>
<td></td>
<td>(a) yes (b) no</td>
</tr>
</tbody>
</table>
| adequately considered? | including sample recruitment and choice of location  
|                        | - How the researcher responded to events during the study and whether they considered the implications of any changes in the research design. | Validity checks. |
| 7. Have ethical issues been taken into consideration? | **Consider**  
|                        | - If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained  
|                        | - If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)  
|                        | - If approval has been sought from the ethics committee | ➢ A=4 points  
|                        | Ethical approval attained. | |
| 8. Was the data analysis sufficiently rigorous? | **Consider**  
|                        | - If there is an in-depth description of the analysis process  
|                        | - If thematic analysis is used is it clear how the categories/themes were derived from the data  
|                        | - Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process  
|                        | - If sufficient data are presented to support the findings  
|                        | - To what extent contradictory data are taken into account  
|                        | - Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation | ➢ B=3 points  
|                        | Inductive and deductive reasoning based on RQs.  
|                        | Some embedding of data to support findings.  
|                        | Use of ‘hunches’ acknowledged. | |
| 9. Is there a clear statement of findings? | **Consider**  
|                        | - If the findings are explicit  
|                        | - If there is adequate discussion of the evidence both for and against the | ➢ B=3 points  
<p>|                        | Inadequate discussion by researcher of evidence for and against their arguments. |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Consider</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 10. How valuable is the research?                                       | - If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy? Relevant research-based literature?)  
|                                                                         | - If they identify new areas where research is necessary                                                                                 | B=3 points   |
|                                                                         | - If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used |              |
|                                                                         |                                                                                                                                             | Average rating: | 3.3=B     |
| Data Extraction Form |
| **Aims or Research Questions** | • To investigate the available roles and responsibilities constructed through the discourses that Ps reproduce in the inquiry conversations.  
• To examine how the boundaries between mainstream and EAL students are constituted and normalised through different discourses.  
• To examine how the assumed roles and responsibilities within these discourses constrain the inquiry objective of changing instructional practices for EALs. |
| **Qualitative Method** | Discourse analysis of inquiry conversations |
| **Eligibility criteria for participants** | Involved in Spell. Otherwise, no information provided. |
| **Sample (participant characteristics)** | 3 Classteachers & 1 Paraprofessional. Involved in the SPELL project (Schoolwide Participation for ELLs). School-based teams agree upon a common objective for a collaborative inquiry project. All white females born in US. Second language experiences in high school & college. None fluent in another language. Over 5 years at the school. |
| **Recruitment Context** | Washington State, USA. ESL programme: supplemental pull out groups or within the general education classroom. Inquiry team: examination of their ESL programme, yearlong professional development |
experience, to address concern about instruction for ELLs. No scheduled time for meeting 1:1 to discuss pupils or plans, small pull out sessions.
School: 650 pupils. Economically, racially & linguistically diverse. 20 languages including Spanish, Ukrainian, Punjabi, Russian, Vietnamese, Somali.

<table>
<thead>
<tr>
<th>Sampling Method</th>
<th>Unclear.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theoretical Background</strong></td>
<td>Discursive psychology. Discourse analysis: assumption that meaning is not inherent within signifiers. It is constructed through an assertion of difference. Always a relation of power between poles of binary opposition. Inquiry professional development: attempts to engage teachers in critical reflection of their own practices. Effects of socially constructed binaries. ELLS/ Mainstream students. Class teachers/ESL dept.</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td>Through inquiry conversations, members reflect on their own practices. In an inquiry group, teachers have opportunities to evaluate their beliefs, knowledge &amp; current practices through meaningful and sustained engagement. Facilitated team meetings once a month. Inquiry meeting approx. 2 hours. Audiotaped and transcribed for analysis. Field notes. Observed instruction of each P on four occasions. Recorded observations.</td>
</tr>
</tbody>
</table>
| **Data Analysis**    | Discourse analysis: explore the available subject positions and ideological assumptions within local discourses. Wetherall (1997) conversations must be analysed as language is produced in a particular historical context. Deconstructs conversations in an attempt to contextualise the representations of marginalised groups by those in positions of power. How Ps represented the subject positions (roles &
responsibility) of themselves, ESL dept and ELLs.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Ps representations privilege particular ways of thinking about educational responsibility and equity.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. <strong>Top down (Locus of Power with CT):</strong> engaging a discourse that constitutes content instruction &amp;</td>
</tr>
<tr>
<td></td>
<td>language development as binary opposites rather than complementary. {Banking ideology/Colonizing</td>
</tr>
<tr>
<td></td>
<td>project}.</td>
</tr>
<tr>
<td></td>
<td>2. <strong>Bottom up (Locus of Power with ELL):</strong> student as decision-maker, their motivation &amp; work ethic</td>
</tr>
<tr>
<td></td>
<td>seen as innate rather than socially produced determinants. Ignores pre-existing social and economic</td>
</tr>
<tr>
<td></td>
<td>factors.</td>
</tr>
<tr>
<td></td>
<td>3. <strong>Labelling (Locus of Power with ESL dept.):</strong> remove ELLs from mainstream. Engaged with Bottom</td>
</tr>
<tr>
<td></td>
<td>up (2) pushed against. Use of labels undermines CTs attempts to critically reflect on their teaching.</td>
</tr>
<tr>
<td></td>
<td>CTs powerless to serve ELLs.</td>
</tr>
</tbody>
</table>

| More Information on Themes      | 1. Highlights CTs commitment to teaching the curriculum. Demands of curriculum often overshadow the    |
|                                 | perceived linguistic and academic needs of ELLs. Curriculum has authoritative role in teachers’      |
|                                 | instructional decision-making. CTs align themselves with the curriculum to make instructional        |
|                                 | decisions. ESL positioned as providing assistance to fill the gap between the curriculum and ELLs    |
|                                 | perceived deficiencies. ELLs positioned as problematic, deficient in relation to monolinguals, barrier|
|                                 | to teaching curriculum.                                                                              |
|                                 | 2. Focus on individualisation, equality and the power of students to take control of their education.  |
|                                 | Binary: good student/behaviour problems. Diminish their own responsibility in educating ELLs.        |
Students' behavioural or attitudinal attributes are constructed as the main reasons for higher/lower academic performance. Curriculum assumed to be accessible to students if they try hard enough. Staff support pupils on their journeys but lack power to ensure success. Unwillingness to learn is the privileged interpretation of unsanctioned behaviour.

3. Sorting students and providing services based on labels. Socially constructed signs that are given meaning in particular discursive fields. Labels bind groups as distinctive categories with common characteristics requiring differential treatment. Any pupil with label is positioned outside CTs domain of responsibility. Articulate the boundary between 'my class' and ELLs. The ELL label in this discourse signifies students' otherness or deficits rather than their linguistic ability. Do not fit within the parameters of accepted mainstream performance. Boundary between ESL and MS becomes rigid through use of the labelling discourse. Special education: a label forced onto ELLs who exhibit academic difficulty. Those who fall short of expectations to be part of mainstream.

<table>
<thead>
<tr>
<th>Most Relevant Findings</th>
<th>Through the labelling discourse, the inquiry plan was distorted and forced out of the classroom and onto the ESL dept. Boundary between ESL dept and CTs reinforced by poor communication.</th>
</tr>
</thead>
</table>

| Recommendations         | To promote shared responsibility and effective instruction for ELLs. The discontinuities and conflicts in existing discourses must be exploited. Exploit the tensions.  
TD//BU: power of CTs to effectively teach ELLs. CTs as experts//culturally relevant pedagogy BU//LA: potentially reinforce one another. Individualises and/or creates homogeneous groups. Ideological tensions between these two exposed. Delimits through labels or ignores differences between pupils. |
| Impact for Policy or Practice | CTs need support in both improving instructional practices and developing shared responsibility with ESL dept. Full responsibility for educating ELLs avoided by engaging different discourses. A systems-based approach would make visible the assumptions and norms of roles and responsibility in the existing ESL system. Cannot assume there is one shared discourse. Ps strategically engaged 3 discourses. Making invisible hegemonic discourses visible. |

---

**Critical Appraisal Skills Programme: 10 Questions to help you make sense of qualitative research**

<table>
<thead>
<tr>
<th>Citation: English, B. (2009). Who is responsible for educating English Language Learners? Discursive construction of role and responsibilities in an inquiry community. Language &amp; Education, 23(6), 487-507.</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was there a clear statement of the aims of the research</td>
<td>➢ What was the goal of the research? ➢ Why was it thought important? ➢ Its relevance</td>
</tr>
<tr>
<td>2. Is a qualitative methodology appropriate?</td>
<td>Consider ➢ If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants</td>
</tr>
<tr>
<td>3. Was the research design appropriate to address the aims of the research?</td>
<td>Consider</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>➢ If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)?</td>
</tr>
<tr>
<td>4. Was the recruitment strategy appropriate to the aims of the research?</td>
<td>Consider</td>
</tr>
<tr>
<td></td>
<td>➢ If the researcher has explained how the participants were selected</td>
</tr>
<tr>
<td></td>
<td>➢ If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study</td>
</tr>
<tr>
<td></td>
<td>➢ If there are any discussions around recruitment (e.g. why some people chose not to take part).</td>
</tr>
<tr>
<td>5. Was the data collected in a way that addressed the research issue?</td>
<td>Consider</td>
</tr>
<tr>
<td></td>
<td>➢ If the setting for data collection was justified</td>
</tr>
<tr>
<td></td>
<td>➢ If it is clear how data were collected (e.g. focus group, semi-structured interviews, etc.)</td>
</tr>
<tr>
<td></td>
<td>➢ If the researcher has justified the methods chosen</td>
</tr>
<tr>
<td></td>
<td>➢ If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)?</td>
</tr>
<tr>
<td></td>
<td>➢ If methods were modified during the study. If so, has the researcher explained how and why?</td>
</tr>
<tr>
<td></td>
<td>➢ If the form of data is clear (e.g. tape recordings, video materials, notes, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6. Has the relationship between researcher and participants been adequately considered?</td>
<td><strong>Consider</strong>&lt;br&gt;➢ If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location&lt;br&gt;➢ How the researcher responded to events during the study and whether they considered the implications of any changes in the research design.</td>
</tr>
<tr>
<td>7. Have ethical issues been taken into consideration?</td>
<td><strong>Consider</strong>&lt;br&gt;➢ If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained&lt;br&gt;➢ If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)&lt;br&gt;➢ If approval has been sought from the ethics committee</td>
</tr>
<tr>
<td>8. Was the data analysis sufficiently rigorous?</td>
<td><strong>Consider</strong>&lt;br&gt;➢ If there is an in-depth description of the analysis process&lt;br&gt;➢ If thematic analysis is used is it clear how the categories/Themes were derived from the data&lt;br&gt;➢ Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process&lt;br&gt;➢ If sufficient data are presented to support the findings&lt;br&gt;➢ To what extent contradictory data are taken into account&lt;br&gt;➢ Whether the researcher critically examined their own role, potential bias and</td>
</tr>
<tr>
<td>9. Is there a clear statement of findings?</td>
<td>10. How valuable is the research?</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Consider</td>
<td>Consider</td>
</tr>
<tr>
<td>- If the findings are explicit</td>
<td>If the findings are discussed in relation to the original research question</td>
</tr>
<tr>
<td>- If there is adequate discussion of the evidence both for and against the researchers' arguments</td>
<td></td>
</tr>
<tr>
<td>- If the researcher has discussed the credibility of their findings (e.g., triangulation, respondent validation, more than one analyst)</td>
<td></td>
</tr>
<tr>
<td>- If the findings are discussed in relation to the original research question</td>
<td></td>
</tr>
<tr>
<td>B = 3 points</td>
<td>A = 4 points</td>
</tr>
<tr>
<td>Recommendations: Impact on Practice.</td>
<td></td>
</tr>
<tr>
<td>B = 3</td>
<td></td>
</tr>
</tbody>
</table>

