

Teacher's perceptions of effective adjustments and methods to enable the inclusion of students with English as an additional language (EAL) within the classroom environment.

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This dissertation is submitted in part-fulfilment of the Erasmus Mundus MA/Mgr In Special and inclusive Education

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**UiO : University of Oslo**



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**Roehampton University**



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# Abstract

During the researchers experience of studying and working in the field of Education within England for the period of six years a particular topic arose of how English as an Additional Language (EAL) students are being included in the curriculum practice. How, where and when are EAL students are being included in the classroom and if the topic of EAL students is explored enough and given an important space in its own right within the British Education system.

The Master thesis was conducted in order to explore in further depth the topic of English as an Additional Language (EAL) students being included in the mainstream classroom through adjustments and provisions provided by the teacher. During the research significance was placed on identifying effective teaching techniques, methods of curriculum adjustments and how these are influenced and affected by teacher and the perception they hold. The relevance of the exploration of EAL students and teacher's perceptions and how these students are included through curriculum adjustments ensures equality is a focus in educational practices.

The study seeks to investigate how teacher's beliefs and the school ethos may impact the adjustments and methods put in place to create inclusion within the curriculum for EAL students. An exploration on how and if teachers supporting EAL students have and are given training enabling them to work more effectively when addressing educational issues of inclusive practice when addressing culturally and linguistically diversities in the classroom. The impact this training will have on the importance teachers hold towards their responsibility for valuing and supporting the cultural identities of students within their classroom will be explored. (Gorter & Cenoz, 2011. p. 660) 'A holistic view of multilingual proficiency as a reference is more challenging and difficult to put into practice in syllabus design, teaching practice and assessment, but it approaches the teaching of different languages from a more realistic perspective. Elorza and Mun˜oa (2008) have noted that some innovative efforts can be seen in terms of an integrated curriculum being made in a small amount of schools'.



# Preface

I would like to thank Erasmus Mundus for providing the scholarship to allow me this opportunity to be on this program. A special thank you to the amazing team of lecturers who worked in partnership between all three universities developing an incredible course of such standard and structure, providing me the opportunity to graduate from all three universities. My cohort are my family now and it has been from their openness to develop a kind and caring relationship amongst each other that I will cherish as one of the most special outcomes of this program.

To all of my friends and family around the world, your belief in my dream of completing a master's program of such stature has been a cornerstone of support and encouragement to keep me going. I am so overwhelmed with the trust and unbelievable support from everyone and I would hope for you all to know how much this support has guided me.

I am forever grateful for this and all the amazing experience I dream into my life, forever a dreamer and forever grateful.





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# 1 Introduction

During the researchers experience of studying and working in the field of Education within England for the period of six years a particular topic arose of how English as an Additional Language (EAL) students are being included in the curriculum practice. The Early Years Foundation Stage curriculum and National curriculum both foster the inclusion of EAL students as an additional provision. However how these processes are carried out is up to the digression of the teacher. This raised the question of how, where and when are EAL students being included in the classroom and if the topic of EAL students is explored enough and given an important space in its own right within the British Education system.

The Master thesis was conducted in order to explore in further depth the topic of English as an Additional Language (EAL) students being included in the mainstream classroom through adjustments and provisions provide by the teacher. Numerus journal articles identified relevant themes related to minority language and special and inclusive educational practices. All languages which are spoken by numerically smaller group(s) within a specific population can be referred to as Minority language as the research is conducted in England the term used to define these groups is English as an Additional Language (EAL) students.

During the research significance was placed on identifying effective teaching techniques, methods of curriculum adjustments and how these are influenced and affected by teacher and the perception they hold. The relevance of the exploration of EAL students and teacher's perceptions and how these students are included through curriculum adjustments ensures equality is a focus in educational practices.

The conducted analysis presented findings inclusive of these main themes: (i) Inclusion of EAL students in National and Early Years curriculum, (ii) Teachers support through additional curriculum programs and extra training in order to include EAL students, (iii) Teachers perception on the hindrance and benefits for including EAL students (iv) Teachers value on the home language of EAL students and how this supports second language learning (v) teachers perception of the inclusion of EAL children in independent and state school .

A definition of Minority language refers to any language used by numerically smaller group(s) within a specific population. Essentially languages that differ from the official state or national language may be noted via their exclusion from both the official language dialects

of the state or nation and the languages of migrants (see for example European Charter for Regional or Minority Languages, 2016).

Throughout the research most of the referenced research article papers use the term minority language students as this is the most universal term for students learning in a second language. England has referred to these students as English as an additional Language (EAL) these students are still seen as minority language students. Throughout the paper references will then be made towards both labels given to describe these students.

If EAL students are to be taught effectively, then their learning process has to be considered to ensure the curriculum content is relevant and appropriate in order to support their development. “There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” (Olsen, 2010, p.5). EAL students may sometimes begin school without any understanding of the primary language spoken within the classroom which places them at a disadvantage as the curriculum content will be difficult to access.

The study seeks to investigate how teacher’s beliefs and the school ethos may impact the adjustments and methods put in place to create inclusion within the curriculum for EAL students. An exploration on how and if teachers supporting EAL students have and are given training enabling them to work more effectively when addressing educational issues of inclusive practice when addressing culturally and linguistically diversities in the classroom. The impact this training will have on the importance teachers hold towards their responsibility for valuing and supporting the cultural identities of students within their classroom will be explored. (Gorter & Cenoz, 2011. p. 660) ‘A holistic view of multilingual proficiency as a reference is more challenging and difficult to put into practice in syllabus design, teaching practice and assessment, but it approaches the teaching of different languages from a more realistic perspective. Elorza and Mun˜oa (2008) have noted that some innovative efforts can be seen in terms of an integrated curriculum being made in a small amount of schools’.

England’s independent schooling systems are seen to be of the best standard and families with large sources of wealth to pay the high fees will send their children to these schools. The students that attend these schools come from all around the world as England has branded itself as having some of the highest standards of schooling systems in education. Throughout the

research the exploration of teacher's perceptions of view on inclusion of EAL students and what training if any is given in the work place to support the process for inclusion. Research on minority languages is not well understood by speakers of a dominant language, but it is relevant to many areas (Cenoz & Gorter, 2008).

Statistics have shown that the number of students with English as an Additional Language (EAL) have increased across England's schooling system by about 50 percent within the last ten years. This has not been reflected in the curriculum practice implemented by teachers as it is not regulated by one unified national agreement on how they can effectively support students with EAL.

How teachers are currently supported with particular focus on the internal processes is explored by questioning the perception of EAL students given by the teachers. The aim is to gain more of an understanding if the support implemented is helping teachers to gain a more complete perspective for holistically supporting EAL student in the classroom. UNESCO 1953 made reference to the importance of children having the opportunity to learn in their mother tongue (UNESCO, 1953).

During the literature review the data examined highlighted different strengths and weaknesses emerging from the research in previous research articles around the topic of bilingual education, multicultural education and minority language. One of the evident strengths that could be seen was teacher training in intercultural education and special teaching methods having a positive effect on minority language learning among pupils. A focus in the research will be on how teachers are able and supported to implement effective teaching techniques to address inclusion of EAL students. A possible weakness that could be present in the research is the national curriculum and time made available to create inclusion for EAL students. The socio-cultural beliefs and perceptions of teachers is a leading factor that may prevent the inclusion of EAL students through effective implementation of teaching techniques. An examination of how these beliefs are addressed through additional training provided by the school and local authority will be explored during this research paper. Teacher's views on what they see to have negative and limiting impact on EAL student's access if any and to their holistic development as well as their view on what has a positive impact EAL student's holistic development.

## Research Questions

The main research problem is: Teacher's perceptions of how effective adjustments and methods are implemented to ensure the inclusion of English as an additional Language (EAL) student within a mainstream classroom.

The sub-questions were developed based on the theory of minority language students and how teacher's perception of EAL students impacts the inclusion process of these students in the classroom. How the curriculum fosters and lends itself to supporting the inclusion of EAL students in mainstream classrooms was explored further through the development of the research questions:

### Sub-questions Problems

- Teachers support through additional curriculum programs and extra training in order to include EAL students.
- Teachers perception on the hindrance and benefits for including EAL students
- Inclusion of EAL students in National and Early Years curriculum.
- Teachers value on the home language of EAL students and how this supports second language learning.
- Teachers perception of the inclusion of EAL children in independent and state school.

## Rationale

A rationale for the research study is best captured by Gorter and Cenoz's (2011, p.655) statement:

'Teaching of minority languages can make a significant contribution to educational research. The teaching of minority languages is linked to many core areas of research, including first language (L1) literacy, second language acquisition, bilingualism and multilingualism, language and identity, language policy and the acquisition of additional languages. Analysing experience and the outcomes of research conducted in these settings can have implications for

bi/multilingual education as well as for language learning and language acquisition in other educational settings’.

The focus of the study is to explore teacher’s ability and willingness to include students with EAL in the classroom. The study will not only look at inclusion from an academic viewpoint but from a holistic understanding of teacher perceptions of EAL students. The study will explore the beliefs and behaviours of teachers and if these have a negative or positive effect on the inclusion of EAL students in the classroom. Intercultural education is seen to be a way of supporting education in moving beyond cultural and linguistic diversity. It is a method that tries to involve both educators and children in transforming stereotypes and racism in order to develop more inclusive attitudes and behaviours (Gorski 2008).

The topic of how EAL students are included in the classroom through teacher’s beliefs impacting adjustments made to the curriculum and methods used is the focus of the research. Explorations of the skills and training teachers have and how this may impact the learning and development of EAL students. Intercultural education was developed due to concerns that multicultural education failed to address ingrained deficit assumptions about minority groups. The notable difference from multicultural education can be highlighted by the deep engagement with diverse cultures and worldviews in order to enhance children and the society. This is different to the multicultural education as this practice focuses on the celebration of differences and the co-existence of various cultural groups (Gundara and Portera 2011).

## **Background**

The chosen country is England and more specifically the city of London due to its multicultural influence. Most teachers have students with EAL in their classrooms. There is currently no policy implemented to support minority language learning in England. However the National Curriculum addresses the need to take into account, plan, assess and monitor students learning English as an additional Language and their progress at all times and make adjustments where necessary to support their access to the curriculum. In November 2015, a policy workshop was held at Cambridge University with the aim to break the “vicious circle of monolingualism” in the UK, government representatives were present and a number of important organisations were in attendance for example the British Academy and the British

Council. This highlights the growing awareness for monitoring and developing progress in the field of EAL students taught in England.

## **Objectives**

The objective of the research is to present teacher's perceptions and considerations for EAL students' inclusion in intercultural education teaching practices. Accordingly, effective teaching techniques and curriculum adjustments will be examined to evaluate how diversity in curriculum practice may lead to a more successful and inclusive classroom environment along with equality in curriculum access. A discussion and comparison of the successful and unsuccessful key points for providing an inclusive curriculum while paying particular attention to EAL students through curriculum adjustments and teacher training techniques will be presented. The methods that teachers implement in order to support EAL students will be explored in further detail. Research on minority languages is not well understood by speakers of a dominant language, but it is relevant to many areas (Cenoz & Gorter, 2008).

## **Presentation of thesis**

Chapter 2: Literature review. The reviewed literature will succinctly highlight theoretical perspectives, research, and practical knowledge relating to the perceptions of teachers and how this influences the inclusion of EAL students in the classroom the impact this has on their learning. Gorter and Cenoz (2011) highlighted research that is carried out on the topic of minority language students being included in the classroom raises a number of more multifaceted areas to explore. The inclusion of EAL students is an evolving topic in England and through further exploration of the current issues that are arising in society current cases will be highlighted. Teachers perceptions of how new curriculum changes and developments are seen for both their challenges and benefits and how they are addressed when implemented in the day to day curriculum planning. Focusing on the delivery of the curriculum from a content-based instruction where all students are considered and EAL students are included will be subsequently examined. Through the teacher ensuring the relevance and understanding of the curriculum content to be adapted for the learning process of EAL students and dominate language students in the classroom, allows for an inclusive practice since all students are given the opportunity to learn. Britton and colleagues (1975) refer to teachers and learners who work in collaboration bring a sociocultural view of cognitive development and



learning, showing that students have developed ways of reasoning with language from interacting with teachers.

