



**Evaluation of Initial Teacher Education programmes for quality education
of English Language Learners in England: provision, practice, expectations**

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Abstract

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Title: Evaluation of Initial Teacher Education programmes for quality education of English Language Learners in England: provision, practice, expectations

The growing linguistic diversity in English schools necessitates evaluating Initial Teacher Education programmes, particularly their capacity to prepare trainee teachers for educating English Language Learners (ELLs) (Cunningham, 2019; Demie, 2018). This study investigates the content, quality, and pedagogical foundations of Initial Teacher Education in England to assess whether these programmes adequately equip teachers for ELL instruction in mainstream classrooms (Flockton & Cunningham, 2021).

With nearly 1.7 million pupils requiring language support (The Bell Foundation, 2024), research consistently shows that Newly Qualified Teachers (NQTs) feel underprepared for teaching ELLs (Starbuck, 2018). Alarming, fewer than 50% of NQTs report feeling prepared, with this figure declining over time (Ginnis et al., 2018). Gaps in Initial Teacher Education curricula include insufficient integration of Second Language Acquisition (SLA) theories and English Language Teaching (ELT) pedagogies—key components for addressing linguistic diversity (Lucas & Villegas, 2010; Murakami, 2008).

This study addresses these deficiencies by examining the extent to which Initial Teacher Education programmes integrate relevant pedagogical theories, explore trainee teachers' experiences, and assess their confidence in teaching ELLs (Franson, 1999; Cajkler & Hall, 2009). Using a mixed-methods approach—including surveys, interviews, and curriculum analysis—it identifies successes and shortcomings in preparing teachers for linguistically diverse classrooms (Flockton & Cunningham, 2021).

Findings reveal that while some programmes include effective ELL teaching strategies, widespread improvements are needed, particularly in practical, classroom-based training. Recommendations are made for enhancing Initial Teacher Education curricula to better prepare future teachers and ensure ELLs receive quality education. These insights are vital for policymakers, educators, and Initial Teacher Education providers in adapting to an increasingly multilingual educational landscape (Cunningham, 2019; Demie, 2018).

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For every working-class person who's told academia is not for them, and for every girl who's told she reads too much and asks too many questions; this is for you.

I declare that this thesis is my own work and has not been submitted in substantially the same form for the award of a higher degree elsewhere.

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List of Abbreviations

- ELLs: English Language Learners
- EAL: English as an Additional Language
- EFL: English as a Foreign Language
- ESOL: English to Speakers of Other Languages
- ESL: English as a Second Language
- LBE: Language(s) Beyond English
- LEP: Limited English Proficiency
- SLA: Second language Acquisition
- ELT: English Language Teaching
- NQT: Newly Qualified Teacher
- QTS: Qualified Teacher Status
- ITE: Initial Teacher Education
- DfE: Department for Education
- NALDIC: National Association for Language Development In the Curriculum

Chapter 1 Introduction

1.1 Introduction

In this chapter, I outline the rationale and the purpose of this research project. First, I define the term English Language Learner (ELL) as it is used in this thesis (1.2). Next, I define Initial Teacher Education in the context of this thesis (1.3), followed by an introduction and operationalisation of the terms ‘preparedness’ (1.4) and ‘confidence’ (1.5) before going on to set the scene by explaining the study’s context and background (1.6). This is followed by a statement of the main aim and research questions (1.7), and the research approach (1.8).

1.2 Defining terminology: ELL (English Language Learner)

The term ELL has its origins in United States educational policy, where it was formally introduced in the No Child Left Behind Act (U.S. Department of Education, 2002). While in the UK the term English as an Additional Language (EAL) is more commonly used (DfE, 2020; The Bell Foundation, 2021), within this thesis ELL is adopted descriptively and in line with its use in mainstream educational contexts (Coady et al., 2011; Guler, 2020). As such, in this thesis the term ELL is used to refer to children: (a) who speak/use languages beyond English, and (b) whose English is not at the same level as that of their peers who use English as their first (main or dominant) language and who, therefore, require some form of language support and assistance in order to access the curriculum.

1.3 Initial Teacher Education

The European Commission Report (2014) defines Initial Teacher Education as the critical foundation of a teacher’s professional journey, equipping new teachers with essential tools to facilitate meaningful learning. It provides trainees with a supportive environment to experiment in mainstream classrooms, fostering reflection, collaboration, and critical thinking to adapt teaching to students’ needs. Initial Teacher Education is an intensive, demanding process that requires intellectual and emotional engagement, as it involves analysing, processing, and reviewing ideas while simultaneously teaching. It also emphasizes continual evaluation to ensure effective preparation and guidance for trainees, as well as the development of favourable structures and opportunities for teachers (European Commission, 2014).

Foster (2019) refers to Initial Teacher Education as Initial Teacher Training (ITT), noting that over 30,000 individuals in England enter ITT annually through various routes, which differ in being school-centred or higher-education-led, and in funding structures. All ITT routes include teaching placements in at least two schools and lead to Qualified Teacher Status (QTS).

In this thesis, Initial Teacher Education encompasses the European Commission's (2014) definition and trainee teachers participating in higher-education-led ITT programs.

1.4 Preparedness

The Newly Qualified Teacher (NQT) survey annually asks NQTs how well their training prepared them for the teaching skills and standards outlined in the Teachers' Standards framework. Despite this, the Department for Education (DfE) lacks criteria to measure this preparedness effectively. Without a clear construct of preparedness, improving training courses based on survey data is challenging. For instance, the 2017 NQT survey showed that NQTs felt least prepared to work with ELLs (Ginnis et al., 2018).

Flockton and Cunningham (2021) highlight the need to define preparedness in relation to trainee teachers exiting Initial Teacher Education ready to teach ELLs. They note that trainee teachers' negative responses about preparedness may stem from misapprehensions about what it entails and unrealistic expectations of feeling fully prepared. Instead, preparedness could involve understanding ELLs' needs, employing relevant strategies, and being aware of available networks and resources.

Research also shows that faculty and educator support positively correlate with trainee teachers' preparedness (Stokking et al., 2003; Rots et al., 2007; Rots & Aelterman, 2009). Placement experience is a key factor, as Flockton and Cunningham's (2021) data emphasize the need for more opportunities to work with ELLs during training. Accordingly, this thesis defines preparedness as encompassing placement experience with ELLs, awareness of their linguistic needs and teaching strategies, and knowledge of available resources.

1.5 Confidence

The Cambridge Online Dictionary defines confidence as “the quality of being certain of your abilities or of having trust in people, plans, or the future,” a definition applied to trainee teachers’ confidence. Stankov et al. (2014, p.158) identify two key aspects of confidence: (1) self-reported beliefs about one’s ability to accomplish tasks, and (2) judgments of success after task completion. The first focuses on self-perceptions in specific contexts, while the second examines general cognitive behaviour. Both involve cognitive processing of accuracy, personality traits, and motivation through self-appraisals and the intention to be accurate.

Gatt and Karppinen (2014) argue that increasing pre-service teachers’ knowledge and competence can reduce anxiety and boost confidence. They also highlight the influence of prior school experiences and the quality of Initial Teacher Education programmes. Hicks et al. (2010) note that teacher educators’ lack of confidence in supporting trainees in specific areas can undermine trainee teachers’ confidence. Mojavezi and Tamiz (2012, p.483) define teacher self-confidence as “the extent to which a teacher is confident enough in their ability to promote students’ learning.” This definition will be used in this thesis to describe trainee teachers’ confidence levels when teaching ELLs in mainstream classrooms.

1.6 Setting the scene: Context and background

While earlier studies documented increases in linguistic diversity in schools (Curran, 2003; Lucas, Villegas, & Freedson-Gonzalez, 2008), more recent national data confirm that this trend has continued. Department for Education statistics show that the proportion of pupils in England recorded as having English as an Additional Language rose from around 11% in 2006 to over 20% in 2022 (DfE, 2023). Furthermore, more recently, the Department for Education (Explore education statistics, 2025) have released figures stating that between the academic years of 2023-2024 and 2024-2025, the number of pupils whose first language is other than English rose from 1,770,160 to 1,806,029 (an increase of 35,869, or 2%), furthermore the proportion of EAL pupils within the total school population has grown from 20.83% to 21.38%, representing a 0.55 percentage increase. Longitudinal analyses of the National Pupil Database (Strand et al., 2015) further illustrate how this diversity intersects with patterns of attainment, underscoring the importance of preparing teachers for multilingual classrooms.

For Initial Teacher Education, these trends have presented clear demands. Teacher education programmes must equip future teachers not only to respond to linguistic diversity as a normal feature of contemporary classrooms, but also to support ELLs who may enter school with low proficiency in English at varying points in their education. These learners often require targeted language support to access the curriculum fully (Cortazzi & Jin, 2007, p. 646). Consequently, Initial Teacher Education curricula have had to adapt to ensure that trainee teachers develop the knowledge, skills, and confidence to work effectively in such contexts. In this thesis, these demands are examined through the constructs of **preparedness** and **confidence**, which serve as lenses for investigating how both trainees and teacher educators perceive the adequacy of ITE provision for working with ELLs.

1.6.1 Growing linguistic diversity within Britain: the impact on Initial Teacher Education

In England, teachers in their first year of teaching (known as NQTs) are invited annually to complete the DfE's NQT survey. This survey gathers teachers' views on the quality of Initial Teacher Education they received to inform educational policymakers and guide future decisions. The data is also shared with the training institutions (Starbuck, 2018). Within the UK, it seems that Initial Teacher Education has not sufficiently supported teachers in feeling prepared to manage linguistic diversity. Figures 8.1–8.12 in Appendix 1 demonstrate that each year, NQTs report feeling underprepared to work with ELLs. Starbuck (2018) notes that since 2004, the proportion of NQTs rating their Initial Teacher Education as 'good' or 'better' in preparing them for teaching ELLs has never exceeded 50%. Specifically, the NQT Annual Survey research report 2016 (p.10) stated, "In line with previous years, NQTs felt their training had prepared them less well to cater for pupils with specific needs - such as those with English as an Additional Language," as fewer than 50% of NQTs felt well-prepared to teach ELLs. This figure declined further in the 2017 survey (pp.25–26), where only 39% felt their Initial Teacher Education prepared them well for teaching ELLs. This is concerning, as it represents a lower rate than for any other area of their job (Starbuck, 2018). The graphs up to 2017 are displayed in Appendix 1. However, post-2017 data from NQT surveys have not been made available, so it is unknown how NQTs currently rate Initial Teacher Education regarding teaching ELLs.

Franson (1999) comments the teachers who participated in her study felt underprepared to teach ELLs, as although teachers expressed an ability to cope, they also expressed how they did not feel adequately trained and that therefore the undeclared question remains problematic, namely how do we facilitate making the content of a lesson meaningful for ELLs? When the teachers in their study were asked to consider what would make it 'better' they suggested smaller class sizes, more focused teaching support, guidance and possibly materials. This unawareness of what constitutes good ELL teaching practice is concerning and will be noted upon later within the section defining good ELL teaching practice. This picture of teacher's unpreparedness to teach ELLs is further supported by Murakami (2008) as she states that there seems to be an expectation that teachers can 'learn on the job'. Finally, Murakami (2008, p.276) states that upon being asked to stipulate what they desired in terms of training and support, almost all their participants wanted opportunities to observe and discuss ELL pedagogy and how it links to practice, as well as networking opportunities to enable them to hear from other colleagues regarding what they have encountered and how they have overcome it.

Moreover, Cajkler and Hall's (2009, p.166) presented findings about the effectiveness of Initial Teacher Education in relation to preparing teachers for teaching ELLs, they stated that upon entry to the teaching profession, most primary NQTs have experienced some preparation in relation to teaching ELLs, but that there was substantial variability in the quality and quantity of this preparation. Furthermore, they note that the most steadily valued aspect of provision was school placement and that when this was insufficient it was the most severely critiqued of training provider failings. They went on to state that in order to meet the training needs articulated by NQTs within the study Initial Teacher Education programmes needed to offer more substantial training on: (1) pedagogy pertaining to the teaching of ELLs, (2) how to create and or source materials, (3) increasing awareness and understanding of elements of a diverse array of languages and cultures, (4) how to integrate early stage new arrivals, (5) understanding of second language and bilingualism, (6) teaching in the early years, and (7) assessment of pupils who are defined as being ELLs (Cajkler and Hall, 2009, p. 166).

Flockton and Cunningham's (2021) noted that their interview participants, who were teacher educators, were informed about the apparent disparity between their questionnaire

findings and that of previous research, (i.e., that teacher educators seem to be more confident about equipping trainee teachers to work with ELLs children than NQTs have regularly been reporting) and asked where they thought the potential mismatch was. They discuss how one teacher educator posited that teachers work on instinct when out in the classroom owing to the fact that they no longer have access to academic research in the same way that trainee teachers do, and this in turn reinforces Medgyes (2017) and Paran's (2017) argument that more should be done to prevent this, and as a consequence they may feel insufficiently prepared as instinct develops with experience (Flockton and Cunningham's, 2021, p. 229-230). Flockton and Cunningham (2021) further highlight how one participant posited that the disparity could be owing to a lack of time and varied experiences on trainee teachers' placements, for instance if their designated mentors in their placement schools are not equipped to deal with ELLs, which could in turn result in trainee teachers leaving their placements feeling overwhelmed and underprepared. This viewpoint was supported by many participants, who argued that practical placement experience involving working with ELLs in context correlates with trainee teachers leaving their Initial Teacher Education courses feeling prepared and confident (Flockton and Cunningham's, 2021, p. 229-230). Perhaps unsurprisingly, Flockton and Cunningham's (2021) data revealed that teacher educators seemingly thought that ultimately, regardless of how good training sessions are or how prepared institutions attempt to make student teachers, it is relevant experience that leads to student teachers leaving Initial Teacher Education courses feeling confident, and as such placement opportunities with ELLs are essential for student teachers to feel prepared and confident for teaching ELLs.

Moreover, given that there is an expectation that teachers will at some point in their teaching career teach ELLs (Cajkler and Hall, 2009) it is perhaps worrying that trainee teachers feel they are not given enough opportunities to experience working with ELL pupils, and that many teacher educators feel that practical experience with ELLs correlates with trainee teachers leaving Initial Teacher Education courses feeling prepared (Flockton and Cunningham, 2021). However, it could be that students' definitions of ELLs and the school's definitions of such are different, or perhaps these experiences are so small that students do not deem it to be sufficient. These are all questions which need to be considered both in this thesis and in future research.

1.6.2 Growing linguistic diversity: the impact on education policy and schools

The 1985 Swann Report advocated for supporting ELLs within inclusive mainstream classrooms, promoting models like Partnership Teaching, which paired classroom and specialist English teachers. However, criticisms arose over diminished support for home languages and failure to acknowledge the benefits of bilingualism in academic success. Policy shifts, such as the 1988 Education Reform Act's devolution of funding to schools, further undermined provisions for ELLs as schools prioritized other budgetary needs (McKay, 1993; Franson, 1999).

ELL-specific instruction was marginalized within the National Curriculum, leaving Initial Teacher Education underprepared to address ELL needs despite the inevitability of teaching linguistically diverse classrooms (Leung, 2016; Butcher et al., 2007). The establishment of NALDIC in 1992 sought to address gaps in centralized ELL strategy by facilitating research and advocacy. Yet, research continues to highlight disparities in teacher training and inconsistent provision across schools, often leaving educators culturally unaware and lacking linguistic preparation (Sood & Mistry, 2011; Bailey & Marsden, 2017).

Government initiatives like *Aiming High* and *Every Child Matters* recognized the importance of overcoming barriers for ELLs, valuing their linguistic and cultural backgrounds, and clarifying the roles of support staff (DfES, 2003; Creese, 2005). However, the lack of a national strategy perpetuates variability in ELL support (Safford & Costley, 2008). Cuts to specialist roles and inadequate funding further exacerbate challenges, with teachers often left to self-train or rely on external schemes like NALDIC or regional outreach programs (Wardman, 2013; Flockton & Cunningham, 2021).

The removal of explicit ELL references in the 2015 Ofsted Education Inspection Framework underscores the systemic neglect of ELL-specific pedagogical frameworks, this is further evident by their removal of the National Lead for EAL, ESOL and Gypsy, Roma and Travellers in 2021 (Naldic, 2024). While initiatives like The Bell Foundation and university-led projects aim to fill training gaps, these efforts remain insufficient in addressing the urgent need for comprehensive ELL teacher preparation across Initial Teacher Education and in-service professional development. As Skinner (2010) notes, the expectation that teachers can

effectively support ELLs by “learning on the job” fails to recognize the specialized nature of ELL pedagogy.

1.8 Statement of main aim and research questions

Against a picture of limited resources and support for ELL pupils and for teachers teaching in classrooms with linguistic diversity, and consistent reports from NQTs about feeling insufficiently prepared, and Franson et al.’s (2002) argument that there is a need to further our understanding of how ELL training is provided on training courses to best identify how it can be improved. This study aims to explore the under researched area of the curriculum of Initial Teacher Education courses in specific relation to training teachers to teach ELLs, as well as how students respond to linguistic diversity within the curriculum by posing the following research questions:

Research Question 1: What are the Teacher Educators’ perspectives of the content and quality of contemporary ITE courses’ provision for educating ELLs?

Research Question 1.1: What do Teacher Educators consider to be ‘practical’ EAL training?

Research Question 2: What are the Trainee-Teachers’ perspectives of the content and quality of contemporary ITE courses’ provision for educating ELLs?

Research Question 3: What aspects of SLA theories and ELT pedagogy currently inform the ITE curricula in England?

Research Question 3.1: What is the rationale behind integration of these aspects into the ITE curricula?

Research Question 3.2: How are these aspects integrated into the ITE curricula, be it through patterns, frequency, explicitness, depth of coverage, etc.?

Research Question 4: How does Trainee-Teachers’ knowledge on effective education of ELLs develop throughout the course of training?

Research Question 4.1 What are the Trainee-Teachers’ perspectives of ITE courses’ provision on SLA theory and ELL pedagogy?

Research Question 4.2: What other factors, such as placements in schools, influence change in Trainee-Teachers' perceptions and actions?

1.10 Summary

In this chapter, I have defined ELLs (1.2) as children who use languages beyond English, whose English proficiency is below that of peers for whom English is dominant, and who require support to access the curriculum. For this thesis, preparedness (1.4) was defined as the extent of placement experience with ELLs, linguistic awareness, teaching techniques, and knowledge of networks and resources for teaching ELLs. This chapter also considered teacher confidence (1.5), defined by Mojavezi and Tamiz (2012) as belief in one's ability to promote student learning, applied here to describe trainee teachers' confidence in teaching ELLs in mainstream classrooms. The context of growing linguistic diversity in the education sector was also considered (1.6), before considering the rationale for this study (1.8); the need to further understand exactly how Initial Teacher Education courses prepare trainee teachers for working with ELLs and how trainee teachers value this training.

Chapter 2 Literature Review

2.1 Introduction

This chapter begins by defining two core terms used in this study. Firstly, the approach to reviewing the literature is outlined (2.2), this is followed by defining the term English Language Learners (ELLs) through an exploration of current definitions in the literature and presenting a rationale behind using this term (2.3). Next, Initial Teacher Education is discussed (2.4) and Teacher Educator's roles are defined based on existing research and governmental definitions (2.4.1). Attitudes towards multilingualism and ELLs in the education sector are discussed (2.5) before the context is outlined through consideration of policy and practice (2.6). Next, preparedness and confidence are defined (2.7, 2.8). This is followed by consideration of insights from Second Language Acquisition (SLA) and ELT (English Language Teaching) fields (2.9), finally followed by a summary (2.10) of the main points addressed in this chapter.

2.2 Approach to reviewing the literature

This literature review is informed by a systematic consolidation of informative sources, including professional and academic journals (see appendix 7 for a comprehensive list of considered journals), books, doctoral theses, online resources, educational charity organisations, Non-Profit Organisations, and other commissioned research reports. While emphasis was placed on reasonably recent research (i.e. from the last twenty years), no concrete time delineation was decided upon for the inclusion of sources, which may have resulted in seminal or other relevant work, including documents providing historical context on ELLs, being missed or selectively ignored.

2.3 Defining Terminology: ELLs (English Language Learners)

The use, and indeed misuse, of terminology can subtly underline and perpetuate both negative and positive attitudes (Ainscow et al., 2007). In this section I begin by discussing definitions of EAL (2.3.1), considering the strengths of the term and its limitations through contestations by scholars such as Cunningham (2019a) and Demie (2018), before exploring Languages beyond English (LBE) (2.3.2) posited by Cunningham (2019a), before arriving at English Language Learners (ELLs) (2.3.3) which is used widely within the field of educational linguistics (Sharkey & Layzer, 2000; García-Nevarez et al., 2005; García et al.,

2008; Coady et al., 2011; Guler, 2020). Other acronyms which are prevalent within the field of educational linguistics and TESOL (Teaching English to Speakers of Other Languages) will also be considered. It is worth noting that these acronyms and terms are often varied only by subtle nuances. Malloes (2012) highlights how acronyms are often affiliated with particular groups of people through age groups, stage of education, and geographical location. Malloes (2012) notes and Carder (2009) discusses how this can lead researchers to use the terminology which they are most familiar without considering the inherent similarities and overlapping features between the various disciplines within applied linguistics, TESOL, and mainstream educational settings.

2.3.1 Unpacking acronyms: EAL (English as an Additional Language)

In the national school census (2018), a pupil was recorded as having “English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English” (DfE, 2020, p.4). Arnot et al. (2014, p.5) expand on this slightly by stating that “children who are defined as EAL learners are those whose first language is other than English [and] who are living and attending school in England.” Dumfries and Galloway Council (2011, p.1) defined EAL pupils as “pupils who live in two or more languages, who have access to, or need to use, two or more languages at home and at school”.

Edwards (1998) suggests that the EAL term carries potentially positive connotations. The term EAL implies recognition of the pupil’s first language and indicates a value of the pupil’s multilingualism. Further, a distinction was made between the terms EAL and ‘bilingual’ (DfE, 2020, p.4) as “A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English.” Whilst (DfES, 2006a, p.23) “The term ‘bilingual’ generally refers to children who have access to more than one language at home and at school, even though they may not be fully fluent in any one language.” Furthermore, (DfES 2006a, p.23) “Ofsted has used the term ‘advanced bilingual learners’ to describe children who have had considerable exposure to, and progressed beyond, the early stages of learning English.”

However, the term EAL has many limitations. The main issue prevalent with the term EAL is that all the policy document definitions cited above focus predominantly on the multilingual aspect of EAL learners’ linguistic repertoire at home and school, rather than

their level of English language proficiency, and thus overlooks their past educational experiences and language needs, as well as needs for funding and staff support (Demie, 2011, 2018; Cunningham, 2019).

In addition to this, Arnot et al. (2014, p.5) outline further potential problems with the term EAL, stating that population of pupils are characterised by the diversity which is coupled with their linguistic and cultural backgrounds, skills and their pre-existing knowledge of different school subjects, and their motivations. This notion that the current definition of EAL encompasses a vast range of pupils including ‘balanced’ multilingual children who are fluent in English and new migrants, refugees, and asylum seekers who may not speak any English and may not be literate or have had formal schooling in their first language is also noted at a press briefing from the Education Endowment Foundation in conjunction with The Bell Foundation (Cornwell, 2015).

Cortazzi and Jin (2007, p.646) provide a more helpful definition as it recognises children’s level of English in comparison with those who have English as their first language. They define EAL pupils as children who are either recent arrivals or long-term residents who speak a language different from English as either their dominant or first language and as such whose level of English is at a different level to their peers, for whom English is their first language.

Furthermore, The Bell Foundation (2021) notes that this linguistic diversity is intrinsically linked to their diversity in previous exposure to English, such as their prior experience of schooling, the length of time living in England and their social circumstances. In addition to this, The Bell Foundation’s website (2022) further highlights a limitation of the term EAL as defined by the DfE (2020, p.4) (see above), stating that “This means that if a pupil is identified as being EAL when they start school at 3-5 years old, they will continue to be recorded as an EAL user throughout their education and their life.” This creates precedents for children being identified as EAL who are either: fluent and multilingual from early childhood, nearly fluent, or who are needing language support to access the curriculum (depending on their English proficiency and age when entering the school). As such, García et al. (2008, p.6) suggest that the use of the term EAL “signals the omission of an idea that is critical to the discussion of equity in the teaching of these children. English language learners are in fact emergent bilinguals.” As they acquire English, be it through social interactions or

explicit teaching, these children become bilingual and continue to use their home language as well as English.

García et al. (2008, p.6) go on to note that when officials and those working within the education sector continue to ignore these pupils' bilingualism "they perpetuate inequities in the education of these children". In that they overlook the home language(s) and cultural understanding of these pupils and consequently collate their educational needs with those of monolingual pupils. This is further reinforced by Foley et al (2018) who note that in some ways the term 'EAL' itself is a barrier, and Flockton and Cunningham's (2021) data where participants noted that there are varying misconceptions surrounding the term 'EAL' and that the training trainee teachers receive is "lodged into the 'EAL' narrative which approaches multilingualism as an educational problem to be overcome by instrumentally ignoring multilingualism and replacing emerging bilingualism with enforced monolingualism." (Flockton and Cunningham, 2021, p.7). As such, it seems that the term 'EAL' is intrinsically entwined with problematic misconceptions about what it means to be an ELL, and moreover the continual use of the term perpetuates these problematic misconceptions.

Table 2.1: Discrepancies between terms and EAL

Term	Definition	Key factors	Discrepancies between term and EAL
ESOL (English to Speakers of Other Languages)	<i>“refers to learning English as a new resident in a English-speaking country. ESOL is similar to ESL. It can be compared with EFL, which refers to learning and using English as an additional language in a non-English speaking country”</i> . (British Council Website)	<i>“survival English, functional language, specific speaking and listening skills, and sociocultural information”</i> (British Council website, ESOL TeachingEnglish British Council BBC) is the focus.	Teaching pupils have EAL involves teaching survival English, functional language, specific speaking skills, and sociocultural information, but it is not limited to only this.
ESL (English as a Second Language)	<i>“is used to refer to situations in which English is being taught and learned in countries, contexts and cultures in which English is the predominant language of communication.”</i> (Carter and Nunan, 2001, Introduction)	English is taught as a means to access society and official documentation.	Whilst pupils with EAL are learning English to access society and documentation, their learning of English is not only limited to this.
EFL (English as a Foreign Language)	<i>“is used in contexts where English is neither widely used for communication, nor used as the medium of instruction”</i> (Carter and Nunan, 2001 - Introduction)	English as a foreign language is the focus of the curriculum.	Although for some, not all, pupils defined as having EAL may have previously learnt English as a Foreign Language they are now residing in Britain and as such this term no longer fits.
ELL (English Language Learner)	Somebody who is learning English in the context of mainstream educational settings (Sharkey and Layzer, 2000; García-Nevarez et al., 2005; García et al., 2008; Coady et al., 2011; Guler, 2020).	Pupils are learning English whilst in a mainstream education setting.	This term focuses more on the fact that the pupils in question are learning English whilst accessing the curriculum. Although it does not inform us of the learners English Proficiency levels, past educational experiences, etc.

As such, whilst ESOL and ESL bears some comparison to EAL as they all involve individuals who are learning English in a country in which English is the predominant language of communication. The key distinction is that in an ESL/ESOL/EFL teaching context the focus of the lessons involves students learning English as a second/additional/foreign language whereas the context in which EAL is used involves pupils partaking in mainstream education and as such are learning English as they receive curriculum content specific input/instruction in English. Therefore, although these terms are somewhat similar to EAL as they also reference bi/multilingual pupils in a general sense, they cannot be used synonymously with EAL owing to the implication that EAL pupils are children “whose use of English is not at the same level as those using English as a first language” (Cortazzi and Jin, 2007, p.646) and as such they are in need of “language support and particular help with using English to access the curriculum at least for a while” (Cotazzi and Jin, 2007, p.646). Consequently, it was decided that in this thesis the term ELL will be used to refer to children: (a) who speak/use languages beyond English, and (b) whose English is not at the same level as that of their peers who use English as their first (main or dominant) language and who, therefore, require some form of language support and assistance in order to access the curriculum.

2.4 Defining Terminology: Initial Teacher Education

According to the European Commission Report (2014, p.1-2), Initial Teacher Education can be defined as the first critical stage in a teacher’s professional journey as it lays the foundation of their teaching practice, allowing them to learn about ‘best practice’ and reflect on how their teaching can be improved in an instructive and supportive environment. Furthermore, Initial Teacher Education provides trainee teachers with time in at least two schools where they can develop their teaching skills before, they ultimately obtain their Qualified Teacher Status (QTS) (Foster, 2019).

In this thesis Initial Teacher Education will be used to encompass: (a) the European Commission Report’s (2014, p.1-2) definition of Initial Teacher Education, and (b) trainee teachers participating in ITT programmes which are higher education led. i.e., courses which involve trainee teachers attending a university taught programme as opposed to a more school-centred training programme.

2.4.1 Initial Teacher Education: Teacher Educators and their role

Freeman (2001) states that teachers are fundamental in determining what new knowledge students acquire and how they acquire it in their classrooms. Foley et al. (2018) reinforces this by highlighting the need for prioritised, sustained, and coherent professional development opportunities for Teacher Educators in various settings including in schools and universities as this will in turn help teachers to better support their pupils in the classroom. Foley et al. (2018) state the lack of such training opportunities for Teacher Educators results in them lacking in confidence with regard to preparing trainee teachers to support ELLs. As such it is essential that professional development programmes are devised to support Teacher Educators in their endeavour to better prepare trainee teachers to teach ELLs. Read (2012) supports this by noting that trainee teachers often construct their ideas of how to support ELLs around what they were taught at university, as well as their school-based experiences, reading of academic research and their personal reflections. Consequently, by improving teacher education through Initial Teacher Education courses and in-practice opportunities, this will in turn improve ELLs learning opportunities.

2.5 Attitudes towards multilingualism and ELLs in the Education Sector

In this section I begin by discussing attitudes towards multilingualism and ELLs in the Education sector (2.4) before discussing translanguaging (2.4.1). I then explore pre-service and in-service teachers' generalisations about ELLs (2.4.2) before looking at attitudes and policy (2.4.3).

According to Rampton (1995, p.292) and Firth and Wagner (1997) due to research into SLA taking place primarily in monolingual societies, the research itself seems to portray the ELLs position as being something “fundamentally stigmatized”. Read (2012) observed that trainee teachers frequently consider ELLs to be pupils at the early stages of their acquisition of English. Typically, these pupils will receive most support from the teachers, leading to oversight of the needs of pupils who are more advanced in their developing multilingualism. Hall and Cunningham (2020, p.2) posit that teachers' beliefs may be divided into two principal categories: (1) beliefs about learners/learning and teachers/teaching, and (2) beliefs about the language resources and teaching strategies and

practices to which learning, and teaching contribute, and through which are intermediated. Therefore, the scholars suggest that teachers need to consider and reflect upon the following: (a) not everyone who is English uses English as their ‘first’ language, this includes both pupils for whom English is ‘additional’ spoken language, and those who are ‘indigenous’ English native users of British Sign Language, and (b) not everyone uses English in the same manner.

Teacher beliefs and attitudes often pass onto the pupils and impact their feelings and attitudes towards their personal linguistical and cultural heritage (Conteh & Brock, 2011; Gkaintartzi & Tsokalidou, 2011; Lee & Oxelson, 2006). This is reinforced by Harklau (2000) who notes that learner’s identities inevitably impact their learning experiences. Moreover, previous research has confirmed that maintaining their home language(s) is somewhat fundamental for multilingual children as it has a noticeably positive impact on their academic achievements (Thomas and Collier, 1997), whilst simultaneously having a positive impact on their ethnic identity and their socialisation within the class and outside of it (Cho, 2000). Furthermore, home languages can be both a resource for individuals when communicating with relatives and friends, and a valuable resource for future job and educational prospects (Kwon, 2017) and they need to be both accepted and nurtured. Whilst officially, within the context of the UK education sector, students’ home languages are viewed as an ‘asset’ in National Curriculum documents (Conteh & Brock, 2011, p.38), in practice this is not necessarily the case as their home language is often viewed as “problematic and as impeding transition to English” (Cunningham, 2020, p.213) despite researchers such as Lamb (2001, p.8) rejecting “any idea that maintaining the first language will interfere with the acquisition of English”. Yet these opposing viewpoints remain prevalent in discourses surrounding the teaching of ELLs (Foley et al., 2021).

As such, it is important to understand teachers’ stances towards the use of pupils’ full linguistic repertoires in the classroom (Slaughter and Cross, 2021) as this impacts their teaching practice. Moreover, the prominence, use and promotion of home languages within education settings as a factor in the maintenance and development of home languages has been discussed around the world for quite some time (Cho, 2000; Long, 2001; Cunningham, 2019). Yet despite this, it used to be the case that children were given the message that only English was permitted (Brown, 2011, p.31). As a consequence of this students were left with somewhat of a choice, in regard to a sense of achievement in the means of teacher praise and

good examination results, as to whether they maintain their home language within the education sector, or (only) use the dominant language within the school in order to pursue ‘success’ within the education context (Briceño, Rodriguez-Mojica, & Muñoz-Muñoz, 2018).

Therefore, it is perhaps unsurprising that there seems to be a global trend whereby as students’ progress through school they seemingly become more resistant to using their home language and instead opt to conform to the majority language speakers (Wong Fillmore, 2000; Kwon, 2017; Cunningham, 2017). To prevent and or counteract this Brown (2011) and Conteh (2017) suggest that teachers actively encourage children to use their home language(s) to show the value of multilingualism. It follows that by integrating students linguistic and cultural resources into the classroom it allows teachers to promote language development in both their home language and the dominant language of the classroom (Kwong, 2017).

Yet perhaps unsurprisingly studies focused on teachers’ attitudes towards multilingualism and linguistic diversity, found that whilst teachers often have a positive attitude towards students’ home language this does not always carry over into classroom practice as more often than not those home language(s) are not integrated into the classroom and are often seen as problematic for the learning of English (Lee & Oxelson, 2006; Flores & Smith, 2009; Pulinx et al., 2015; Cunningham, 2020). This is not always due to the teachers’ reluctance to facilitate linguistically diverse class discussions, but rather, according to some of Foley et al.’s (2018) participants, in some instances there are school policies which prevent the use of student’s home language(s) in the classroom. However, this notion that promoting multilingualism through the promotion of home language(s) has been reported as being beneficial for classroom learning in varying contexts including South Africa (Makalela, 2015), in Australia (French, 2017) and in Luxembourg (Kirsch, 2017).

Moreover, Moll et al. (1992) observed that a shift in attitudes towards viewing ELLs as individuals with an array of valuable linguistic resources to bring to the classroom has practical implications for Teacher Educators, teachers, and schools. Whilst such a shift in attitudes is to be encouraged (Nuffield Foundation, 2000), it would be challenging owing to the need for a substantial ideological shift. Furthermore, such ideological shifts are rarely promoted, negotiated, or shaped by those in the most prominent positions of power and authority as it does not benefit their interests to challenge or indeed change a structure which

perpetuates their privilege and maintains their position of power (Briceño et al., 2018; Van Dijk, 2013). As such, it is arguably essential that individuals engage in the, admittedly slow, process of ideological change (Van Dijk, 2013). Cunningham (2020) suggests that school leaders who need to develop and promote a more positive discourse surrounding the maintaining of home language(s), alongside supporting their teachers in facilitating this, whilst supporting the families in this endeavour. Therefore, it is necessary for Teacher Educators to challenge the existing discourses in order to instil this ideological shift into their trainee teachers.

2.5.1 Translanguaging

The concept of translanguaging has become a central yet contested notion in applied linguistics and TESOL. While it broadly refers to the flexible use of multilingual resources for communication and learning, its conceptualisation varies widely, reflecting distinct theoretical orientations regarding the nature of language and multilingual practice. Understanding these orientations is essential for evaluating how teachers are prepared to engage with multilingual learners in contemporary classrooms.

2.5.1.1 Definitions and Theoretical Orientations

The term *translanguaging* originates from Cen Williams (1994), who used the Welsh term *trawsieithu* to describe a classroom strategy where students alternated between Welsh and English across receptive and productive tasks. In this original pedagogical conception, translanguaging referred to a structured, teacher-directed method designed to develop bilingual competence by drawing on both languages in complementary ways.

Subsequent scholarship re-theorised the concept beyond this structured classroom technique. García (2009) and García and Sylvan (2011) reconceptualised translanguaging as the mobilisation of a multilingual speaker's unified linguistic repertoire, unconstrained by the boundaries conventionally associated with named languages. In this view, translanguaging is not merely a pedagogical tool but an epistemological stance that challenges the ideology of monolingualism in education. It foregrounds the fluid, dynamic ways multilinguals make meaning and learn, dissolving the notion of discrete linguistic systems.

By contrast, Baker (2011) and Lewis, Jones, and Baker (2012) maintain a pedagogical framing more consistent with Williams's original model. They conceptualise translanguaging

as a deliberate instructional strategy in which two languages are systematically alternated to scaffold comprehension and support balanced bilingualism. Within this model, languages remain operationally distinct, and translanguaging functions as a planned teaching approach situated within bilingual education traditions.

Li Wei (2011) advances an intermediate position by defining translanguaging as “a flexible and creative bilingualism expressed through the pupils’ creative use of code-switching” (p. 381). His concept of the *translanguaging space* foregrounds speaker agency and creativity within socially constructed arenas where multilinguals draw on all available semiotic resources to negotiate meaning and identity. This perspective departs from structured pedagogical framings while stopping short of García’s (2009) poststructuralist rejection of language boundaries.

Together, these perspectives illustrate three broad orientations: a structured pedagogical conception (Williams, 1994; Baker, 2011), a holistic poststructuralist orientation (García, 2009; García & Sylvan, 2011), and an intermediate creativity-based stance (Wei, 2011). While theoretically divergent, they share a commitment to valuing multilingual competence. As Lee and Wei (2025) observes, these orientations entail different views of linguistic expertise: as mastery of distinct codes, or as fluid negotiation across a repertoire. Flores and Rosa (2015) further emphasises that translanguaging is inseparable from equity, insofar as it repositions multilingualism as resourceful rather than deficient.

The relationship between translanguaging and code-switching remains a key conceptual tension. While code-switching presupposes two distinct language systems, translanguaging views communication as drawing on an integrated repertoire (García, 2009; Wei, 2011). This distinction has pedagogical implications: teachers who view bilingual practices as code-switching may perceive them as compensatory, whereas those adopting a translanguaging stance recognise them as sophisticated communicative strategies. However, critics caution against treating translanguaging as universally emancipatory. Jaspers (2018) and Flores and Rosa (2015) highlight that classroom and societal ideologies often frame multilingual practices through raciolinguistic hierarchies that can re-inscribe deficit perspectives. As Bonacina-Pugh et al. (2021) note, such debates reflect the productive evolution of multilingual research rather than its fragmentation.

2.5.1.2 Pedagogical and Institutional Challenges

While conceptually rich, translanguaging presents notable pedagogical challenges. It typically emerges as an organic classroom practice rather than a formalised method (Creese & Blackledge, 2010; García & Li Wei, 2014). Goodman and Tastanbek (2021) argue that teacher education must foster a shift from monoglossic to heteroglossic orientations, yet teachers often remain uncertain how to implement translanguaging pedagogically. This ambiguity can lead to either uncritical celebration or rejection due to perceived vagueness.

Institutional and policy constraints also restrict enactment. Monolingual ideologies embedded in curricula, assessment frameworks, and accountability systems (Shohamy, 2006; Menken, 2008; Moraru, 2025) limit teachers' freedom to employ multilingual approaches. Teachers may personally endorse translanguaging but feel compelled to enforce English-only rules to align with high-stakes examinations such as GCSEs and IELTS, which remain monolingual in design. Additional pressures arise from parental and community expectations that equate “good teaching” with exclusive target-language use (Littlewood & Yu, 2011).

Even when translanguaging appears in policy discourse, implementation often falters due to limited training and resources. Mashala and Sanders (2025) report that teachers struggle to design tasks integrating translanguaging in meaningful ways, citing a lack of pedagogical models and assessment tools. Similarly, Pontier and Abbasi (2024) show that teacher candidates' monolingual educational histories shape their beliefs, sometimes leading to resistance or misunderstanding of heteroglossic approaches. Without guided reflection, trainee teachers may misinterpret translanguaging as undisciplined code-mixing or fail to appreciate its potential for supporting multilingual development.

2.5.1.3 Pedagogical Value

A growing body of evidence affirms the pedagogical potential of translanguaging across educational levels. Studies demonstrate that translanguaging supports literacy development in multilingual classrooms (García and Kleifgen, 2019), enhances academic writing in higher education (Zheng & Drybrough, 2023), and affirms learner identity through multimodal engagement (Creese & Blackledge, 2010; *Translanguaging in Action*, 2025). These studies underscore that translanguaging is not abstract theory but a lived classroom reality—adaptive, situated, and negotiated within institutional constraints.

For Initial Teacher Education, the challenge lies not in resolving theoretical disputes but in equipping teachers to engage critically and reflectively with translanguaging. Trainees should be encouraged to view multilingual practices as pedagogical resources rather than deviations from English-only norms, while developing strategies to balance institutional expectations with inclusive practice. By foregrounding translanguaging as a contextually responsive and equity-oriented approach, Initial Teacher Education programmes can better prepare teachers to navigate the complex linguistic ecologies of contemporary classrooms and to cultivate confidence and preparedness in supporting English language learners.

2.5.2 Pre-service teachers and in-service teachers' generalisations about ELLs

Riley (2015) conducted a qualitative study focusing on the potential influence students' ESL status had on teachers' placement decisions. The study involved examining twenty-one EFL teachers' responses and decision-making processes relating to a series of fictional student record cards. She discovered that despite teachers being instructed to base their recommendations purely on academic achievement, some teachers still use arbitrary factors such as a learner's nationality based on generalisations they have. This is somewhat echoed by Foley et al. (2018) who argue that trainee teachers' experiences with ELLs are instrumental to their perceptions of what is involved in regard to teaching this group of learners, i.e., their experiences in schools pertaining to how to best teach ELLs, attitudes towards ELLs using their home language(s) in class, etc. have the capacity to shape their future teaching practice. There is also evidence that suggests that teachers who have positive experiences with ELLs are more likely to be able to appreciate the benefits of multilingualism in their classroom and are more likely to make accommodations for the ELLs (Martin-Jones and Saxena, 2003; Conteh et al., 2014). Furthermore, Riley (2015) notes that as a consequence of her study, Teacher Educators may use her findings to make future teachers more aware of the harmful implications their generalisations and biases may have on ELLs. This is essential as research has revealed that the construction of an individual's teaching identity is interlinked with both their personal and professional experiences with linguistic and culture diversity, which in turn impacts their teaching of ELLs (Pavlenko and Blackledge, 2004; Miller, 2010).

Another point of note is whether teachers have empathy, as one of Foley et al.'s (2018, p.67) Teacher Educator participants noted the importance of “the development of teacher empathy when there are significant barriers to accessing the curriculum”. More specifically, the participants commented that some of their trainee teachers have never encountered barriers to their learning. So, they try and get them to learn empathy by asking them to think about what would help them if they were encountering barrier X in varying educational scenarios. They get their trainee teachers to engage in such empathy building activities to (1) develop their empathy for ELLs, and (2) to “move them away from the deficit, slightly benevolent model [of] these poor EAL children who don't speak a word of English.” (Foley et al., 2018, p.67).

It is important that teachers recognise the importance of knowing ELLs as individuals and their cultural, educational, and linguistic experiences (Lucas and Villegas, 2011). In addition to this, Lucas and Villegas (2011) highlight the need for teachers to support their pupils in making connections between their prior experiences and knowledge and new input.

2.5.3 Attitudes and Policy

Multilingualism can be seen as a threat to national identity, and some even view it as a risk to community and social cohesion (Foley et al., 2018). Safford and Drury (2013) highlight how multilingual children have been systematically constructed as a ‘problem’ or ‘issue’ within educational policy when discussing pedagogy, curriculum, and assessment of ELLs.

In 2001 Leung argued that the teaching of English to ELLs continued to lack a well-defined position within the curriculum. As until recently it seems that that the teaching of ELLs in relation to the curriculum has been somewhat overlooked and “lacks a recognised academic identity” as there is “no generally agreed, ‘official’ set of classroom strategies and practices to address the needs of” ELLs (Foley et al., 2018, p.8). Furthermore, García and Sylvan (2011, p.386) argue that we need to have a shift in attitudes in relation to the construction of educational models, stating that we need to learn to focus on teaching pupils within multilingual classrooms where the plurality is created by paying attention to the individuality of each student. In practice, they argue that this would involve communication with all pupils and the negotiation of challenging academic content with said pupils by building upon their existing language practices as opposed to purely promoting and teaching

one or more standard languages (García and Sylvan, 2011, p.386). It is important to acknowledge that the implementation of any education policy is dependent on its interpretation at the classroom level, where teachers serve as the ultimate point of delivery in relation to education policy (Lo Bianco, 2010).

Therefore, it is undeniable that the issues which surround the foundations and creation of research, policy, and practice in terms of ELLs in mainstream school within Britain is complex and this must be considered when analysing the current teacher training practices pertaining to the teaching of ELLs, and moreover when putting forward ideas for actionable change.

2.6 Historical Education context to current context

In this section I begin by discussing growing linguistic diversity within Britain: the impact on Initial Teacher Education (2.4.1). This followed by a discussion of the impact of growing linguistic diversity on policy and schools (2.4.2), which includes an exploration of: pre-mainstreaming (2.4.2.1), mainstreaming (2.4.2.2), the national curriculum (2.4.2.3), assessment (2.4.2.4).

2.6.1 Growing diversity within Britain: the impact on Initial Teacher Education

The number of ELLs within English schools has increased over the previous two decades (The Bell Foundation, 2022). According to the Department for Education (2021) 1.6 million pupils (19.2%) were recorded as having a first language which was not English. Given that almost a fifth of the population of school pupils are officially defined by the DfE as being ELLs, Initial Teacher Education courses have had to respond to this by adapting their curriculums so that teachers are better prepared to teach such linguistically diverse classes. This is an essential undertaking as Initial Teacher Education courses are influential in shaping teachers' beliefs, attitudes, approaches, and techniques in their classroom (Richards, 1998). Catalano and Hamann's (2016, p.275) suggest that the "research gaze needs to turn more squarely on teacher educator programmes" to ensure that Initial Teacher Education courses offer what trainee teachers need to feel prepared to teach in linguistically diverse classrooms

with ELLs (Lucas and Villegas, 2010). This is echoed by Foley et al. (2018, p. 3) who state that further research is needed to determine whether trainee teachers are being sufficiently prepared to meet the needs of ELLs. The question researchers need to consider therefore is to what extent are Initial Teacher Education courses “sufficiently responsive to the realities of multilingual classrooms?”

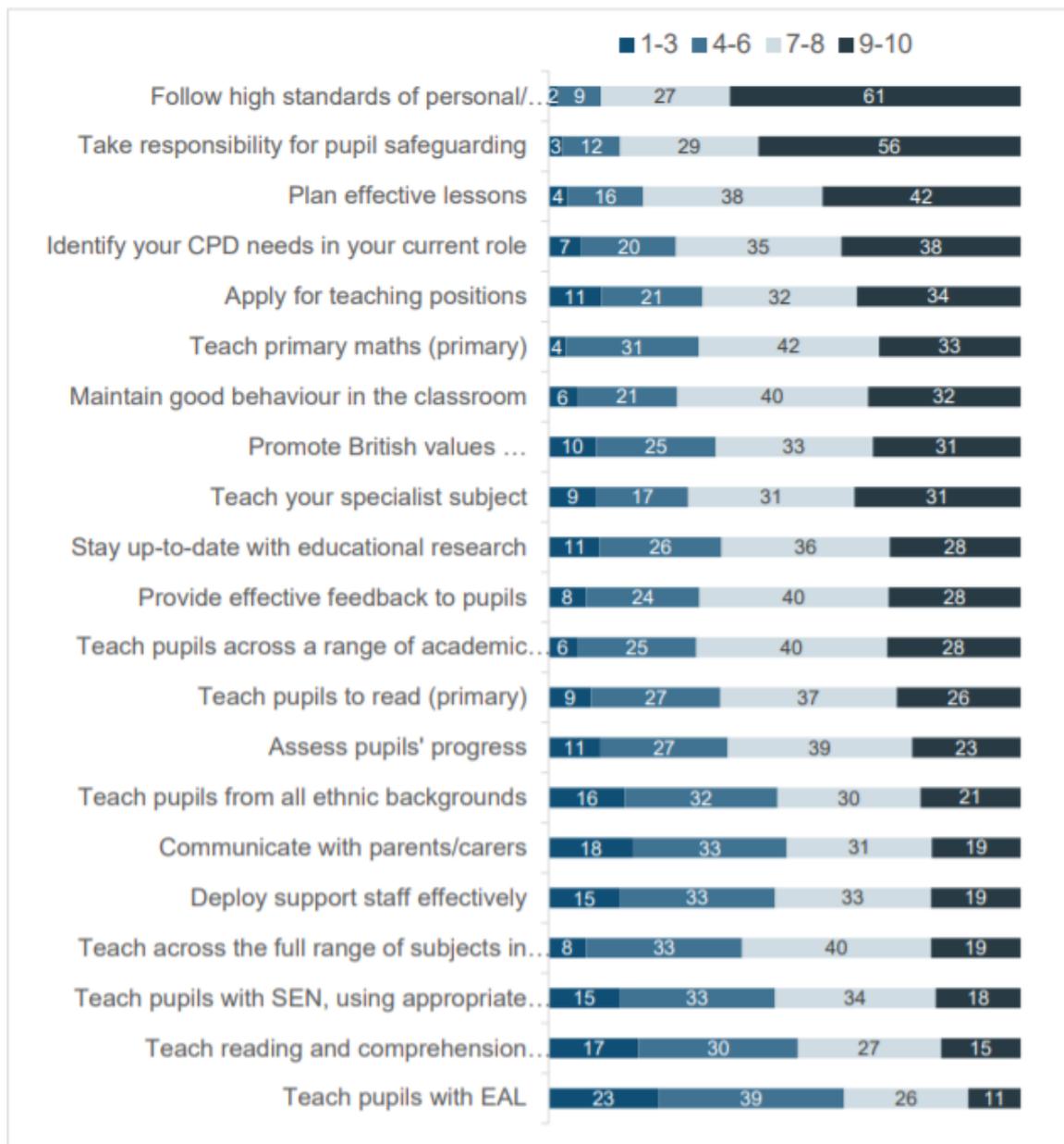
In England, every year teachers who are in their first year of teaching (also known as Newly Qualified Teachers, NQTs), are invited to complete the DfE’s NQT survey. The survey invites NQTs to share their views on the quality of Initial Teacher Education that they received to help educational policy makers make more informed decisions about future educational policies. The data from this survey is also shared with the institutions providing Initial Teacher Education (Starbuck, 2018). Within the UK it seems that Initial Teacher Education courses have not been sufficiently fit for preparing teachers to managing linguistic diverse classes. Chart x and graphs (1 and 2) below reveal that overall NQTs feel underprepared for working with ELLs. Furthermore, Starbuck (2018) reports that since 2004 the proportion of NQTs saying that “the extent to which their ITE prepared them for teaching ELLs” was ‘good’ or ‘better’ has never exceeded 50%.

This figure declined in the NQT Annual Survey 2017 research report (pp.25-26): as they noted that overall NQTs were “particularly positive about their preparedness for the general teaching skills required. In contrast, NQTs felt less well prepared to teach English as an Additional Language (EAL)” as only 39% stated that their Initial Teacher Education prepared them well for teaching ELLs. This is concerning because this is a lower rate than for all other areas of their job (Starbuck, 2018). Although it must be noted that the data from the NQT surveys post 2017 have not been made readily available, so it is unknown as to how NQTs currently rate Initial Teacher Education in relation to teaching ELLs.

Graphs from the most recent two available NQT surveys are displayed below, the rest can be located in Appendix 1 – NQT Survey graphs (figures 8.1 – 8.12).

Figure 2.1: NQT ratings of how well teacher training prepared them for aspects of their role (taken from DfE NQT results 2017)

Figure 5.1: NQTs' ratings of how well teacher training prepared them for aspects of their role



Base: All NQTs (1,915) surveyed 18 May – 18 July 2016

Table 2.2: Proportion of NQTs saying their ITT prepared them well for each aspect of teaching (taken from DfE Results of the Newly Qualified Teacher survey 2017, p.26)

% rating 7-10	General teaching skills/ requirements	Career development/ progression	Subject teaching	Teaching pupils with specific/ differing needs
80%+	<ul style="list-style-type: none"> Personal/ professional conduct (91%) Pupil safeguarding (91%) Plan effective lessons (80%) 			
70-79%	<ul style="list-style-type: none"> Maintain good behaviour (74%) Promote British values (74%) Provide effective feedback to pupils (72%) Secure pupils' progress (72%) 	<ul style="list-style-type: none"> Identify your CPD needs (76%) 	<ul style="list-style-type: none"> Teach primary maths (77%) 	<ul style="list-style-type: none"> Teach across a range of abilities (73%)
60-69%		<ul style="list-style-type: none"> Apply for teaching positions (65%) Stay up-to-date with educational research (63%) 	<ul style="list-style-type: none"> Teach your specialist subject(s) (65%) Teach pupils to read (primary) (63%) Teach all curriculum subjects (primary) (62%) 	
50-59%	<ul style="list-style-type: none"> Deploy support staff effectively (54%) Communicate with parents/carers (54%) 			<ul style="list-style-type: none"> Teach across all ethnic backgrounds (53%) Teach SEND pupils (53%)
40-49%			<ul style="list-style-type: none"> Teach reading and comprehension (secondary) (41%) 	<ul style="list-style-type: none"> Assess the progress of SEND pupils (40%)
<40%				<ul style="list-style-type: none"> Teach EAL pupils (39%)

Franson (1999) found that the teachers who participated in her study felt unprepared to teach ELLs, owing to insufficient training and poor guidelines and assessments. This correlates with more recent evidence as Starbuck (2018) reported a similar situation for Newly Qualified Teachers. Back in 2002 Franson et al. commented that there is a distinct need to establish and identify what constitutes as good practice when teaching ELLs, to establish how pre-service (and in-service) teacher-training can be developed and improved in relation to

developing their teaching skills relating to teaching ELLs. This picture of teacher's unpreparedness to teach ELLs is further supported by Murakami (2008), who reports that there is an expectation that teachers can 'learn on the job'. But it is important to note that "Learning on the job' generally entails the expectation that teachers, or indeed support staff, will somehow hone an effective teaching craft through trial-and-error experience, and by reflecting on how various strategies and techniques affect various EAL pupil development (Furlong et al., 2000)." (Murakami, 2008, p. 269). Finally, Murakami (2008, p.276) states that upon being asked what they wanted in terms of support and training, almost all participants wanted "opportunities to observe and discuss EAL pedagogy in practice" as well as opportunities to network and hear lived experiences. The situation remains somewhat similar as Foley et al. (2018, p.73) conclude that what was formerly regarded as 'best practice' "in a monolingual English-speaking classroom is now no longer fit for purpose". This was further reinforced by Foley et al.'s (2018, p.80) participants who called for sharper delineation of techniques and strategies and greater specificity in exemplifying appropriate practices for working with ELLs. As such Foley et al. (2018, p.74) state that a reframing of what constitutes as 'good practice' within teacher education settings and indeed classrooms has become a somewhat urgent matter as a result of the complexities associated with meeting the linguistic needs for ELLs. Furthermore Foley et al. (2018) suggestions somewhat address Murakami's (2008) participants desire for more opportunities to discuss pedagogy pertaining to teaching ELLs, and opportunities to see such pedagogy in practice as they note that such a reframing of what constitutes good practice would allow for trainee teachers to have the opportunity to be inducted into professional communities which would serve as a supportive network enabling them to have such pedagogical discussions.

Moreover, Foley, et al. (2018) note that in the past two decades there has been a distinct rise in the number of research papers focusing on the teaching and learning of ELLs, whilst there continues to be significantly less emphasis on researching Initial Teacher Education programmes. They highlight that there is a limited number of research studies which report on how University Initial Teacher Education courses prepare trainee teachers to meet ELLs varied needs whilst they undertake curricula specific lessons in the mainstream classroom, and that explore the pedagogical and conceptual underpinnings of Initial Teacher Education courses pertaining to training them to teach ELLs (Bernhard, Diaz and Allgood, 2005; Grant and Gillette, 2006; Butcher, Sinka and Troman, 2007; Murakami, 2008; Cajkler and Hall, 2009; Skinner, 2010; Anderson et al., 2016b; Foley et al., 2013; Foley et al., 2018;

Flockton and Cunningham, 2021). Moreover, only a few studies have involved a discussion of trainee teachers' evaluation of the usefulness of their Initial Teacher Education pertaining to the teaching of ELLs (Anderson et al., 2016b; Starbuck, 2018).

Cajkler and Hall's (2009) presented findings about the effectiveness of Initial Teacher Education in relation to preparing teachers for teaching ELLs, they stated that the majority of NQTs received some preparation on how to teach ELLs, but that this varied significantly in terms of the amount and effectiveness of the training received. Not surprisingly, they noted that the provision of placements was the most valued aspect of the training. The scholars went on to state that NQTs felt more training on the following areas was needed: pedagogy, creating and sourcing resources, cultural and linguistic diversity awareness and understanding, integrating ELLs, understanding of SLA and multilingualism, assessing ELLs (Cajkler and Hall, 2009, p. 166). These findings correlated with those of Flockton and Cunningham's (2021), as they noted that their interview participants, who were Teacher Educators, were informed about the apparent disparity between their questionnaire findings and that of previous research, (i.e., that Teacher Educators seem to be more confident about equipping student teachers to work with EAL children than NQTs have regularly been reporting) and asked where they thought the potential mismatch was. They found, from interviewing Teacher Educators, that one cause for such disparity might be that when Newly Qualified Teachers go out into schools, they no longer have access to the same materials and support network. Sood and Mistry (2011) support this by suggesting arguing that CPD focusing on teaching ELLs and increasing awareness of cultural and linguistic diversity in the classroom, and whom to contact regarding advice on any issues pertaining to teaching ELLs, should be viewed as essential in order to facilitate teachers meeting the needs of their ELLs. In addition to this, Flockton and Cunningham's (2021) participants noted that good instincts, which teachers are heavily reliant upon, comes with experience and as such placements with ELLs are essential. Therefore, it seems inevitable that if trainee teachers are not given enough opportunities to experience working with ELLs in a classroom they will report feeling ill-prepared to teach ELLs. Finally, Foley et al. (2013) note the need for continuous support of teachers teaching ELLs starting from pre-service and continuing whilst they are in-service as they state that LEAs and school leadership teams need to work closely with Initial Teacher Education providers to attempt to establish a continuum of provision of trainee teachers and in-service teachers in order to support them in obtaining and nurturing the skills, knowledge, and understanding necessary to support the growing number of ELLs in schools.

2.6.2 Growing linguistic diversity: the impact on education policy and schools

There has been a series of educational policy responses to the growing linguistic diversity in schools over the past 40 years, ranging from a focus on student assimilation and learning through emersion, to a broader approach involving the recognition and promotion of ELLs home language(s) in the classroom (Lamb, 2001). Therefore, within this section I will discuss pre-mainstreaming (2.5.2.1), mainstreaming (2.5.2.2), the national curriculum (2.5.2.3), and assessment (2.5.2.4).

2.6.2.1 *Pre-mainstreaming*

This section explores the British educational context concerning ELLs prior to mainstreaming. For a visual representation, see Appendix 2.

Before 1948, British schools were predominantly monolingual and monocultural (Edwards, 1984). The British Nationality Act of 1948 led to increased linguistic diversity in classrooms due to immigration from former colonies (Costley, 2014; Leung, 2016). However, without cohesive national or LEA policies, the focus remained on rapid integration (Leung, 2016).

By the late 1950s, English language proficiency became a key concern with the arrival of Commonwealth immigrants, but fragmented responses assumed their residency was temporary (Stubbs, 1985; Levine, 1996). Assimilationist practices prioritized quick integration into mainstream classrooms (Derrick, 1977; Leung, 2016).

In the 1960s, schools began offering segregated English reception classes to prepare ELLs for mainstream education, though this restricted broader curriculum access (Leung, 2016). The Bullock Report (1974) challenged this, emphasizing students' linguistic and cultural rights and advocating inclusive education (DES, 1975).

2.6.2.2 Mainstreaming

This section outlines the progression of mainstreaming ELLs in British education from 1985 to the present (see Appendix 3 for a detailed table of events, consequences, and critiques).

The Swan Report (DES, 1985) advocated for integration through Partnership Teaching, pairing classroom and specialist English teachers, but faced criticism for neglecting home language support and research linking first-language proficiency to second-language success (McKay, 1993). ELL provision was removed as a distinct subject in the National Curriculum, complicating support efforts (Franson, 1999; Leung, 2016).

The 1988 Education Reform Act decentralized Section 11 funding, reducing LEA ELL services and straining school budgets (Leung, 2016). In response, NALDIC was established in 1992 to advocate for centralized support and research dissemination. Subsequent funding, like Section 11 allocations (1996) and the Ethnic Minority Achievement Grant (1999), offered limited aid (Foley et al., 2018).

Government initiatives such as *Aiming High* (2003) and *Every Child Matters* (2003) acknowledged linguistic diversity but lacked cohesive national policy, leaving schools struggling to support ELLs effectively (Safford & Costley, 2008). Funding cuts in 2011 further reduced specialist staff and LEA resources, with schools inadequately managing Ethnic Minority Achievement Grants (Wardman, 2013; Foley et al., 2018).

By 2018, Demie stressed the urgent need for specialized staff and pedagogical frameworks, highlighting persistent gaps in effective ELL practices (Murakami, 2008). The absence of an ELL-specific curriculum persists, with EAL support expected within the National Curriculum (Bell Foundation, 2022). This is demonstrated in the table below which presents policy documents statements and the key issues and consequences of such statements.