Average rating: 3.1 = B
**STUDY 8 of 9**


<table>
<thead>
<tr>
<th>Data Extraction Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims or Research Questions</strong></td>
</tr>
<tr>
<td>• How do new primary teachers develop their pedagogy in multilingual classrooms?</td>
</tr>
<tr>
<td>• How expertise develops through interaction with other colleagues and through reflection on practice.</td>
</tr>
<tr>
<td><strong>Qualitative Method</strong></td>
</tr>
<tr>
<td>Semi-structured interviews</td>
</tr>
<tr>
<td><strong>Eligibility criteria for participants</strong></td>
</tr>
<tr>
<td>NQTs working in city where research undertaken.</td>
</tr>
<tr>
<td><strong>Sample (participant characteristics)</strong></td>
</tr>
<tr>
<td><strong>Recruitment Context</strong></td>
</tr>
<tr>
<td>Multilingual city in England. City of 300,000 inhabitants. 47.4% of primary school aged children had EAL. No information on what classes Ps were responsible for.</td>
</tr>
<tr>
<td><strong>Sampling Method</strong></td>
</tr>
<tr>
<td>226 NQTs took annual surveys (2004-2009). Opportunity sample: Ps attended training events in one city. All Ps were drawn from 112 community primary schools.</td>
</tr>
<tr>
<td><strong>Theoretical Background</strong></td>
</tr>
<tr>
<td>No information.</td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
</tr>
<tr>
<td>26 individual interviews.</td>
</tr>
<tr>
<td><strong>Data Analysis</strong></td>
</tr>
</tbody>
</table>
| Thematic analysis. Transcripts entered into NVIVO. Agreed codings used for TA. Initially reviewed by the 2
researchers. Third coded as a check.
Pedagogic practice: reflection, identification of learning, responses to key moments in the classroom, examples of successful practice and understanding of language development.

<table>
<thead>
<tr>
<th>Themes</th>
<th>1. Developments in pedagogic practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Building expertise through collaboration with colleagues</td>
</tr>
<tr>
<td></td>
<td>3. Resolutions for further action; changes in practice or additional training</td>
</tr>
</tbody>
</table>

| More Information on Themes | 1. Pre-service preparation and in-service training via EDCo Service. Visual approaches. Teaching vocabulary. Use of TAs, some of whom are bilingual. Modelling. Repetition & Reinforcement. Pairing with more proficient learners. Reduce use of L2. Understanding of SLA may be open to question in at least 6 interviews. NQTs seeking to develop pedagogy responsive to linguistic diversity. Frustration at time needed to prepare personalised approaches. |
|                          | 2. Supportive colleagues (teachers & TAs). Bilingual Teaching Assistants. Learning with the children about language and culture. 5Ps claimed to have had little or no interaction with each other; associated with feelings of uncertainty, drift and dependence on coping strategies. Plodding, isolationist approaches not typical. |
|                          | 3. Pre-service training seen as essential but just beginning of the preparations. 80% of Ps proactive in seeking to improve practice. A number had established courses of action for further development. Much left to learning on the job. Areas for development: assessment of EALs, integration of newly arrived, developing more advanced learners, uncertainty about the use of L1, how languages are learned and planning for working with bilingual teachers to support learning. |
### Most Relevant Findings

NQTs described ways to make effective provision for those they teach including personalised approaches for those with EAL. Reported taking practical account of diversity and promoting equality and inclusion in their teaching. Shaky understanding of SLA in some responses. Dependent on quite heavy TA deployment. Found teachers keen to address the needs of pupils and actively engage to make curriculum accessible.

### Recommendations

Teacher education programmes: more structured opportunities to be incorporated into induction year. Fashioning linguistically responsive forms of teaching in collaboration with colleagues. Role of bilingual TAs to be explored as they represent key pedagogy partners.

### Impact for Policy or Practice

Teacher education and educational research programmes need to give further time to the study and development of linguistically responsive forms of teaching. Preparation so that Class teachers are supported by having experience in representative classrooms and opportunities for reflective review and further practice with assessment processes.

(Pupil population generally far more diverse than the teacher population.)

### Critical Appraisal Skills Programme: 10 Questions to help you make sense of qualitative research

<table>
<thead>
<tr>
<th>Critical Appraisal Skills Programme: 10 Questions to help you make sense of qualitative research</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 1. Was there a clear statement of the aims of the research | ➢ What was the goal of the research?  
➢ Why was it thought important?  
➢ Its relevance | ➢ A=4 points |
| 2. Is a qualitative | Consider | ➢ A=4 points |
| Methodology appropriate? | If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants  
& Is qualitative research the right methodology for addressing the research goal? | A=4 points  
Could have looked at practice also. |
|---|---|---|
| 3. Was the research design appropriate to address the aims of the research? | Consider  
& If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)? | B=3 points  
Insufficient information on sample: class responsibilities, etc.  
Opportunistic sampling. Impact of those motivated to attend optional training on type of Ps recruited. |
| 4. Was the recruitment strategy appropriate to the aims of the research? | Consider  
& If the researcher has explained how the participants were selected  
& If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study  
& If there are any discussions around recruitment (e.g. why some people chose not to take part). | C=2 points  
Methods not made wholly explicit.  
Form of data clear.  
Saturation of data not discussed. |
| 5. Was the data collected in a way that addressed the research issue? | Consider  
& If the setting for data collection was justified  
& If it is clear how data were collected (e.g. focus group, semi-structured interviews, etc.)  
& If the researcher has justified the methods chosen  
& If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews were conducted, or did they use a topic guide)?  
& If methods were modified during the study. If so, has the researcher explained |
<table>
<thead>
<tr>
<th>Question</th>
<th>Consider</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Has the relationship between researcher and participants been adequately considered?</td>
<td><strong>Consider</strong>&lt;br&gt;➢ If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location&lt;br&gt;➢ How the researcher responded to events during the study and whether they considered the implications of any changes in the research design.</td>
<td>➢ B=3 points&lt;br&gt;Peer check included.&lt;br&gt;Interpretations grounded in data.&lt;br&gt;Discrepant perspectives included.</td>
<td></td>
</tr>
<tr>
<td>7. Have ethical issues been taken into consideration?</td>
<td><strong>Consider</strong>&lt;br&gt;➢ If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained&lt;br&gt;➢ If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)&lt;br&gt;➢ If approval has been sought from the ethics committee</td>
<td>➢ D=1 point&lt;br&gt;No reference made to ethical considerations.</td>
<td></td>
</tr>
<tr>
<td>8. Was the data analysis sufficiently rigorous?</td>
<td><strong>Consider</strong>&lt;br&gt;➢ If there is an indepth description of the analysis process&lt;br&gt;➢ If thematic analysis is used is it clear how the categories/themes were derived from the data&lt;br&gt;➢ Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process&lt;br&gt;➢ If sufficient data are presented to support the findings</td>
<td>➢ A=4 points&lt;br&gt;Themes derived via pedagogical practice&lt;br&gt;Coding counts included.&lt;br&gt;Researcher critically examined own role, bias and influence and included peer checks.&lt;br&gt;Discrepant perspectives included.</td>
<td></td>
</tr>
<tr>
<td>9. Is there a clear statement of findings?</td>
<td>Consider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ To what extent contradictory data are taken into account</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ If the findings are explicit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ If there is adequate discussion of the evidence both for and against the researchers arguments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ If the findings are discussed in relation to the original research question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ B=3 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some discussion of the evidence both for and against researchers’ arguments.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. How valuable is the research?</th>
<th>Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy? Relevant research-based literature?)</td>
<td></td>
</tr>
<tr>
<td>➢ If they identify new areas where research is necessary</td>
<td></td>
</tr>
<tr>
<td>➢ If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used</td>
<td></td>
</tr>
<tr>
<td>➢ B= 3 points</td>
<td></td>
</tr>
<tr>
<td>Impact on practice and pre-service education.</td>
<td></td>
</tr>
<tr>
<td>No consideration of how findings could be transferred to other populations/ contexts.</td>
<td></td>
</tr>
</tbody>
</table>

| Average rating: |
| ➢ 3.1=B |
| Data Extraction Form | |
| **Aims or Research Questions** | What are the meaning, structure, and essence of the lived teaching experiences of early childhood teachers and their understanding of cultural diversity in teaching ELLs?  
  - What are the essential meanings and structures of the teacher-ELL relationship?  
  - What are teachers’ attitudes towards diversity?  
  - How, if at all, does teacher instructional practice within the classroom social context reflect teacher cultural attitude?  
  - What impact, if any, does life history have on teachers’ educational perspectives regarding cultural diversity?  
  - What impact, if any, does pre-service education or lack of pre-service education in intercultural diversity contribute to educational cultural attitudes? |
| **Qualitative Method** | Phenomenological study |
| **Eligibility criteria for participants** | Early childhood teachers with minimum of 5 years experience teaching Kindergarten or 1st grade. Following completion of a demographic questionnaire, 8 out of 15 respondents met criteria. |
| **Sample (participant characteristics)** | All European American females. Between 6 to 32 years teaching experience. Aged between 28 and 71 years of age. 4 Kindergarten teachers an 4 first grade teachers. All Ps had previous experience teaching ELLs and currently teach ELLs. |
| **Recruitment Context** | Non-urban contexts in a central portion of a Midwestern State. Schools with at least 4 Limited English Proficient |
pupils enrolled (not a tokenistic number).

<table>
<thead>
<tr>
<th>Sampling Method</th>
<th>Purposive sampling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Background</td>
<td>Cultural Psychology. Intercultural sensitivity theory. Folk theory/Lay theory. Transcendental phenomenology: subjective events as the basis for defining and giving meaning to experiences. Nexus of experience.</td>
</tr>
<tr>
<td>Data Collection</td>
<td>In-depth interviews plus handwritten field notes during interview process. Semi-structured interviews.</td>
</tr>
</tbody>
</table>
| Themes                   | 1. Comfortable Environment  
                            2. Child Individuality  
                            3. Home Language Maintenance  
                            4. Parent communication  
                            5. ELL Programme & Classroom continuity  
                            6. Limited Cultural Self-knowledge  
                            7. Cultural awareness through experiences  
                            8. Historical background experience  
                            9. Ineffective pre-service education |
| More Information on Themes| 1. Accepting as they were and not treating as different provides comfort  
                                2. Need to show that they do not hold prejudiced views. Mixed interpretations of providing for Child |
Individuality (seeing child as individual <= see ELLs as no different to monolinguals). Denial of cultural difference. Child individuality coupled with denial of difference as culturally & educationally relevant. Language differences as deficiencies.

3. Assimilationist views but ethno-relative. Intercultural sensitivity. Language superiority view. All Ps said need for ELLS to maintain home language yet intolerant attitudes that parents don’t speak English.