Chapter 3: Methodology. Research Context and Sample were chosen with careful detail considering all factors for the purpose of the research to be conducted.

Research Design can be considered as non-experimental and qualitative since the study relies on one to one skype interviews. Sampling Methods were convenience sampling because it will depend on the willingness and availability of the teachers to participate in the study after ethical consent was provided.

Research Procedure examines the type of interview that will be utilised during the study will be semi-structured interviewing. Some of the noted advantages and disadvantages will be discussed.

Ethical Considerations were considered and were conducted in accordance with the ethical practices of informed consent and confidentiality of participants which will be explored within the paper.

Data Analysis will explore through the implementation of Thematic Content Analysis and a succinct discussion of the dominant findings will be presented.

Chapter 4: Presentation of data and Discussion

The systemic analysis of the data will be conducted using an inductive coding (Creswell 2003). The aim of the research is to discover how teachers include EAL students and the impact their beliefs impact the adjustments and methods used which ensures fair access to the curriculum.

Chapter 5: Conclusions, Limitations and Recommendation.

The importance of gaining awareness through teacher's perceptions on whether and how EAL students are currently being included in the classroom will be gained through the summary of conclusion. How this will help and add to the current research will be discussed when developing and breaking down perceived barriers of inclusion in this field.

## 2 Literature review

### International legislative practices and policies

Since 1994, The UNESCO Salamanca Statement has brought about the awareness for inclusion in order for there to be a standard for countries to strive towards in education and an important conception in the educational development of inclusive policies. The Salamanca Statement (1994) developed two documents one being the statement for the Framework of Action on Special Needs Education. This was used by the world conference to guide the policies implemented by governments to support equality for all children through inclusive practice.

(UNESCO, 1994, p. 7) 'Reaffirming the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renewing the pledge made by the world community at the 1990 World Conference on Education for All to ensure that right for all regardless of individual differences'. How to develop an inclusive society and offering every individual a meaningful learning experience has been one of the main concerns of governments. Certain articles have been signed through the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) by a number of countries supporting the rights of people with disabilities. A description of the impact Article 12 in the UNCRPD has been implemented in countries including England. The World Health Organization (WHO 2012) recognises disability as not just a health issue, noting society's interaction, but focuses on the importance of removing social and environmental barriers.

### The History of England's education

The history of England's education and the development of their state schooling system will be discussed. An overview of England's history of Education will be given, in order to gain a holistic perspective of the country's development in education as well as the inclusion of special education needs and EAL students. The starting point of England's modern education was formed when the 1870 Education Act (The Foster Act) was implemented as one of the main Acts in Parliament for Education. The Act ensured that a prominent place for education was put in place, on a national scale, in Britain. Compulsory education became inclusive for all children on a national scale through the Act's policies. Aldrich, R (1982 p. 115), 'the

Education Act of 1870 saw the increase of facilities for elementary education and established school boards’.

The Poor Law Acts, the Factory Acts and the Reformatory and Industrial School Act were the legislations put in place to monitor attendance of these children. A gap was noted in the previous independent education system offered, bringing an end to the government grant scheme established in 1833. The independent education system did not fall away and was supported by the government through the provision of grants. The British government has been involved in education since the 1870 Education Act was introduced up to present day.

In the 1880’s the government had developed enough schools to enforce the compulsory attendance of pupils for children aged between five to ten years of age. Teachers were seen to provide for the learning of larger groups of children. Aldrich, R (1982, p. 421) ‘notes the rise in teachers training as the demand for qualified teachers grew due to the 1870 Act’. Through raising the national education standards a positive impact was noted in the strong stance Britain started to have within the global market. The 1870 Education Act brought about revolutionary change for the rights to free and accessible education for every child and family in Britain.

## **Policies in England for Special Educational Needs**

A brief overview of the progression of Policies in England for Special Educational Needs will be given to give context to the country chosen for the research to be carried out. Mary Warnock (1978) developed a report which highlighted the importance of special educational needs and inclusive practice in England. The Education Act 1981 introduced the Warnock Framework bringing about a radical change to education in England. The Warnock report (1978) developed a philosophy for special educational needs in England where children with special needs will require an intervention that can support them to be integrated and educated within the national education system. SENDA is the Special Education Needs and Disability Act (2001) in England and was an amendment to the Disability Discrimination Act (1995). This Act is a result of the social model affecting the code of practice to set regulations towards breaking down social barriers.

The Government’s Ten Year Childcare Strategy, Choice for Parents, the Best Start for Children, was published in December 2004. This strategy brought significant developments

for childcare provision as well as bringing large financial investment from the Government. Aiming High Disabled Children: Better Support for Families (2007) was a policy document listing plans for improving the service for children with disabilities covering three main areas; access and empowerment, timely responsive services and targeting support at critical projects.

## **Medical and Social model**

The Medical and Social model and how they have created inclusion for all within the education system in England will be discussed. When we are able to identify how and what has impacted inclusion for Special educational needs this bring awareness to the gaps in the curriculum that foster and hinder the inclusion to EAL students. The World Health Organization (WHO) 2007 revised their definition of disability from a medical model perspective to a more social model philosophy this reflects the change in the thinking towards disability.

The medical model places emphasis on categorizing impairments highlighting the specific needs of people with disabilities. The social model focus is placed on the negative impact barriers society places on people with disabilities. The Union of the Physically Impaired against Segregation (UPIAS) developed the social model the British in the 1970's. Thomas 2004 and Teri 2003 have criticised the social model and have stated the British society seems to be gravitating towards the theories held in the individual model. Through the identification of these numerous Acts and Frameworks considerable changes were brought about in education and created more inclusive practices in English society.

Defining disabilities through the view point of both the social and medical model is of importance to understand how England's policies and legislations are impacted by either model. The view which the medical model takes is noting the impairment as a problem. The intervention the model implements are towards fixing the perceived problem and supporting the individual to function in a 'normal' manner. Once an individual has been given a diagnosis through the medical model this is then the label the individual is identified by. The disability is seen before the individual having a negative effect as the individual is no longer seen for all other contributing factors of their caricature but by the physical impairment they are labelled with. Gallagher (1976) makes reference to three negative factors of labelling; the first factor is that clinicians maybe more inclined to withdraw as they feel no longer adequately equipped to support in the field of the diagnosis given. Secondly labelling could

be utilised as a means for social categorisation or social hierarchy. The third and final point is that labelling places the focus on the individual instead of exploring all the social and ecological factors requiring social reform.

The physical impairment is seen by the medical model as an intrinsic condition of the individual. The medical professionals are central to this approach as the disability is seen to be a problem of the individual and providing medical care through provisions of health care and policy is the core focus. This can be seen as the medical model defining individuals by their disability and promoting a dependency on the support provided. A barrier is created for individuals with disabilities as an exclusion from society is created through the perspective of the individual required to change and adapt, not society. The World Health Organisation (2012) (WHO) recognises disability not only as a health issue but recognises society's interaction placing an emphasis on removing social and emotional barriers.

The social model was a key factor in the disability movement developed by the British Council of Organisations of Disabled People (BCODP) and they advocated for a change in the policies towards disability in England. Mike Oliver (1983) defined the social model of disability even though the concepts origins came about earlier through the Union of the Physically Impaired against Segregation (UPIAS). The issues addressed by UPIAS highlighted that society should function as an inclusive practice to be the key component, in order to support people with impairments to live as independent lives as possible providing means to be involved in ordinary functions of society. Oliver (1996) edited the core definition which was outlined in the UPIAS document, *Fundamental Principles of Disability*. Oliver (1996, p. 22) quoted, "...in our view, it is society which disables physically impaired people. Disability is something imposed on top of our impairments by the way we are unnecessarily isolated and excluded from full participation in society. Disabled people are therefore an oppressed group in society. To understand this it is necessary to grasp the distinction between the physical impairment and the social situation, called 'disability', of people with such impairments. Thus we define impairment as lacking all or part of a limb, or having a defective limb, organism or mechanism of the body and disability as the disadvantage or restriction of activity caused by a contemporary social organisation which takes little or no account of people who have physical impairments and thus excludes them". Oliver's point of view can be seen as an accurate summary of the underlying factors which created the social model in England.

UPIAS (1976:14) stated that, 'In the final analysis the particular form of poverty principally associated with physical impairment is caused by our exclusion from the ability to earn a living on par with our able bodied peers due to the way employment is organised. This exclusion is linked with our exclusion from participation in the social activities and provisions that make general employment possible'. One of the main arguments was developed from this quote emphasising that it may have been a political strategy, allowing the focus to be placed on the impairment forcing people with impairments to be segregated from society. Oliver (1983) made reference to the importance of changing the focus from the physical limitations on certain individuals to the social and physical barriers placed on particular groups or categories of people. The social model can be seen to have brought international shifts in modern society's concepts of disability and how society has a fundamental role within inclusive practice. Barnes (1991) makes reference to the 'workable' analytical framework which highlights the institutional discrimination placed on people who are labelled 'disabled' because of their perceived impairments.

## **Vygotsky and Piaget theories**

Vygotsky and Piaget theories have influenced the curriculums implemented by teachers in England. In England the statutory education system is linked to the government and every four years a new government is allocated and changes are then implemented by the government to the education system. The theories and methods that influenced the British education system will be explored in further detail. Vygotsky (1896) developed his theories in Russia during the revolution and later went onto publish these theories in the western world during 1960. Piaget (1896) focused his studies only later in his career as he began his academic studies in biology. The reliance of both these theorists is evident through the impact they have made for children's education, in Britain and the world, through links made to the way children's minds work and develop. Vygotsky (1896) ZPD can be defined as the distance from a child's actual development level in relation to their potential developmental level at any point in their experience'. Development to the highest point depends on the guidance given by the teacher, working in collaboration with more competent peers.

The contribution both Vygotsky (1896) and Piaget (1971) have made towards developmental psychology has increased research being carried out in the field of cognitive development. I will explain how these theorists have impacted the education system and influenced the

classroom practice and teachers' techniques and methods implemented. Piaget (1971) was not to create the link from his work into classroom practice, but allowed the connections to be made by others. Piaget's (1971) Age and Stages of development are evidently linked in both the national curriculum and Early Years Foundation Stage in Britain. The teacher's role will be to gain knowledge of the milestones children are to reach at different developmental stages. Inclusion of EAL students is an important area of focus for teachers when observing a child with Piaget's theory in mind.

## **Parental involvement in EAL students**

The value of parental involvement in EAL students highlighted through Piaget and Vygotsky theories. Vygotsky's (1896) theory on the Zone of proximal Development (ZPD) encourages the inclusion of parents, creating partnership with parents seen in the Early Years Foundation Stage. Parental involvement for EAL students is seen to play a key role in supporting the holistic development of EAL students. Teachers' and EAL students' interaction can be identified as important in terms of how the instructions are delivered. The ZPD can be seen in the targets set out in the National Curriculum, focusing on language and social interaction. Both theorists have played an important part in education, techniques and methods implemented by teachers (influenced through training) and the curriculum practice carried out in Britain.

'Scaffolding is a term introduced by Bruner( 1958) to describe the relationship between the practitioner and child with regard to the child's learning and is most effective within the Zone of proximal development(ZPD)'. This theory build onto Vygotsky's ZPD and is noted by the teachers supporting the learning experience of EAL students. Seen when their cultural heritage is brought into the classroom through celebrating traditional cultural events of EAL students.

The relationship of the teacher and the EAL students is an important topic and the interaction can be identified as of great importance. Bowlby (1951) discusses the importance of attachment theory, putting forward the opinion that infants and young children hold an instinctive biological need for an attachment to be formed with an adult. Teacher's interaction can have a great impact on their students' self-esteem. If EAL students are not valued within the classroom environment by the teacher this can negatively impact on their holistic development. Coopersmith (1967, as cited in advanced early years for foundation degree,

2008, p110) gives an interesting definition of self-esteem, 'a personal judgement of worthiness that is expressed in the attitudes the individual holds towards himself'.