Table 2.3: Policy documents statements and the key issues and consequences of such statements

Organisation	Statement
<p>Statutory Guidance, National curriculum in England: Framework for key stages 1 to 4 (cited by The Bell Foundation,2022).</p>	<p>4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil’s age, length of time in this country, previous educational experience and ability in other languages.</p> <p>4.6 The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.”</p>
<p>DfE DfE: Teachers’ Standards Guidance for school leaders, school staff and governing bodies July 2011 (cited by The Bell Foundation, 2022)</p>	<p>“‘Adapt teaching to respond to the strengths and needs of all pupils’, but there is relevance to teaching and learning for EAL learners throughout the standards.</p> <p>Standard 3, which expects a teacher to “demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject” also goes some way to addressing a need for explicit language teaching, but fails to recognise the unique needs of learners using EAL.”</p> <p>Standard 5 states that teachers should:</p> <p>...have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an Additional Language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.”</p>
<p>National Curriculum in England: framework for key stages 1 to 4. (DfE, 2014b)</p>	<p><i>“Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject”, furthermore their guideline on ‘vocabulary development’ states that learners’ acquisition, control and understanding of vocabulary are essential to their learning and progression throughout the curriculum and thus reinforce the notion that teachers should be simultaneously actively developing their learners vocabulary whilst systematically building upon their existing knowledge. (DfE, 2014b, 6.4).</i></p> <p><i>“it is vital for pupils’ comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical and scientific language” (DfE, 2014b, 6.4).</i></p>

Despite earlier Ofsted recommendations for a tailored curriculum and enhanced professional development to support ELLs (Flockton & Cunningham, 2021), explicit references to ELLs were removed from the Education Inspection Framework (EIF) in 2015. The 2019 EIF revision similarly omitted specific mention of ELLs, focusing instead on inclusive education that equips all pupils with the knowledge and cultural capital needed for success (The Bell Foundation, 2022).

In the absence of centralized guidance, many teachers have sought to address gaps in their knowledge through personal initiative and supplementary programs. These include:

- **NALDIC**, a key organization offering research, resources, and advocacy for ELL support.
- **YEAL (York: English as an Additional Language)**, an outreach initiative by York St John University that trains volunteers to assist ELLs and provides teacher workshops (Conteh, 2017; Trzebiatowski, 2017).
- **The Harmony Trust EAL Champion Scheme**, a nationally recognized program combining research-based pedagogy with practical application, delivered in partnership with Sheffield City Council (Harmony Trust Teaching School Alliance, 2022).

Skinner (2010) critiques the assumption that teachers can "learn on the job" when it comes to addressing ELL needs. While ELL teaching strategies may benefit all pupils, the reverse is not true. Additionally, misconceptions persist, such as the belief that ELLs will acquire English naturally through immersion or as a by-product of standard English lessons. Research highlights the need for explicit, informed instruction and tailored assessments to meet ELLs' developing language proficiencies (Leung, 2001; Hammond, 2014; Foley et al., 2018).

Without clear guidance on best practices, teachers face the challenge of teaching concepts they may not fully understand. As Flynn (2013) observes, "wanting to do the right thing is not the same as knowing how to do the right thing or even being in a position to do the right thing" (p. 238). This underscores the pressing need for evidence-based training and structured resources to ensure ELLs receive equitable and effective educational opportunities.

2.6.2.3 National Curriculum

The National Curriculum Statutory Guidance (Dec. 2014) (DfE. 2014b), section 4 outlines the principles for the inclusion of all learners with the following two essential requirements: (1) setting suitable challenges, (2) responding to learners' needs in order to overcome potential barriers for their learning. Furthermore, as part of the second criteria outlined previously, two principles are referred to on page 9 of the document, these principles are specifically focused on the teaching of ELLs.

Table 2.4: The National Curriculum Statutory Guidance (Dec. 2014) (DfE. 2014b) - Principles focused on the teaching of ELLs

<i>“4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil’s age, length of time in this country, previous educational experience and ability in other languages.</i>	<i>4.6 The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects</i>
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Although these two statements are brief, they do include key guidance for schools in relation to meeting the needs of their ELLs. They suggest the importance of taking learners' prior education and language experiences into consideration in relation to their ability to access the curriculum. In addition to this they somewhat imply the importance of supporting newly arrived pupils with their linguistic needs regarding accessing the curriculum, whilst simultaneously failing to provide any guidance as to how this could be achieved. This guidance needs improving upon, as it is apparent from Foley's et al.'s (2018) study that “students' engagement with subject-specific literacies and literacy across the curriculum was strengthened when they possessed a foundation of knowledge about language and a metalanguage in which to discuss language and literacy.” Meanwhile a science educator in Foley et al.'s (2018, p.60) study commented that “I think one of the key challenges with, you know, subjects like science where there's a lot of specialist terminologies, one of the things that helps teachers is an awareness of what I'm going to call ... basic linguistics ... just an understanding of how language works. But I find when I'm talking about that with our trainees, they don't really understand even simple ideas about language. They don't know what a prefix is, or a suffix, you know ... And so I think an understanding for the trainee teachers of that could help them, help their EAL learners quite significantly. But it's how to get them to really go back to square one.”

In addition to this, Foley et al. (2018) observed from their Teacher Educator participants that it would be useful if they themselves as teachers had a good knowledge of their language so that they have an awareness of what language their ELLs may struggle with.

2.6.2.4 Assessment

Assessing ELLs' needs remains a challenge in the English education system (Foley et al., 2018). The DfE School Census (2016-2017) introduced proficiency scales aimed at distinguishing between ELLs with minimal English skills and bilingual pupils proficient enough to access the curriculum. This data was intended to inform policies, evaluate the effectiveness of education for ELLs, and identify additional challenges faced by pupils and schools (DfE, 2017a).

The scale categorized ELLs into five proficiency bands, reflecting their linguistic abilities in relation to curriculum access and the importance of connecting their home language(s) with English:

- **A) New to English:** Students rely on their first language, may remain silent, understand limited everyday English, and often lack English literacy. They require substantial support.
- **B) Early Acquisition:** Students follow social communication and engage in learning with support. They have basic reading skills and subject-specific vocabulary but need significant help accessing the curriculum.
- **C) Developing Confidence:** Students express themselves with some grammatical inaccuracies, follow complex written English, and require ongoing literacy support.
- **D) Competent:** Students engage successfully with the curriculum, understand diverse texts, and make occasional structural errors. They may need support for abstract vocabulary and nuanced meanings.
- **E) Fluent:** Students operate comparably to native English speakers and no longer require ELL-specific support.

Additionally, The Bell Foundation's *EAL Assessment Framework for Schools* aligns closely with the DfE framework, offering a tool for ongoing ELL assessments. These frameworks

highlight the complexity of evaluating ELL proficiency and emphasize the need for nuanced approaches to support their educational development effectively.

2.7 Defining Terminology: Preparedness

The NQT survey measures “how well prepared they [NQTs feel] to deal with the teaching skills, and the personal and professional standards, that are outlined in the Teachers’ Standards framework.” (Newly Qualified Teachers: Annual Survey 2016, p.41). Yet the NQT survey does not seem to clearly define the term preparedness. It could be argued that being prepared may involve having a broad understanding of the area and tactics which can be used when working with ELLs, whilst simultaneously being aware of the existing supportive networks and available resources (Flockton and Cunningham, 2021). It could also be argued that sufficient placement experience with ELLs is necessary for trainee teachers to feel prepared (Flockton and Cunningham, 2021). Furthermore, research indicates that support from the faculty and Teacher Educators positively correlates with trainee teacher’s feelings of preparedness (Stokking et al., 2003; Rots et al., 2007; Rots and Aelterman, 2009).

Coady et al. (2011, p.228) developed a survey to measure teacher’s preparedness to teach ELLs in Florida, the second part of their survey “consisted of 49 statements of teacher knowledge and skills related to effective instruction of ELLs, grouped into five conceptual domains: (A) Social and Cultural Dimensions of Teaching, (B) Content Area Instruction, (C) Language and Literacy Development, (D) Curriculum and Classroom Organization, and (E) Assessment Issues.” The scholars used a Likert-scale format with options “ranging from 1 to 4 (with 4 indicating a strong positive response, and 1 indicating a strong negative response), with a “not applicable” option (Coady et al. 2011, p.228). For each of the 49 competency statements they asked teachers to respond to the following prompts “(a) “How *effective* do you feel you are/were with your ESOL students?” and (b) “How well do you feel the *Just Teach* program *prepared* you to work with your ESOL students?”” (Coady et al. 2011, p. 229). Within their data analysis Coady et al. (2011) used a series of measures which assess / evaluate teachers’ preparedness. Table 3 below, presents an adapted version of Coady et al.’s measures to fit the needs of this research. The term ELL was substituted with EAL as this is the term that teachers are more likely to be familiar with in England’s educational setting.

Table 2.5: Preparedness criterion

Preparedness criterion	Sources informing category	How do you feel about following statements within the preparedness criterion on a scale of 1-4 (1 = not at all prepared, 2 = slightly prepared, 3 = prepared, 4 = very prepared)
Category 1 – Awareness of variables involved in teaching ELLs	NALDIC (1999)	
P.1.1 Learning about my EAL pupil’s linguistic and cultural background		
P.1.2 Understanding my EALs level of English proficiency in relation to their peer groups’ level		
Category 2 – Principles relating to you as the teacher	NALDIC (1999,	
P.2.1 Using my EALs linguistic and cultural resources as a resource in my teaching	pp.14-16); The Bell	
P.2.2 – Providing learners with contextualised information – i.e., making the input comprehensible and providing them with the opportunity to put the language into a personalised and contextualised example.	Foundation Website;	
P.2.3 – Encouraging comprehensible output – through collaborative learning opportunities, scaffolded teacher-student and student-student interactions, etc.	Ofsted (2012, p.2);	
P.2.4 – Drawing EALS attention to, and supporting them in tackling challenging linguistic features such as grammar, vocabulary, phonological features when speaking and listening etc.	Sherman and	
P.2.5 – Developing learners’ autonomy – giving them opportunities to model and extend what they’ve been taught.	Teemant, (2021, p.2)	
P.2.6 – Developing and adapting resources that are beneficial for EALs.		
P.2.7 - Providing learners with continued support at all levels of their English proficiency.		
P.2.8 - Using visuals to make my instruction more comprehensible for my EALs		
Category 3 – Classroom management	Parsons (2019)	
P.3.1 - Organizing my classroom so that my EALs feel comfortable and ready to learn.		
P.3.2 – Enabling and supporting EALs in accessing age-appropriate English and bilingual dictionaries and thesauri.		
Category 4 – Differentiation	Parsons (2019)	
P.4.1 - Providing additional wait time for my EALs to respond when I ask them questions in class.		
P.4.2 – Speaking/reading clearly – letting students see your face, avoiding (unexplained) idiomatic language, etc.		
P.4.3 – Using non-verbal methods of communication – e.g., gestures, mimes, exaggerated facial expressions, etc.		
P.4.4 - Organising activities to allow my EALs to demonstrate competence regardless of their English-language ability.		
P.4.5 – Targeting EALs with daily questions which are differentiated according to their English proficiency level.		
P.4.6 – Recasting errors and encouraging learners to produce extended utterances.		
P.4.7 – Providing scaffolded dialogue opportunities.		
P.4.8 – Providing scaffolded writing opportunities – e.g., gap fills, substitution tables, writing frames, etc.		

P.4.9 – Using synonyms and simple alternatives to clarify meaning when needed.		
Category 5 – Feedback	Parsons (2019)	
P.5.1 – Acknowledging participation and efforts made by ELLs to use the language in relation to the curriculum.		
P.5.2 – Including marking for appropriate/inappropriate language use.		
P.5.2 – Correcting and providing clear examples of particular language structures for learners to practice.		
Category 6 – Assessment	The Bell Foundation (2017)	
P.6.1 – Assessing a learner’s English proficiency in comparison to the level expected in that class.		

Within this thesis preparedness will encompass the amount of placement experience with ELLs, linguistic/language awareness of ELLs and teaching techniques they can use with them and understanding/awareness of the networks and resources available to them when teaching ELLs.

2.8 Defining Terminology: Confidence

Drawing on the Cambridge online Dictionary's definition of confidence, trainee teachers' confidence can be defined as the quality of being certain of your abilities. Mojavezi and Tamiz (2012, p.483) expand on this, stating that teacher self-confidence is "*the extent to which a teacher is confident enough to his or her ability to promote students' learning*". Stankov et al. (2015, p.158) argue that there are two main aspects to consider when assessing confidence: (1) "personality-like, self-report questionnaires designed to assess one's belief in his/her ability to accomplish different tasks; and (2) Judgements of accuracy, or likelihood of success, after the completion of a task." The authors note how the first aspect encompasses individuals' self-perceptions of their habitual beliefs, tendencies, or dispositions to do something in a given area such as in a particular classroom context (Stankov et al., 2015). The second aspect focuses on an individuals' general and cognitive behaviour (Stankov et al., 2015).

Stankov et al. (2015) also note that both these aspects of confidence encapsulate cognitive aspects to some extent through their internal processing of the probability of them being correct, as well as personality due to individuals' beliefs about themselves and their competencies, and motivation owing to the fact that they must make accurate self-appraisals, and they need to intend to be accurate. Gatt and Karppinen (2014) discuss how increasing pre-service teachers' knowledge and competence can reduce their fear and anxiety when teaching and boost their confidence when teaching. Gatt and Karppinen (2014) also posit that other key factors can impact a teachers' professional growth and confidence, such as their own prior school experience and the quality and content of their Initial Teacher Education programme. Moreover, according to Hicks et al. (2010) Teacher Educators' lack of confidence in how to best support trainee teachers in specific areas, can result in trainee teachers themselves feeling less confident in these areas. Within this thesis Mojavezi and Tamiz's (2012) definition of teacher self-confidence will be used when referring to trainee teachers' confidence levels upon embarking to teach ELLs in the mainstream classroom.

Rollison et al. (2012) developed the instrument TELCA (Teaching Economic Literacy: Confidence and Anxiety) to measure teachers confidence teaching Economic Literacy. This instrument is presented below. It is of relevance to this study because the way in which the confidence criterions are framed provide a useful model for devising criterion pertaining to trainee teachers' confidence when teaching ELLs.

Table 2.6: TELCA Items: Rollison, Ludlow, & Wallingford (2012, p.20)

TELCA Items
C1: I feel certain when deciding how to present new information about economics concepts in the classroom.
C2: I feel a definite positive reaction when I teach economics topics.
C3: Incorporating economics concepts into my lessons is enjoyable for me.
C4: I feel confident when I come across a complex concept in economics that I have to incorporate into my lesson.
C5: When I am confronted with teaching a new concept in economics, I know I can cope with it.
C6: I am confident about the methods of teaching economics concepts.
C7: I have a lot of self-confidence when it comes to planning lessons that incorporate economics topics.
C8: I love teaching economics concepts in my classes.
C9: I feel at ease explaining economics concepts.
C10: I enjoy the challenge of teaching economics concepts.
C11: The idea of teaching new economics concepts in my classes is exciting to me.
C12: I feel confident in my ability to improvise during a lesson involving economics.
C13: When thinking about economics topics that I am going to incorporate into my lessons, I am confident that I will explain the material clearly.
C14: I'm the type of teacher who can teach economics concepts very well.
C15: I would feel calm if the principal observed in my classroom while I was teaching a lesson that incorporated economics topics.
C16: I feel secure about incorporating simple economics concepts into my lessons.
C17: I can create lively and engaging discussions about economics issues.
C18: I can keep the students interested in the economics concepts that I teach.
A19: It makes me nervous when I simply think about incorporating economics topics in my lessons.
A20: The thought of incorporating complex topics about economics into my lessons scares me.
A21: I am panicked when a student asks me an economics question that I can't answer.
A22: Thinking about teaching economics topics makes me depressed.
A23: When teaching economic concepts, my heart begins to beat faster.
A24: Thinking about teaching economics topics makes me anxious.
A25: Teaching economics concepts makes me restless, irritable, or impatient.
A26: Worrying about teaching economics topics makes me exhausted.

Note: C = confidence; A = anxiety.

When discussing trainee teachers' confidence throughout this thesis I will draw on the instrument presented below. It has been designed using facets of Rollison, et al.'s (2012) instrument.

Table 2.7: Confidence criterion

Confidence criterion	How do you feel about following statements within the confidence criterion on a scale of 1-4 (1 = not at all confident, 2 = slightly confident, 3 = confident, 4 = very confident)	Rollison, et al. (2012) table was used to inform these criterion, each relevant criterion will be noted here.
C1. I feel certain when deciding how to present new information and/or concepts to ELLs.		C.1
C.2 I feel positive about teaching ELLs.		C.2
C.3 Incorporating elements of ‘good practice’ for teaching ELLs into my lessons is something I feel positive about.		C.2 & C.3
C.4 When I am confronted with teaching ELLs, I know how to cope with it.		C.5
C.5 I am confident about the methods of teaching ELLs.		C.6
C.6 I have a lot of self-confidence when it comes to lesson planning for ELLs.		C.7
C.7 I feel at ease teaching ELLs.		C.9
C.8 I feel confident in my ability to reactively teach in classes with ELLs.		C.12
C.9 When thinking about teaching specific language items I feel confident that I will explain the language/material clearly to ELLs.		C.13
C.10 I feel confident in my ability to embrace linguistic diversity in my classroom in everyday classroom interactions.		C.13 & C.18

2.9 Insights from SLA and ELT fields on educating ELLs

Currently, as previously discussed (2.4.1), there is a need for a re-evaluation of what ‘best practice’ is when teaching in linguistically diverse classrooms (Foley et al., 2018). Thus far in the UK context there has been limited research exploring how insights from SLA and ELT fields could inform best practice in regard to educating ELLs. However, in the USA Coady et al. (2011) conducted a study whereby they investigated an Initial Teacher Education programme which had been somewhat blended with ESOL (English to Speakers of Other Languages) certificate course content. They found that there was a positive relationship between the trainee teachers views of their preparation of teaching ELLs. Therefore, within this thesis Second Language Acquisition (SLA) will be considered alongside what insights can be gained from the field of English Language Teaching (ELT) in order to establish how practical and achievable improvements could be made to Initial Teacher Education course content within the UK.

This section will begin by discussing how SLA theories can inform ELL practice (2.7.1), before evaluating how ELT practice can inform ELL practice (2.7.2).

2.9.1 How SLA can inform ELL practice

Understanding how languages are acquired provides a conceptual foundation for examining how teachers are prepared to teach linguistically diverse learners. Within this thesis, Second Language Acquisition (SLA) is understood through a **usage-based and cognitively grounded perspective**, which positions language learning as an emergent process shaped by experience and meaningful use rather than by the internalisation of abstract rules (Ellis & Wulff, 2015; Ellis, 2019; Römer, 2024). The purpose of this section is to outline how language learning is conceptualised within this framework and to establish the theoretical foundation on which the present study interprets *trainee teachers' and teacher educators' perceptions* of preparedness and confidence in relation to teaching ELLs. The focus of this section is on *how languages are learned*, not on how they should be taught.

Earlier educational research and classroom discourse often drew on theoretical models such as Krashen's (1982) Input Hypothesis or Cummins's (1979) Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) distinction to explain learner progress. While these frameworks have shaped teacher talk and policy, they are not linguistically grounded models of acquisition, but rather educational and psychological frameworks describing aspects of language use. Consequently, in this thesis they are acknowledged only as examples of how educators sometimes conceptualise language rather than as explanations of learning processes themselves. In contrast, **usage-based approaches** (Ellis & Wulff, 2015; Bybee, 2010; Tomasello, 2003) conceptualise learning as emerging directly from language use. From this perspective, linguistic knowledge develops gradually as learners engage in meaningful communication: people learn what they use and use what they learn.

Within this usage-based framework, language is understood as an evolving network of learned form–meaning pairings, or constructions, which are gradually built through experience (Ellis & Wulff, 2015; Römer, 2024; Perek, 2020). Each encounter with language, whether listening, reading, or producing, adds incrementally to the learner's repertoire of constructions, and the frequency, salience, and contextual diversity of these encounters

determine which patterns become cognitively entrenched (Bybee, 2010; Ellis, 2021). Through repeated activation, associative links between forms and meanings are strengthened, supporting both the proceduralisation and automaticity of linguistic knowledge (Tomasello, 2003; Ellis, 2021). In this way, grammar emerges from usage rather than pre-existing rule systems, reflecting a dynamic process of cognitive adaptation grounded in interaction and experience (Goldberg, 2019; Ellis & Ferreira-Junior, 2009). Ellis and Cadierno (2009) describe this process as construction learning, where grammatical knowledge emerges as learners detect regularities and abstract patterns from exemplars encountered in communication. Frequent and meaningful encounters strengthen these associations, making certain forms more readily accessible and thus more likely to be reused. Recent studies have extended this claim empirically, showing that learners develop schematic constructions through distributional learning and cross-linguistic analogy (Perek, 2020; Ellis, Römer, & O'Donnell, 2016; Godfroid et al., 2022).

As learners engage with meaningful input, the frequency, recency, and communicative salience of linguistic forms drive their entrenchment, resulting in an interlanguage that is continually reorganised through experience (Ellis, 2019; Römer, 2024). Grammar therefore develops not as a fixed system of abstract rules but as an adaptive by-product of communicative interaction—a probabilistic outcome of repeated usage events distributed across time and context (Goldberg, 2019; Ellis & Wulff, 2015). Linguistic knowledge is thus probabilistic, experience-based, and shaped by the same domain-general learning mechanisms that underlie other forms of human cognition (Ellis, 2021; Godfroid et al., 2022). Corpus-based evidence substantiates this account, showing that exposure frequency predicts convergence between native and non-native constructional patterns as learners' experience accumulates (Römer, 2024). These findings reinforce the central usage-based principle that *using language is learning language*: the learner's interlanguage is a dynamic, adaptive system that reorganises in response to communicative experience. This perspective aligns directly with the present study's focus on how trainee teachers conceptualise language learning as an evolving, experience-driven process rather than as the mastery of a fixed grammatical system.

Usage-based approaches view second-language learning as the outcome of domain-general cognitive processes, such as attention, memory, and pattern recognition, that operate on meaningful linguistic input (Ellis, 2019; Leow, 2020). When learners attend to form–

meaning relationships in context, the frequency and salience of specific linguistic features determine which forms are noticed and subsequently encoded in memory (Ellis, 2019; Godfroid et al., 2022). Noticing thus acts as the gateway through which input becomes intake, enabling learners to transform exposure into usable linguistic knowledge (Leow, 2020; Schmidt, 2001). Empirical evidence from eye-tracking and neurocognitive studies demonstrates that the depth and duration of attentional focus predict the retention and retrieval of grammatical forms (Son, Lee, & Godfroid, 2021; Godfroid & Hui, 2025). Through repeated exposure, associative links between forms and meanings become strengthened and increasingly automatic, resulting in proceduralised knowledge that supports fluent production (Bybee, 2010; Ellis, 2021).

Within this cognitive framework, frequency effects interact with working-memory capacity: repeated encounters with constructions strengthen associative links, enabling faster retrieval and greater automaticity (Ellis, 2021; Bybee, 2010). Over time, implicit learning consolidates frequently co-occurring form–meaning pairings, while explicit attention facilitates abstraction when learners encounter anomalies or low-frequency patterns (Leow, 2020; Ellis & Wulff, 2015). These complementary mechanisms produce an emergent grammatical system shaped by both conscious and unconscious processing, reflecting the same adaptive and probabilistic principles that govern other forms of human learning (Ellis, 2019). From this perspective, comprehension and production are not end-products of learning but integral components of it; each act of use activates and reshapes the learner’s internal network of constructions.

This cognitive account provides the theoretical foundation for the present study’s analysis of teacher preparedness and confidence. Teachers who understand language as emergent and usage-driven are better positioned to interpret ELLs’ linguistic development as an ongoing, adaptive process rather than as a linear progression toward correctness. Such a stance reframes learner errors as evidence of developmental restructuring within a dynamic system (Goldberg, 2019; Ellis, 2019), rather than as deficits to be corrected. For teacher educators, this perspective underscores the importance of grounding trainee understanding of language in evidence-based principles of frequency, noticing, entrenchment, and pattern learning, rather than in traditional prescriptive or deficit models of ELL development.

The relevance of usage-based SLA to ELL education therefore lies in its explanatory power: it accounts for why extensive, meaningful exposure and opportunities for output are

essential for sustained development, and it clarifies why linguistic knowledge remains partial, adaptive, and sensitive to experience. Differences in ELL attainment can thus be interpreted as reflections of variation in input quality, frequency, and interactional opportunities rather than of innate ability (Ellis, 2021; Römer, 2024). This understanding aligns with the research questions underpinning the thesis: RQ3 examines how trainee teachers perceive the integration of SLA and ELT theory in their Initial Teacher Education programmes, while RQ4 explores how these perceptions relate to feelings of preparedness and confidence in teaching ELLs.

A usage-based understanding of language learning underscores that attention, frequency, and meaningful use are the cognitive conditions through which linguistic systems develop. From this perspective, evaluating Initial Teacher Education provision involves examining whether trainee teachers are supported to conceptualise learning as cumulative, experiential, and adaptive. This theoretical stance also highlights the need for teachers to cultivate metalinguistic awareness grounded in linguistic evidence rather than intuitive belief. Research indicates that teachers' implicit conceptions of language learning often remain rooted in input–output metaphors or grammar–translation legacies (Foley et al., 2018; Andrews, 2007). Grounding teacher education in usage-based principles therefore aligns professional understanding with contemporary linguistic theory and reinforces the conceptual bases of preparedness and confidence explored in this study.

In summary, usage-based SLA conceptualises acquisition as the cumulative result of attention, frequency, and meaningful use, driven by general cognitive mechanisms rather than by innate linguistic modules. This framework provides a principled foundation for analysing how trainee teachers and teacher educators understand ELL learning and for interpreting perceptions of preparedness and confidence within the broader context of evidence-based language theory.

2.9.2 How ELT practice can inform ELL practice

ELT practice draws from education policies, existing research, fellow teachers teaching experiences, and their own teaching experiences and training (Doughty and Long, 2003) and as such bears relevance for ELL practice. Coady et al. (2011, p.225) posits that in relation to applying knowledge from the field of ELT to that of teaching ELLs, there are “three broad,

interrelated dimensions that can inform the process and practice of preparing effective teachers of ELLs, namely (a) teacher preparation, background, and experience; (b) teacher knowledge of teaching and learning processes with ELLs; and (c) teachers' knowledge of their ELL students". These three dimensions have informed the research questions (3.3) and therefore the instruments used in this study to evaluate the effectiveness of Initial Teacher Education provision for ELLs.

Furthermore, Coady et al. (2011, p.225) note that within the first dimension: Teachers Prior Preparation, Background, and Experience, two factors are expressly linked with teacher quality for ELLs. Firstly formal Initial Teacher Education and in-service training sessions relating to the teaching of ELLs are essential to professional development as teachers who have engaged in such programmes are more likely to feel more prepared to teach ELLs as they are more likely to have participated in training programmes which specifically address issues relating to the field of ESOL (Betts, Ruben, & Dannenberg, 2000; Menken & Antuñez, 2001).

This high level of preparation in turn leads to them being able to make sound pedagogical decisions and advocate for linguistic diversity in their classrooms; enabling them to better support their ELLs (Athanasēs & de Oliveira, 2008; de Oliveira & Athanasēs, 2007). When evaluating the effectiveness of Initial Teacher Education provision for ELLs this dimension will be considered. The second dimension Coady et al. (2011) refer to incorporates teachers' individual characteristics and their pre-existing personal and professional experiences (Reeves, 2009), including, but not limited to, their knowledge of languages beyond English (Fránquíz & Reyes, 1998), and their linguistic and cultural knowledge and experiences. This second dimension also encompasses individuals' personality traits (Brower and Korthagen, 2005) as well as their pre-existing attitudes towards ELLs (García & Stritikus, 2006). As such, it must be noted that teachers personal and professional experiences shape them as individuals both in and out of the classroom, and as such this has the potential to either benefit or hinder the teaching/learning process in regard to their interactions with ELLs (Reeves, 2009). In particular, as noted by Flockton and Cunningham's (2021) participants, placement experience with ELLs in particular plays a significant role in shaping trainee teachers' perspectives relating to teaching ELLs and can leave them either feeling more prepared, or less prepared to teach ELLs if they had limited placement experience with

ELLs. Furthermore, the second dimension specifically refers to “*Teacher Knowledge of Teaching and Learning of ELLs*” (Coady et al., 2011, p.226).

According to Coady (2011), this knowledge consists of three factors, firstly teachers understanding that English is both the content the pupils are learning and the medium for their learning. A pre-requisite for this involves teachers having extensive knowledge of the English Language and of the process in which languages are acquired (Wong-Fillmore & Snow, 2000) and an understanding of the role the students first language plays in the classroom (Cummins, 2000; Conteh 2017). Secondly, Coady et al. (2011, p.226) note that “quality teachers of ELLs to shelter instruction for comprehensibility (Lucas and Grinberg, 2008; Minaya-Rowe, 2006) and develop materials and develop materials and modify lesson plans to meet the individual language-learning needs of ELLs (Brower and Korthagen, 2005; Menken and Antuñez, 2001); strategically implement cooperative learning and grouping strategies (Brower and Korthagen, 2005); provide opportunities for oral and written language practice (Verplaetse, 2008); and assess ELLs’ language and literacy development (Abedi, Hofstetter, & Lord, 2004; Brower & Korthagen, 2005).” This dimension will be considered when evaluating the effectiveness of Initial Teacher Education provision for ELLs.

Finally, Coady et al. (2011) posit that quality teachers embrace and affirm their learners’ linguistic and cultural identities (Cummins, 2001; Conteh, 2017) and draw on this as a resource in which to promote student learning (Moll, Amanti, Neff, & González, 1992; Ruíz, 1988). Furthermore, by being aware of their ELLs individual circumstances, including but not limited to, their linguistic resources, their cultural resources, their previous education, their English-language proficiency levels (reading, writing, listening, and speaking), teachers will be able to enhance their teaching, and the pupils’ learning experience, by connecting the curriculum to their learners’ backgrounds and needs (Cholewa, 2009). Therefore, this dimension will also be considered when evaluating the effectiveness of Initial Teacher Education provision for ELLs.

2.9.2.1 Practical implications

Within this section I will explore specific elements of ELT practice which could be implemented with ELLs and as such could be incorporated into Initial Teacher Education provision for ELLs. These specific elements will inform part of the evaluation of Initial Teacher Education provision for ELLs presented in this study.

2.9.2.1.1 Listening

Jung (2003) emphasizes that discourse signalling cues play a crucial role in second language listening comprehension and can be highly beneficial for ELLs in mainstream classrooms. These cues are categorized into two types: macromarkers and micromarkers. Macromarkers operate at the macro level, indicating relationships between main sections of speech or marking significant transitions, such as “Today we’re going to listen to someone talking about...”. In contrast, micromarkers function at the micro level, signalling intersectional relationships or acting as pause fillers, with examples including "and," "so," and "then" (Chaudron & Richards, 1986).

Such cues help ELLs develop the listening sub-skill of anticipation, allowing them to predict what might be said next based on the discourse structure (Field, 1998). To effectively teach this skill, teachers can implement specific strategies in the classroom. Firstly, they can provide differentiated resources, such as handouts explaining the meanings of various discourse cues, which can also be multilingual where possible. Secondly, teachers can create opportunities for learners to practice anticipation by engaging in class discussions where students predict what they will hear next and the type of language likely to be used.

By incorporating these strategies, teachers can support ELLs in enhancing their listening comprehension while fostering their ability to anticipate and interpret spoken discourse effectively.

2.9.2.1.2 Feedback

Feedback is widely recognised as a pivotal element in student learning (Brooks et al., 2024; Qadir et al., 2025). Hattie’s (2009) synthesis of over 800 meta-analyses reported that feedback has one of the highest effect sizes of any instructional practice, underscoring its centrality in learning. More recent meta-analyses provide a nuanced view, demonstrating that feedback’s impact is influenced by learner characteristics, the type of feedback, and how it is delivered (Wisniewski, Zierer, & Hattie, 2020). In education more broadly, feedback exerts the greatest influence when it clarifies learning goals, monitors progress, and guides next steps (Hattie & Timperley, 2007; Shute, 2008).

In second language acquisition (SLA), however, these broad findings require careful nuance. Language-focused feedback is not monolithic: its effectiveness is shaped by the specific linguistic targets, the mode of delivery, and the ways in which learners respond. Consequently, feedback in SLA is highly context-dependent—the same intervention may facilitate learning in one context yet be ineffective in another (Lyster & Ranta, 1997; Li & Vuono, 2019). Understanding feedback for English Language Learners (ELLs) therefore requires clarity regarding both its developmental targets and underlying mechanisms.

The effectiveness of feedback depends on clarity about what it seeks to address. In SLA, three constructs—complexity, accuracy, and fluency (CAF)—are widely recognised as core dimensions of proficiency (Housen, Kuiken, & Vedder, 2012). These benchmarks underpin SLA research while also aligning with how teachers assess and scaffold learning, making them critical priorities for feedback in Initial Teacher Education.

Accuracy is traditionally defined as the extent to which learner output conforms to grammatical, lexical, and phonological norms (Wolfe-Quintero, Inagaki, & Kim, 1998). Although often equated with ‘correctness,’ accuracy requires a more critical framing. English is plurilithic, existing in multiple legitimate forms (Hall, 2013; Hall & Wicaksono, 2019). Feedback should therefore prioritise intelligibility and appropriacy rather than unattainable native-speaker norms, and decisions about accuracy-focused feedback must consider task goals, learner proficiency, and communicative context (Ellis, 2009).

Fluency, by contrast, refers to the ability to produce language smoothly, at an appropriate pace, and with minimal disruption (Skehan, 2003). It encompasses speed fluency (rate of speech), breakdown fluency (pauses), and repair fluency (self-corrections). Feedback on fluency is typically delayed until post-task to avoid interrupting communication (Nation, 2007). Teachers can address hesitations or breakdowns during reflective phases, supporting learners in developing automaticity without undermining meaning-focused interaction.

Complexity concerns the sophistication and elaboration of learner language, including syntactic range, lexical variety, and discourse organisation (Housen et al., 2012). Feedback in this domain typically involves scaffolding learners’ willingness to take risks: reformulating output, prompting elaboration, or modelling varied structures (Ellis, 2009). By focusing on extension rather than correction, complexity-focused feedback encourages learners to experiment with new structures and take linguistic risks.

By framing feedback around CAF, teacher educators can help trainees recognise that feedback is not a one-size-fits-all practice but must be directed at distinct developmental dimensions.

2.9.2.1.2.1 Oral and Written Corrective Feedback

Corrective feedback (CF) has been one of the most extensively researched areas in SLA, with a well-established distinction between oral corrective feedback (OCF) and written corrective feedback (WCF).

OCF is delivered during or immediately after learner production and includes strategies such as recasts, prompts, elicitation, metalinguistic feedback, and explicit correction (Lyster & Ranta, 1997). Meta-analyses confirm generally positive effects, though outcomes vary by feedback type, learner proficiency, and task conditions (Li, 2014; Li & Vuono, 2019). Explicit feedback tends to yield more learner uptake than implicit recasts, particularly for lower-proficiency learners (Lyster, Saito, & Sato, 2013). Teachers often favour recasts for their unobtrusiveness, but effectiveness depends on salience and learner attention (Loewen & Philp, 2006). A central debate concerns whether recasts provide sufficient noticing to promote long-term acquisition or whether more explicit techniques are necessary for durable gains.

Written Corrective Feedback enables reflection at the text and discourse level. It is most effective when targeted, clear, and combined with opportunities for revision (Bitchener & Ferris, 2012). Focused WCF on specific error types supports accuracy development more effectively than unfocused feedback (Shintani, Ellis, & Suzuki, 2014). Controversy persists: while Ferris (2004) highlights WCF benefits, Truscott (1996, 2007) argued that grammar correction may be ineffective or harmful. Beyond accuracy, WCF also promotes awareness of cohesion, argumentation, and genre conventions, making it valuable for ELLs engaged in academic writing.

Overall, OCF supports fluency and immediate uptake, whereas WCF fosters accuracy and discourse level development (Li & Vuono, 2019; Shintani et al., 2014). Neither is universally effective: both are contingent on learner proficiency, instructional goals, and the balance between form and meaning. For Initial Teacher Education, teachers must evaluate

what type of corrective feedback to provide, and when and why it is pedagogically appropriate.

2.9.2.1.2.2 Sociocultural Perspectives: Mediation, ZPD, and Discourse

Sociocultural theory conceptualises feedback not as information transmission but as mediation. Learning occurs in the Zone of Proximal Development (ZPD), where support enables learners to achieve more than they could independently (Vygotsky, 1978). Graduated feedback within the ZPD facilitates internalisation; effective mediation provides just enough support for successful performance and gradually withdraws as autonomy develops (Aljaafreh & Lantolf, 1994).

Recent studies refine this perspective: feedback is co-constructed through dyadic interaction (Poehner & Lantolf, 2005; Carless & Winstone, 2023), conceptualised as cyclical dialogue (Jwa, 2025), and peer feedback can function as dialogic mediation (Li & Qian, 2024). Mediation occurs via teacher scaffolding, peer interaction, and engagement with revisions, highlighting the relational nature of feedback.

Diagnosing a learner's Zone of Proximal Development (ZPD) and calibrating appropriate support is inherently challenging, particularly in large or mixed-ability classrooms (Shafiee Rad & Mirzaei, 2024). Teachers must balance providing sufficient scaffolding to promote development while avoiding over-support that could foster learner dependency, and institutional constraints such as limited class time or curriculum pressures may further restrict opportunities for dialogic mediation. Sociocultural perspectives emphasise that feedback is most effective when it responds to individual learners' needs, yet implementing adaptive, learner-responsive practices remains contextually complex (Shafiee Rad & Mirzaei, 2024).

At the discourse level, feedback operates as a mechanism for co-constructing knowledge rather than simply correcting errors. Dialogic teaching research demonstrates that interactive, collaborative dialogue enables learners to internalise both linguistic and conceptual knowledge (Alexander, 2006; Mercer, 2000). By engaging learners in joint problem-solving and reflective discussion, feedback can foster self-regulated learning, extending its impact beyond immediate linguistic accuracy to metacognitive and strategic development (Han & Hyland, 2015; Nicol, 2010). For Initial Teacher Education, these

insights underscore the importance of preparing candidates to deliver contingent, co-constructed feedback, exercising professional judgement in scaffolding and fostering learner agency. Sociocultural approaches thus reframe feedback from a corrective tool to a collaborative process of meaning-making, particularly in multilingual classrooms where learners bring diverse linguistic resources (Alexander, 2006; Mercer, 2000; Shafiee Rad & Mirzaei, 2024).

2.9.2.1.2.3 Feedback as Process: Integrating into Teaching

Feedback is most powerful when integrated into formative cycles rather than treated as isolated correction, as research shows that iterative, learner-engaged feedback leads to more substantial and sustained learning gains (Wiliam, 2018; Carless & Winstone, 2020; Dawson et al., 2019). Wiliam (2018) frames feedback as central to formative assessment, emphasising its role in enabling teachers to adapt instruction and learners to regulate their own learning. Carless and Boud (2018) extend this perspective through the concept of ‘feedback literacy’—the capacity of learners to understand, evaluate, and act upon feedback—highlighting that even high-quality feedback may have minimal effect if learners are unable to interpret or apply it effectively.

Recent scholarship reinforces these insights. Carless and Winstone (2020) argue that feedback must be understood as a process of dialogue and sense-making rather than simply a transmission of comments. Dawson et al. (2019) emphasise that sustainable feedback requires iterative opportunities for learners to apply guidance, reflect on outcomes, and re-engage with revised performance. In TESOL contexts, Lee (2020) demonstrates that formative feedback cycles in writing classrooms enhance learner autonomy when students are explicitly trained to interpret feedback, plan revisions, and monitor progress. However, feedback literacy is unevenly distributed: cultural expectations, prior educational experiences, and institutional pressures can limit learners’ engagement, particularly in multilingual classrooms where students may hold differing assumptions about teacher authority and the purpose of corrective feedback (Zhang & Hyland, 2018; Winstone & Carless, 2019).

For Initial Teacher Education, these perspectives underline that feedback must be conceptualised as an ongoing, dialogic process rather than a one-off act. Trainees require support in designing feedback loops that are iterative, learner-centred, and responsive to diverse learner backgrounds. They also need the professional judgement to scaffold learners’

engagement with feedback, fostering competence, autonomy, and sustained development. By shifting from correction to formative dialogue, feedback is reframed as a core professional competence that promotes learner agency and long-term academic growth.

2.9.2.1.2.4 Feedback matters

Above all, feedback matters: large-scale syntheses and meta-analyses consistently identify feedback as a powerful influence on learning (Hattie, 2009; Wisniewski et al., 2020). In SLA research, experimental and classroom studies show that corrective and targeted feedback can lead to measurable learning gains, although effects vary by feedback type and learner uptake (Lyster & Ranta, 1997; Bitchener & Ferris, 2012). Crucially, feedback's effectiveness is not automatic: it depends on **what** is targeted (for example, dimensions captured by complexity, accuracy and fluency—CAF), **how** feedback is delivered (oral vs written; implicit vs explicit), and the extent to which it is aligned with learners' developmental readiness and opportunities to act on guidance (CAF literature; Housen et al., 2012).

For Initial Teacher Education, the implications are therefore practical and specific. Trainees must reconceive feedback as both formative and developmental: they should learn to balance oral and written modalities, and to align interventions with CAF and discourse-level goals rather than treating feedback as simple error correction (Lyster & Ranta, 1997; Bitchener & Ferris, 2012). They must also recognise feedback as mediated interaction—adaptive, scaffolded and co-constructed in dialogic exchange—and design formative cycles that give learners repeated, actionable opportunities to use feedback. Finally, developing learners' **feedback literacy** is essential: without capacities to appreciate, judge, manage affect, and take action on feedback, even high-quality comments will have limited pedagogical effect (Carless & Boud, 2018).

By drawing these strands together, teacher educators can move trainees beyond a narrow focus on correcting errors toward employing feedback as a dialogic, developmental tool. Framed this way, feedback becomes a core professional competence for supporting English Language Learners in diverse, multilingual classrooms. This contested but evidence-informed landscape provides the backdrop for examining how Initial Teacher Education in England prepares teachers to address the realities of multilingual classrooms and the needs of ELLs.

2.9.2.1.3 Differentiation

Flockton and Cunningham (2021) and Roland and Barber (2016a) note that good practice when teaching involves treating the class as individuals not as a whole group. Roland and Barber (2016a; 2016b) posit two kinds of differentiation: (1) structured differentiation which involves pre-planning activities so that they are sufficiently differentiated based on individual's needs, this could involve providing pupils with different versions of the instructions based on language needs, providing extension activities for learners who might finish earlier, and having prompt sheets or scaffolded versions of worksheets for those in need of more support, (2) differentiated support which involves supporting students when they are struggling with something by providing verbal and non-verbal prompts, e.g., pointing out an explanation on the board or providing them with a prompt sheet, etc. These two kinds of differentiation are applicable to ELLs as such differentiation could prove essential in supporting them in accessing the curriculum. Therefore, on Initial Teacher Education courses it could prove prudent for trainee teachers to consider how they might best plan such differentiation, this could prove beneficial not just for ELLs but for all individuals in the class.

Another way they suggest supporting learners through differentiation involves teachers planning how they group students; variety is key (Roland and Barber, 2016a). They suggest the following groupings: (1) mixed ability as this can be beneficial as it provides the weaker pupils with the opportunity to learn from the stronger pupils, it also helps the stronger pupils as they have to think about the concept and be able to explain it and discuss it effectively with their peers, (2) same ability pairings have the capacity to serve the following purposes, firstly pairing stronger students together enables them to push one another as they test out new hypotheses regarding the language use and further facilitates learning as they learn from one another, secondly pairing weaker learners together means they can practice with each other without as much fear of being judged, and as such could help lessen their nerves (Roland and Barber, 2016a). Furthermore, same ability groupings mean that it is easier for the teacher to provide more targeted support, for instance for a lower level grouping the teacher can repeat their explanation and/or reword it, they can provide them with scaffolded prompts, provide positive reinforcement and give direct oral corrections (Roland and Barber, 2016a). Whilst for higher level groupings the teachers can praise their ambition with the language, provide them with language upgrades, and answer their complex questions about

language use (Roland and Barber, 2016a). This could prove beneficial in mainstream classes as teachers might opt to group those ELLs with lower proficiency together to provide targeted support to them, or if they opted for mixed groups the other pupils would gain insight from such linguistic diversity and support each other.

Consequently, when evaluating the effectiveness of Initial Teacher Education provision for ELLs whether or not such differentiation training is explored on the course will be considered. It will also be considered when formulating a model of best practice for teaching ELLs within mainstream classrooms.

2.10 Summary

Within this chapter, the approach to reviewing literature (2.2) was considered. The term EAL was then unpacked before explaining the rationale for using ELLs (2.3), and the role of Initial Teacher Educators and their role (2.4) was considered before outlining that thesis looks at Initial Teacher Education in the context of university courses. Attitudes towards ELLs were also considered (2.5) alongside translanguaging (2.5.1), as well as generalisations trainee and in-practice teachers have pertaining to ELLs (2.5.2) and the link between attitudes and policies (2.5.3). This is followed by a brief consideration of the historical context from and its impact on the education sector (2.6), from pre-mainstreaming (2.6.2.1) to mainstreaming (2.6.2.2) and beyond, before defining preparedness (2.7) and confidence (2.8) and creating frameworks for analysing trainee teacher preparedness and confidence for teaching ELLs through a comprehensive list of criterions. This was followed by a final consideration of how insights from SLA theory can aid with understanding ELLs needs (2.9.1) and how ELT practice can inform teaching ELLs with particular focus on practical insights pertaining to teaching listening sub-skills (2.9.2.1.1), providing scaffolded feedback (2.9.2.1.2), and utilising different differentiation techniques (2.9.2.1.3).

Chapter 3 Methodology

3.1 Introduction

In this chapter I begin by describing the rationale and paradigm behind this research project (3.2). I then introduce the research questions (3.3) and hypotheses (3.4). I then provide information pertaining to the study's context (3.5) before information about the project design (3.6) considering how the instruments were designed (3.6.1) and the analytic frameworks (3.6.2) used to analyse data, including an instrument which was devised for this thesis (3.6.2.3). The pilot study (3.6.3) is also considered, followed by a discussion of the role of the researcher (3.6.4) and the participants (3.6.5). I then discuss validity and reliability (3.7), as well as ethical issues (3.8), before concluding with summary of the main points presented in this chapter (3.9).

3.2 Research approach

It is essential that researchers consider their positionality, social location/identity, experiences, beliefs, prior knowledge, assumptions, ideologies, working epistemologies, biases, and their overall perceptions of the world as these factors all inevitably shape who you are as a researcher (Ravitch, Mittenfelner, 2016). As such as a teacher of English both to speakers of other languages, and as a foreign language, and as a teacher who partakes in action research, completed Trinity Diploma in TESOL and has since led CPD sessions, I need to be actively, critically, aware of my own prior teaching knowledge and how it impacts my view of the teaching discussed in the data.

3.2.1 Research paradigm

This study is positioned within the framework of a critical research paradigm as it is underpinned by the ontological position of historical realism which can be defined as the view that reality has been shaped and irrevocably altered by social, political, cultural, economic, ethnic, gender and sexuality values (Guba and Lincoln, 1994). It takes the view that knowledge is both (1) a social construction and (2) influenced by power relations (Cohen et al. 2007) whilst simultaneously being underpinned by the ontological position of interpretivism by recognising that people's actions are a consequence of our existing

judgments, reasons and intentions where are influenced by the values mentioned previously (Mills and Birks, 2014).

Consequently, this investigation was designed and carried out guided by the exploration of (1) how knowledge pertaining to what it means to be an ELL is socially constructed, and how it is influenced by power relations pertaining to, but not limited to, education discourse in the media, politics, schools, and beyond; (2) how knowledge pertaining to how to best train trainee teachers to teach ELLs is influenced by power relations pertaining to, but not limited to, education discourse in the media, politics, schools, and beyond; (3) how knowledge regarding what it means to be prepared and confident in teaching ELLs is influenced by power relations pertaining to, but not limited to, education discourse in the media, politics, schools, and beyond.

Mixed Methods Research (hereafter MMR) is consistent with a critical research paradigm as it can respond to the multi-faceted environment within which this investigation is set to take place (e.g., Riazi and Candlin, 2014; Flockton and Cunningham, 2021).

In order to collect the data that would allow me to answer my research questions (3.3), I needed to design a research project which would provide access to Initial Teacher Education content and content design as well as trainee teachers' perception of Initial Teacher Education. To achieve these aims I drew upon MMR. In the following section I outline the reasons behind choosing MMR before describing the design of the research project undertaken in this thesis.

3.2.2 Mixed Methods Research

MMR has been referred to within the literature as research which involves the collection, analysing, and interpreting of both qualitative and quantitative data in a single study or series of studies which seek to investigate the same underlying phenomenon (Leech and Onwuegbuzie, 2008). In addition to this MMR has the capacity to enrich the comprehension of the object of the research. In the current research project, MMR follows this definition: "Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry." (Creswell and Plano Clark, 2007, p.5), as a methodology it encompasses philosophical assumptions which guide the direction of the collection and

analysis of data, and furthermore the mixture of quantitative and qualitative data in a singular study or series of studies. The fundamental premise is that the use of quantitative and qualitative approaches in combination delivers a better comprehension of research problems that either approach alone (Creswell and Plano Clark, 2007, p.5).

According to Greene, Caracelli, and Graham (1989) there are three benefits of deploying MMR (1) complementarity - it allows for expansion or clarification of the results from one method with the findings from the other method, (2) development – it enables the researcher to use the results from one method to help advance the use of the other method, (3) and expansion – seeking to extend the scope and range with which the inquiry encompasses by using different methods for different inquiry components. Dörnyei (2011, p.45) suggests that MMR has the potential to “increase the strengths while eliminating the weaknesses [of both the quantitative and qualitative method]”, thus allowing for a “multilevel analysis of complex issues”, and in turn serves to improve validity through substantiation of findings”. Consequently, it could be argued that one of the advantages of MMR is that it serves to enhance the researcher’s understanding by complementing varying perspectives. In addition to this Regnault, Willgoss, and Barbic (2018) argue that MMR allows the researcher to examine the research questions from different perspectives thus enabling them to combine subjective insights on complex realities from qualitative data collection with the quantifiable data which offers more standardised insight. In relation to the positioning of the researcher within this approach, conducting MMR involves the researcher accepting that both qualitative and quantitative data can provide meaningful insights into their research questions (Johnson et al., 2007).

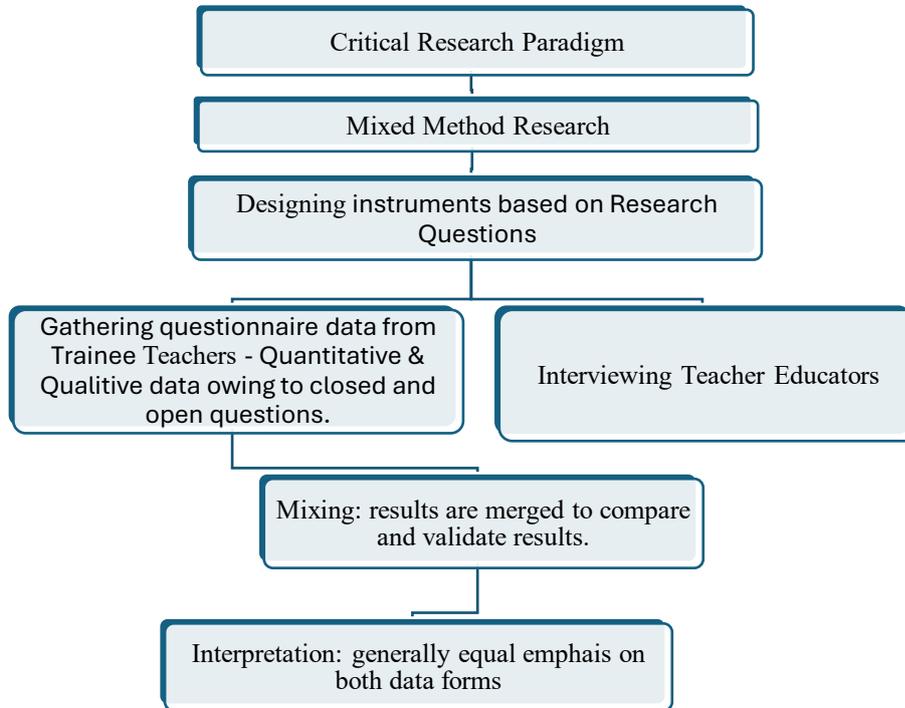
3.2.3 Mixed Methods Research: Complementary Triangulation Design

The current project was designed based on the idea that in order to provide realistic actionable suggestions for the improvement of Initial Teacher Education in relation to training trainee teachers to teach ELLs both interview and questionnaire data from the differing parties (Teacher Educators and trainee teachers respectively) must be merged after all data is gathered in order to facilitate a comparison of perceptive and thus validate the findings as both data are used equally to draw interpretations and inform each other. As such in this thesis the research design follows a *Complementary Triangulation design* (see figure 4.1 below). Flick (2018) argues that a triangulated approach is characterised by the use of

more than one data collection method from multiple points. Furthermore, Triangulation is described by Nightingale (2020, p.477) as a technique which can be deployed to analyse results of the same study using different methods of data collection. It is used for the following three main purposes: (1) to enhance validity, (2) to create a more in-depth picture of a research problem, and (3) to interrogate different ways of understanding a research problem (Nightingale, 2020, p.477). Additionally, triangulation helps to validate research findings by examining whether differing methods or observers of the same phenomenon produced the same results. Triangulation can also be used to evaluate inconsistencies in the data and further validate research findings.

Researchers look for three types of triangulation, namely: (1) convergence which indicates that there is a strong degree of overlay and accurateness between the data sets collected using different methods, while (2) complementarity shapes a richer image of the research results by enabling the data from different methods to inform one another, and (3) divergence meanwhile presents a different series of challenges within the methods, and the method of interpretation is dependent on the conceptual framework for the research; divergence can either suggest the methods of the results are imperfect, or be treated as new data which can provide new insights upon further analysis.

Figure 3.1: Triangulation pertaining to this thesis



The following sections present the research questions (3.3) that motivated this investigation, and the hypotheses (3.4) drawn from them.

3.3 Research Questions

Starbuck (2018) revealed that thus far Newly Qualified Teachers' (hereafter NQTs) have revealed in the annual NQT survey that they feel their training insufficiently prepared them to teach ELLs. Foley et al.'s (2018) study supported this, by noting a need for better training, for both Teacher Educators and trainee teachers. As a consequence of such research Flockton and Cunningham (2021) sought to investigate how Teacher Educators perceive Initial Teacher Education pertaining to how they prepare trainee teachers to teach ELLs, they found disparity between their data which found Teacher Educators to be confident about equipping trainee teachers to work with ELLs and previous research indicating NQTs feel insufficiently prepared (Starbuck, 2018). One prominent feature within the data was the notion of what it means to be prepared to teach ELLs (Flockton and Cunningham, 2021). They noted that what

preparedness should, and currently does, mean to both Teacher Educators and trainee teachers seemingly causes disparity within the data. Furthermore, one of their participants noted that negative issues surrounding preparedness are rooted in trainee teachers “own misapprehensions about what being prepared actually means” (Flockton and Cunningham, 2021, p.9).

Hence, ‘Preparedness’ as a theme was considered in order to identify what trainee teachers perceive ‘preparedness’ to be alongside what they perceive the construct of ‘confidence’ to be in relation to teaching ELLs.

In addition to this, as previously mentioned in the Literature Review (2.8.2) Coady et al.’s (2011, p.225) notion that in relation to applying knowledge from the field of ELT to that of teaching ELLs, there are three wide ranged, interconnected dimensions that can inform the process and practice of preparing teachers to be effective in teaching ELLs, namely (1) teacher preparation, background, and experience; (2) teacher knowledge pertaining to the teaching and learning process relating to ELLs; (3) teachers’ understanding of their ELL students helped to inform the research questions below.

Research Question 1: *What are the Teacher Educators’ perspectives of the content and quality of contemporary ITE courses’ provision for educating ELLs?*

Research Question 1.1: *What do Teacher Educators consider to be ‘practical’ EAL training?*

These questions aim to determine how Teacher Educators perceive the content and quality of the training they are providing in their Initial Teacher Education Course, and furthermore what they perceive to be ‘practical’ training, focusing on how they prepare trainee teachers to teach ELLs. They also aim to expand on the findings from Flockton and Cunningham’s (2021) study by considering how the content of such training impacts their perspectives on the effectiveness of the training provided by their institution.

Research Question 2: *What are the Trainee-Teachers’ perspectives of the content and quality of contemporary ITE courses’ provision for educating ELLs?*

These questions aim to determine how trainee teachers perceive the content and quality of the training they are provided with on their Initial Teacher Education course in regard to their level of preparedness and confidence when teaching ELLs. In addition to this, these questions

also aim to expand on Flockton and Cunningham's (2021) study by further exploring how such a disparity between NQTs and teachers and Teacher Educators' perspectives pertaining to Initial Teacher Education Courses' provision for educating ELLs by delving into how trainee teachers perceive preparedness and confidence in terms of teaching ELLs.

Research Question 3: What aspects of SLA theories and ELT pedagogy currently inform the ITE curricula in England?

Research Question 3.1: What is the rationale behind integration of these aspects into the ITE curricula?

Research Question 3.2: How are these aspects integrated into the ITE curricula, be it through patterns, frequency, explicitness, depth of coverage, etc.?

These questions aim to explore how Initial Teacher Education courses are designed and whether there any links are made to SLA theories and ELL pedagogy in order to determine how actionable improvements could be made to Initial Teacher Education drawing upon the field of SLA and teaching ELLs.

Research Question 4: How does Trainee-Teachers' knowledge on effective education of ELLs develop throughout the course of training?

Research Question 4.1 What are the Trainee-Teachers' perspectives of ITE courses' provision on SLA theory and ELL pedagogy?

Research Question 4.2: What other factors, such as placements in schools, influence change in Trainee-Teachers' perceptions and actions?

These questions aim to explore how trainee teachers' knowledge on effective teaching practice relating to teaching ELLs develops throughout their training. They also aim to examine how trainee teachers view the incorporation of SLA theory and ELL pedagogy in their training and what other factors influence their perceptions and actions and in turn how this could impact upon their confidence and preparedness to teach ELLs. Furthermore, these questions expand on Flockton and Cunningham's (2021) study by examining what trainee teachers value on their Initial Teacher Education courses when being prepared to teach ELLs. These questions also allow an exploration of how trainee teachers define 'preparedness' and 'confidence' in relation to teaching ELLs which will serve to solve one of the conundrums of Flockton and Cunningham's (2021) research pertaining to the definitions of these constructs.

The table below presents the research questions and their relationship with the research instruments which were devised as a result and which key issues will be addressed.

Table 3.1: Research questions and their relationship with the research instruments and which key issues will be addressed

Research Question	Instruments	Key issues to be addressed
<p>RQ1: What are the Teacher Educators' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? <i>RQ1.1: What do Teacher Educators consider to be 'practical' EAL training?</i></p>	Semi-structured interviews	<p>(1) Teacher Educators' perspectives of the quality of content of Initial Teacher Education courses for preparing trainee teachers to Teach ELLs. (2) How Teacher Educators define 'practical' training.</p>
<p>RQ2: What are the Trainee-Teachers' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs?</p>	Questionnaire	<p>(1) Trainee teachers' perspectives of the quality of content of Initial Teacher Education courses for preparing trainee teachers to Teach ELLs.</p>
<p>RQ3: What aspects of SLA theories and ELT pedagogy currently inform the ITE curricula in England? <i>RQ3.1: What is the rationale behind integration of these aspects into the ITE curricula?</i> <i>RQ3.2: How are these aspects integrated into the ITE curricula, be it through patterns, frequency, explicitness, depth of coverage, etc.?</i></p>	<p>Semi-Structured Interviews Curricula documentation analysis</p>	<p>(1) How Initial Teacher Education courses are designed in relation to SLA theories and ELL pedagogy and why they are designed in such a way.</p>
<p>RQ4: How does Trainee-Teachers' knowledge on effective education of ELLs develop throughout the course of training? <i>RQ4.1: What are the teacher-trainees' perspectives of ITE courses' provision on SLA theory and EAL pedagogy?</i> <i>RQ4.2: What other factors, such as placements in schools, influence change in teacher-trainees' perceptions and actions?</i></p>	Questionnaire	<p>(1) trainee teachers perspectives of Initial Teacher Education courses and how their perspectives change throughout the course. (2) How trainee teachers define 'preparedness' in this context. (3) How trainee teachers define 'confidence' in this context.</p>

The table above reveals that all the research questions focus on examining how Initial Teacher Education provision on teaching ELLs is designed and received which in turn helps to inform how it can be improved.

In the next section, I refer to the research hypotheses derived from the aforementioned research questions.

3.4 Research Hypotheses

The research questions presented in the previous section (4.3) provide the following corresponding research hypotheses which are presented alongside the corresponding research questions in table 3.2 below.

Table 3.2: Research questions and hypotheses

Research Question	Research Hypotheses
RQ1: What are the Teacher Educators' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? <i>RQ1.1: What do Teacher Educators consider to be 'practical' EAL training?</i>	RH01: Teacher Educators will not view the content and quality of their Initial Teacher Education course's provision for educating ELLs quite highly. RH01.1: The Teacher Educators will not view 'practical' EAL training as placement experience and putting the training given into action.
RQ2: What are the Trainee-Teachers' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs?	RH02: Trainee-Teachers will not view the content and quality of their Initial Teacher Education course's provision for education ELLs as being quite poor compared to what they feel they need.
RQ3: What aspects of SLA theories and ELT pedagogy currently inform the ITE curricula in England? RQ3.1: What is the rationale behind integration of these aspects into the ITE curricula? <i>RQ3.2: How are these aspects integrated into the ITE curricula, be it through patterns, frequency, explicitness, depth of coverage, etc.?</i>	RH03: SLA theories and ELT pedagogy will not inform the ITE curricula in England
RQ4: How does Trainee-Teachers' knowledge on effective education of ELLs develop throughout the course of training? RQ4.1: What are Trainee-Teachers perspectives of ITE courses' provision on SLA theory and ELL pedagogy? <i>RQ4.1: What other factors, such as placements in schools, influence change in teacher-trainees' perceptions and actions?</i>	RH04: Trainee-Teachers' knowledge on effective education of ELLs does not develop through the course of their training.