5. Challenges to instruction due to limited continuity between ELL programme and class. Not knowing specifically.


7. Inclusion of classroom cultural experiences (incorporate activities & lessons using L1). Indications of classroom cultural exchanges; only 1 cross cultural instruction [class within a classroom model]. Adding cultural themes to curriculum but not modifying curriculum structure. Customs/festivals linked to improving relationship with parents and relationships with ELLs. Cultural theories, beliefs and attitudes formed early in life instigated Ps current cultural world views.

8. Emerged as one of the most significant codes. Ps teaching experience shaped their educational perspectives and attitudes regarding cultural diversity and contributed to their professional praxis and educational viewpoint.
9. Underpinned Ps attitudes towards cultural diversity, informed instructional practice and impaired relationship with ELLs. 2/8 had experience of infused model multi-education. ‘on the job’ training: pre-service gives you a base but can’t prepare you.

<table>
<thead>
<tr>
<th>Most Relevant Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnocentric levels of intercultural sensitivity: denial, defence.</td>
</tr>
<tr>
<td>Linguistic superiority and cultural devaluation. Disagreement on language policy. Those who indicated cultural pluralism demonstrated L1 use in classroom. Those who indicated cultural assimilation view supported the view that children should only speak English. Revealed sociocultural and system level factors that influenced the overall teaching experience and framed the teacher-ELL relationship. Past historical/cultural experiences reflected in their response to cultural diversity. 2 commonalities: -ineffective pre-service education – limited cultural self-knowledge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher cultural sensitivity is a necessary element in culturally responsive pedagogy. Pre-service education, historical experiences, culturally responsive pedagogy and attitudes towards cultural diversity. A reciprocal nature between understanding one’s own cultural and that of others.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact for Policy or Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased school support via programme development and continuity, parent education and support, teacher pre-service education, professional development and training, community involvement and support. Understanding the genesis and evolution of teacher cultural attitudes in order to promote ethno-relative intercultural sensitivity, culturally-responsive pedagogy and academic success for CLD.</td>
</tr>
<tr>
<td>What is required: -education on inherent &amp; complex nature of teaching ELLs – based on a systems level perspective – effective pre-service education</td>
</tr>
<tr>
<td>Critical Appraisal Skills Programme: 10 Questions to help you make sense of qualitative research</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Citation:</strong> Kimble, C. (2009). What is it really like teaching English Language Learners? Teachers’ perceptions on the essence of teaching Early Childhood English Language Learners. VDM:Saarbrue.</td>
</tr>
<tr>
<td><strong>1. Was there a clear statement of the aims of the research</strong></td>
</tr>
<tr>
<td>✶ What was the goal of the research?</td>
</tr>
<tr>
<td><strong>2. Is a qualitative methodology appropriate?</strong></td>
</tr>
<tr>
<td>✶ If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants</td>
</tr>
<tr>
<td><strong>3. Was the research design appropriate to address the aims of the research?</strong></td>
</tr>
<tr>
<td>✶ If the researcher has justified the research design (e.g. have they discussed how they decided which method to use)?</td>
</tr>
<tr>
<td><strong>4. Was the recruitment strategy appropriate to the aims of the research?</strong></td>
</tr>
<tr>
<td>✶ If the researcher has explained how the participants were selected</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>5. Was the data collected</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>in a way that addressed the research issue?</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
</tbody>
</table>

6. Has the relationship between researcher and participants been adequately considered?

| Consider |
| - | If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location |
| - | How the researcher responded to events during the study and whether they considered the implications of any changes in the research design. |

| A=4 points |

7. Have ethical issues been taken into consideration?

| Consider |
| - | If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained |
| - | If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study) |

| A= 4 points |

No discussion of data saturation.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 8. **Was the data analysis sufficiently rigorous?** | **Consider** | ➢ If approval has been sought from the ethics committee  
➢ If there is an indepth description of the analysis process  
➢ If thematic analysis is used is it clear how the categories/themes were derived from the data  
➢ Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process  
➢ If sufficient data are presented to support the findings  
➢ To what extent contradictory data are taken into account  
➢ Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation | ➢ A=4 points |
| 9. **Is there a clear statement of findings?** | **Consider** | ➢ If the findings are explicit  
➢ If there is adequate discussion of the evidence both for and against the researchers arguments  
➢ If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)  
➢ If the findings are discussed in relation to the original research question | ➢ A=4 points |
| 10. **How valuable is the research?** | **Consider** | ➢ If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy? Relevant research-based literature?  
➢ If they identify new areas where research is necessary | ➢ A=4 points  
Considers practice implications and future directions for research. |
<table>
<thead>
<tr>
<th>If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used</th>
<th>Average rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>➢ 3.8=A</td>
</tr>
</tbody>
</table>
### 6.6 Appendix F Included Studies

<table>
<thead>
<tr>
<th>Authors</th>
<th>Aim</th>
<th>Sample Size</th>
<th>Sample Composition</th>
<th>Data Collection</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flynn, N. (2013)</strong></td>
<td>To investigate teachers’ experiences of teaching children for whom English is an additional language (i) how teachers perceive their success in managing SLA for Polish pupils (ii) attitudes towards their practice (iii) whether views of their practice changed between T1 and T2.</td>
<td>7</td>
<td>All Ps had ≥1 EAL pupil Across full primary school class range 4≥20 years experience 2≥12 years experience 2≤4 years experience</td>
<td>Interviews at beginning &amp; end of one academic year</td>
<td>UK; smaller urban/rural settings Comparatively little or no experience with EALs historically. Post-EU expansion influx.</td>
</tr>
<tr>
<td><strong>Lee, S., Butler, M.B., &amp; Tippins, D. J. (2007)</strong></td>
<td>To understand an experienced teacher’s practical knowledge about cultural &amp; linguistic diversity (i) what practices &amp; discourses are enacted regarding ESL education (ii) what suggestions &amp; strategies does teacher have to support ELLs</td>
<td>1</td>
<td>6 years experience teaching first grade</td>
<td>Two interviews</td>
<td>United States</td>
</tr>
</tbody>
</table>
| **Greenfield, R. A. (2013)** | To examine how elementary teachers from the same teacher preparation programme perceive the Linguistically diverse students they educate | 6 (9) | 5Ps =4 years experience 
1P = 5 years experience 
1st grade=2Ps 
2nd grade=1P 
4th grade =1P 
5th grade = 1P 
6th grade = 1P 
4Ps=White 1P=Hisp 1P=Asian 
1/6 
Male4Ps=White 1P= Hisp 1P=Asian 
1/6 Male | Case study dilemma; Ps reactions, questions, processes & assumptions recorded. | United States 
3Ps in suburban setting, 
2Ps in urban settings, 
1P in rural setting |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade: A</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Haworth, P. (2008)** | To investigate impact on professional identities of class teachers teaching curricular content with small numbers of EALs in their classes | 8 | 8/8 female 
1 snr & 1 jnr 
teacher from 4 schools 
18 yrs ≤2Ps≥ 
40 yrs 
experience | 3 individual interviews w each P & in-class observations = 15-19 hours each. | New Zealand 
Schools with ≤10% EAL population |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade: A</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Franson, C. (2010)</td>
<td>To investigate class teachers’ perspectives on mainstreaming learners of English as an additional language</td>
<td>3</td>
<td>3/3 female 1P= 4 yrs exp 1P= 13 yrs exp 1P=20 yrs exp</td>
<td>3 individual semi-structured interviews.</td>
</tr>
<tr>
<td>Author</td>
<td>Research Question</td>
<td>Grade</td>
<td>Type of Data Collection</td>
<td>Location &amp; Setting</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------</td>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Murakami, C. (2008)</td>
<td>To explore primary school teachers’ (&amp; support staff) views regarding EAL training and support provision in a ‘low incidence’ EAL area (i) what preservice and inservice training is available? (ii) what is problematic? (iii) what is required via CPD &amp; support?</td>
<td>B</td>
<td>Semi-structured &amp; unstructured interviews</td>
<td>United Kingdom Rural area of England, central town &amp; surrounding villages</td>
</tr>
<tr>
<td>English, B. (2009)</td>
<td>To investigate the available roles &amp; responsibilities constructed through the discourses that Ps produce in Inquiry conversations; to examine how boundaries b/w mainstream and EAL pupils are constituted and normalised through discourse.</td>
<td>B</td>
<td>3/3 female &amp; born in USA &amp; +5yrs experience at School A.</td>
<td>United States Washington state, Economically, racially &amp; linguistically diverse school (N=650)</td>
</tr>
<tr>
<td>Cajkler, W. &amp; Hall, B. (2012)</td>
<td>To examine how new primary teachers develop their pedagogy in multilingual classrooms; to examine how</td>
<td>26</td>
<td>NQTs 22/26 Female 6/26 heritage Bilinguals Majority had 1 training placement in a multilingual classroom</td>
<td>Semi-structured interviews</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Grade: B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kimble, C. (2009)</th>
<th>To discover the essence of the lived experiences of Early Childhood teachers of ELLs in nonurban contexts; how teacher cultural attitudes and life history reflect their perspectives on cultural diversity</th>
<th>8</th>
<th>4 Kindergarten &amp; 4 1st grade teachers 8/8 European-American heritage 6 yrs ≤Ps≤32 yrs experience 28 yrs ≤Ps ≥71 yrs of age</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mrs Bridgeen O'Neill
School of Psychology

Dear Mrs O'Neill

Full title of Study: An exploration of the views of the mainstream primary teachers with regards to supporting learners of English as an additional language.

PREC reference number: 40-2014

Thank you for your response to our request for further information regarding the above mentioned research application.

I can confirm that ethical approval has been granted for your project by the School of Psychology Research Ethics Committee, on behalf of Queen's University Belfast.

Please note that the Participant Information sheet should include an appended statement confirming ethical approval.

It is the responsibility of the Chief Investigator to ensure that the research has been recorded on the University's Human Subjects Research Database otherwise it will not be covered by the University's indemnity insurance. This database can be found in the 'My Research' section of Queen's On-line.

Yours sincerely,

Dr Ian Sneddon (Chair)
Psychology Research Ethics Committee

cc Ms Elma Shalloo
Dear Participant,

My name is Elma Shalloo and I am a trainee Educational Psychologist at Queens University Belfast. I am carrying out a study entitled "An exploration of the perspectives of mainstream primary class teachers supporting learners of English as an additional language.

What will the study look like?
I want to explore the views and experiences of teachers with reference to how they see their role in relation to classrooms with pupils from increasingly diverse first language backgrounds. I am interested to learn what teachers have come to understand about the processes of second language acquisition and their experiences of these processes in their own classrooms. Additionally, I aim to examine to what extent are teachers concerned about the capacity of EAL learners to attain in line with their native English-speaking peers as they prepare to transition into secondary school?

Are there any specific requirements for participants?
Yes, the particular focus of the research is on those teachers who have taught for at least 5 years in the Republic of Ireland and currently teach classes in the upper primary school years (5th & 6th class). The profile of EAL pupils under consideration are those who arrived in the Republic of Ireland at a young age and with basic early language/conversational language use in a home language (not English or Irish) and who have experienced over 5 years of full-time education through English.

What will I have to do?
To participate in the study I will meet with you individually either in your school or, if you prefer, in a space off the school site such as the study room of a public library or a meeting room at a hotel. If you agree to take part, we will conduct an interview together. It is envisaged that we might talk for about an hour. You will be asked about your views and experiences of supporting children learning English as an additional
language; your role as class teacher and the changing demographics of the classroom; your own understandings of the processes of second language acquisition; the readiness of EAL learners to attain in line with peers as they transition to secondary school.