## **Teachers training influenced Vygotsky and Piaget**

Vygotsky and Piaget have influenced the training teachers are given in England. Teachers are seen as key figures in the classroom, modelling certain behaviours and giving guidance to students during their learning experience. EAL students can be seen as vulnerable, as they may have different beliefs of acceptable behaviour for participation in the classroom environment. Teachers having an awareness of this and an understanding of supporting EAL students during this integration period can be seen as vital according to studies carried out by Vygotsky's. The external experiences of children known as social cognitive knowledge was a study carried out by Vygotsky. The cognitive theory combined with social learning theory is described by Bandura and Walters (1963, as cited in advanced early year's foundation degree, 2008, p.144) they 'suggest children learn through observing behaviours modelled by others'.

The inclusion of parents and teachers, working in partnership with parents, was noted as being of crucial importance when supporting EAL students within the classroom. The definition of the word 'partnership' as stated in the Oxford dictionary (2007, p.484) is stated as, 'one of a pair of people to do something together.' Valuing the inclusion of parents within the classroom environment brings value for their cultural background into the classroom environment. Barratt-Pugh (2000), states that children develop literacy according to their social cultural context of a child's family life.

Wheeler, h eta l (2010, p. 18), 'These relationships need to be built on respecting and valuing each other's contribution, and embedded in principles of equality and diversity. If these relationships are developed well, communication will flow backwards between settings and home'. The relationship stated in the quote is between parents and teachers and the valuing of EAL students cultural background comes into question from the teacher's perspective.

When teaching EAL students a perspective that will be explored is teacher's beliefs on valuing the cultural diversity of pupils in the classroom and making adjustments to allow inclusion. Vygotsky (1978) believed the culture of a child was largely transmitted through language. Considering the perspective of Vygotsky the valuing of EAL students home



language within the classroom creates an environment for the EAL student to express their cultural identity integrating their knowing into the learning experience.

Teachers gave a comparative perception on their experience implementing and teaching both the Early Years foundation Stage (EYFS) and the National Curriculum. An outline on one of the importance highlighted in the EYFS was creativity being encouraged and valued by teachers implementing this framework. Winnicott (1971; as cited in Clancier & Kalmanovitch, 1987), theories that when a child is creative, they are using their whole personality, and through creative processes, the child is able to discover oneself'. Parents are seen a big part of inclusion of children and developing creative ways for this to take place. Thus, the teacher is attempting to align teaching strategies with the EYFS statutory framework by ensuing open communication with EAL parents to share knowledge of their child.

The EYF provides guidelines for the purpose and aims when setting teaching objectives and standards. The standards set for teachers by the EYFS are to encourage reflection on experiences parents provide at home for their children. Teachers should deliver individualized learning for EAL students, build on the experiences provided by the parents, and ensure EAL students development and care. Through providing EAL students a valued place within the classroom supporting their holistic development through valuing their cultural heritage. Vygotsky (1962 as cited in Wink & Putney, 2002, p. 152) states that cognition is, 'the linkage of multiple layers of language and thought as they transform themselves into greater mental abilities, the joining of thought and language to make meaning'. Accordingly, teachers should aim to initiate appropriate dialogue in order to understand EAL students' perspectives, providing resources and curriculum practice that allow freedom for EAL students to fully express their imaginative processes.

## **Teacher training and the inclusion of EAL students**

Teacher training in England and are education of EAL students included in this training. The basis for the proposed research was gained through the researcher's personal experience drawing reference to the importance of how teacher's perceptions influence the inclusion of EAL students. An examination of articles and previous research was drawn from when exploring the different methods and theories teachers implement while supporting the inclusion of EAL students in the mainstream classroom. The knowledge and training teachers

in England receive was examined and the effects that this may have on the inclusion of EAL students. “There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.” (Olsen, 2010, p.5).

One of the proposed limitations that will be examined in closer detail during the analysis of the data is that teachers may not receive adequate specialised training in order to implement sufficient adjustments to the curriculum, thereby ensuring the inclusion of EAL students. This may bring to light the need for an assessment of teacher’s current positions and if they are given training and if so which methods. Gaining an understanding from the teachers on whether they perceive the techniques they are taught to enhance their ability to deliver inclusive education for EAL students. The social and cultural environments of the school and government will impact greatly on implementation of the training as well as resource constraints (e.g. budgets, time, and language policies). For instance, in the Netherlands, only 62% of secondary schools offer Frisian even though it is an obligatory subject (Gorter & Cenoz, 2011).

## **Teacher’s inclusion of EAL students**

Teacher’s inclusive perspective working in collaboration with EAL students. Teacher’s collaboration with EAL students is noted as an inclusive perspective within the classroom environment. The teacher and EAL student are seen as collaborative in the learning experience. The socio-cultural perspective (Britton et al., 1975) highlights the ways in which children have developed language through reasoning methods during their interaction with teachers or ‘trusted adults’. The teacher is an essential resource for the inclusion of EAL students learning experience within the mainstream classroom, Britton’s has made reference to this as the, ‘socio-cultural perspective’. The neo-Vygotskian concept of ‘scaffolding’ is characterised by Bruner (1986, p. 75-76) ‘What the tutor did was what the child could not do. For the rest, she made things such that the child could do with her what he plainly could not do without her’. The significance of the teacher and EAL student interaction is shown through this concept and how the teacher is a key factor in the development of structures for EAL student’s inclusion in the curriculum (for their learning and development).

## **Current research on teachers ability to include minority language children**

Current research that has been done on the topic teachers and methods for supporting the inclusion of minority language children was examined for the purpose of this research. Peer-reviewed journal articles were used by the researcher to confirm the quality of the research utilised was of the highest educational standard. Two journal articles were examined in greater detail to further explore teachers training, alternative methods used and curriculum adjustments implemented to support the inclusion of minority language children in the classroom. The first paper, authored by Gorter and Cenoz (2011), relates to multicultural educational techniques being implemented by teachers to adjust the curriculum and provide new methods for teachers training and support the development of minority language students. The second paper (Saxena, 2010) explores the use of the neo-Vygotskyan approach to support the successful implementation of teaching methods and techniques for assisting minority language students.

The successful and unsuccessful key points in these articles were considered by the researcher. How these key points impacted the ability to create an inclusive curriculum for minority language students through curriculum adjustments and teacher training techniques. Research on minority languages is not well understood by speakers of a dominant language, but it is relevant to many areas (Cenoz & Gorter, 2008). A critical review of the articles informed the researcher of important considerations for minority language students' inclusion in multicultural education teaching practices. Effective teaching techniques and curriculum adjustments were noted as key components in journal articles. Diversifying the curriculum practice was noted as a way of creating a more successful and inclusive classroom environment along with equality in curriculum access.

The two articles were chosen for the purpose of contrasting different teaching strategies when developing teacher training and researching current teaching techniques. The most successful methods when implemented into the curriculum for supporting and including minority language students in the classroom. Effective teaching strategies were examined on techniques implemented to support the inclusion of minority language children. 'Supportive scaffolding' was a technique that describes the IRF (Initiation-Response-Follow-up) pattern and content-based instruction. The Content and Language Integrated Learning (CLIL) were

put in place during the research to facilitate the inclusion of minority language students in the curriculum.

The two papers viewed how minority language and bilingual classrooms implemented approaches and methods when making curriculum adjustments and training teachers. Both training in their personal development teacher courses and during their teaching practice sought to look at if this training was supporting the inclusion of minority language students. The viewpoint of both papers valued the socio-cultural perspective of teachers, valuing the focus on the training teachers received in supporting their multicultural understanding. This is noted as a key component in supporting adjustments to the curriculum for the inclusion of minority language students. Gorter and Cenoz (2011, p. 664) “In some situations it may also be difficult to get specialised training to teach some specific minority languages or to teach through these languages”.

The Strengths that were discussed in both papers highlight that teacher training in special teaching methods as well as multicultural education, are seen to positively impact the learning of minority language students. This can be seen specifically in the concept of, ‘Socio-cultural Awareness of the teachers enabling their ability to instruct multicultural students by specifically focusing on languages (Gorter & Cenoz, 2011; Saxena, 2010). The socio-cultural awareness of teachers were noted as being of importance, due to the limiting or enhancing ability the teachers have to implement inclusive and supportive methods for minority language students in the classroom.

Weaknesses seen in both papers were the socio-cultural beliefs of both the teachers and students. These socio-cultural beliefs were said to have negative and limiting impacts on the inclusion of minority language student impacting their learning within the classroom environment (Gorter & Cenoz, 2011; Saxena, 2010). The affect socio-cultural beliefs teachers and students hold are considered important in both papers. This is due to either negative or positive impact they have on both the teaching and learning of minority language students (Gorter & Cenoz, 2011; Saxena, 2010). An example of these positive or negative stereotypes may be noticeable through altered interactions concerning majority language and minority language students and also between minority language students and teachers.

# 3 Methodology

## Introduction

A qualitative method was carried out for the purpose of this research to explore the topic of ‘Teacher’s perceptions of effective adjustments and methods to enable the inclusion of students with English as an additional language (EAL) within the classroom environment’. Fischer (2005, p.45) states, “Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them”.

The reason for the choice of qualitative method is reflective of the questions and research that will be conducted. The research will be conducted in an exploratory manner to find out information rather than to prove existing ideas. The information will be retrieved through interviewing teachers to gain an understanding of how EAL students are supported in the classroom. Fischer, (2005, p 51) “Qualitative researchers who believe that one should not enter the research with preconceived notions, that the data should be free from the bias of the researcher’s prior knowledge and expectations”.

The reliability of qualitative research will be considered, Silverman (2006, p 44-47) ‘by definition, stronger on long descriptive narratives than on statistical tables. The problem that then arises is how such a researcher goes about categorizing the events or activities described... many qualitative studies provide the readers with little more than brief, persuasive, data extracts.’ This being true the research will have to take into consideration the qualitative method of the research may not be as reliable as quantitative methods. However the type of research that was conducted was to explore the perceptions of teacher’s which you are not able to deceive from a quantitative method. The reliability of the research was based on the informants (teachers) interviewed, as the researcher was personally familiar with the teachers the sample chosen was known to be reliable by the researcher. This researcher decided to use the informants as the sample as they had a personally relationship. This was important because the researcher already knew the background information such as teacher training and working in both state and independent settings. The background information of

the sample was very important for the in order to choose the accurate informants to gain to gain sound data for the research.

## **Informants**

The research topic chosen is to discuss in further detail the perceptions of teachers in England on the methods and adjustments they make to the curriculum in order to include EAL students. To fully explore the topic three teachers were asked to participate in a semi-structured form of interview. The sample was chosen as all members were known to the researcher through their work and studies carried out in England. The disadvantage is that the researcher may overlook some key information as they may perceive the response from what they know of the informants. However the advantage can be that the researcher asked more controversial questions as the informants were relaxed and happy to answer the questions.

The researcher initially structured the research to interview six teachers but once the pilot interview was conducted the researcher knew that the teachers with early year's foundation stage (EYFS) experience as well as National curriculum experience was important. So the sample pool was narrowed down from six to three in order to ensure all teachers had the same teaching experience. The researcher had to wait for ethical approval in order to conduct the interviews so they were carried out via skype. All informants were happy to conduct the interviews via skype as they were known to the research in an informal manner. A large amount of discussion was had before and after the interview to gain a deeper personal perspective outside of the questions.

The education of Pilot informant was a Montessori diploma and an education degree in England London with a focus on EAL student for dissertation topic in education degree. Interview One's studied their undergraduate and master's degree in Poland however the informant completed a early years teachers training at university in England. Interview Two completed her teaching degree and masters in England and then embarked on a Celta (Certificate in Teaching English to Speakers of Other Languages) course, through my own initiative, and it was very interesting to see how different cultures learn language.