3.5 Study's Context

The setting of the research project is England, it focuses on Initial Teacher Education course's provision for educating ELLs. I decided to focus on the University context as they are involved in both the teach direct route (which is a more school driven route) and in the traditional PGCE (Post Graduate Certificate of Education) route as well as the Primary Education with QTS (Qualified Teacher Status) route. As such, this thesis reports on qualitative data from multiple sources including curricula data, interview data, and case study data from this number of universities in these areas. The selection of context for the project was one which facilitated curricula data from across the UK to build a picture of Initial Teacher Education and relevant MAs content relating to ELLs and why it is designed and taught the way it is. I approached 40 Universities by email, regarding curricula data, to which they either refused to take part, gave no response, or agreed to take part. This was then repeated in relation to the interviews with those who were delivering content on ELLs, and the students participating in the survey study. Survey participants were also obtained through LinkedIn, and in visiting a University in Yorkshire.

3.6 Research Project Design

In order to answer its research questions (3.3), the current research project was designed and consisted of a Pilot Study (3.6.3) in order to determine the effectiveness of the instruments and improve them where needed. It also yielded some useful data which was included in this study through delayed consent. Upon Lancaster University ethical approval being obtained, the three facets of the main study (interviews, questionnaires, and collation of curricula data) were carried out concurrently from May 2023 to September 2024.

3.6.1 Instrument design

3.6.1.1 *Questionnaires as a Data collection Method*

Questionnaires are structured instruments designed to systematically collect self-reported data from participants regarding their perceptions, experiences, attitudes, or knowledge (Dörnyei, 2010; Cohen, Manion, & Morrison, 2018). They allow researchers to capture patterns across a larger population efficiently while maintaining a consistent structure that facilitates comparative analysis. In applied linguistics and teacher education research,

questionnaires are widely used to explore beliefs, practices, and self-perceived competencies, particularly when triangulated with qualitative methods within a mixed methods research (MMR) design, as in this study (Riazi & Candlin, 2014).

At an abstract level, questionnaire development involves translating theoretical constructs into measurable items that accurately reflect the concepts of interest while considering how each item contributes to the overall validity and reliability of the instrument (Bryman, 2016; Dörnyei, 2010). In this context, constructs represent the underlying dimensions or ideas the questionnaire aims to measure; in this study, trainee teachers' **perceived preparedness, confidence, and perceptions of the quality of Initial Teacher Education provision for teaching ELLs**. Developing a questionnaire is therefore not a purely mechanical task; it requires careful conceptual reasoning, iterative testing, and deliberate attention to item wording, scale design, and response format to ensure that participants' responses genuinely reflect their subjective perspectives in as much as is possible, rather than extraneous factors.

3.6.1.1.1 Development of Constructs and Questionnaire Design

A questionnaire was devised which sought to address the 3.3 Research Questions (outlined in 3.3) and further define the terminology of preparedness by following Table 2.5: Preparedness criterion and Table 2.7: Confidence criterion. Initially, the intention was to collect this data in person through short interviews; however, as explained in 3.6.1, owing to difficulties obtaining sufficient data, it was decided that an anonymous online questionnaire via Qualtrics would allow for broader participation due to the ease of completion. The responses generated by this questionnaire can be found in Appendix 4: Trainee Teachers: Questionnaire data. The instrument itself contained the same questions as initially designed for the interviews and was developed in accordance with Bell's (2014) guidelines, which emphasise avoiding ambiguous, imprecise, or presumptuous questions, while ensuring a logical sequence of varied question types. The design process, linking items to existing research and research questions, is visualised in Table 3.3 (part 1), Table 3.4 (part 2), and Table 3.5 (part 3).

The questionnaire was designed as a central instrument for exploring trainee teachers' perceptions of their Initial Teacher Education experiences in relation to teaching pupils for whom ELLs. Its development was guided by the study's research questions, which focus on trainee teachers' perspectives of course content and quality (RQ2), the aspects of Second

Language Acquisition theory and pedagogical approaches that inform Initial Teacher Education curricula (RQ3), and the evolution of knowledge, preparedness, and confidence throughout training (RQ4, 4.1, 4.2). The questionnaire was intended to capture both the quantitative and qualitative dimensions of trainee teachers' experiences, thereby providing a comprehensive and nuanced understanding of how they internalise theoretical instruction, practical training, and school placement experiences.

The instrument incorporated three overarching constructs: (1) perceptions of Initial Teacher Education course content and quality, (2) preparedness, and (3) confidence. Perceptions of course content and quality were explored through items that asked participants to evaluate the value of their training, including practical ELL strategies and the influence of SLA theory and ELL pedagogy. For instance, participants were asked, "At this point in your Initial Teacher Education course, how would you describe the value of the content and quality of your training, relating to the teaching of pupils for whom English is an Additional Language?" Such items were grounded in research demonstrating the persistent perception among trainee teachers that Initial Teacher Education provision often falls short in adequately preparing them for ELL education (Foley et al., 2018; Starbuck, 2018; DfE, 2018), directly addressing Research Question 2. The alignment of these items with the construct and relevant research literature is visualised in Table 3.3: Visualisation of design process of trainee teacher questionnaire part 1, which illustrates the process of linking trainee perceptions to research questions and existing scholarship. Follow-up items explored perceptions of practical training and factors influencing knowledge development, such as the role of school placements, addressing Research Question 4 regarding the evolution of trainee knowledge and confidence. This mapping is further illustrated in Table 3.4: Visualisation of design process of trainee teacher questionnaire part 2, linking practical training items to preparedness constructs.

Preparedness was operationalised through a series of statements reflecting key dimensions of effective ELL teaching, including awareness of learner linguistic and cultural backgrounds, application of teaching principles, classroom management, differentiation, feedback, and assessment. These items drew directly on established instruments, most notably Coady et al.'s (2011) preparedness survey in the context of Florida ELL instruction, and were adapted for the UK context by substituting the term ELL with EAL and altering items based on reference to good practice for teaching ELLs in line with research from

NALDIC (1999), Parsons (2019), The Bell Foundation (2017), and Sherman and Teemant (2021). In line with the NQT survey's conceptualisation of preparedness, the questionnaire framed preparedness as encompassing not only a broad understanding of teaching strategies but also familiarity with available resources and networks, as well as sufficient placement experience with ELLs (Flockton and Cunningham, 2021; Stokking et al., 2003; Rots et al., 2007; Rots & Aelterman, 2009). Participants rated their preparedness using a four-point Likert scale from "not at all prepared" to "very prepared," enabling both quantification and reflection of subjective experience. Examples include statements such as "Learning about my ELLs' linguistic and cultural background" and "Providing learners with contextualised information to support comprehension," which operationalised critical components of preparedness, while linking to Research Questions 4 and 4.2 regarding the factors influencing the development of trainees' readiness to teach ELLs. The mapping of preparedness items to the construct and to Tables 2.5: Preparedness criterion, and 3.4: Visualisation of design process of trainee teacher questionnaire part 2, provides a transparent visualisation of how each survey statement operationalises key dimensions of the preparedness criterion.

Confidence was operationalised through statements assessing self-reported certainty, comfort, and efficacy in teaching ELLs. Drawing on Mojavezi and Tamiz's (2012) definition of teacher self-confidence, which emphasises the extent to which teachers believe in their ability to promote student learning, and the TELCA instrument developed by Rollison, Ludlow, and Wallingford (2012), participants were asked to rate their agreement with statements such as "I feel certain when deciding how to present new information and/or concepts to ELLs" and "I have a lot of self-confidence when it comes to lesson planning for ELLs" on a four-point scale from "not at all confident" to "very confident." These items captured both trainees' internalisation of theoretical knowledge and their perceived capacity to apply this knowledge in practical classroom contexts, while reflecting the influence of prior school experiences, Initial Teacher Education content, and support from Teacher Educators on self-efficacy (Gatt & Karppinen, 2014; Hicks et al., 2010). Confidence items were aligned with Research Questions 2, 4, and 4.2 to examine how self-perceptions of efficacy evolve in relation to course experiences and school placements. The design and alignment of confidence items are illustrated in Table 3.5: Visualisation of design process of trainee teacher questionnaire part 3, which demonstrates the linkage between construct, item, and research question. Additionally, Table 2.7: Confidence criterion, provides the criterion framework that guided the operationalisation of the confidence construct.

The development of the questionnaire was iterative and reflective. A preliminary pool of items was generated through a combination of literature review and pilot interviews with trainee teachers. Each item was reviewed for clarity, interpretability, and alignment with the corresponding theoretical construct and research question. Open-ended items complemented Likert-scale statements, allowing participants to elaborate on their experiences, identify practical applications of training, and highlight factors influencing preparedness and confidence. The instrument was further refined through pilot testing and peer review by applied linguists, ensuring that each statement was theoretically grounded, interpretable, and meaningful. Consistent with the study's critical and interpretivist paradigm, the questionnaire was designed to capture subjective perceptions rather than objective competence, revealing how trainee teachers conceptualise preparedness, confidence, and the quality of Initial Teacher Education provision. Tables 3.3–3.5 provided a visualisation of the iterative item development process, documenting how each statement aligned with the corresponding construct and research question.

3.6.1.1.2 Questionnaire Administration

To ensure methodological transparency, the questionnaire was distributed online via Qualtrics to allow for broader participation and ease of completion, following the initial decision not to conduct in-person interviews due to difficulties obtaining sufficient data (as explained in 3.6.1). Participants were provided with instructions regarding the purpose of the study, the estimated completion time, and assurances of anonymity and confidentiality. The questionnaire was open for a fixed period, with reminders sent to encourage response rates, and all completed responses were collated securely. The full dataset can be found in Appendix 4: Trainee Teachers: Questionnaire data.

Items relating to perceptions of Initial Teacher Education course content and quality were aligned with Research Question 2, while items addressing the development of knowledge through SLA theory, pedagogical approaches, and school placements were mapped to Research Questions 3, 4, and 4.1. Preparedness statements concerning awareness of learner backgrounds, classroom management, differentiation, feedback, and assessment corresponded to Research Questions 4 and 4.2. Confidence statements, operationalised through self-reported certainty, comfort, and efficacy, were mapped to Research Questions 2, 4, and 4.2. This mapping, explicitly documented in Tables 3.3–3.5, demonstrates the

systematic alignment of items with constructs and research questions, linking preparedness and confidence items to the criteria in Tables 2.5 and 2.7.

Table 3.3: Visualisation of design process of trainee teacher questionnaire part 1

Questionnaire questions	Existing research which informed the creation of the questionnaire questions	Research questions which informed the creation of the questionnaire questions
Q1: At this point in your Initial Teacher Education course, how would you describe the value of the content and quality of your training, relating to the teaching of pupils for whom English is an Additional Language?	Foley et al. (2018), Starbuck (2018), DfE, (2018)	RQ2: What are the Trainee-Teachers' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? RQ4: How does Trainee-Teachers' knowledge on effective education of ELLs develop throughout the course of training?
Q2: At this point in your Initial Teacher Education course, what do you perceive to be 'practical' EAL training?	Flockton and Cunningham (2021); Foley et al. (2018)	RQ2: What are the Trainee-Teachers' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? RQ4: How does Trainee-Teachers' knowledge on effective education of ELLs develop throughout the course of training?
Q3: At this point in your Initial Teacher Education course, what do you currently know about how to effectively educate EAL pupils? - what is your view on the courses' provision of on Second Language Acquisition theory and EAL pedagogy? How has this influenced your perspectives on teaching pupils for whom English is an Additional Language?	Flockton and Cunningham (2021); Foley et al. (2018); DfE (2018); The Bell Foundation (2024)	RQ2: What are the Trainee-Teachers' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? RQ3: What aspects of SLA theories and ELT pedagogy currently inform the ITE curricula in England? RQ4: How does Trainee-Teachers' knowledge on effective education of ELLs develop throughout the course of training? RQ4.1: What are the Trainee-Teachers' perspectives of ITE courses' provision on SLA theory and ELL pedagogy?
Q4: What other factors, such as placements in schools, influence your perceptions and actions pertaining to teaching pupils designated as having EAL?	Flockton and Cunningham (2021); Foley et al. (2018); DfE (2018); The Bell Foundation (2024)	RQ2: What are the Trainee-Teachers' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? RQ3: What aspects of SLA theories and ELT pedagogy currently inform the ITE curricula in England? RQ4: How does Trainee-Teachers' knowledge on effective education of ELLs develop throughout the course of training?

		<p><i>RQ4.1: What are the Trainee-Teachers' perspectives of ITE courses' provision on SLA theory and ELL pedagogy?</i></p> <p>RQ4.2: What other factors, such as placements in schools, influence change in Trainee-Teachers' perceptions and actions?</p>
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Table 3.4: Visualisation of design process of trainee teacher questionnaire part 2

Preparedness criterion	How do you feel about following statements within the preparedness criterion on a scale of 1-4 (1 = not at all prepared, 2 = slightly prepared, 3 = prepared, 4 = very prepared)	Existing research which informed the creation of the questionnaire questions	Research questions which informed the creation of the questionnaire questions
Category 1 – Awareness of variables involved in teaching ELLs		Coady et al. (2011, p.228); NALDIC (1999)	RQ2: What are the Trainee-Teachers' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs?
P.1.1 Learning about my ELLs linguistic and cultural background			
P.1.2 Understanding my ELLs level of English proficiency in relation to their peer groups' level			
Category 2 – Principles relating to you as the teacher		Coady et al. (2011, p.228); NALDIC (1999, pp.14-16); The Bell Foundation Website; Ofsted (2012, p.2); Sherman and Teemant, (2021, p.2)	RQ3: What aspects of SLA theories and ELT pedagogy currently inform the ITE curricula in England?
P.2.1 Using my ELLs linguistic and cultural resources as a resource in my teaching			
P.2.2 – Providing learners with contextualised information – i.e., making the input comprehensible and providing them with the opportunity to put the language into a personalised and contextualised example.			
P.2.3 – Encouraging comprehensible output – through collaborative learning opportunities, scaffolded teacher-student and student-student interactions, etc.			

P.2.4 – Drawing ELLS attention to, and supporting them in tackling challenging linguistic features such as grammar, vocabulary, phonological features when speaking and listening etc.			RQ4: How does Trainee-Teachers' knowledge on effective education of ELLs develop throughout the course of training? <i>RQ4.1: What are the Trainee-Teachers' perspectives of ITE courses' provision on SLA theory and ELL pedagogy?</i> RQ4.2: What other factors, such as placements in schools, influence change in Trainee-Teachers' perceptions and actions?
P.2.5 – Developing learners' autonomy – giving them opportunities to model and extend what they've been taught.			
P.2.6 – Developing and adapting resources that are beneficial for ELLs.			
P.2.7 - Providing learners with continued support at all levels of their English proficiency.			
P.2.8 - Using visuals to make my instruction more comprehensible for my ELLs			
Category 3 – Classroom management		Coady et al. (2011, p.228); Parsons (2019)	
P.3.1 - Organizing my classroom so that my ELLs feel comfortable and ready to learn.			
P.3.2 – Enabling and supporting ELLs in accessing age-appropriate English and bilingual dictionaries and thesauri.			
Category 4 – Differentiation		Coady et al. (2011, p.228); Parsons (2019)	
P.4.1 - Providing additional wait time for my ELLs to respond when I ask them questions in class.			
P.4.2 – Speaking/reading clearly – letting students see your face, avoiding (unexplained) idiomatic language, etc.			
P.4.3 – Using non-verbal methods of communication – e.g., gestures, mimes, exaggerated facial expressions, etc.			
P.4.4 - Organising activities to allow my ELLs to demonstrate competence regardless of their English-language ability.			
P.4.5 – Targeting ELLs with daily questions which are differentiated according to their English proficiency level.			
P.4.6 – Recasting errors and encouraging learners to produce extended utterances.			
P.4.7 – Providing scaffolded dialogue opportunities.			
P.4.8 – Providing scaffolded writing opportunities – e.g., gap fills, substitution tables, writing frames, etc.			
P.4.9 – Using synonyms and simple alternatives to clarify meaning when needed.			
Category 5 – Feedback		Coady et al. (2011, p.228); Parsons (2019)	
P.5.1 – Acknowledging participation and efforts made by ELLs to use the language in relation to the curriculum.			
P.5.2 – Including marking for appropriate/inappropriate language use.			

P.5.2 – Correcting and providing clear examples of particular language structures for learners to practice.			
Category 6 – Assessment			
P.6.1 – Assessing a learner’s English proficiency in comparison to the level expected in that class.		Coady et al. (2011, p.228); The Bell Foundation (2017)	

Table 3.5: Visualisation of design process of trainee teacher questionnaire part 3

Confidence criterion	How do you feel about following statements within the confidence criterion on a scale of 1-4 (1 = not at all confident, 2 = slightly confident, 3 = confident, 4 = very confident)	Existing research which informed the creation of the questionnaire questions	Research questions which informed the creation of the questionnaire questions
C1. I feel certain when deciding how to present new information and/or concepts to ELLs.		Rollison, Ludlow, & Wallingford (2012, p.20)	RQ2: What are the Trainee-Teachers’ perspectives of the content and quality of contemporary ITE courses’ provision for educating ELLs? RQ3: What aspects of SLA theories and ELT pedagogy currently inform the ITE curricula in England? RQ4: How does Trainee-Teachers’ knowledge on effective education of ELLs develop throughout the course of training?
C.2 I feel positive about teaching ELLs.			
C.3 Incorporating elements of ‘good practice’ for teaching ELLs into my lessons is something I feel positive about.			
C.4 When I am confronted with teaching ELLs, I know how to cope with it.			
C.5 I am confident about the methods of teaching ELLs.			
C.6 I have a lot of self-confidence when it comes to lesson planning for ELLs.			
C.7 I feel at ease teaching ELLs.			
C.8 I feel confident in my ability to reactively teach in classes with ELLs.			
C.9 When thinking about teaching specific language items I feel confident that I will explain the language/material clearly to ELLs.			
C.10 I feel confident in my ability to embrace linguistic diversity in my classroom in everyday classroom interactions.			

			<p><i>RQ4.1: What are the Trainee-Teachers' perspectives of ITE courses' provision on SLA theory and ELL pedagogy?</i></p> <p>RQ4.2: What other factors, such as placements in schools, influence change in Trainee-Teachers' perceptions and actions?</p>
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3.6.1.1.3 Validity and Reliability

Ensuring the validity and reliability of the questionnaire was central to establishing the credibility of the study's findings regarding trainee teachers' preparedness and confidence in teaching ELLs.

Validity, the degree to which an instrument measures what it purports to measure, was addressed through multiple, complementary strategies. Content validity was ensured by grounding each item in both the literature and pilot interviews, linking them explicitly to the constructs of preparedness and confidence (Tables 2.5–2.7), as well as to research questions (3.3), and situating them within the broader scholarship on Initial Teacher Education for ELLs (Foley et al., 2018; Coady et al., 2011). Construct validity was reinforced by systematically mapping each questionnaire item to a specific theoretical construct and research question, documented in Tables 3.3–3.5, thereby making the operationalisation of preparedness, confidence, and course perceptions fully transparent (Bryman, 2016; Shavelson et al., 2003). Face validity was established through expert review: two applied linguists assessed the questionnaire for clarity, relevance, comprehensiveness, and interpretability, ensuring that participants could engage with the items as intended and that the instrument reflected meaningful dimensions of trainee teacher experience (Dörnyei, 2010; Regnault et al., 2018).

Reliability, understood as the consistency and interpretability of responses, was addressed through pilot testing. The questionnaire was administered to a small sample of trainee teachers (n=3) outside the main cohort. Responses were analysed for internal consistency, item clarity, and interpretability, and minor revisions were made to ambiguous items. Although formal statistical measures of reliability (e.g., Cronbach's alpha) were limited by the small sample size, the iterative pilot process enhanced confidence that participants consistently understood the questions and that responses accurately reflected their perceptions and experiences (Cohen et al., 2018; Johnson, 2017; Tavakol & Dennick, 2011).

All items were systematically linked to constructs and research questions (Tables 3.3–3.5) and the final questionnaire was administered online via Qualtrics, with responses collated securely and available in Appendix 4: Trainee Teachers: Questionnaire data. This

rigorous development process supports both the validity and reliability of the instrument, providing a robust foundation for subsequent analysis.

3.6.1.1.4 Strengths and Limitations

The questionnaire's principal strength lies in its systematic alignment with the mixed-methods design and the explicit operationalisation of the constructs of preparedness, confidence, and course quality. As outlined in Section 3.6.1.1.2 on validity and reliability, the instrument was underpinned by a rigorous process of theoretical mapping, expert review, and pilot testing to enhance its content and construct validity. This ensured that each item was conceptually coherent, interpretable, and aligned with the corresponding research questions. By combining closed- and open-ended formats, the questionnaire generated both quantifiable data and rich qualitative insights, extending the interpretive scope of the study beyond descriptive tendencies to deeper conceptual understanding. Its integration with interview and curriculum data within a complementary triangulation design strengthened the overall credibility, dependability, and interpretive validity of the findings (Flick, 2018; Nightingale, 2020).

Nevertheless, the study has several inherent limitations that warrant careful consideration. The reliance on self-reported data means that findings reflect participants' perceptions rather than objective measures of competence or Initial Teacher Education effectiveness. While valuable for understanding how trainees conceptualise preparedness and confidence, such data are inevitably shaped by individual interpretation, prior experiences, and social desirability. Additionally, the UK-specific sample constrains the generalisability of the results, as trainee experiences are embedded within national policy frameworks, linguistic contexts, and institutional structures. However, this contextual specificity simultaneously allows for a nuanced exploration of the interplay between policy, Initial Teacher Education provision, and trainee development, offering insights that may inform both local practice and comparative international research.

Finally, despite efforts to ensure clarity and interpretive consistency through iterative review and piloting (see Section 3.6.1.1.2), individual respondents may have interpreted certain items differently according to their educational backgrounds or professional orientations (Dörnyei, 2010; Johnson, 2017). This interpretive variability is, however, consistent with the study's interpretivist epistemology, which recognises meaning making as inherently subjective. To mitigate these limitations, data were **triangulated** with interview

narratives and curriculum documentation, ensuring that patterns emerging from the questionnaire were corroborated through multiple forms of evidence.

3.6.1.2 Interviews as a Data Collection Method

Semi-structured interviews were selected as a primary qualitative instrument in this study to explore the perspectives of Teacher Educators and trainee teachers regarding Initial Teacher Education provision for ELLs. This method allowed for systematic exploration of the research questions while providing flexibility for participants to elaborate on their lived experiences (Kvale & Brinkmann, 2015; Talmy, 2010). A total of five interviews were conducted: one with a Teacher Educator responsible for delivering ELL-focused training, and four with trainee teachers across the PGCE and QTS routes. This design was aligned with the study's Complementary Triangulation MMR framework, allowing qualitative data to complement and deepen insights obtained through questionnaires and curricula analysis (Flick, 2018; Nightingale, 2020).

3.6.1.2.1 Rationale and Theoretical Perspectives on Interviews

Interviews are widely theorised within applied linguistics as both socially constructed and interactional phenomena, rather than neutral windows onto participants' "true" perspectives (Mann, 2011; Talmy, 2010; Silverman, 2016). Mann (2011) and Potter and Hepburn (2005) emphasise that interviews are co-constructed interactions in which both interviewer and interviewee contribute to the content and direction of the discourse. This perspective has direct implications for instrument design, question phrasing, and subsequent data analysis: questions are inherently leading to some extent, and responses cannot be interpreted in isolation from the interactional context.

Complementing this discursive perspective, interviews can also be understood through constructivist and thematic lenses. Constructivist approaches (Kvale, 1996) treat participants' responses as situated constructions of knowledge shaped by prior experiences, social context, and interaction with the interviewer. From this standpoint, thematic analysis can identify recurring patterns while remaining sensitive to the social and discursive framing of participants' responses (Braun & Clarke, 2022). In this study, thematic analysis was employed with explicit attention to co-construction, ensuring that themes reflected not only what participants said but also how the interviewer's questions and prompts shaped the discourse.

3.6.1.2.2 Design and Implementation

The semi-structured interview guides for both Teacher Educators and trainee teachers were developed through a systematic and iterative process, informed by the study's research questions (3.3), existing literature on Initial Teacher Education and ELL pedagogy (Foley et al., 2018; Coady et al., 2011), and insights from pilot data. This approach ensured that the final interview items captured the nuanced experiences, perceptions, and professional reasoning of participants while remaining directly aligned with the study's constructs of preparedness, confidence, and perceived course quality.

For Teacher Educators, interview items included:

- “How do you define ‘practical’ ELL training in your programme?”
- “Which aspects of SLA theory and ELT pedagogy are prioritised, and why?”
- “How do you support trainee teachers’ confidence and preparedness to teach ELLs?”

For trainee teachers, questions were framed around their classroom experiences and reflections on course content, for example:

- “Can you describe a situation in which your training prepared you to work with ELLs?”
- “Which elements of the course did you find most helpful or challenging in building confidence?”
- “How do placements and classroom experiences influence your understanding of ELL pedagogy?”

The development of these interview items is explicitly documented in Table 3.6: Visualisation of creation of teacher educator interview questions and Table 3.7: Visualisation of creation of trainee teacher interview questions. Table 3.6 illustrates how Teacher Educator questions were refined based on pilot data, curriculum documentation, and researcher motivations, highlighting the connection between empirical observations, theoretical frameworks, and the relevant research questions (RQ1, RQ1.1, RQ3, RQ3.1, RQ3.2). Table 3.7 demonstrates how trainee teacher questions were derived from questionnaire responses, pilot insights, and existing research, providing a transparent link between observed trainee perspectives, literature on ELL pedagogy, and specific research questions (RQ2, RQ4, RQ4.1, RQ4.2). Together, these tables serve as a methodological audit trail, evidencing how

the interview guides were shaped to ensure construct alignment, theoretical grounding, and practical relevance.

Interviews lasted 45–70 minutes, were audio-recorded, and transcribed verbatim. Participants provided informed consent, and ethical considerations included anonymisation, secure data handling, and the right to withdraw (Creswell & Poth, 2018). The semi-structured format provided a balance between comparability across participants and the flexibility to explore emergent themes, consistent with the study’s critical and constructivist paradigm (Guba & Lincoln, 1994; Cohen et al., 2007).

Table 3.6: Visualisation of creation of teacher educator interview questions

Teacher educator interview questions from pilot study (participant did not provide any curricula data and so questions were based on existing research only)	Teacher educator interview questions from the main study (participant provided curricula data)	Data extracts and researchers' motivations which informed the interview questions for the main study	Existing research which informed the creation of the interview questions	Research questions which informed the creation of the questionnaire questions
<p>Q1. How is your courses' provision on teaching EAL pupils designed and what is taught?</p> <ul style="list-style-type: none"> - How do you prepare your trainee teachers for the variables involved in teaching ELLs (i.e., the varying levels of English they have upon entering the classroom, and their educational and cultural backgrounds)? 	<p>so firstly, in terms of the courses provision on teaching EAL and kind of how it is designed in the way it is. So what influences the decision of how you made? Like for example the PowerPoint and so on.</p>	<p>The PowerPoint provided by the teacher educator. I started with a more open question to see what information that yielded before moving on to more probing questions.</p>	<p>Foley et al. (2018); Flockton and Cunningham (2021)</p>	<p>RQ1: What are the Teacher Educators' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? RQ1.1: What do Teacher Educators consider to be 'practical' EAL training?</p>
<p>Q2. What experiences have you had with ELLs?</p> <ul style="list-style-type: none"> - In the classroom? - Did you receive any training in your ITE course pertaining to the teaching of ELLs? 	<p>So in terms of the preparing of your training teachers on your English specialist course and kind of how would you describe the quality and the content of the provision, do you think that it does exactly what it needs to do and so on?</p>	<p>The PowerPoint provided by the teacher educator. I started with a more open question to see what information that yielded pertaining to her perspective of the quality of the provision they provide as while the PowerPoint and other documents provided some insight, I wanted to understand her perspective.</p>	<p>Foley et al. (2018); Flockton and Cunningham (2021); DfE report of 2017 NQT survey (2018)</p>	<p>RQ1: What are the Teacher Educators' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? RQ1.1: What do Teacher Educators consider to be 'practical' EAL training?</p>
<p>Q3. How does the module/unit you teach on prepare trainee teachers for teaching ELLs?</p> <ul style="list-style-type: none"> - What do you perceive to be 'practical' EAL training? - What do you believe your trainee teachers 	<p>OK, that's kind of feeds into one of my other questions. So kind of in in previous years, as I'm sure you know, as a lecturer yourself and NQT surveys have reported that trainee teachers feel unprepared to teach EAL,</p>	<p>The data extracts provided did not provide clear examples of practical training procedures, although as shown in appendix 9 it did cover some key elements from the good practice framework, albeit briefly in some parts. As such I wanted to understand why</p>	<p>Foley et al. (2018); Flockton and Cunningham (2021); DfE report of 2017 NQT survey (2018)</p>	<p>RQ1: What are the Teacher Educators' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? RQ1.1: What do Teacher Educators consider to be 'practical' EAL training?</p>

perceive to be 'practical' EAL training?	EAL children and kind of why do you think that is? Do you think it's that link of you're doing what you need to do, but more could be done? Or is there anything specific?	she felt that trainee teachers repeatedly report being unprepared.		
Q4. Why is it designed in such a way?	And then in terms of your experiences with, yeah, EAL have you ever taught EAL students? Did you receive training on your initial teacher education course?	This question was devised to understand how she devised the materials I wanted to understand if her past experiences influenced the design of the course.	Foley et al. (2018); Flockton and Cunningham (2021); DfE report of 2017 NQT survey (2018)	RQ1: What are the Teacher Educators' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? RQ1.1: What do Teacher Educators consider to be 'practical' EAL training?
Q5. Why do you think in the NQT survey in previous years trainee teachers have reported feeling unprepared to teach EALs?	And in terms of the units or the modules that you teach and what do you perceive to be kind of the practical training element, do you think it's sort of just the placement or do you think there's any other components that are kind of practical training?	This question was devised to understand what she perceived to be practical training as the curricula content provided did not make that explicitly clear. Furthermore, it was devised to understand what she thought was practical training aside from placements, if that was possible.	Foley et al. (2018); Flockton and Cunningham (2021); DfE report of 2017 NQT survey (2018), Starbuck (2018)	RQ1: What are the Teacher Educators' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? RQ1.1: What do Teacher Educators consider to be 'practical' EAL training?
Q6. Is it possible for trainee teachers to leave an Initial Teacher Education course feeling fully prepared to teach EAL pupils?	So in terms of the trainee teachers themselves, are the student teachers and what do you think they believe to be the practical change? Do you think it's also the placement or something different?	This question was devised to understand her perspective of what the trainee teachers want from the course in terms of practical training – a component which they value highly according to the data yielded in the questionnaire.	Foley et al. (2018); Flockton and Cunningham (2021); DfE report of 2017 NQT survey (2018), Starbuck (2018)	RQ1: What are the Teacher Educators' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? RQ1.1: What do Teacher Educators consider to be 'practical' EAL training?
	And then in terms of kind of how the course is designed in terms of the EAL section, and do you think that second language acquisition theory or English language teaching like ESL, English to foreign	The question was devised to better understand why the SLA and ELT practices were in her PowerPoint slides, such as wait time, understanding stages of acquisition, etc. It was also to understand the extent to which	Foley et al. (2018); Flockton and Cunningham (2021); DfE report of 2017 NQT survey (2018)	RQ1: What are the Teacher Educators' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs?

	<p>language teaching and pedagogy off theory influence kind of how it's designed or influenced the materials in any way?</p> <p>So like when I for example when I looked at the lectures slides that you sent me and so you have like the stages of language acquisition and like you have like the quite the fact that they may be quieter, the fact that they made like may need like pause and time and kind of how you mix them so that they can have like a supportive peer and those kind of things are linked into that SLA theory of kind of the different stages of language acquisition and so on. Hence I just wondered if that influence start or is that kind of what is within the that core framework?</p> <p>That's sort of the governmental thing that we must include and they tell you, you know, we include this this theory as opposed to it being sort of borrowed from second language acquisition. Is it just? This is how it's done in EAL.</p>	<p>SLA and ELT pedagogy is incorporated into the training.</p>		<p>RQ1.1: What do Teacher Educators consider to be 'practical' EAL training? RQ3: What aspects of SLA theories and ELT pedagogy currently inform the ITE curricula in England? RQ3.1: What is the rationale behind integration of these aspects into the ITE curricula? RQ3.2: How are these aspects integrated into the ITE curricula, be it through patterns, frequency, explicitness, depth of coverage, etc.</p>
	<p>So just my final question was, do you think it's ever possible for a trainee teacher or student teacher to leave an initial</p>	<p>To understand whether she perceived it to be possible for them to completely prepare someone for working with ELLs,</p>	<p>Foley et al. (2018); Flockton and Cunningham (2021); DfE</p>	<p>RQ1: What are the Teacher Educators' perspectives of the content and quality of</p>

	teacher education course, feeling fully prepared to teach EAL pupils?	and why she believes that is the case.	report of 2017 NQT survey (2018)	contemporary ITE courses' provision for educating ELLs? RQ1.1: What do Teacher Educators consider to be 'practical' EAL training?
	So that concludes my questions unless there's anything else you'd like to share with me?	To provide her with the opportunity to provide any further insights if she wished to disclose anything.	Mann (2011)	

Furthermore, trainee teachers were also interviewed, based upon the data yielded from the questionnaire, existing research, and the research questions. The link between these elements is presented in table 3.7 below.

Table 3.7: Visualisation of creation of trainee teacher interview questions

Trainee teacher interview questions	Questionnaire data extracts and researchers' motivations which informed the creation of the interview questions	Existing research which informed the creation of these questions	Research questions which informed the creation of the questionnaire questions
What stage of your Initial Teacher Training are you at? What type of course was it?	To understand the stage at which trainee teachers were at on their training to better allow for an evaluation as to whether they felt their training or knowledge had improved over the course – which would be considered in the following questions.	Foley et al. (2018); Flockton and Cunningham (2021); DfE report of 2017 NQT survey (2018)	RQ4: How does Trainee-Teachers knowledge on effective education of ELLs develop throughout the course of training?
Have you ever taught EAL pupils on your placement experiences so far? What was it like in terms of teaching any EAL pupils and applying teacher training to actually teaching them?	109 participants in the questionnaire valued placement experience as 'practical' training for working with ELLs so this question was devised to understand their perspectives of the realities with working with ELLs on placement and whether they were able to apply any of what they had been taught on their training.	Foley et al. (2018); Flockton and Cunningham (2021); DfE report of 2017 NQT survey (2018)	RQ2: What are the Trainee-Teachers perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? RQ4: How does Trainee-Teachers knowledge on effective education of ELLs develop throughout the course of training? RQ4.2: What other factors, such as placements in schools, influence change in Trainee-Teachers' perceptions and actions?
In the questionnaire most trainee teachers stated that placement experience with EAL pupils, being taught specific strategies on how to teach EAL pupils were the most 'practical' elements of teacher training in relation to teaching EAL pupils – why do you think that is?	109 participants valued placement experience as 'practical' training for working with ELLs, while 88 participants valued being taught specific strategies as 'practical' training for working with ELLs; this question sought to understand why that may be the case.	Foley et al. (2018); Flockton and Cunningham (2021); DfE report of 2017 NQT survey (2018)	RQ2: What are the Trainee-Teachers perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? RQ4: How does Trainee-Teachers knowledge on effective education of ELLs develop throughout the course of training? RQ4.2: What other factors, such as placements in schools, influence change in Trainee-Teachers' perceptions and actions?
Other important practical aspects noted by trainee teachers were 'consideration of how all activities/subjects can be made accessible for EAL pupils', and 'understanding what resources and	72 participants valued 'consideration of how all activities/subjects can be made accessible' for ELLs, and 74 participants valued 'understanding what resources and networks are available to help you with teaching' ELL; this question sought to	Foley et al. (2018); Flockton and Cunningham (2021); DfE report of 2017 NQT survey (2018)	RQ2: What are the Trainee-Teachers perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs?

<p>networks are available to help you with teaching EAL pupils’ – have you ever received such training? How practical do you think it is for your teacher educators to provide you with such training?</p>	<p>understand why that may be the case. It also sought to understand whether they consider it to be practical to receive such training on such an short, intense course.</p>		<p>RQ4: How does Trainee-Teachers knowledge on effective education of ELLs develop throughout the course of training? RQ4.1: What are the Trainee-Teachers perspectives of ITE courses’ provision on SLA theory and ELL pedagogy? RQ4.2: What other factors, such as placements in schools, influence change in Trainee-Teachers’ perceptions and actions?</p>
<p>What do you know about Second Language Acquisition? Do you think the integration of SLA theory is important? How do you think it could help prepare you for teaching EAL pupils? Most participants said they felt it was ‘somewhat effectively integrated’ – how do you think it could be improved?</p>	<p>With 82 participants saying SLA theory and EAL pedagogy is ‘somewhat effectively integrated’ with 22 saying it ‘is not effectively integrated’ and 24 saying it ‘is effectively integrated’; this question was devised in an attempt to better understand why that might be the case.</p>	<p>Foley et al. (2018); Flockton and Cunningham (2021); DfE report of 2017 NQT survey (2018)</p>	<p>RQ2: What are the Trainee-Teachers perspectives of the content and quality of contemporary ITE courses’ provision for educating ELLs? RQ4: How does Trainee-Teachers knowledge on effective education of ELLs develop throughout the course of training? RQ4.1: What are the Trainee-Teachers perspectives of ITE courses’ provision on SLA theory and ELL pedagogy? RQ4.2: What other factors, such as placements in schools, influence change in Trainee-Teachers’ perceptions and actions?</p>
<p>What do you feel Initial Teacher Education programmes could most improve to help make Trainee-Teachers feel more confident about teaching EAL pupils and why? And what do you perceive to be the obstacles in terms of achieving this?</p>	<p>With 36 participants describing the content pertaining to the value of the content and quality of their training relating to teaching ELLs as being ‘very valuable’, 65 describing it as ‘valuable’, 20 describing it as ‘slightly valuable’ and 7 describing it as ‘not valuable’, I wanted to understand how they thought the quality of content could be improved to make it a more useful and valuable experience, and whether such changes were possible to achieve.</p>	<p>Foley et al. (2018); Flockton and Cunningham (2021); DfE report of 2017 NQT survey (2018)</p>	<p>RQ2: What are the Trainee-Teachers perspectives of the content and quality of contemporary ITE courses’ provision for educating ELLs? RQ4: How does Trainee-Teachers knowledge on effective education of ELLs develop throughout the course of training? RQ4.1: What are the Trainee-Teachers perspectives of ITE courses’ provision on SLA theory and ELL pedagogy? RQ4.2: What other factors, such as placements in schools, influence change</p>

			in Trainee-Teachers' perceptions and actions?
What do you feel Initial Teacher Education programmes could most improve to help make trainee teachers feel more prepared about teaching EAL pupils and why? And what do you perceive to be the obstacles in terms of achieving this?	The data from the survey pertaining to preparedness revealed that while there is a general increase in confidence levels by the midpoint of the course, this confidence often declines slightly as trainees near the end of their training. This decline may be attributed to the complexities of real-world teaching environments, where ELL strategies may not be as straightforward to implement as anticipated. This question was designed to understand what they perceive to be preparedness and what they perceive to be the obstacles in achieving this.	Foley et al. (2018); Flockton and Cunningham (2021); DfE report of 2017 NQT survey (2018), Starbuck (2018)	RQ2: What are the Trainee-Teachers perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? RQ4: How does Trainee-Teachers knowledge on effective education of ELLs develop throughout the course of training? RQ4.1: What are the Trainee-Teachers perspectives of ITE courses' provision on SLA theory and ELL pedagogy? RQ4.2: What other factors, such as placements in schools, influence change in Trainee-Teachers' perceptions and actions?
How much of the time spent on the course has touched on EAL? Is it a similar amount of time as the time spend on SEN?	This question was devised owing to the fact that Flockton and Cunningham's (2021) data and data from the teacher educators in this study touched upon the fact it is such a condensed course to fit everything in. As such this question was devised to understand if teaching ELLs was given the same length of time on the course as other learning needs.	Foley et al. (2018); Flockton and Cunningham (2021); DfE report of 2017 NQT survey (2018)	RQ2: What are the Trainee-Teachers perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? RQ4: How does Trainee-Teachers knowledge on effective education of ELLs develop throughout the course of training? RQ4.1: What are the Trainee-Teachers perspectives of ITE courses' provision on SLA theory and ELL pedagogy? RQ4.2: What other factors, such as placements in schools, influence change in Trainee-Teachers' perceptions and actions?

3.6.1.2.3 Reflexivity and Positionality

Given my dual role as a researcher and experienced ELL teacher, reflexivity was integral to the interview process. I made reflective notes when transcribing, documenting potential influences of my prior knowledge, assumptions, and interactional style on participants' responses (Berger, 2015; England, 1994). Recognising that interviewees may co-construct their responses based on perceived expectations, I intentionally employed neutral prompts and encouraged participants to elaborate on experiences, not just on what they considered socially desirable. This approach aligns with contemporary guidance on reflexive thematic analysis, which emphasises the researcher's interpretive role while retaining participants' voices (Braun & Clarke, 2022).

3.6.1.2.4 Data Analysis and Thematic Interpretation

Thematic analysis followed Braun and Clarke's (2022) six-phase process: familiarisation with the data, coding, theme development, reviewing, defining/naming themes, and writing up. Analysis was primarily inductive, guided by participants' accounts while remaining attentive to interviewer effects and interactional context (Mann, 2011; Talmy, 2010). For example, a trainee's response about adapting lesson materials was interpreted in light of preceding prompts asking specifically about classroom application. This reflexive coding ensured that themes, such as *perceived preparedness* or *confidence in implementing ELL strategies*, captured the dynamic interplay between participants' self-perceptions and the discursive context.

3.6.1.2.5 Strengths, Limitations, and Interpretive Stance

Semi-structured interviews provided rich, contextualised insights that could not be captured through questionnaires alone, including nuanced understandings of perceived preparedness, confidence, and the enactment of SLA-informed pedagogy. Integrating these insights with survey data and curricula analysis enabled triangulation, strengthening the validity of interpretations (Flick, 2018; Nightingale, 2020).

Limitations include the small sample size, which restricts generalisability. However, the study's focus on depth over breadth aligns with its interpretivist and critical paradigm, emphasising meaning-making in context (Mills & Birks, 2014). Additionally, co-construction introduces interpretive complexity: participants' responses are shaped by interviewer

prompts, requiring careful, reflexive interpretation. By explicitly acknowledging this and situating analysis within a discursive, thematic framework, the study mitigates potential biases while recognising that data is inherently constructed, not merely reported (Mann, 2011; Talmy, 2010).

In conclusion, the semi-structured interviews conducted with one Teacher Educator and four trainee teachers provided flexible, nuanced, and contextually grounded data, enabling a robust exploration of Initial Teacher Education provision for teaching ELLs. The analysis focused on thematic interpretation with explicit acknowledgement of the co-constructed nature of the interviews (Mann, 2011), recognising that participants' responses are shaped through interaction with the researcher and the phrasing of interview questions. Illustrative examples from the semi-structured interview guide—such as prompts exploring “how confident do you feel adapting lessons for ELLs?” and “what does practical EAL training look like to you?”—elicited rich, comparable responses while remaining responsive to participants' perspectives. Themes were explicitly linked to the research questions (RQ1–RQ4), ensuring that each aspect of participants' perceptions contributed to addressing the study's objectives. Situated within the complementary triangulation design of the mixed methods research framework, the findings are integrated with questionnaire and curriculum data to enhance analytical coherence, validity, and interpretive depth (Flick, 2018; Nightingale, 2020). Ethical considerations were central throughout: all participants provided informed consent, anonymity and confidentiality were maintained, and the researcher's positionality, including prior teaching experience and professional assumptions, was made explicit to mitigate bias. Finally, while these interviews capture self-reported perceptions rather than objective evaluations of Initial Teacher Education quality, such insights are critical for understanding trainee teacher preparedness and confidence, informing actionable improvements within the UK Initial Teacher Education context. As such, the findings are necessarily bounded by the UK context, the limited number of participants, and their subjective experiences, which constrains generalisability but provides rich, in-depth, and pedagogically relevant insight into preparing teachers to work effectively with ELLs.

3.6.2 Analytic frameworks

The data in this thesis has been analysed both discursively and thematically. Below I will outline what discourse analysis is, and the steps taken in the discursive stage of the analysis

of my data before addressing the steps taken in the thematic stage of the analysis, which will be discussed in the following section.

3.6.2.1 Discourse Analysis

According to Bloomaert (2005, p.2) discourse can be defined as instances of communication where language is utilised, although some define it more broadly as any “meaningful symbolic behaviour”. Johnstone (2018, p.3) suggests that discourse involves “patterns of belief and habitual action as well as patterns of language”. Hall et al. (2017, p.76) echo this as they state that discourse “refers to the spoken, written or signed modes of language, and images, that are used to communicate particular meanings”. Jørgensen and Philips (2011, p.1) expand on this by noting that discourse refers to the general idea that “language is structured according to different patterns that people’s utterances follow when they take part in different domains of social life, familiar examples being ‘medical discourse’ and ‘political discourse’”.

Discourse analysis then is the practice of exploring and examining how discourse is used in varying situations and to what communicative effect. Flick (2014, p.341) states that discourse analysis is concerned with the varying ways in which “language constructs and mediates social and psychological realities”. Furthermore, discourse analysis is based on the premise that the words we choose to talk about something and the way in which it is delivered, be it spoken or written, inevitably shapes the sense that can be made of the world and our experience of it. Therefore, it is up to the discourse analyst to be conscious of the power of discourse and its impact on our social and experiential worlds by putting the constructive and performative properties of language to the forefront of the discussion by paying specific attention to the impact of our word choice and delivery when expressing or describing something (Flick, 2014). This is reinforced by Hall et al. (2017, p.76) as they note that doing discourse analysis is one of the means we as applied linguists have, to collect evidence about how the people we are intending to support are communicating, and moreover how their communications are interpreted by those around them and by us as both linguistic professionals and moreover as analysts. Pennycook (1994) discusses how the aims of discourse analysts has changed over time and across varying academic disciplines, these aims include: providing a description of contextualised language use, explaining and examining how discourse is processed within individuals’ minds, and considering how discourse can both reflect and indeed create a particular version of events, objects, or people. Furthermore,

when going about analysing data discursively, the researcher should consider the following linguistic features presented in table 3.8 below.

Table 3.8: Linguistic items and facets to consider

Linguistic items	Facets to consider
Vocabulary	their ideological associations, formality, and euphemistic, idiomatic, and metaphorical meaning
Grammar	sentence construction, e.g. active vs passive, imperatives, declaratives and interrogatives – can reveal aspects of the intended meaning.
Structure	can be analysed to establish the creation of emphasis or a narrative.
Genre	conventions and communicative aims can be examined in relation to the genre.
Non-verbal communication/paralinguistic features	tone of voice, pauses, hand gestures, fillers ‘um’, etc. – can reveal a speaker’s attitudes, emotions, or intentions.
Conversational codes	turn-taking, interruptions, initiating and responding, etc. – can reveal cultural conventions, social roles, and feelings.

Within this thesis I analyse my data within the parameters of all three aims as I describe the contextualised language use within the curricula data and from participants, explaining and examining how this discourse might be processed within individual’s minds, and considering how this discourse can reflect and create a version of events, objects, or people, relating to ELLs.

According to Heller, et al. (2017) once the researcher has established their research questions, they should gather information on the theory and context, as well as factual details pertaining to the participants in the study. They highlight the importance of considering the individuals involved in the research and suggest the creation of people categories which should be created cautiously so as to be both accurate and supported by empirical data, and to be created without causing any harm to those involved in the study (Heller, et al. 2017). The people categories in this study were determined by their role as either a teacher educator (this category was divided between content creators/module designers and module delivers), and student teachers. In addition to this, they discuss they importance of considering resources, be

it material or not, that have been exchanged within the data and posit that when categorising and analysing this that the researcher reflects on whether they were given the information by participants and how/why, and whether they themselves sourced the resources. The content was analysed for themes and patterns in the next stage of discourse analysis, during which the thematic and discourse analytic frameworks were joined by considering the previously mentioned features of discourse and relating them to attributes, themes, and patterns relevant to my research questions. This will be expanded upon further in the next section.

Following on from this, the researcher will reflect on the results and consider them in relation to the broader context established within the literature review in order to draw conclusions. At this point the research should consider the ontological status of the data, remembering to think about what conclusions can be legitimately drawn from the data, on the basis of what was said in an interview, what was seen in the ethnographic field notes for the case study or curricula documents. Finally, the researcher should consider the scope of their data and critically consider whether the data allows for claims to be made about the participants, activities, and resources in your study only, or whether it is possible to use the data to make claims on a wider level (Heller et al. 2017). Therefore, it is of the utmost importance that the researcher should be clear about why they have interpreted the data the way they have.

3.6.2.2 Thematic Analysis

Thematic analysis can be defined as a method which focuses on identifying, analyzing, organizing, describing, and reporting on themes found within a data set (Braun & Clarke, 2006). Joffe and Yardley (2004) suggest that ideally thematic analysis facilitates the systematic characteristics content analysis is known for whilst simultaneously enabling the researcher to combine the analysis of codes' frequency with an in-depth analysis of their meaning in context. Although Braun and Clarke (2006) argue that a rigorous thematic analysis has the potential to yield trustworthy and insightful findings, there has yet to be a clear argument regarding how researchers can rigorously apply this method of analysis (Aronson 1994; Fereday & Muir-Cochrane 2006; Nowell et al. 2017).

However, there have been comments on the differing ways in which thematic analysis can occur, by following either an inductive approach to thematic analysis, whereby you allow

the data to determine the themes, vs a deductive approach where you come to the data with some preconceived themes you anticipate will be reflected in the data based on theory or existing professional knowledge (Aronson 1994; Fereday & Muir-Cochrane 2006; Nowell et al. 2017). King (2004) and Braun and Clarke (2006) state that thematic analysis is a highly flexible approach which can be modified by the researcher for the needs of any study whilst providing a complex, thorough and detailed account of the collected data. Holloway and Todres (2003) put forward the argument that although thematic analysis might be beneficial due to the flexibility it offers, this has the potential to lead to a lack of coherence when developing themes. However, this could prove to be beneficial as thematic analysis allows for the examination of different participants different perspectives which in turn facilitates the highlighting of similarities and differences and as such can lead to the generation of previously unanticipated insights (King, 2004; Braun and Clarke, 2006).

When conducting thematic analysis of my data I adopted the approach demonstrated in table 3.9, shown below which details a step-by-step guide to thematic analysis which establishes trustworthiness, a topic which will be covered in the following section.

Table 3.9: Nowell, et al.'s (2017, p.4) thematic analysis guide

Table 1. Establishing Trustworthiness During Each Phase of Thematic Analysis.

Phases of Thematic Analysis	Means of Establishing Trustworthiness
Phase 1: Familiarizing yourself with your data	<ul style="list-style-type: none"> Prolong engagement with data Triangulate different data collection modes Document theoretical and reflective thoughts Document thoughts about potential codes/themes Store raw data in well-organized archives Keep records of all data field notes, transcripts, and reflexive journals
Phase 2: Generating initial codes	<ul style="list-style-type: none"> Peer debriefing Researcher triangulation Reflexive journaling Use of a coding framework Audit trail of code generation Documentation of all team meeting and peer debriefings
Phase 3: Searching for themes	<ul style="list-style-type: none"> Researcher triangulation Diagramming to make sense of theme connections Keep detailed notes about development and hierarchies of concepts and themes
Phase 4: Reviewing themes	<ul style="list-style-type: none"> Researcher triangulation Themes and subthemes vetted by team members Test for referential adequacy by returning to raw data
Phase 5: Defining and naming themes	<ul style="list-style-type: none"> Researcher triangulation Peer debriefing Team consensus on themes Documentation of team meetings regarding themes Documentation of theme naming
Phase 6: Producing the report	<ul style="list-style-type: none"> Member checking Peer debriefing Describing process of coding and analysis in sufficient details Thick descriptions of context Description of the audit trail Report on reasons for theoretical, methodological, and analytical choices throughout the entire study

3.6.2.3 Good Practice framework

Within Flockton and Cunningham's data (2021), teacher educators report that good teaching practice for ELLs can be beneficial for all learners in the classroom. Conteh (2012, p.114) proposes that policymakers, in relation to teaching ELLs, need to engage in sustained conversations with researchers and practitioners alike to best identify and establish what good practice is and furthermore develop ways in which good practice for teaching ELLs can be taught to student teachers on ITT courses. Meanwhile, Sood and Mistry (2011, p.206) suggest that it is somewhat easy and, in some ways, superficial to suggest a 'toolkit' for good practice in promoting support for teaching ELLs as it will likely be a surface level development. Sood and Mistry (2011, p.205) further argue that in order to promote good practice for teaching ELLs, conscious engagement is required to understand how best to embed linguistic and cultural values alongside curriculum requirements. Whilst Franson et al. (2002, p.4) suggest that there is a wide range of existing knowledge and expertise in relation to teaching ELLs, but that "this knowledge and expertise needs to be evaluated and co-ordinated in a systematic way so that it can inform policy, research, training and educational initiatives." Ultimately, the effectiveness of the teacher's role in supporting ELLs is dependent upon policies and institutional factors in context.

The implementation of a 'toolkit' of good practice requires policy support not only at a school level, but also at a LEA and national level (Franson et al. 2002). The lack of such models of good practice was further made apparent by Foley et al.'s (2018) participants as they felt that they had not received sufficient input on models of good practice for teaching ELLs which is problematic, because Howard (1999) states, 'teachers can't teach what [they themselves] don't know'.

Before good practice for teaching ELLs can be effectively evaluated it is important to establish what good practice is. According to the National Association for Language Development In the Curriculum (NALDIC, 1995, working paper 5, pp.4-) it is essential that teachers are aware of the vast number of variables involved in teaching ELLs: (1) pupils identities and their pre-existing knowledge and past experiences as undermining such factors means in turn their learning will also be undermined; (2) while many of their learning needs may be similar to their native speaker peers, ELLs also have individual and varied needs from their peers owing to the fact that they are learning and through another language, and that

they come from different educational backgrounds which have differing comprehension and expectations of education, language and learning; (3) ELLs are not a homogenous group, some are born in the UK but owing to home language(s) have little or no English, some may have literacy experiences in their home language(s) and others may not, some may enter school at a later age with or without literacy or oracy skills in English and potentially with limited literacy skills in their first language as a consequence of disrupted schooling, unsafe environments, displacement, etc., while others may have suffered trauma as a consequence of trauma, socio-economic disruption, displacement, living in refugee camps, etc.

NALDIC outlines five principles which underpin good practice for teaching ELLs, which are displayed in table 3.10 below (NALDIC, 1995, pp.14-16).

Table 3.10: Five principles of good practice (NALDIC, 1995, pp.14-16)

<i>1. Activating pre-existing knowledge in the pupil (e.g., linguistic, cultural and curriculum knowledge)</i>
<i>2. Provision of in-depth contextualised background to make the input provided comprehensible (e.g., through the use of diagrams, images, etc.)</i>
<i>3. Actively encouraging comprehensible output (e.g., collaborative learning, opportunities for scaffolded teacher-student and student-student interaction, etc.)</i>
<i>4. Drawing the learner's attention to the relationship between form and function, thus making key grammatical elements explicit (e.g., drawing attention to grammatical forms used to discuss past events, ways to express doubts, etc.)</i>
<i>5. Developing learner's autonomy by providing them with opportunities to model and extend what they've been taught (e.g., scanning texts, using diagrams and charts to demonstrate knowledge, etc.)</i>

Table 3.11 below presents the key questions which were included in Ofsted guidance for inspectors to help them to identify good practice in models of teaching and support for ELLs.

Table 3.11: Ofsted guidance to inspectors - key questions to identify good practice for teaching ELLs

<i>Is the specialist support available managed well? Is this deployment monitored by senior managers to ensure quality of provision?</i>
<i>Is the specialist support available managed well? Is this deployment monitored by senior managers to ensure quality of provision?</i>
<i>Does the support take account of those at an early stage of learning English as well as those who are more advanced, but still need support with developing literacy skills across the curriculum?</i>
<i>Does the headteacher timetable staff so that joint planning is possible?</i>
<i>Has the work for bilingual pupils been planned by liaison between the language support staff and class/mainstream subject teacher?</i>
<i>What is the extent of joint planning and how have the skills of both teachers been used effectively?</i>
<i>Is there a focus on both language and subject content?</i>
<i>What does the class teacher do differently by having an additional adult in the room?</i>

<i>How has the teacher's practice changed through working with an EAL specialist?</i>
<i>What contribution does the EAL specialist make to the improvement of standards?</i>
<i>What contribution does the EAL specialist make to the improvement of standards?</i>
<i>How effective is the collaboration?</i>
<i>Are these features of good practice evident in withdrawal classes?</i>
<i>Is any withdrawal support time-limited and are the outcomes reviewed regularly?</i>
<i>Does all withdrawal work follow the National Curriculum?</i>
<i>Are the differences between pupils who need to learn English and those who have learning difficulties clear and understood by all staff?</i>
<i>Are experienced EAL staff enabled to play a strategic role in school by producing resources, offering advice and training across the curriculum?</i>

Unfortunately, since 2009, according to the National Association for Language in the Curriculum's (NALDIC) website guidance to Ofsted inspectors on what to look for in regard to good practice for teaching ELLs has been brief. NALDIC also note that, although this guidance is now withdrawn, a briefing paper for section 5 inspectors (Ofsted, 2012, p. 4) included the following guidance:

“Specialist EAL support should be available for new arrivals from qualified teachers or teaching assistants who have received appropriate training and support. More advanced learners of English should have continuing support in line with their varying needs as they develop competencies over time.”

Moreover, the briefing paper (2012, p.3-4) also included guidance to inspectors on what to look for in relation to good practice for teaching ELLs, features of good practice included:

Table 3.12: Ofsted guidance to inspectors - what to look for in relation to good practice for teaching ELLs

<i>providing specialist teaching support for newer arrivals</i>
<i>providing continuing support for more advanced learners</i>
<i>monitoring EAL attainment and progress, not necessarily through QCA step descriptors from A Language in Common</i>
<i>assessing learners' proficiency and literacy in their first language and establishing what prior subject knowledge and experience they have in other subjects</i>
<i>providing regular training for all staff on the needs of EAL learners</i>

Since then, the Ofsted Inspection Handbook 2014 (which has since been withdrawn) specific reference to ELLs was mentioned on p.34

129. Inspection is primarily about evaluating how well individual pupils benefit from the education provided by their school. It is important to test the school's response to individual

needs by observing how well it helps all pupils to make progress and fulfil their potential. It may be relevant to pay particular attention to the achievement of:

- *disabled pupils and those who have special educational needs*
- *those with protected characteristics, including Gypsy, Roma and Traveller children,[34] as defined by the Equality Act 2010*
- *boys*
- *girls*
- *the highest and lowest attainers*
- *disadvantaged pupils, including: looked after children[35] pupils known to be eligible for free school meals – a school is unlikely to be judged outstanding if these pupils are not making at least good progress*

[34] Pupils with protected characteristics and other groups of pupils may include: pupils for whom English is an additional language; minority ethnic pupils; Gypsy, Roma and Traveller pupils; lesbian, gay and bisexual pupils; transgender pupils; young carers; and other vulnerable groups.

[35] In April 2014, eligibility for pupil premium funding was extended to looked after children who have been looked after for one day or more and children who were adopted from care or left care under a Special Guardianship Order or a Child Arrangements Order.

The Bell Foundation (website) highlight how there continues to be no specific curriculum in relation to teaching ELLs.

“instead the DfE expect that effective teaching and learning for ELLs happens through the National Curriculum:

4.5 Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil’s age, length of time in this country, previous educational experience and ability in other languages.

4.6 The ability of pupils for whom English is an Additional Language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.”

Moreover, specific reference to ELLs was, in fact, removed from the Ofsted inspection framework documents in 2015. Since then, the revised Education Inspection Framework (EIF), which came into effect in 2019, makes no reference to ELLs as a distinct group (The Bell Foundation website). Instead, the Quality of Education verdict concentrates on a school’s ability to provide high-grade inclusive education practice and on the extent to which they build a curriculum that provides all learners with the knowledge and cultural capital they require to be successful in life (The Bell Foundation website).

Therefore, it is perhaps unsurprising that organisations such as The Bell Foundation step in by producing webpages such as ‘Effective teaching of EAL’. They note the context for ELL pedagogy:

“Learners with EAL have a dual task at school: to learn English (language) and to learn through English. For this reason, EAL teaching aims to teach English using the mainstream curriculum as the context. These relationships can be seen in the graphic. Specific teaching strategies and resources are therefore necessary to make the language of the curriculum accessible to learners who use EAL.”

The rationale for ELL pedagogy:

“EAL pedagogy is underpinned by the following principles:

Bilingualism and multilingualism are an asset – the ability to use more than one language is a valuable skill that learners who use EAL bring with them, regardless of whether they are New to English or not. Learners actively use the languages they already know to learn English.

Cognitive challenge should be kept appropriately high – high expectations around cognitive challenge should be maintained. Access to the curriculum is needed, but this does not imply the “dumbing down” of the content. For example, a learner from Greece might be highly skilled at Maths but using English as the language of instruction might be preventing them from engaging fully in the Maths lessons in England.

Learners’ proficiency in English is closely linked to academic success – Research has found that proficiency in English is the strongest predictor of academic achievement ([Strand and Hessel, 2018](#))”

Underlying teaching principles:

“Given the principles underpinning EAL pedagogy, effective practice for learners using EAL is likely to include:

Table 3.13: The Bell Foundation: Effective teaching of ELLs

Activating prior learning	Activities that enable learners to activate their prior knowledge of the topic of the lesson facilitate greater understanding and engagement. Example strategies include taking advantage of the learner’s first language and finding out what the learner knows through questioning.
Providing a rich context	EAL learners will benefit from being provided with additional contextual support to help them make sense of the information conveyed to them in English. The use of images and graphic organisers (e.g. diagrams, grids, charts, timelines) are very useful for this purpose.
Making the English language explicit in the classroom	Within the context of the curriculum, learners with EAL can be encouraged to notice the language used and understand how it is used. This implies pointing out key forms and structures that allow pupils to meet the language demands of the tasks. Strategies include providing oral and written models and scaffolding speaking and writing through speaking and writing frames .