**Do I have to take part?**
Not at all, it is entirely your choice. If you do decide to take part, you can still withdraw at any time before, after or during the interview.

**What will happen to the information I give you?**
It is important to reassure you that all information you give will be held in the strictest confidence. My university supervisor and I will be the only people to have access to it. The study will not identify you in any published results or reports. Your interview will be transcribed and stored securely on one computer with numerical identifiers (for self-reference) replacing any identifying information. Once the study is complete, I will destroy all information held about you and send you a copy of the findings if you would like to receive one.

**What happens now?**
I will be in touch by phone to check if you are happy to take part or if you would like more information. Once you are happy, I will arrange to meet you and ask you to sign a consent form. Please remember that you do not have to take part if you do not want to and that you can stop your involvement at any time, even if you have signed the form.

Thank you for taking the time to read this information.

Yours sincerely,

Elma Shalloo, Trainee Educational Psychologist, Queens University Belfast.
7.3 Appendix I  Participant Consent Form

Consent Form

Title of Project: An exploration of the perspectives of mainstream primary class teachers supporting learners of English as an additional language

Queen's University Belfast Researcher: Elma Shalloo, T: 07821804583 E: eshalloo01@qub.ac.uk

Chief Investigator: Bridgeen O'Neill, Academic Tutor, DECAP, Room 03.530, David Keir Building, School of Psychology, Queen's University Belfast; BT7 1NN

T: (028) 90974544; E: b.oneill@qub.ac.uk


1. I confirm that I have been given, have read and have understood the information sheet for the above study. I have asked and received answers to any questions raised.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason and without my rights being affected in any way.

3. I understand that the researcher will hold all information and data collected securely and in confidence and that all efforts will be made to ensure that I cannot be identified as a participant in the study (except as might be required by the law) and I give permission for the researcher to hold relevant personal data.

4. I agree to take part in the above study.

Researcher  Signature (Participant)  Date

____________________  ______________________  ______________________
7.4 Appendix J Interview Schedule

1. Please tell me about your experiences of having children who speak English as an additional language in your class.
   - Particular children you have taught to jog your memory

2. What school policies are you aware of for supporting EAL learners?
   - withdrawal support
   - length of support
   - EAL teacher’s responsibilities

3. Have you had specific training relating to meeting the needs of EAL learners?
   - Details

4. What have you come to understand about the processes of learning a second language from your experience in the classroom?
   - from theory?
   - individual variation?
   - from experience?
   - incorporated into practice?
5. How would you describe the nature of the working relationship between you as class teacher and the EAL teacher in the school?
   - independent
   - collaborative?
   - reciprocal?

6. Have you experienced change in the make-up/demographics of your classes over the course of your career? If so, how would you describe the changes you've noted?

7. Have these changes had an impact on how you view your professional role as a teacher? If so, could you please tell me a little about this from your perspective?
   - position self in relation to
   - language teacher/content teacher
   - cultural induction/local representative
   - pastoral care

*If we were to look at a specific group of your EAL learners... say those children who have been at school here in Ireland for at least 5 years and who have come from another country or whose family originate from a country where English is not a main language spoken...*
a) would you see differences in how these children use language compared to those children who are native English speakers? If so, can you give me more information? What differences?

- speaking
- aural comprehension
- extracting meaning
- manipulating content
- writing
- written comprehension
- inferring meaning
- academic or specialised language

b) How do you see these differences relating to the

- attainment
- achievement of these pupils?

c) From your professional viewpoint, how would you envisage this group of EAL learners faring

- as they transfer to
- in secondary school?
- In relation to their ability
- In relation to their classmates who are native English speakers?
Aim of project
This study explores the views of primary school teachers with regard to supporting learners of English as an additional language.

The particular focus of the research is on those teachers who have taught for at least 5 years in Republic of Ireland and currently teach classes in the upper primary school years (5th and 6th class). The profile of EAL pupils under consideration are those who arrived in the Republic Ireland at a young age and with basic early language/conversational language use in a home language (not English or Irish) and who have experienced over 5 years of full-time education through English in a primary school in the Republic of Ireland setting.

I want to explore the views and experiences of teachers with reference to how they see their role in relation to classrooms with increasingly diverse first languages spoken by pupils. I would be interested to learn what teachers have come to understand about the processes of second language acquisition and their experiences of these processes in their own classrooms. Additionally, I aim to look at to what extent teachers are concerned about the capacity of EAL learners to attain in line with their native English-speaking peers as they prepare to transition into secondary school?

Background
The literature on the perspectives of teachers of children learning English as an additional language (EAL) has more generally focused on those specialised in ESL/EAL (English as a second language/English as an additional language). Less research has looked at the perspectives of mainstream teachers. These teachers are generally not provided with explicit training during their teacher education on second language pedagogy yet are charged with supporting additional language development while ensuring access to the curriculum.

The proposed research intends to focus on teachers supporting advanced learners of EAL. The profile under examination is those young-arriving newcomer pupils who
face the challenge of developing their second language (L2), while their first language (L1) is still at an early stage with the vocabulary and cognitive concepts in L1 potentially not receiving sufficient input to develop beyond the early language stage. Drawing on Cummins’ (1979) Common Underlying Proficiency model, L2 acquisition is placed under greater pressure to recoup losses to Cognitive Academic Learning Potential (CALP) that is absent in L1 and under significantly tighter time constraints than native language-speaking students. Though presenting as conversationally able, challenge may be encountered with higher order academic tasks (e.g. reasoning, synthesising, analysing).

Methods
This study will be qualitative in nature and data will be collected through semi-structured individual interviews lasting approximately one hour.

Participants
Participants for the study will be selected on the criteria that they are teachers of classes in the upper primary years (5th and 6th class) with at least five years experience of teaching in the Republic of Ireland.

Apparatus
Interviews will take place in a quiet room, either on-site in school, or in the study room of a public library (depending on participant’s preference). Equipment used in the study will be two dictaphones.

Procedure
The researcher will meet with participants individually either in their school or, if they prefer, in a space off the school site such as the study room of a public library or a meeting room at a local hotel. The researcher will interview those teachers who agree to participate. It is envisaged that the time needed for this would be about an hour. Participants will be asked about their views and experiences as a teacher of supporting the needs of advanced EAL learners. Specifically, teachers will be asked for their views on their role in relation to increasingly diverse languages spoken in primary school classrooms, their understandings of how second language is acquired.
and their views on the capacity of advanced EAL learners to attain in line with their peers as they transfer to secondary school.

Analysis

The data will be analysed using Thematic Analysis (TA). TA is concerned with saying something about the group of participants as a whole. The researcher will analyse the data to produce a list of themes, and present them in a way that shows how they relate to each other. King and Horrocks (2000) defined themes as “recurrent and distinctive features of participants’ accounts, characterising particular perceptions and/or experiences, which the researcher sees as relevant to the research question”.

References

7.6 Appendix L  Examples of Coding processes

And again, you'd notice that mainly in Eastern Europeans. The African community, different kind of mindset, you know, 'are they settling in?' 'Find it hard to get him or her to settle down to work at home.'

Right, ok

And again you'd notice that mainly in Eastern Europeans. The African community, different kind of mindset, you know, 'are they settling in?', 'Find it hard to get him or her to settle down to work at home.'

Uhm-hmm

Right, ok.

And again you'd notice that mainly in Eastern Europeans. The African community, different kind of mindset, you know, 'are they settling in?', 'Find it hard to get him or her to settle down to work at home.'

Absolutely

Right, ok.

And again you'd notice that mainly in Eastern Europeans. The African community, different kind of mindset, you know, 'are they settling in?', 'Find it hard to get him or her to settle down to work at home.'

Uhm-hmm

Right, ok.

And again you'd notice that mainly in Eastern Europeans. The African community, different kind of mindset, you know, 'are they settling in?', 'Find it hard to get him or her to settle down to work at home.'

Yeah, yeah.

Right, ok.

And again you'd notice that mainly in Eastern Europeans. The African community, different kind of mindset, you know, 'are they settling in?', 'Find it hard to get him or her to settle down to work at home.'

Good. But again that particular class, a lot of them Eastern European, very driven.

Uhm-hmm.

Right, ok.

And again you'd notice that mainly in Eastern Europeans. The African community, different kind of mindset, you know, 'are they settling in?', 'Find it hard to get him or her to settle down to work at home.'

Ah, in other cases like what I was saying to you earlier where you know when you come home in the evening it's study time so they were able to go and kind of hang out for the want of a better word so when they weren't the rest of them kinda didn't bother with them.

Ah, you can almost see sometimes in the their writing that they're getting lost in thought and therefore sometimes the framework mightn't be there or the structure or they're jumping over and back... ahhhm, sometimes their ability to comprehend as well, sometimes you can see it even more so in other subjects like history or geography. I suppose where you've got subject-specific vocabulary that they might not have acquired up along. Aahhm, I'm just trying to think in any other, you'd nearly want them in front of you or your cop-, try-as a group go you nearly forget about them, I'm trying to think of the children I had this year... see, I'm just thinking, I'd a very varied bunch this year who you know wouldn't have been, who'd have been Newcomers we'll say for the want of a better word and a lot of it was down to the drive from home. You'd even see that at parent-teacher meetings, like some of their parents were in and "How are they getting on" and "are they weak in this area?" and what can I do to make them better?"

I suppose I often wondered about immersion. Is it really right? But, I think it is (small sigh). I suppose it's like Irish really you know when you think of the way we teach Irish. Aahhm, l-argh, I suppose it really is immersing the children and what I was saying to you earlier like their ability even to get on with peers and that mixing. You know for some children when they're coming, I suppose, here as well to live here whether it be for a short term or a long term, they're very driven and some of the children that I would've had down through the years that had English as an additional language were also studying the home curriculum. So-parents might come and say "look, will you give them extra work at the weekend" or "I wanted to keep them up" and I suppose the reason I'm bringing that up - I often thought 'oh God, had that the knock on effect that those children weren't socializing.
Uhm-hmm, uhm-hmm.

I think the whole continuity isn't something that we sit down and talk about enough.

Yeah, I was just going to ask myself that question. Is it? I don't know, is it because I'm teaching at the senior end of primary so I've got the benefits of the work that everybody else has done up along.

at the beginning. You know so I think we need to keep informing ourselves all the time. Like we never have the perfect, you know, recipe or or.

remember, I know I used to hate when my mother used to sit there going "Anne, what are you doing in your mouth and I remember just sitting there going, you know.

Not, not really, not particularly no. Like then again I might have missed it because I didn't know so I don't know. And it's, as the years go by that's gone because we're not getting the brand new arrivals.

I suppose it's, I was kinda reflecting on this recently... my friend has made the decision to send his child to an Irish-speaking school, a Gaelscoil in Largeville.

Sure. Uh-Huh.

And I was just thinking the library that I have in my class is mainly stocked with fictional texts.

Do you know what, it's going to make me more focused when I go back. They'll be students that I'll be kinda looking out for. You kinda get on with your job and you don't. I suppose they don't present themselves, in fairness as, as being. I had using the word problems, that's awful, not a problem but they don't, you know, they don't they just seem to get on with it.