The Demographic of the variables included in the research were all female in their early thirties living and teaching in London but from different nationality from Africa to Europe. Robert- Holmes (2005) explains that stakeholders in research are able to provide different perspectives relating to the topic. Gathering feedback from stakeholders can incorporate a number of methods adding to a comprehensive source of evidence

## **Research Design and Sampling Methods**

The research design can be considered non-experimental and qualitative since the study relies on semi-structured interviews. The method of sampling was convenience sampling because it was dependent on the willingness and availability of the teachers to be interview participants in the study, after ethical consent was provided. All the teachers were known to the researcher, since the researcher was a teacher and studied an undergraduate degree in London. Thus, the researcher already had an established rapport with the interview participants; this however did not affect the researcher's ability to remain impartial. Nevertheless, the goal of qualitative research is not necessarily to remain objective, as is the case with most quantitative research where hypotheses are decided a priori (prior to data collection). A familiarity with methodologies followed by previous researchers on the topic of EAL students being included in the learning environment was explored. These readings developed an awareness of certain problems others have faced in influencing the design of the proposed research through adapting methods. The methods that were implemented were qualitative design- following a phenomenology approach.

The researcher considered the perceptions of teachers, exploring their lived experiences of inclusion within the classroom in specific relation to EAL students. An examination of teacher's perceptions on various aspects surrounding the inclusion of EAL students was conducted through the method of skype interviews. This will take into consideration the point of view of the teacher and how they perceive their ability to include and teach EAL students in the classroom. Teacher's perceptions and awareness of intercultural education was included, as well as their perceived ideas around effective methods and adjustments for EAL students within the classroom. It also considered if teachers are able to be autonomous and flexible in the implementation of the curriculum. This allowed for the exploration of the inclusion of EAL students, giving the researcher key information on whether and how these students are included in the classroom.

## Interviews

The interview guide was developed by referring to the main question the research aimed to answer. Keeping in mind the research questions were for teachers and their perceptions of areas for the inclusion of EAL students. The questions were asked to bring about a knowledge and understanding of teachers perceptions on the inclusion of EAL students. The key words used in the questions were drawing on personal perceptions of the teachers experiences. The researcher may have influenced the informant answers by giving leading questions when the answers were not being clearly made by the informant. The interview took around one and a half hours but there were informal discussion before and after the interviews. The original interviews were meant to be face to face but they weren't not carried out face to face but over skype to adapt to the needs of the informants needs of being on holiday and the research having to travel to Oslo.

Interview as a method to collect data is an important area of to explore in further detail as there are a number of method which could have been utilised. The other methods which were examined in further detail were Observations, group interviews and questionnaires. The researcher concluded that to gain an insight awareness of each informant of their perceptions in further detail interview one to one via skype was the best method. The reason for choosing skype as the platform to carry out the interview was due to informants finding this method most convenient. As the informants were known to the researcher the ability for the research questions to be relied in a way that would be best understood by informants was more confidently know to the researcher.

Different way to structure interview the way in which the research questions could have been formulated was varying. As the researcher has a lack of experience in the field of interviews perhaps the best structure was not utilised but the analysis of the data was found to be of the perceived outcome expected by the researcher. The researcher has taken into account the effect the structure may have negatively impacted the research outcome and have noted that from the finding stated in the conclusion perhaps further research is required to add to the field of inclusive practice for EAL students.

Strength and weakness with interview method: a strength which can be discussed in further detail is the understanding that through the interview method the researcher is able to capture the personal understanding of the informant's answers. Whereas if questionnaires were used



this understanding would not have been accessible. A weakness of the interview process is the leading questions that could have been used during the interview processes due to the experience of the researcher.

## **Research Procedure**

The type of interview that was utilised during the study was semi-structured skype interviews. Some of the noted advantages and disadvantages will be discussed. The key advantages are the questions can be unstructured and delivered in a way that allows the flexibility between both structured form and unstructured. The disadvantage to this is that this form of interviewing may lead the interviewer to ask probing questions that may lead the interviewee off the chosen course of direction. The researcher having a limited and perhaps untested experience in carrying out skype interviews for research purposes. This may impact the questions asked by the researcher, to be leading and does not truly elicit the truth and lived experiences of teachers around this issue. The power balance that exists between interviewer and interviewee was a factor that was considered during the interview.

Following data collection, the researcher became familiar with the emergent themes by immersing them self in the data. A thematic content analysis of the interviews was conducted to review the teacher's responses to the semi-structured interview questions. Using the transcribed interview data each interview was read, re-read and coded, in part or whole. The interviews were coded and grouped according to predominant themes. Interpretations were made based on the themes; five tables of the relevant themes were derived to represent a summative overview of the relevant content from the three informants.

## **Processes and analyses of Data**

### **Transcripts**

The researcher transcribed all the interviews by listening to the recordings and then typing them out. The pilot interview was first typed out everything both the interviewee and the informant both said. In the second interview the researcher had adapted the style of transcription and then only transcribed what the informant said and also left out the filler words such as 'like. The informants were well known to the researcher a part of the interview

included personal stories that were not relevant to the research so they were excluded from the transcription. The transcripts were not shared with the informants as they all chose not to receive them. A question was left out of one of the interviews so the researcher had to email to request the informant answer the question via email and they were happy to do so.

## **Data analysis**

The understanding of socio-cultural process will be described through the neo-Vygotskian theory when conducting the data analysis. The theoretical framework can be described by Maybin (2003) as the change from Piaget's focus of cognitive development of an individual discovery being paramount towards the development of minority language teaching. Cognitive development when viewed from a socio-cultural (neo-Vygotskian) viewpoint develops a focus within the research to be on the learning of students being directly impacted through the involvement of the teachers as fundamental in supporting the inclusion of EAL students.

One of the barriers that are made relevant Saxena (2010) is that the theory of neo-Vygotskian literature does not take into account the geographical placing of the multicultural setting for minority language teaching is conducted. Not only the context of the country but the diverse cultural beliefs of teachers in the context of the diverse population in London. The negative impact the neo-Vygotskian theory may pose is the absence of concern for the locational and cultural impact that may be had on the social interaction teachers will have with the students. Socio-cultural norms are diverse from country to country creating differences in the interaction from students and teachers. Varying teaching techniques and methods will be implemented depending on their cultural beliefs.

A strength that can be recognised from the theoretical approach of neo-Vygotskian is the value the analysis of the research creates by placing importance on a more holistic approach to minority language research. The approach treats 'human learning and cognitive development as a process which is culturally based, not just culturally influenced; as a process which is social rather than individual; and as a communicative process, whereby knowledge is shared and understandings are constructed in culturally-formed settings' (Mercer 1994: 92).

The research techniques that were used were interviews of teachers through a semi-structured form. Six teachers were intended to be interviewed from schools within London using open

ended questions. One of the semi structured interviews was used as a test sample to evaluate if the questions were relevant to the direction the study wishes to take. After the test sample was interviewed, I saw a pattern which emerged for a direction of the research to be taken. The direction of the research was to focus on the evident difference of the early year's foundation stage presented for EAL students as opposed to the National Curriculum. Due to this becoming evident in the test sample, I chose to profile the teachers being interviewed and chose three of the initial six participants as they all had early years as well as primary teaching experience. The interviews had to change from face to face to skype interviews as the teachers were on holiday by the time my ethical approval was given. The key advantage of interviews is the respondents give information directly to the interviewer. A disadvantage is the skill of the interviewer weighs heavily on the results from the interviews.

The tables were developed through the researcher coding the research findings and giving an overall evaluation of the data collected through the use of interviews. The codes were developed from the five themes linking all the data collected to these themes in a table format. These were used to evaluate the personal perceptions of teachers on the topic of inclusion of EAL students in the classroom.

## **Ethical Considerations**

This research was conducted in accordance with the ethical practices of informed consent and confidentiality (Devlin, 2006). Although the participants are known to the researcher, no identifying information (such as teachers' names) will be presented in any reports or presentations regarding the study's findings. Participants were made aware that any information (such as personal names) will not be presented in any reports or presentations regarding the study's findings. Teachers were made aware that any information collected would be kept confidential, and will only be shared with the researcher's University. A participant information sheet was developed and it explained why the research is important and how it would be conducted. The participant information sheet was emailed directly to participants, and it stated that their participation in the study is voluntary. It indicated that participants were entitled to withdraw their consent at any point, without the participant experiencing any subsequent disadvantage (Devlin, 2006). It outlined any foreseeable risks associated with the study, and how the researcher would protect each participant's wellbeing.

(Refer to attachments for the ethical statements and corresponding letters outlining the participant's entitlement to withdraw their consent).

The ethical considerations are a key component, as the data is collected and implemented into the research and if not done ethically this will invalidate the research. The confidentiality of the voluntary participants is a fundamental factor that must be carefully ensured by the researcher. The voluntary participants must be given informed consent letters and the identity of all voluntary participants will be kept anonymous. The informed consent letters will be held by the researcher for a minimum of 5 years. Full disclosure of the nature of the study will be given to the voluntary participants, and they will be informed that they are free to withdraw at any point during the study. Signed ethical participation forms will be obtained from voluntary participants before the research is conducted and their names substituted to protect their identity.

## 4 Presentation of Data and Discussion

The systemic analysis of the data will be conducted using an inductive coding (Creswell 2003). The aim of the research is to discover teacher's perceptions of effective adjustments and methods to enable the inclusion of students with English as an additional language (EAL) within the classroom environment. If and what training teachers receive and are currently engaged in to support the inclusion of EAL students. The perceptions teachers have in terms of valuing and supporting the cultural identities of students within their classroom will be explored. The data will be presented in a chart format to ease the interpretation and accompanied by evaluations.

### **Thematic Content Analysis Summary- Theme (i) Inclusion of EAL students in National and Early Years curriculum.**

Table 1 highlights the direct quotes extracted from the interviews held with the informants not all the quotes will be discussed due to the limit in the length of the research paper. The table is made available within the research as Appendix A to include all the data that was seen to be relevant for the research purpose of analysis process of theme (i). Some of the quotes that will be discussed below will seek to explore the Inclusion of EAL students in National and Early Years curriculum.

The perception of the National Curriculum as seen by sample through the information extracted from their interviews. Informant two states that, "The national curriculum is more about children, goals and achievement and you need to see the progress. It does provide knowledge and information, but it is not really adequate enough for the EAL children's experience, it doesn't even talk about relations and environments". Pilot interview has a similar view point on the rigidity of the National Curriculum being focused on goal setting and achievement. The following statement by the pilot interview highlights this, "Within the National Curriculum I found that there were more standards and targets that children had to meet, staying in certain guidelines as they have to meet certain objectives by the end of the year. It is more stressful for the teachers who implement the national primary curriculum as they have a lot of people above them who need results". EAL children maybe developing at a different rate and stage to the national standard average and the assessment and standards may not be accurately reflect this. As the results and tests are reflective of national standard this is

not an inclusive representation of EAL student's ability. If the assessment is seen not to be at the level of the EAL students and they are required to participate in the assessment then it is clear that results and outcomes are more important than inclusive practice. Oliver, (1983, p23) stated that, 'nothing more fundamental than a switch away from focusing on the physical limitations of particular individuals to the way the physical and social environments impose limitations on certain groups or categories of people'.

Informant three's view point on the topic is seen as, "It's difficult for a teacher in the national curriculum, with the pressure of statistical tests, as they don't have much time in the day to adjust the curriculum for EAL students. However there is time in the Early Years Foundation Stage to make these adjustments to meet the need of EAL students". The statistical testing of EAL students is seen to not create an inclusive practice for the appropriate adjustments to be made for these children to gain knowledge and understanding to meet the testing standards. Informant two highlights the rigidity of the national curriculum being a concern for the inclusion of EAL students as appropriate adjustments are difficult to make. However informant three discusses the early years curriculum being a great assets for the inclusion of EAL students as it offers space within the curriculum to make correct adjustments for inclusion. Vygotsky's (1963) developed The Zone of Proximal Development which is the theoretical Framework describing children's development process.

The interdependence is highlighted in this framework between EAL students and what the teacher is able to provide through the curriculum implemented in order to support the EAL student's development. Vygotsky's theory highlights the importance the curriculum may impact on the development of EAL students negatively or positively. By the National Curriculum placing importance on results through tests and assessments then it is clear to understand the view point of the all three informants. Interview two also made reference to the EYFS creating time within the curriculum for adjustments to be made in order to include EAL students by meeting their learning needs. An analysis of the EYFS will be discussed taking into consideration all three informants viewpoints.