<p>Developing learners' independence</p>	<p>The independence of learners who use EAL can be fostered by developing their organisational, thinking and social skills (for instance, working co-operatively with others, taking turns and asking for help). In terms of organisational and thinking skills, teachers can provide learners with opportunities to model and extend what has been taught and support them in developing note taking and summary-writing skills. Social and cultural norms in the classroom will need to be made explicit to the learners. Pupils might be used to different rules and codes of behaviour in school in other countries; for instance, in Japan it is inappropriate to look a teacher in the eye whilst many teachers will expect it in an English school. Teachers can convey information about school social skills by translating simple lists or presenting them pictorially for the learners. Providing a new arrival learner with a buddy speaking the same language, who can explain these different cultural school norms, is another way of doing so.</p>
<p>Supporting learners with EAL to extend their vocabulary</p>	<p>EAL learners at all levels need to be given opportunities to grow their English vocabulary range. This could be done by taking advantage of their first language(s) through translation, the use of flashcards and images. It is important to remember to develop the learner's academic language skills, for instance by focusing on the differences between formal and informal vocabulary.”</p>

In 2019 Parsons published an article in the Headteacher Update magazine which focused on how to support ELLs in the classroom. She outlined the following ideas presented in table 3.14 below.

Table 3.14: How to support ELLs in the classroom (Parsons, 2019)

Classroom organisation ideas:	Suggestions for on-going differentiation:	Suggestions regarding language focus:	Suggestions for providing feedback:
Place the EAL learner in pairs or groups with supportive pupils who are language role-models. This is crucial for developing language and facilitating friendships that will foster language development outside the classroom.	Give EAL learners thinking time (as they need to process what they hear and what they say).	Clearly model and frequently repeat new vocabulary and language structures.	Acknowledge participation and efforts to reproduce knowledge and language structures related to the curriculum.
Make available and encourage learners to use an age-appropriate English dictionary and thesaurus (including online dictionaries for English language learners – such as Cambridge Learner’s Dictionary – for clear definitions, pronunciation, and translation).	Speak/read aloud clearly, making sure EAL learners can see the teacher/teaching assistant’s face, and avoid idiomatic language (e.g. “this should be a doddle”) that may be hard to understand.	Include topic-specific/genre-related vocabulary and language structures in planning. There are many examples of planning for language on the EAL Nexus website. See table below for an example.	Include marking for understanding and knowledge of the curriculum, through content, regardless of grammar, punctuation and spelling (GPS) errors.
Provide teaching assistants with support and clear guidance on how to support EAL learners (see The Bell Foundation website for further guidance).	Speak/read aloud clearly, making sure EAL learners can see the teacher/teaching assistant’s face, and avoid idiomatic language (e.g. “this should be a doddle”) that may be hard to understand.	Teach vocabulary and language structures in small groups of two to six pupils (see further information).	Include marking for appropriate/inappropriate language – sometimes the grammar may be correct but the context inappropriate (e.g. using a command when requesting something politely).
Provide a bilingual dictionary – age-appropriate and pictorial (for examples see the Mantra Lingua website).	Use gestures, mimes, exaggerated facial expressions.	Consider using a whole-school approach for developing vocabulary (such as Word Aware, written by speech and language therapists).	Correct and write clear examples of one particular language structure for the learner to practise (see further information).
Ensure that there are plenty of motivating books available at the level of the EAL learners in the classroom and focus on reading for meaning.”	Point to key words.	Teach and check understanding of the language involved in maths problem-solving (commonly used words/phrases, e.g. altogether, each, the same, as many as possible).	Use the Speaking, Listening, Reading, Writing descriptors in the EAL Assessment Framework for Schools to set targets.
	Target EAL learners for daily questions, differentiated according to their language level	Teach and check understanding of the different words for the same maths	

	(e.g. for a year 6 Band C EAL learner, instead of “What kind of climate did they have in Ancient Greece?” say “What was the weather like in Ancient Greece?”).	operation (e.g. minus, take away, subtract).	
	Recast errors (“She runned home...” “So, she ran home...”) and encourage extended utterances through prompting for more information.	Provide learners with maths vocabulary (search online for EAL maths vocabulary or use Twinkl for maths vocabulary cards/mats in English and other languages, e.g. Polish, Romanian, Arabic).	
	Provide scaffolded dialogue opportunities in group work using Directed Activities Related to Text (DARTs), such as role-play, hot-seating, sequencing and matching activities. Barrier games in pair work are also good for generating dialogue and checking understanding (see further information).		
	Teacher/teaching assistant to have Who, What, Where, When question words to hand (on cards) to support questioning and related activities.		
	Repeatedly check understanding of topic, basic learning intentions and what to do in a task.		
	When talking, insert synonyms/simple alternatives during whole-class teaching to clarify meaning (e.g. “He is determined to reach the river – he wants to go to the river so that he can warn – tell – the others).		
	Scaffold speech and writing using gap-fills, speaking and writing frames and other graphic organisers (see further information).		
	Scaffold speech and writing using substitution tables to reinforce language structures and check understanding (see further information).		
	Teacher/teaching assistant to have a mini-whiteboard to hand to create quick visuals, choices (e.g. liquid or solid?) or to reinforce		

	key words, clarify and rehearse maths operations.		
	Use concrete visual support such as story props, objects, 3D shapes.		
	Use visual word banks (create them quickly and easily using software such as Communicate in Print, or see the EAL Nexus resource website for ready-made curriculum-related visuals).		
	Print slides with visuals from the whole-class display screen/whiteboard so the learner can stick them in their book (to refer back to, label, etc).		
	Use Dictogloss as a way of modelling text construction and language structures. It is good for the whole class and helps support the development of academic language (see further information).		
	Use Google translate. Show learners how the speaker button works, and encourage them to do the same.		

In addition to this, resources such as The Bell Foundation’s (website) ‘Great Ideas page’, the EAL Journal (website), NALDIC (website), and outreach projects such as YEAL (York St John University’s community outreach project supporting teachers of, and ELLs themselves in mainstream schools), and Sherman and Teemant’s (2021) publication on the enduring principles of learning, as shown below, have been necessary to provide additional support by giving examples of good teaching practice when teaching ELLs.

Figure 3.2: Taken from Sherman and Teemant (2021, p.2)

**ENDURING
PRINCIPLES OF LEARNING**

PRINCIPLE 1	Joint Productive Activity (JPA) Teacher and Students Producing Together <i>Facilitate learning through joint productive activity among teacher and students.</i> Enacting Level: The teacher and a small group of students collaborate on a shared product.
PRINCIPLE 2	Language & Literacy Development (LLD) Developing Language and Literacy Across the Curriculum <i>Develop competence in the language and literacy of instruction across the curriculum.</i> Enacting Level: The teacher provides structured opportunities for students to engage in sustained reading, writing, or speaking activities; and assists academic language use or literacy development by questioning, rephrasing, or modeling.
PRINCIPLE 3	Contextualization (CTX) Making Meaning: Connecting School to Students' Lives <i>Connect teaching and curriculum to experiences and skills of students' home and community.</i> Enacting Level: The teacher integrates the new activity/information with what students already know from home, school, or community.
PRINCIPLE 4	Challenging Activities (CA) Teaching Complex Thinking <i>Challenge students toward cognitive complexity.</i> Enacting Level: The teacher designs and enacts challenging activities with clear standards and performance feedback, and assists the development of more complex thinking.
PRINCIPLE 5	Instructional Conversation (IC) Teaching Through Conversation <i>Engage students through dialogue, especially the Instructional Conversation.</i> Enacting Level: The teacher has a planned, goal-directed conversation with a small group of students on an academic topic; elicits student talk by questioning, listening, and responding to assess and assist student understanding; and inquires about students' views, judgments, or rationales. Student talk occurs at higher rates than teacher talk.
PRINCIPLE 6	Critical Stance (CS) Teaching to Transform Inequities <i>Empower students to transform society's inequities through democracy and civic engagement.</i> Enacting Level: The teacher consciously engages learners in interrogating conventional wisdom and practices, reflecting upon ramifications, and seeking actively to transform inequities within their scope of influence in the classroom and larger community.
PRINCIPLE 7	Modeling (MD) Learning Through Observation <i>Allow students to develop competence before requiring them to perform.</i> Enacting Level: The teacher provides a model of a completed product that students then make, or models the behaviors, thinking processes, or procedures necessary for the task, and assists students' practice.
PRINCIPLE 8	Student Directed Activity (SDA) Teaching Through Self-Directed Learning <i>Encourage student choice in learning to enhance student motivation, level of participation, and learning.</i> Enacting Level: Students generate learning topics or develop learning activities.

When considering good practice within my thesis I have taken inspiration from Read (2012, p.26), who produced a table of good practice relating to ELLs as displayed below, as I have

compiled a series of tables which incorporate principles and features of good practice for teaching ELLs as set out by the National Curriculum, Ofsted and NALDIC, which will be considered in this thesis when discussing, referencing, and evaluating good practice for teaching ELLs. These tables will be used as a checklist when analysing curricula relating to ELL content on Initial Teacher Education programmes. However, it must be acknowledged that for current practices to be improved upon a collaborative effort is required.

Table 3.15: Read's table of good practice pertaining to teaching ELLs (2012, p.26)

TLRP: effective teaching and learning (2006)	NALDIC: key principles (1999)	Ofsted: features of good practice (2001: 29)	Ofsted: examples of good practice (2012: 3–4)
Recognises the importance of prior experience and learning (TLRP) 'Informal learning, such as learning out of school, should be... valued and used in formal processes' (TLRP)	Activating prior knowledge in the pupil	a recognition that the use of the first language will enhance understanding and support the development of English	The school should... have taken steps to assess the learners' proficiency and literacy in their first language and established what prior subject knowledge and experience they have in other subjects.
'Learners should be...helped to build relationships and communication with others for learning purposes' (TLRP)	Actively encouraging comprehensible output		Pupils learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models.
'Teachers should provide activities and structures... to help learners move forward in their learning so when these supports are removed the learning is secure' (TLRP)	The provision of a rich cultural background to make the input comprehensible Drawing the learner's attention to the relationship between form and function; key grammatical elements are pointed out and made explicit	enhanced opportunities for speaking and listening; effective models of spoken and written language; a welcoming environment in which bilingual pupils feel confident to contribute; the selection of visual aids is culturally relevant and of good quality	Specialist EAL support should be available for new arrivals... More advanced learners of English should have continuing support in line with their varying needs as they develop competencies over time. There should be a focus on both language and subject content in lesson planning.
'A chief goal of teaching and learning should be the promotion of learners' independence and autonomy' (TLRP)	Developing learner independence	teaching that assists EAL learners to internalise and apply new subject-specific language;	
Assessment 'should help to advance learning as well as determine whether learning has occurred' (TLRP)		teaching that recognises that more advanced learners of English need continuing support; clear targets in language and learning are identified and met; grouping strategies that recognise pupils' learning and language development needs	The school should monitor the attainment and progress of pupils who may be at the earliest stages of learning English. The progress and attainment of all EAL learners, including those who are advanced bilingual learners, should be closely monitored so they are doing as well as they can.
'Institutional... policies need to... be designed to create effective learning environments for all learners'			Any withdrawal of EAL learners from a mainstream class should be for a specific purpose, time-limited and linked to the work of the mainstream class

Table 3.16: Good ELL Teaching Practice

Good ELL Teaching practice	
<p>Awareness of variables involved in teaching ELLs</p> <ul style="list-style-type: none"> • Pupil’s identities and their pre-existing knowledge and experiences • Learning needs are similar to those of other children and young people in our schools. • Not a homogenous group. 	Adapted from NALDIC (1995)
<p>Good practice: Principles relating to the teachers themselves.</p> <ul style="list-style-type: none"> • Activating pre-existing knowledge - linguistic, cultural, and cultural knowledge. • Contextualised information – making the input comprehensible and providing them with the opportunity to put the language into a personalised contextualised example. • Actively encouraging comprehensible output – through collaborative learning opportunities, scaffolded teacher-student and student-student interactions, etc. • Drawing learners’ attention to linguistic features such as grammar, vocabulary, phonological features when speaking and listening, etc. • Developing learners’ autonomy – give them opportunities to model and extend what they’ve been taught. • Does the support take into consideration the varying stages ELLs are in on their journey of English Language Learning? • Is there a focus on both linguistic features and subject content? • Are teachers aware of the differences between learners who need to learn English, and those who have learning difficulties? • Are the teachers able to produce and adapt resources so that they are beneficial for ELLs. • Providing new arrivals with specialist support. • Providing continuing support for more advanced learners. • Assessing learners’ English proficiency and their needs in relation to their first language, prior subject knowledge, and experiences. • Providing learners with challenging activities – teaching complex thinking. • Instructional Conversation – teaching through conversation. • Modelling – learning through observation 	NALDIC (1995, pp.14-16); The Bell Foundation Website; Ofsted (2012, p.2); Sherman and Teemant (2021, p.2)
<p>Good practice: The School as a whole</p> <ul style="list-style-type: none"> • Is there specialist support available and is it monitored by senior managers to ensure its quality and usefulness. • Does the headteacher timetable staff sufficiently to enable joint planning? • Does liaison occur between language support staff and the class teacher? And are both parties’ skills being used effectively? • Is feedback from ELL specialists taken onboard with regards to improving educational standards. • Withdrawal support prepares them for accessing the curriculum. • Are the differences between ELLs and pupils with learning difficulties made clear to all staff? • Are experienced ELL staff members encouraged and enabled to provide strategic support by producing resources, offering advice, and training? 	NALDIC (1995, pp.14-16); Ofsted (2012, p.2)

<ul style="list-style-type: none"> • Monitoring ELLs attainment and assessing their English proficiency and their needs in relation to their first language, prior subject knowledge, and experiences. • Is regular training provided for all staff regarding ELLs needs. 	
<p>Good practice: Classroom Management</p> <ul style="list-style-type: none"> • Place ELLs with supportive peers who can act as language role-models. • Make available and encourage learners to use age-appropriate English dictionaries and thesauri. • Providing bilingual dictionaries. • Ensuring that there are plenty of motivating books to promote extended reading relating to the curricula. 	Parsons (2019)
<p>Good practice: Differentiation</p> <ul style="list-style-type: none"> • Give ELLs thinking time. • Speak/read aloud clearly – let students see your face, avoid idiomatic language, etc. • Use non-verbal methods – e.g., gestures, mimes, exaggerated facial expressions, etc. • Point to key words. • Target ELLs with daily questions which are differentiated according to their English proficiency level. • Recast errors and encourage learners to produce extended utterances. • Provide scaffolded dialogue opportunities. • Repeatedly check learners understanding of what is occurring in the classroom. • When speaking use synonyms and simple alternatives to clarify meaning. • Scaffold speech and writing using gap-fills, substitution tables, speaking and writing frames, etc. • Provide learners with visuals – e.g., use a whiteboard to draw a visual on the spot, print slides with visuals for their notebooks, provide learners with visual word banks, etc. 	Parsons (2019)
<p>Good practice: Feedback</p> <ul style="list-style-type: none"> • Acknowledge participation and efforts to use the language in relation to the curriculum. • Include marking for understanding and knowledge of the curriculum through content, regardless of specific linguistic errors. • Include marking for appropriate/inappropriate language use. • Correct and provide clear examples of particular language structures for learners to practice. 	Parsons (2019)
<p>Good practice: Assessment</p> <ul style="list-style-type: none"> • Assessing a learner’s English proficiency in comparison to the level expected in that class. 	Parsons (2019)

Further to this, The Bell Foundation has recently developed the EAL Assessment Framework for Schools (The Bell Foundation, 2017) to support teachers in assessing their EAL pupils according to these bands:

“Learners who are New to English (working at band A):

- Engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to actions and meanings
- Show emerging competence in basic oral expression
- Demonstrate little or no knowledge of written English; taking first steps to engage with written and digital texts in English
- Demonstrate competence in managing basic, simple and isolated phrases

Learners working at band A will require considerable support to access curriculum content.

Learners who are at the Early Acquisition stage (working at band B):

- Show a developing autonomy in processing speech
- Show emerging competence in the ability to respond verbally in interactions with others
- Make sense of written text at word and phrase/sentence level, using visual information to help decipher meaning
- Demonstrate competence in producing simple sentences and paragraphs on familiar topics conforming to taught expectations

Learners working at band B will still needs a significant amount of EAL support to access the curriculum.

During the **New to English and Early Acquisition stages**, the focus for teaching and support should be on effective communication and ‘meaning making’. At these stages fluency and building confidence is more important than accuracy.

Learners who are at the Developing Competence stage (working at band C):

- Show developing independence in the use of basic listening skills needed to engage with learning
- Demonstrate emerging competence in spontaneous expression and communication
- Draw on growing knowledge of vocabulary and grammar to engage with curriculum-related texts and tasks
- Demonstrate competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts

Learners working at band C will require on-going EAL support to access the curriculum fully.

At this stage, the focus for teaching and support should be about increasing range and accuracy of language use. EAL learners who are **Developing Competence** need to be encouraged to notice key features of English and self-correct.

Learners who are at the Competent stage (working at band D):

- Apply listening skills over an increasing range of contexts and functions
- Demonstrate competence in producing more varied and complex speech in a wider range of contexts
- Engage with curriculum related reading activities independently and productively in different subject areas
- Demonstrate competence in controlling the content and structure of writing with greater accuracy and with a fuller range of vocabulary and grammar

Learners who are at the Fluent stage (working at band E)

- Demonstrate confidence in writing accurately and independently in a variety of genres
- Engage with curriculum-related reading activities independently and productively in different subject areas
- Show competence in fluent, creative use of spoken English
- Show an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance

At the **Competent and Fluent stages**, the focus for teaching and support should be about promoting more sophisticated uses of language, exploring how to control of genre and register, and varying style and format to adapt to different requirements and contexts.

Learners working at both the Competent and Fluent stages may still need some/occasional support to access complex curriculum material and tasks.”

The Bell Foundation (2024)

These bands are significant as they have the capacity to provide trainee teachers with a more nuanced understanding of how ELLs are not a homogeneous group. Furthermore, these bands are used by some schools (The Bell Foundation, 2024), and as such it is possible trainee teachers will encounter the framework either in their placement schools or indeed in their institutions providing Initial Teacher Education. In addition to this, this framework links back to the assessment band of good practice for teaching ELLs as it provides more insight into what students may be able to do with English at each level.

3.6.3 Pilot Study

Within this section I present the pilot study, and the data gathered from it before evaluating the instruments' effectiveness which serves to influence the instrument design and procedures within this thesis (4.6.2).

The Pilot Study took place between January and April 2022. This was an essential part in the development of this thesis research design as such flexibility with regard to the adaptation of the instruments in accordance with participants responses serves to optimise the desired outcome (Mills, 2014). As such, the following pilot study was conducted in order to: (1) develop and refine the instruments in accordance with an evaluation of the instruments, (2) determine what problems may occur in the final study, (3) obtain preliminary data which will inform subsequent data (Ravitch and Mittenfelner, 2016).

3.6.1.1 Interviewing Teacher Educators

One stage of Pilot Study data collection involved interviewing teacher educators. The following interview questions were designed in an attempt to yield answers to the research questions 1 and 3 (4.3).

The questions below were used in the interview:

Q1. How is your courses' provision on teaching EAL pupils designed and what is taught?

- How do you prepare your trainee teachers for the variables involved in teaching ELLs (i.e., the varying levels of English they have upon entering the classroom, and their educational and cultural backgrounds)?

Q2. What experiences have you had with ELLs?

- In the classroom?
- Did you receive any training in your ITE course pertaining to the teaching of ELLs?

Q3. How does the module/unit you teach on prepare trainee teachers for teaching ELLs?

- What do you perceive to be 'practical' EAL training?
- What do you believe your trainee teachers perceive to be 'practical' EAL training?

Q4. Why is it designed in such a way?

Q5. Why do you think in the NQT survey in previous years trainee teachers have reported feeling unprepared to teach EALs?

Q6. Is it possible for trainee teachers to leave an Initial Teacher Education course feeling fully prepared to teach EAL pupils?

In this section I present the responses from this questionnaire, followed by an analysis of the data yielded from the questionnaire in terms of its effectiveness in answering the research questions.

It is important to note that there was an issue with this stage of the pilot study in that the teacher educator in question was not able to provide me with the course content outline.

Table 3.17 below shows the respondents answers to the questionnaire items.

Table 3.17: Pilot study: Teacher Educator interview and responses

Question	Response
<p>Q1. How is your courses' provision on teaching EAL pupils designed and what is taught?</p> <ul style="list-style-type: none"> - How do you prepare your trainee teachers for the variables involved in teaching ELLs (i.e., the varying levels of English they have upon entering the classroom, and their educational and cultural backgrounds)? 	<p><i>"Our University has two routes into teaching:</i></p> <p><i>PGDipED route – more masters credit on this one</i></p> <p><i>PGCE route – school direct route – some uni input and practical training</i></p> <p><i>The content is organised into 4 phases.</i></p> <p><i>"Phase 1 is entitled Enquiring trainee teacher. It involves getting to know your pupils – building relationships and watching experienced teachers and deconstructing their practice. – they might look at EAL but not heavily– as we're based in Birmingham it's likely they'll encounter EAL learners throughout their teaching practice.</i></p> <p><i>Phase 2 is Beginning trainee teacher – So that one involves building blocks of teaching – how to model things, ask good questions, explain things clearly, give students support in practicing – crafting a lesson – building up to plan and teach one lesson a day. If they have EAL pupils they're asked to track their progress throughout (how they're taught & assessed)</i></p> <p><i>Phase 3 is called Supported trainee teacher – more EAL content here – quality-based teaching approach – be a good teacher for everyone and support everyone scaffolding equally.</i></p> <p><i>We use some of the material from the Bell Foundation – how to work with EALs learning & their identities & the importance of giving students opportunities to use home language & as well as how to facilitate this & how do you adapt your teaching to their needs – if they don't understand, or if you have 1 specific child – pre-teaching vocab, pictures etc.</i></p> <p><i>Phase 4 is the Independent trainee teacher – there's more EAL content here focusing on a quality-based teaching approach, at this point they're at the stage of being responsible for everything."</i></p>
<p>Q2. What experiences have you had with ELLs?</p> <ul style="list-style-type: none"> - In the classroom? - Did you receive any training in your ITE course pertaining to the teaching of ELLs? 	<p><i>"Two out of three schools I worked at involved a high number of EAL pupils. In fact, almost all students had EAL, some of my colleagues haven't taught many EAL pupils, and one of my colleagues has EAL, they've all had some experience.</i></p> <p><i>"No. Although I did a school centred training course in Worstershire – one of the questions in a Birmingham school interviews asked how to teach EAL? had no idea what to do and was only kinda aware of the term. – learnt a lot of it on the job including bad practice – didn't have any training on teaching reading!"</i></p>
<p>Q3. How does the module/unit you teach on prepare trainee teachers for teaching ELLs?</p>	<p><i>"We talk to the students about the theory – demonstrate how to do it/show them what it might look like in a classroom – then go and practice it in schools – build in tasks into their school placement planners & get feedback from their mentors – easier in Birmingham as we can guarantee that they're going to encounter EAL learners."</i></p>

<ul style="list-style-type: none"> - What do you perceive to be 'practical' EAL training? - What do you believe your trainee teachers perceive to be 'practical' EAL training? 	<p><i>"They might see it as just focusing on the strategies or stuff that happens on placement? No good just saying what to do – you need to know why you're doing it that way as you need to be able to apply it in different contexts."</i></p>
<p>Q4. Why is it designed in such a way?</p>	<p><i>"we're trying to build up skills incrementally – if you try to talk to trainee teachers about everything at once it can be overwhelming. In terms of thinking about teaching strategies – get the basics first, then build on it and how to adapt. Trying to stem away from students needing to do something different, and then zoom in how to give them the same thing and scaffolding."</i></p>
<p>Q5. Why do you think in the NQT survey in previous years Trainee-Teachers have reported feeling unprepared to teach EALs?</p>	<p><i>"it's not a given that the practice given in schools is best practice, and it's difficult in my role to fix it. For instance, some schools ban them for using their home language. Also, on a PGCE there is not enough time to go through every single area of effective practice because there isn't the time to do that. Also, there is sometimes a mismatch between what is expected as best practice vs what they see in school – we have to talk about as in an ideal world. But we try to teach them empathy like how for EAL pupils in schools it's such a long day to listen to things in English just because of things like listening to a story in another language and reading body language, etc. we try to get them to imagine doing that all day especially after being in a stressful environment and as such we tell them the importance of letting students have timeout"</i></p>
<p>Q6. Is it possible for Trainee-Teachers to leave an Initial Teacher Education course feeling fully prepared to teach EAL pupils?</p>	<p><i>"No – it's impossible in such a short course – it's important to make sure they find out what they need to know without it being surface level. – what would that mean? All children's are individuals – you will meet a child who is different. It's about trainee expectations – they need to be prepared enough to manage through their own class and not feel overwhelmed in their first few years.</i></p> <p><i>In fact, if all trainee teachers said I feel totally prepared to teach children with EAL that would worry me a bit because it is complicated. Especially as EAL is often presented as a problem rather than what an asset is to have children who speak more than one language."</i></p>

In terms of the effectiveness of the instrument the data yielded will be evaluated in accordance with the relevance to the research questions.

In terms of RQ1 the data gave insight into the Teacher Educator in question's perspectives of Initial Teacher Education courses' provision for educating ELLs, as the data provides insight into how ELL provision is incorporated into the Initial Teacher Education course in their institution, and why it is designed in such a way. In this instance the participant noted the logic behind such provision is that they scaffold what the trainee teachers need to know in order to build up their capabilities in teaching ELLs.

In relation to RQ1.1 the respondent noted that trainee teachers might perceive practical training to be "*just focusing on the strategies or stuff that happens on placement*", but that it is "*no good just saying what to do – you need to know why you're doing it that was as you need to be able to apply it in different contexts*". In this instance, the research question was addressed to a certain extent, however in future interviews it will be prudent to further clarify and pinpoint exactly what they participant views as practical training, as well as what they perceive their trainee teachers perceive to be practical training. Therefore, in the improved version of the instrument, an additional sub-question will be included to address this.

In terms of the effectiveness of the instrument pertaining to answering RQ3, RQ3.1 and RQ3.2 the instrument was not successful in obtaining such data owing to the fact that I was unable to obtain content curricula data. However, in order to prevent such problems in future, the revised version of the instrument includes a question which will explore how SLA theories and ELT pedagogy informs course content and why it is done in such a way.

Finally, the data yielded in relation to RQ1, and RQ1.1 was deemed to be of use, therefore delayed consent was obtained, and this data will be discussed in more exhaustive detail in the analysis and findings chapter (4).

3.6.1.2 Questionnaire: Trainee Teachers

The first extract of Pilot study data involved a questionnaire, the instruments and corresponding data is presented in tables 3.18, 3.19, and 3.20 respectively which are shown below.

Table 3.18: Pilot study: trainee teacher interview and responses

Question	Response
Q1: At this point in your Initial Teacher Education course, how would you describe the value of the content and quality of your training, relating to the teaching of pupils for whom English is an Additional Language?	<p><i>“we’ve had 1 day SEND, someone came in and spoke about SEND and they mentioned EAL – overall so far they haven’t mentioned it so far, unless it was in an English lesson to add on to it.</i></p> <p><i>I should say I’ve done an Early childhood studies degree and I’m currently early on in my PGCE course.”</i></p>
Q2: At this point in your Initial Teacher Education course, what do you perceive to be ‘practical’ EAL training?	<p><i>“I think we’ve just had a day on it so far? A couple of lessons on it would be useful. Things like sentence starters for those children so we can speak their languages – looking at dual language books would be great too”</i></p>
Q3: At this point in your Initial Teacher Education course, what do you currently know about how to effectively educate EAL pupils? - what is your view on the courses’ provision of on Second Language Acquisition theory and EAL pedagogy? How has this influenced your perspectives on teaching pupils for whom English is an Additional Language?	<p><i>“We’ve had some input on SLA but it wasn’t really linked to EAL it was more linked to them learning a foreign language in schools”</i></p>
Q4: What other factors, such as placements in schools, influence your perceptions and actions pertaining to teaching pupils designated as having EAL?	<p><i>“We went into a different school for initial placement, and they had quite a few EAL students, but there’s no support. My mum’s a teacher and she’s had a similar experience – just a general lack of support. So, I guess all these things have influenced my perceptions.”</i></p>

Table 3.19: Pilot study: trainee teacher responses to preparedness criterions

Preparedness criterion	How do you feel about following statements within the preparedness criterion on a scale of 1-4 (1 = not at all prepared, 2 = slightly prepared, 3 = prepared, 4 = very prepared)
<p>Category 1 – Awareness of variables involved in teaching ELLs Source material used to inform criterion: NALDIC (1999)</p>	

P.1.1 Learning about my ELLs linguistic and cultural background	3
P.1.2 Understanding my ELLs level of English proficiency in relation to their peer groups' level	3
Category 2 – Principles relating to you as the teacher Source material used to inform criterion: NALDIC (1999, pp.14-16); The Bell Foundation Website; Ofsted (2012, p.2); Sherman and Teemant, (2021, p.2)	
P.2.1 Using my ELLs linguistic and cultural resources as a resource in my teaching	1
P.2.2 – Providing learners with contextualised information – i.e., making the input comprehensible and providing them with the opportunity to put the language into a personalised and contextualised example.	3
P.2.3 – Encouraging comprehensible output – through collaborative learning opportunities, scaffolded teacher-student and student-student interactions, etc.	3
P.2.4 – Drawing ELLs attention to, and supporting them in tackling challenging linguistic features such as grammar, vocabulary, phonological features when speaking and listening etc.	3
P.2.5 – Developing learners' autonomy – giving them opportunities to model and extend what they've been taught.	3
P.2.6 – Developing and adapting resources that are beneficial for ELLs.	2
P.2.7 - Providing learners with continued support at all levels of their English proficiency.	1
P.2.8 - Using visuals to make my instruction more comprehensible for my ELLs	3
Category 3 – Classroom management Source material used to inform criterion: Parsons (2019)	
P.3.1 - Organizing my classroom so that my ELLs feel comfortable and ready to learn.	In future -3 now = N/A
P.3.2 – Enabling and supporting ELLs in accessing age-appropriate English and bilingual dictionaries and thesauri.	2
Category 4 – Differentiation Source material used to inform criterion: Parsons (2019)	
P.4.1 - Providing additional wait time for my ELLs to respond when I ask them questions in class.	4
P.4.2 – Speaking/reading clearly – letting students see your face, avoiding (unexplained) idiomatic language, etc.	3
P.4.3 – Using non-verbal methods of communication – e.g., gestures, mimes, exaggerated facial expressions, etc.	2
P.4.4 - Organising activities to allow my ELLs to demonstrate competence regardless of their English-language ability.	N/A
P.4.5 – Targeting ELLs with daily questions which are differentiated according to their English proficiency level.	N/A
P.4.6 – Recasting errors and encouraging learners to produce extended utterances.	4
P.4.7 – Providing scaffolded dialogue opportunities.	4
P.4.8 – Providing scaffolded writing opportunities – e.g., gap fills, substitution tables, writing frames, etc.	4
P.4.9 – Using synonyms and simple alternatives to clarify meaning when needed.	4
Category 5 – Feedback Source material used to inform criterion: Parsons (2019)	
P.5.1 – Acknowledging participation and efforts made by ELLs to use the language in relation to the curriculum.	4
P.5.2 – Including marking for appropriate/inappropriate language use.	4

P.5.2 – Correcting and providing clear examples of particular language structures for learners to practice.	4
Category 6 – Assessment Source material used to inform criterion: The Bell Foundation (2017)	
P.6.1 – Assessing a learner’s English proficiency in comparison to the level expected in that class.	1

Table 3.20: Pilot study: trainee teacher responses to confidence criterions

Confidence criterion Adapted from Rollison, Ludlow, & Wallingford (2012, p.20) confidence criterion	How do you feel about following statements within the confidence criterion on a scale of 1-4 (1 = not at all confident, 2 = slightly confident, 3 = confident, 4 = very confident)
C1. I feel certain when deciding how to present new information and/or concepts to ELLs.	2
C.2 I feel positive about teaching ELLs.	3
C.3 Incorporating elements of ‘good practice’ for teaching ELLs into my lessons is something I feel positive about.	1
C.4 When I am confronted with teaching ELLs, I know how to cope with it.	1
C.5 I am confident about the methods of teaching ELLs.	1
C.6 I have a lot of self-confidence when it comes to lesson planning for ELLs.	1
C.7 I feel at ease teaching ELLs.	N/A
C.8 I feel confident in my ability to reactively teach in classes with ELLs.	N/A
C.9 When thinking about teaching specific language items I feel confident that I will explain the language/material clearly to ELLs.	1
C.10 I feel confident in my ability to embrace linguistic diversity in my classroom in everyday classroom interactions.	4

While the instrument upon which the confidence criterion section is based upon, namely TELCE (Teaching Economic Literacy: Confidence and Anxiety) by Rollison et al. (2012, p.20), features a series of criterion focused on anxiety as well as confidence, it was decided that this component would not be adapted for this study owing to the following factors: (1) the possibility of them being a mental health trigger, (2) to a certain degree the level of anxiety they have over teaching ELLs, is somewhat implied by how much confidence they have and how prepared they feel, and (3) it does not help me to measure relevant data to meet my objectives.

Whilst completing the criterion segment of the interview the participant requested clarification on certain points, and further suggested that it might work better in a questionnaire format with a graded scale and examples. As a consequence of this, and the lack of respondents for the interview the following questionnaire was designed and created on Qualtrics and distributed online, via LinkedIn, to individuals on Initial Teacher Education courses in England.

The instrument, which was completed by seven participants, is presented below.

What stage are you in your Initial Teacher Education programme?

Beginning

Around half way through

Almost finished

How would you describe the value of the content and quality of your training, relating to the teaching of pupils for whom English is an Additional Language?

Very valuable

Valuable

Slightly valuable

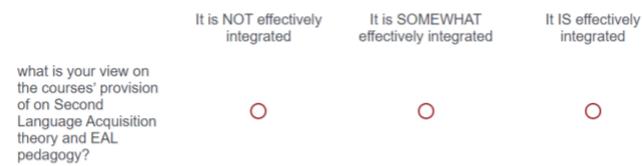
Not valuable

At this point in your Initial Teacher Education course, what do you perceive to be 'practical' EAL (English as an Additional Language) training?

- Placement experience which involves teaching/working in a class with EAL pupils
- Being taught specific strategies on how to teach EAL pupils
- Consideration of how all activities/subjects can be made accessible for EAL pupils
- Understanding what resources and networks are available to help you with teaching EAL pupils
- One session on how to teach EALs
- Anything else

At this point in your Initial Teacher Education course, what do you currently know about how to effectively educate EAL pupils? (e.g. strategies, methodologies, etc.)

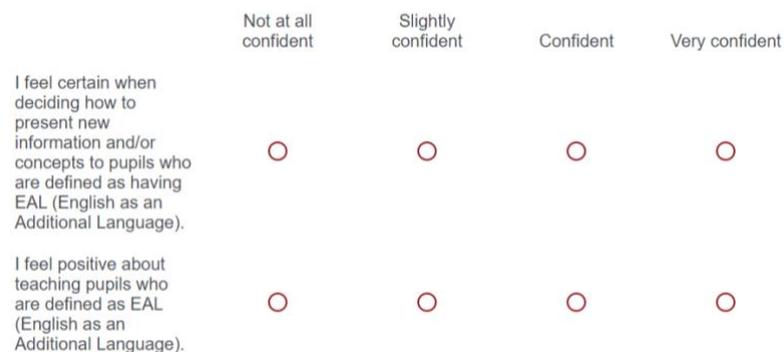
What is your view on the courses' provision of Second Language Acquisition theory and EAL pedagogy?



How has content on Second Language Acquisition and EAL pedagogy, if you've received such input, impacted your perspectives on teaching pupils for whom English is an Additional Language?

What other factors, which might not have been mentioned above, influence your perceptions and actions pertaining to teaching pupils who have EAL?

Please rate your level of confidence relating to the following statements below



Incorporating elements of 'good practice' for teaching EALs into my lessons is something I feel confident about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am confronted with teaching EALs, I know how to cope with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident about the methods of teaching EALs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a lot of self-confidence when it comes to lesson planning for EALs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel at ease teaching EALs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my ability to reactively teach in classes with EALs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When thinking about teaching specific language items I feel confident that I will explain the language/material clearly to EALs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my ability to embrace linguistic diversity in my classroom in everyday classroom interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of preparedness relating to the following statements below

	Not at all prepared	Slightly prepared	Prepared	Very prepared
Learning about my EAL pupils linguistic and cultural background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding my EAL pupils level of English proficiency in relation to their peer groups' level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using my EAL pupils linguistic and cultural resources as a resource in my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing learners with contextualised information – i.e., making the input comprehensible and providing them with the opportunity to put the language into a personalised and contextualised example.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging comprehensible output – through collaborative learning opportunities, scaffolded teacher-student and student-student interactions, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drawing EAL pupils' attention to, and supporting them in tackling challenging linguistic features such as grammar, vocabulary, phonological features when speaking and listening etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing learners' autonomy – giving them opportunities to model and extend what they've been taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and adapting resources that are beneficial for EAL pupils.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing learners with continued support at all levels of their English proficiency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using visuals to make my instruction more comprehensible for my EAL pupils.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizing my classroom so that my EAL pupils feel comfortable and ready to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enabling and supporting EAL pupils in accessing age-appropriate English and bilingual dictionaries and thesauri.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Providing additional wait time for my EAL pupils to respond when I ask them questions in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking/reading clearly – letting students see your face, avoiding (unexplained) idiomatic language, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using non-verbal methods of communication – e.g., gestures, mimes, exaggerated facial expressions, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organising activities to allow my EAL pupils to demonstrate competence regardless of their English-language ability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Targeting EAL pupils with daily questions which are differentiated according to their English proficiency level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recasting errors and encouraging learners to produce extended utterances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing scaffolded dialogue opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing scaffolded writing opportunities – e.g., gap fills, substitution tables, writing frames, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using synonyms and simple alternatives to clarify meaning when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acknowledging participation and efforts made by EAL pupils to use the language in relation to the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including marking for appropriate/inappropriate language use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Correcting and providing clear examples of particular language structures for learners to practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing a learner's English proficiency in comparison to the level expected in that class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Click to write Statement 26	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please leave your name and email address if you are willing to be contacted for a follow up interview.

Thank you for taking the time to participate in this pilot study. Your time is very much appreciated.

In terms of the effectiveness of the instrument in responding to the corresponding research questions (RQ2, RQ4, RQ4.1) the instrument facilitated the collection of relevant data pertaining to:

- (1) how valuable they perceive their training relating to teaching ELLs to be;
- (2) what they perceive to be practical training, particularly as in this question participants were able to select all options which they think collectively define the term which therefore will facilitate a discussion within this thesis which compares the Teacher Educators' definition with that of the Trainee-Teachers;
- (3) what they currently know about teaching ELLs;
- (4) their views on how effectively SLA theories and EAL pedagogy are integrated into their ELL provision, which will enable a comparison of how Trainee-Teachers view such integration with how Teacher Educators see it, although it must be acknowledged that we cannot match Trainee-Teachers views with corresponding Teacher Educators owing to the nature of the study;
- (5) other factors which might influence perceptions and actions pertaining to the teaching of ELLs;
- (6) their level of confidence for teaching ELLs;
- (7) their level of preparedness for teaching ELLs.

Consequently, the instrument was successful in yielding data which aids in the answering of the corresponding research questions. In addition to this, the instrument facilitated a comparison of perceptions relating to the quality and content of Initial Teacher Education provision relating to teaching ELLs with the perceptions held by Teacher Educators. This in turn served to facilitate a discussion relating to (a) the quality and content of Initial Teacher Education provision relating to teaching ELLs, and (b) actionable suggestions for how such training could be improved.

3.6.1.3 Analysing Curricula Content data

This section of the pilot study analysis presents a framework for analysis of Initial Teacher Education curricular documentation across various Higher Education settings. The following curricular documents were provided by the second teacher educator in the pilot study, who was unable to be interviewed. They were subjected to analysis to test out the framework's categories and to validate its analytic procedures:

1. Manual of Guidance and Professional Studies (University of Reading, 2022)

2. PGCE Assignment Guidance (University of Reading, 2022)
3. The Supplementary Guide for Modern Foreign Languages (University of Reading, 2022)
4. Access and engagement in modern foreign languages Teaching pupils for whom English is an additional language (DfES, 2021)
5. Continuing Professional Development (CPD) – Prepare for EALs and Literacy (EAL Hub Peterborough, n.d.)

Procedure of obtaining data

Universities and Colleges Admissions Service (UCAS) was used to obtain information about which Universities offer Initial Teacher Training. Following this, academics at various institutions were approached. This document presents an analysis of curricula data obtained from one respondent.

The respondent

The respondent works as the head of programme for a PGCE in Modern Foreign Languages at a HE institution in the South of England. She made all five documents available for analysis.

The data

The documents outlined above, was clustered into two thematic groups:

- Introductory documents (documents 1, 2 and 3)
- Seminar reading materials (documents 4 and 5)

Introductory documents 1 and 2 introduced all trainee teachers on PGCE programmes to formal assignments and provide a manual of guidance and professional studies, irrespective of the students' specific subject specialism. All students were expected to have familiarised themselves with these documents prior to commencement, or during early stages, of their courses. Unlike the first two introductory documents (1 and 2), introductory document 3 is specific to the Modern Foreign Languages PGCE Programme. It informs students about requirements of this specific programme of study.

Documents from the second thematic group (4, 5 and 6) aim to advance students' understanding of professional practices and to inform their seminar tasks and activities. Thus,

documents 4 (DfES, 2021) and 5 (EAL Hub Peterborough, n.d.) are given to students in week 9 to inform a session on ‘individual differences’.

Working Analytic Themes

The following analytic themes were adapted for the purposes of this analysis (see table 3.7). They have been derived from: NALDIC (1995), The Bell Foundation Website; Ofsted (2012), Sherman and Teemant (2021), and Parsons (2019).

Theme 1 – Awareness of identity and background factors (NALDIC, 1999)

Theme 2 – ELL specific teaching practice and knowledge (NALDIC 1999, p.14-16); The Bell Foundation website; Ofsted (2012, p.2); Sherman and Teemant (2021, p.2)

Theme 3 – ELL tailored classroom management (Parsons, 2019)

Theme 4 – Differentiation for/between ELLs (Parsons, 2019)

Theme 5 – Feedback tailored to the needs of ELLs (Parsons, 2019)

Theme 6 – Assessment of ELLs (The Bell Foundation, 2017)

Each theme has between 1 and 9 analytic codes which were derived and adapted from the sources indicated above which inspired each theme. These codes were used systematically to analyse the above 5 curricula documents.

Table 3.21: Analytical framework: Teacher cognition and good instructional practices for teaching ELLs

Themes	Codes
<i>Theme 1 – Awareness of learner identity and background factors</i>	<p>1.1 Pupil’s identities and their pre-existing knowledge and experiences.</p> <p>1.2 Learning needs are similar to those of other children and young people in our schools.</p> <p>1.3 ELLs cannot be categorised as a homogenous group.</p>
<i>Theme 2 - ELL specific teaching practice and knowledge</i>	<p>2.1 Activating prior knowledge – linguistic, cultural, and cultural knowledge.</p> <p>2.2 Contextualised information – making the input comprehensible and providing them with the opportunity to put the language into a personalised contextualised example.</p> <p>2.3 Actively encouraging comprehensible output -through collaborative learning opportunities, scaffolded teacher-student and student-student interactions, etc.</p> <p>2.4 Drawing learners’ attention to linguistic features such as grammar, vocabulary, phonological features when listening and speaking, etc.</p> <p>2.5 Developing learners’ autonomy – giving them opportunities to model and extend what they’ve been taught.</p> <p>2.6 Are teachers able to provide individual support which takes into consideration the varying stages ELLs are in on their journey of learning English.</p> <p>2.7 Are teachers aware of the differences between ELLs, and those who have Special Educational Needs.</p> <p>2.8 Are the teachers able to produce and adapt resources so that they are beneficial for ELLs.</p> <p>2.9 Assessing ELLs proficiency and their needs while taking into consideration their first language level, prior school subject knowledge, and lived experiences.</p>
<i>Theme 3 – ELL tailored classroom management</i>	<p>3.1 Place ELLs with supportive peers who can act as language role-models.</p> <p>3.2 Make available and encourage learners to use age-appropriate English and bilingual dictionaries and thesauri.</p> <p>3.3 Ensuring that there are plenty of motivating books to promote extended reading relating to the curricula.</p>
<i>Theme 4 - Differentiation for/between ELLs</i>	<p>4.1 Give ELLs thinking time.</p> <p>4.2 Speak/read aloud clearly – let students see your face, avoid idiomatic language, etc.</p> <p>4.3 Use non-verbal methods – e.g., gestures, mimes, exaggerated facial expressions, point to key words, visuals etc.</p> <p>4.4 Target ELLs with daily questions which are differentiated according to their English proficiency level.</p> <p>4.5 Repeatedly check learners understanding of what is occurring in the classroom.</p> <p>4.6 When speaking use synonyms and simple alternatives to clarify meaning.</p> <p>4.7 Provide different versions of activities – e.g. scaffolded tasks with gap-fills, substitution tables, speaking frames, writing frames, etc.</p>
<i>Theme 5 - Feedback tailored to the needs of ELLs</i>	<p>5.1 Acknowledge participation and efforts to use English in relation to the curriculum in both written and oral corrective feedback.</p>

- 5.2 Include marking codes in written corrective feedback which acknowledge ELLs understanding of the curriculum through content, regardless of specific linguistic errors.
- 5.3 Include marking for appropriate/inappropriate language use in written corrective feedback.
- 5.4 Correct and provide clear examples of particular language structures for learners to practice in both written and oral corrective feedback.

**Theme 6 - Assessment
of ELLs**

- 6.1 Assessing an ELL's English proficiency in comparison to the level expected in that class.

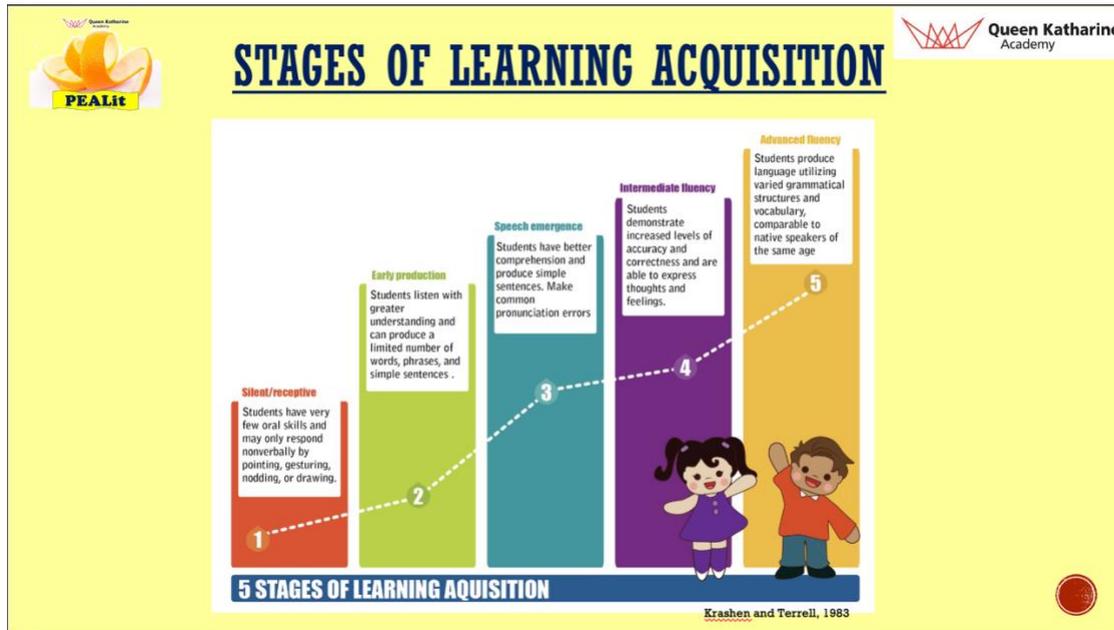
Analytical framework's categories were used to design an analytical checklist (Figure 2) which was used for systematic analysis of curriculum documentation. Targeted aspects of teacher practice (represented by codes) were then evaluated on a Likert scale using 4 descriptor levels.

Descriptor 1 was applied when the practice (code) was not explicitly mentioned in the document. For example, in the Manual of Guidance and Professional Studies (University of Reading, 2022) document there is no reference to any teacher cognition components specified in Theme 1. Resulting in descriptor 1 being applied to the codes 1.1, 1.2, and 1.3.

Descriptor 2 was applied when the practice (code) was mentioned briefly. For example, the Access and engagement in modern foreign languages Teaching pupils for whom English is an additional language (DfES, 2021) document states that before the lesson teacher should consider “ensuring groups provide peer support wherever possible” (DfES, 2021, p. 11). Whilst reference to peer support was made, there is no further detail in the document pertaining to the use of peers as language role-models whilst at school, resulting in descriptor 2 being applied to code 3.1.

Descriptor 3 was applied when the practice (code) was mentioned in some detail. For instance, in the Continuing Professional Development (CPD) – Prepare for EALs and Literacy (EAL Hub Peterborough, n.d.) on slide 5 they show the five stages of learning acquisition, as shown below, which goes towards developing trainee teachers understanding of assessing ELLs proficiency and their needs, however it does not comprehensively mention how to do this whilst taking into account the following factors: their age group, their first language level, prior school knowledge and lived experiences. Resulting in descriptor 3 being applied to code 2.9.

Figure 3.3: EAL Hub Peterborough (n.d., slide 7)



Descriptor 4 was used to demonstrate that the practice (code) was comprehensively unpacked in the document. For example, in document 4, ‘Access and engagement in modern foreign languages: Teaching pupils for whom English is an additional language’ (DfES, 2021) code 1.3 ‘ELLs cannot be categorised as a homogenous group’ was unpacked in the following, comprehensive, way.

Table 3.22: DfES (2021, p. 6)

“Pupils for whom English is an additional language are not an homogenous group. Extra planning and support may be required to take their specific learning needs into account. Many pupils learning EAL will not reach their maximum attainment without planned additional intervention in their MFL development. Consideration of their learning needs will be essential to maximise their inclusion in classroom activities.”

Furthermore, practices associated with code 1.3 were additionally unpacked in specific sections later in the document:

Figure 3.4: DfES (2021, p. 6)

- pupils’ prior experience of learning English;
- composition of peer groups;
- pupils’ prior experiences of learning;
- availability of classroom support.

Due to such comprehensive coverage of the practices associated with code 1.3 in this document, descriptor 4 was assigned to it in the checklist. In doing so, the document comprehensively outlines why ELLs are not a homogenous group and as such meets the criteria of descriptor 4.

To check inter-rater reliability of data coding process, 3 researchers have been asked to independently code documents 4 and 5. These documents were chosen as they showcased wide range of practices (codes) and varied degree of depth of their representation in the documents, allowing usage of all descriptor levels and not just 'not applicable' ones. The inter-rater reliability coefficient equalled 98.7% which suggests that it is high, and that the data was coded reliably.

Analysis

Documents 1-3 focused on providing teacher trainees with general pre-course information, which is non-specific to their areas of specialism. These documents were clustered into one unit for analysis (Figure 2). Documents 4-5 focused on providing teacher trainees with in-course information, which is specific to their individual area of specialisation. These documents were clustered into another unit for analysis (Figure 3).

Table 3.23: Analytical Checklist: ITE - introductory programme documents for PGCE programmes

	Document 1: Manual of Guidance and Professional Studies (University of Reading, 2022)				Document 2: PGCE Assignment Guidance (University of Reading, 2022)				Document 3: The Supplementary Guide for Modern Foreign Languages (University of Reading, 2022)			
Theme 1 – Awareness of identity and background factors												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
1.1 Pupil’s identities and their pre-existing knowledge and experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Learning needs are similar to those of other children and young people in our schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 ELLs cannot be categorised as a homogenous group.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme 2 – ELL specific teaching practice and knowledge												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
2.1 Activating prior knowledge – linguistic, cultural, and cultural knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Contextualised information – making the input comprehensible and providing them with the opportunity to put the language into a personalised contextualised example.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Actively encouraging comprehensible output -through collaborative learning opportunities, scaffolded teacher-student and student-student interactions, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Drawing learners’ attention to linguistic features such as grammar, vocabulary, phonological features when listening and speaking, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Developing learners’ autonomy – giving them opportunities to model and extend what they’ve been taught.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Are teachers able to provide individual support which takes into consideration the varying stages ELLs are in on their journey of learning English.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Are teachers aware of the differences between ELLs, and those who have Special Educational Needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.8 Are the teachers able to produce and adapt resources so that they are beneficial for ELLs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 Assessing ELLs proficiency and their needs while taking into consideration their first language level, prior school subject knowledge, and lived experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme 3 – ELL tailored classroom management												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
3.1 Place ELLs with supportive peers who can act as language role-models.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Make available and encourage learners to use age-appropriate English and bilingual dictionaries and thesauri.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Ensuring that there are plenty of motivating books to promote extended reading relating to the curricula.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme 4 – Differentiation for/between ELLs												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
4.1 Give ELLs thinking time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Speak/read aloud clearly – let students see your face, avoid idiomatic language, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Use non-verbal methods – e.g., gestures, mimes, exaggerated facial expressions, point to key words, visuals etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Target ELLs with daily questions which are differentiated according to their English proficiency level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Repeatedly check learners understanding of what is occurring in the classroom.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 When speaking use synonyms and simple alternatives to clarify meaning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Provide different versions of activities – e.g. scaffolded tasks with gap-fills, substitution tables, speaking frames, writing frames, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme 5 – Feedback tailored to the needs of ELLs												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
5.1 Acknowledge participation and efforts to use English in relation to the curriculum in both written and oral corrective feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Include marking codes in written corrective feedback which acknowledge ELLs understanding of the curriculum through content, regardless of specific linguistic errors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Include marking for appropriate/inappropriate language use in written corrective feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.4 Correct and provide clear examples of particular language structures for learners to practice in both written and oral corrective feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme 6 – Assessment of ELLs												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
6.1 Assessing an ELL’s English proficiency in comparison to the level expected in that class.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional observations: document 2

Document 2 does not explicitly mention teaching ELLs, however each programme of study at PGCE level does include a compulsory module entitled ‘The Reflective Teacher’. Upon successful completion of the module trainee teachers are expected to be able to:

Figure 3.5: University of Reading (2022, p.7)

- offer critical evaluation of alternative approaches to teaching
- respond critically to issues and methodology in research literature and official reports
- present an argument that is supported by appropriate and correctly referenced evidence”

The other compulsory module for all their PGCE students is the ‘Investigating Practice’ module where upon successful completion of the module trainee teachers are expected to be able to:

Figure 3.6: University of Reading (2022, p.7)

- identify a focus and implement and critically evaluate an investigation of your teaching practice
- engage with and carry out an investigation in an educational context, finding and critically evaluating relevant literature and developing appropriate methodology to investigate empirically the impact of your teaching practice.”

The above two notes are important as trainee teachers are allowed to focus their coursework for either of these modules on teaching ELLs if they are teaching ELLs on their placement.

Table 3.24: Analytical Checklist: PGCE programme documents - Seminar reading materials for Modern Foreign Languages

	Document 4: Access and engagement in modern foreign languages Teaching pupils for whom English is an additional language (DfES, 2021)				Document 5: Continuing Professional Development (CPD) – Teaching EALS (EAL Hub Peterborough, n.d.)			
Theme 1 – Awareness of identity and background factors								
Codes	1	2	3	4	1	2	3	4
1.1 Pupil’s identities and their pre-existing knowledge and experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2 Learning needs are similar to those of other children and young people in our schools.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 ELLs cannot be categorised as a homogenous group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Theme 2 – ELL specific teaching practice and knowledge								
Codes	1	2	3	4	1	2	3	4
2.1 Activating prior knowledge – linguistic, cultural, and cultural knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.2 Contextualised information – making the input comprehensible and providing them with the opportunity to put the language into a personalised contextualised example.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Actively encouraging comprehensible output -through collaborative learning opportunities, scaffolded teacher-student and student-student interactions, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Drawing learners’ attention to linguistic features such as grammar, vocabulary, phonological features when listening and speaking, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2.5 Developing learners' autonomy – giving them opportunities to model and extend what they've been taught.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Are teachers able to provide individual support which takes into consideration the varying stages ELLs are in on their journey of learning English.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Are teachers aware of the differences between ELLs, and those who have Special Educational Needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Are the teachers able to produce and adapt resources so that they are beneficial for ELLs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 Assessing ELLs proficiency and their needs while taking into consideration their first language level, prior school subject knowledge, and lived experiences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Theme 3 – ELL tailored classroom management								
Codes	1	2	3	4	1	2	3	4
3.1 Place ELLs with supportive peers who can act as language role-models.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Make available and encourage learners to use age-appropriate English and bilingual dictionaries and thesauri.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3 Ensuring that there are plenty of motivating books to promote extended reading relating to the curricula.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme 4 – Differentiation for/between ELLs								
Codes	1	2	3	4	1	2	3	4
4.1 Give ELLs thinking time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Speak/read aloud clearly – let students see your face, avoid idiomatic language, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Use non-verbal methods – e.g., gestures, mimes, exaggerated facial expressions, point to key words, visuals etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.4 Target ELLs with daily questions which are differentiated according to their English proficiency level.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Repeatedly check learners understanding of what is occurring in the classroom.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 When speaking use synonyms and simple alternatives to clarify meaning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Provide different versions of activities – e.g. scaffolded tasks with gap-fills, substitution tables, speaking frames, writing frames, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Theme 5 – Feedback tailored to the needs of ELLs								
Codes	1	2	3	4	1	2	3	4

5.1 Acknowledge participation and efforts to use English in relation to the curriculum in both written and oral corrective feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Include marking codes in written corrective feedback which acknowledge ELLs understanding of the curriculum through content, regardless of specific linguistic errors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Include marking for appropriate/inappropriate language use in written corrective feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Correct and provide clear examples of particular language structures for learners to practice in both written and oral corrective feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme 6 – Assessment of ELLs								
Codes	1	2	3	4	1	2	3	4
6.1 Assessing an ELL’s English proficiency in comparison to the level expected in that class.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional observations: Document 4

1. While developing ELLs autonomy is not explicitly mentioned, it is implied through an emphasis on spoken activities.
2. Whilst the different stages of English Acquisition are mentioned, advice pertaining to how to support students at these varying stages is not provided.
3. There is a focus on subject content, however there is no set of recommendations pertaining to how to teach subject specific content to ELLs.
4. Although assessing ELLs is mentioned, no advice is given regarding how they as a teacher might do this, but rather they are advised to work with an EMA-funded teaching assistant on assessing ELLs.
5. Feedback is mentioned in the following contexts:
 - “Does planning allow all pupils to contribute or give feedback over the course of a half-term” (p. 5)
 - “Select which pupils or groups to ask to feed back to the class in the plenary (remember to tell the pupils at the start of the lesson)” (p. 11)
 - “Ensure that all pupils have a role and an opportunity to contribute to feedback” (p. 14)

Additional observations: Document 5

1. The document does not explicitly note that information should be contextualised, it is implied through the examples and use of imagery and modelling.
2. While active encouragement of comprehensible output is not explicitly mentioned, it is demonstrated through the materials.
3. The document does not address providing students with feedback, except noting the importance of allowing students to self-correct.

The analysis has revealed the following three key emerging themes: (1) awareness of identity and background factors when teaching ELLs, (2) differentiation when teaching ELLs, and (3) classroom management pertaining to teaching ELLs.

Awareness of identity and background factors when teaching ELLs

Both seminar documents highlight the importance of considering learners backgrounds when teaching, however they don't unpack how this should be implemented in practice.

Furthermore, neither document details how ELLs needs are similar to those of other children and young people in schools. Such a lack of awareness of the similarities between ELLs needs and the needs of the rest of the class could be a contributing factor relating to why trainee teachers feel overwhelmed when faced with teaching ELLs as they are potentially viewing their needs as something separate to the rest of the classes needs, when in actuality teaching practice that benefits ELLs has the capacity to benefit all.

Differentiation when teaching ELLs

Document 4 (DfES, 2021) only mentions differentiation in the following way: “Differentiate questioning to ensure that all pupils are engaged and appropriately challenged or supported.” (p. 12). This statement doesn’t explain how it should be achieved. While document 5 (EAL Hub Peterborough, n.d.) notes the importance of differentiation in relation to resources and tasks and provides the following examples, with a focus on lesson delivery as shown in the image below.

Figure 3.7: EAL Hub Peterborough (n.d., slide 58)

Delivery:

Routines/Behaviour Management

- Routines are embedded
- High expectations
- A warm and nurturing atmosphere
- Positive behaviour management
- Celebrating attitudes and achievements with praise & rewards

Lesson Delivery

- A slower pace of speech
- Clear awareness of TTT/planned TTT
- Insist on full attention** before giving whole class instructions / pens down and eyes forward!
- Students are sat correctly.**

Setting Tasks

- Prior knowledge activated (images, clips, realia)
- Answers are elicited from students
- Students are speaking before writing
- Frequent use of pair work to check answers before whole class questioning
- All tasks modelled visually before independent work
- Each task building on from the previous one in clear steps
- Students are self correcting
- Differentiation of resources/tasks




This analysis revealed that while both documents present some information regarding the relevance of differentiated support given by the teacher in the classroom to ELLs, with document 5 (EAL Hub Peterborough, n.d.) notably providing more ideas relating to what that

might look like, neither document provided any explicit explanation of how to deliver (1) structured differentiated support i.e. differentiating the tasks, planning specific differentiated materials to support ELLs at different stages in their English acquisition in relation to their ability to access the curriculum; or (2) differentiated support, i.e. teacher talk and differentiated instructions, etc. This could be one of the key factors in why trainee teachers have consistently reported feeling insufficiently prepared to teach ELLS, as whilst they may understand the variables involved in teaching them, they are unaware of how they can provide such specific structured support which will aid them in accessing the curriculum.