You know, we use a turn of phrase and I know I'm a devil for that in the classroom... even you know,
7.7 Appendix M  Processes of Thematic Development

Diagram 1:
- Reactions to this
- Inclusion
- Standardised
- Defending progress
- Time Constraining

Diagram 2:
- Changing nature of role
- Curriculum overload

Diagram 3:
- Capacity to integrate
- Eastern European academically motivated
- African athletic sociable
- Drive priority
- Gender differentiation
- Academic balance
- Sociable integrate
Methods, Practice & Pedagogy

Language Learning Processes

Changing nature of class teacher's role and reactions to this change

Engagement with school relating to place of origin

Academic Progress

Within-child factors that impact on school experience

Interface between language & identity

Us & Ours / Them & Theirs

Process themes

From the teacher's perspective

→ The educational experience.

→ How the system works.

→ Categories of action engaged in by practitioners as well as actions of patients & populations.

→ Transactions b/w clients & providers.

Methods, Practice & Pedagogy

Language learning processes

What their views are and what informs them.

Within-child factors that impact on school experience.

Changing nature of class teacher's role & reactions to this change

Engagement with school relating to place of origin

Implications for CTA perceptions.

Perceived meaning of operating.
7.8 Appendix N  Thematic Maps A (Process) & B (Outcome)
OUTCOME THEMES
### Appendix O Themes, subthemes & illustrative Data extracts

<table>
<thead>
<tr>
<th>Themes</th>
<th>Subthemes</th>
<th>Illustrative Data Extracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Learning Processes</td>
<td>Early challenge, then established OR Inferential Capacity developing</td>
<td><strong>P01:</strong> By the time I get them in sixth they're generally pretty well established with language...like they're not going out for support at that stage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>P03:</strong> By the time they come up to me in sixth class, it's ah-really English language isn't an issue anymore. It's ah, they're more than comfortable with learning it. Any difficulties they have would be ah, you know behavioural or some other learning difficulties but not language-related I think.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>P04:</strong> But it would all depend on how much their receptive language has been developed first. I think that's the barrier, trying to break down that receptive language that they have, that they can actually understand what you're saying before having the confidence to speak back. It would be a big difficulty for a certain period of time anyway. They'd find it very difficult to get a sense of place and context in terms of the history lessons, you know, that, you know, the language and even the language in Science is more so. Really, they'd pick up the language, once they have the basic understanding like of, you know, being able to communicate effectively the-that specialised vocabulary would be just like any other child in terms of picking up the specific language.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>P05:</strong> When they're here four or five years they tend to balance out- you know over a few years. I think it's the initial couple of years that are the difficult times for the child... But four or five years, they catch up.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>P02:</strong> You have children who...have-who can speak the language, converse in the</td>
</tr>
</tbody>
</table>
language, who are significant and competent orally and can comprehend at a literal level but find the inferentials very difficult as well... They can speak it, they can write it, they can ahm answer questions based on a literal text but the whole inference and ahm, the, the real deep understanding and comprehension is lacking and that's because they haven't read extensively outside or they're not discussing and debating things.

P05: English, like they can read-after a while, they get the phonics and they can read but they don't understand what they're reading you know... They sound ok, like you know but ah, their understanding of what they've learned is different, you know. I do think they have problems there.

<table>
<thead>
<tr>
<th>Models of Provision</th>
</tr>
</thead>
</table>
| P01: I suppose I often wondered about immersion. Is it really right? But, I think it is (small sigh)... I suppose when I think of the children in school who have English as an additional language and who've made great strides, I suppose it's that immersion as well... You know, they're out in the yard, they're meeting their friends, they're exposed to it.

P03: Yeah, ahm... I think my views have changed. I used to think something akin to a reception year where a new arrival would do nothing but English language for a few months but I think that's the way it used to be but I've changed on that. I think they should be just basically thrown in the deep end with their peers. Ah, the way it's done now, taken out for ahm focused language work but then just to let, you know, so that language becomes a necessity so that they have to communicate through English to survive as such, to survive socially and academically. And I think, yeah a child will learn by that.

P02: It's much more difficult and it's a much more elongated process picking up a language if you're only doing it, ahm on, ah, an ad-hoc basis for a couple of hours a day.
| Drawing parallels with Irish | P05: There's kindergarten one and two over there so they'd two years of like dual language education. I think that would be a good model.  

P05: When you could do it in one or two years but with an intensive programme that's specific to them.  

P05: or even like dual teachers, you know like, not just Irish teachers, you know like, you could have like, ah like, whatever, a Polish person to do it on a Monday and a Filipino on a Tuesday. Like, that's the way we did it in the Middle East with the kindergarten.  

P04: How, how can you learn Irish when you only do it for an hour, you never really use it, you try and bring it into your Art lesson occasionally or into your PE lesson and make it the language of communication around the school if you can but it's a challenge and children aren't going to be confident using it unless they're speaking it regularly.  

P01: I find it's very structured, it's, you know, this is how we do it, you know, question-answer, question-answer, a bit of comhra (conversation) and now I don't know necessarily- if I was someone coming to learning English is that the right way to go about it either.  

P01: You know, when we say, I suppose the right way to learn Irish is total immersion in it and I suppose that comes back to our own self-confidence with speaking the language...I can only think back, you know ah to my Mum and the Naionra (Irish language nursery) and if we look back to our own native tongue. If children can converse in English and Irish freely, I don't see why they couldn't do it in Polish and English. |
| Language aptitude | P03: I think there's a certain degree of truth in it as well if they've managed to master Irish- or managed to master English as an additional language within a year or two, they, they can become quite good at Irish as well. |
| Drawing on own experiences | P02: I suppose if you look at it in terms of our own language, you know I mean even say English or even our Irish or you know a European language and you go to do your Leaving Cert and you're doing the tape work and you're listening for key words and you know you're able to answer questions ahm based on what you've heard or read in a passage and you know you can get the answer out of it but you know if you got a passage with words left out it's completely different.  

P05: Cos I felt it from the other side a couple of years ago when I was over in the Middle East. I was teaching Emiratis and they had no English and I had no Arabic you know, and I was like 'Oh my God', like you know, and this is what it's like for one of my kids, these kids in the past that popped into my room and I was like, I was that one kid you know for a year so it's really, really tough.  

P04: You know, I find it, I dunno, would I have the confidence myself even if I was asked to conduct an interview in Irish?...tha-that would be, you know even now and I'm teachin-I'm supposed to be teaching-I am teaching it for the last twelve years. Like I've gone through the education system and I've managed to perform reasonably well in the tests. |

P04: If I was to hazard a guess, I would say anyone that speaks the language, ahm, with confidence, would have been educated in an Irish, ahm, Gaelscoileanna (Irish-medium schools) rather than in a mainstream, English-speaking school. I think it stands to reason that the easiest way to learn it is through immersion...seemingly research has been done into it. If you go through an entire primary and secondary school system, ah learning Irish the way we teach it for an hour a day or whatever, you'll have done as much by the time you're in second or third class in a Gaelscoil (Irish-medium school).
<table>
<thead>
<tr>
<th>Role of L1</th>
</tr>
</thead>
<tbody>
<tr>
<td>P03: They speak their own language in the house you know, so there's a lot of other issues with that, that lead from that as well.</td>
</tr>
<tr>
<td>P05: I suppose there's a big gap between what they know in their own language and what we do in here and you know they might have a lot of potential in their own language that can go to waste because you know it's hard to manage.</td>
</tr>
</tbody>
</table>

P01: We were doing the pilot project for Foreign Languages so German was what was chosen in our school and the students that tend to keep it up are the non-natives...and the German teacher would say her best students are those who wouldn't have English as a first language.

P02: Still they would resort to speaking their, their ahm instinctive language at home...I really think that there comes a point as well with children if they're not speaking English at home, that i-it kinda reaches saturation level.

P04: You know that 80% of their time is spent at home. They're not speaking English for 80% of their lifetime...So you have to tap into that 80% as much as possible and that, that's where it goes back to generally if the family are making the effort to speak English at home, there's no difficulty.

P03: They all have ahm...like satellite TV at home so they get TV from home. They're not even, you know, you know [referring to watching TV in English]...which would be the way a lot of people would learn through TV. You just pick it up, you know.

P05: Like, the Eastern Europeans are quick to pick up languages in comparison, like to us. We're not very good at languages at all.
<table>
<thead>
<tr>
<th>Methods, Practice &amp; Pedagogy</th>
<th>Foster Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P01:</strong> I think the thing that was really being pushed at the time was stocking the class library with multilingual books. Ahm, isn't that terrible, I can't remember much more about it really. Ahm.</td>
<td></td>
</tr>
<tr>
<td><strong>P03:</strong> I was thinking there should be appropriate teaching of the content in their own language, you know because they're missing out...they're missing out on content because of...not having the vocabulary or the understanding.</td>
<td></td>
</tr>
<tr>
<td><strong>P1:</strong> I would make a point throughout the year to change their seating arrangements and to move them around and I just felt she...she was the type of girl that I felt would have benefitted in this case from being with a table of chatty girls.</td>
<td></td>
</tr>
<tr>
<td><strong>P5:</strong> Your seating plan, you know. That has become more of a-you're more conscious of where people are sitting now. So the more able kids, I'd always sit them beside a non-national, you know. The more social ones, I'd always sit beside non-nationals. Kids that have their own emotional needs, I wouldn't have them anywhere near them because they're a bad support for each other I find.</td>
<td></td>
</tr>
<tr>
<td><strong>P3:</strong> I suppose not measuring you know successes in the class just based on you know academics or language...So you know plenty of reward for trying or for ahm, for participating in activities or sports or anything like that. <strong>P2:</strong> I suppose if the child is, is going to maybe TEFL classes or something like that that there'd be a link up with the class teacher and that the TEFL teacher would take out other children in the class as well and integrate that way...If you feel that the child may be having difficulties socially to, to ask one of the other teachers involved with the child to take a group and you know build games with them and you know do a programme.</td>
<td></td>
</tr>
<tr>
<td><strong>Thematic Approach</strong></td>
<td><strong>P5:</strong> You'd always the programme that would come from the EAL teacher, you know, and you'd see what she's focusing on. And so as the class teacher you try</td>
</tr>
</tbody>
</table>
and use that to try and integrate them into the classroom and to talk about what
they’d done or present projects... or you’d try and theme your work along with
their scheme as well. You’d be focusing on, let say on Gardaí (Police) or you know
whatever you’d be doing through SPHE (Social, Personal & Health Education
Curriculum) and you’d ahm... you’d try and integrate as best you can.

P3: And the EAL teacher would always inform the class teacher what was going
on, what they had been learning and I suppose, the other way-vice versa. The
class teacher could tell the EAL teacher “Next week, I’m doing a project on this,
will you teach the appropriate vocab on that so”.

P4: You want to give them challenging sentences as well but, but I think to do it
thematically is probably the best way and that’s the way most programmes are
done in, in resource groups are done... Yeah so you do the theme maybe of
ah... about home, about school, about me and then you differentiate it, making it
more difficult and more challenging... with the themes going up along the different
classes.

P4: You know, if you’re using-you’re trying to develop-you’re doing the volcanoes
with a third class or you’re doing volcanoes with sixth class-obviously you’re
kinda talking more specific in terms of language with magma... but you’re trying to
develop it, help the vocabulary develop further... more challenging in sixth class.