Informant one stated that "The creativity of the Early Years Foundation Stage (EYFS) we follow the child's interests in a more creativity way which fosters more inclusive practice for EAL students and allows it to be more fun for the teacher and the pupil". When the child's interest is the key focus of the curriculum as seen in the bases of the Early Years Foundation Stage (EYFS) curriculum then the curriculum is able to become more inclusive.

This allows for the EAL student to be at the centre of the curriculum tailoring the curriculum to be adjustable to meet the needs of the student enabling a curriculum which is able to meet their needs. Informant two discusses a similar view of the EYFS stating that, “In the Early Years curriculum there is more independent focus for teachers to be able to develop the weekly planning around EAL children, including an importance on sharing cultural diversity”.

The view point from Informant three highlights this perception though what they had to say, “EAL students will be ready at their own unique time and if the curriculum is able to allow for this holistic development to take place then that would support their learning and development. I do believe in this way, that the Early Years Foundation Stage does lend itself to supporting children with EAL”. All three participants have clearly highlighted through the work they have done with both the national and early year’s curriculum that the early years curriculum is more inclusive of EAL students. The fundamental of the early years curriculum lends itself to being more inclusive as it focuses on the holistic development of the students. This can be seen in The Early Years Foundation Stage (EYFS) 1.28 (2008), pg 9; ‘Practices will be inclusive, where: Children are valued as unique individuals and diversity is respected. The Provision offered is personalised by tailoring support according to individual needs, taking into account special educational needs or disability and the talented and gifted, as well as English as an additional language’.

The focus of the national curriculum is however on the academic performance of the student rather than the holistic development. This discussion provides further detail as to the perceptions of the informants on why this is the case. To briefly highlight the researchers understanding for the experience of teaching and working in both curriculums. The national curriculum has many targets and standards that are meant to be met by the students and it falls to the teacher to ensure the students meet these high standards. If students are not meeting the standards and targets then this reflects on the teacher and their efforts. However if the teachers are able to be more flexible with the curriculum and focus on the holistic development of the students then the adjustments for EAL students are more easily implemented.

The informants viewpoints on the implementation of both the National Curriculum and the Early Years Foundation Stage raise important topic of focus of how ‘Teacher’s perceptions of effective adjustments and methods to enable the inclusion of students with English as an additional language (EAL) within the classroom environment’. The rigidity of the National

Curriculum was made clear by all three informants through the awareness of the testing and assessment processes. The high expectation to meet the national standards was referred by the informants as a restriction on being able to diversify and adjust the curriculum to meet the individual learning needs of the EAL students. However the EYFS was noted as providing a curriculum with an underpinning factor of meeting the needs of the unique child allowing the informants to meet the needs of the EAL students.

### **Thematic Content Analysis Summary- (ii) Teachers support through additional curriculum programs and extra training in order to include EAL students.**

Table 2 highlights the direct quotes extracted from the interviews held with the informants, not all the quotes will be discussed due to the limit in the length of the research paper. The table is made available in Appendix A to include all the data that was seen to be relevant for the research purpose of an analysis process of theme (ii). Some of the data extracted from the interviews will be discussed to explore the support teachers receive through additional curriculum programs and extra training, in order to include EAL students.

Informant one stated the following, “At the start of the academic year the EAL teacher worked more independently, then I began to include her more into my curriculum planning for the class as I realised she is a valuable source to supporting the EAL children”. This statement made by informant one shows the importance of schools providing a specialist in the school, such an EAL teacher, to work in collaboration with teachers in making adjustments to the curriculum, in order to include EAL students. EAL teachers are not common in the mainstream classroom and mostly schools with high number of EAL students will employ a specialist in the field. This is good practice but it’s not common and unfortunately it is not a set standard for EAL pupils to receive this support as a common practice. The common and set practice is for special educational units to be in place at all mainstream schools.

Informant two stated the following, “Implementing the work for EAL students and developing these on a daily basis, we would mostly use the material that she would want to use. I was supportive of the EAL teacher and we would together work with the EAL students”. The same point of view was held by informant two on the invaluable support which can be accessed when EAL teachers are involved in the planning and adjustment of the



curriculum. The EAL teachers bring not only a wealth of knowledge on the topic for the inclusion of minority language students but also specialised resources and methods, which can be taught to the classroom teachers when necessary. Working in collaboration with the EAL teachers brings continued specialist knowledge and support to be shared with teachers. This raises the awareness and understanding of teacher's knowledge and understanding of how to best include EAL students. Keeping knowledge current and up to date is vital for teachers to know the best methods for implementing adjustment to the curriculum.

However, a contrasting opinion comes from Informant three, "I am struggling in terms of time to make the implemented changes to the curriculum as I have to refer the EAL students that are really struggling to a specialist for support; this is done in my own time". This highlights when a school does not have an EAL teacher based in the school, there is then the pressure for the classroom teacher to ensure extra support is provided to these students. This is said by informant three to be a struggle in terms of time needed to process paper in order to have those specialists put in place, who offer support for EAL students. As it is noted as a positive attribute to have an EAL teacher, by both Informant one and two and Informant three speaks of how her own time is taken up for EAL students to receive the specialist support they require. The research can conclude by noting the positive impact on the inclusion of EAL students by schools having an EAL teacher employed full time at the school. View the earlier points made on the topic of specialist training for EAL which has to be developed further to ensure that the English schooling system is meeting the needs of teachers.

Informant one stated the following, "We had inclusive training for special needs, cultural background and EAL within my education degree in England". The importance of socio-cultural and multicultural training for teachers has been noted as important in the research field of minority languages. The researcher found that this was stated as important within the interviews conducted with the informants, noting the support given to teachers through diverse cultural training. However, the importance of keeping the field of EAL students and special education as more separate topics maybe something that is important to research further, as teachers noted this to be a concern within the current research. In the research carried out by (Grant & Wieczorek, 2000, p. 913) it was noted that some educators point out that teachers will "need knowledge to develop curriculum and teaching strategies that address the wide range of learning approaches, experiences, and prior levels of knowledge"

Informant two made reference to the importance of the training received by teachers as it is not specifically for EAL students, but an addition to special and inclusive education training. “The topic of the EAL student being supported is one of the most requested courses by teachers in the independent schools. We were never given specific EAL training, it was more combined with special needs or gifted children”. One can say that the special educational needs field has brought to light the links that were important to break down barriers and create inclusive practice, by developing the concept of curriculum adjustments. This has helped bridge the gap of EAL students being included in the classroom and enabling adjustments to be made to the curriculum, in order to support EAL students within the classroom. The statement Informant two makes in regards to the training that is received by teachers to not be specifically for EAL student support, highlights a key point that the relevance the training given is to supporting EAL students. If teacher’s standards are to be raised in the support they are able to give to EAL students then the training should be reviewed as its own subject. Gorter and Cenoz (2011. p. 664) “In some situations it may also be difficult to get specialised training to teach some specific minority languages or to teach through these languages”.

Informant three stated that, “There isn’t as much regular training given to teachers for supporting EAL students and with every term we have a safeguarding course. The biggest part of support for EAL children is the environment, not a worksheet. A good school will help you too provide this”. This makes reference to the lack of training for the inclusion of EAL students, but more a focus at her school on keeping children safe. Safeguarding children is an important topic but if a balance is not found within the training received by teachers then there will also be a gap that schools will have to seek to bridge in other ways. If schools are left to providing this specialised training and education to teachers, the concern will be that the quality will differ from school to school. This can potentially become a big problem for OFSTED, the office for standards in education, as that will become a focus during inspections, to help raise standards of schools to the same high level offered to all EAL students. Ofsted's inspection framework states clearly the progress and outcomes for EAL and bilingual pupils were implemented in September 2012.

The data extracted from the three interviews has answered the summative question of the training teachers have had and are currently receiving in terms of supporting EAL students. The teachers placed the importance of the training to become more specific for EAL students, as it is currently linked with special needs training. Their perceptions noted were that the

structure set up for including Special educational Needs students has helped to include EAL students. However the next step teachers voiced was to have the training as separate so that they may go deeper into the understanding and learning of inclusion of minority language students.

### **Thematic Content Analysis Summary- (iii) Teachers perception on the hindrance and benefits for including EAL students.**

Table 3 highlights the direct quotes extracted from the interviews held with the informants, not all the quotes will be discussed due to the limit in the length of the research paper. The table is made available in appendix A including all the data that was seen to be relevant for the research purpose of an analysis process of theme (iii). Some of the data extracted from the interviews will be discussed in order to explore the hindrance and benefits for including EAL students and if teacher's beliefs impact this.

Informant one, "EAL is only really becoming the focus now it's not Special needs that has their own structure in the curriculum and been focused on a lot and I feel EAL has not been given the same importance as special needs". The importance of noting that special needs has been the bridge created for inclusion to be a topic of focus in education. This has created the concepts such a curriculum adjustments being made through individual education plans (IEP). This has fostered the concept that all children have the ability to be included in the classroom through the correct adjustments being made to the curriculum. However, the focus of the importance that has been created around the inclusion of children with special educational needs. The expansion of the concept that children with learning difficulties is something that can be linked to EAL students, but as the topic of minority languages and cultural differences is such a large topic on its own. This should then be taken into consideration as content will be compromised to develop the training program combining both topics. Shakespeare, T et al., (2002, p 29) stated their belief, "that the claim that everyone is impaired, not just 'disabled people', is a far-reaching and important insight into human experience, with major implications for medical and social intervention in the twenty-first century".

Informant two stated the following, "There is a set structure for supporting SEN students and a team of people around to guide and help them, so in general there is a bigger support for these children rather than EAL students". The structure for supporting special education needs children is noted as a well-established structure by informant two. This viewpoint makes

reference to the fact that this leads to more support being put in place for SEN children rather than EAL students. It is very important to note that if this is a problem being faced then it highlights that EAL training and curriculum programs are still developing and perhaps they should develop more as two separate topics now in training and in curriculum structure. This will hopefully ensure that EAL students receive the same amount of support, but the support is structured to their learning requirements. Both informant one and two have made reference to the hindrance in having SEN and EAL as a combined topic.

Informant three highlighted the equality during the initial teachers training, “The training I received was generalised and there was a basis given. But I have picked up a lot more working with specialists and seeing what works in practice. During my teacher training it was fairly equal, the emphasis for EAL students and Special Educational Needs (SEN) children”. It can be seen that through informant three's extract that we are able to see that the point of university degree process is already noting the change which is necessary for both topics to be taught at equal length and importance during teacher training. Informant three has highlighted a benefit towards the development in the teacher training in England as having the topic of SEN and EAL seen of equal importance. Gorter & Cenoz, (2011) and Saxena (2010) state that the ‘Socio-cultural Beliefs held by students and teachers are considered important in both papers since these affect the teaching and learning of minority language students either negatively or positively’. This statement links the beliefs of teachers being of importance to the inclusion of EAL students, a known way of impacting and support positive beliefs, in order to support the inclusion of EAL students. This creates a link to the importance of the training given to teachers helping to develop a positive influence on the concepts they form around the EAL students they will be teaching.

Informant one stated a hindrance noticed by her and created a benefit how she would be able to resolve this, “I noticed that the children’s home language was not taken into consideration and we wanted to see how that could help support children with EAL. How to create different strategies for supporting children with EAL, at home and in the classroom working alongside parents”. This highlights the Early Years Foundation Stage (EYFS) curriculum (Dfes, 2008) key person approach incorporated into the curriculum. When incorporating the EYFS key person approach, informant one has noted the importance of valuing the inclusion of parents in learning process of EAL students. By valuing the initial secure attachment that has already developed between parent and child and knowing the EAL student will require support of

understanding the world around them through the key person who speaks their first language. This ensures the link between parent and child will extend towards the EAL student feeling a sense of confidence through guidance from the practitioner. Attachment is considered to be an important factor, since it enables children's holistic development. Bowlby (1984) developed the work on attachment theory, basing it around children's psychological welfare. According to Bowlby (1984) children form relationships, for their survival, nurturance and security. Attachment is important because it enables children to build a secure sense of self, allowing them to explore their environment and learn new skills.