Classroom management pertaining to teaching ELLs

Classroom management was another important theme which provided fruitful analysis in that whilst document 4 did not explicitly mention classroom management it did make reference to when ELLs should be encouraged to use their first language in lessons, which is mentioned more in the proceeding section of this document. In comparison, document 5 (EAL Hub Peterborough, n.d.) does note the importance of peer support, and it also recognises the importance of making age-appropriate dictionaries available through the example materials provided in the slides. The document also notes the following under ‘routines/behaviour management’: (1) the importance of embedded routines, (2) having high expectations, (3) creating a warm and nurturing atmosphere, (4) positive behaviour management, and (5) celebrating attitudes and achievements with praise and rewards.

Interestingly, neither document clearly outlined the importance of language role models and how this is an achievable way all teachers could help ELLs improve their English through peer interaction, whilst also helping them to develop friendships and simultaneously facilitating the other pupils’ development in terms of cultural awareness. Furthermore, such peer role model schemes could also help promote inclusivity which permeates through the current DfE rhetoric.

Additions and revisions of the analytical framework in light of the pilot study

One extra code was added to theme 3: Good practice: Classroom management following the process of preliminary data analysis to signify the phenomenon of students using their first language in class, which has not been covered in any other codes. This code was labelled as 3.4 Encouraging use of students first language when: the cognitive challenge is likely to be high, they are still developing their English proficiency, when they are rehearsing for

something orally. Further to this code 3.5 will be introduced – Recognising the positive value of students first language in the classroom.

An example within the pilot study is that in document 4 (DfES, 2021, p.4) within the section entitled ‘The use of first languages in MFL lessons’ they note a list of “golden rules for first-language use” (DfES, 2021, p.4) as shown below.

Figure 3.8: Extract from document 4 (DfES, 2021, p.4)

- the cognitive challenge is likely to be high:** problem solving and critical thinking are difficult in a second language, even when English has been learned for several years;
- they are still developing proficiency in English:** it is particularly supportive if pupils use their first language to help comprehension;
- oral rehearsal will help reflection:** for example, before responding to a text, video or visual stimulus.

It may not be appropriate for pupils to use their first language when:

- pupils need to practise the target language to improve fluency;
- pupils need oral rehearsal in the target language so that they are prepared for writing tasks.

It is important to note that although the advice listed in the document is specifically aimed at teaching ELLs Modern Foreign Languages, the advice is applicable to all classes with ELLs and therefore it was important to add codes focusing on first language use (code 3.4 and 3.5) into *Theme 3 – ELL tailored classroom management, of the analytic framework*.

This data helped to unpack teacher cognition, beliefs, and practices, driven by their own teaching styles and provoked by school policies, on learner first-language use in the classrooms.

3.6.4 Role of the researcher

It is essential that I consider my role within this research process. It must be acknowledged that the research aims, and the questions asked in interviews undeniably influenced the answers given and the interpretation of the data to a certain extent. As such it is impossible to

separate the questions from the responses and the researcher from the data as it inevitably impacts the responses and analysis of the data (Roulston, 2011; Mann, 2011) and as such it is vital that I am critically aware of this when analysing data and reporting on the findings. The divide between researchers and practitioners was something I was already conscious of prior to embarking on this study as it is a recurrent theme in education research, in both mainstream education and in ELT more specifically (Bahns, 1990; Paran, 2017, Medgyes, 2017; Conteh, 2017; Trzebiatowski, 2017; Sandler and Ruse, 2017).

In terms of my relation to participants, as an associate lecturer, EFL teacher, and Academic Director for an international summer school company which involves designing materials, providing Continuing Professional Development (CPD), there's a degree of similarities to my participants in that I can empathise with both trainee teachers teaching development, and teacher educators as both teachers and lecturers. In terms of differences, I have not been a teacher in a mainstream school in England and furthermore I have not been a Teacher Educator in the same capacity as my participants. This may have impacted the analysis to a certain extent in that it is impossible to completely separate the questions and as such the researcher from the data (Roulston, 2011; Mann, 2011). However, this was mitigated by following the procedure of analysis by analysing the discourse and establishing preliminary codes, and analysing quantitative data statistically, followed by analysing the data thematically, and furthermore was considered when analysing the findings.

3.6.5 Participants

The participants for this study were trainee teachers, recruited through LinkedIn, or through universities themselves. They varied from trainee teachers on SKIP programmes, to teachers on 3-year Primary Education courses, to those on PGCEs. Participants also varied in that some had previously worked with ELLs in educational settings, others were classed as being ELLs themselves, whilst others had never worked in educational settings before.

The Teacher Educator participant who took part in the pilot study was a lecturer at a university providing an Initial Teacher Education course. In addition to this, a lecturer at University in England (University 1 as per their wish to be anonymous) also provided curricula data in the form of their PGCE in Secondary English Handbook, and a PowerPoint presentation which is delivered on EAL to trainee teachers specialising in teaching in English

teaching for secondary schools, as did a lecturer at University 2, who provided their reading list and a course overview.

3.7 Validity and reliability

3.7.1 Validity

This study adopts a triangulated approach in order to enhance the validity of this research. Validity in research refers to the extent to which a study accurately measures what it intends to measure and supports sound inferences. It encompasses several dimensions: internal validity, which ensures cause-effect relationships free from confounding variables; external validity, or the generalizability of findings to other contexts; construct validity, assessing how well operational measures represent theoretical concepts; and content validity, ensuring an instrument covers all aspects of the construct. Criterion validity involves the predictive accuracy of measures, while face validity addresses the superficial appropriateness of instruments. Balancing these types is critical to ensure robust, trustworthy conclusions. In qualitative research, validity focuses on the authenticity of data through techniques like triangulation and reflexivity. Achieving validity is essential to produce credible, generalizable research.

A triangulated approach is characterised by the use of more than one data collection method from multiple points (Flick, 2018). This approach is applicable to my thesis, which involves content and thematic analysis of the curricula of Initial Teacher Education courses, and thematic and discursive analysis of interview data and observational data from longitudinal case studies whereby student teachers and teacher educators are interviewed regarding the content on Initial Teacher Education courses relating to ELLs. The focus on the content of the Initial Teacher Education courses in relation to ELLs lead to a decision to concentrate on the following three areas:

1. Discursive and thematic analysis of Initial Teacher Education courses.
2. Interviews with teacher educators regarding the content on their courses to establish why ELL content is incorporated in the way it is.
3. Questionnaire data pertaining to trainee teachers perspectives of the quality and content of Initial Teacher Education pertaining to teaching ELLs.

Overall, the research study was designed to be inductive by aiming to explore a particular context in the field of ELLs which is currently underexplored in the UK context (David and Sutton, 2011). The focus on Initial Teacher Education courses relating to ELLs enabled an in-

depth discourse and thematic analysis which focused on how ‘good practice’ for teaching ELLs is conveyed to the students on the programmes.

This in turn led to the creation of semi-structured interview questions to examine why the content on the curricula is designed and taught in such a way, as well as the impacts on the students on their programmes. This is explored firstly through the research instrument of semi-structured interviews which provide the researcher with the ability to be reactive in the interview, adapting to the interviewees responses and needs at the given moment in time (Mann, 2016).

3.7.1.1 Internal Validity

Cohen et al. (2007, p.35) state that internal validity is when “the explanation of a particular event, issue or set of data which a piece of research provides can actually be sustained by the data”. Consequently, to validate the questionnaire and interview components both instruments were piloted with participants who belong to the context of interest (Teacher Educators and trainee teachers in England). Comments and suggestions on the instruments regarding any difficulties in the completion or answering of questions were taken on board to increase validity of the study.

3.7.1.2 External Validity

External validity “refers to the degree to which the results can be generalized to the wider population, cases or situations [in similar contexts]” (Cohen et al. 2007, p.136). Therefore, the findings of this study were compared with other studies in similar contexts such as Foley et al. (2018) in order to verify its external validity. However, it is important to note that some of these findings must be considered on an individual level, such as Teacher Educator’s experiences with ELLs, as while they may be somewhat consistent or universal, there may be individual nuances which impact their experiences.

3.7.2 Reliability

Reliability “indicates the extent to which our measurement instruments and procedures produce consistent results in a given population in different circumstances” (Dörnyei, 2011, p.50). Further to this, distinctions can be made between internal and external reliability. Internal reliability “refers to the consistency of data collection, analysis and interpretation”

(Nunan, 1992, p.14). Whilst external validity refers to the extent to which similar results would be obtained if the study were to be completed again. Issues pertaining to the internal and external reliability will be addressed below through consideration of the reliability of the data collection (4.7.2.1), and analysis (4.7.2.2).

3.7.2.1 Reliability of data collection and analysis

The data for the investigation project was collected through an online questionnaire which was distributed through a combination of LinkedIn, emailing institutions, and going into one institution to ask trainee teachers to complete the questionnaire, with approval from the institution. Furthermore, trainee teacher interview data was obtained by following up on the emails left by participants at the end of the questionnaire. The snapshot of curricula data and Teacher Educator interview was obtained by emailing hundreds of Teacher Educators across the country with only two participants agreeing to participate. In terms of internal reliability, by following a set procedure of comprehensive analysis whereby firstly the data was collected and analysed discursively, followed by establishing preliminary codes before being collated, and establishing final codes and embarking on thematic analysis. Furthermore, in relation to the external validity, owing to the patterns in the data it could be interpreted that there is a reasonable degree of external validity as there were no significant outlying figures or comments in the data. However, short of completing the study a second time with different participants it is impossible to determine the exact extent of external reliability.

3.7.3 Trustworthiness of this study

When discussing the trustworthiness of the data within this thesis I will be referring to Guba's (1981) model of trustworthiness which incorporate the following aspects: credibility, transferability, dependability, and confirmability. I will now discuss each of these criteria and how this thesis has met each of them.

3.7.3.1 Credibility

Credibility in qualitative research orientates towards an acceptance of multiple realities. The role of the qualitative researcher therefore becomes that of attempting to understand and appropriately and effectively represent the potential multiple realities (Guba, 1981).

Therefore, triangulation of data sources is invaluable. This study takes its data from different

source sites (participants are from across England), a range of participants (in terms of past experiences with ELLs, different placement experiences and institutions). This data was then collated and analysed, leading to the identification of key themes based on participants multiple realities.

3.7.3.2 *Transferability*

Although this criterion could potentially be seen as irrelevant for qualitative research due to the fact that each study and setting is viewed as unique, thus making replication unlikely, and the focus being principally based upon a specific the context and group of participants, and so unlike transferability in quantitative studies which can be viewed as generalisability, qualitative data cannot be generalised in such a manner. Despite this, Guba (1981) suggests that concept of *transferability* is indeed important in qualitative research, but that it is more for the reader to find as opposed to the writer. Consequently, it seems that it is the responsibility of the researcher to provide the reader with an adequate description of the context in which the study took place, of the participants in the study, and the study as a whole that a reader is then able to critically assess the study in order to establish its value in terms of the relevance it has to their own needs as either a researcher, practitioner, or policymaker.

Therefore, to ensure transferability of this thesis, I have endeavoured to provide an extensive and detailed description (Geertz, 1973) of the socio-historical context and academic research pertaining to the topic to provide the reader with a clear background to the study prior to the inclusion of an in-depth discussion of the participants and their professional settings within the confines of maintaining their confidentiality and protecting their rights as participants. The descriptions should be thorough enough to enable the readers to identify situations and individuals which feel potentially similar or familiar to them and their professional context, and to gauge, therefore, to what extent the presented findings are applicable to their own professional setting be it in practice or research.

3.7.3.3 *Dependability*

Guba (1981) poses *dependability* as an alternative to the notion of reliability. Reliability is often associated with the desired aim of repeatability of a study, whereby if a piece of research or a test was sound, the results would be reproduced when undertaken again by a

different individual or group, or at a different time (Bynom, 2001). This notion of reliability is problematic for the qualitative researcher, who (as mentioned above) has accepted the concept of multiple realities (Guba, 1981), as the nature of the qualitative data collection process is quite often more spontaneous and inevitably less controlled than that of quantitative study. As such Guba's (1981) proposed criterion of *dependability* as an alternative notion can be addressed by examining and investigating the variability in the contexts from which the data was gathered, and amongst participants. Within this thesis, *dependability* has been guaranteed because I have sought to reflect on each participant and their role within the context and data collected. This has ensured that all participants' contributions were equally valued within the data.

The thesis was presented at the NALDIC conference (2024), where it received feedback from professional peers and stakeholders, this involved teachers who wished to apply the practical insights from the study into how they work with the trainee teachers who work in the school, as well as some stakeholders expressing interest to collaborate on (a) adapting the good practice analysis framework to be used by schools to provide feedback to their teachers, and (b) to utilise the framework, and the breakdown of preparedness and confidence into criteria so that it is accessible through charitable education organisations for teacher educators and teachers alike to access.

All transcriptions and curricula were each analysed multiple times, adopting a code-recode procedure as mentioned above, as a further way in which to ensure *dependability*.

3.7.3.4 *Confirmability*

When ensuring the *confirmability* of research, it is important for researchers to be reflexive in that the researcher should acknowledge any predispositions and beliefs that they have when gathering and analysing the data. Therefore, the previous section focusing on my role as a researcher, and later reflections which focus upon my role in specific situations with participants seeks to demonstrate suitable reflexivity (Leavy, 2014).

The research was not without limitations, which were mitigated as much as possible and are outlined and discussed in depth in 6.3.2 Research limitations.

3.8 Ethical Issues

Ethical approval was obtained for all stages of this study from the University of Lancaster. Throughout the design of this study, respect for participants, human dignity and integrity, the role of the researcher and informed consent were considered to ensure consent forms were appropriately designed, and that the study was carried out appropriately.

3.8.1 Respect for participants, and human dignity and integrity

It is vital, that as a researcher you must respect your participants and adhere to the fundamental ethical principles – to do no harm and to protect participants’ rights and well-being (Wood, 2007). Therefore, when conducting interviews and case studies, it is important that participants’ wishes are respected, and moreover that they are respected when the data and analysis are written up to ensure anonymity (Sabar and Sabar, 2017). The British Educational Research Association (2018, p.6) take it a step further in their listing of responsibilities to participants as they state that individuals “should be treated fairly, sensitively, and with dignity and freedom from prejudice, in recognition of both their rights and of differences arising from age, gender, sexuality, ethnicity, class, nationality, cultural identity, partnership status, faith, disability, political belief or any other significant characteristic”.

They also highlight the importance of researchers being mindful of structural inequalities and how they impact social relationships (British Educational Research Association, 2018, p.6). This is of specific importance in this study as these structural inequalities include “‘race’, gender and LGBT+ issues and socioeconomic status” and as such awareness of race inequalities is essential as we are looking at ELLs and consequently “sensitivity and attentiveness towards such structural issues are important aspects of researchers’ responsibilities to participants at all stages of research, including reporting and publication” (British Educational Research Association, 2018, p.6). Researchers should also consider the rights and interests of those indirectly affected by their research when writing their reporting and publishing on their research (British Educational Research Association, 2018). Furthermore, when engaging in research with participants it is vital that human dignity and integrity is maintained so that all involved feel safe and comfortable (Simons, 2009).

Within this study when approaching the Universities regarding access to their curricula data, consent was obtained from the content designer and or module leader to ensure that their rights as participants were also respected. Moreover, upon the completion of the thesis participants will be provided with means through which to read the outcomes of the research as it is within the responsibility of the researcher to enable participants to see the result of the research they participated in (British Educational Research Association, 2018).

Finally, participants decisions to rescind their data must also be respected, which is why on the consent form it is made clear to participants that they have the right to withdraw at any point in the data collection stage up until a particular date when analysis begins to ensure that their rights are respected (Sabar and Sabar, 2017).

3.8.2 Consent and transparency

When designing consent forms for participants, it was important that participants' autonomy/free will was respected through informed consent which ensured that they were given adequate information about the nature of the study and their right to withdraw through the signing of a clear document which enabled them to formally decide whether or not they wished to participate in the study. It was also essential that participants were given the opportunity to have pseudonyms to ensure confidentiality and privacy (Josselson, 2007; Wijngaarden et al., 2018; *British Educational Research Association, 2018*)

Informed written consent was obtained from all participants. To ensure transparency and that participants were fully informed when giving consent, they were given an outline of the overall research aim and process to ensure that they fully understood the process prior to the signing of the consent form (British Educational Research Association, 2018). However, explicit explanation of the research aims was kept to a minimum so as to minimise the impact on their responses to the question and enable participants to express their views freely. Therefore, participants were informed of the broader aim of investigating the nature of how student teachers are prepared to teach ELLs on Initial Teacher Education courses, and how it can be improved. This does not amount to any subterfuge but rather kept the topic broad enough to provide participants with the freedom with which to express themselves (British Educational Research Association, 2011).

Participants were also given the opportunity to ask any questions they wished before signing the consent forms and prior to, and during, the gathering of data. As participants have given up their valuable time to talk to a researcher (usually within a busy teaching/studying day) it is entirely reasonable and welcomed for them to pose any questions they have regarding the study and the relevance of the work for them as individuals (British Educational Research Association, 2011). I was happy to discuss the potential impact of the work, both of its stand-alone value, and its value in publication and consequently the value of its potential dissemination amongst researchers, policymakers, and Initial Teacher Education course designers, as well its inevitable value in adding to the growing number of research papers within the field of ELLs in the UK context.

Although recent governments have seemingly demonstrated their lack of willingness to listen and engage with researchers in this area, that does not mean that researchers should stop proposing beneficial policy changes (Harris, Leung, and Rampton, 2001). Within my thesis the idea of the participants being involved in the study in order effect change is essential as participants, who are Teacher Educators, could carry forward suggestions from this thesis into their Initial Teacher Education course design relating to ELLs, this therefore puts the participants into a more central position within the creation of the findings as I research with and for my participants, rather than them simply being researched on (Cameron, Fraser, et al., 1997).

3.8.3 Privacy and confidentiality

From the beginning of this research project participants were explicitly informed and reassured that their identities would be anonymised and kept confidential. Teacher Educators names were replaced by pseudonyms.

3.9 Summary

This chapter began by explaining my research approach (3.2), including the use of mixed methods research (3.2.2) with triangulation (3.2.3). This was followed by the presentation of the research questions (3.3) and research hypotheses (3.4). The study's context (3.5) noting how the study took place in England and focused on Initial Teacher Education courses which took place in English universities. The research project design (3.6) was also considered,

firstly outlining how the instruments were designed (3.6.1) to address the research questions, then the analytic frameworks were outlined (3.6.2) including the creation of a good practice framework (3.6.2.3) for the purpose of analysing curricula data. The Pilot Study (3.6.3) was then discussed as well as the role of the researcher (3.6.4) and participants (3.6.5) respectively before a discussion of the validity and reliability of the study (3.7). Finally, ethical issues (3.8) were discussed in the context of this study.

Chapter 4 Analysis and findings

4.1 Introduction

This chapter presents how data from the questionnaires, interviews, and snapshot of curricula data were analysed in order to answer the research questions (3.3). The chapter begins by outlining the procedures used in preparing the data sets for analysis (4.2). Next, the variable and categories of analysis are described, alongside each stage of the analysis process, which is presented and justified (4.3). Owing to the MMR nature of this research project, the main focus of the analysis is on the complementation and integration of qualitative and quantitative data in answering the research questions.

4.2. Data preparation

The following section describes the process of questionnaire data collation, data cleaning, transcript preparation carried out prior to data analysis.

4.2.1 Questionnaire data collation and preliminary coding

Questionnaire data was collected from 128 participants and was separated into quantitative and qualitative data to be analysed. In addition to this, each individual questionnaire was numbered. Quantitative data was considered firstly by collating statistical data into appropriate tables and graphs. The statistical data was then analysed, and preliminary codes were created based on the data yielded. Next, the qualitative responses were collated and carefully documented, then key words from responses were counted which led to further creation of preliminary codes. Furthermore, each response was considered in its entirety both on its own and in relation to other responses and the literature considered in the literature review. Following on from this, the list of preliminary codes was then collated and developed based on the qualitative and quantitative data extracted from the questionnaires while considering existing literature (2), the following research was considered when deciding upon final considerations of the questionnaire data codes: Flockton and Cunningham (2021), Foley (2018). Once the interview data was collated, final codes were decided upon, which are presented in 4.3 Data Analysis.

4.2.2 Interview data collation

All 5 (4 trainee teachers and 1 teacher educator) interviews were conducted via Microsoft teams and recorded alongside the transcription. The videos were then watched back, and the transcripts checked for accuracy. The interview data was then collated, and all the interview responses were placed in a table, shown in appendix 5, and key words were highlighted and statistically considered. Each response was also considered qualitatively in conjunction with the questions, allowing for consideration of the influence of the interview questions and interviewer (Mann, 2011). Furthermore, key themes within the responses were highlighted and initial codes were made based on this in conjunction with a consideration of the literature. Following on from this, the interview data was combined with the questionnaire data and curricula data to finalise the codes of analysis.

4.2.3 Curricula data collation

While it has proven to be impossible to obtain more than a snapshot of curricula data through the pilot study, it was decided that it was still significant to include as the curricula analysis framework has the capacity to be used in future research projects both by academics and within Initial Teacher Education departments to conduct self-evaluations of their course in relation to preparing teachers to work with ELLs. Furthermore, while the lack of a more substantial amount of data is a limitation of this study, the data that was yielded provided insightful preliminary snapshot data which is believed to be relevant in understanding, how in a specific institution the teaching of ELLs is covered in Initial Teacher Education.

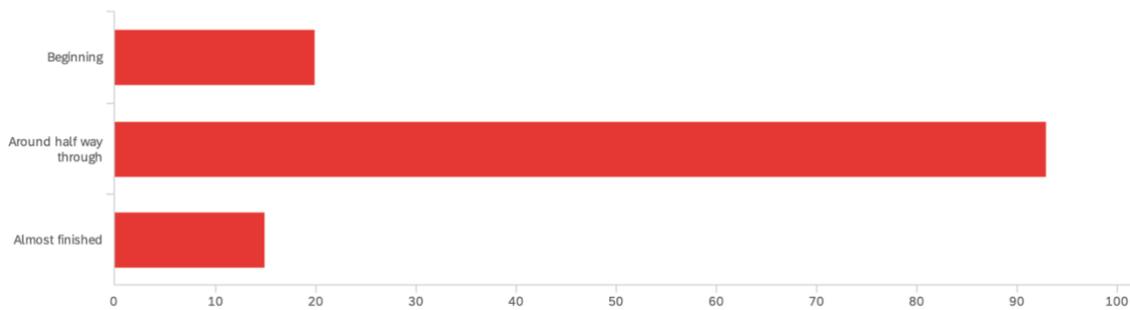
4.3. Data analysis and findings

With regards to participant information pertaining to what stage they are at on their Initial Teacher Education course, the graph below demonstrates how 93 (72.66%) of participants were half-way through their teacher training when they completed this questionnaire, while 20 (15.63%) were at the beginning of their training, and 15 (11.72%) were almost finished with their training. While the fact that most participants were around the mid-way stage of their training is a limitation within the study, it also offers a differing perspective in terms of

the data as most studies thus far focus on NQTs perspectives (Starbuck, 2018; Foley, 2018, 2021).

Figure 4.1: Questionnaire responses to 'Q1. What stage are you in your Initial Teacher Education programme?'

Q1 - What stage are you in your Initial Teacher Education programme?



4.3.1 Preliminary codes

4.3.1.1 Preliminary codes: Quantitative questionnaire data

Upon initial analysis of the quantitative components of the questionnaire data, preliminary codes were noted.

The first preliminary code was 'placement' owing to the fact that 109 participants viewed it as practical training. The second preliminary code was 'strategies' for teaching ELLS as 88 participants viewed this as practical training, while the third preliminary code was 'resources and networks' as 74 participants viewed this as practical training. Furthermore, the fourth preliminary code was 'how to make activities and subjects accessible for EAL students', and the fifth preliminary code was 'SLA integration into ITE', and the penultimate preliminary code was 'confidence teaching ELLs', and finally 'Preparedness teaching ELLs'.

Following on from this, these codes were then grouped with the codes from the qualitative data analysis and final codes were decided upon (4.3.5) before grouping them into themes which are presented as subcategories of the answers to the research questions in the preceding sections.

4.3.1.2 Preliminary codes: Qualitative questionnaire data

Upon initial analysis of the qualitative components of the questionnaire data, preliminary codes were then noted. Similarly to the quantitative questionnaire data preliminary codes, the following preliminary codes were identified from the initial qualitative questionnaire data, namely: (1) strategies, (2) confidence, (3) SLA integration and teaching ELLs, (4) working with ELLs in context, (5) personal experience. Following on from this, they were then grouped with the codes from the qualitative interview data analysis and final codes were decided upon before grouping them into themes which are presented as subcategories in response to the research questions.

4.3.1.3 Preliminary codes: Qualitative interview data

Semi-structured interviews were conducted with four trainee teachers. The interviews were transcribed and then the key responses from each participant were put alongside the questions in the table in the table below. All respondents have been given a pseudonym. Following on from this, preliminary codes were noted.

Similarly to the quantitative and qualitative questionnaire data preliminary codes, the following preliminary codes were identified from the initial qualitative questionnaire data, namely: (1) working with ELLs in context, (2) strategies, (3) SLA integration and teaching ELLs, (4) confidence, (5) preparedness, (6) ELLs and SEN.

Following on from this, they were then grouped with the codes from the qualitative interview data analysis and final codes were decided upon (4.3.5) before grouping them into themes which are presented with the analytic codes (4.3.5), this is then followed by a presentation of the findings and corresponding literature pertaining to each theme respectively (4.4-4.9).

4.3.1.4 Preliminary codes: Curricula content data

As demonstrated in the pilot study, the following themes and sub-codes were used to analyse the curricula data.

Table 4.1: Analytic framework for analysing good practice

Themes	Codes
<i>Theme 1 – Awareness of learner identity and background factors</i>	<p>1.4 Pupil’s identities and their pre-existing knowledge and experiences.</p> <p>1.5 Learning needs are similar to those of other children and young people in our schools.</p> <p>1.6 ELLs cannot be categorised as a homogenous group.</p>
<i>Theme 2 - ELL specific teaching practice and knowledge</i>	<p>2.1 Activating prior knowledge – linguistic, cultural, and cultural knowledge.</p> <p>2.2 Contextualised information – making the input comprehensible and providing them with the opportunity to put the language into a personalised contextualised example.</p> <p>2.3 Actively encouraging comprehensible output -through collaborative learning opportunities, scaffolded teacher-student and student-student interactions, etc.</p> <p>2.4 Drawing learners’ attention to linguistic features such as grammar, vocabulary, phonological features when listening and speaking, etc.</p> <p>2.5 Developing learners’ autonomy – giving them opportunities to model and extend what they’ve been taught.</p> <p>2.6 Are teachers able to provide individual support which takes into consideration the varying stages ELLs are in on their journey of learning English.</p> <p>2.7 Are teachers aware of the differences between ELLs, and those who have Special Educational Needs.</p> <p>2.8 Are the teachers able to produce and adapt resources so that they are beneficial for ELLs.</p> <p>2.9 Assessing ELLs proficiency and their needs while taking into consideration their first language level, prior school subject knowledge, and lived experiences.</p>
<i>Theme 3 – ELL tailored classroom management</i>	<p>3.1 Place ELLs with supportive peers who can act as language role-models.</p> <p>3.2 Make available and encourage learners to use age-appropriate English and bilingual dictionaries and thesauri.</p> <p>3.3 Ensuring that there are plenty of motivating books to promote extended reading relating to the curricula.</p>
<i>Theme 4 - Differentiation for/between ELLs</i>	<p>4.1 Give ELLs thinking time.</p> <p>4.2 Speak/read aloud clearly – let students see your face, avoid idiomatic language, etc.</p> <p>4.3 Use non-verbal methods – e.g., gestures, mimes, exaggerated facial expressions, point to key words, visuals etc.</p> <p>4.4 Target ELLs with daily questions which are differentiated according to their English proficiency level.</p> <p>4.5 Repeatedly check learners understanding of what is occurring in the classroom.</p> <p>4.6 When speaking use synonyms and simple alternatives to clarify meaning.</p> <p>4.7 Provide different versions of activities – e.g. scaffolded tasks with gap-fills, substitution tables, speaking frames, writing frames, etc.</p>

Theme 5 - Feedback tailored to the needs of ELLs	<p>5.1 Acknowledge participation and efforts to use English in relation to the curriculum in both written and oral corrective feedback.</p> <p>5.5 Include marking codes in written corrective feedback which acknowledge ELLs understanding of the curriculum through content, regardless of specific linguistic errors.</p> <p>5.6 Include marking for appropriate/inappropriate language use in written corrective feedback.</p> <p>5.7 Correct and provide clear examples of particular language structures for learners to practice in both written and oral corrective feedback.</p>
Theme 6 - Assessment of ELLs	<p>6.1 Assessing an ELL's English proficiency in comparison to the level expected in that class.</p>

4.3.1.5 Analytic categories

The table (4.2) below presents each theme, the analytic codes which led to the establishment of the theme, along with reference to data extracts which correspond with the themes and thus the analytic codes.

Table 4.2: Themes, analytic codes, and references from data

Theme	Analytic codes	References from data
Working with ELLs in context	<ul style="list-style-type: none"> • Prior experience working with ELLs Placement experience with ELLs <ul style="list-style-type: none"> • Placement experience with ELLs 	<p>"More was learned on placement than in university on how it's implemented in the classroom." (Participant 1)</p>
Strategies for working with ELLs	<ul style="list-style-type: none"> • Using visuals • Utilising child's home language and culture • Utilising resources and networks • Differentiation • Class management 	<p>"using picture prompts and inclusive teaching strategies" (participant 2), alongside "translanguaging" (participant 2), "scaffolding" (participants 2 and 11), and "differentiation." (participant 2)</p> <p>"They never actually teach techniques, or they don't teach you like in a way where you actually remember or ever use those techniques" (participant 3)</p> <p>88 participants (about 65%) identified learning specific strategies, such as using visuals, scaffolding, and adaptive teaching, as key to practical training for working with ELLs. This increased slightly to 70% midway through their course, before dropping back to 60% by the end.</p>
Applying SLA theories to teaching ELLs	<ul style="list-style-type: none"> • Applying SLA theory in action • Memorable sessions on SLA • Amount of sessions 	<p>Madhi: "They had a lecture about it, they explained that it can be useful because it means that children who are acquiring a second language are using their brains more, so it's kind of training their brain too so it'd be better equipped for taking in information. But again, like I couldn't tell you that we've had a big lecture on it or anything that I can particularly remember. I feel like that it wasn't like significant enough that I can remember it in a way that I thought I'm going to apply this to my teaching"</p> <p>Gwen: "I did really think about how I could utilise that knowledge [SLA theory] to make sure that they did understand because that was part of</p>

		<p>the thing that those children, in their day-to-day speaking, may come across like their grasp of English is really, really, you know, on par with their peers who are native English speakers. However, they may not then have the more intricate understanding of language and the sort of vocabulary that you would need to access the curriculum at certain levels"</p> <p>"It was minimal, but with that small amount of time, it helped me to understand the differences" (participant 4)</p> <p>"I've not had enough lectures on it but have experience working with EAL and learned that I need to be consistent and patient" (participant 5)</p> <p>"I've realised that it's not only learning another language, it's going back to the basics and roots of the language (almost starting from scratch or EYFS) and therefore there are so many more aspects that will need support, e.g. grammar, spoken vs written, etc." (participant 6)</p>
Confidence	<ul style="list-style-type: none"> • Awareness of learner identity and background factors • ELL specific teaching practice and knowledge • ELL tailored classroom management • Differentiation for/between ELLs • Feedback tailored to the needs of ELLs • Assessment of ELLs 	<p>"Confidence levels increased significantly after initial exposure to practical placements but decreased slightly towards the end of the course" (participant 7)</p> <p>"I feel at ease teaching ELLs" and "I am confident about the methods of teaching ELLs" (participant 8)</p> <p>Trainee teachers were asked to rate their confidence levels. At the beginning of the course, most reported being "Not at all confident" or "Slightly confident" in teaching English Language Learners (ELLs). By the midpoint, confidence improved, with the majority moving to "Slightly confident" or "Confident." However, by the end of the course, some experienced a</p>

		slight drop in confidence, potentially due to realizing the complexities of teaching ELLs in real-world settings
Preparedness	<ul style="list-style-type: none"> • Awareness of learner identity and background factors • ELL specific teaching practice and knowledge • ELL tailored classroom management • Differentiation for/between ELLs • Feedback tailored to the needs of ELLs • Assessment of ELLs 	<p>"report feeling underprepared, largely due to a lack of exposure to ELL-specific strategies" (participant 9)</p> <p>"placement experiences allow trainees to apply theoretical knowledge in real-world settings" (participant 10)</p> <p>In terms of preparedness, many trainees initially reported feeling "Not at all prepared." By the midway point, the number of "Prepared" and "Very prepared" responses increased significantly, though this also slightly decreased towards the end of the course. For example, 45% of participants at the beginning chose "considering how all activities and subjects can be made accessible for ELLs," rising to 60% by the end</p>

The table (4.3) below presents the themes and corresponding analytic codes and data sources, before demonstrating their links to the research questions and existing research.

Table 4.3: Themes, data source, research questions, and links to existing research

Themes and corresponding analytic codes	Data source	Corresponding research questions	Links to existing research
Working with ELLs in context <ul style="list-style-type: none"> - Prior experience working with ELLs - Placement experience with ELLs 	Interview data Questionnaire data	RQ4.2: What other factors influence change in teacher-trainees' perspectives? (e.g. placements in schools, etc.) RQ1.1: What do the TEs consider to be 'practical' EAL training?	Foley et al. (2018, 2021); Flockton (2021); Riley (2015); Martin-Jones and Saxena (2003); Conteh et al. (2014); Pavlenko and Blackledge (2004); Miller (2010); Lucas and Villegas (2011).
Strategies for working with ELLs <ul style="list-style-type: none"> - Using visuals - Utilising child's home language and culture - Utilising resources and networks - differentiation - classroom management 	Interview data Questionnaire data Curricular data	RQ4.2: What other factors influence change in teacher-trainees' perspectives? (e.g. placements in schools, etc.) RQ1.1: What do the TEs and students consider to be 'practical' EAL training? RQ4: How does Trainee-Teachers' knowledge on effective education of ELLs develop throughout the course of training?	Goodman and Tastanbek (2021); García and Sylvan, (2011); Slaughter and Cross (2021); Baz, (2003); Butler (2005, 2011); Holliday (1994); Hu, (2005); Kumaravadivelu (2006); McDonough & Chaikitmongkol (2007); Phan (2008).
Applying SLA theory to teaching ELLs <ul style="list-style-type: none"> - applying SLA theory in action 	Interview data Questionnaire data Curricula data	RQ3: What aspects of SLA theory and EAL pedagogy are currently integrated into ITE curricula in England? RQ3.2: How are these aspects integrated into the ITE curricula? RQ3.1: What is the rationale behind integration of these aspects into the ITE curricular? RQ4.1 What are the teacher-trainees' perspectives of ITE courses' provision on SLA theory and EAL pedagogy? RQ4: How does Trainee-Teachers' knowledge on effective education of ELLs develop throughout the course of training?	<i>Foley et al. (2018)</i> ; Coady et al. (2011); Doughty and Long (2003); Liu (1998); Kramsch (2000); Pica (2005); Medges (2017a); Paran (2017) Flockton and Cunningham (2021); Marinova-Todd, et al. (2000); Doughty and Long, (2003); Coady et al. (2011); Betts, Ruben, & Dannenberg, (2000); Menken & Antuñez (2001); Athanases & de Oliveira (2008); de Oliveira & Athanases (2007); Reeves (2009); Cummins (2000); Conteh (2017).

<p>Confidence</p> <ul style="list-style-type: none"> - awareness of learner identity and background factors - ELL specific teaching practice and knowledge - ELL tailored classroom management - differentiation for/between ELLs - feedback tailored to the needs of ELLs - Assessment of ELLs - Utilising resources and networks - differentiation 	<p>Interview data Questionnaire data Curricula data</p>	<p>RQ4.2: What other factors influence change in teacher-trainees' perspectives? (e.g. placements in schools, etc.) RQ1.1: What do the TEs consider to be 'practical' EAL training? RQ2: What are the Trainee-Teachers' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs. RQ4: How does Trainee-Teachers' knowledge on effective education of ELLs develop throughout the course of training?</p>	<p>Mojavezi and Tamiz (2012); Stankov et al. (2015); Gatt and Karppinen (2014); Hicks et al. (2010); Rollison et al. (2012).</p>
<p>Preparedness</p> <ul style="list-style-type: none"> - awareness of learner identity and background factors - ELL specific teaching practice and knowledge - ELL tailored classroom management - differentiation for/between ELLs - feedback tailored to the needs of ELLs - Assessment of ELLs - Utilising resources and networks - differentiation 	<p>Interview data Questionnaire data Curricula data</p>	<p>RQ4.2: What other factors influence change in teacher-trainees' perspectives? (e.g. placements in schools, etc.) RQ1.1: What do the TEs and students consider to be 'practical' EAL training? RQ2: What are the Trainee-Teachers' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs. RQ4: How does Trainee-Teachers' knowledge on effective education of ELLs develop throughout the course of training?</p>	<p>Newly Qualified Teachers: Annual Survey (2016); Flockton and Cunningham (2021); Stokking et al., 2003); Rots et al. (2007); Rots and Aelterman (2009); Coady et al. (2011); NALDIC (1999); Ofsted (2012); Sherman and Teemant (2021); Parsons (2019); The Bell Foundation (2017).</p>

Following on from this, the data analysis and findings section below have been organised based on research questions.

4.3.2 RQ1: What are the Teacher Educators' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs

The snapshot data from the pilot study (3.6.1, table 7) revealed that on this particular course, trainee teachers receive four stages of training: (1) 'enquiring teacher' whereby trainee teachers get to know their pupils and watch experienced teachers and observe and deconstruct their practice, (2) 'beginning trainee teacher' where trainees learn the building blocks of teaching, e.g. how to model things, ask good questions, explain things clearly, provide students with support for communicating, crafting a lesson, so they will be better able to plan and teach a lesson in the near future. If the school has ELLs, they're asked to track their progress including how they're being assessed and taught. While phase 3, 'supported trainee teacher' involves more ELL content including quality based teaching approach and how to be a good teacher for all, including how to work with ELLs and the importance of giving opportunities to use their home language and as well as how to facilitate this and how to adapt reactively, (4) 'independent trainee teacher' which involves more ELL content focus on quality based teaching approaches, while being responsible for everything. Furthermore, in terms of how the course was designed, the purpose was to build up trainee teachers' skills in stages so as to not overwhelm them, their course focuses on the basics before building upon them, so they know how to apply different strategies in varying situations.

One interview was conducted with a lecturer from the pilot study, and when asked to consider why in previous years NQTs have reported feeling unprepared to teach ELLs, the participant noted that the while trainee teachers may experience working with ELLs in context, they will not necessarily experience best practice, e.g. some schools actively discourage translanguaging. In addition to this she noted the need to recognise that when best practice is discussed it will not always be a match for what they see in schools, best practice applies to an ideal world, a world which trainee teachers try to apply best practice to a high-pressure multilingual classroom environment whilst also balancing testing, Ofsted and funding parameters. Moreover, she notes the importance of teaching trainee teachers' empathy for ELLs by getting them to imagine how it might feel to spend all day listening to a

foreign language and reading body language and furthermore the importance of allowing ELL students breaks from such a tiring environment. She also noted that it was impossible to leave a Initial Teacher Education course feeling completely prepared but that it was important for trainee teachers to discover what they need to know but at a more in-depth level as opposed to a surface level. They also believe their course challenges trainee teachers perceptions surrounding ELLs and moving away from the narrative that views teaching ELLs as a problem, rather than an asset to have children who are multilingual. In conclusion it could be argued that it is about managing trainee teachers' expectations and the need to be prepared enough to manage through their first classes without feeling completely overwhelmed, but to also leave them with a willingness to learn so that they are able to further develop their understanding and learn while teaching. Arguably if all trainee teachers left an Initial Teacher Education course feeling completely prepared to teach ELLs, then that would be somewhat concerning in that all ELLs are different, and we must learn through experience amongst other things.

Meanwhile, when the Teacher Educator from University 1, was asked to consider the quality and content of the provision provided by her institution, and whether she thinks it does exactly what it needs to do, she states that "it does what it needs to in terms of meeting requirements", she stresses that she wants to be careful in how she phrases this in that while the training does tick the box, "but then genuinely, you know, is that enough for a local teacher in the 21st century in the local community that we have". So, while as she states, they meet the statutory requirements, there's more that they could do, and the trainee teachers feel that too as she has received this feedback from external examiner reports that this is what trainee teachers want. Furthermore, when asked about why NQT surveys have previously consistently reported that they feel unprepared to teach ELLs, she questioned whether perhaps Initial Teacher Education courses are a bit behind, "the reality of the classroom moves so fast and we're trying to catch up with that". When asked about the training her course provides and whether it is just the placement that is practical training, or whether there are any other components that are kind of practical training, she notes how the way they have been teaching (although it will be changing in future years) has been through three academic modules and then there was the placement, she notes that they "were very integrated actually and we would always, you know discuss theory in relation to their practice".

4.3.3 RQ1.1: What do Teacher Educators consider to be ‘practical’ EAL training?

The pilot study data provided a snapshot of data, in which a teacher educator noted the importance of talking to trainee teachers about theory for teaching ELLs, stating, “talk to the students about the theory – demonstrate how to do it/show them what it might look like in a classroom – then go and practice it in schools.” This underscores the necessity of demonstrating how theoretical concepts can be effectively applied in multilingual classrooms, before then encouraging them to focus on school placements. Such training provides three key aspects of preparedness mentioned by trainee teachers in the questionnaire and interviews, namely an understanding of strategies for teaching ELLs, as evidenced by the educator's remark that “if you try to talk to trainee teachers about everything at once it can be overwhelming.”

Additionally, practical examples of how to implement these strategies are crucial, as articulated in the sentiment that “you need to know why you’re doing it that way as you need to be able to apply it in different contexts.” Lastly, practical training in the form of placement experiences with ELLs is vital, as emphasized by the acknowledgment that “build in tasks into their school placement planners & get feedback from their mentors” is essential for effective learning. As such, it could be argued that practical teacher training encompasses both learning theory and strategies and applying them through meaningful placement experiences, allowing trainees to feel adequately prepared for the complexities of teaching ELLs, despite the inherent challenges, as one educator reflected, “Is it possible for them to leave feeling fully prepared? – No – it’s impossible in such a short course.”

When the Teacher Educator from University 1 was asked about what trainee teachers perceive to be practical training, she said that they would probably say the placements, but she also notes that it’s maybe impossible for trainee teachers to leave feeling fully prepared as teaching ELLs is a worry for them, and it is also a fear of the unknown, so they will always feel they need to know more. She also commented that the first year she worked at her institution they had an ELL day, where they visited a school where there was a big provision for ELLs, but that it was a logistical nightmare to get all their students into a school to see such practices as often schools can only accommodate a maybe a dozen trainee teachers, as opposed to a whole cohort and that that was perhaps why this type of day no longer takes

place at their institution. In addition to this she noted that they as an institution are “conscious that there is a need there and we are trying to address it” and that they are sharing ideas and best practice with their examiners. She also noted that at their institution they do offer a three-year teacher training course for certain subjects, and that such training means there is more time to do things at a slower pace. In addition to this, they have had a whole module on the English subject, on ELLs on their longer courses, and that graduates would say in their feedback that “it was great for employability, they got the job... they could talk about how they can cater to those who have English as an Additional Language because of this particular module”. Although she notes that this has changed now as the module is more focused on linguistics and grammar, she notes that they were in discussions about this and potentially bring it back because “it was such a selling point of view like of the course and it was really beneficial”.

Moreover, when discussing her experience as a trainee teacher she stated that she was sure teaching ELLs was covered on her course, but that she could not remember exactly how or when. In addition to this, she notes having her placement in a multicultural area and working in a school which had its own EAL department, but she acknowledges that not all trainee teachers had that experience, nor do they get that always get placement experience in such a multicultural school as it depends on each school and constituency, but that they do what they can to introduce the theory and give an understanding of teaching ELLs but that ultimately it is hit and miss as to how much experience they have with working with ELLs on their placements. In addition to this, she commented on an experience she had whilst on placement as a trainee teacher in which she consulted the EAL department at her placement school for advice and how those working in the department were shocked to be sought out for advice owing to the English department being somewhat dismissive of their department, she notes how she thinks it “was just maybe a misunderstanding as to what their role was and someone said that they don’t even speak any other languages themselves, so I don’t know if they were expecting them to translate or something but that was not their role”.

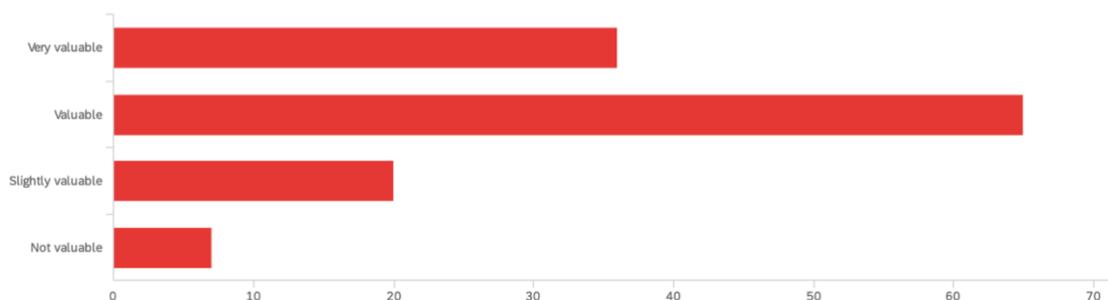
4.3.4 RQ2: What are the Trainee-Teachers’ perspectives of the content and quality of contemporary ITE courses’ provision for educating ELLs?

The second questionnaire question within the questionnaire focused on whether or not trainee teachers found the content and quality of their training to be valuable. As shown in the graph below, 65 (50%) participants found it to be valuable, while 36 (28%) participants found it to

be very valuable. Meanwhile 20 (15%) participants found it to be slightly valuable, and a further 7 (5%) found it to be not valuable. This is perhaps unsurprising as compared with no training for teaching ELLs it is inevitable that it is considered valuable to a certain extent. However, such graded responses provide some insight in that only 15% of participants found it to be very valuable which indicates a significant room for improvement with regards to the training so that more trainee teachers leave their Initial Teacher Education courses feeling better prepared to teach ELLs.

Figure 4.2: Questionnaire responses to Q2 – How would you describe the value of the content and quality of your training, relating to the teaching of pupils for whom English is an Additional Language?

Q2 - How would you describe the value of the content and quality of your training, relating to the teaching of pupils for whom English is an Additional Language?



4.3.4.1 Confidence

Trainee teachers were asked to rate their level of confidence relating to a set of statements regarding teaching ELLs, this data was collated and a table indicating the breakdown of responses, and a chart representing this data can be found in appendix 4. The data revealed that the majority of participants felt ‘slightly confident’ for all criterion, barring ‘Incorporating elements of ‘good practice’ for teaching ELLs into my lessons is something I feel confident about’, where it closely followed the number who were confident. This indicates that relating to the criterion presented in this question, participants have potentially either been exposed to some training on these criteria, and or perhaps or they have developed confidence purely by trying these criteria in action during their placement experiences or perhaps owing to previous experience with ELLs. However, regardless of why they feel slightly confident, it is important to note that between 7-22% on each criterion said

they felt not at all confident, and that this therefore suggests the possibility of improvements being made so that trainee teachers are able to express more confidence on at least some criterion.

When asked in interviews what could be improved to help make trainee teachers feel more confident about teaching ELLs and why, and what they perceive to be the obstacles in terms of achieving this, Angela responded by commenting on the need for it be considered as important as “SEN of medical conditions, cognitive overload and schemata. So it’s definitely sort of bring it up the ladder, I think... and we’ve had a lot of SEN training and safeguarding, it’s sort of like that umbrella I think... so it’s very much that sort like coming back to the umbrella sort of figure that it should be one of the dangles to learning on the barriers to learning umbrella”. Furthermore, Mahdi re-emphasised the need for more optional materials “like having more EAL without putting the pressure on of being like you’ve got this whole extra module kind of thing. So having more guidance without the pressure.” This could potentially be in the form of a supplementary online course, meanwhile, Aga commented that “what would have been nice to have more a workshop instead of having a lecture... like here’s how we would prepare a learning resource for ELL students, this is how we would adapt it in this situation or this lesson content you could structure in the following way for ELL students. So, to actually go through the process of what I would need to do would be helpful.” It could therefore be that a two-fold approach whereby teacher educators could incorporate more of a workshop style learning experience as mentioned by Aga, with an additional optional online course to go into more depth regarding the theory and general strategies for teaching ELLs.

4.3.4.2 Preparedness

Trainee teachers were asked to rate their preparedness pertaining to a collection of statements on teaching ELLs. The data was collated, and the exact numbers are presented in a table and corresponding chart in appendix 4.

In relation to trainee teacher preparedness, trainee teachers were asked to rate their preparedness pertaining to a series of statements. Generally as shown in the analysis, a similar number of participants rated each statement as feeling slightly prepared or prepared. This indicates that relating to the criterion presented in this question, participants have potentially either been exposed to some training on these criteria and, they have developed a

sense of preparedness purely by trying these criteria in action during their placement experiences or perhaps owing to previous experience with ELLs. However, regardless of why they feel slightly confident, it is also worth noting that between 4-15% on each criterion said they felt not at all confident. It is also worth noting that while a similar number stated they felt slightly confident as those who stated they felt confident, this still means that between 30-51% stated they felt slightly confident, and that this therefore suggests the possibility of improvements being made so that trainee teachers are able to express more confidence on at least some criteria.

When asked in interviews about what they felt Initial Teacher Education programmes could most improve to help make trainee teachers feel more prepared about teaching ELLs and why, and what they perceive to be the obstacles in terms of achieving this, Mahdi reported that due to her previous experience with ELLs in a diverse multicultural Northern city in her school there were not many white students or 'English' people and so she relies on her own personal experiences. She has never felt unprepared in this sense, but she suggests "possibly just things like um practice presentations where like I don't know where you're talking to people who might have EAL or something like that where you've gotta try and explain something kind of getting you to practice in a sense... we've had a few sessions where we've had to pretend at, like we've had to create activities for our group and sort of like a student led tutorial, but it's something that's more to help you practice to with like teaching EAL". This is supported by Angela, who states that she thinks learning strategies and best teaching practice will help teachers feel more prepared to support ELLs in the mainstream classroom. This therefore links back to the need for more workshop style learning experiences pertaining to adapting resources to teach ELLs.

While Gwen stated how it would be good to shock the trainee teachers so they can experience what it is like to be an ELL in a mainstream classroom. She suggests that this could be done by starting out the session with someone "who speaks completely different languages unlikely to be known by one of the teachers" and having them speak in said different language at the start of a lecture and then asking trainee teachers to consider how it makes them feel as she suggests that this will make people "pay attention more because they think, oh yeah, that was horrible. I don't ever want the child to feel like that, and so to have that empathy...and so I think that would be good", she noted that while they had seen a short clip where they couldn't understand in phonics as far as she remembered but she emphasised that

it wasn't as "horrifying as the experience of really having not a clue and you know being in that situation where you're expected to do something and you're like, ohh, what? And so that would be good. I don't know what else they could do though, other than point you more explicitly in the direction of where you can get help".

On the other hand, Aga notes that information on how language learning works, i.e. SLA theory would be useful, stating that "some people have all these assumptions over how you learn languages so well when you're young and then when you're older it's really hard to learn a language and um or based on different social contexts... you know the different types of language a person can pick up, especially children, if they're in all these different environments, you know, and then the expectations that teachers can have or probably don't know what expectations to have about how quickly this child or, you know, young adult can learn English. And then or they would pick up words you would think oh but I've never really used this word. Why are they using that particular language if you've not talked about it in class and say, but actually they learned about it in their social group outside of school. So, I think elements of that understanding would be really good." This therefore reiterates the ways in which SLA theory could support Initial Teacher Training pertaining to teaching ELLs in terms of making teachers feel more prepared for what they may encounter and how they can adapt based on how their students acquire English.

Finally, Angela commented that "I think what you're implementing in the fact of researching this is just gonna broaden so much more and hopefully get a bit more of the importance in the fact of you know EAL children aren't to be forgotten about, they aren't you know seen as you know low ability as well. That's something that I've come across and yeah, they shouldn't just be categorized because they are EAL, they should have you know high expectations like we have for all children". This is reiterated by Madhi, who commented when asked about teaching other practical aspects of teacher training such as making material accessible for ELLs, and understanding what networks are available, etc. as she states "I don't think we've ever received any like specific training, like from what I can remember, I might be wrong because obviously you don't remember everything. I don't wanna be like the uni never do anything, but from what I can remember and stuff now it feels like EAL is just kind of one of them side topes that they're like this is a thing that exists. You've gotta be wary of it. Go do your thing... and I don't feel like there is enough focus on it considering like how broad the group of people with EAL is." These statements both correlate with the

notion that when working with ELLs there is the potential to assume they will easily acquire the language owing to their young age, or on the opposite side of the spectrum teachers could lower their expectations of these students owing to their ELL status. As such it is critical that we move away from such a broad definition of ELLs and move towards schools and Initial Teacher Education courses recognising the Bell Foundation Assessment Framework for schools to move to a more standardised in-depth understanding of students understanding of English.

4.3.5 RQ3: What aspects of SLA theories and ELT pedagogy currently inform the ITE curricula in England?

To address this question and its sub-questions, the pilot study is considered (4.3.5.1), owing to the limited nature of the curricula data obtained, as well as readings, lecture material, and interview data from University 1, as well as a course outline document and suggested readings from University 2.

4.3.5.1 Pilot study data

The Continuing Professional Development (CPD) – Prepare for EALs and Literacy (EAL Hub Peterborough, n.d.) document provides practical strategies for supporting ELLs and focuses on integrating SLA theories into classroom practice, namely: (1) using comprehensible input (Krashen) and ensuring language is presented in an accessible manner, (2) encouraging active student participation (Swain’s Output Hypothesis), (3) differentiating instruction to meet the diverse needs of ELLs, highlighting the importance of understanding each ELLs linguistic background and proficiency level, (4) utilizing a variety of teaching aids and methods, such as visual supports, collaborative learning, and structured interaction, to enhance learning and literacy.

Furthermore, the data from the pilot study involving the teacher educator interview and the good practice framework provided insights into best practices for teaching ELLs, which are integrated into Initial Teacher Education curricula. It highlights several pedagogical approaches informed by SLA theories, including: (1) emphasis on activating pre-existing knowledge and contextualizing new information to make it comprehensible for learners, (2) promoting collaborative learning and interaction to facilitate language practice and development, (3) drawing attention to linguistic features such as grammar and

vocabulary within meaningful contexts, (4) encouraging learner autonomy by providing opportunities for independent practice and application of language skills, (5) assessing learners' English proficiency and tailoring support to their specific needs, which aligns with Vygotsky's Zone of Proximal Development (ZPD) and scaffolding.

Meanwhile in the Access and engagement in modern foreign languages Teaching pupils for whom English is an additional language (DfES, 2021) document, strategies for supporting ELLs in modern foreign languages are discussed. The document emphasizes the following: (1) the integration of language and content instruction, ensuring that language learning is meaningful and relevant, (2) the use of formative assessment to monitor and support learners' progress, (3) techniques for enhancing speaking, listening, reading, and writing skills through targeted activities and explicit language instruction.

To summarise, based on these pilot study documents, the following key aspects of SLA theories and ELT pedagogy inform the Initial Teacher Education curricula: (1) comprehensible input and output, emphasising the importance of making input understandable (Krashen) and encouraging meaningful language use (Swain), (2) affective filter, creating a supportive and low-anxiety learning environment to facilitate language acquisition, (3) scaffolding and Zone of Proximal Development, providing appropriate support to learners based on their current level of proficiency and gradually increasing complexity, (4) collaborative learning, promoting interaction and communication among learners to practice and develop language skills, (5) differentiation, tailoring instruction to meet the diverse needs of ELLs, taking into consideration their linguistic backgrounds and English proficiency levels, (6) integration of language and content, ensuring that language learning is meaningful by integrating it with subject content, (7) assessment and feedback, using formative assessment to guide instruction and provide feedback to support learners' language development. These aspects are integrated into the Initial Teacher Education curricula in England, in the specific context of the pilot study data, to prepare trainee teachers to effectively support ELLs, thus ensuring that they can apply theoretical insights from SLA into practical teaching strategies.

4.3.5.2 University 1 data

4.3.5.2.1 'English as an Additional Language in the English classroom'

The lecture slides entitled 'English as an Additional Language in the English classroom' outline several key elements of SLA theories and ELT pedagogies such as Language Needs Identification, as teachers are trained to identify the specific language needs of ELLs which is a foundational step which facilitates the decision making regarding appropriate instructional strategies which can be used to support ELLs in the classroom. Another key element covered in the slides pertains to theories of support for ELLs, specifically, evaluating theories on supporting ELLs is emphasized, encouraging teachers to understand different theoretical frameworks and how they can be applied in classroom settings. Furthermore, the slides also consider representation of ELLs in literature, getting trainee teachers to consider how young ELLs are represented in literature in order for them to become more aware of cultural and linguistic diversity in educational materials. Another element considered in the slides was Rosenshine's Principles of instruction (2012), such as clear learning intentions, direct instruction of key vocabulary, and scaffolding, and applied to teaching ELLs.

The slides also considered stages of language acquisition, specifically Hester et al.'s (1998) stages of language acquisition were considered in order to provide teachers with a framework to assess and support ELLs at varying stages of their English language development. Within the lecture slides trainee teachers are also informed that it takes approximately two years for ELLs to develop Basic Interpersonal Communication Skills (BICS) and 5-7years to acquire Cognitive Academic Language Proficiency (CALP). Adaptive teaching was also considered, through the inclusion of practical strategies such as the use of dual coding, direct vocabulary instruction, and providing written and visual supports to better support ELLs in accessing the curriculum. In addition to this, they also cover the importance of positive attitudes towards multilingualism by noting the educational enrichment and positive effects on attainment which are associated with being multilingual. Similarly, the document also included consideration of encouragement and inclusion, as trainee teachers are encouraged to promote the use of all languages spoken by students and to create an inclusive and supportive environment where ELLs feel valued and supported.

4.3.5.2.2 Secondary PGCE with QTS* English Teacher: Curriculum plan 2023-2024

The PGCE English curriculum handbook from University 1 incorporates various aspects of SLA theories and ELT pedagogy. Key elements include cognitive load theory and metacognition, stages of language acquisition, Basic Interpersonal Communication Skills and

Cognitive Academic Language Frequency, Rosenshine's principles of instruction, inclusivity and differentiation, and practical strategies for ELLs. In particular in relation to cognitive load theory and metacognition, trainee teachers are taught how to structure learning to avoid cognitive overload and use metacognitive strategies to support student learning. Secondly, in terms of SLA, trainees learn about the stages of language acquisition, including Hester et al.'s (1988) stages, which help in identifying and addressing the language development needs of ELLs.

In addition to this, understanding the distinction between BICS and CALP is emphasized, highlighting the different timelines for developing social and academic language proficiency. Rosenshine's principles, such as scaffolding, modeling, and direct instruction, are integrated into the curriculum, providing a research-based framework for effective teaching practices that support ELLs are also considered. Moreover, the curriculum includes strategies for creating inclusive classrooms and differentiating instruction to meet the diverse needs of students, including ELLs. This aligns with the principles of social justice and equity in education. Furthermore, trainees are introduced to practical strategies such as using visual aids, providing clear instructions, and adapting materials to support ELLs. These strategies are designed to make the curriculum accessible to all students.

4.3.5.2.3 MESH Guides: English as an Additional Language

The MESH Guide on Teaching English as an Additional Language (EAL) includes several key aspects of SLA theories and ELT pedagogy: social interaction in learning, linguistically responsive teaching, BICS and CALP, and Krashen's theories. Firstly, in relation to Social Interaction in Learning, the guide considers Vygotsky's theory, which emphasises the role of social interaction in language learning, highlighting that learning occurs through dialogue and the co-creation of meaning. Secondly, in relation to linguistically responsive teaching, the guide explains how this approach is based on Freirean and Vygotskian theories, focusing on culturally and linguistically responsive pedagogy. It involves creating a safe and welcoming environment, celebrating home languages, and planning social interactions that support both informal and academic language development. Thirdly, the guide also considers Cummin's theories, namely Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), which underscores the different timelines and needs for developing conversational and academic language proficiency. Finally, the guide also

considers Krashen's theories and his distinction between language acquisition (informal learning) and language learning (formal instruction), it stresses the importance of meaningful interaction and explicit language instruction.

4.3.5.2.4 Drawing on linguistic and cultural capital to create positive learning cultures for EAL learners

The article from the Chartered College of Teaching highlights several aspects of SLA theories and ELT pedagogy that inform the Initial Teacher Education curricula in England: cultural and linguistic capital, Cummins' theories, and schema theory. In relation to cultural and linguistic capital, the importance of drawing on students' home languages and cultural backgrounds to create positive learning environments is emphasised. Secondly, the document emphasises the distinction between BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency), stressing the value of home language in learning. Finally, in relation to schema theory, the document covers using prior knowledge and experiences as a foundation for new learning, which supports multilingual learners by valuing their existing linguistic skills.

4.3.5.2.5 Technology for active learning: using iPads to support learners with English as an Additional Language

The article highlights the use of technology, specifically iPads, to support ELLs. It integrates several aspects of SLA theories and ELT pedagogy: SAMR model, differentiated, media-rich support, and recording and feedback. Firstly, the article considers the SAMR (Substitution, Augmentation, Modification, and Redefinition model by Puentedura is used to assess how technology can enhance learning. Secondly, the article considers differentiation, in particular differentiated media-rich support through techniques such as translation features, speak selection, and multimedia tools. Finally, the article considers recording and feedback, specifically the benefits of self-recording and playback to allow for ELLs to practice and self-assess their language acquisition.