<table>
<thead>
<tr>
<th>Adaptation</th>
</tr>
</thead>
</table>

P3: Well, I suppose you’ve got to think that you know you’re teaching the children
you have in front of you, you know, you’re not teaching an ideal class. You’ve got
to teach wha-what’s there... like all I do is just see has this particular child
improved year on year or test on test and not, not compared a class to a class I
had five years ago.

P3: It hasn’t changed my focus... ahm so while you’re teaching the same thing,
you know the same sixth class curriculum, it’s got to be taught differently ah to
match the level of the children.
P04: You’d teach it as a general topic and then what you would do for children maybe who have English as an additional language... you’d make their writing ah template a little bit more simplified and you’d expect them to write a bit less I suppose and get the basic sentence structure correct.

P03: It could be certain types of novels I might have taught the class that could be—that would be ah, ah quite a high level but then you can’t do that, you know. You know, you just you read the class level and then you go ‘No, I’ll have to go for a lower level’ or something like that.

P05: As a teacher, you’ve to—I’d be very into ICT like, you know so I’d to adapt, do you know, I’d to totally change my teaching methodologies.

P05: Science is fine because it’s very procedural, like. You know, the language is repetitive, you know in terms of experiment, procedure, you know, in terms of the methodologies you use.

P04: And it was trying to tailor an Irish programme that he could pick up some language from ah, the class as well but he couldn’t access the curriculum that we were doing directly because he was just learning Irish for the first time. And, then when he came to comprehension in English he would always find that a bit more difficult as well, trying to develop the vocabulary and the reading fluency as well so... Ah, you can see how they, why they would enjoy Maths lessons, I suppose, yeah.

P04: It’s fine to do if you’re doing mapping in Geography, that’s simple; there’s no need for any differentiation there. That particular child is going to be able to do that just the same way as any other child. P01: So, I suppose we use maybe colloquialisms and different things ourselves in our own language that when I think about it now must seem alien to those students sitting in front of us.
<table>
<thead>
<tr>
<th>Accessing Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P01</strong>: You know, we use a turn or phrase and I know I'm a devil for that in the classroom...at the end of the year a few of them— one of them made a bag for me with all these phrases and said ‘Teacher, these are the phrases that you used during the year’ and I didn’t even realise I was using them and just when you're saying about changing your methodologies or your approach to teaching, I suppose that's something I'd really want to become aware of.</td>
</tr>
<tr>
<td><strong>P02</strong>: -because we speak very colloquially and you know it's not really (laugh)....like it's not really—children speak very colloquially as well and it doesn’t expand the vocabulary of the child.</td>
</tr>
<tr>
<td><strong>P04</strong>: You know, there's no quick fix or obvious solution. I mean you could go and you could buy some book in a bookshop in Largeville but really what, how is that going to make a difference in the child's [inaudible word]. You're trying to give them something that is age-appropriate but basic enough and if I was to go down now and ask a teacher in another class what would you do if you had a French speaker in your class on Monday everyone is going— you're going to be trying to reinvent the wheel almost as to what—what will you do but really you, you just try and find out as much about the child as you can.</td>
</tr>
<tr>
<td><strong>P04</strong>: I suppose the challenge for the teacher is to find material that's suitable for them to bring them on as quickly as possible and to keep them motivated in terms of written work and making it real for them in their lives.</td>
</tr>
<tr>
<td><strong>P02</strong>: You have to be conscious and try and differentiate you know for the child and make the content you know appropriate to their level...I suppose you’re trying to evaluate and you’re trying to assess all the time what the child has grasped and you know sometimes you can individualise sometimes the, the content and, and make it more significant for the child or, or you know more accessible for the child.</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Collaborative Teaching</td>
</tr>
<tr>
<td>Within-child factors impacting on school experience</td>
</tr>
</tbody>
</table>
| Drive                                                                 | P01: they seem to grasp it an awful lot better than our own.  
P04: It was just amazing what he achieved because you know because he was intelligent, a hugely intelligent and bright boy.  
P05: She’s a sharp girl, she’s improved ah dramatically really in eight or nine months. |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Drive                                                                 | P02: I mean we have had some children from Eastern European countries who are so focused and so driven...they don’t get side-tracked. I mean they don’t get brainwashed by the Irish. They’re very, just very focused and very driven and very assured.  
P01: Now, I’m kinda looking at the vast majority here. I think they’re more driven than some of the natives...I dunno, does it come from we’re here in this country, we have a purpose, we want to succeed?  
P04: Well I suppose you could generalise and say things like, you know, some of the—my experience was that certainly the female Nigerian girls were very, very highly motivated...But you know, universally speaking, nearly across all, Eastern Europeans were generally highly motivated because it was— they were there to work. |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Active engagement, coping with challenge | P01: I suppose they don’t present themselves, in fairness as, as being, I hate using the word problems, that’s awful, not a problem but they don’t, you know, they don’t— they just seem to get on with it.  
P03: If the child was older coming in, they’d have to have the willingness to—to try something new, to speak English and to make mistakes and not be afraid of it, you know. |
| Social openness, Sociability | **P01**: It's funny now I was kinda thinking about it the other night. The children who are able- who are better settled and able to mix with their peers seem to do better than those that don’t.

**P02**: I think that it benefits them in all areas, I think their socialisation develops their language and their confidence and that, I suppose, enhances their wellbeing and their capacity to contribute in the classroom.

**P01**: I just think they’re more open to learning when they’re more popular in school….I’m thinking of one or two students who didn’t blend in well with their peers. Even their self-esteem was hugely affected which in turn I felt had a knock-on effect for them in the learning that was taking place inside in the classroom.

**P01**: I’m just thinking of a particular instance and this one, it’s a child from India, and couldn’t mix and blend and I could see why. Like I was saying to you earlier, couldn’t endear, just couldn’t endear herself.

**P02**: Very often, I think that they, they need something extra to be popular almost with the others...that child might have to have a talent to endear themselves to the others.

**P01**: When you come home in the evening, it's study time so they weren’t able to
<table>
<thead>
<tr>
<th>Engagement with school relating to place of origin</th>
<th>Reason for move</th>
</tr>
</thead>
<tbody>
<tr>
<td>P02: I mean we have had some children from Eastern European countries who are so focused and so driven and I suppose the employment of parents or the reason that the move has come to Ireland has a huge significance as well on the attitude of the child to education.</td>
<td></td>
</tr>
<tr>
<td>P01: You know again, it depends on their purpose for being here.</td>
<td></td>
</tr>
<tr>
<td>P04: Quite a few families have actually returned home because their economies may have picked up a little bit and maybe it was always their ultimate aim was to move home. It was just to get that bit of time in Ireland when you know there was plenty of work here.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority gain from school experience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P02: I think that the focus of the Eastern Europeans is very much you know you're at school to get an education. You make the most of it and they do. They hang on to every word the teacher says.</td>
<td></td>
</tr>
<tr>
<td>P01: The African community, different kind of mindset, you know 'are they settling in?'; 'find it hard to get him or her to settle down to work at home'.</td>
<td></td>
</tr>
<tr>
<td>P01: The African community would be very sociable but won't have that drive.</td>
<td></td>
</tr>
<tr>
<td>P02: They (Eastern European pupils) really respect and value education and they're ahm...like they, they have ah, ah ambition for themselves and they know that I suppose education is the key to a future for them whereas I suppose a lot of the time the Irish culture is 'Ah, it'll all work out grand in the end'.</td>
<td></td>
</tr>
<tr>
<td>P01: When you (referring to an Eastern European pupil) come home in the evening it's study time so they weren't able to go and kind of hang out for the want of a better word so when they weren't the rest of them kinda didn't bother with them.</td>
<td></td>
</tr>
</tbody>
</table>
| Balance | P01: I would say, now this sounds like a contradiction. Sometimes the Eastern European community mightn’t open themselves up socially but they’d be very driven.  

P01: When you (referring to an Eastern European pupil) come home in the evening it’s study time so they weren’t able to go and kind of hang out for the want of a better word so when they weren’t the rest of them kinda didn’t bother with them.  

P02: And so, I think that it does have a knock-on effect ahm, you know but I suppose more so just the whole isolation factor that I see with some cultures like it’s not just- It can be the language that isolates them, it can be their culture that isolates them.  

P01: Ahm, the Philippines would be very ahm...kind of...how would I describe it...they’re they seem to have the balance right.  

P05: Like ahm certain nationalities say like Filipinos work in the services area so they’re in the shops, they’re in the bars, they’re meeting people, they’re talking to people whereas the Eastern Europeans work in factories predominantly, you know and they don’t socially interact much themselves either. |
|---|---|
| Value placed on education | P03: I suppose the main factor there would probably be family background, maybe you know, if they were-definitely tend to have some families may put more value on you know getting a head in school.  

P04: A lot of these families that do come over they’re so highly motivated for their children to succeed in education. You can just see it.  

P01: ...How they wanted their children to get on. It would be very obvious in those parents, you know, you’d know by the way that they’d interact with you.  

P02: I do think that the children who are well supported at home and where
| Distinguishing based on perceived strengths or expectations | P01: In cases like that, where you know even the Muslim community that you might see...there’s a more of a push on the boys to succeed in school than the girls again very generic on my part. It’s only in my own personal opinion.  

P04: Well I suppose you could generalise and say things like you know some of the- my experience was that certainly the female, Nigerian girls were very, very highly motivated. I hope that doesn’t sound in any way discriminatory or anything but boys less so, less motivated...but I think in general boys can disengage more so than girls at an earlier age in school.  

P01: By the time he was in sixth class he was on the school football team... he was a phenomenal athlete. He was hugely popular...and I don’t ever remember hearing that he was struggling academically.  

P02: They can be very athletic. Like African, they’re really supple and ahm athletic.  

Trust in system | P02: I suppose ah, a little bit, I suppose of our primary education in recent times is the child who shouts the loudest or in this case, I suppose the parents who shout the loudest, you know sometimes get the better access to services because they... |
<table>
<thead>
<tr>
<th>Changing nature of class teacher’s role &amp; positioning of their professional role in relation to this change</th>
<th>Inclusion</th>
</tr>
</thead>
</table>

**P02:** You know I really think that the parents of children from overseas very often trust the teachers and the education system more maybe than the Irish parents do and you know some times that’s not maybe to their advantage.

**P05:** Yeah, like back in-when I started it wouldn’t matter where kids were sitting to be honest. There wasn’t as much-special needs wasn’t as much of an issue. I’m only out eleven years...Ahm...non-nationals wouldn’t have been as prevalent then as it is now but definitely that’s a big part of it now.

**P02:** But I think ahm there’s definitely a greater awareness of ahm of children with differences regardless of what those differences might be culturally, academic, like talent wise, special needs.

**P04:** Well, something that’s occurred to me is the challenge of ahm...you know, th-the model of ah I suppose...education equality and having an integrated system as well for children with special needs is the other element of it as well. It’s the other factor for a mainstream class teacher.

**P04:** That’s the system and it’s, it’s wonderful for those children to be in the mainstream setting as well. They’re very, very welcome and they bring a lot to a school I think as well but again that’s a challenge.

**P02:** but that brings its own stresses and demands for teachers, you know...We’re still just trained to deal with the mainstream, average type of child in your class.