Informant two highlights a hindrance of the perceptions teachers have which creates the importance of the EAL students learning English. "It is very common practice amongst teachers that I know, to be implementing the national curriculum to push EAL children to learn English in order to meet the criteria's and targets, which I find very unfortunate". A problem with this concept is the EAL student is not valued for what their cultural heritage brings into the classroom. They are not able to develop a positive self-identity and develop the second language learning at a rate which is suitable to them. Children have been noted to learn through play and if they are given this time to learn at their own pace in a play inspired environment their learning may become more meaningful for them.

A child initiated play approach, taking into account the children's interests during imaginative play, can support the learning of a second language in a less stressed way for EAL students. Play is another factor which encourages children's personal, social and emotional development. Piaget's (1962) psychological and educational understanding of play was viewed to be an expression of children's cognitive abilities. Symbolic play is one of the stages of the development of children's play. Symbolic play is believed to occur after the age of two, and children tended to play in a way which expresses pretence, fantasy and make believe.

Informant three highlights the benefit for EAL students support by an assistant that is able to speak both the student's home language and English. "Children, with significant special needs, have an education and health care plan for receiving additional support and if they have significant EAL challenges. The learning support assistant working one to one with the child would be able to speak the language the child is most confident with, as they have the legal requirement that the person working with them would speak their home language and English". Two current research projects that were carried out on the topic of exploring the inclusion of minority language students have drawn a conclusion to this topic. Highlighting

that the strategy of teaching instruction being implemented in either teaching in the minority language or in the dominant language has a positive effect on learning (Gorter & Cenoz, 2011). However Saxena, (2010) holds a contrasting view point, noting that ‘teachers’ ability to switch between the two languages creates a more meaningful learning environment for minority language students. The strategy should ultimately be dependent on both the context and content however, and may require a value-judgment by educator’.

In conclusion, upon viewing both the hindrances and benefits it is evident that the perception and knowledge of teachers greatly effects the inclusion of EAL students. Highlighting the importance of having SEN and EAL as separate topics within education was seen as more of a benefit. The hindrance of teachers pushing to have EAL students learn English was framed by the child initiated play approach and Piaget’s (1962) psychological and educational understanding of play was viewed as supportive to the development of EAL students. The teachers’ ability to switch between the two languages was noted as a benefit as it creates a more meaningful learning environment for minority language students.

### **Thematic Content Analysis Summary- (iv) Teachers value on the home language of EAL students and how this supports second language learning.**

Part of the data extracted from table four will be relayed in direct quotes from the informants the interviews will be discussed in order to explore teacher’s value on the home language of EAL students and what impact this has. The table is made available in appendix A including all the data that was seen to be relevant for the research purpose of an analysis process of theme (iv).

The concept of the teacher in regards to the value they place on EAL students speaking a home language is seen through this research to play a key role. Informant one “I think not valuing the home language, that’s one thing I found a lot of people just put that aside and tell parents you need to speak English with your child everything need to be in English. I thought that is the wrong attitude because I feel children that speak two languages just being bilingual on its own is a massive positive”. Parents are seen to look to the teachers for support in regards to supporting their EAL child in learning the first language in school. Through the data analysis it was evident to see that teachers are able to foster positive interactions between parents and child encouraging the home language to be of value within their communication.

Informant one discusses how from her perspective she has seen a number of teachers adopt the attitude of English becoming the primary language at home and at school.

The discouragement of the home language can leave a gap to develop between parents and EAL students as the level they can communicate can be compromised once the EAL students only becomes fluent in the English language. Informant two has stated the importance and value her own personal perception is on parents continuing to speak their home language. “I always tell parents when starting, to please keep speaking their mother tongue at home with their children. As you know these children will learn the English language as it’s the teachers’ responsibility to teach them English and I feel it will become their first language”. The inclusion of parents and encouragement to continue and value speaking the home language of EAL children is the role of the teachers. If the teacher does not hold a positive perception of the EAL student’s home language as of importance, this can negatively impact the inclusion of EAL parents in the classroom. The negative impact will come from a lack of knowledge of the EAL student which can be gained by the teacher from the parents. Another impact that may have a negative impact if teachers do not value the inclusion of EAL students is the self-esteem of the EAL student not being fostered and impeding their holistic development within the classroom.

Informant three discusses the importance of including parents in the classroom and how this fosters EAL student’s holistic development. “We involve the parents as much as possible to see them interacting in the classroom in their home language with the parents. It is about including all key persons involved, that is able to help build on the EAL students awareness of the English language”. Abbott and Rodger (1994) stated, ‘quality in education and care does not depend solely on government policy, purpose-built schools and nurseries or even funding. The decisive factor in determining it is the quality of the educators’. The quality of the educator is a key factor that is highlighted in the above quote. This emphasises how the perception of the teacher impacts the inclusion of EAL students’ parents and the value placed on the home language being fostered.

Informant one “Telling parents this is the story we are reading in school and asking the parents to tell the story in their home language to their children in the home environment. This allows the children to come back to school and have a deeper understanding of the story from their home life experience”. The strategy used is linked with Vygotsky’s (1978) socio-cultural theory of scaffolding, and his concept of the zone of proximal development (ZPD).

Enables children to be encouraged through the use of parents to aid their development creates the link between the theory of scaffolding into practice. Bruner (1987) believed that for learning to take place, an appropriate social interactional framework must be provided. Accordingly, by providing an appropriate social group interaction activity this creates a framework for the children to be encouraged to speak English.

Informant two discusses how it was the responsibility of the individual teachers to involve the parents in the classroom environment. “When I was teaching in the independent school I also initiated parents to come in and discuss with the children in the class their cultural beliefs and understanding”. Maslow’s (1954) hierarchy of needs places self-esteem among the most basic human needs. When supporting the individual child by meeting their every need on a very basic level allows us to help develop a positive self-concept. Thus it is extremely important to be informed of the learning difficulties and their behavioural characteristics, as these characteristics can be quite different in the capability of a child being able to deal with emotions.

The importance of the involvement of parents in EAL students learning is highlighted by Informant three quote, “We use story time, by asking parents to read a story at home in their language and then we know during teaching time the child will understand the story being read to them in English and they are able to slowly pick up the language”. (Gorter & Cenoz, 2011; Saxena, 2010) has stated in research that they conducted that, ‘Socio-cultural Awareness of the teachers in their ability to instruct multicultural students by specifically focusing on languages’. This highlights the Socio-cultural Awareness of teachers is important as it can either limit or enhance their ability to implement supportive methods for minority language students.

In conclusion teachers support students with English as an additional language (EAL) to develop competence in oral language skills of the primary language by involving the parents. One of the methods which was referenced to by all three informants was the implementing story time in class and at home. The way in which this method was extended to the home environment was to involve parents by asking them to read the same story to the EAL student at home. This builds a familiar knowledge in the EAL student of the story and when the story is then told in the classroom environment using the language of instruction the EAL student is able to join in the amongst peers of the learning experience. All three informants referred to the involvement of EAL students parents as a key factor to supporting their inclusion of the



learning experience. Developing teaching methods to support parental inclusion is listed by all three informants as vital for developing a sound knowledge of the EAL student's cultural knowledge and developmental awareness.

## **Thematic Content Analysis Summary- (v) Teachers perception of the inclusion of EAL children in independent and state school.**

The direct quotes extracted from table five highlights key facts from the interviews held with the informants. Not all the quotes will be discussed due to the limit in the length of the research paper. The table is made available in appendix A including all the data that was seen to be relevant for the research purpose of an analysis process of theme (v). Some of the data extracted from the interviews will be discussed in order to draw a comparison between independent and state schools and how they affect the inclusion of EAL students.

Informant one highlights the importance of ratio numbers from teachers to students, "I have 12 to 13 children in my class and I find it possible but in a government school where they have 30 children I think I wouldn't be able to easily implement the curriculum to meet all their needs". The state school is free education offered by the government and was put in place in England to provide a level of education for all students. However England has maintained a strong independent schooling system where parents sometimes pay high fees for their child to attend. Informant one is discussing their experience of having a low ratio of students to teachers in the independent school and the positive effect this has on adjustments to curriculum for the inclusion of EAL students. The state school has an over double the ratio of students to teachers and this creates a gap in the quality of education and support which can be offered to all students as well as making adjustment for EAL students.

According to Urie Bronfenbrenner the "macro system is characterised by belief and behaviours passed on various institutions of the culture, such as family, school, church, workplace, and structure of government" Bronfenbrenner, 2005, pp 150. The quote from Urie Bronfenbrenner highlights the importance placed on the macro system affecting the ability of inclusion of EAL students by teachers. Informant two, "In the mainstream school I was given much more space to implement changes to the curriculum and make adjustments I felt were important for including EAL students". The mainstream schooling system discussed by Informant two is the state schooling system and their perception of how the freedom to implement changes they saw were helpful for the inclusion of EAL students. The level of

freedom can be seen from the teacher's ability to make the correct adjustments to include EAL students in the curriculum.

Informant three makes a reference towards the amount of freedom to implement changes due to the amount of paper work she is expected between state and independent school, "In the independent school, there were more specialist teachers for specific subject matters, so I would not have to teach all subjects and would be able to keep up with my paper work. In the state school, I am expected to teach all subjects with my class and have less time for marking and assessment". The amount of work expected by teachers between state and independent school seems to be more toward being available for in classroom teaching or more for keeping up with paper work. The state school seemed to be more expectation for the teacher to be in the classroom and the teacher mentioned having to do her paper work during her free time to catch up.

Informant one highlights the importance of state school creating inclusion for parents to develop their competence in the English language. "In state schools they had a conversation morning for parents that don't have English as a first language to talk with English speaking parents and to build friendships. I felt it was helpful for the children as well to arrange play dates outside the school environment and also building in school environments". The fostering of such events at state schools allows for bridges to be built for the holistic inclusion of EAL students and families. Creating communities of support outside of the school system with the support of the school is a key role the school has seen as important for inclusion of EAL students.

This is however not fully seen from the perspective of Informant two for independent schools. "The EAL student's language development was insured in the independent school but there was no space for their background and diversity to be celebrated, it was more about blending the individual identities together. In the state school there was a lot of space for EAL student's diversity to be celebrated, through occasions being created by both the teachers and head of school". The importance of a uniformed belief in the independent school is seen as more valuable than the acknowledgement of diverse cultural identities. Informant two discusses from her experience at both state and independent school how the independent school was seen to do more when supporting cultural diversity.

Informant three believes from her own experience that the independent schools are more able to provide a celebration of cultural diversity and inclusion of EAL students is from the high level of training independent school. “A state school is where every member of staff has been trained in education and usually has been an educator for many years. From my experience, I have seen that EAL children are given more support and have more structures in place to make sure they are making progress”.

In conclusion the expectation placed on teachers between state and independent schools seems to be focused on the funds the school has to provide specialist support and ability to offer more time for paper work. Even though teachers were expected to do more in state schools, they felt they had the correct support in place as all members of staff were well trained. In the independent school two of the informants mention the lack of training in the head of staff and staff having less experience led them to feel less supported.

# 5 Conclusions, Limitations and Recommendation

The research was conducted to answer the main question of, teacher's perceptions on how effective adjustments and methods are implemented to ensure the inclusion of English as an additional Language (EAL) student within a mainstream classroom. In order to answer this question the researcher created Sub-questions Problems for the process of data analysis. The sub-questions were answered through the analysis of the data collected during the one to one semi-structured interviews gaining an awareness of teacher's perceptions.

Teachers value on the home language of EAL students and how this supports second language learning.

The support teacher's offer to students with English as an additional language (EAL) to develop competence in oral language skills of the primary language can be seen through the involving parents. One of the methods which was referred to by all three informants was the implementation of story time in class and at home. The way in which this method was extended to the home environment was to involve parents by asking them to read the same story to the EAL student at home in their native language. This builds a familiar knowledge in the EAL student of the story and when the story is then told in the classroom environment using the language of instruction the EAL student is able to join in the amongst peers of the learning experience. All three informants referred to the involvement of EAL students' parents as a key factor to supporting their inclusion of the learning experience. Developing teaching methods to support parental inclusion is listed by all three informants as vital for developing a sound knowledge of the EAL student's cultural knowledge and developmental awareness.