4.3.5.2.6 Summary

In summary, based upon the data obtained and analysed, from a lecture focused on ELLs and its accompanying recommended reading, the aspects of SLA theories and ELT pedagogy that currently inform the Initial Teacher Education in this institution at least, consists of several key factors. Firstly, language needs identification, whereby trainee teachers are encouraged to consider ways in which they can identify specific language needs of ELLs which is

fundamental for selecting instructional strategies tailored to individual student's needs. Secondly, support theories for ELLs, trainee teachers are exposed to various frameworks for supporting ELLs, including understanding and applying different theoretical models in classroom settings. They are also encouraged to consider representation of ELLs in Literature, promoting awareness of how ELLs are represented in educational materials. In addition to this, trainee teachers are introduced to Rosenshine's principles (clear learning intentions, direct vocabulary instruction, scaffolding) and their application to support ELLs. The material also includes frameworks like Hester et al.'s stages of language acquisition, which help teachers assess and support students at different stages of English development. In addition to this, trainee teachers are informed about the distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), emphasizing the extended timeline needed for ELLs to acquire academic language proficiency. They are also introduced to adaptive teaching methods, such as using dual coding, direct vocabulary instruction, and visual supports to make content accessible to ELLs. Moreover, the material promotes positive attitudes towards multilingualism, highlighting its educational benefits and encouraging the inclusion of students' home languages in the classroom. It also provides trainee teachers with information on how to manage cognitive load and use metacognitive strategies to prevent overload and enhance learning for ELLs as well as emphasising social interaction as a crucial aspect of language learning, aligned with Vygotsky's theory that learning occurs through dialogue and collaborative meaning-making. Furthermore, trainee teachers are taught to use linguistically and culturally responsive teaching strategies that create safe and supportive environments for ELLs. Trainee teachers are also encouraged to consider the use of technology, such as iPads, which are highlighted as a tool for differentiation and active learning, supporting ELLs with multimedia resources, translation features, and self-assessment opportunities. However it must not be forgotten that this content is provided in one week and as such there is no cast iron guarantee that trainee teachers have actually gone away and read all those recommended readings, although of course it is somewhat expected by their lecturers that they have/will read it, the fact remains that the only content we can be sure they have received, provided they were in attendance, is that of the lecture slides.

4.3.5.3 University 2

Table 4.3 below shows the curriculum outline of University 2. Unfortunately, one of the limitations of this study was that I was unable to obtain the lecture slide material. However,

the data does reveal that their institution hosts 10 teaching sessions, specifically 3 lectures and 7 workshops. In addition to this, there are 3 assessments where trainee teachers could choose to focus upon teaching ELLs.

Furthermore, in relation to the analytic framework and the sessions outlined, it seems that the lectures and workshops, based on their titles, do cover in at least some way, some of the core criteria of good practice pertaining to teaching ELLs. Theme 1 (awareness of identity and background factors) is considered in ‘Lecture – Introduction to EAL/ language acquisition (using Bell Foundation module 1 materials)’, theme 2 (ELL specific teaching practice and knowledge) is considered in ‘Workshop - Focus on language using Bell Foundation module 2 materials’, and theme 6 (assessment of ELLs) is considered in ‘Lecture – Assessing EAL learners (using Bell Foundation module 3 materials)’. Theme 4 (tailored classroom management) is also considered in ‘Workshop - Behaviour as communication/ identity (focus on refugees and asylum seekers)’, while theme 3 (differentiation for/between ELLs) and theme 5 (feedback tailored to the words of ELLs) may be considered in ‘Workshop – reflection from school

Reflections on task 5 – analysing children’s work/ resources

Questions for student teachers to answer:

- Key messages emerging
- Implications for practice
- Future development points

Strategies to implement to support further development’.

Table 4.4: University 2 curriculum outline pertaining to teaching ELLs

Year of programme	Session/ content or assessment	Suggested reading
Year 1	General intro to diverse groups/ adaptive teaching Tiers of vocabulary within subject sessions	Hamilton, P., (2021) <i>Diversity & Marginalisation in Childhood: A Guide for Inclusive Thinking 0-11</i> , London: Sage
	Microteach assessment as part of wider curriculum module to focus on tiers of vocabulary.	Wooley, R., (Ed) (2018) <i>Understanding Inclusion: Core Concepts, Policy & Practice</i> , Oxon: Routledge
Year 2	Lecture – Introduction to EAL/ language acquisition (using Bell Foundation module 1 materials)	Conteh, J., (2019) <i>The EAL Teaching Book: Promoting Success for Multilingual Learners in Primary and Secondary Schools</i> , Learning Matters/ Sage.
	Workshop – EAL learners (follow up from lecture)	Conteh, J., (2003) <i>Succeeding in Diversity: Culture, Language and Learning in Primary Classrooms</i> , Trentham Books.
	Workshop - Behaviour as communication/ identity (focus on refugees and asylum seekers)	Leung, C., (2001) <i>English as an additional language: language and literacy development</i> , Royston: UKRA Baker, C., (2021) <i>Foundations of bilingual education and bilingualism</i> , Bristol: Multilingual Matters Murphy, A., & Unthiah, A., (2015) A systematic review of intervention research examining English language and literacy development in children with English as an Additional Language (EAL) https://www.bell-foundation.org.uk/
	3 days in school in high % EAL context – set tasks to complete	
	Lecture - Advanced bilingual learners – focus on culture/ communities/ belonging linked to language acquisition	

	Workshop - Focus on language using Bell Foundation module 2 materials	
	Workshop - Reflection on journal article – language proficiency as a predictor of achievement	Strand, S & Hessel, A., (2018) <i>English as an additional language, proficiency in English and pupils' educational achievement</i> . Available from https://www.bell-foundation.org.uk/wp-content/uploads/2018/10/EAL-PIE-and-Educational-Achievement-Report-2018-FV.pdf
	Workshop – reflection from school Reflections on task 5 – analysing children’s work/ resources Questions for student teachers to answer: <ul style="list-style-type: none"> - Key messages emerging - Implications for practice - Future development points - Strategies to implement to support further development 	
	Workshop – Medium term planning – turning the session plan from school into a sequence of learning.	
	Professional Studies module assessment – assignment focussing on 2 groups of learners (one of these groups may be EAL)	
Year 3	Lecture – Assessing EAL learners (using Bell Foundation module 3 materials)	
	Additionally, EAL learners may be a chosen topic within other seminars/ assignments (such as dissertations – research projects) in Year 3.	

4.3.5.3.1 English as an Additional Language (EAL) and educational achievement in England: An analysis of the National Pupil Database

The document primarily discusses the educational achievement of students with English as an Additional Language (EAL) and provides a comprehensive analysis of various factors influencing their performance. Several key aspects of SLA theories and ELT pedagogy that are likely to inform the Initial Teacher Education curricula in England include, language proficiency and achievement correlation, namely the importance of proficiency in English as a significant factor influencing academic achievement, this in turn aligns with SLA theories that emphasise the role of language competence in overall educational success. Secondly impact and recency of arrival is considered in terms of the challenges faced by students who have recently arrived in the UK and their correlation with lower academic performance. This reflects the SLA perspective on the critical period hypothesis and the impact of age on language acquisition. Furthermore, socio-economic and ethnic background were considered, in relation to the interaction between language learning, socio-economic status, and ethnicity in determining educational outcomes, thus drawing on sociocultural theories of SLA which empathise the role of social context in language learning. Finally, school and community support systems were considered, specifically the need for targeted support systems within schools to address the unique needs of ELLs, which aligns with ELT pedagogical approaches that advocate for differentiated instruction and targeted interventions.

4.3.5.3.2 Baker, C., & Wright, W. E. (2021). Foundations of Bilingual Education and Bilingualism

This book predominantly focuses the theory of bilingual education and bilingualism, particularly considering theories such as Krashen's Input Hypothesis, which emphasizes the importance of comprehensible input for language learning. Which is reflected in the use of the Proficiency in English (PIE) scale, which categorizes learners based on their level of English acquisition, aligning with SLA's stages of interlanguage development. The focus on scaffolding and differentiated instruction based on a learner's stage of proficiency demonstrates the influence of Vygotsky's sociocultural theory, which highlights the role of social interaction and the zone of proximal development in learning.

Furthermore, the integration of communicative language teaching (CLT) principles into the Initial Teacher Education curricula highlights the connection between language use in meaningful contexts and language acquisition. CLT, an essential component of ELT

pedagogy, emphasizes fluency over accuracy in early stages of language development, which resonates with the Initial Teacher Education's focus on helping learners progress through the stages of the PIE scale. Additionally, the curriculum's inclusion of cognitive academic language proficiency (CALP) and basic interpersonal communication skills (BICS) reflects Cummins' distinction between conversational and academic language proficiency, acknowledging that ELLs may excel in one while struggling in the other.

4.3.5.3.3 Strand, S & Hessel, A., (2018) English as an additional language, proficiency in English and pupils' educational achievement

Based on the interaction of this document into their curricula, one aspect of SLA theories that informs the Initial Teacher Education curricula is the recognition of proficiency in English as a critical factor in determining educational achievement. The proficiency-based approach is a cornerstone of both the curriculum and pedagogy used for training teachers working with ELLs. This is reflective of input-processing theories in SLA, which emphasize the need for language learners to engage with comprehensible input that is aligned with their current level of proficiency in order to progress. Additionally, aspects of Vygotsky's sociocultural theory, particularly the emphasis on scaffolding and collaborative learning, are also implied in the framework, with teachers trained to provide targeted linguistic support to scaffold ELLs through various stages of language acquisition.

Furthermore, the pedagogical framework for ELLs teaching mirrors the communicative approach found in English Language Teaching (ELT), with an emphasis on developing proficiency in language through meaningful communication. In line with SLA theories, the Initial Teacher Education curricula likely include tasks and materials that help teachers to focus on the four language skills (listening, speaking, reading, and writing) as well as grammatical and lexical development, which is crucial for ELLs' educational success in an English-medium setting.

4.3.5.3.4 Conteh, J (2019) The EAL Teaching Book

This book breaks down the realities of teaching ELLs. It introduces trainee teachers to multilingualism and ELLs, it also provides them with a theoretical overview of language, culture, and identities pertaining to teaching ELLs and what it means to be multilingual including a consideration of the practicalities of multilingualism in education. In addition to this the book also considers the ELL experience of beginning schooling in a new language

and culture, ELLs and literacy including the importance of teaching ELLs to be independent readers and supporting them with decoding and parsing skills, and extended reading. Planning for learning across the curriculum for multilingualism and ELLs, and realities of assessing ELLs across the curriculum are also considered in relation to case studies. Finally, the book also discusses the importance of promoting independent learning and using home languages and cultures in learning, using case studies to support discussion.

4.3.5.3.5 Summary

In summary, based upon the data obtained and analysed, from the recommended reading, which is shown in relation to the curriculum outline in relation to preparing trainee teachers to teach ELLs, which can be found in appendix 11, University 2's data underscores a somewhat comprehensive integration of SLA theories such as Krashen's Input Hypothesis, Cummins' BICS and CALP distinction, and Vygotsky's sociocultural theory into the Initial Teacher Education curricula in England. These frameworks inform the development of pedagogical strategies aimed at fostering language proficiency and supporting ELLs across diverse educational contexts. While we cannot know with certainty that trainee teachers have read all the recommended reading, despite it being somewhat expected of them, we can determine that providing they were in attendance trainee teachers are provided with 10 teaching sessions on ELLs, which follow The Bell Foundation's modules 1-3, as well as 3 assessment options. Furthermore, they are also given three days of placement in a school with a high percentage of ELLs and provided with tasks to complete pertaining to these days.

4.3.6 RQ3.1: *What is the rationale behind integration of these aspects into the ITE curricula?*

4.3.6.1 Pilot Study data

When addressing this research question using pilot study data, it can be suggested that the integration of Second Language Acquisition (SLA) theories and English Language Teaching (ELT) pedagogy into Initial Teacher Education curricula is motivated by several key rationales. First, a deeper understanding of language acquisition informs the creation of effective learning environments. Krashen's Input Hypothesis, which emphasizes the importance of comprehensible input, has been influential but has also attracted critiques from scholars such as Swain (2005) and Long (1996), who argue that language learning is not

solely dependent on input but requires interaction and output for successful acquisition. Swain's Output Hypothesis posits that producing language (output) is crucial for learners to process and internalize linguistic structures, while Long's Interaction Hypothesis emphasizes the role of negotiation of meaning through interaction. Moreover, White (2007) critiques the simplicity of Krashen's model, suggesting that it does not account for more complex cognitive processes involved in language acquisition, such as the role of negative feedback or error correction. These critiques suggest that while Krashen's theory provides a valuable framework, it is necessary to consider it in conjunction with other models that highlight the importance of interaction, feedback, and output in effective language acquisition. A more nuanced understanding of these processes enables teachers to adapt their instruction to meet the varied needs of English Language Learners (ELLs).

Second, incorporating SLA theories and ELT pedagogies addresses diverse learner needs: (1) individual differences, acknowledging that ELLs come from varied linguistic backgrounds and exhibit differing levels of proficiency in both English and their native languages, and (2) inclusion and equity, where promoting inclusive practices enables all learners to access the curriculum effectively, aligning with broader educational goals. This approach ensures that trainee teachers are equipped with differentiated instruction and scaffolding techniques to cater to diverse learner profiles.

Third, it enhances pedagogical practices. SLA theories, alongside ELT pedagogies, provide (1) effective teaching strategies that guide classroom management, lesson planning, and assessment, particularly through the use of visual aids, collaborative learning, and structured feedback. Moreover, (2) the integration of these theories supports teachers' ongoing professional development by keeping them abreast of research-based strategies for effectively supporting ELLs.

Finally, this integration supports academic achievement. Understanding the distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) helps teachers scaffold learning to ensure ELLs' success in both social and academic domains. Research by Cummins (2000) highlights that distinguishing between these types of language proficiency is essential for providing adequate academic support to ELLs. Furthermore, once ELLs achieve proficiency in English, studies indicate their academic progress can accelerate, potentially outpacing that of their monolingual peers. Integrating SLA theories into teacher training curricula thus equips

educators to provide the necessary support for ELLs to achieve this level of success, contributing to their long-term academic and cognitive development.

4.3.6.2 University 1 curricula interview data

Based on interview data, it seems that the integration of SLA theories and ELT pedagogy into the Initial Teacher Education curricula, at least in this institution is driven by several key factors: firstly, the core content framework from the department of education and the resources and guidance it provides, secondly, the content is also driven somewhat by their EAL specialist. On their programme they have a teacher educator who is an EAL specialist who delivers a lecture for all the PGCE cohorts, and then each cohort receives a subject specific session on EAL, the participant noted that the EAL specialist provided her with resources such as the Bell Foundation and other references included in their lecture. Furthermore, when asked about the integration of SLA theories and ELT pedagogy into her materials, for instance as her lecture slides consider stages of acquisition, she noted that she got that from their EAL specialist, and she noted that their EAL specialist frequently describes it as “just good pedagogy... it’s just good teaching. It’s just good for everyone”.

4.3.7 RQ3.2: How are these aspects integrated into the ITE curricula, be it through patterns, frequency, explicitness, depth of coverage, etc.?

4.3.7.1 Pilot study data

Firstly, patterns of integration were considered in relation to the pilot study data. In terms of thematic units, it can be seen that Initial Teacher Education programmes were focused on language acquisition and pedagogy within that category. These units covered topics such as SLA theories, the stages of language development, and effective teaching strategies for ELLs. I have also observed instances of cross-curricular integration with for instance SLA theories and ELT pedagogies being integrated across different subjects in the Initial Teacher Education curricula. For instance, strategies for supporting ELLs are embedded in modules on literacy, mathematics, and other content areas.

Secondly, frequency and explicitness were considered in relation to the pilot study data. In terms of regular training sessions, trainee teachers participate in workshops and training sessions that focus explicitly on SLA theories and ELT pedagogies. In terms of

mentorship and observations, trainee teachers are paired with experienced mentors who provide guidance on integrating these theories into practice. Furthermore, in terms of observations and feedback sessions, according to the Continuing Professional Development (CPD) – Prepare for EALs and Literacy (EAL Hub Peterborough, n.d.) document, they should be structured to explicitly highlight the application of SLA and ELT principles.

In addition to this, depth of coverage was also considered, and within the Continuing Professional Development (CPD) – Prepare for EALs and Literacy (EAL Hub Peterborough, n.d.) document it suggests that trainee teachers should engage in case studies and research projects that require them to apply SLA theories and ELT pedagogies to specific teaching contexts. This in turn deepens their understanding and ability to implement said strategies effectively. However, whether this is effectively put into practice is unknown.

Finally, practical application of SLA theories and ELT pedagogies were considered. In relation to Access and engagement in modern foreign languages Teaching pupils for whom English is an additional language (DfES, 2021) document, in school placements trainee teachers apply theories and ELT pedagogies in real classroom settings. They were also encouraged to reflect on their practices and adapt their teaching strategies based on the needs of their ELLs. Meanwhile, in the Continuing Professional Development (CPD) – Prepare for EALs and Literacy (EAL Hub Peterborough, n.d.) document, reflective practice is emphasised, whereby trainee teachers regularly assess their own teaching methods and the effectiveness of the strategies they employ so that they can deepen their understanding and improve their pedagogical skills.

4.3.7.2 University 1

4.3.7.2.1 ‘English as an Additional Language in the English classroom’

The integration of SLA theories and ELT pedagogy into this document can be characterised by several patterns. Firstly, in terms of patterns of integration it seems to be through thematic units, in this instance, namely language acquisition and pedagogy which covers topics such as SLA theories, stages of language development, and effective teaching strategies for ELLs.

4.3.7.2.2 PGCE with QTS* English Teacher: Curriculum plan 2023-2024

The integration of SLA theories and ELT pedagogy into the curricula document is characterized by several key patterns: curriculum structure, practical application, explicit instruction, frequency and depth, mentorship and feedback, and assessment and reflection. The curriculum is structured around key educational theories and principles, with specific modules dedicated to SLA theories, cognitive load management, and metacognitive strategies. These are revisited throughout the course to reinforce learning.

In addition to this, trainees are provided with numerous opportunities to apply these theories in practical settings. For example, micro-teaching sessions and placements allow trainees to practice and refine their skills in real classroom environments. In regard to explicit instruction, key concepts and strategies are explicitly taught through lectures, workshops, and seminars. This includes detailed explanations and modelling of effective teaching practices, such as scaffolding and differentiation. In relation to frequency and depth, the curriculum includes frequent revisits of key concepts to ensure deep understanding. For instance, Cognitive Load Theory is introduced early in the course and revisited in various contexts, such as planning for ELLs and adapting instruction. In addition to this, trainees receive regular feedback from mentors and peers, allowing them to reflect on their practice and make necessary adjustments. This iterative process helps trainees develop their skills and confidence in teaching ELLs. Finally in relation to assessment and reflection, the curriculum includes various forms of assessment, such as subject knowledge audits, lesson observations, and reflective journals. These assessments help track trainee progress and provide opportunities for reflection and growth.

4.3.7.2.3 MESH Guides: English as an Additional Language

The MESH Guides includes repeated references to key theories and practices throughout various modules, ensuring that trainees frequently engage with these concepts. In terms of explicitness, the theories and strategies are explicitly taught through dedicated extracts. In terms of depth of coverage, topics such as Vygotsky's social interaction, Cummins' BICS/CALP, and Krashen's acquisition-learning distinction are covered in depth, with detailed explanations and practical applications. Finally in relation to practical application, trainees are encouraged to apply these theories in real classroom settings, supported by mentoring and feedback to refine their teaching practices.

4.3.7.2.4 Drawing on linguistic and cultural capital to create positive learning cultures for EAL learners

In terms of patterns and frequency, frequent references to the importance of home languages and cultural capital throughout various modules and training sessions. Secondly, with regards to explicitness, clear and explicit instruction on the application of SLA theories such as Cummins' BICS/CALP and Schema Theory, were provided, along with practical examples and case studies. Thirdly, with regard to depth of coverage, in-depth exploration of how multilingualism can be leveraged in the classroom, including strategies for incorporating students' home languages into instruction. Finally, in relation to practical application, trainee teachers are encouraged to create inclusive classrooms by integrating students' linguistic and cultural backgrounds into their teaching practices, supported by ongoing professional development and reflective practice.

4.3.7.2.5 *Technology for active learning: using iPads to support learners with English as an Additional Language*

In terms of patterns and frequency of SLA theory and ELT pedagogy in relation to this article, the SAMR model and technology integration are consistently applied across different subjects and learning activities, ensuring regular use. Secondly, in relation to explicitness, the article outlines the use of technology and specific tools. Moreover, in terms of depth of coverage, this is more difficult to establish given that it is such a brief article and as such no such conclusion could be reached. Finally in relation to practical application, teachers are encouraged to implement these tools in real classroom settings, with opportunities for feedback and refinement.

4.3.7.2.6 Summary

Based on the data provided from University 1, the integration of SLA theories and ELT pedagogy into the Initial Teacher Education curricula at University 1 occurs through several distinctive patterns, frequencies, and levels of explicitness and depth of coverage, as detailed in various documents. The "English as an Additional Language in the English classroom" uses a thematic approach, covering SLA theories, language development, and teaching strategies. The PGCE with QTS plan provides explicit instruction, frequent revisiting of concepts, and emphasizes practical application through classroom placements, with regular feedback and reflection. While the MESH Guides provide in-depth coverage of SLA theories like Vygotsky's social interaction and Cummins' BICS/CALP, with frequent engagement and

practical applications supported by mentorship. Similarly, the document on linguistic and cultural capital offers explicit instruction on integrating home languages and cultural diversity, emphasizing inclusive teaching practices. While the Technology for Active Learning context, the SAMR model and technology integration are consistently applied, with feedback supporting practical use in classrooms. Overall, the curriculum is characterized by structured, frequent revisits, explicit instruction, and hands-on application, all reinforced by feedback and reflection. However, it must be acknowledged that we cannot know for certain whether all this content has been read by trainee teachers on the course, what we can understand is that they have all received (providing they were in attendance) two lectures (one core lecture and one subject specific one) on teaching ELLs, which considers SLA theories.

4.3.7.3 University 2

4.3.7.3.1 English as an Additional Language (EAL) and educational achievement in England: An analysis of the National Pupil Database

The integration of these aspects into the Initial Teacher Education curricula is characterized by several patterns. Firstly, explicit focus on ELLs, with specific modules and training sessions which are dedicated to ELL strategies and pedagogies, ensuring that trainee teachers are explicitly taught how to support ELLs. Secondly, in terms of frequency and depth of coverage, regular and in-depth coverage of topics related to SLA theories and ELT pedagogies, included understanding the linguistic challenges faced by ELLs and the implementation of effective teaching strategies. Furthermore, in terms of the use of data and research, incorporating findings from research and data analysis into the curriculum to provide evidence-based practices, which is seen in the detailed analysis of the national pupil database and other empirical studies which are presented in the document. Finally, practical applications and case studies were considered, along with real-world examples in order to illustrate the challenges and effective strategies for teaching ELLs. This approach helps bridge theory and practice, thus making the training more relevant and actionable for trainee teachers.

4.3.7.3.2 Baker, C., & Wright, W. E. (2021). Foundations of Bilingual Education and Bilingualism

The integration of SLA and ELT theories into the Initial Teacher Education curricula is comprehensive and multifaceted The Proficiency in English scale serves as a foundational

tool in teacher education, guiding the assessment and instructional practices for ELLs. Teacher trainees are introduced to the scale early in their education, and its use is reinforced throughout their training. The frequency of its application is evident in its incorporation into regular assessments across different key stages (Reception, KS1, KS2, and KS4), suggesting a recurring and central focus on language proficiency in teacher training programmes.

In terms of explicitness, the curriculum places a strong emphasis on the use of formative assessments to inform instruction. Teachers are trained to explicitly assess and respond to the varying language needs of their students, with clear guidance on how to differentiate instruction based on the stage of proficiency. This explicitness extends to the training on specific instructional strategies, such as scaffolding, that are aligned with Vygotsky's sociocultural theory. These strategies are not only discussed theoretically but are also modelled and practiced in simulated teaching scenarios, ensuring that teacher trainees can apply them effectively in real classroom settings.

The depth of coverage is also significant, as the curriculum does not treat language proficiency as an isolated skill but integrates it into broader pedagogical discussions. Teacher trainees are encouraged to consider how language interacts with other aspects of learning, such as cognitive development and social interaction. This is in line with Cummins' BICS and CALP distinction, as teachers are trained to recognize and address both conversational and academic language needs. Moreover, the curriculum also covers the role of language in accessing subject-specific content, thus preparing teachers to support ELLs in all areas of the curriculum, not just in English language instruction.

4.3.7.3.3 Strand, S & Hessel, A., (2018) English as an additional language, proficiency in English and pupils' educational achievement

The document provides insight into the integration of these aspects through the framework of the Proficiency in English Scale and other pedagogical supports. The proficiency scale (A-E) functions as an explicit tool for assessing and addressing the needs of ELLs, thereby being a central feature of the Initial Teacher Education curriculum. Teacher trainees are likely trained to use this scale regularly in assessing and differentiating instruction for ELLs. The frequency and depth of coverage in the Initial Teacher Education curricula are likely high due to the consistent need to evaluate and support language development across all age groups and subject areas. According to the report, language proficiency is assessed at multiple points in a

student's educational journey (e.g., Reception, KS1, KS2, and KS4), implying a regular and recurring focus on language proficiency in teacher education.

In terms of explicitness, the integration of SLA theories is direct, with teacher training including explicit instruction on the use of the Proficiency in English Scale and its correlation with academic achievement. The coverage is both deep and specific, as the training involves not only understanding the stages of language acquisition but also how these stages affect a learner's ability to access the curriculum in different subjects. The report further suggests that the curriculum emphasizes the development of both language skills and content knowledge, encouraging an integrated approach to language and content teaching. This suggests that the Initial Teacher Education curricula do not treat language development as an isolated aspect of learning but rather as an essential part of accessing all subject matter.

The document also points to a need for ongoing assessment and adjustment, indicating that the curriculum includes training in formative assessment practices. This aligns with ELT pedagogy, where teachers are trained to use regular assessments to inform instruction and provide targeted support to learners as they move through different stages of language proficiency.

4.3.7.3.6 Conteh, J (2019) *The EAL Teaching Book*

The integration of multilingualism and ELL pedagogy into the Initial Teacher Education curricula, as discussed in this book, follows several patterns. First, it provides a theoretical framework for understanding language, culture, and identity in the context of multilingual education, ensuring trainee teachers have a broad conceptual foundation. In terms of explicitness, the book clearly outlines the practical aspects of teaching multilingual students, such as the challenges of beginning school in a new language and the importance of developing independent literacy skills, including decoding and extended reading. The book also emphasizes planning across the curriculum for ELLs, integrating multilingualism into different subjects, which suggests frequent revisiting of these topics throughout the teacher training. Additionally, it includes case studies that illustrate real-world applications, bridging theory with practice. The depth of coverage is significant, particularly in addressing how to assess ELLs across the curriculum and how to use home languages and cultures to promote independent learning. The case studies further reinforce practical strategies, ensuring that trainees can adapt theory to actual classroom scenarios. This approach emphasizes a

comprehensive, hands-on integration of ELL teaching strategies into the Initial Teacher Education curriculum.

4.3.7.3.5 Summary

The Initial Teacher Education curricula at University 2 integrates SLA theories and ELT pedagogy through explicit instruction, frequent revisiting of key concepts, and in-depth coverage. For instance, the National Pupil Database analysis emphasizes dedicated modules focused on ELLs, with evidence-based practices, case studies, and real-world examples linking theory to practice. Baker and Wright's *Foundations of Bilingual Education* highlights the Proficiency in English scale, frequently used to assess learners across key stages, with clear instruction on differentiation and scaffolding, aligned with Cummins' BICS and CALP framework. While Strand and Hessel's study further supports the recurring use of the Proficiency in English Scale, ensuring that trainee teachers are equipped to assess language proficiency and academic achievement. Furthermore Conteh's (2019) book reinforces this with an introduction to what it means to teach ELLs. The recommended reading provided alongside the curriculum promotes an integrated approach to language and content learning, with formative assessment and ongoing adjustments to support ELLs.

4.3.8 RQ4: *How does Trainee-Teachers' knowledge on effective education of ELLs develop throughout the course of training?*

In order to address this question, individual responses were considered in Table 8.9 (Appendix 6). The data revealed that while 25% (5) respondents at the start of their Initial Teacher Education course viewed the quality and value of their course pertaining to teaching ELLs as very valuable, this percentage increased as 29% (27) of respondents midway through their course, and 26% of respondents who had almost finished their course, viewed it as very valuable. Meanwhile, 40% (8) at the beginning of the course found the course to be valuable, while 57% (52) participants midway through their course found it to be valuable and a further 26% (4) at the end of their course found it to be valuable. Indicating that as the course progressed trainee teachers' perceptions changed so that they found it to be at least quality and valuable content, if not very valuable.

4.3.8.1 *Practical training*

When asked at this point in their Initial Teacher Education course, what they perceive to be 'practical' training for working with ELLs 70% (14) of participants at the beginning of the

course said placement, whilst 89% (81) of participants midway through their course said placement and 86% (13) of participants at the end of the course also said placement. Indicating that placement is highly rated regardless of when students start the course, but perhaps reiterates that as they progress through the course, they continue to find it valuable. Furthermore, 65% (13) participants at the beginning of their course chose strategies, this increased slightly as 70% of participants midway through their course also chose strategies, it then dropped down slightly as 60% (9) participants chose strategies as ‘practical’ training out of those at the end of their course. Moreover, 45% (9) of participants at the beginning of their course chose ‘consideration of how all activities and subjects can be made accessible for ELLs, while 57% (52) at the middle of their course chose this, and a further 60% (9) participants at the end of their training course also chose this. Meanwhile, 60% (12) participants at the beginning of their course chose ‘understanding what resources and networks are available to help you’ with teaching ELLs, while 57% (52) at the midway point of the course chose it, similarly 60% (9) participants at the end of their course also chose this option. This indicates therefore that trainee teachers’ perspectives regarding what they consider to be ‘practical’ training does not seem to shift too dramatically either way and instead remains in some ways quite static.

4.3.8.2 How to effectively teach ELLs

On the other hand, when asked at this point in their Initial Teacher Education course what they know about how to effectively teach ELLs, they were given the opportunity to respond in open responses. The responses to this question from trainee teachers at the beginning, midway through and at the end of their course revealed the various themes which are discussed below, and which are demonstrated in table 8.9 in appendix 6.

Overall, the trainee teachers at the beginning of their course expressed a lack of confidence in supporting ELLs, frequently citing limited experience or insufficient training in their current placements or initial teacher education courses. In addition to this some emphasised their prior qualifications, such as an MA TESOL (participant 4), as their main source of knowledge as opposed to their Initial Teacher Education courses and moreover the importance of SLA theories and specific teaching methods were also noted by participants. In addition to this, some participants commented on instructional strategies and methods, noting a variety of effective strategies for teaching ELLs such as pre-teaching vocabulary, speaking slowly, increasing wait time, etc. Furthermore, they commented on technological tools such

as online translation tools, bilingual dictionaries, interactive apps, and visuals. Finally, they also commented on the perceived value of training and resources noting dissatisfaction with the training provided on their course, resulting in respondents relying on external resources such as past journals for valuable insight.

Meanwhile, teachers around midway through their Initial Teacher Education course expressed their diverse experiences in different educational settings, which included full English immersion and bilingual settings, and the pros and cons of such scenarios. They also commented on placements with a high percentage of ELLs as significant learning experiences. Additionally, they commented on strategies and methods, specifically noting numerous strategies and methods for working with ELLs including ideas such as: the use of visual aids, repetition, adaptive teaching, pre-teaching vocabulary, and interactive resources, with emphasis placed upon effective teaching strategies to best cater to the needs of ELLs. Moreover, they noted tools and resources, specifically noting them for their effectiveness in supporting ELLs, such as dual language glossaries, interactive apps, visual aids, and role-play, as well as some specific websites and programmes. Inclusion and the classroom environment is also mentioned, specifically in the context of creating an inclusive classroom environment, which was a recurring theme, strategies for social inclusion mentioned included building relationships with families and celebrating cultural diversity, as well as clear communication, appropriate classroom organisation. Finally, they commented on challenges and support needs, more specifically they commented on the need for more explicit strategies and support for teaching ELLs, and the importance of understanding the barriers ELLs face and finding ways to overcome them.

Furthermore, participants towards the end of their Initial Teacher Education courses noted on the extent of knowledge and training, commenting on their limited exposure to ELL teaching strategies and methods, with some citing only a few sessions or minimal training on the subject. Additionally, they also commented on strategies and methods, noting a variety of methods such as visual aids, graphic organisers, scaffolding, modelling, collaborative work, translation tools, etc., as well as the importance of differentiated instruction. Another theme occurred, namely inclusion and classroom environment, noting the need to build relationships with ELLs, the need to remove communication barriers, and create inclusive classroom environments and mixing pairings of students to facilitate the mixing of languages. Finally, they noted challenges and support needs, commenting on the need to understand the barriers

to learning ELLs face and the importance of making lessons accessible. They also expressed the need for more knowledge and understanding of effective methods and differentiation techniques for supporting ELLs.

Key findings from this data therefore reveal that regarding training and confidence, trainee teachers at the beginning of their course express a lack of confidence and minimal exposure to ELL teaching strategies, with many participants noting they have received little to no training of practical experience. Whereas participants in the middle of their course noted how they gained more confidence and practical experience through placements which therefore provided them with exposure to ELL teaching strategies and classroom environments. Furthermore, participants at the end of their courses noted a more refined understanding and awareness of ELL teaching strategies, while some still feel their training could have been more extensive.

Another key finding pertained to teaching strategies and methods, with participants at the beginning of their course discussing initial strategies such as using visuals, dual language glossaries, and repetition, with some past experiences or external sources. While participants at the midway stage of their course listed a broader range of strategies such as including symbols, using simple instructions, translanguaging, buddy systems, adaptive teaching, and embedding home languages. Finally, participants at the end of their course noted more specific strategies such as graphic organisers, scaffolding, chunking, dual coding, and the use of translation apps. They also emphasized the importance of short instructions and pairing students for support.

Furthermore, participants commented on inclusion and the classroom environment with trainee teachers at the beginning of their course emphasising the importance of building relationships and creating an inclusive environment, however they are not deeply exploring practical methods. Whereas participants at the midway stage of the course focused on practical ways in which they can make learning accessible, adapting lessons, and using visual aids to include ELLs in the classroom. There is also a focus on understanding students backgrounds and cultures. Finally, participants at the end of their course continued to emphasise the importance of inclusion, but they also noted more refined strategies for making lessons more accessible for ELLs and for supporting social interactions. Trainees also emphasized the importance of working with parents and using a variety of resources to ensure

accessibility. This data therefore revealed their trainee teachers understanding and application of teaching strategies for ELLs evolve significantly throughout their course, as they begin with limited knowledge and confidence and then proceed to gain more practical experience and broader exposure by the midway stage of their course before refining their strategies and understanding by the end of the course. However, it must be noted that regardless of the stage, some still feel the need for more comprehensive training.

4.3.8.3 Effectiveness of SLA integration on Initial Teacher Education courses

In addition to this, participants were asked to consider how effectively they felt SLA content was incorporated into their Initial Teacher Education Course. Interestingly, 25% (5) of participants at the beginning of their course stated that it was not integrated, while 10% (10) participants at the midway stage of their course stated the same, and a further 46% (7) at the end of their course also stated that it was not effectively integrated. Meanwhile, 70% (14) of participants at the beginning of their course felt it was somewhat effectively integrated, while 64% (59) participants at the midway stage of their course also found it to be somewhat effectively integrated, whereas 46% (7) participants at the end of their course believed this. Furthermore, only 5% (1) participants believed it was integrated effectively, while 25% of participants stated that it was effectively integrated with only 6% (1) of participants at the end of their course viewing it in the same way.

Participants were also asked to consider how content on SLA and ELL pedagogy, if they had received such input, impacted their perspectives on teaching ELLs. The beginning of course data revealed the following codes: (1) limited knowledge and experience, with participants noting they had not received any input or have received very little input, (2) reliance on prior knowledge or external sources, with participants noting past experience in TEFL and working with ELLs, (3) awareness of basic strategies, with participants commenting on use of visuals, grouping ELLs together, repetition of words, dual language glossaries, (4) perceived importance but lack of training, with trainee teachers stating it is essential, and that it positively impacted their perspectives. Meanwhile, the codes identified the midway through course data were: (1) increased awareness and confidence, (2) practical experience and placements, (3) knowledge of strategies and adaptation, with some participants noting the use of visuals, dual coding, and repetition of key ideas, (4) recognition of complexities and challenges. Finally, the end of course data revealed the following codes: (1) mixed levels of preparedness, (2) awareness of diverse strategies, with some participants

stating, “scaffolding and chunking” (participants 7 and 8), “dual coding” (participants 126 and 128), “visual aids” (mentioned by 10 participants), etc., (3) focus on practical implementation, with some participants commenting on “building a relationship with the EAL child” (participant 14), “understand the barrier, work towards making lessons accessible” (participant 15), “knowing how to differentiate lessons” (participant 16), (4) importance of inclusion and adaptation.

Furthermore, when we compare the findings over time pertaining to these codes, we can see that regarding knowledge and experience, at the beginning of the course they have limited knowledge and experience, and reliance on prior knowledge or external sources. Meanwhile by the middle of the course they demonstrate increased awareness and confidence which is enhanced by their practical placement experiences. Finally, by the end of the course they express a mixed level of preparedness with some still feeling underprepared while many have developed awareness of diverse strategies.

In addition to this, with regards to training and input, at the beginning of the course they report little to no training had been received, while at the midway stage they state some training has been received but that practical experience is more impactful, and by the end of the course participants provide mixed feedback on the adequacy of training, with some still noting a lack of input. Furthermore, in terms of strategies and adaptation, those at the beginning of the course mentioned basic strategies, while those at the middle stage of the course mentioned a wider range of strategies and practical adaptation. Whereas those at the end of their course expressed an awareness of various strategies, focus on practical implementation, and an understanding of inclusion. In addition to this, in relation to confidence and perceptions, those at the beginning of the course expressed perceived importance but also expressed a lack of confidence due to limited training, while those at the midway stage of their course expressed growing confidence due to practical experience and placements. While those at the end of the course expressed varied confidence levels, with some feeling well-prepared and others feeling the need for more training. As such, it could therefore be inferred that the initial stage of training, trainee teachers start with limited knowledge and experience and feeling unprepared owing to a lack of formal training. While those at the middle stage of their training argue practical experience during placements significantly boosts trainee teachers’ confidence and awareness of strategies, and furthermore by this point there is recognition of the complexity of teaching ELLs. Finally, at the final

stage of training, responses are mixed with some trainee teachers feeling equipped with a variety of strategies and practical implementation skills, while others still feel they need more training and support. Also, at the final stage of training, emphasis is placed by the trainee teachers on the importance of inclusion and adaptive teaching methods.

4.3.8.4 Additional factors

Another area trainee teachers were asked to consider in the questionnaire was what other factors, which might not have been mentioned in previous questions, influence your perceptions and actions pertaining to teaching ELLs. Based on the data, which can be seen in appendix 4, the following codes were created: (1) awareness and importance, initially trainee teachers recognised the importance of ELL but lacked formal input, however over time participants gained awareness and confidence through placements and personal research. The second code was practical application and experience, with those at the early stage of their course noting a reliance on personal experiences and the little formal training received, and those midway through expressed how crucial placements are in shaping their confidence and understanding, and furthermore by the end of the course participants practical experiences continued to be a significant source of learning, with formal input still lacking. Finally, the third code was confidence and strategy implementation, with trainee teachers at initial stages of their training demonstrating low confidence and confusion owing to a lack of training, meanwhile, trainee teachers midway through expressed significantly increased confidence due to practical experiences and insights from placements. Finally, participants at the end of the course expressed a higher level of confidence, with a strong desire to implement effective ELL strategies despite gaps in formal training.

4.3.8.5 Confidence

Trainee teachers were also asked to consider their level of confidence pertaining to a series of statements. The breakdown of responses is shown in table 30 and 32 (appendix 4 and 6). The data revealed that at the beginning of the course, most trainee teachers were either "Not at all confident" or only "Slightly confident" in their abilities to teach ELLs. This reflects a lack of initial experience and specific training in this area. By the midway point, there is a noticeable increase in confidence across all areas. The majority of respondents moved from "Not at all confident" to "Slightly confident" or "Confident," indicating that the training and practical experience were positively impacting their self-assurance. Surprisingly, by the end of the course, some confidence levels slightly regressed compared to the midway point. This could

be due to the realization of the complexities involved in teaching ELLs or encountering real-world challenges during placements. Overall, there was a clear improvement from the beginning to the end of the course. While some areas did not maintain the peak confidence levels seen at the midway point, the end-course confidence was still significantly higher than at the beginning.

Certain areas, such as lesson planning and reactive teaching for ELLs, showed consistent challenges, with many respondents still feeling only "Slightly confident" or "Not at all confident" by the end of the course. This suggests a need for more targeted support and training in these specific aspects. The thematic analysis shows that while trainee teachers' confidence in teaching ELLs improved over time, there are still significant areas where further support and training are needed. The fluctuations in confidence levels highlight the importance of ongoing professional development and practical experience in preparing teachers to effectively support ELLs in their classrooms.

4.3.8.6 Preparedness

Trainee teachers were also asked to consider their level of preparedness pertaining to a series of statements. The breakdown of responses is shown below in an extract from appendix 4 and 6. In terms of an increase in preparedness, across all categories, there is a significant decrease in the number of trainees who feel "Not at all prepared" from the beginning to the end of their course. Furthermore, there is a notable increase in the "Prepared" and "Very prepared" categories midway through the course compared to the beginning, although this often slightly decreases by the end, suggesting some variation in perceived preparedness as they near course completion. In addition to this, the highest number of "Slightly prepared" responses occurs midway through the course. This might indicate that trainees feel they have gained some knowledge but still recognize substantial room for improvement. Moreover, by the end of the course, while the number of "Very prepared" responses increases compared to the beginning, there is a decrease compared to the midway responses. This could reflect a more realistic self-assessment as trainees gain practical experience and understand the complexities of teaching ELLs. Consequently, we can see that trainee teachers show a clear progression in their perceived preparedness to teach ELLs, with the most significant improvements observed from the beginning to midway through the course. There is a slight decline in the perceived preparedness by the end of the course, suggesting a more nuanced understanding of their abilities and the challenges they might face in actual teaching scenarios. Thus, arguably

indicating that the training seems effective in enhancing the preparedness of trainees to support ELLs, but continuous support and practical experience are crucial to maintain and further develop this level of preparedness.

4.3.9 RQ4.1: What are the Trainee-Teachers' perspectives of ITE courses' provision on SLA theory and ELL pedagogy?

Within the questionnaire, participants were asked to consider how successfully SLA theory and ELL pedagogy is integrated into their Initial Teacher Education course, the majority felt it was somewhat effectively integrated (82%), while 24 participants (18%) stated they believe it to be effectively integrated, and 22 (17%) stated that it is not effectively integrated. Thus, indicating that while it has been incorporated there is still room for improvement.

Furthermore, when asked how content on SLA and ELL pedagogy impacted their perspectives on teaching ELLs, there were varying responses as shown in appendix 4, with 13 participants noting they'd received little or no information, while 12 noted it made them feel more confident about teaching ELLs, a further 11 noted it had a positive impact on their perspectives, while another 9 participants noted that it impacted their strategies.

Furthermore, participants argued that content on SLA and ELL pedagogy “gave me a different outlook on it” (participant 17), while another said, “it is essential” (participant 18), and another noted that “learning about the ‘silent period’ and the benefits of sitting EAL students with each other was helpful. Made it a lot less intimidating” (participant 19). Furthermore, another participant commented that “I’ve realised that it’s not only learning another language, it’s going back to the basics and roots of the language (almost starting from scratch or EYFS) and therefore there are so many more aspects that will need support, e.g. grammar, spoken vs written, etc.” (participant 6). Another participant noted that it demonstrated the importance of “Ensuring they are considered in the planning process to achieve successful adaptive teaching and having resources prepared to do this effectively” (participant 84). This therefore demonstrates that trainee teachers can see the relevance of learning about SLA theory and ELL pedagogy as they recognise the impact it has on their teaching practice and further reiterates the argument for the relevance of SLA theories in Initial Teacher Education provision as such research helps to inform their teaching approach and therefore their teaching strategies, and that one way Newly Qualified Teachers may struggle is that they are frequently cut off from such research (Flockton and Cunningham, 2021).

Other participants commented on the minimal amount of input, with one participant noting that “It was minimal but with that small amount of time it helped me to understand the differences” (participant 98), while another commented “I have not had enough lectures on it but have experience working with EAL and learned that I need to be consistent and patient” (participant 126). Another participant commented that “I have not received much input on EAL pedagogy, however, working in an English summer school and observing EAL pupils in a classroom has given me a positive attitude towards teaching EAL children.” (participant 21). Similarly, another participant noted that they had a guest lecturer come in once and briefly talk about ELLs. Indicating that while, it is covered in some Teacher Education courses, it is not necessarily covered across all institutions to the same standards and further emphasises how trainee teachers are relying upon past experiences with ELLs to learn on the job.

Mahdi meanwhile recognised the usefulness of the incorporation of SLA theories in teacher training pertaining to ELLs but equally commented that it wasn’t incorporated enough to really inform her teaching practice. She noted how they “had a lecture about it, they explained that it can be useful because it means that children who are acquiring a second language are using their brains more, so it’s kind of training their brain too so it’d be better equipped for taking in information. But again, like I couldn’t tell you that we’ve had a big lecture on it or anything that I can particularly remember. I feel like that it wasn’t like significant enough that I can remember it in a way that I thought I’m going to apply this to my teaching”. She went on to comment that she recognises that there’s already enough content to fit in a short period of time and that therefore they couldn’t introduce a separate module, furthermore she noted that it could be included through optional lectures where students sign up for them and it could focus on learning “the practical side of it. How can you actually apply a second language acquisition theory and how can you use that to teach children...but just having additional guidance and help for stuff like that”.

The validity of SLA theory being incorporated into Initial Teacher Education courses, and recognition of the time constraints of such courses was further reiterated by Gwen who noted that they had experienced some input on EAL in their MFL class, and that they had two to three hours on EAL and how the session provided an explanation of “the basic knowledge and then sort of intermediate knowledge and then your expert language knowledge, I mean

and so that was actually really, really interesting... I did really think about how I could utilise that knowledge [SLA theory] to make sure that they did understand because that was part of the thing that those children, in their day-to-day speaking may come across like their grasp of English is really, really, you know, on par with their peers who are English speakers and native English speakers. However, actually that they were saying that they may not then have sort of the more intricate understanding of language and the sort of vocabulary that you would need to access the curriculum at certain levels... that's what made me think about all these sorts of keywords and how to ensure that those children were able to understand.... I think it could be covered more but fitting things into a PGCE year is tough." This further emphasises the validity of incorporating SLA theory, whilst also recognising the time constraints of an Initial Teacher Education course.

On the other hand, Angela commented that she'd had no mention of SLA theory in her course, while Aga had a similar experience, stating that SLA had not been mentioned at all throughout her PGCE despite the fact that her specialisation was English and as such she "thought somebody would have mentioned it at some point and so I'm not sure what my colleagues are thinking every now and then, but because I have that prior knowledge from the masters, I know about things like the affective filter hypothesis, and this and that. But having said that, there are very similar theories in the education world, like they would call it a barrier to learning, more or less the same thing, different words right. So, whether we get taught like second language acquisition theory or education language learning theory, there are very similar aspects words I think it's more a matter of trying to see if we could take elements of SLA theory and then make it relevant for trainees in the mainstream setting. So, it's perhaps less detailed and specific if as if you were teaching second language acquisition purely for that purpose.". Interestingly Aga simultaneously validates the need for SLA theory to be incorporated into Initial Teacher Education, whilst also recognising that it is more about recognising barriers to learning and how to adapt to student's needs, which is essentially good practice.

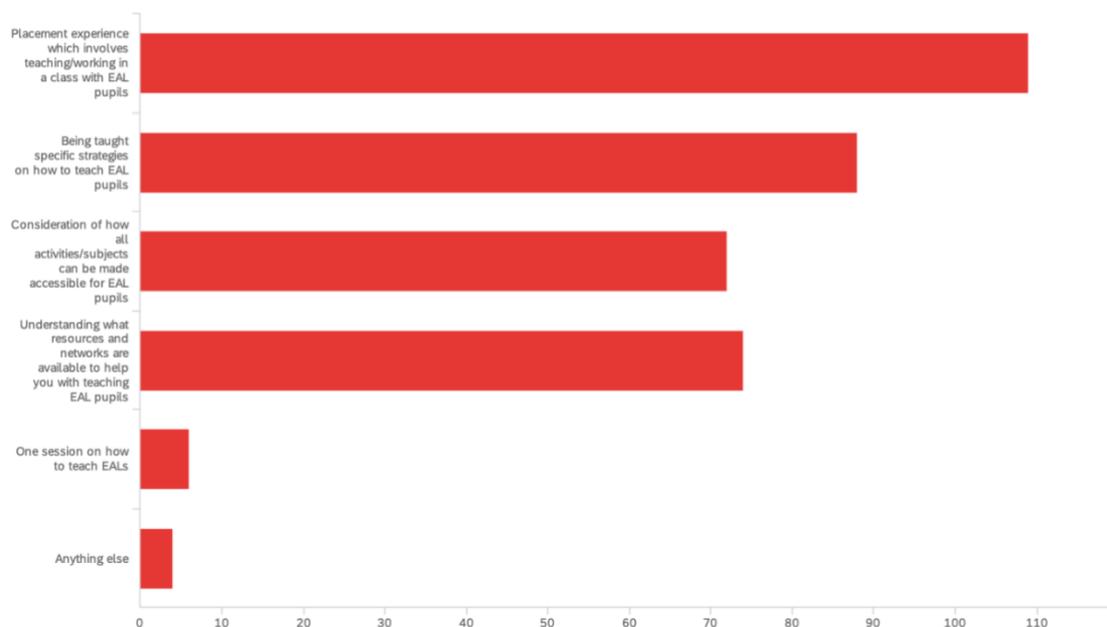
4.3.10 RQ4.2: What other factors, such as placements in schools, influence change in Trainee-Teachers' perceptions and actions?

The next question in the questionnaire focused on breaking down what trainee teachers consider to be 'practical' ELL training. For this question participants had the opportunity to

choose multiple options. The data, which is showing in the graph below, revealed that most participants (109) view placement experience involving teaching/working in a class with ELLs to be practical training. While 88 participants viewed being taught specific strategies on how to teach ELLs as (another) element of practical training. Another 74 participants viewed understanding what resources and networks are available to help teachers to teach ELLs, a further 72 participants valued consideration of how all activities/subjects can be made accessible for ELLs. Only 6 participants viewed having one session of how to teach ELLs as being practical.

Figure 4.3: Questionnaire responses to Q3 – At this point in your Initial Teacher Education course, what do you perceive to be ‘practical’ EAL (English as an Additional Language) training?

Q3 - At this point in your Initial Teacher Education course, what do you perceive to be ‘practical’ EAL (English as an Additional Language) training?



Finally, three participants left additional comments, in particular one participant stated ‘I am prepared for teaching EAL students by having experience in EAL settings. Uni has had very little contribution to my preparedness’ (participant 22). While another participant stated that ‘I want to make it known, I have had barely any training whatsoever on my PGCE course regarding EAL which is saddening and appalling really’ (participant 23), another stated ‘ITAP [intensive training and practice] placement (participant 83).

4.3.10.1 Strategies for teaching ELLs

Teaching methods can be defined as the step-by-step plans used to teach lessons based on the lesson approach. Within these methods there are teaching procedures which are followed could be described as the specific steps followed during a lesson in that they are the specific steps followed during the lesson indicating exactly how to introduce, practice, and reinforce language concepts in class. Then there are teaching techniques which are the tools used within the procedures to help students learn better, such as games, visual aids, etc. While teaching strategies are the big plans for teaching over time which bring together all the different teaching approaches, methods and techniques used in teaching. The strategies help teachers set long-term goals, plan their lessons and manage their classrooms. Within this thesis, teaching methods, teaching techniques, and teaching strategies, will all be grouped together under teaching strategies for working with ELLs.

When asked in the questionnaire ‘at this point in your Initial Teacher Education course, what do you perceive to be practical’ EAL training?’ 88 participants chose ‘being taught specific strategies on how to teach EAL pupils’ as one of their options. Furthermore, in question 4 of the questionnaire, participants were asked ‘At this point in your Initial Teacher Education course, what do you currently know about how to effectively educate EAL pupils (e.g. strategies, methodologies, etc.’ and the top two answers which were mentioned 25 times by participants respectively, were (a) picture prompts, and (b) inclusive teaching strategies. In addition to this, participants invariably listed different strategies: using the child’s language and culture in the classroom, the importance of not ‘dumbing down’ your teaching, supporting student integration/inclusion, scaffolding and differentiation, clear instructions, adapting and grading language and materials, translanguaging, using key vocabulary, repetition, dual language glossaries/translation apps, using drama, using sentence starters, gesturers, and modelling language. This demonstrates that at some point on their Initial Teacher Education course they are acquiring strategies, some of which are also listed by The Bell Foundation (2024) as ‘EAL Strategies and Great Ideas’, namely: bilingual dictionaries, building vocabulary, drama and role play, language drills, modelling, scaffolding, translanguaging, and using visuals.

In addition to this, in the third interview question trainee teachers were asked the following question in the interviews: In the questionnaire most trainee teachers stated that

placement experience with EAL pupils, being taught specific strategies on how to teach EAL pupils were the most 'practical' elements of teacher training in relation to teaching EAL pupils – why do you think that is?'. Mahdi commented that "I feel like they go on a lot about theoretical stuff and just how to categorise children or why things don't work the way they don't work, but they never actually teach techniques, or they don't teach you like in a way where you actually remember or ever use those techniques". This therefore suggests that while teaching ELLs was somewhat covered, it was covered from more of a theoretical standpoint rather than from a more equal split of theoretical and practical. This somewhat reiterates the need for a somewhat standardised list of strategies and examples of such strategies being incorporated into Initial Teacher Education programmes relating to the teaching of ELLs.

Meanwhile, Gwen commented that all people are different and that as such it is essential that they have "actual physical hands-on experience with children who are EAL so that you can actually. So, if you see how they work and see what works best for them and tailor it to each individual child. The EAL input was really a bit of a confirmation of what I've previously done was the right thing.". This is further reinforced by Aga who comments that the most practical thing she remembered was "engaging with the students and actually learning doing that... it works quite well because otherwise you have the theory floating around in your head and not actually the experience of how to do it with them. You're in that situation, so I think having both that knowledge and theory and then having the chance to actually do it is really good". However, Aga goes on to comment that previously she worked at an international school where she worked with ELLs and how in that setting, she was exposed to various teaching strategies, more strategies than she encountered doing her PGCE.

Angela also commented on how her past experience working with ELLs provided her with teaching strategies for working with ELLS, she noted that owing to her past experiences she felt that she was half-way there with knowing strategies such as using visuals to support ELLs and knowing how to make her instructions clear and concise. She noted that her experience would be different if you had not had any prior experience and how it could be potentially a crucial facet of initial teacher education that could be introduced at the beginning as opposed to being later in the course that they have an EAL session. She reiterates this by noting that "it's very important... a child could be fluent speaking English

but actually the understanding behind it may not match up. So, I think generally I'm glad we've had this session, but I would have liked it a little bit earlier because I would have been able to contribute to those children learning from my first setting and not just thought about it in the second". Both Aga and Angela demonstrate the validity of incorporating teaching strategies specifically for working with ELLs prior to any placement so that trainee teachers feel equipped to work with ELLs.

Furthermore, Aga's experience reiterates how ELT practice can support Initial Teacher Education by providing useful teaching strategies that cross over with teaching ELLs in the English mainstream context. She went on to describe her session on ELLs which she stated was effective, noting that the educator spoke Spanish and gave them a Spanish lesson which simultaneously put them in the position of an ELL as there was no English median instruction to support them, allowing them to see how crucial visuals are to ELLs understanding during lessons as they were reliant upon them during the Spanish lesson. She noted how it "really showed us, I think for all the trainees in that setting that when you're put into that situation, you feel so vulnerable, you don't really understand what you're doing... you go along with it and you it was sort of like showing us that there's a coping mechanism that children can fall into and you think they're fine when really and truly they're the complete opposite".

Specific strategies were further considered in the preparedness and confidence questionnaire questions, based on existing research for best practice for teaching ELLs. These specific strategies and how trainee teachers rated them in accordance with their confidence and preparedness for teaching ELLs will be discussed in depth in their respective sections; theme D: Confidence (5.2), and theme E: Preparedness (5.3).

4.3.10.2 Working with ELLs in context

When asked in the questionnaire, 109 trainee teachers responded that they viewed placement experience involving work with ELLs in context as practical training. Additionally, 19 participants noted that experience with ELLs in context was an additional factor which influences perceptions and actions pertaining to teaching ELLs. Furthermore, trainee teachers made some comments of note in the questionnaire relating to placement experience working with ELLs, with one participant commenting that "More was learned on placement than in

university on how its implemented in the classroom.” (participant 101). While another participant stated that “The input from the course contradicted a lot of what was told to us on placement but the parts that didn’t were helpful” (participant 24).

In addition to this, one participant stated that “Lots of things which university taught implied that the children aren’t capable when they are and many EAL learners understand what they are doing and are able to speak English” (participant 89). Similarly, Angela commented how at the beginning of the course she worked in London with a vast majority of ethnic backgrounds and as such had already had some experience with ELLs. However, Angela also noted that only upon progressing into different settings where they then slowly being introduced to the concept of ELLs, and that in some instances they do not always recognise when a pupil is an ELL which thus reiterates the need for getting to know the children in their class which is somewhat challenging when they are changing settings whilst on placement experiences. She reiterated this noting the need for trainee teachers to have “more awareness of it” within schools, owing to the fact that while ELLs may speak English in school “it’s the understanding of it that’s very different”.

To add to this, questionnaire participants commented on how personal experience has been useful for them when working with ELLs, with one participant noting “personal experience having an immigrant parent and living with refugees (both children and adults)” (participant 25), while two participants noted their “experience in real life as a student myself” (participant 26 and 104), and an additional participant noted their “personal connections to EAL in school/class/community” (participant 27). While another questionnaire participant commented that they had “been a TA with EAL students. I also have a degree in another language and have studied a number of languages. I have been in school in a foreign country and not understood the basics.” (participant 28). This was further supported by another participant who stated “I was previously a teaching assistant and have seen how teachers can isolate pupils with EAL when under prepared, often giving children separate tasks rather than adapting their own strategies to support these pupils appropriately by them being given equal opportunities to access the NC. This has shaped my own attitudes towards pupils who have EAL to ensure my classroom has an inclusive environment for everyone” (participant 29).

Furthermore, the interview data also yielded some interesting responses relating to experience working with ELLs in context. Mahdi stated that she had worked with ELLs on all her placements, and that in one of her placements she worked with some students who spoke Urdu and because she was from Pakistan, she understood their language, she stated that “at that time in placement I didn’t use anything I’d been taught at uni”, but that she herself was technically classed as EAL. She also noted that “last year the only thing related to EAL was filling in a form about EAL experiences.” She moved on to state that “I feel like I learn most when I’m on placement”. Mahdi’s personal experience as an ELL may have resulted in her having more empathy towards the ELLs, and furthermore she was able to use the pupils’ home language to communicate with them, so rather than having to imagine how she would feel in that situation she was able to empathise and support them.

Participants noted the value of working with ELLs in an educational context, one participant noted that “the area the placement schools live within (whether they are in a privileged or underprivileged area)” (participant 30) is of some importance, while another stated that “the placement in an EAL school was the most beneficial for a student teacher” (participant 31). Another participant stated “time spent in the classroom with children with EAL. The level of English acquisition that children with EAL have. How many children in the class with EAL there are.” (participant 32), another participant noted that their placement was “at a highly diverse school so I have witnessed how to teach EAL pupils there” (participant 33). Meanwhile another participant stated that more experience was needed “placement was only 3 days, so it was a challenge to see how EAL students are supported on such a short time span” (participant 34). Another participant noted that their background in the area was and that “I wouldn’t feel in any way confident if I was just going off what I have learnt at uni for my PGCE” (participant 35). This further reinforces the notion that EAL teacher training could benefit from a multidisciplinary approach, involving incorporating ELT professional practice and ELT training materials alongside SLA theory alongside Initial Teacher Education training practices as noted in 2.7 Insights from SLA and ELT on educating ELLs.

4.4 Summary

In this chapter, the preparation of data was discussed (4.2) before delving into the analysis. Preliminary codes were considered (4.3.1) before organising the key findings in relation to the research questions, key findings which occurred consisted of: strategies for teaching ELLs, resources and networks, how to make activities and subjects accessible for ELLs, practical training, confidence, SLA integration and teaching ELLs, working with ELLs in context, personal experience, preparedness, good practice for teaching ELLs, and quality of provision for educating ELLs. These key findings are grouped and discussed together in the following discussion chapter.

Chapter 5 Discussion

5.1 Introduction

This chapter discusses the key findings of this study in relation to participants' accounts and in light of the findings presented in other scholarly literature concerning the **perspectives** of teacher educators and trainee teachers on the provision and quality of Initial Teacher Education courses pertaining to education ELLs. This chapter is structured around five main themes: working with ELLs in context (5.2), strategies for working with ELLs (5.3), applying SLA theory to teaching ELLs (5.4), confidence (5.5), and preparedness (5.6). Each theme is discussed in depth, drawing analysis on data from the pilot study, questionnaires, and interviews, and curricula data, to provide a comprehensive overview of the data alongside relevant literature in order to answer the research questions from the standpoint of teacher educators' and trainee teachers' perceptions and a snapshot of curricula content data.