<table>
<thead>
<tr>
<th>Time constraints</th>
<th></th>
</tr>
</thead>
</table>

**P05:** Like, we’re trying to get too much done. We’re teaching, whatever it is, 12 subjects or whatever and trying to find the time for them all. The kids are totally overloaded...they have a lot of ahm exposure to particular areas of the English programme, which is good you know, but the time isn’t there to do it properly. It’s
just not there.

P04: Now the curriculum has got much wider and every subject, when the 1972 curriculum for Primary schools was two books and all subjects were in those two books... and then just around 2001 or 1999 the new curriculum was written, the revised curriculum and that, suddenly you were presented with 13 books.

P02: A lot of it is informal between ourselves ahm...I suppose there’s not that much again. I suppose it’s time and resources. There’s not that much time allocated for ahm or provision made for that kind of discussion among a group of people. So it’s very often you’re talking to the teacher next door or you’re having it over lunch or ahm maybe at a staff meeting something might come up, you know.

P05: There isn’t as much time for teacher collaboration anymore you know, even through the Croke Park hour. We have teacher collaboration about once a month, we HAD teacher collaboration once a month for the first couple of years but that seems to be getting pulled away now with the school self-evaluation taking over.

<table>
<thead>
<tr>
<th>Defending Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>P04: I’m sure you’ve heard about the whole numeracy and literacy strategy that came in and the Pisa studies, that scores in English and Numeracy had disimproved and every school had to try and get back to basics and improve their literacy and numeracy scores again.</td>
</tr>
<tr>
<td>P03: In many other schools in the country, if that child-if one of those children was in the classroom they probably would exempt them from doing standardised tests. We have so many you’d be exempting most of this class which you’d (laugh)-</td>
</tr>
<tr>
<td>P05: School self evaluation has brought other pressures, you know, in terms of,</td>
</tr>
</tbody>
</table>
we’d be focusing on English and into Maths now as well and like really the
standardised tests are the bread and butter of assessments so we try and compare
one year to the next but it’s so slow and you’re putting so much extra work into
especially English and Maths and it’s very hard-and the results aren’t showing.

P03: Eh, it does become tougher when you’re doing standardised tests at the end
of the year. You can really see- like a lull, like for a kid that you know...is not ah,
you know learning challenged in any way or doesn’t have-it’s just because of a
language difficulty so it’s, you know...you know it would be very unfair if you’d an
inspector coming in looking at the results of the class and saying “oh gosh, this
class isn’t-isn’t performing very well” but you know there’s a reason, you know
it’s a language thing...they might have thought the results were not good here
but...you know, we’ve got better at justifying ourselves you know for that reason.

P05: It’s like I said about you having a non-national in your class doing tests and
they’re only after landing in September and if you can think back to where they
were eight or nine months ago then you can see, yeah ok, it has come on.

<table>
<thead>
<tr>
<th>Class teacher’s vulnerability</th>
</tr>
</thead>
</table>

P05: There’s a bullying issue from a parent’s point of view basically like, and
ahm, it’s very hard to communicate about that and it’s very hard for the class
teacher to sort it out...it’s presenting in their- in their language so she doesn’t
know what they’re saying. You know when you get the vibe, when you see things in
the yard as well....you’d see it you know but ah I don’t know exactly what’s going
on.

P04: They (the pupils) got a great kick out of doing that of course, being able to
communicate and you’d have that difficulty (discussing incidents of pupils acting
as language brokers between class teacher and parent).

P03: I’m thinking of younger children who might be inconsolable for some reason,
you know something happened and I would always send their older brother in my
class down to you know 'would you go down to look after them because we don’t know what to say to them' or 'we don’t know what’s wrong'. So it’s kinda trying to figure out how best to serve them in that way.

| Reflective Practice | P03: Like then again I might have missed it because I didn’t know so I don’t know (speaking about a pastoral care aspect to their role for EAL pupils).

P02: You know so I think we need to keep informing ourselves all the time. Like we never have the perfect, you know recipe or, or.

P01: Now again, I suppose I have to look at myself as a teacher... for a long time, I mean, you know the benefits of reading and I’d go on about it but I never made it happen in my class whereas I made a conscious decision last year to do that.

P01: One of them made a bag for me with all these phrases and said ‘Teacher, these are the phrases that you used during the year’ and I didn’t even realise I was using them and just when you’re saying about changing your methodologies or your approach to teaching. I suppose that’s something I’d really want to become aware of.

| Responsibility | P02: I suppose we do as much as we can but you know like we take responsibility for it for the purposes of ahm delivering the programme and ensuring that the child has accessed the programme but you can’t take responsibility for, for how they, for what they do with what you give them.

P04: I mean the class teacher, I suppose, has ultimate responsibility for all the children but you are very much relying on the expertise—generally speaking teachers in resource positions have that extra expertise that they have received by doing night course... I think the class teacher is kind of, you’re more, you’re trying to meet the general needs of the class.
| Changing nature of class teacher’s role and reactions to these changes | Efficacy & Progress | **P04:** It’s a very rewarding job I think... because if you have a child that’s got a specific learning difficulty they’re, that’s an inherent or that’s a condition that the child has probably been born with or they’re always going to have a difficulty be it dyslexia or whatever. They’re always going to have some level of difficulty whereas ah, it’s highly rewarding to see these children because I go back to that fella I had last year, my last experience, his progress from the start of fifth class to the end was startling, you know like it was just amazing.  

**P03:** Like all I do is just see has this particular child improved year on year or test on test and not, not compare a class to a class I had five years ago. |
| --- | --- | --- |
| Frustration | **P02:** Sometimes I suppose it makes you feel incompetent (laugh) you know because you’re trying to divide yourself in thirty two, you know, or thirty five and, and it can, it can generate stress, you know. You can feel frustrated, you can feel that you’re not ahm optimising a child’s chances, you feel that maybe someone hogs your day, hogs your attention. Your intentions aren’t always fulfilled in your daily practice and you go home frustrated and you try again the next day.  

**P04:** But it is, you know it can be hugely frustrating for the mainstream class teacher- you have ah, ah clearly a quite intelligent pupil in front of you and there’s a language barrier there and he’s trying to communicate with you and you’re trying to communicate with him or her and tha-that barrier is there. |
| Unsupported OR Can chart professional growth | **P05:** Yeah, yeah I think it’s scandalous to be honest. I’d love to bring in the Education Minister to our school and ask them what-how are we supposed to keep-because you’re really, you’re trying to do too much, do so many things... Not just because of non-nationals but because of everything, I really think the schools have been decimated and supports aren’t there that we need.  

**P05:** Yeah, you’re just touching off it, just skimming the water. Yeah, I just think |
there's an awful lot more that could be done for them. Like we are a multicultural country and that's there's no disputing that so it's time to address it...It's crazy, it's crazy, like if they want to ignore them, like why are they allowing them in in the first place?

P04: It would be just more of a complaint nearly, that what skills were we given as newly qualified teacher and even today? I mean...I just feel that it should—there should be more training made available for teachers ah-in-service and help given.

P01: You know, if, if the principal was to walk in in the morning and say 'Anna (pseudonym), I'm giving you a child from such a country or continent', it just wouldn't be, you know you wouldn't be as alarmed...it wouldn't phase you, exactly. Yeah.

P02: I think we'd learn— I think we learn an awful lot from discussing how we cope and deal with it and strategies between ourselves as professionals. I think we learn a lot more from that than from somebody outside telling us this is how it should be done.

<table>
<thead>
<tr>
<th>Letting them down</th>
</tr>
</thead>
<tbody>
<tr>
<td>P03: I'm like after doing a whole few chapters about say World War II and we've been discussing something as important as say the Holocaust or something like that and there's twenty children who understand—who understood what I was saying but there's ten children there who didn't—probably only got the gist of it, probably half understood you know because of language difficulties so they're going into their teens, into secondary school without having talked about something as serious and they might never hear that again...No it just got to be me one year when I was doing that, they're gonna grow up not knowing about that you know...</td>
</tr>
<tr>
<td>P02: Sometimes, I suppose it makes you feel incompetent, you know...you can feel that you're not ahm optimising a child's chances.</td>
</tr>
<tr>
<td>Doing our Best</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>P05:</strong> Yeah, we’re like a jack of all strings, you know and it’s really hard to do it. I’m not lying. It’s a really, really tough job now, way harder now than it was. Not just because of non-nationals but because of everything.</td>
</tr>
<tr>
<td><strong>P04:</strong> You’ve basically, you’ve experienced it yourself but I could be doing completely the wrong thing and nothing I’ve said to you for the last hour or so, I can’t validate or whether or not it’s the right thing to have done or not. It’s my interpretation of the way it should be done, whether right or wrong.</td>
</tr>
<tr>
<td><strong>P05:</strong> Yeah, like literally you can’t target that one child every single second of the day like really. If you get to them for ten minutes, fifteen minutes a day realistically you’re doing well.</td>
</tr>
<tr>
<td>Written expression &amp; understanding lagging behind oral fluency</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>P04</strong>: Yeah, because within a year generally, like I mean particularly, if they’re in a class up as far as maybe third or fourth, they will have picked up the language to a basic level.</td>
</tr>
<tr>
<td><strong>P03</strong>: I think by then (four to five years), they’ve got it. If they’re going to get it they’ve got it...There might be gaps in vocabulary and you know...for tough, tough words and that but I think by that, after that many years it’ll be down to their own just differences in intelligence you know.</td>
</tr>
<tr>
<td><strong>P05</strong>: I think when, when they’re here four or five years they tend to balance out— you know over a few years. I think it’s the initial couple of years that are the difficult times for the child.</td>
</tr>
</tbody>
</table>
P01: I suppose, it's very, it's much more obvious probably in written language than spoken.

P03: There would always be certain kinda tell-tale signs that you can see that English is not as fluent as it might otherwise be.

P05: Definitely the more factual questions or you know, are easier than the open ended ones where they have to come up with their own answers like why something was happening, you know, trying to explain things. They've no idea. If you asked them when it happened or who, you know like, the standard comprehension answers, they're a bit easier than that but they'd find it very hard to expand.

P05: Their language isn't there, like you know and their understanding isn't there of the text either.

P02: I think the vocabulary ones (standardised tests) they find more difficult but the ones where you'll really notice a child that's struggling with language or that hasn't mastered the inferences or the kind of the whole context of language is in cloze procedure... because they have no cues and they just have to fill in. Our children from overseas almost ahm, apart from the exceptional learners and the really driven children they'll all struggle with that.

P04: Their tenses would be mixed up, you know the errors in sentence structure would be pretty, pretty obvious as well.

P01: It's, ahm, their understanding of vocabulary. It's sentence structure formation. It's ahm, ahm even I suppose in writing creatively, ahm...it's the flow.