Teachers perception on the hindrance and benefits for including EAL students.

Upon viewing both the hindrances and benefits it is evident that the perception and knowledge of teachers greatly effects the inclusion of EAL students. Highlighting the importance of having SEN and EAL as separate topics within education was seen as more of a benefit. The hindrance of teachers pushing to have EAL students learn English was note as by the informants as seen in classroom practice amongst other teachers. The informants noted

this teaching method as a hindrance as the focus is not on what the EAL student is able to do in their home language. The holistic development of the EAL student is not fostered and the one achievement is learning English. The informants saw this as a method as single focus and a hindrance to EAL student's inclusion with in the classroom. The child initiated play approach and Piaget's (1962) psychological and educational understanding of play was viewed as supportive for the development of EAL students. One noted reason for the child initiated play approach being a benefit as it allows teachers to gain knowledge of the EAL student's interests benefiting further curriculum adjustment to create full inclusion. The teachers' ability to switch between the two languages was noted as a benefit as it creates a more meaningful learning environment for EAL students.

Inclusion of EAL students in National and Early Years curriculum.

The rigidity of the National Curriculum was made clear by all three informants through the awareness of the testing and assessment processes. The high expectation to meet the national standards was referred by the informants as a restriction on being able to diversify and implement effective adjustments to the curriculum, in order to meet the individual learning needs of the EAL students. All three informants taught in both the national and early year's curriculum and from their experience they have all stated the restrictions in place for making effective adjustment in order to provide an inclusive curriculum. However the early year's foundation stage was noted as providing a curriculum with an underpinning factor of meeting the needs of the unique child allowing the informants to meet the needs of the EAL students.

Teachers perception of the inclusion of EAL children in independent and state school.

The expectation placed on teachers between state and independent schools seems to be focused on the funds the school has to provide specialist support and ability to offer more time for paper work. Even though teachers were expected to do more in state schools, they felt they had the correct support in place as all members of staff were well trained. In the independent school two of the informants mention the lack of training in the head of staff and staff having less experience led them to feel less supported.

Teachers support through additional curriculum programs and extra training in order to include EAL students.

The data extracted from the three interviews has answered the summative question of the training teachers have had and are currently receiving in terms of supporting EAL students. The teachers placed the importance of the training to become more specific for EAL students, as it is currently linked with special needs training. Their perceptions noted were that the structure set up for including Special educational Needs students has helped to include EAL students. However the next step teachers voiced was to have the training as separate so that they may go deeper into the understanding and learning of inclusion of minority language students.

## **Conclusion**

In conclusion, the importance of gaining an awareness through the perceptions of teachers on how effective adjustments and methods are implemented to ensure the inclusion of English as an additional Language (EAL) student within a mainstream classroom, will help to add to the current research in developing and breaking down perceived barriers of inclusion in this field. Current research was used to demonstrate how relevant data in the field of minority languages was being used meaningfully to inform the research carried out on EAL students. By examining the perception of teachers on how effective adjustments and methods are implemented to ensure the inclusion of English as an additional Language (EAL) student within a mainstream classroom; this will hopefully drive positive recommendations to improve special and inclusive practice. The research hopes to positively contribute towards all areas of speech and language development and supporting inclusion of EAL students more effectively in the classroom. The importance of developing this field builds a link to special and inclusive education and impacts language development as a whole. This highlights the value placed on the holistic development of an individual and can impact the awareness of necessary curriculum changes for the inclusion of all.

Different strengths and weaknesses emerged from the data examined in the research highlighting key factors which can support the inclusion of EAL students in the mainstream classroom. The common emergent strength was the training and specialist support offered to teachers in providing adjustment for EAL students is paramount. The initial teacher training was seen to offer some multicultural education but not at a constant level where all training had a set standard for all teachers to follow. Special teaching methods were noted to have a positive effect on the inclusion of EAL students but again the level of awareness of these

methods was left up to the individual teacher to follow out of interest. Teacher's socio-cultural awareness was seen as a factor but not a large factor as the interest of the teacher to develop their knowledge and understanding of EAL students was intrinsically motivated. The personal ethos's of the teachers were acknowledged as the leading factor to their ability to implement adjustments which positively affect the inclusion of EAL students.

One of the weaknesses noted was the perception that teachers hold the authority in the classroom which limits interactions between teacher and student and hinders learning for EAL students. The beliefs teachers hold towards meeting the expectations of the curriculum is a factor that prevents the implementation adjustments resulting in a negative and limiting impact on EAL students within the classroom environment.

## **Limitation**

A limitation of the research analysis was the restriction of only having three informants to interview and perhaps by increasing the sample, a more detailed analysis could have been conducted drawing on a wider range of perceptions of teachers. Nevertheless, the strengths of this research are that it provides a suitable foundation for future qualitative analysis and adds to the dearth of literature and research regarding EAL students. It also provides a pragmatic foundation for formative curriculum development in the future especially since it has identified key factors that need to be taken into consideration prior to adapting the focus of the national curriculum along with pinpointing some teaching techniques that appear to provide positive outcomes for inclusive education for EAL students.

## **Recommendation**

The research has revealed a number of recommendations for the development of a more fully inclusive curriculum practice for EAL students. The development of this research is noted as requiring further studies to be carried out with a larger sample size to gauge if the data that was extracted from this research to be of more concrete value. The research development of minority language students in developing countries has gained much awareness in the academic field. However a gap has been noted that developed countries have not had much research carried out to see how inclusion is being address for minority language students. In England the inclusion of EAL students is an evolving topic within education and the importance to address as the number of EAL students is seen to be increasing from year to

year. Research on minority languages is not well understood by speakers of a dominant language, but it is relevant to many areas (Cenoz & Gorter, 2008). Further studies not only on the perceptions of teachers but also on the curriculum structures in places for EAL students would be a recommended focus.



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# Appendix

■■■■ Appendix A: Tables 1 to 5

■■■■ Appendix C: Information sheet and consent form

■■■■ Appendix D: Interview Guide

Table 1: Thematic Content Analysis Summary- Theme (i) Inclusion of EAL students in National and Early Years curriculum

Pilot interview	Interview One	Interview Two
Within the National Curriculum I found that there were more standards and targets that children had to meet, staying in certain guidelines as they have to meet certain objectives by the end of the year. It is more stressful for the teachers who implement the national primary curriculum as they have a lot of people above them who need results.	The national curriculum is more about children, goals and achievement and you need to see the progress. It does provide knowledge and information, but it is not really adequate enough for the EAL children's experience, it doesn't even talk about relations and environments.	It's difficult for a teacher in the national curriculum, with the pressure of statistical tests, as they don't have much time in the day to adjust the curriculum for EAL students. However there is time in the Early Years Foundation Stage to make these adjustments to meet the need of EAL students
The creativity of the Early Years Foundation Stage (EYFS) we follow the child's interests in a more creativity way which fosters more inclusive practice for EAL students and allows it to be more fun for the teacher and the pupil.	In the Early Years curriculum there is more independent focus for teachers to be able to develop the weekly planning around EAL children, including an importance on sharing cultural diversity.	EAL students will be ready at their own unique time and if the curriculum is able to allow for this holistic development to take place then that would support their learning and development. I do believe in this way, that the Early Years Foundation Stage does lend itself to supporting children with EAL.
Within the EYFS it's not so focused on results it's about the individual child and the holistic development of the child.	In the Early years curriculum it's about exploring more, so it is easier to make adjustments to the curriculum to make it more multicultural. From my own experience the national curriculum does not leave space for the cultural identity of EAL children.	If EAL children start in the National curriculum they won't have daily phonics lessons which is unfortunate because I think it can be a helpful tool for EAL students learning to speak English.
Within the National Curriculum you can't just take one child out and work on a one to one basis or focus on one child's interest and develop an activity and just implementing it.	The National curriculum is harder for EAL as they are not even able to understand the instructions. That is why there is extra support provided for reading instructions but I don't think it is enough and EAL children don't have the same starting point. It is really difficult to support EAL children.	There is so much to cover there isn't much time to allow for flexibility in the National Curriculum as there are standards to reach and the curriculum is so broad. Part of this is due to the testing and the rigid curriculum we have and only allows for 2 hours during religious lessons.
With the national Curriculum it is about the group and learning certain content and because they have certain goals they have to meet in a certain way it takes away the creativity.	The Early Years curriculum is about the unique child with a focus on the environment and relationships and these points are as important as the unique child. In the National curriculum I feel this is totally left behind and the focus is more on knowledge and achieving targets and goals.	As the early years curriculum has a play based nature, it is appropriate as it provides the practical experiences for the EAL children to create links in language learning. The goals are the same for the national curriculum and this is restrictive as the curriculum does not reflect the unique child.
The curriculum is only a guideline and as a teacher you have to know your students and be creative with your approach. You have to know different learners and how to adapt and develop the children.	When I taught the national curriculum I didn't find much time in the curriculum structure for cultural diversity and EAL students to be given more focus.	I think it is so important for all EAL students, if possible, to start in the Early Years Foundation Stage curriculum. If they start in the National curriculum they miss out on the play based experiential learning.

Table 2: Thematic Content Analysis Summary- (ii) Teachers support through additional curriculum programs and extra training in order to include EAL students

Pilot interview (Informant one)	Interview One (Informant two)	Interview Two (Informant three)
We had inclusive training for special needs, cultural background and EAL within my education degree in England.	The topic of the EAL student being supported is one of the most requested courses by teachers in the independent schools. We were never given specific EAL training, it was more combined with special needs or gifted children.	There isn't as much regular training given to teachers for supporting EAL students and with every term we have a safeguarding course. The biggest part of support for EAL children is the environment, not a worksheet. A good school will help you too provide this.
At the start of the academic year the EAL teacher worked more independently then I began to include her more into my curriculum planning for the class as I realised she is a valuable source to supporting the EAL children.	Implementing the work for EAL students and developing these on a daily basis, we would mostly use the material that she would want to use. I was supportive of the EAL teacher and we would together work with the EAL students.	I am struggling in terms of time to make the implemented changes to the curriculum as I have to refer the EAL students that are really struggling to a specialist for support; this is done in my own time.
As a teacher you have to go out and source the materials to support EAL students, your knowledge and training will give you certain tool but you have to be creative and adaptable.	I teach phonics as my main subject for EAL students, as they need sounds from the beginning to be stable in their knowledge. I have the record of their first assessment so I have all the data of their level of understanding.	In the state school I have met a number of speech and language therapists whereas I never met one in my two years at the independent school. This has led to different training being given to me on a day to day basis working with EAL students and having the specialists support.
I noticed that the children's home language was not taken into consideration and we wanted to see how that could help support children with EAL. How to create different strategies for supporting children with EAL, at home and in the classroom working alongside parents.	When I was doing my early years teachers training at university in England there was a whole chapter on supporting diverse identities of families and children.	There is pressure, no matter where the children start, for everyone to achieve a good level of development. The only way that can happen is through giving EAL students the right support and the only way the teacher can give the right support is by having the right support ourselves.
We have internal EAL support training and it is run by the EAL teacher and she goes for external training and then she adapts and caters her training towards the age ranges.	The EAL teacher would give training, not very frequently, but on a daily basis we would communicate and for me this was more important than the training.	Lots of material I use in the EYFS curriculum is based around concrete material, which is perfect for teaching EAL students and all the children. I developed a visual timetable and this is relevant for both EAL students and all the children to build on their individual development.
I personally feel that it is more efficient now as the EAL teacher knows what we need and we are more comfortable to ask her questions and at a later stage if you have follow up questions you are able to ask her as well. She is also able to answer these questions on the spot so it is much better I feel.	When I came to the UK I did a lot of extra courses on how to support EAL students and applying these in practice, as it is good to know theory but you need to apply this practically with children. Sometimes the theory will work for some children but not for other children and it's about having the wealth of information and learning to implement this at the right time for each child.	I think I'm still an early year's teacher as the curriculum is a play based curriculum and my teacher training gave me so much research on developmental theorists such a Piaget and Vygotsky. The theories all refer back to the practical experience of the individual child. In terms of EAL students and their language development it is a very important curriculum to support the language development.