5.2 Theme A: Working with ELLs in context

The training of trainee teachers is seemingly designed to build their skills in stages, beginning with observing experienced teachers before progressing to independent teaching. This incremental approach was reported to aim to prevent trainee teachers from becoming overwhelmed and to ensure that they can apply different strategies in varying situations, the data reveals a significant gap between the best practices discussed in training and the actual practices observed in schools. For instance, while translanguaging—the practice of leveraging students' home languages as a resource for learning—is championed in many teacher training programmes, actual school environments frequently discourage it. This practice of translanguaging, as discussed in the literature, is pivotal for supporting English Language Learners (ELLs). García and Sylvan (2011) explain that translanguaging facilitates bilingual students' ability to navigate and succeed academically by using their full linguistic repertoire, which includes their home languages. Yet, despite the pedagogical advantages outlined in training programmes, many schools adopt policies that limit or outright prohibit the use of students' home languages in the classroom, viewing these languages as a hindrance rather than an asset (Foley et al., 2018).

This reported gap between theory and practice is not merely a matter of differing school environments but speaks to a broader issue of attitudes towards multilingualism within the educational sector. The literature highlights that such restrictive attitudes, especially those that favour English-only policies, are often deeply rooted in nationalistic ideologies that equate proficiency in English with academic success and social integration (Cunningham, 2020). As noted by Cunningham (2019), these policies often perpetuate inequities in education, as they undermine the cultural and linguistic capital that ELLs bring into the classroom. Moreover, students who are encouraged to abandon their home languages in favour of English might experience identity conflicts and social disconnection, which can adversely affect their academic performance (Cho, 2000; García et al., 2008). In essence, while teacher training programmes may promote inclusive practices such as translanguaging, their efficacy is undermined when schools do not support or actively discourage such approaches. This mismatch between training and practice, as highlighted by both participants and the wider literature (Foley et al., 2018; Flockton and Cunningham, 2021) suggests a need for more coherent and systemic reforms within both Initial Teacher Education programmes and school policies to ensure that the needs of multilingual learners are met effectively across educational contexts.

The importance of practical experience in Initial Teacher Education programmes, especially in diverse, multilingual classroom environments, cannot be overstated. One teacher educator emphasized that managing trainee teachers' expectations is crucial, particularly in preparing them to navigate the realities of high-pressure classrooms where external factors such as standardized testing and funding constraints complicate teaching practices. This observation aligns with the literature, which suggests that a central aspect of effective teacher education is preparing trainees to confront the complexities of real-world teaching environments (Freeman, 2001). The disparity between theoretical training and classroom realities has been widely documented, with scholars such as Foley et al. (2018) noting that many Initial Teacher Education programmes are often insufficiently responsive to the challenges posed by teaching ELLs in linguistically diverse settings.

The practical experiences provided through placements are critical in bridging this gap between theory and practice. Research indicates that trainee teachers consistently regard placements with ELLs as a form of practical training, which is reflected in the high percentage of participants in the study who considered placement experience essential at

various stages of their course (Cajkler & Hall, 2009). Specifically, 70% of participants at the beginning of their Initial Teacher Education course, 89% midway through, and 86% by the end of their course identified placements as integral to their practical training. This reinforces the consensus in the literature that experiential learning is one of the most valuable components of teacher training programmes (Murakami, 2008).

Furthermore, Foley et al. (2018) highlight that one of the reasons for the consistent emphasis on placements is that classroom experience enables trainee teachers to apply theoretical knowledge in real-time, gaining critical insights into the dynamics of ELL instruction. The literature also suggests that trainee teachers are better equipped to support multilingual students when they have direct, sustained interaction with ELLs in placement contexts, which fosters a deeper understanding of their linguistic and cultural needs (Conteh, 2017; Coady et al., 2011). This practical engagement is crucial in shaping trainee teachers' perceptions and beliefs about multilingualism, which directly influences their teaching efficacy in linguistically diverse settings.

The significant reliance on placement experiences also points to the inadequacies within many Initial Teacher Education programmes, where theoretical training often falls short in addressing the challenges encountered in linguistically complex classrooms. Scholars such as Flockton and Cunningham (2021) argue that these shortcomings result in a mismatch between the training received and the realities faced in the classroom, suggesting the need for Initial Teacher Education programmes to place greater emphasis on in-context, practical teaching experiences. Placements offer a crucial opportunity for trainees to navigate the pressures of balancing curriculum demands with the needs of ELLs, developing the adaptive strategies necessary for real-world teaching (Sood & Mistry, 2011).

Ultimately, the continuous valuing of placement experience by trainees throughout their Initial Teacher Education journey highlights the need for Initial Teacher Education programmes to expand their focus on practical training. Placements allow trainees to move beyond theoretical knowledge, offering them critical insights into the operational challenges of teaching ELLs in multilingual contexts. By embedding more extensive practical experiences within Initial Teacher Education programmes, future teachers will be better equipped to meet the diverse needs of their students and effectively navigate the complex realities of contemporary classrooms.

Empathy plays a critical role in preparing trainee teachers to effectively support ELLs, as it allows educators to appreciate and address the unique challenges faced by these students. The development of empathy for ELLs is not only a personal quality but an essential pedagogical tool, as highlighted by the teacher educator from the pilot study. This educator emphasized the importance of helping trainee teachers understand the emotional and cognitive strain that ELLs experience in mainstream classrooms. This approach mirrors insights from the literature, where empathy is seen as a crucial component of effective teaching, particularly in linguistically diverse settings (Foley et al., 2018). By encouraging trainee teachers to imagine what it feels like to spend an entire day immersed in an unfamiliar language while attempting to interpret body language, teacher educators can foster a deeper connection to the ELL experience. This empathetic understanding is essential for managing ELL needs and can mitigate some of the difficulties that arise when educators perceive linguistic diversity as a barrier rather than an asset (Coady et al., 2011).

Moreover, empathy shifts the focus of teaching from viewing ELLs as students with deficits to recognizing the multilingualism they bring into the classroom as a valuable resource (Conteh & Brock, 2011). This perspective is critical, as many teacher training programmes still approach ELLs through a deficit lens, often focusing on the additional support required to bring them "up to standard" rather than capitalizing on the cognitive and linguistic advantages of multilingualism (Cunningham, 2020). By cultivating empathy in trainee teachers, educators can foster a classroom environment that is more inclusive and responsive to the diverse needs of all learners. Such an environment also requires allowing ELL students breaks from the cognitively and emotionally exhausting task of constantly translating and interpreting. This need for respite aligns with psychological research that emphasizes the importance of mental breaks to prevent burnout and cognitive overload, especially for students learning in a second language (Makalela, 2015).

The literature also supports the notion that preparing trainee teachers for the realities of working with ELLs is a necessary, though often overlooked, aspect of Initial Teacher Education. Gwen, one of the trainee teacher participants, suggested that it would be beneficial to "shock" trainee teachers with the realities of what it is like to be an ELL in a mainstream classroom. This suggestion aligns with Coady et al. (2011), who advocate for the integration of more experiential learning opportunities in teacher education. These experiences could

include immersive simulations or role-playing activities that mimic the challenges faced by ELLs, enabling trainee teachers to experience firsthand the complexities of navigating a classroom in a second language. Such training methods can help move trainee teachers beyond theoretical knowledge and foster a practical, empathetic understanding of their students' experiences, ultimately leading to more effective teaching strategies.

Empathy, therefore, not only helps in building a compassionate approach to teaching but also equips trainee teachers with the necessary mindset to see multilingualism as an asset rather than a problem. This aligns with García and Sylvan's (2011) argument that translanguaging practices—where students draw on their entire linguistic repertoire—can be a valuable tool for ELLs in mainstream classrooms. Teacher empathy towards ELLs helps facilitate these practices by creating a supportive environment where students feel comfortable using their home languages as part of the learning process. It also empowers teachers to manage the challenges of diverse classrooms more effectively, preparing them to handle their initial teaching experiences without feeling overwhelmed while maintaining a commitment to lifelong learning and development (Flockton and Cunningham, 2021).

Thus, embedding empathy into teacher training not only prepares educators to better support ELLs but also encourages a shift in attitudes towards linguistic diversity in the classroom. It transforms the narrative from one of deficit to one of opportunity, highlighting the importance of managing expectations, fostering inclusivity, and leveraging multilingualism as a rich educational resource. Through this empathetic framework, trainee teachers are more likely to enter the profession with the tools necessary to navigate the complexities of teaching in diverse, multilingual environments, ultimately benefiting all students in their care.

5.3 Theme B: Strategies for working with ELLs

The data presented regarding trainee teachers' perspectives on practical training for teaching ELLs reveal a relatively consistent view throughout their training, with slight variations in the importance placed on different strategies. At the beginning of the course, 65% of participants identified teaching strategies as essential to practical training, increasing slightly to 70% midway through the course before dropping back to 60% by the end. This variation suggests that while strategies are a focal point for trainees, there may be a growing recognition of the

need for adaptive, context-sensitive approaches as they gain more practical experience. This underscores the importance of introducing and reinforcing effective teaching strategies, such as using students' home languages, adaptive teaching, and providing linguistic support, as highlighted in the literature.

Research supports the critical role that such strategies play in enhancing learning outcomes for ELLs. For instance, the use of home languages has been widely recognized as a valuable asset in supporting ELLs' comprehension and engagement. García and Sylvan (2011) argue that translanguaging practices—where students use their entire linguistic repertoire—are vital in helping ELLs navigate academic content while simultaneously building their proficiency in English. The inclusion of home languages, therefore, moves away from the deficit model that views ELLs solely through the lens of their limited English proficiency, instead acknowledging the strengths of their multilingualism (Cunningham, 2020).

Adaptive teaching is equally crucial in catering to the diverse needs of ELLs. Differentiating instruction and adjusting the complexity of language and materials allows teachers to meet students where they are in their language development. As emphasized by Foley et al. (2018), there is no universally agreed-upon set of classroom strategies for teaching ELLs, but adaptive approaches, including scaffolding, differentiation, and the use of visuals and key vocabulary, are commonly cited as effective practices (Foley et al., 2018). Trainee teachers themselves have consistently noted the importance of these strategies, listing picture prompts, inclusive teaching, and scaffolding among the most useful methods they learned during their Initial Teacher Education courses. These strategies align with those listed by The Bell Foundation (2024), indicating that despite the lack of a formalized curriculum for ELL instruction, practical tools for supporting ELLs are being introduced during teacher training programmes.

However, the data also reveal a significant gap in the hands-on, practical application of these strategies. Participants expressed a desire for more practical workshops and examples of effective resource adaptation, a sentiment echoed by many scholars in the field. Angela's emphasis on giving ELL training the same weight as training for Special Educational Needs (SEN) and safeguarding highlights this need for more robust practical components in teacher education. She advocated for workshop-style learning that allows

trainees to engage directly with the challenges of adapting resources for ELLs, as opposed to relying solely on theoretical lectures. Aga further supported this by suggesting a two-fold approach, combining practical workshops with optional online courses that delve deeper into theory and strategy, thus offering a more holistic approach to ELL instruction.

The data suggests that practical experience, especially placement experience, remains one of the most valued aspects of teacher training for ELL instruction. This is consistent with previous research by Flockton and Cunningham (2021), who found that placements are often considered the most valuable component of Initial Teacher Education programmes. This is particularly relevant for ELLs, where the gap between theory and classroom realities can be stark. As one trainee commented, “More was learned on placement than in university on how it’s implemented in the classroom,” which is not surprising given that real-world teaching provides the context necessary for trainees to refine their strategies and adapt to diverse classroom environments. This reinforces the notion that more experiential learning opportunities should be incorporated into teacher training to better prepare trainees for the demands of ELL instruction (Murakami, 2008).

The need for more practical workshops and examples of resource adaptation also ties into broader discussions about the preparedness of teachers to address the linguistic and cultural needs of ELLs. As Furlong et al. (2000) noted, much of what teachers learn happens "on the job," through trial and error. However, with more structured support during Initial Teacher Education, such as dedicated workshops on resource adaptation and interactive teaching strategies, trainees could enter the classroom with a stronger foundation, reducing the reliance on learning through experience alone. Furthermore, understanding the resources and networks available to support ELLs is another crucial aspect of teacher preparation. Trainee teachers in the study consistently identified this as an important factor, with approximately 60% of participants throughout the course emphasizing the need to understand how to access and utilize resources effectively.

Finally, the data points to the importance of personal experience in shaping teachers’ attitudes towards ELLs. Many participants noted that their own experiences—whether through working with ELLs as teaching assistants, personal connections to multilingual communities, or even being ELLs themselves—deeply influenced their teaching practices. This aligns with the literature, which suggests that empathy and personal connection are

critical components in effective ELL instruction (Lucas and Villegas, 2011). As Angela and Mahdi both noted, personal experience with ELLs allowed them to move beyond the theoretical deficit model and adopt a more inclusive, empathetic approach to teaching. Such experiences are invaluable in fostering the kind of teacher empathy that Foley et al. (2018) argue is essential for effectively supporting ELLs in the classroom.

In conclusion, while Initial Teacher Education programmes introduce valuable strategies for working with ELLs, the data suggest a need for more practical, hands-on experience with resource adaptation and real-world application. Trainee teachers consistently emphasize the importance of placements and personal experience in shaping their teaching practices, underscoring the value of experiential learning. By integrating more practical workshops and opportunities for trainees to engage with the realities of teaching ELLs, Initial Teacher Education programmes can better equip future educators to meet the diverse needs of their students.

5.4 Theme C: Applying SLA theory and ELT pedagogy to teaching ELLs

The integration of SLA theories into Initial Teacher Education is essential for preparing teachers to support ELLs effectively. SLA theories such as Krashen's "Comprehensible Input," Swain's "Output Hypothesis," and Wood, Bruner & Ross's (1976) concept of scaffolding are foundational in ELL instruction. Comprehensible input, which refers to providing learners with language input slightly above their current proficiency level, is critical for language acquisition (Krashen, 1985). Similarly, Swain's Output Hypothesis posits that language production is just as important as language input in promoting language acquisition, while Wood, Bruner & Ross's (1976) scaffolding emphasizes the importance of teacher guidance in supporting student learning within their "zone of proximal development" (Vygotsky, 1978). Despite their relevance, trainee teachers often report that the practical application of these theories is inadequately addressed in Initial Teacher Education programmes.

Mahdi's feedback, which highlighted that while SLA theories were covered, they were not integrated deeply enough to inform her teaching practice, reflects a common limitation in the current approach to teaching SLA theory. This gap in practical application is

supported by the literature, which suggests that while theoretical knowledge is crucial, it is not sufficient on its own to prepare teachers for the complex realities of ELL instruction (Cunningham, 2019). For instance, many Initial Teacher Education programmes focus on the theoretical aspects of SLA but fail to provide adequate opportunities for trainees to see how these theories can be translated into concrete classroom practices (Foley et al., 2018). This suggests that more explicit and hands-on training is needed to help trainees bridge the gap between theory and practice, especially when it comes to adapting classroom strategies to meet the diverse needs of ELLs.

One of the primary benefits of incorporating SLA theory into Initial Teacher Education is that it provides a framework for understanding how language learning occurs, which can inform instructional practices. For example, understanding Krashen's theory of comprehensible input can help teachers provide instruction that is accessible yet challenging enough to promote language growth (Krashen, 1985). However, the current approach to SLA in Initial Teacher Education programmes often leaves trainees underprepared to implement these theories in real-world settings. As Gwen pointed out, understanding the complexities of language proficiency, including the need for ELL students to acquire the vocabulary necessary to access the curriculum, requires more practical examples and guidance. Without this, trainee teachers may struggle to apply SLA concepts effectively when faced with the pressures of the classroom.

The literature supports the idea that Initial Teacher Education programmes need to provide more practical training on how to apply SLA theories. Foley et al. (2018) note that there is "no generally agreed, 'official' set of classroom strategies and practices" for addressing the needs of ELLs, which can leave trainees uncertain about how to implement SLA-informed strategies in their teaching. One solution could be incorporating more practical workshops that focus on resource adaptation, lesson planning, and real-world application of SLA concepts. These workshops could allow trainees to experiment with scaffolding, differentiated instruction, and collaborative learning, all of which are informed by SLA theory.

Comprehensible input, collaborative learning, and differentiated instruction are vital instructional strategies derived from SLA theories that can significantly enhance ELLs' language acquisition. Collaborative learning, which allows students to engage in meaningful

interactions with peers, supports both language production and comprehension, aligning with Swain's Output Hypothesis (Swain, 1985). Differentiated instruction, which involves tailoring instruction to meet the needs of students at varying proficiency levels, is essential for ensuring that ELLs receive the support they need to access the curriculum while still being challenged academically (Flockton & Cunningham, 2021). However, the successful implementation of these strategies requires teachers to have a solid understanding of how to adapt instruction in response to students' language proficiency levels—an area where many Initial Teacher Education programmes fall short.

To address the gaps in SLA theory application identified by trainee teachers, there is a growing consensus in the literature for the need to develop more robust Continuing Professional Development (CPD) opportunities. The pilot study data revealed that trainee teachers consistently emphasized the need for more practical guidance and real-world application of SLA theories. This could be achieved by creating an online teaching course that delves deeper into SLA, ELL pedagogy, and ELT practices. A course modelled on the Changing Englishes programme (Wicaksono & Hall, 2024), which includes modules on defining English, using English, and teaching English, could offer trainee teachers a structured way to engage with SLA theory while also providing practical, classroom-focused strategies. By integrating such a course into Initial Teacher Education programmes or offering it as a supplementary CPD option, trainee teachers would have the opportunity to deepen their understanding of SLA theory while simultaneously developing practical teaching skills that they can apply in the classroom.

In conclusion, while SLA theory forms a crucial part of teacher education, the current approach in Initial Teacher Education programmes does not go far enough in equipping trainee teachers with the practical skills needed to implement these theories in diverse classrooms. By offering more explicit, hands-on training and creating additional CPD opportunities that integrate SLA theory with practical application, Initial Teacher Education programmes can better prepare teachers to support ELLs in real-world contexts. This would ultimately benefit both teachers and students, fostering a more inclusive and effective learning environment.

5.5 Theme D: Confidence teaching ELLs

Changes in confidence levels among trainee teachers are influenced by a variety of factors, including placement experiences and exposure to effective ELL teaching strategies. As the data suggests, trainee teachers initially reported only slight confidence in their ability to support ELLs. This is expected, as they often enter Initial Teacher Education programmes with little experience in teaching linguistically diverse learners (Foley et al., 2018). However, as they progress through the course and gain practical experience, particularly through placements, their confidence increases. Placement experiences allow trainees to apply theoretical knowledge in real-world settings, providing invaluable insights into the complexities of teaching ELLs (Cajkler & Hall, 2009).

Practical experience is consistently highlighted as one of the most significant contributors to increased confidence. Angela's suggestion that introducing ELL training earlier in the course and providing more opportunities for hands-on practice would enhance confidence is reflective of the wider consensus in the literature. Foley et al. (2018) argue that real-world application, particularly in diverse classrooms, allows trainee teachers to refine their understanding of teaching strategies and better adapt to the challenges they will face. Mahdi, who had worked with ELLs throughout her placements, emphasized that she learned the most when engaging directly with ELL students, echoing the findings of studies that emphasize the role of placements in fostering teacher preparedness and confidence (Murakami, 2008).

Despite these gains, many trainee teachers experience a slight decline in confidence toward the end of their training, often as a result of confronting the realities of teaching ELLs. As the data shows, many trainees struggle with adapting lessons reactively and incorporating ELL strategies into their everyday practice. This highlights a significant gap in Initial Teacher Education programmes, which often focus more on theoretical knowledge than on equipping trainees with the practical skills needed to navigate the unpredictable challenges of the classroom (Foley et al., 2018). Trainees may feel overwhelmed when faced with the nuances of teaching ELLs, particularly if they have not received enough structured guidance on how to implement strategies such as scaffolding, differentiation, and adaptive teaching (Cunningham, 2019).

Confidence in lesson planning and the ability to reactively adapt lessons for ELLs were notably low among trainees. This aligns with research suggesting that lesson planning for diverse learners is one of the most challenging aspects of teaching. Trainee teachers require more support in understanding how to create lessons that are inclusive and accessible for all students, including ELLs. Flockton and Cunningham (2021) argue that the lack of confidence in this area can be attributed to insufficient training on resource adaptation and the practical implementation of teaching strategies. Introducing workshops and mentorship programmes where trainees can engage with experienced teachers and develop their lesson planning and adaptation skills could significantly improve their confidence in this area.

One area of particular concern is the limited integration of SLA theories into practical training. As noted by the trainees, while they are introduced to concepts such as Krashen's (1985) Input Hypothesis and Wood, Bruner & Ross's (1976) scaffolding, they are not given enough practical guidance on how to apply these theories in the classroom. This creates a gap between theoretical knowledge and practical application, leaving trainees underprepared to support ELLs effectively. Studies have suggested that deeper integration of SLA theories into practical training, through case studies, role-playing, and reflective exercises, could help bridge this gap and increase trainee confidence in their ability to apply these theories in real-world contexts (Lucas & Villegas, 2011).

Increased focus on practical teaching strategies, such as collaborative learning and comprehensible input, is essential to improving trainee confidence. Collaborative learning, for example, allows students to engage in peer-supported language development, which is particularly beneficial for ELLs (Swain, 1985). Trainees need more exposure to these strategies in practical settings, where they can observe their effectiveness and experiment with different methods of implementation. The data suggests that the lack of practical workshops on these strategies contributes to the lower confidence levels reported by trainees.

To address these gaps, Initial Teacher Education programmes should consider enhancing the integration of SLA theories and increasing the focus on practical teaching strategies. Workshops on resource adaptation, interactive lessons, and differentiation could provide trainees with the hands-on experience they need to feel confident in supporting ELLs. Additionally, introducing ongoing professional development opportunities that allow teachers to continue refining their skills post-training would be valuable. Reflective practice, as

outlined by Foley et al. (2018), can help trainees assess their teaching methods and identify areas for improvement, contributing to sustained growth in confidence over time.

In conclusion, while placement experiences and exposure to ELL strategies contribute to an overall increase in confidence among trainee teachers, there remain significant gaps in training that need to be addressed. By enhancing the practical application of SLA theories, offering more hands-on training, and providing structured mentorship, Initial Teacher Education programmes can better prepare teachers to meet the complex needs of ELLs. These improvements will not only increase trainee confidence but will also lead to more effective teaching practices, ultimately benefiting the ELLs in their classrooms.

5.6 Theme E: Preparedness

Trainee teachers' preparedness to teach ELLs demonstrates a clear progression throughout their Initial Teacher Education programmes, but significant gaps remain in both perceived and actual preparedness. At the start of their training, many trainees report feeling underprepared, largely due to a lack of exposure to ELL-specific strategies. As they progress through the course, particularly during practical placements, their sense of preparedness tends to increase. Placements provide a crucial opportunity for trainee teachers to engage with ELLs in real-world settings, allowing them to apply the theoretical knowledge gained in their coursework. However, despite these positive gains, many trainees still express a need for more comprehensive and targeted ELL training (Foley et al., 2018).

The data from the survey pertaining to preparedness revealed that while there is a general increase in confidence levels by the midpoint of the course, this confidence often declines slightly as trainees near the end of their training. This decline may be attributed to the complexities of real-world teaching environments, where ELL strategies may not be as straightforward to implement as anticipated. Gwen's suggestion that experiencing what it is like to be an ELL in a mainstream classroom could help trainees develop greater empathy underscores the importance of not only theoretical knowledge but also experiential learning in developing preparedness. By simulating the experience of ELLs, trainees can gain a deeper understanding of the challenges faced by these students, which could enhance their ability to support them effectively.

The perceived preparedness reported by trainees across various aspects of ELL teaching highlights both progress and areas for improvement. For instance, the majority of trainees felt slightly or moderately prepared to incorporate good practices for teaching ELLs, such as using students' linguistic and cultural resources in their teaching and encouraging comprehensible output. However, a significant number of trainees—up to 47% in some categories—reported only slight preparedness in key areas such as providing scaffolded support and using contextualized input for ELLs. This suggests that while trainees are being introduced to essential strategies, the depth and practical application of these strategies may not be fully realized within the confines of the course.

One of the key findings from both the survey and interviews is the critical role that practical experience plays in developing trainee teachers' preparedness. Placements are consistently highlighted as the most valuable aspect of Initial Teacher Education courses, allowing trainees to apply their learning in real classroom environments and gain firsthand experience in teaching ELLs (Flockton & Cunningham, 2021). However, many trainees expressed concern that their placements were too short to fully understand how to support ELLs effectively. This concern underscores the need for more immersive, long-term placements that provide sustained exposure to ELL teaching strategies. Without adequate time to observe, practice, and reflect on their experiences, trainees may leave their placements feeling underprepared to meet the diverse needs of ELLs.

Moreover, discrepancies between perceived and actual preparedness indicate that while trainees may feel confident during their coursework, real-world teaching challenges often reveal gaps in their training. The pilot study highlighted that some schools actively discourage best practices such as translanguaging, which conflicts with the training provided in Initial Teacher Education programmes. This discrepancy between theory and practice can leave trainees feeling unprepared when faced with classroom environments that do not align with the idealized versions presented during their training. As noted by the teacher educator in the pilot study, best practices are often aspirational and may not always be practical in high-pressure, multilingual classrooms that are subject to external pressures such as standardized testing and funding constraints. This is further reinforced by the teacher educator from University 1 who posits that because teaching ELLs is a worry for trainee teachers, it may be impossible for them to ever feel fully prepared because they will always be concerned that they should know more and be better prepared. However, she also

acknowledges that there is more that could be done to better prepare trainee teachers, as more can always be done. This reinforces the need for Initial Teacher Education programmes to better equip trainees to navigate the complexities of real-world teaching environments and adapt their strategies accordingly.

In conclusion, while Initial Teacher Education programmes introduce essential strategies for teaching ELLs, more comprehensive and sustained training is needed to ensure that trainees feel truly prepared for the challenges of the classroom. Placements play a pivotal role in developing preparedness, but they must be extended and enriched to allow for deeper learning and reflection. Additionally, programmes should incorporate more experiential learning opportunities, such as simulations that allow trainees to experience the challenges of being an ELL. By addressing these gaps, Initial Teacher Education programmes can better prepare trainee teachers to support ELLs in mainstream classrooms, ultimately improving educational outcomes for this diverse group of learners (preparedness.docx, 2023; Foley et al., 2018).

5.7 Summary

This chapter began by discussing working with ELLs in context (5.2) and considers the realities of experiencing school policies in action and the mismatch between training and practice. This section also considers the realities of how responsive Initial Teacher Education courses are to the challenges posed by teaching ELLs in the English education context, before acknowledging that experiential learning in context and placement experience involving managing strategies with real time needs is useful practice for trainee teachers. This section also allowed for the consideration of the importance of developing empathy as a teacher. This was followed by a consideration of strategies for teaching ELLs (5.3) with particular focus on inclusion of home languages, adaptive teaching approaches such as scaffolding and differentiation, the need for workshops and continuous learning opportunities. Applying SLA theory and ELT pedagogy to teaching ELLs (5.4) was also considered, involving a discussion on the need to make it more explicit to trainee teachers how they can apply the theory in practice, a need for more practical workshops, and a potential need for online Continuing Professional Development courses. The following key notions were considered in relation to confidence (5.5): working directly with ELLs, understanding how to implement strategies in practice, how workshops/mentorships could help the development of teacher confidence, and

a need for deeper integration of theory and relevant discussion opportunities. Finally, preparedness (5.6) was considered, resulting in a discussion of the need for empathy and understanding what it is like to be an ELL in a mainstream classroom, the importance of having time to observe, practice, and reflect on their experiences with ELLs, and discrepancies between perceived and actual preparedness.

Chapter 6 Conclusion

6.1 Introduction

This research project explored trainee teachers' and teacher educators' **perceptions** of how Initial Teacher Education courses prepare teachers to work with ELLs and respond to linguistic diversity within the curriculum. The study examined how participants conceptualised **preparedness** and **confidence** in teaching ELLs and how they perceived the integration of Second Language Acquisition theory and English Language Teaching pedagogy in their training.

Using a **mixed-methods design**, including surveys, semi-structured interviews, and analysis of Initial Teacher Education curricula, the research triangulated participants' perspectives with documentary evidence to capture perceived strengths, gaps, and areas for development. As outlined in earlier chapters, this analysis was informed by a usage-based, cognitively oriented view of Second Language Acquisition (Section 2.9.1), which conceptualises language learning as an experience-driven and adaptive process shaped by attention, frequency, and meaningful use. Framed within current applied linguistics debates surrounding multilingualism, translanguaging, and equity-focused pedagogy, and drawing on the theoretical discussions developed in Sections 2.3 (Translanguaging), 2.5 (Second Language Acquisition and Complexity, Accuracy, Fluency), and 2.9.1 (Usage-Based Theory), the study foregrounded the interpretive nature of these perceptions rather than objective evaluations.

Although situated within the context of **Initial Teacher Education in the UK**, and thus limited to this national framework, the findings have broader relevance for international discussions on preparing teachers for linguistically diverse classrooms. The following section summarises the study's key findings in relation to its research questions, which are presented below in Table 6.1, showing the relationship between the research questions, the instruments used, and the corresponding analytic themes.

Table 6.1: Table demonstrating link between RQs, instruments, and corresponding themes

Research Question	Instruments	Key issues addressed	Corresponding themes
RQ1: What are the Teacher Educators' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs? <i>RQ1.1: What do Teacher Educators consider to be 'practical' EAL training?</i>	Semi-structured interviews	Teacher Educators' perspectives of the quality of content of Initial Teacher Education courses for preparing Trainee Teachers to Teach ELLs. How Teacher Educators define 'practical' training.	Working with ELLs in context Strategies for working with ELLs Confidence Preparedness
RQ2: What are the <u>Trainee</u> -Teachers' perspectives of the content and quality of contemporary ITE courses' provision for educating ELLs?	Questionnaire	Trainee-Teachers' perspectives of the quality of content of Initial Teacher Education courses for preparing Trainee Teachers to Teach ELLs.	Working with ELLs in context Strategies for working with ELLs Confidence Preparedness
RQ3: What aspects of SLA theories and ELT pedagogy currently inform the ITE curricula in England? RQ3.1: What is the rationale behind integration of these aspects into the ITE curricula? <i>RQ3.2: How are these aspects integrated into the ITE curricula, be it through patterns, frequency, explicitness, depth of coverage, etc.?</i>	Semi-Structured Interviews	How Initial Teacher Education courses are designed in relation SLA theories and ELL pedagogy and why they are designed in such a way.	Working with ELLs in context Strategies for working with ELLs Confidence Preparedness Applying SLA theory to teaching ELLs

<p>RQ4: How does Trainee-Teachers' knowledge on effective education of ELLs develop throughout the course of training? <i>RQ4.1: What are the teacher-trainees' perspectives of ITE courses' provision on SLA theory and EAL pedagogy?</i> <i>RQ4.2: What other factors, such as placements in schools, influence change in teacher-trainees' perceptions and actions?</i></p>	<p>Questionnaire</p>	<p>Trainee Teachers perspectives of Initial Teacher Education courses and how their perspectives change throughout the course.</p> <p>How Trainee Teachers define 'preparedness' in this context.</p> <p>How Trainee Teachers define 'confidence' in this context.</p>	<p>Working with ELLs in context</p> <p>Strategies for working with ELLs</p> <p>Confidence</p> <p>Preparedness</p>
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6.2 Summary of research project and findings

The research project explored trainee teachers' and teacher educators' perceptions of the how effectively Initial Teacher Education programmes in the UK prepare trainee teachers to effectively teach ELLs within mainstream classrooms. This is a critical area of focus, given the increasing linguistic diversity in the English educational system, where ELLs form a significant portion of the student population. The research aimed to examine the extent to which Initial Teacher Education programmes address the complexities of ELL instruction, including the integration of theoretical frameworks such as SLA theories and the provision of practical experiences that prepare teachers for real-world teaching environments.

The research employed a mixed-methods approach, combining quantitative and qualitative data to gain a comprehensive understanding of the participants' perceptions of the strengths and limitations of current Initial Teacher Education practices. This approach allowed both breadth of data and depth of insight. Data was collected through surveys administered to trainee teachers at different stages of their Initial Teacher Education programmes, interviews with trainee teachers and teacher educators, and an analysis of Initial Teacher Education curricula related to ELL instruction. The survey explored trainees' confidence levels and preparedness to teach ELLs, while the interviews provided deeper insights into their experiences with the theoretical and practical aspects of their training. These complementary methods allowed for the triangulation of data, providing a richer and more credible picture of how participants perceived the strengths and limitations of Initial Teacher Education provision.

In interpreting these perceptions, the analysis drew conceptually on the usage-based, cognitively oriented view of Second Language Acquisition outlined in Section 2.9.1, alongside the broader discussions of multilingualism and translanguaging presented in Section 2.3. While not applied as an analytic framework, this perspective provided a conceptual backdrop for understanding how participants articulated preparedness and confidence in relation to language learning. It also allowed these perceptions to be situated within the thesis's wider concern for how Initial Teacher Education programmes conceptualise linguistic diversity and the processes of learning through use, interaction, and meaning.

6.2.1 Key Findings

One of the key findings emerging from participant's perceptions was the reported inconsistent integration of SLA theories into Initial Teacher Education programmes. While some trainee teachers reported being introduced to concepts such as Krashen's comprehensible input and Wood, Bruner & Ross's (1976) scaffolding, many felt that these theories were not given enough emphasis or practical application. As a result, participants often perceived a gap between theoretical knowledge and classroom implementation, particularly in adapting SLA concepts into classroom strategies. The study found that while participant trainees could articulate theoretical knowledge, they struggled to implement strategies such as scaffolding and differentiated instruction for ELLs in practical settings. This perceived lack of depth in SLA training, as reported by both trainees and teacher educators, suggests that Initial Teacher Education programmes need to strengthen the link between theory and real-world application to improve teacher preparedness.

Practical experience was perceived by participants as a crucial element in trainee teachers' development of confidence and competence in teaching ELLs. The study showed that, according to trainee teachers' accounts, they gained the most confidence during their placements, where they felt they had the opportunity to apply theoretical knowledge in diverse classroom settings. Many trainees noted that placements helped them understand the real-world complexities of teaching ELLs, such as dealing with mixed-proficiency classrooms and balancing curriculum demands with the needs of multilingual students. However, the findings also highlighted that many placements lacked a specific focus on ELLs, with trainees reporting limited opportunities to engage with multilingual learners or practice ELL-specific teaching strategies. As a result, some trainee teachers felt underprepared by the end of their courses, despite gaining confidence during placements.

The research indicated participants' suggestions that longer, more immersive placements with a structured focus on ELLs could better equip trainee teachers to navigate the complexities of linguistically diverse classrooms. The study also captured perceptions of the importance of a guided reflection and constructive feedback on ELL-specific teaching practices, which were perceived to both enhance confidence and awareness of language development process, aligning with calls in the teacher education literature for more reflective, practice-orientated approaches to ELL pedagogy (Foley et al., 2018; Coady et al., 2011).

A key area of investigation was how trainee teachers' confidence in teaching ELLs was perceived to have evolved throughout their Initial Teacher Education programmes. The survey data indicated that participants' confidence appeared to increase significantly following early placement experiences, after initial exposure to practical placements when they first had opportunities to apply theoretical concepts in authentic classroom contexts. However, a slight decrease was perceived towards the end of the course, which may reflect trainee teachers' growing awareness of the complexities involved in teaching ELLs, particularly when theoretical training did not align with the realities of the classroom. Trainee participants expressed a desire for more practical workshops that provided hands-on experience with ELL-specific teaching strategies, such as translanguaging, scaffolding, and the use of visual aids, echoing wider calls in the literature for practice-based confidence in teacher education (Flockton & Cunningham, 2021; Foley et al., 2018)

Moreover, the study found that while trainees reported feeling moderately prepared to teach ELLs in general, there were specific areas where their self-reported confidence remained low. These included lesson planning for ELLs, incorporating language scaffolds, and using formative assessments to track ELL progress. Participants' accounts suggested that while trainees are gaining some foundational skills, their training was viewed as lacking the depth and specificity needed to fully prepare them for the challenges of teaching ELLs.

One of the most significant findings to emerge from the participants' accounts was the discrepancy between perceived preparedness and actual preparedness. Many trainee teachers reported feeling somewhat prepared for teaching ELLs after completing their coursework, but real-world teaching experiences during placements often exposed gaps in their training. This finding was particularly evident in the contrast between the idealized practices discussed in Initial Teacher Education courses, such as the use of students' home languages to support learning, and the actual practices observed in schools, where such strategies were often discouraged due to policy constraints or teacher workload. The research highlighted the need for Initial Teacher Education programmes to provide more realistic representations of classroom challenges and to offer strategies for navigating school environments that may not fully support ELL-inclusive practices, aligning with broader research in teacher education that highlights similar tensions between theoretical preparation and classroom realities (Flockton & Cunningham, 2021; Foley et al., 2018; Conteh, 2017).

The study also highlighted participants' views on the importance of developing empathy in trainee teachers as a key component of preparing them to teach ELLs. Interview participants like Gwen emphasized that experiencing what it feels like to be an ELL in a mainstream classroom could significantly enhance trainee teachers' understanding of the challenges these students face. Trainees who had personal experience with multilingualism or who worked closely with ELLs during placements demonstrated greater empathy and were more attuned to the needs of their students. Participants accounts therefore suggest that Initial Teacher Education programmes should incorporate more experiential learning opportunities, such as role-playing or simulations, that allow trainees to engage with the ELL experience firsthand, aligning with broader arguments for reflective and empathy based approaches in ELL teacher education (Foley et al., 2018; Conteh, 2017; Garcia & Sylvan, 2011; Coady et al., 2011).

6.3 Research strengths, limitations, and Methodological

Reflections

This study adopted an interpretive orientation, examining how trainee teachers and teacher educators perceived the adequacy of Initial Teacher Education for ELLs. Consistent with the methodological stance articulated in the thesis, interviews were treated as socially co-constructed discourse events rather than neutral instruments, and the questionnaire captured self-reported perceptions of preparedness and confidence rather than observed practice. As outlined in the literature review (Sections 2.7–2.8) and methodology (Section 3.6.1.1), the constructs of preparedness and confidence were developed through iterative alignment with existing teacher education research and prior instruments. Preparedness drew on the NQT survey and frameworks proposed by Flockton & Cunningham (2021), Stokking et al. (2003), and Rots & Aelterman (2009), while confidence was informed by self-efficacy models and studies such as Mojavezi & Tamiz (2012) and Rollison et al. (2012). These constructs were operationalised through the analytic criteria presented in Tables 2.5 and 2.7 and visualised in the questionnaire design process (Tables 3.3–3.5), ensuring coherence between their theoretical grounding, research questions, and the study's interpretive orientation. This interpretive approach aligns with current applied-linguistics perspectives that emphasise contextually situated and perception-based understandings of teacher education (Foley et al.,

2018; Conteh, 2017). This orientation enabled the analysis to foreground situated understandings of Initial Teacher Education, while recognising that the findings reflect perceptions within the UK's teacher-education context and are therefore not intended as generalisable claims.

6.3.1 Research strengths

The research project offers several important strengths. First, it developed and applied a robust framework for analysing curricula data related to ELL instruction, namely the *Analytic framework: Teacher cognition and good instructional practice for teaching ELLs*. This framework provides a structured method for evaluating curricula, developed through synthesis of teacher cognition and multilingual pedagogy research (Borg, 2006; Conteh, 2017; Foley et al., 2018), integrating insights about how teachers conceptualise and enact ELL instruction within Initial Teacher Education in the UK. This theoretical foundation enabled the identification of best practices within Initial Teacher Education programmes. By establishing specific criteria for assessing teacher perceptions of confidence and preparedness, the study contributes a practical analytic tool that can be used by teacher educators and policymakers to evaluate and enhance Initial Teacher Education provision. In doing so, the framework provides a model that can be adapted by future researchers to evaluate how ELL related content is conceptualised within different teacher education contexts, both within and beyond England.

The study also represents one of the few UK-based investigations into how Initial Teacher Education prepares teachers to work with ELLs, addressing a recognised gap in applied linguistics and teacher education research, where studies have largely focused on international contexts (Foley et al., 2018; Coady et al., 2011). Within England, recent research and reviews have continued to highlight the limited and uneven integration of EAL pedagogy within Initial Teacher Education programmes (Conteh, 2017; Flockton & Cunningham, 2021; Demie, 2018) and the absence of systematic national guidance for embedding linguistic diversity in teacher preparation (The Bell Foundation, 2021). By examining the English context, this study contributes an empirically grounded account of how linguistic diversity is conceptualised within Initial Teacher Education policy, curricula, and training, showing how institutional structures and priorities shape trainee and educator perceptions. While these findings are necessarily situated within England's policy

environment, they offer insight into how national Initial Teacher Education systems might better engage with multilingualism and ELL inclusion in practice.

A further strength lies in the triangulation of data sources; curricula documents, trainee questionnaires, and interviews with trainee teachers and educators, which strengthened interpretive validity and provided a multifaceted view of participants' experiences. This triangulated approach reflected the study's interpretive stance, enabling convergence of multiple perspectives to deepen understanding rather than to seek statistical generalisation. The inclusion of multiple stakeholder perspectives also allowed for comparison between policy intention and lived experience, offering a more comprehensive account of how ELL preparation is conceptualised and enacted within Initial Teacher Education within the UK.

The study also generated insights into how trainee teachers perceived the quality and effectiveness of their training in relation to ELL instruction. These perspectives shed light on both the strengths and gaps in current provision and offer practical suggestions for improvement. In this way, the study not only provides a snapshot of the curricula data currently in use but also gives voice to those who will implement these practices in classrooms. This interpretive layer was informed by a usage-based and cognitively grounded understanding of Second Language Acquisition, outlined in Section 2.9.1, which complements the broader theoretical framing of multilingual pedagogy and teacher cognition. Situating participants' accounts within this perspective allowed preparedness and confidence to be interpreted through an empirically supported view of language learning as an experience-driven, adaptive, and cognitively mediated process (Ellis & Wulff, 2015; Leow, 2020; Römer, 2024). This theoretical coherence strengthens the conceptual integration between how languages are learned and how teachers are prepared to teach them.

By linking empirical evidence to conceptual debates around SLA theory, translanguaging, and teacher cognition, the study contributes to applied linguistics scholarship while maintaining direct relevance for teacher education practice. Finally, the practical implications identified through this research extend its contribution beyond academia, offering evidence-informed guidance for Initial Teacher Education providers and policymakers seeking to enhance ELL preparation and CPD provision. Overall, the study's integration of theoretical insight, empirical evidence, and practitioner perspective represents a distinctive contribution to applied linguistics and ELL education research.

6.3.1 Methodological reflections

The interpretive stance adopted in this thesis brings with it particular strengths as well as clear limitations. The use of mixed methods within this interpretive framework enabled triangulation across data types; questionnaire, interview, and curricula analysis, providing both depth and breadth of understanding. This alignment between methodological design and epistemological stance strengthened internal coherence and enhanced the credibility of interpretations (Creswell & Plano Clark, 2018). At the same time, the interpretive nature of the inquiry means that findings reflect participants' perceptions and context-bound meanings rather than generalisable patterns.

6.3.1.1 Interviews

Treating interviews as co-constructed discourse events enabled the analysis to examine how participants positioned themselves in relation to policy, programme expectations, and classroom realities (Mann, 2011; Talmy, 2010). This stance facilitated the capture of nuance and contextual contingency, highlighting how meanings were actively shaped in interaction. It also required reflexivity regarding the researcher's interpretive role in co-constructing accounts, acknowledging that findings emerge through interaction rather than detached observation (Cohen et al., 2018). The corresponding limitation, however, is that such data cannot be interpreted as generalisable "facts" about practice; rather, interview accounts remain context-bound and contingent upon the dynamics of the interview event.

6.3.1.2 Questionnaires

The questionnaire provided breadth and comparability across a wider cohort. The constructs of preparedness and confidence were carefully defined and operationalised, yet as perception-based categories they are inevitably subject to self-report bias and social desirability effects (Dörnyei & Taguchi, 2010). The use of a four-point Likert scale encouraged directional judgements but at the same time compressed nuance, reducing sensitivity to more subtle distinctions in participants' perceptions (Boone & Boone, 2012). Within the interpretive framework of the study, the questionnaire was therefore used not to generate statistically generalisable findings but to explore patterns of perception across participants, complementing the depth of qualitative analysis.

6.3.1.3 Validity and Reliability

Several steps were taken to enhance validity: items were derived from both the literature and interview themes, reviewed by teacher educators for content relevance, and piloted with trainees to ensure clarity and appropriacy (Brown, 2001; Dörnyei & Taguchi, 2010). Reliability was supported through standardised online administration, consistent item ordering, and the calculation of Cronbach's alpha, which indicated satisfactory internal consistency (DeVellis, 2016). Nevertheless, more extensive psychometric validation (e.g., exploratory/confirmatory factor analysis, test–retest procedures) was beyond the scope of this project. Given the study's interpretive orientation, validity was understood conceptually rather than statistically concerned with the credibility, coherence, and transparency of the analytical process rather than with replicability in a positivist sense (Cohen, Manion, & Morrison, 2018). These constraints limit the scope of the claims that can be made but do not undermine the overall credibility of the findings.

6.3.1.4 Contextual boundaries

The study is explicitly UK-specific, situated within English Initial Teacher Education policies and institutional arrangements. As outlined in Section 2.3 (*Translanguaging and Multilingual Pedagogy*) and Section 2.5 (*Cognitive Academic Frameworks and Language Development*), conceptualisations of pedagogy are shaped by institutional and policy contexts. This national specificity strengthens the study's internal validity by situating participants' perceptions within a clearly defined educational framework but simultaneously limits external generalisability. The present findings should therefore be understood as situated perceptions within UK Initial Teacher Education rather than as claims that can be generalised to other national systems or multilingual settings.

6.3.2 Research limitations

While the study was conducted with rigour and consistency, it was not without its limitations, which were mitigated as far as possible within the parameters of an interpretive, small-scale design. These limitations primarily concern the scope of participation, access to data, and the generalisability of the findings.

A major constraint involved participant recruitment. Despite approaching dozens of teacher educators from thirty-three institutions, data was obtained only from the pilot study participants and two teacher educators from two universities in England. This inevitably constrained the breadth of the sample and the extent to which the data could reflect the full range of Initial Teacher Education provision in the UK. However, within the interpretive paradigm of this research, the purpose was not statistical representativeness but to gain depth of understanding from the perspectives available. The decision was made to retain the pilot study data in the main study alongside the curricula data and interview data from university 1, and the course outline and readings from university 2 (although 2 of the suggested readings, Conteh (2003) and Leung (2011) could not be accessed by myself or the university library and as such was not referred to), as while it is undoubtedly a snapshot, it still provides a snapshot case study style collection of evidence of how Initial Teacher Education programmes prepare trainee teachers to teach ELLs.

Limited access to curricula documentation presented an additional challenge. This meant that the analysis provides only a preliminary view of how ELL content is embedded across different courses, and broader conclusions about the effectiveness of these curricula therefore remain tentative. Nonetheless, the data allowed the *Analytic Framework: Teacher Cognition and Good Instructional Practice for Teaching ELLs*, devised specifically for this study, to be applied meaningfully. Its use demonstrated the framework's potential as a transferable model for evaluating curricula and identifying areas for development, both for future researchers and for Initial Teacher Education providers seeking to review their provision.

Moreover, the small number of teacher educator interviews presented another limitation. Further data would have provided a more comprehensive understanding of how programmes are designed and delivered, particularly in relation to the integration of SLA theories and ELL-specific strategies. However, the pilot study interviews and the teacher educator from University 1 offered valuable case-based evidence that illuminates how individual educators interpret policy and implement ELL pedagogy within their institutional contexts.

The limited number of trainee teacher interviews also restricted the scope of the research. While the existing data provide meaningful insights into trainees' experiences and

perceptions, a larger and more diverse sample would have allowed for greater variation by programme type or regional context. Within the interpretive stance of the study, however, the aim was not numerical saturation but to explore the complexity of participants' meaning-making processes. The qualitative data therefore remain valuable for understanding how confidence and preparedness are conceptualised and experienced within the specific Initial Teacher Education environments examined. Future research could expand on this work by incorporating more extensive curricula data and a wider range of interviews with teacher educators and trainees to provide a fuller, comparative picture of ELL instruction within Initial Teacher Education in the UK.

Finally, the explicitly UK-based focus of the research delimits the transferability of its findings. As research is situated within the policy and institutional context of the UK's Initial Teacher Education system, its conclusions are best understood as contextually situated perceptions rather than generalisable claims. Nevertheless, the findings highlight issues, such as the integration of SLA theory, ELL-specific pedagogy, and placement-based learning, that are relevant to international discussions of teacher education for linguistically diverse classrooms.

These methodological and contextual constraints inevitably influence the reliability and validity of the findings. While internal validity was enhanced through triangulation of methods and transparent analytic procedures, the reliance on self-reported perceptions and limited institutional access constrains the external validity and generalisability of the results. Nevertheless, these parameters are consistent with the interpretive, exploratory nature of the research, which prioritised meaning-making over measurement.

In summary, although these limitations delimit the breadth of the claims that can be made, they do not undermine the study's credibility. Instead, they clarify its scope: an exploratory, perception-based investigation grounded in a specific national context. The research offers theoretical and practical contributions through the development of the analytic framework, the conceptual clarification of preparedness and confidence, and the generation of contextually grounded insights into how trainee teachers and educators perceive ELL preparation within Initial Teacher Education. In doing so, the study provides preliminary yet valuable evidence that can inform future research, policy, and practice concerned with teacher education for linguistically diverse classrooms.

6.4 Implications

This study set out to evaluate how Initial Teacher Education programmes in England prepare teachers to meet the needs of English Language Learners (ELLs). The findings, while bounded by the methodological and contextual limitations outlined in Section 6.3, nonetheless provide important implications for research, practice, and policy. Central to these implications is the recognition that the findings represent **perceptions of trainee teachers and teacher educators**, rather than objective evaluations of programme impact. These perceptions are valuable because they illuminate how theory and policy are experienced in practice, and how teachers construct their sense of preparedness and confidence in working with ELLs. As the study employed self-report questionnaires and co-constructed interviews, these findings reflect participants' lived perceptions rather than observed behaviours; this limits statistical reliability but enhances interpretive validity.

The implications must therefore be interpreted in light of both the study's interpretative orientation and its explicitly UK based scope. As outlined in Chapter 2; **translanguaging** (Section 2.5.1), SLA constructs including complexity, accuracy, and fluency (CAF), and feedback (Section 2.9.2.1.2), each of these domains is shaped by competing conceptualisations that shape how multilingual pedagogy is theorised and enacted; it is precisely these contested constructs that participants' perceptions in this study address. The literature also highlights that translanguaging is entangled with ideology and power (Flores & Rosa, 2015; Jaspers, 2018), and that professional identities are narrated and negotiated through discourse (Riessman, 2008; De Fina & Perrino, 2011). These perspectives frame the present implications as situated insights that, while informative, should be interpreted cautiously given their national and methodological boundaries.

Likewise, as discussed in Chapter 3, the methodological choices made here; treating interviews as co-constructed discourse events and questionnaires as self-report instruments targeting the constructs of preparedness and confidence, shape the scope and interpretative nature of the findings. The implications that follow are therefore framed as credible but bounded contributions, situated within the English Initial Teacher Education context, and are presented across three levels: research, practice, and policy.

6.4.1 Implications for research

The study points towards several important directions for future research. First, there is scope to link **perceptions to practice** more directly. While this study relied on self-report data, future investigations could combine perception data with classroom observations, teaching artefacts, or task-based evidence to examine how reported preparedness and confidence translate into enacted pedagogy for ELLs (Paran, 2017). Such triangulation would preserve the interpretive orientation of this study while extending the evidence base for how perceptions manifest in practice. In addition, future research could align these classroom investigations with usage-based perspectives on language learning, exploring how mechanisms such as attention, noticing, and frequency which are central to cognitive accounts of SLA (Leow, 2020; Ellis, 2021), are reflected in teachers' and learners' real-world interactions. This would enable a more empirically grounded understanding of how theoretical constructs translate into classroom processes.

Second, there is a clear need for instrument refinement and validation. The preparedness and confidence scales used here showed acceptable internal consistency, but further psychometric work is warranted. Item-level diagnostics, exploratory or confirmatory factor analysis, and, where feasible, test–retest procedures would strengthen construct validity and reliability (DeVellis, 2016; Wilson, 2013). This would clarify whether preparedness and confidence are uni- or multidimensional constructs and whether they remain stable across cohorts and contexts.

Third, comparative research is needed to move beyond the **UK-specific context**. As highlighted in Section 2.3 on translanguaging, Section 2.5 on SLA/CAF, and Section 2.6 on feedback, pedagogical constructs are shaped by national policies and ideologies. Parallel studies in other policy environments could allow examination of how perceptions of preparedness, confidence, and multilingual pedagogy are understood elsewhere, enabling cautious cross-context comparison (Foley et al., 2018).

Fourth, future work should examine programme design and theory–practice mediation more closely. This study identified gaps between theoretical exposure and practical application, particularly around contested areas such as translanguaging, SLA-informed pedagogy, and formative feedback. Research could investigate how usage-based design

principles (Bybee, 2010; Tomasello, 2003), translanguaging as pedagogy and ideology (García, 2009; Wei, 2011), and formative feedback cycles (Hattie & Timperley, 2007; Lyster et al., 2013) are operationalised within Initial Teacher Education course components.

Finally, a longitudinal perspective would provide insight into how perceptions evolve over time. Follow-up studies that track trainees into their early careers could explore how preparedness and confidence shift as teachers encounter the realities of schools, assessment regimes, and multilingual classrooms. Such research would help to identify which aspects of Initial Teacher Education provision have sustained impact and which require ongoing professional support.

6.4.2 Implications for practice

The findings also highlight significant implications for the design and delivery of Initial Teacher Education programmes in the UK, particularly in preparing teachers to address the needs of ELLs. As the literature review established, constructs such as translanguaging (Section 2.3), SLA/CAF (Section 2.5), and formative feedback (Section 2.6) are contested but central to effective pedagogy. Participants' perceptions underscore the importance of ensuring that trainees are supported not only to understand these theoretical constructs but to apply them in complex, policy-constrained classrooms. In particular, grounding this understanding within a usage-based, cognitively informed view of language learning, as outlined in Section 2.9.1, can help trainee teachers recognise how linguistic development arises through meaningful use, attention, and frequency of exposure. Embedding such awareness into practical training could better equip trainees to interpret ELLs' language progress as evidence of ongoing system-building rather than as deficit, aligning pedagogical practice with contemporary SLA theory (Ellis & Wulff, 2015; Leow, 2020).

One clear implication is the adoption of a blended, two-pronged approach that integrates SLA theory with ELT practices. Trainees reported a need for practical preparation; thus, Initial Teacher Education programmes could combine workshop-style sessions (introducing scaffolding, differentiation, translanguaging, and feedback strategies) with online modules that cover theoretical foundations and provide networking spaces for collaboration. Such provision could help ensure that trainees leave with both a conceptual understanding and classroom-ready skills.

Another implication is the need to introduce theory and research in SLA to pre-service teachers in ways which will better serve their future practice. Trainees perceived a disconnect between theoretical principles and the realities of teaching in schools constrained by monolingual policies or limited resources. To address this, Initial Teacher Education curricula could incorporate case studies and scenario-based activities that reflect such contexts. This could help trainees to develop the flexibility to adapt strategies, especially when dealing with contested practices such as translanguaging, which may be framed as either innovative pedagogy or as policy non-compliance.

There is also a need for sustained professional development. As multilingual classrooms continue to evolve, Initial Teacher Education could establish explicit pathways for ongoing learning. One option is to adapt models such as the *Changing Englishes* programme (Wicaksono & Hall, 2024), embedding reflective and collaborative tasks into CPD or supplementary online courses. Embedding such initiatives could help ensure that teachers remain responsive to emerging research and policy, while continuing to refine their practical strategies for supporting ELLs.

Finally, the frameworks developed in this thesis, the analytic checklist for curricula and the preparedness/confidence scales, offer tools for ongoing evaluation and reflection. These could be adapted for use by schools, Initial Teacher Education providers, and professional organisations such as NALDIC and The Bell Foundation, for example as part of observation, feedback forms, or a self-assessment process. By embedding these tools into professional practice, institutions could more systematically assess and strengthen their provision for ELLs.

6.4.3 Implications for policy

At the policy level, the findings reinforce the importance of moving beyond simplistic categorisations of learners as “EAL.” Instead, Initial Teacher Education programmes should expose trainees to more nuanced assessment frameworks, such as The Bell Foundation’s EAL Assessment Framework, which differentiates stages of language development and enables teachers to tailor instruction more precisely. Embedding such frameworks into Initial Teacher Education provision would help future teachers to move beyond deficit models and

towards asset-based understandings of multilingual learners and help them to design linguistically responsive instruction.

The study also highlights the need for systematic structured CPD provision beyond Initial Teacher Education. Policy should encourage or mandate the availability of supplementary training, delivered either in person or online, that evolves in response to research and classroom realities. Such provision would enable teachers at all career stages to remain equipped to support ELLs effectively.

Moreover, policy frameworks should be informed by current linguistic research on second-language development. Usage-based and cognitively oriented accounts of SLA (Ellis & Wulff, 2015; Römer, 2024) emphasise that language learning depends on sustained, meaningful use and on opportunities for learners to notice and practise form–meaning relationships (Leow, 2020). Recognising these principles at policy level would ensure that teacher preparation and assessment systems are consistent with evidence about how languages are actually acquired, supporting coherence between national Initial Teacher Education standards, classroom realities, and linguistic research.

More broadly, education policy should recognise that Initial Teacher Education cannot fully prepare teachers for the diversity of linguistic realities they will encounter. Policies that invest in sustained CPD, promote collaborative networks, and align assessment frameworks with inclusive pedagogies would help bridge the gap between training and practice.

Finally, the analytic frameworks developed in this study provide practical tools for policy adoption. By integrating the good practice checklist or preparedness/confidence measures into institutional evaluation or inspection processes, policymakers could encourage consistency and transparency in how ELL preparation is conceptualised and delivered across programmes.

6.4.4 Concluding Remarks on Implications

Overall, the implications of this study are interpretive rather than prescriptive. They reflect how teacher educators and trainee teachers *perceive* the integration of ELL pedagogy within Initial Teacher Education, and they suggest pathways for deepening this integration across research, practice, and policy. The study’s analytic framework, conceptual models of

preparedness and confidence, and focus on participant perceptions collectively provide a foundation for more context-sensitive, linguistically inclusive approaches to teacher education.

6.5 Concluding remarks

The concluding remarks of this study reflect on the critical insights gained from examining the preparedness of trainee teachers in relation to teaching ELLs within Initial Teacher Education programmes in the UK. The increasing linguistic diversity in UK schools demands a rethinking of current teacher education approaches, and this research has provided evidence that, while some progress has been made, there remains a significant gap in adequately preparing future teachers to meet the challenges of ELL instruction.

One of the key takeaways from this study, emerging from participants' accounts, is the perceived need for stronger integration between theoretical and practical components of SLA and ELT pedagogy into Initial Teacher Education curricula. The research has shown that trainee teachers often lack the necessary confidence and practical experience to apply these theories effectively in real-world classroom settings. This underscores the need for Initial Teacher Education programmes to better bridge the gap between theory and practice by providing more hands-on opportunities for trainees to work with ELLs during their placements.

The findings also highlight the importance of developing empathy in trainee teachers toward ELLs. As the study suggests, experiential learning, such as role-playing or immersive simulations where trainee teachers experience what it is like to be an ELL in a classroom, could significantly enhance their understanding and ability to support these learners. Such an approach would foster a deeper connection between the teacher and student, shifting the narrative from seeing multilingualism as a problem to recognizing it as an asset in the classroom.

Furthermore, this research introduced two frameworks that contribute to the field of applied linguistics and teacher education. The first, the Analytic Framework: Teacher Cognition and Good Instructional Practice for Teaching ELLs, offers a structured method for evaluating how ELL pedagogy and SLA theory are represented within Initial Teacher

Education curricula. The second, the Conceptual Frameworks for judging Preparedness and Confidence, provides a means of examining how trainee teachers and teacher educators articulate their sense of professional readiness to teach ELLs. Together, these frameworks enable a dual perspective, linking curricula representation with participant perception, to better understand how multilingual pedagogy is conceptualised across levels of Initial Teacher Education provision. While both frameworks are contextually bound to the UK Initial Teacher Education system, they provide adaptable models for future research and programme evaluation in other educational contexts. Their use demonstrates how theoretically informed, yet practically oriented instruments can illuminate the intersection between policy, curriculum, and teacher experience in multilingual education. Informed by the usage-based conceptualisation of SLA, these recommendations stress the importance of sustained engagement, authentic use, and iterative reflection as central to both teacher and learner development.

In conclusion, this study emphasizes the continuing need for Initial Teacher Education programmes in the UK to ensure that they are equipping trainee teachers with the skills, knowledge, and confidence to effectively teach ELLs. Aligning teacher preparation with current SLA research, particularly usage-based perspectives, ensures that pedagogical design reflects how languages are actually learned: through meaningful use, attention to form, and cumulative experience. By adopting a more comprehensive and practical approach to teacher education, Initial Teacher Education programmes can contribute to a more inclusive and supportive educational environment for all students, particularly those who face linguistic barriers in the classroom. The findings of this study contribute to the existing body of research on Initial Teacher Education and ELL instruction by providing interpretive insights into how preparedness and confidence are constructed and by offering two complementary frameworks that can inform future evaluation and development. While the findings are necessarily situated within the UK policy and institutional context, they offer context-sensitive reflections and tools that may support the ongoing evolution of teacher education both within and beyond the UK.