P05: Ahm, I suppose grammar and things, there's still a break down in grammar, like you know, no matter how much you teach them, you know this is the way it's
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>said, in terms of position of language or like definitive articles, you know, they still make the same kind of nearly national mistakes. You associate certain grammatical mistakes with particular countries, you know like.</td>
</tr>
<tr>
<td>Maths</td>
<td>P04: They generally, they absolutely adore Maths lessons because you have the numbers in front of you and it's a case of doing the computation and they're succeeding.</td>
</tr>
<tr>
<td></td>
<td>P03: On the other scale when it comes to the Maths test, they can be very proficient at numbers.</td>
</tr>
<tr>
<td></td>
<td>P03: you know problem-solving maths would be of particular concern because computation is fine and they can add, subtract, multiply, divide but they can't figure out what it's asking them to do.</td>
</tr>
<tr>
<td></td>
<td>P05: Problem-solving is a big problem.</td>
</tr>
<tr>
<td></td>
<td>P04: they could perform a little bit better even in Maths if language hadn't been a barrier and that was the challenge.</td>
</tr>
<tr>
<td>SEN</td>
<td>P02: It's very difficult to differentiate what exactly is the problem, do you know?</td>
</tr>
<tr>
<td></td>
<td>P03: I think there's a difficulty in trying to ascertain if there's low attainment scores whether it's down to ...language or is it down to learning difficulty.</td>
</tr>
<tr>
<td></td>
<td>P02: that's a kind of a crisis area for the child cause they're coping with the integration into the classroom and they have the learning difficulty as well, you know.</td>
</tr>
<tr>
<td></td>
<td>P04: Once they get over that hump of about two years of being in the</td>
</tr>
</tbody>
</table>
system...usually the fact that they’re highly motivated, ah, generally speaking you
know, you make generalisations. They’re highly intelligent children as well you
know—once that initial language barrier has been broken down, they’d be fine.

P01: You know, I think the vast majority of them would (in response to question of
whether her EAL pupils would attain in line with their ability in secondary
school).

P03: I, I don’t think language...really is the main factor. It might have some
bearing on it, you know a lack of vocab or a few gaps here and there but otherwise
no, it wouldn’t really affect their attainments too much.

P03: Ahm, I suppose a high proportion would be in the lower levels...of
attainment.
P01: Some of them, yes, yeah. To the point that you’d kinda go ‘God!’ You’d hope
they’d come under the umbrella of some kind of learning support.

P05: Attain in line with their ability. Not a hundred per cent, I’d say, no. No,
they’re still—you’d still have the comprehension problems, even for the kids that
are there for eight years we’ll say. Definitely, comprehension, problem-solving in
maths, grammar to a lesser extent. They really can be quite good in things, you
know like. They sound ok but ah, their understanding of what they’ve learning is
different, you know. I do think they have problems there.

P01: And again, I’m going back to the social thing. I just think—I, particularly in
secondary school that that’s huge. Like, I’m just wondering in my own head, you
know if you’ve somebody that’s really struggling in secondary school to mix with
their peers. School is a miserable place. You know, is absenteeism going to
become an issue? Is—you know, will they become very down in themselves?

P04: Coming back to the question about secondary school...you know it’s the...the
<table>
<thead>
<tr>
<th>Interface between language &amp; identity</th>
<th>Primacy of L1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>fun element</strong>-You know it’s nearly all exam focused whereas in primary school a lot is done—there are subjects that are taught for the enjoyment element of them you know or the social development. They’re never really assessed as such, whereas once you go into secondary school practically every subject is assessment-based you know.</td>
<td></td>
</tr>
<tr>
<td><strong>P04</strong>: They would gravitate towards each other in the yard and so on and maybe not mix quite as well.</td>
<td></td>
</tr>
<tr>
<td><strong>P01</strong>: I remember noticing it a few times and I remember seeing the other children in class getting frustrated and going ‘why do you always have to go talking Polish to each other?’</td>
<td></td>
</tr>
<tr>
<td><strong>P01</strong>: Actually, I remember noticing it on school tours and things like that, that they automatically made a beeline for each other.</td>
<td></td>
</tr>
<tr>
<td><strong>P05</strong>: Like we’ve twenty two out of twenty nine and we’ve one particular nationality and our Junior Infants teachers have a lot of problems with them if they’re speaking their native language the whole time. <strong>P02</strong>: Still they would resort to speaking their, their ahm instinctive language at home.</td>
<td></td>
</tr>
<tr>
<td><strong>P03</strong>: I think it’s very difficult for them to learn English to a decent level because they’re they don’t need to speak it. They’ll get by doing the bare minimum for teacher but then when it comes to social or socialising or out in the yard it’s back to the native language.</td>
<td></td>
</tr>
<tr>
<td><strong>P04</strong>: They still spoke Chinese at home so I can only imagine that they continued to experience a lot of difficulty in secondary school and you know they’re trying to speak one language at home and one language at school and you know generally they didn’t, they didn’t mix a whole lot in terms of sporting or extra-curriculars.</td>
<td></td>
</tr>
</tbody>
</table>
| Family's role for English; Family's investment in English | P02: We have to make English important for them.  
P02: I think it's where English isn’t seen as important, where it's seen as purely academic and something you do for your teacher...the child needs to see a purpose in it and that it's not just something that we learn at school.  
P05: You know, they watch Polish TV. They have their own language channel, not just one, they do have their own language channels which we try not to encourage, you know like. Because you want to try to get them into reading English text like magazines and newspapers.  
P03: Like satellite TV at home so they get TV from home. They're not even, you know, you know...which would be the way a lot of people would learn through TV. You just pick it up you know.  
P04: That's back to the school difficulty, you know that 80% of their time is spent at home. They're not speaking English for 80% of their lifetime so you're trying to increase that.  
P04: You’d definitely know the families that were making an effort at home to speak English. |
|----------------------------------------------------------|
| Recognition of attachment to and value of L1             | P02: I think that it has a purpose because I think that it is important that the child is part of their heritage and I'd hate anybody to tell me that I couldn't speak Irish.  
P05: I think it's important, like I'd hate to go to another country and be told you have to forget about where you came from and your language and everything...like when we encourage English in the house we don't mean that they're not to speak any of their own language, you know.  
P01: You would see situations where the children wouldn’t like their parents |
<table>
<thead>
<tr>
<th>Us &amp; Ours/ Them &amp; Theirs</th>
<th>Early assimilation</th>
</tr>
</thead>
<tbody>
<tr>
<td>P02: Children who began initially in junior infants and come through almost seem as Irish as the Irish, you know, by the time they have seven years done in Primary school...they just, I suppose, seamlessly, they build up friendships and they're seen as so ordinary and part of the bunch.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Irish; its role &amp; its value</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P04: You wonder where it will go in the next few years because I mean the standard has disimproved rather than improved...the love of the language is lessened I think, you know and I mean you take it from our parents’ generation, I think it’s getting less and less and why is that I wonder, I dunno.</td>
<td></td>
</tr>
</tbody>
</table>

| P01: I’m teaching it in a school where I suppose-we’re in a school where there isn’t- there’s almost ahm...a resistance to the language and I suppose again I suppose that could be coming from like, our school predominantly, there would be a huge Northern Irish-Ireland influence within the school because a lot of people will have moved to Midtown in the troubles. |

| P05: Really, like where are we going with our Irish language? It’s dying; our language is dying. Even teachers, the standard of Irish is deplorable...there’s a big problem with society as well. It’s totally changed, like, ahm I remember when I grew up here myself. My father was a farmer but he could do the homework with me. He could speak Irish, like you know, a small bit anyway...but people could... |
speak Irish at home back then whereas now people can’t you know. My friends say, in the thirties age bracket, they haven’t a word.

P05: I question the Irish, like the necessity for them to learn Irish. You know a ten, eleven, twelve-year-old coming into a foreign country with no English, why they have to do Irish, I just don’t know.

P05: I just don’t see the need for it with them to be honest. I know our Irish programme- you need Irish to be a teacher and a Guard (Policeman or woman). I don’t know if that’s still the way, but, ahm, I really think government policy needs to be reviewed.

Standards

P01: Other people might have said this to you but children who don’t have English as a first language are better at Irish in some cases than our own.

P02: If they’ve had three or four years in the system their capacity to speak Irish is at a more advanced level than a lot of our native speakers.

P01: So when I’m saying to you they’re better than the local children at Irish, I suppose that’s not to say either that the standard of Irish is great.

P04: I think that’s, that it’s taken for granted maybe and we’re Irish anyway whereas maybe these children are trying to integrate and feeling- and they want to feel part of the system, part of the...there’s a certain coolness for them to learn it maybe.

P03: I don’t think the difference in the quality of composition would be down to ahm...not having English as your native language. No, you wouldn’t know just by looking at this whether this person was...there’s probably a few that you might say is English as a second language who isn’t as well.

P02: I think sometimes, in Ireland, a lot of the time...say, parents of children who
are normal and capable and ahm...the, the parents leave it, you know and say 'oh, you know, the teacher will put pressure on them' or leave it to us and don't always encourage and focus. I think Irish children are very spoilt.

P01: I mean really Irish children, their grammar is as bad (laugh), you know.

P02: They don't get, kind of, side-tracked. I mean they don't get brainwashed by the Irish. They're very, just very focused and very driven and very assured.

<table>
<thead>
<tr>
<th>EAL pupil as useful</th>
</tr>
</thead>
</table>
| P02: We do use them as an example to the other children because they, ahm, they really respect and value education and they’re ahm...like they, they have ah, ah ambition for themselves...whereas I suppose a lot of the time the Irish couture is 'ah, it'll all work out grand in the end'

P02: I would say academically ahm (they would be) great role models and a great example to our children.

P04: It was a huge benefit in terms of tolerance, respect and ahm, developing a kind of a sense of respect for all cultures.

P02: I think that our children you know have such an understanding of multiculturalism and diversity and they'll be so appreciative of other cultures and so understanding and they'll have like a really ahm kind of ...deep knowledge of different cultures from growing up with these children.

P04: It was really natural you know that these children are here, they have their own way of different types of food and everything.

P02: That child becomes useful in giving information to the others and has a purpose.

P01: Even as a teacher, that you can turn to students when you're doing certain
things in class and draw on their experiences as well.

P04: You’d be trying to include them if they had something they were maybe skilled at, you know like, craftwork or anything like that, you’d ask them to come in and participate in their child’s education through that, you know that way rather than speaking, you know.

P02: That parent might have a skill, like some of them—some of our parents are very good at origami or you know very good at technology and I think that that should be encouraged. They should be brought into the school you know to share their talents and you know make their culture be important to ours as well. And to show that there are things, like the mutual benefit that we can share with each other. That we can benefit from them, tap into their resources and what they can offer and that they can learn from us.

They are separate

P05: We’ve a lot of Nigerians and they come to everything as well. Ahm, definitely Eastern Europeans don’t—they don’t seem to appreciate what goes on or they don’t seem to want to be involved in the school community and things. They like to be on their own, you know. They like to do their own thing.

P02: you know, they (parents of Irish children) invite other children to their houses and they decide you know who—say who’ll be in the group and whatever...I think the parents of children ahm with English as an additional language don’t always do that. Maybe sometimes they’re protective of their culture and their child and don’t always try and cultivate the friendships with the others.

P05: You’d see it with parties, like with birthday parties and things. They’d have their own—just their own nationality coming— they wouldn’t have. Whereas, like you know, we’ll say, like the Irish kids, say they’d bring everyone, you know...You know, they’d bring like twenty or thirty in the class, they’d bring them all. They’d bring the whole school if they could. You know, whereas they’re definitely, the Eastern Europeans, they’re more private definitely.
P04: I mean certainly many of the African children had a real reluctance to the whole aspect of Hallowe’en. That was always something that was kind of a strange one. You’d be trying to explain the Irish tradition around Hallowe’en and the American and how it has been Americanised and so on but they had a real objection to that.

P04: And the same around Christmas, very often they mightn’t like to participate in those lessons either and some of them didn’t-wouldn’t celebrate Christmas and then you know you’ve your St. Patrick’s Day...