Table 3: Thematic Content Analysis Summary- (iii) Teachers perception on the hindrance and benefits for including EAL students

Pilot interview (Informant one)	Interview One (Informant two)	Interview Two (Informant three)
EAL is only really becoming the focus now it's not Special needs that has their own structure in the curriculum and been focused on a lot and I feel EAL has not been given the same importance as special needs.	There is a set structure for supporting SEN students and a team of people around to guide and help them, so in general there is a bigger support for these children rather than EAL students.	The training I received was generalised and there was a basis given. But I have picked up a lot more working with specialists and seeing what works in practice. During my teacher training it was fairly equal the emphasis for EAL students and Special Educational Needs (SEN) children.
I noticed that the children's home language was not taken into consideration and we wanted to see how that could help support children with EAL. How to create different strategies for supporting children with EAL, at home and in the classroom working alongside parents.	It is very common practice amongst teachers that I know, to be implementing the national curriculum to push EAL children to learn English in order to meet the criteria's and targets, which I find very unfortunate.	Children, with significant special needs, have an education and health care plan for receiving additional support and if they have significant EAL challenges. The learning support assistant working one to one with the child would be able to speak the language the child is most confident with, as they have the legal requirement that the person working with them would speak their home language and English.
The Early Years foundation stage doesn't give you the tools it is just a guideline you have to go find the recourse to implement these standards. It is my understanding and knowledge so there is a gap for EAL students to be not given the proper guidance.	The children with EAL are placed mostly in the low abilities group, and this isn't because of their experience or knowledge but because of their language. This is very unfair for EAL children because it doesn't show their full abilities; it just shows their understanding of English.	From my own experience the national curriculum does not leave space for the cultural identity of EAL children.
The structure of the school is more of how we support EAL students as the special needs has a set structure. My schools personal ethos has adapted to include EAL students as Special needs has a set structure and all school are awareness of how to implement it through the large impact it has within the curriculum.	For many years in the National curriculum EAL children are left behind as there is no space or time to fully include them but once they grasp the language they are then only able to exceed forward.	This sharing of knowledge between myself and the specialists, created a way for the information to be shared in the classroom environment for the EAL students. This allowed meaningful information to be shared at the right time for their learning and development.
The whole school has to set goals and work towards them in terms of including EAL students as it comes more from the school and teachers rather than from the curriculum. The curriculum only states simple guidance. The structure of the school is more of how we support EAL students as the special needs has a set structure.	Allowing the space to learn that things won't be the same as the EAL children know them to have been, but it doesn't mean they will be worse or they are worse or some else is better.	Having high expectations of children in your class I feel supports them in achieving. I would say this is the most important aspect a teaching can have for children. Working in partnership with parents is important, especially for EAL students. It is important to tap into the children's interests as it helps to build their confidence within the classroom environment.



Table 4: Thematic Content Analysis Summary- (iv) Teachers value on the home language of EAL students and how this supports second language learning.

Pilot interview (Informant one)	Interview One (Informant two)	Interview Two (Informant three)
I think not valuing the home language, that's one thing I found a lot of people just put that aside and tell parents you need to speak English with your child everything need to be in English. I thought that is the wrong attitude because I feel children that speak two languages just being bilingual on its own is a massive positive.	I always tell parents when starting, to please keep speaking their mother tongue at home with their children. As you know these children will learn the English language as it's the teachers' responsibility to teach them English and I feel it will become their first language.	We involve the parents as much as possible to see them interacting in the classroom in their home language with the parents. It is about including all key persons involved, that is able to help build on the EAL students awareness of the English language.
Telling parents this is the story we are reading in school and asking the parents to tell the story in their home language to their children in the home environment. This allows the children to come back to school and have a deeper understanding of the story from their home life experience.	When I was teaching in the independent school I also initiated parents to come in and discuss with the children in the class their cultural beliefs and understanding.	We use story time, by asking parents to read a story at home in their language and then we know during teaching time the child will understand the story being read to them in English and they are able to slowly pick up the language.
If parents are not allowed to speak to their children in their home language later on in life it will impact on their relationships. For example parents will not be able to guide their children at certain ages and stages of their lives because they don't have that language to communicate.	I can say that for myself I get even more then I give from having EAL students in my classroom. It is so important to foster the belief in your classroom that we are all individual, special, unique and valuable.	There is more opportunity in the Early Years Foundation Stage planning as there is more flexibility to make the relevant adjustments to the time table to incorporate the cultural celebration at the relevant time they are being celebrated.
I speak two languages and have the ability to understand that it's difficult enough to speak one language and have to learn a second language. So when I see a young child learning a second language I understand what they are going through what they are feeling, and they are quite young so I need to put myself in their position and just be able to understand.	I believe it is really important for teachers to make the background of students of importance. Encouraging them to be proud and bring part of their cultural heritage to share with the class.	It is great to celebrate different cultures and religions and that is part of the UK as it is a very multicultural place. If we don't have families from diverse cultures it's not the same when celebrating major cultural events, to have the personal experience of the family and the enthusiasm that can be shared with everyone involved, learning about these diverse cultural events.
Teaching them you should be the same you shouldn't say because they have English as an additional language you should treat them differently. When presenting the curriculum to them I just need to present it the same to them but then probably put visual aids and lots of things to be able to be modelled to be able to support them.	It is not just about academic knowledge; it's more about knowledge of multicultural understandings of all the children in the classroom and sharing this with the children in the class so that they understand the wider world and how it is made up.	I am able to learn alongside the children about the EAL students' countries and definitely having the experience has made my teaching important.

Table 5: Thematic Content Analysis Summary- (v) Teachers perception of the inclusion of EAL children in independent and state school.

Pilot interview (Informant one)	Interview One (Informant two)	Interview Two (Informant three)
In state schools they had a conversation morning for parents that don't have English as a first language to take with English speaking parents and to build friendships. I felt it was helpful for the children as well to arrange play dates outside the school environment and also building in school environments.	The EAL student's language development was insured in the independent school but there was no space for their background and diversity to be celebrated, it was more about blending the individual identities together. In the state school there was a lot of space for EAL student's diversity to be celebrated, through occasions being created by both the teachers and head of school.	A state school is where every member of staff has been trained in education and usually has been an educator for many years. From my experience, I have seen that EAL children are given more support and have more structures in place to make sure they are making progress.
I have 12 to 13 children in my class and I find it possible but in a government school where they have 30 children I think I wouldn't be able to easily implement the curriculum to meet all their needs.	The state school I worked at had whole school events that were initiated by the principal for the parents to come in and discuss their cultural beliefs and traditions.	In the state school I have met a number of speech and language therapists whereas I never met one in my two years at the independent school. This has led to different training being given to me on a day to day basis working with EAL students and having the specialists support.
They are making it very inclusive in the state school classrooms by offering teachers to translate to student who speak another language.	We were taught in the independent school that parents pay your salary and you were basically employed by them so we were not there so satisfy the children we were there to satisfy the parents.	It is few and far between to be observed in the independent schools, the amount of observations done by many different professionals in state schools is a lot more. I feel this helps me as my management are very supportive in a state school and we are able to reflect on our practice and how to work towards including EAL students.
I am able to take 10 of 15 minutes a day to work one to one with individual children and EAL children as I only have 12 children in my class at the independent school.	In the mainstream school I was given much more space to implement changes to the curriculum and make adjustments I felt were important for including EAL students.	I guess in some ways there is a little bit more screening which is analysed against national standards in state schools (where these do not have to be carried out in independent schools). With more data being collected perhaps this leads to more observations in order to implement changes for supporting EAL students.
If I had 30 children as they do in state school I would find it impossible to carry out this one to one work that some EAL students need.	In the independent school I only really had a 40 minute time frame in the morning to develop a creative lesson with the whole class which is not enough. Which left me doing a lot of paper work during the rest of the time when the students were with other teachers.	In the independent school, there were more specialist teachers for specific subject matters, so I would not have to teach all subjects and would be able to keep up with my paper work. In the state school, I am expected to teach all subjects with my class and have less time for marking and assessment.

## Information Sheet for Participants

You are being invited to participate in a research study conducted by Janine through the Department of Special Education University of Oslo. The study results will contribute to my master dissertation on the Erasmus Mundus Special and Inclusive Education programme.

Student: Janine Parry

Supervisor: Jorun Buli-Holmberg

Teacher's perceptions of effective adjustments and methods to enable the inclusion of students with English as an additional language (EAL) within the classroom environment.

### Purpose of the Study

This study aims to investigate effective adjustments and methods for the inclusion of students with English as an additional language (EAL) from the perspective of teachers, taking into consideration curriculum requirements, teaching experience, beliefs and cultural background.

### Procedure of the Study

One-to-one interview will be conducted with participants, lasting up to 1 hour, minimum 30 minutes. The interview will be audio-recorded for the purpose of later transcription and data analysis. After the completion of the dissertation, these recordings will be eliminated. If necessary, I may contact you for clarification of ideas after the interview.

### Participant right and data confidentiality

Participation within the research study is by voluntary bases only. Participants may change their thoughts at any time leading to a withdrawal from the study without any consequences. Participants have the right not answer Specific questions if they so choose. At any point during the study participants may choose to have their data removed from the study. All the data in the interview is subject to total confidentiality and anonymity and it will only be used

for the dissertation. Participants hold the right to access and review the transcript of their interview if they deem so important.

If you have any concerns or questions about this study, please feel free to contact me at [parry.janine@gmail.com](mailto:parry.janine@gmail.com)

If you would like to participate in this study, please sign the attached form.

Thank you for your involvement it is greatly appreciated, without which this study may not be conducted.

Janine Parry

Consent form for the research project

Teacher's perceptions of effective adjustments and methods to enable the inclusion of students with English as an additional language (EAL) within the classroom environment.

Erasmus Mundus Special and Inclusive Education MA 2015/2016

If you:

- have read the information sheet regarding the research;
- are clear about your rights in the project;
- agree to participate in the research,

please sign below.

Name:Click here to type your name

Signature:

Date:Click here to select a date

Thank you for your participation.

Janine Parry

parry.janine@gmail.com

## Interview Guide

### Research Question

Teacher's perceptions of effective adjustments and methods to enable the inclusion of students with English as an additional language (EAL) within the classroom environment.

### Summative Questions

How teacher's perceptions impact the learning and inclusion of EAL students within the learning environment?

What attitudes and beliefs do teachers recognise as being supportive for enhancing the learning experience of EAL students in the classroom?

What attitudes and beliefs do teachers recognise as being a hindrance for enhancing the learning experience of EAL students in the classroom?

### Sub questions

How much autonomy do teachers have to make changes to the curriculum in order to include EAL students?

Have teachers had any training in intercultural education and are they offered support by the school through specialists support?

### Interview Questions

One hour skype interview with primary school teachers.

1. Have you taught students in the classroom environment which are only aware of the language of instruction as their second language? What age group did you teach?
2. What subject do you teach the EAL students?
3. Do you have specific textbooks or learning material that you are able to use when supporting EAL students? If so was it material that was provided by your school or did you source this material independently?

4. Did you receive extra support and allowance to make effective adjustments to the implemented curriculum?
5. Were you allowed to make these adjustments freely when choosing the methods and materials as well as what you wanted to implement with the EAL children?
6. During your teacher training did you cover the topic of how to support EAL students taught within the mainstream classroom?
7. Were you offered extra training by your school of employment to effectively support the EAL students within the classroom?
8. Have you received training in intercultural education during your initial teacher training and since you have been teaching?
9. What attitudes and beliefs do you recognise as being supportive for enhancing the learning experience amongst EAL students in the classroom?
10. What attitudes and beliefs do you recognise as being a hindrance for enhancing the learning amongst EAL students in the classroom?
11. Did you find that you were able to support students with English as an additional language (EAL) within the classroom? Can you give an example?
12. Have cultural differences influenced the impact of your teaching practice? Could you share an example of this?
13. Do you find teaching in a classroom with children from multi-cultural backgrounds to support or hinder the practice of inclusion? Could you share an example of this?