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Appendices

Appendix 1 – NQT Survey graphs

Figure 0.1: Taken from DfE Results of the Newly Qualified Teacher survey 2010 (p.12)

Graph 7 (primary)

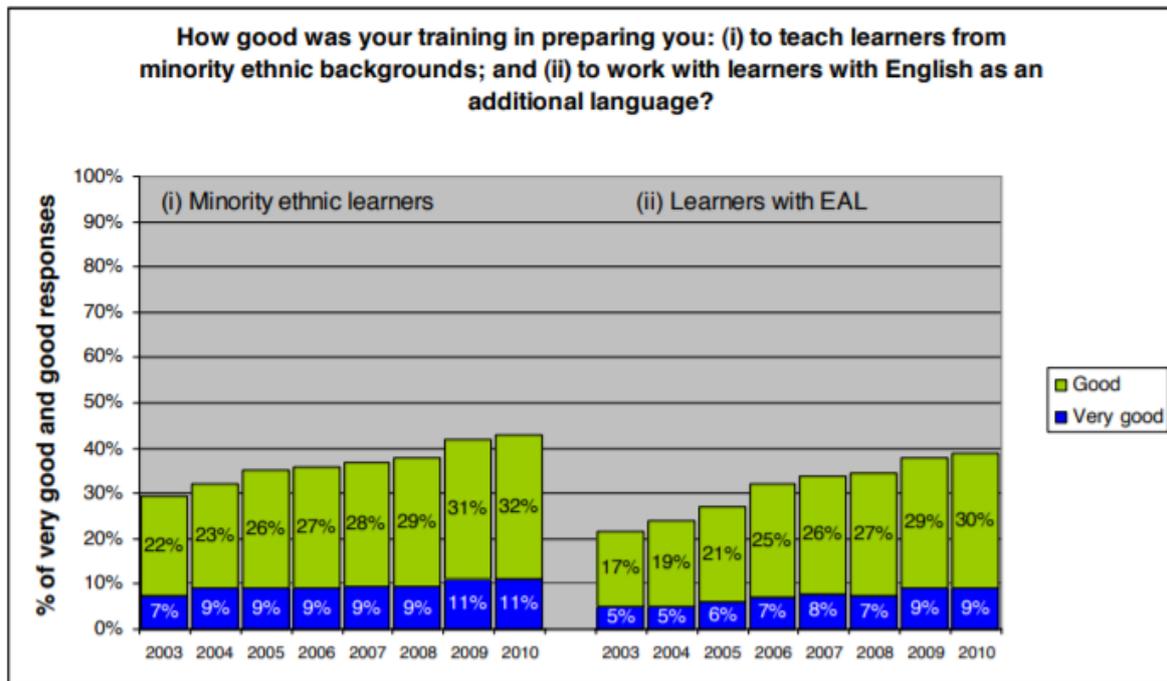


Figure 0.2: Taken from DfE Results of the Newly Qualified Teacher survey 2010 (p.24)

Graph 19 (secondary)

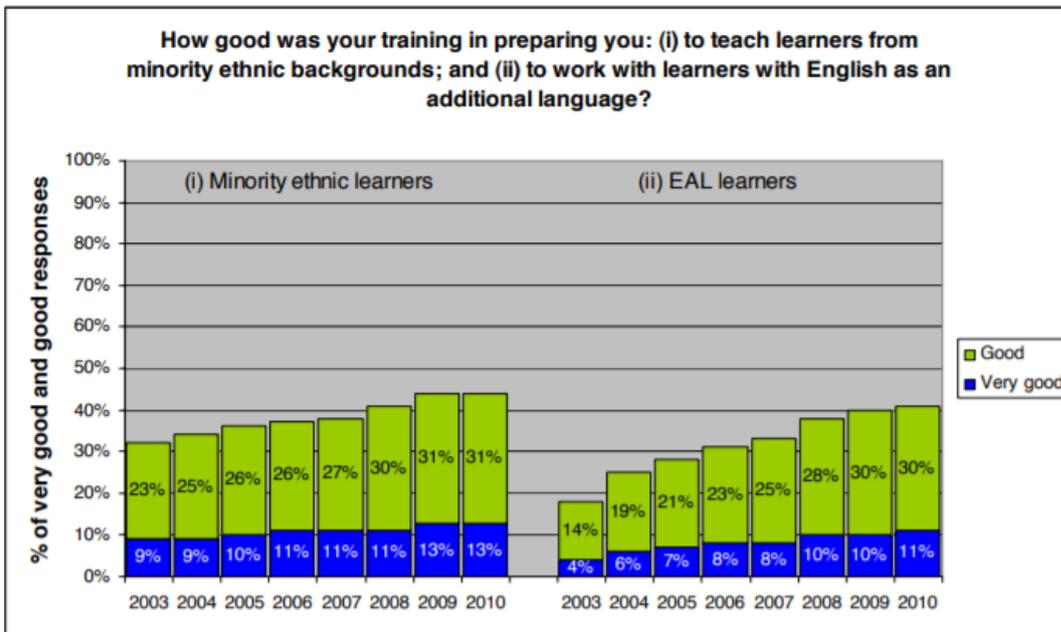


Figure 0.3: Taken from DfE Results of the Newly Qualified Teacher survey 2011 (p.11)

Graph 6 (primary)

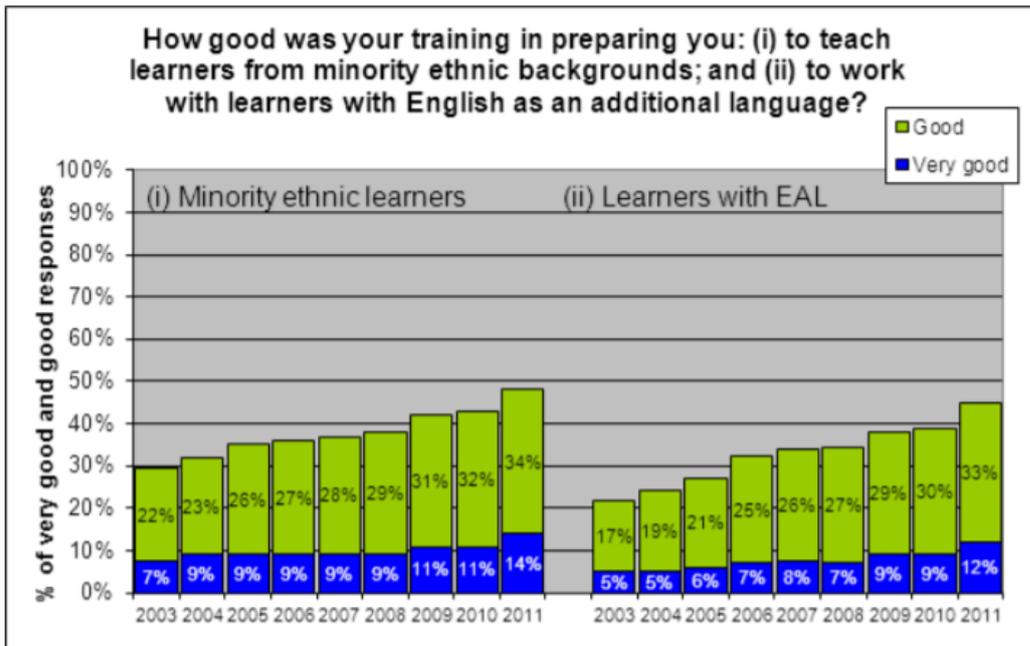


Figure 0.4: Taken from DfE Results of the Newly Qualified Teacher survey 2011 (p.22)

Graph 15 (secondary)

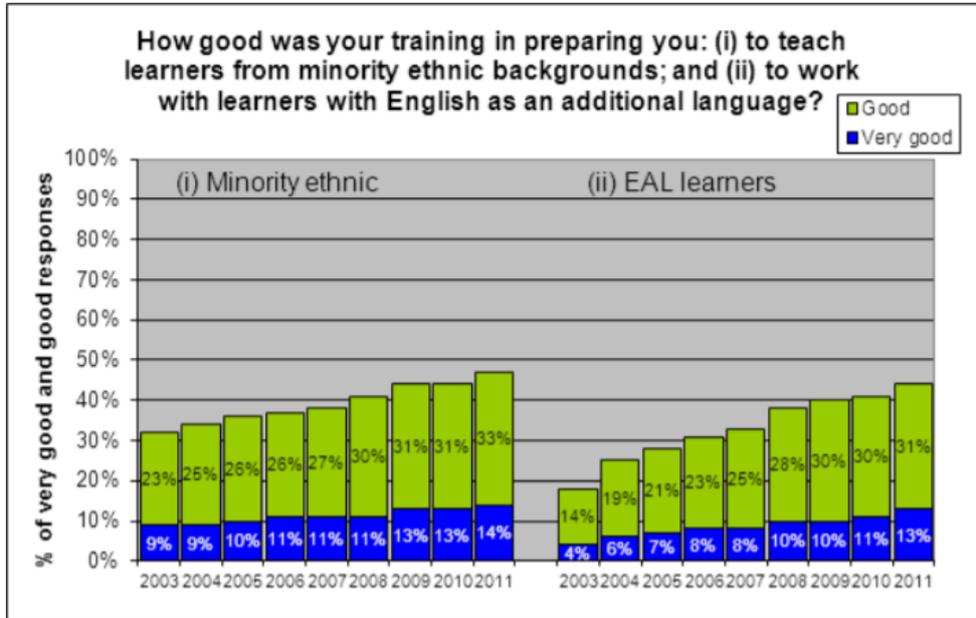


Figure 0.5: Taken from DfE Results of the Newly Qualified Teacher survey 2012 (p.20)

Graph11 (primary)

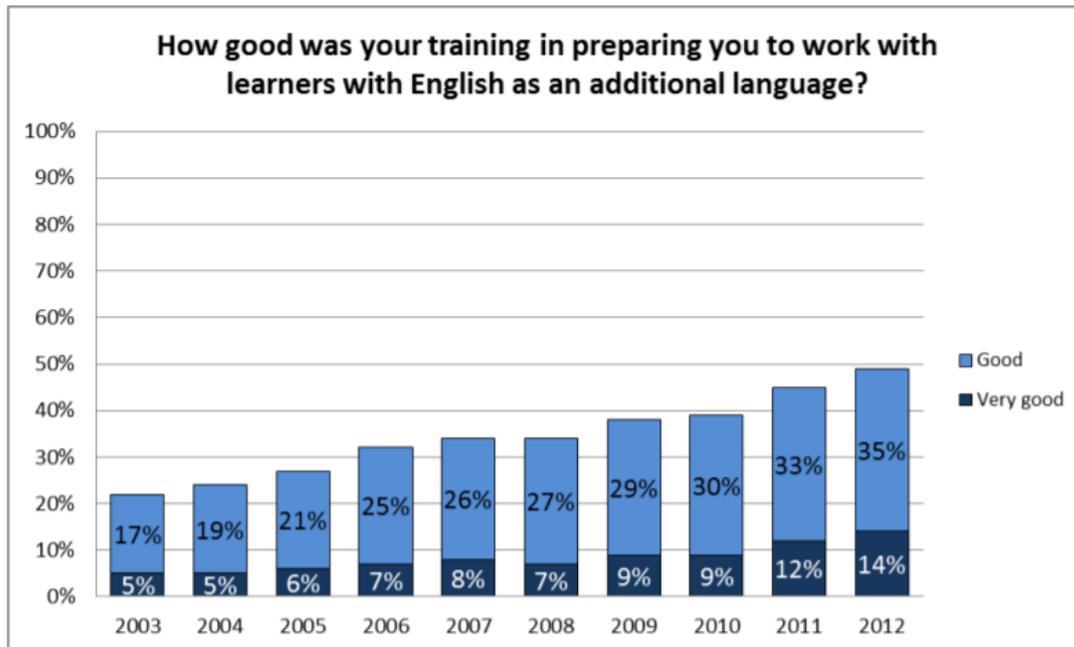


Figure 0.6: Taken from DfE Results of the Newly Qualified Teacher survey 2012 (p.36)

Graph 27 (secondary)

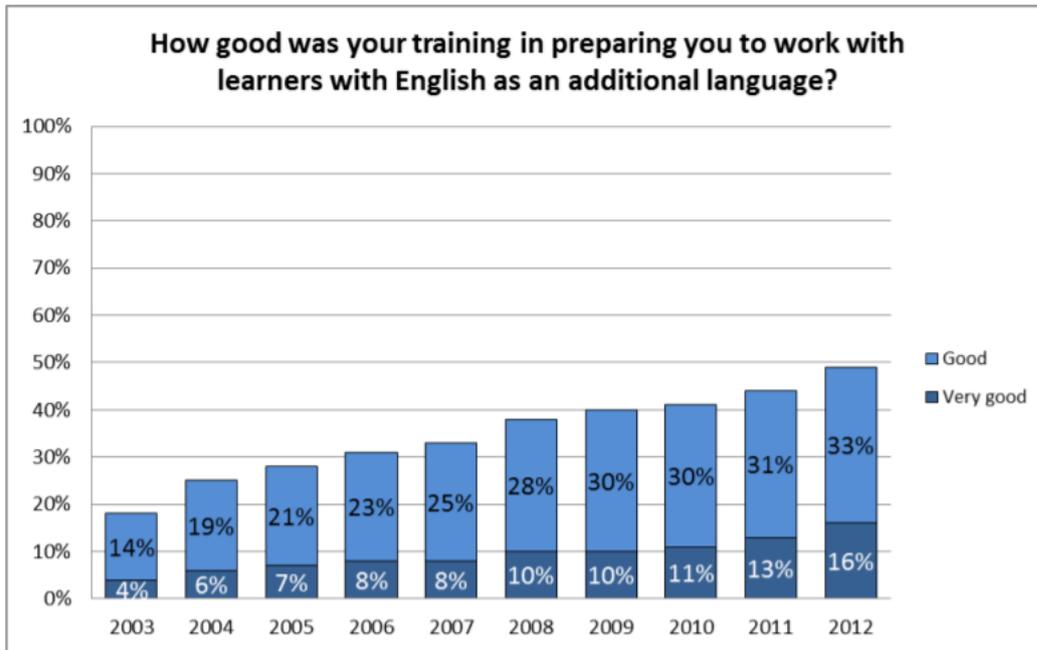


Figure 0.7: Taken from DfE Results of the Newly Qualified Teacher survey 2013 (p.20)

Figure 13 Primary: How good was your training in preparing you to teach pupils with English as an additional language?

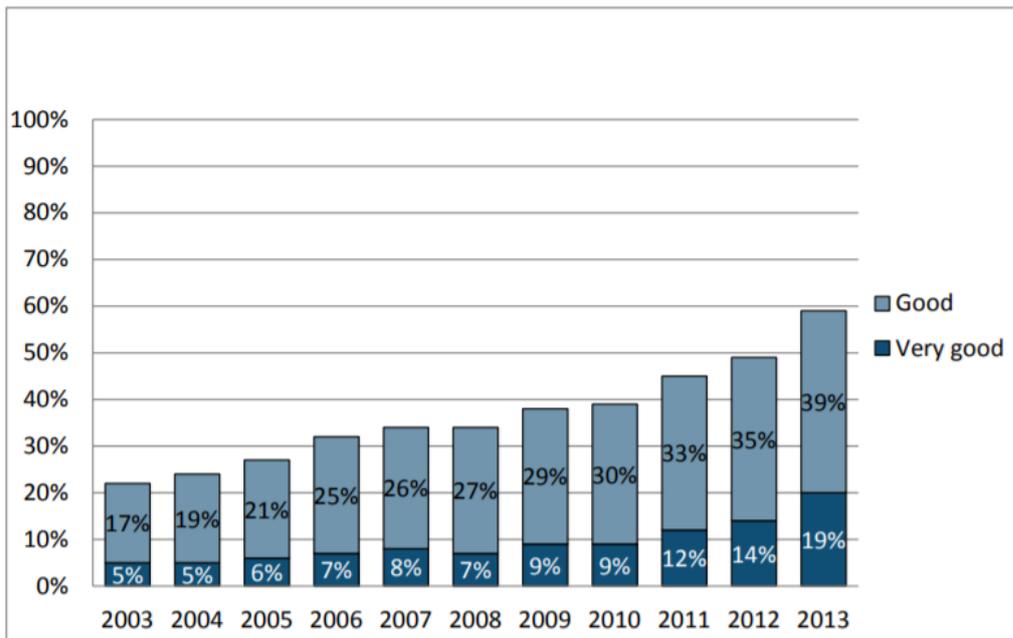


Figure 0.8: Taken from DfE Results of the Newly Qualified Teacher survey 2013 (p.34)

Figure 26 Secondary: How good was your training in preparing you to teach pupils with English as an additional language?

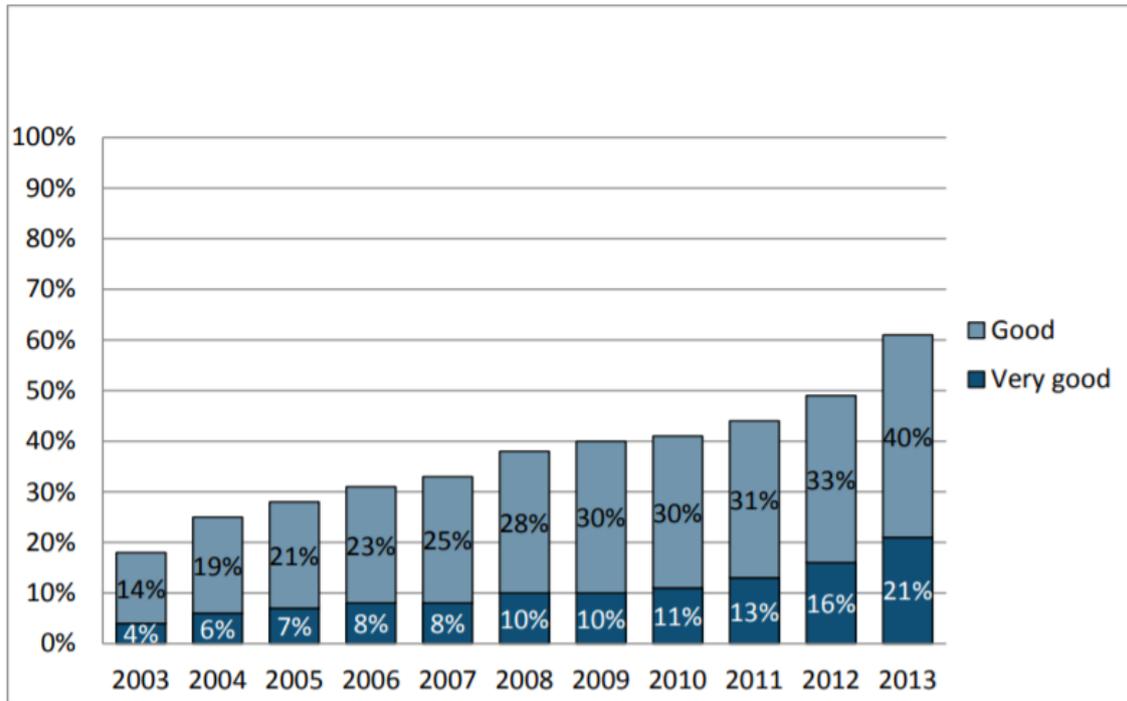


Figure 0.9: Taken from DfE Results of the Newly Qualified Teacher survey 2014 (p.52)

Figure 25: Primary - How good was your training in preparing you to teach pupils with English as an additional language?

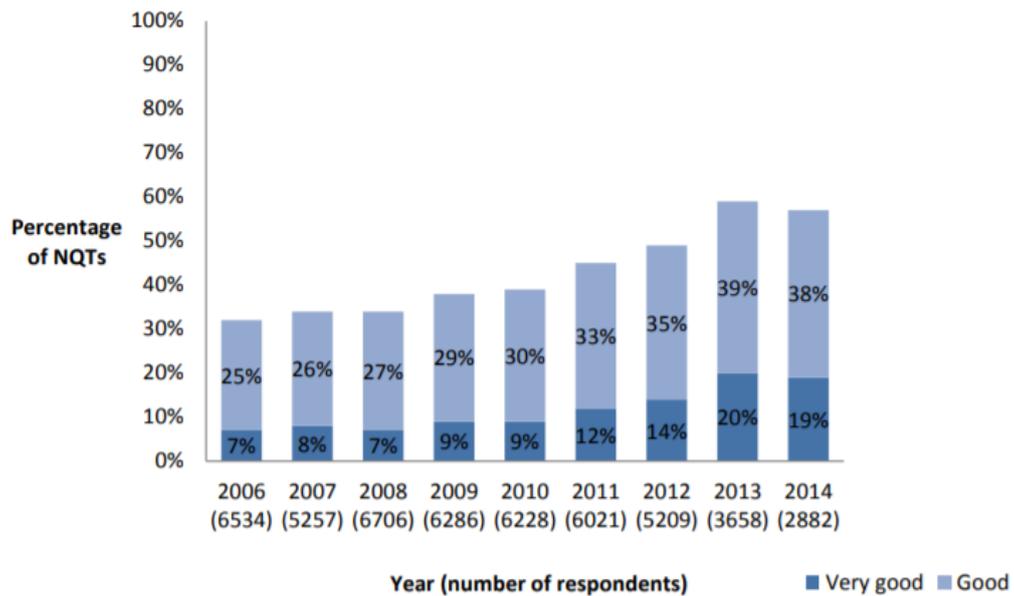


Figure 0.10: Taken from DfE Results of the Newly Qualified Teacher survey 2014 (p.84)

Figure 48: Secondary - How good was your training in preparing you to teach pupils with English as an additional language?

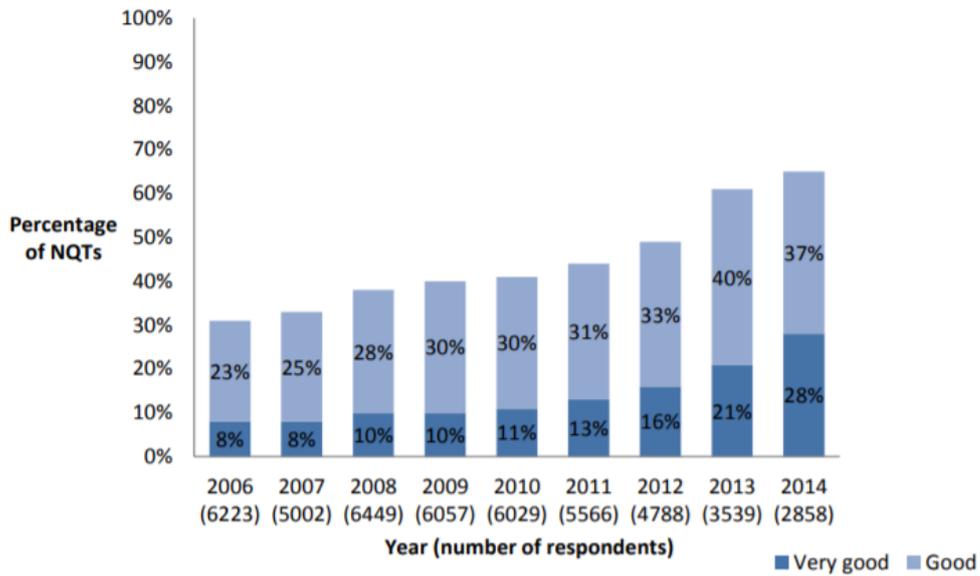


Figure 0.11: Taken from DfE Results of the Newly Qualified Teacher survey 2014 (p.48)

Figure 20: Primary - How good was your training in preparing you to teach pupils with English as an additional language?

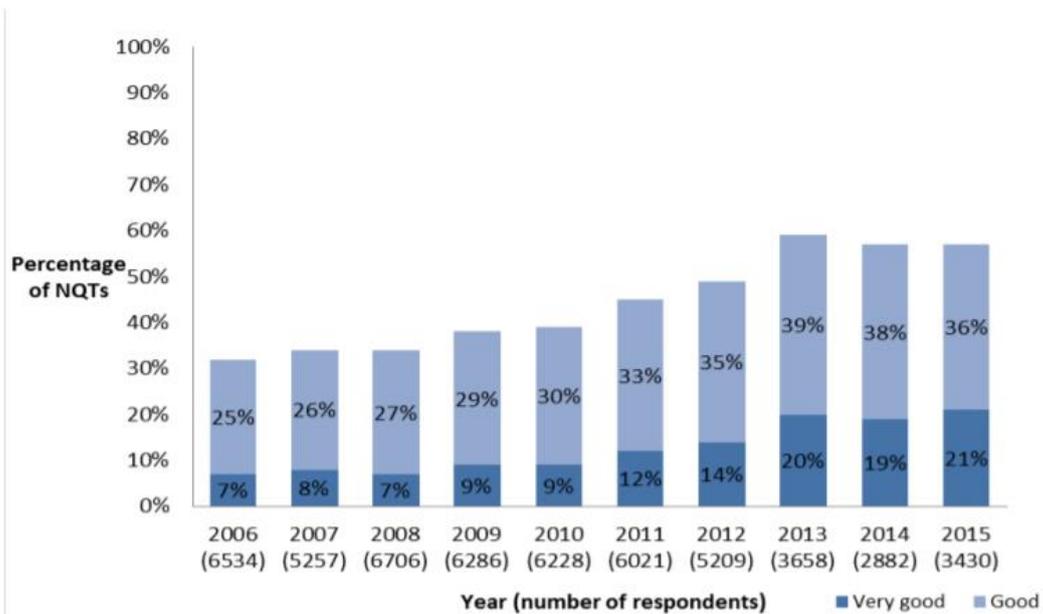
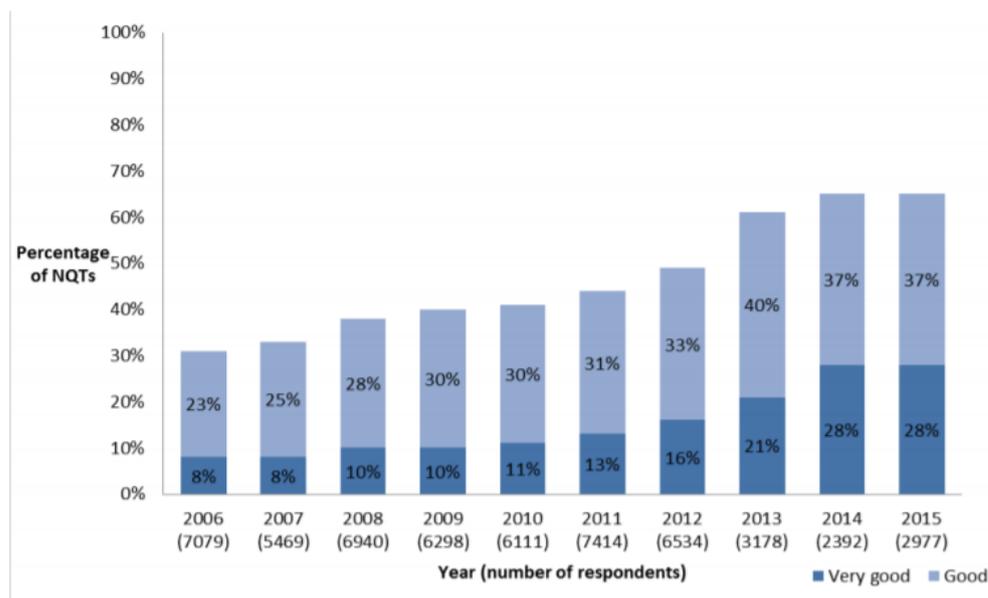


Figure 0.12: Taken from DfE Results of the Newly Qualified Teacher survey 2015 (p.73)

Figure 44: Secondary - How good was your training in preparing you to teach pupils with English as an additional language?



Appendix 2 - visualisation of pre-mainstreaming table

Table 0.1: Visualisation of pre-mainstreaming table

Key dates	Education context
pre-1948	<ul style="list-style-type: none"> British schools were widely considered to be "monolingual, monocultural institutions" (Edwards, 1984, p.49) where English (in various dialectal forms) was the language that all students spoke.
1948	<ul style="list-style-type: none"> In 1948 the British Nationality Act meant immigration from ex-British colonies and commonwealth countries rose which led to classrooms becoming more linguistically diverse (Costley, 2014; Leung, 2016). This led to pupils' English proficiency becoming an educational issue. Despite the lack of overarching educational policy, neither national or Local Education Authority (LEA) led, the goal was clear: prepare the ELLs for participating in schools, and to help make the pupils "invisible", a truly integrated member of the school community...as soon as possible (Derrick, 1977, 16)" (Leung, 2016, pp.159-160)
1950s-1960s	<ul style="list-style-type: none"> As it became increasingly apparent these individuals were here to stay In practice this meant that depending on available resources, in the 1950s and 1960s, schools and local authorities introduced specialist language provision in the mode of reception English classes which were either in school or in separate language centres. Such provisions were organised as a separate provision outside of the general school curriculum with the assumption that ELLs who were new to English would attend the course to learn English rapidly (the common length of the course was one year) in readiness for them joining mainstream classes (Leung, 2016). During this period (1950s-1960s) the teaching of ELLs was "informed by a combination of a language-as-structure approach" and "pragmatic professionalism underpinned by native-speaker norms" as the "Ministry of Education (1963, 18) asserted that: The teacher, through his [or her] own clear and natural speech should act as a constant example of the normal intonation, rhythm and pitch of ordinary

	<p>conversation, using pictures, objects, actions and improvised dialogues to ensure comprehension and to enlarge vocabulary” (Leung, 2016, p.160).</p> <ul style="list-style-type: none"> • This segregated approach to provision ultimately resulted in children having inadequate access to the mainstream curriculum and as such led to a re-formulation of the provision.
1975	<ul style="list-style-type: none"> • In the Bullock report, the first and last pluralist governmental report (Tollefson, 1991), published in the mid-1970s, this statement was made: “<i>No child should be expected to cast off the language and culture of the home as he crosses the school threshold, nor to live and act as though school and home represent two separate and different cultures, which have to be kept firmly apart.</i>” (DES, 1975, p. 286)

Appendix 3: Key events in mainstreaming ELLs in the British Educational context along with the consequences and critiques of such events

Table 0.2: Key events in mainstreaming ELLs in the British Educational context along with the consequences and critiques of such events

Dates	Key events in mainstreaming ELLs in the British Educational context	Consequences of the action	Critiques
1985	<p>The Swan Report (DES, 1985)</p> <ul style="list-style-type: none"> - The report stated that children were to be best supported within the mainstream classroom in an inclusive environment. - This was to be implemented through teaching models such as Partnership Teaching (Bourne and McPake, 1991), involving the pairing together of, and co-teaching, between a classroom teacher and a specialist English teacher within the mainstream classroom. 	<p>The complexities inherent in understanding how best to support ELLs were exacerbated (Franson, 1999; Leung, 2016), since English as a Second/Additional Language was no longer viewed as a separate subject within the National Curriculum (Leung, 2016).</p>	<p>The report was not without its critics focusing on the removal of support for home languages within mainstream schools and the refusal to recognise research on the links between success in the first (home, main, or dominant) language(s) and success in the developing (additional) language (McKay, 1993).</p>
1988	<p>The subsequent devolution of Section 11 funding to head teachers and away from LEAs after the 1988 Education Reform Act.</p>	<p>This action resulted in further problems for ELLs as LEAs were no longer able to provide free services for them and schools were consequently under increasing pressure to spend their limited budgets on other services to fill the gap.</p>	
1992	<p>The National Association of Language Development in the Curriculum (NALDIC) was founded.</p>	<p>NALDIC was established by officially designated EAL teachers and academics in response to the lack of provision of centralised support and strategy for supporting ELLs. Since then, NALDIC has</p>	

		become a crucial resource for teachers as they facilitate essential discussions and disseminating research, whilst lobbying on ELL issues within the UK.	
1996	Section 11 of the Local Government Act directed funds to meet the various needs of pupils of ‘New Commonwealth’ origin’. (Foley et al., 2018)		
1999	The Local Government Act funding was replaced by the Ethnic Minority Achievement Grant . (Foley et al., 2018)	The grant’s purpose was to help narrow attainment gaps for ELLs and pupils from ethnic minority backgrounds. The grant was issued to LEAs, and it facilitated a provision of a service which employed teachers centrally whose focus was to support the aforementioned pupils.	
2003 & 2007	DfES Aiming High (2003); DfES Every Child Matters (2003); DfES Every Parent Matters (2007) <ul style="list-style-type: none"> - These governmental initiatives and strategies sought to highlight the need for overcoming barriers to minority ethnic children’s learning and teaching ELLs whilst meeting the curriculum needs and simultaneously valuing pupils main/dominant language(s) and their culture background in schools 	More clarity and specification of language support teachers’ roles and responsibilities were provided in order to facilitate better support for ELLs as discussed throughout Creese (2005) and Graf’s (2011) publications.	Yet despite such publications, researchers have built up a picture illustrating that over the years there has been an ongoing need for more guidance and support for teachers teaching ELLs as Safford and Costley (2008, p.137) posit that “ <i>with no nationally recognised policy or strategy for EAL, it is down to the school itself to make and decide on provisions</i> ”.
2011	The Ethnic Minority Achievement Grant was mainstreamed into the Direct School’s Grant .	This mainstreaming involved cuts to the funding for pupils who received support from the Ethnic Minority Achievement Grant. The new Grant gave Schools the decision-making authority to determine how they would utilise the funds. Furthermore, such funding cuts resulted in a number of LEA cuts which resulted in redundancies of EAL specialist teachers and teaching assistants (Wardman, 2013).	These specialists filled the gap of teachers for “received no training whatsoever” or received only “lecture-based training rather than classroom based” pertaining to the teaching of ELLs (Bailey and Marsden, 2017, p.295). As a result, these cuts left teachers without their support network. Foley et al. (2018) note that the new national funding system for school is determined by pupil-led considerations, including the number of pupils with any given monitored characteristic in schools, which includes those who are designated

		<p>Yet alongside this alteration to the funding, “greater emphasis was being placed on school target setting” (Foley et al., 2018, p.12) which led to an increased focus on outcomes and attainment in relation to ELLs and mixed heritage learners. Hutchinson (2018) notes that this consolidation of the Ethnic Minority Achievement Grant into general school funding has in some instances caused central services for ELLs in regions where there is a high population of ELLs receive more funding than they received previously. On the other hand, it has been observed more generally that generally local authorities have been seemingly reducing or stopping funding central services for ELLs (Hutchinson, 2018, p.16) as since 2011-2012 “the number of Las with no central EAL spending has increased from 39 to 72”.</p>	<p>ELLs. This is to ensure that money is fairly and consistently assigned amongst English schools. Although it must be acknowledged that the underpinning values and goals behind the new funding mechanism seek to deliver a fairer system, Hutchison (2018) comments that the intended application of the formula has been somewhat controversial owing to the general level of funding passing through the formula in conjunction with substantial increases in schools’ staffing costs, which inevitably cause real term losses for numerous schools. As such, it is vital that we realise that aims to support ELLs are intricately entwined with the broader changes within the organisation of funding and as such that these objectives, and practices cannot be explained outside of such mechanisms (Foley et al., 2018).</p>
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Appendix 4: Trainee Teachers: Questionnaire data

Table 0.3: Questionnaire Q4 results – At this point in your Initial Teacher Education course, what do you currently know about how to effectively educate EAL pupils? (e.g. strategies, methodologies, etc.)

Q4: At this point in your Initial Teacher Education course, what do you currently know about how to effectively educate EAL pupils? (e.g. strategies, methodologies, etc.)	
Picture prompts	25
Inclusive teaching strategies	25
Nothing/not much	13
Use the child’s home language and culture in the classroom	10
Don’t ‘dumb down’ your teaching	7
Supporting student integration into class/inclusion	6
Scaffolding and differentiation	6
Clear instructions	5
Adapting/grading language and materials in lessons	4

Barriers to learning	4
Translanguaging	4
Key vocabulary	3
Repetition	3
Dual language glossaries/translation apps	3
Use of drama	2
Sentence starters	2
Knowledge on teaching approaches from previous TEFL experience	2
Gestures	1
Modelling language	1
Translators	1
Make the curriculum relevant	1
Working with students' family	1
Immersion	1
Academic research	1
Pre-teaching topics	1

Figure 0.13: Questionnaire responses to Q5 - What is your view on the courses' provision of Second Language Acquisition theory and EAL pedagogy?

Q5 - What is your view on the courses' provision of Second Language Acquisition theory and EAL pedagogy?

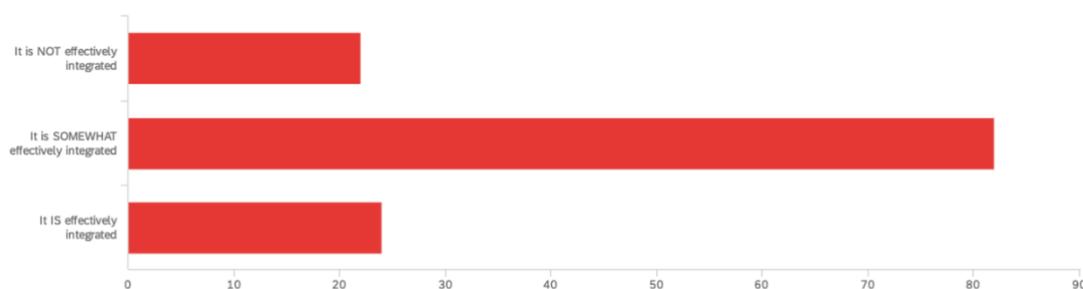


Table 0.4: Questionnaire Q6 results - How has content on Second Language Acquisition and EAL pedagogy, if you've received such input, impacted your perspectives on teaching pupils for whom English is an Additional Language?

Q6: How has content on Second Language Acquisition and EAL pedagogy, if you've received such input, impacted your perspectives on teaching pupils for whom English is an Additional Language?	
Little/no information	13
Made me feel more confident about teaching ELLs	12
Had a positive impact on my perspective	11
Strategies	9
Placement	4
Making sure students are integrated	3
How to make lessons more inclusive	3
I know how I would adapt activities to make them accessible	2

I recognise the importance of valuing the home language and culture	2
Scaffolding	2
Feel more prepared	3
Academic research	2
I know that it is different for every child.	1
It needs to be considered in planning	1
Raised awareness of the pronunciation of words and how it may be severely different or similar in each language	1
More aware of barriers ELLs face	1
It's a lot more complex than I originally thought	1
It is similar to general good practice	1
Not effective	1

Table 0.5: Questionnaire Q7 results - What other factors, which might not have been mentioned above, influence perceptions and actions pertaining to teaching pupils who have EAL?

Q7: What other factors, which might not have been mentioned above, influence perceptions and actions pertaining to teaching pupils who have EAL?	
Prior experience in EAL education settings/placement/working with EAL children in context	19
Personal experience	4
Understanding the children's culture, background, and home language	4
Learning difficulties could be hidden under the umbrella of EAL	2
Online resources (bell foundation, etc.)	1
Social emotional factors	1
Communicating with parents/carers	1
Don't 'dumb it down'/still have high expectations for students	1
Adaptations to lessons	1
Making students feel comfortable in the class	1
Understanding any trauma students may have and the impact this may have	1

Table 0.6: Questionnaire Q8 results - Please rate your level of confidence relating to the following statements below

Q8: Please rate your level of confidence relating to the following statements below.					
Statement	Not at all confident	Slightly confident	Confident	Very confident	Total responses for each statement
I feel certain when deciding how to present new information and/or concepts to pupils who are defined as having EAL	12 (9.4%)	74 (58.27%)	36 (28.35%)	5 (3.94%)	127
I feel positive about teaching pupils who are defined as EAL	9 (7.2%)	59 (47.2%)	47 (37.6%)	47 (37.6%)	125
Incorporating elements of 'good practice' for teaching EALs into my lessons is something I feel confident about.	14 (11.38%)	47 (38.21%)	51 (41.46%)	11 (8.94%)	123
When I am confronted with teaching EALs, I know how to cope with it.	16 (13.01%)	54 (43.90%)	43 (34.96%)	10 (8.13%)	123
I am confident about the methods of teaching EALs	18 (14.63%)	58 (47.15%)	38 (30.89%)	9 (7.32%)	123
I have a lot of self-confidence when it comes to lesson planning for EALs	22 (17.89%)	64 (52.03%)	30 (24.39%)	7 (5.69%)	123
I feel at ease teaching EALs.	19 (15.4%)	59 (47.97%)	34 (27.64%)	11 (8.94%)	123
I feel confident in my ability to reactively teach in classes with EALs	20 (16.26%)	59 (47.97%)	38 (30.89%)	6 (4.88%)	123
When thinking about teaching specific language items I feel confident that I will explain the language/material clearly to EALs	19 (15.57%)	63 (51.64%)	34 (27.87%)	6 (4.92%)	122
I feel confident in my ability to embrace linguistic diversity in my classroom in everyday classroom interactions.	9 (7.38%)	51 (41.80%)	40 (32.79%)	22 (18.03%)	122

Figure 0.14: Questionnaire Q8 results - Please rate your level of confidence relating to the following statements below

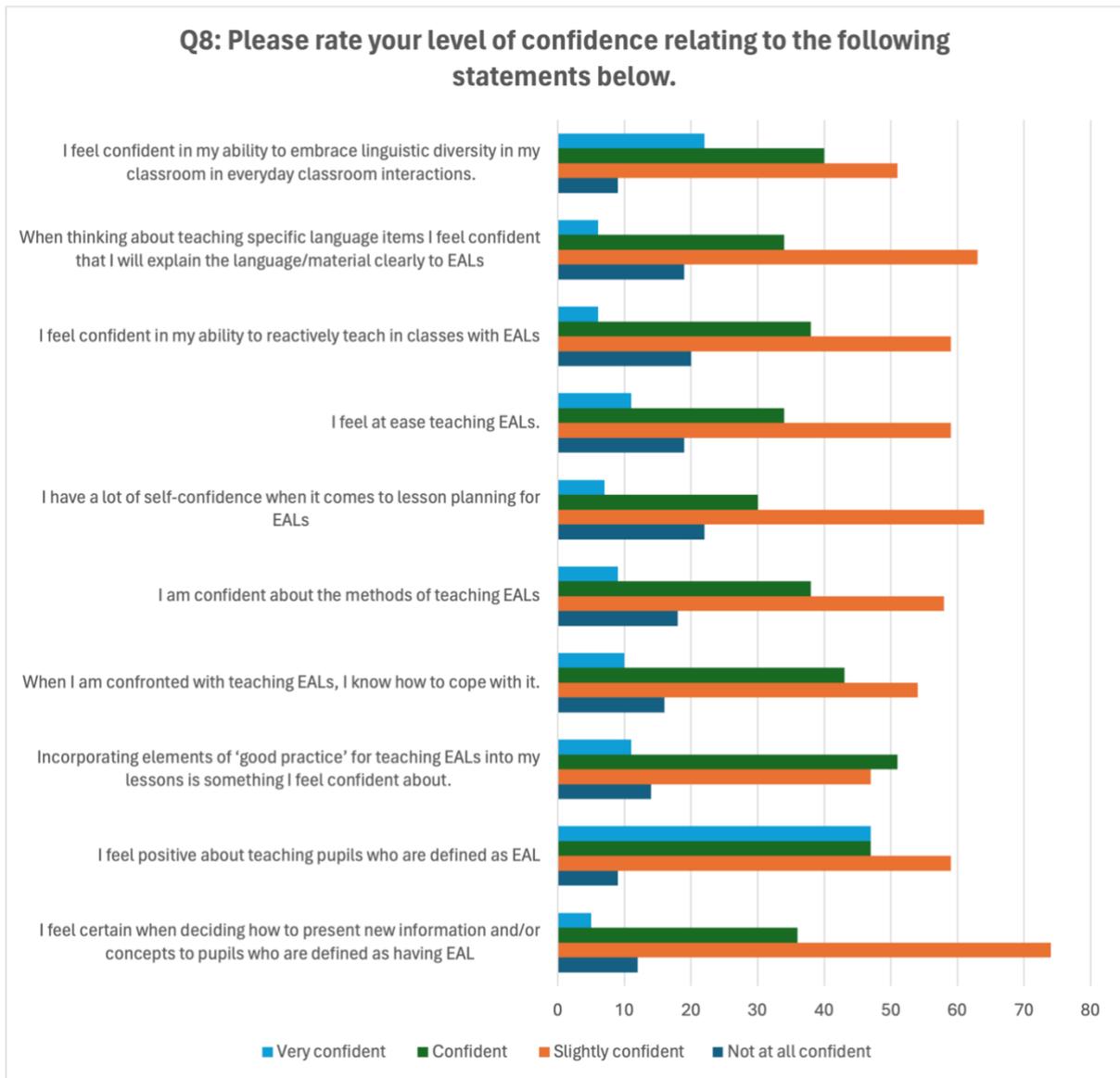
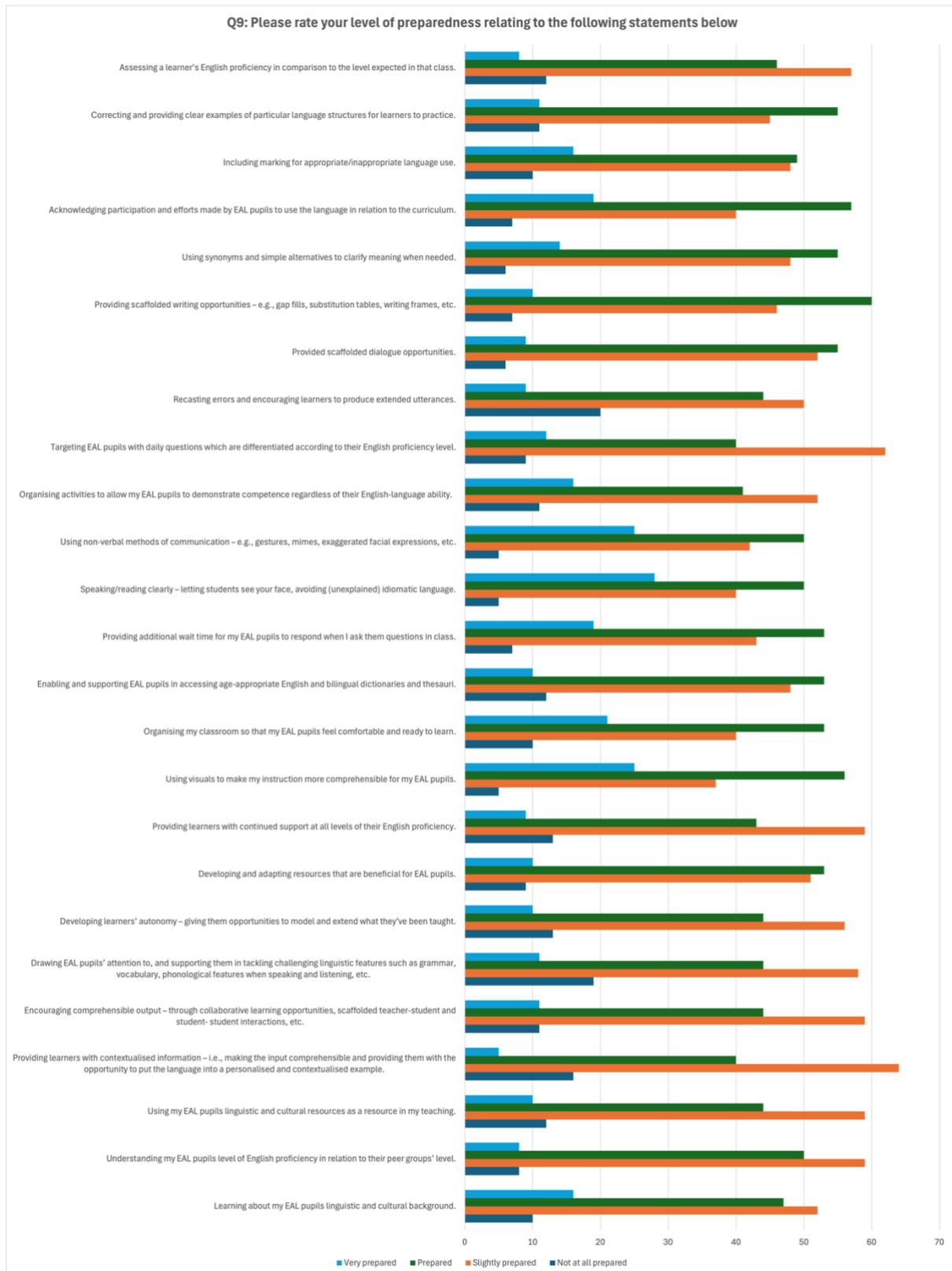


Table 0.7: Questionnaire Q9 results - Please rate your level of preparedness relating to the following statements below

Q9: Please rate your level of preparedness relating to the following statements below.					
Statement	Not at all prepared	Slightly prepared	Prepared	Very prepared	Total responses for each statement
Learning about my EAL pupils linguistic and cultural background.	10 (8%)	52 (41.6%)	47 (37.6%)	16 (12.8%)	125
Understanding my EAL pupils level of English proficiency in relation to their peer groups' level.	8 (6.4%)	59 (47.2%)	50 (40%)	8 (6.4%)	125
Using my EAL pupils linguistic and cultural resources as a resource in my teaching.	12 (9.6%)	59 (47.2%)	44 (35.2%)	10 (8%)	125
Providing learners with contextualised information – i.e., making the input comprehensible and providing them with the opportunity to put the language into a personalised and contextualised example.	16 (12.8%)	64 (51.2%)	40 (32%)	5 (4%)	125
Encouraging comprehensible output – through collaborative learning opportunities, scaffolded teacher-student and student- student interactions, etc.	11 (8.8%)	59 (47.2%)	44 (35.2%)	11 (8.8%)	125
Drawing EAL pupils' attention to, and supporting them in tackling challenging linguistic features such as grammar, vocabulary, phonological features when speaking and listening, etc.	19 (15.32%)	58 (46.77%)	44 (35.2%)	11 (8.8%)	125
Developing learners' autonomy – giving them opportunities to model and extend what they've been taught.	13 (10.57%)	56 (45.33%)	44 (35.77%)	10 (8.13%)	123
Developing and adapting resources that are beneficial for EAL pupils.	9 (7.32%)	51 (41.46%)	53 (43.09%)	10 (8.13%)	123
Providing learners with continued support at all levels of their English proficiency.	13 (10.48%)	59 (47.58%)	43 (34.68%)	9 (7.26%)	124
Using visuals to make my instruction more comprehensible for my EAL pupils.	5 (4.07%)	37 (30.08%)	56 (45.53%)	25 (20.33%)	123
Organising my classroom so that my EAL pupils feel comfortable and ready to learn.	10 (8.06%)	40 (32.26%)	53 (42.74%)	21 (16.94%)	124
Enabling and supporting EAL pupils in accessing age-appropriate English and bilingual dictionaries and thesauri.	12 (9.78%)	48 (39.02%)	53 (43.09%)	10 (8.13%)	123

Providing additional wait time for my EAL pupils to respond when I ask them questions in class.	7 (5.74%)	43 (35.25%)	53 (43.44%)	19 (15.57%)	122
Speaking/reading clearly – letting students see your face, avoiding (unexplained) idiomatic language.	5 (4.07%)	40 (35.52%)	50 (40.65%)	28 (22.75%)	123
Using non-verbal methods of communication – e.g., gestures, mimes, exaggerated facial expressions, etc.	5 (4.10%)	42 (34.43%)	50 (40.98%)	25 (20.49%)	122
Organising activities to allow my EAL pupils to demonstrate competence regardless of their English-language ability.	11 (9.17%)	52 (43.33%)	41 (34.17%)	16 (13.33%)	120
Targeting EAL pupils with daily questions which are differentiated according to their English proficiency level.	9 (7.32%)	62 (50.41%)	40 (32.52%)	12 (9.76%)	123
Recasting errors and encouraging learners to produce extended utterances.	20 (16.26%)	50 (40.65%)	44 (35.77%)	9 (7.32%)	123
Provided scaffolded dialogue opportunities.	6 (4.92%)	52 (46.62%)	55 (45.08%)	9 (7.32%)	122
Providing scaffolded writing opportunities – e.g., gap fills, substitution tables, writing frames, etc.	7 (5.69%)	46 (37.40%)	60 (48.78%)	10 (8.13%)	123
Using synonyms and simple alternatives to clarify meaning when needed.	6 (4.88%)	48 (39.02%)	55 (44.72%)	14 (11.38%)	123
Acknowledging participation and efforts made by EAL pupils to use the language in relation to the curriculum.	7 (5.69%)	40 (32.52%)	57 (46.34%)	19 (15.45%)	123
Including marking for appropriate/inappropriate language use.	10 (8.13%)	48 (39.02%)	49 (39.84%)	16 (13.01%)	123
Correcting and providing clear examples of particular language structures for learners to practice.	11 (9.02%)	45 (36.89%)	55 (45.08%)	11 (9.02%)	122
Assessing a learner's English proficiency in comparison to the level expected in that class.	12 (9.76%)	57 (46.34%)	46 (37.40%)	8 (6.50%)	123

Figure 0.15: Questionnaire Q9 results - Please rate your level of preparedness relating to the following statements below



Appendix 5: Trainee Teachers Interview data

Table 0.8: Trainee-teachers interview data

Question	Mahdi	Gwen	Aga	Angela
What stage of your Initial Teacher Training are you at? What type of course was it?	About to finish.	Middle of primary PGCE year – currently on developing placement.	Two thirds through 1-year PGCE course for teaching Secondary English.	One third through a SKIP PGCE Primary teaching programme. “my previous background is obviously I was actually in a school in London, so I’ve already got sort of like some background and they pushed me to do my degree so I’ve done my degree and then I’ve gone straight on to teacher training. So doing this course it’s basically we go into four schools and then it’s like three assignments and then the credits towards a masters so then you can continue on with your studying or you can go do a masters or you can just stop there and just have your PGCE.”
Have you ever taught EAL pupils on your placement experiences so far? What was it like in terms of teaching any EAL pupils and applying teacher training to actually teaching them?	Yes – on all placements. On one placement I had some students who had Urdu as their first language, and I’m from Pakistan so understood their language – at that time in placement I didn’t use anything I’d been taught at uni. Last year the only thing related to EAL was filling in a form about EAL experiences. Was going to do research on EAL but my students on this placement are fluent in English. Technically was classed as EAL herself.	Yes. In the current school I’m in there are 4 EAL pupils. Also did 3 years as a TA – worked closely with them. Was a TA in Germany helping kids in English. Learnt about trying to think carefully about words they do/don’t know – put in place a glossary or word bank.	“The classes I’ve had there have not been any EAL students so far. Um but in the form group that I’m allocated within the school, there are two who are considered under EAL, and one morning I read bit of Romeo and Juliet with them. Um as their independent reading book when this book was a bit simplified, so language was easier and it was more as like a comic strip language throughout that it was nice for me to sit down with these two students so it was almost like a 1 to 2 20minute reading session.” “um I mean then the one of my PGCE lectures we were talking	“yeah so every Friday we have training which runs from 9 til 4 and that can include anything from sort of like strategies of questioning within obviously lesson plan help we just recently actually which is something to do with, obviously what you yourself do in the fact that we had an EAL session which is quite nice timing and it looked how we can promote obviously better teaching for those pupils.” “well at the beginning because obviously I worked in London, it was a very, you know, we had a vast majority of ethnic backgrounds and I already had sort of like a bit of experience with EAL children, and they had an EAL lead there at the time, so that helped my incorporate. It wasn’t, it wasn’t EAL wasn’t really a big factor at the

			<p>about these comics for EAL students, so at that point I was like oh I I remember that from the lecture that this is really cool and the students seemed to enjoy it more as well. Look like flipping through the pages and reading aloud as well. Um but I think because I did a masters in teaching English to speakers of other languages before this PGCE. I have more knowledge of EAL from that masters than I do the PGCE.</p>	<p>beginning. it's only now that we've progressed and we're in different settings and that obviously, it's then slowly introduced the EA; and I think generally when we, you know work with children, sometimes we don't really realise that they're EAL. So it's that sort like you have to get to know your children in the class and obviously where we're swapping constantly from settings. So we had one setting placement and we were in the next setting placement. So two different schools and the schools also do it differently. So it's just adjusting to sort of getting to know the class, getting to know the children's abilities. And I found that children at EAL in my class right now and I never knew. So it's sort of like, I suppose, having more awareness of it within the school. Um because you know everybody expects a child to talk English at the end of the day, but I don't think that like they may speak it, but it's the understanding of it that's very different. So yeah it was quite hard to adjust to... like sometimes I find they will say that English is their first language and it's not, which is quite interesting again. So yeah, I think generally, but the session that we had at one of the schools. That was really about sort of like, you know, what strategies can we use as teachers to support them. So visuals when we're asking questions to make sure those questions are quite concise and clear and not overdoing things which I think that's quite a big thing because we all expect children to understand, but some of them might not. Um, so yeah, generally it's been quite a slow introduction to EAL, but from my previous experience I think it gave me a little but</p>
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				<p>more sort of advanced, shall I say, in the fact that it's not that I could spot a child that was EAL, but more of the fact that my I use more visuals in my lesson plans and on my smart boards as well and PowerPoint. So I think it's those strategies that I used at my previous work setting that then implemented into supporting children with EAL... I think it's well the fact that you mentioned fluency is that the fact that it is spoken language, not necessarily written fluency and sort of that comprehension when they're reading English text of things like that. They might just, you know, know sort of the difference between adjective and a verb can be very much different. They just think it's a word in the English dictionary but it's the meaning behind it and the comprehension of having that you see it then in the work you don't just see it. But at play time they're communicating with their friends. It's very much sort of like as soon as something gets written in their books, you then reflect on actually, do you know what? Is this something more? As such with the EAL children."</p>
<p>In the questionnaire most trainee teachers stated that placement experience with EAL pupils, being taught specific strategies on how to teach EAL pupils were the most 'practical' elements of teacher training in relation to teaching EAL pupils – why do you think that is?</p>	<p>"If I'm being honest, I feel like that about everything to do with teacher training. I feel like I learn most when I'm on placement. I don't feel like I get as much out of being at university as you would hope or think that a student would. I definitely think some lectures and things make you think about things or like when you're on your placement you think ohh we talked about this, but I just feel like like as a whole you don't learn from</p>	<p>"You don't really know until you put it into practice because humans are different. Like humans, they're not sort of always going to follow what you suggest, because all the brains work differently. So it is really important to have that actual physical hands on experience with children who are EAL so that you can actually. So if you see how they work and see what works best for them and tailor it to each individual child.</p>	<p>"um the most practical thing I remember was actually like me engaging with the students and actually learning doing that... it works quite well because otherwise you have the theory floating around in your head and not actually the experience of how to do it with them. You're in that situation, so I think having both that knowledge and theory and then having the chance to actually do it is really good... um in the</p>	<p>"I mean, like I briefly mentioned, you know, it's not something that you're introduced with straight away, it's sort of put on the back burner if that makes sense. It's something that comes up but isn't fully, you know, sort of, the key part of when you go to teacher training a lot of mental cognition, you cognitive overload and things like that are much more of a priority. So for me, I think it's sort of like because I see the thing is for me because I've had that experience with EAL children already I sort of was half-way there with my strategies and how I used</p>

	<p>university the way you do from placement, so like that includes the whole teaching ELL too. I feel like they go on a lot about theoretical stuff and just how to categorise children or why things don't work the way they don't work, but they never actually techniques of they don't teach you like in a way where you actually remember or ever use those techniques"</p>	<p>The EAL input was really a bit of a confirmation of what I've previously done was the right thing."</p>	<p>placement settings that I'm in now, apart from this short thing with the form group, I'm not really seen much EAL practice... but previously I was at an international school so we had a lot more EAL students there and there were actually designated EAL teachers with primary and four secondary students. So in that setting I was exposed to you know teaching strategies a lot more than I was or have been doing on this PGCE.. but that was separate teacher training to this one it as an international PGCE for primary and during that one year degree I was in the International school."</p>	<p>the visuals. How I sort of you know made my instructions clear and concise, and at the time I was working perception. So some children were coming over and they, like I had a child get off a flight from India the same day and never heard English, never spoke English. So it's just different in the fact that if you're going teacher training, you've not had any experience. I think it could be a crucial part of being introduced at the beginning rather than what I'm seeing now is in the fact that it was only a couple of weeks ago that I had this EAL session, and so I think again, it's just how important is it? And I think it's very important in the fact that like we've said, a child could be fluent speaking English but actually the understanding behind it may not match up. So I think generally I'm glad we've had this session, but I would have liked it a little bit earlier because I would have been able to contribute to those children learning from my first setting and not just thought about it in the second"</p> <p>"The session on EAL, well like she was EAL herself, so she spoke Spanish and she really and truly gave us a Spanish lesson. And I'm I know only English, so it was something that she sort of made us, well, put us in that position to then fully understand how children feel. And I think that was a really nice sort of introduction into EAL and how children will feel. And she again came back to visuals because I think they're so crucial. And she had visuals on her PowerPoint at the beginning too and she said why would I put them there? And obviously me coming from that experience I just said that it's cues. So it's toilets, fire exit and</p>
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				<p>things like that. So it's just those main things that they need to know. Um but in her Spanish lesson, that really made you reflect, on actually, I don't understand what she's saying. If you know and It just puts you in their shoes, as such, and it would just reflected in the fact that there some cues or like the visuals or some of the words that children could underline. Or you can actually that would just break it down. I think the session was over the Spanish war. So I've learned something, but yeah.. it really showed us, I think for all the trainees in that setting that when you're put into that situation, you feel so vulnerable, you don't really understand what you're doing... you go along with it and you it was sort of like showing us that there's a coping mechanism that children can fall into and you think they're fine when really and truly they're the complete opposite... yeah, just the noise or the sort of like, I was looking at this PowerPoint and I was thinking okay so this helps which is something, you know... anyway it was also her tone so her tone would change and I'd pick up on that and I think okay so that's the bad person. And then this is the good person, so yeah, it was really really weird."</p>
<p>Other important practical aspects noted by trainee teachers were 'consideration of how all activities/subjects can be made accessible for EAL pupils', and 'understanding what resources and networks</p>	<p>"I don't think we've ever received any like specific training, like from what I can remember, I might be wrong because obviously you don't remember everything. I don't wanna be like the uni never do anything, but from what I can remember and stuff now it feels like EAL is just kind of one of them side topes that they're like this is a</p>	<p>"We were pointed in the direction of one or two websites, but that was about it. I don't necessarily know whether they'd have the time, but they could pop it onto a slide or I think it is actually quite important to point out in maths because maths is not taught the same in different places in the world... I don't think that would take up that</p>	<p>"um I think in terms of like building networks and resources, I had the chance mainly through the masters, cause I went to a conference of the British, something English for academic purposes and then there were obviously lots of professionals sharing their ideas. But during this PGCE we had an expert, or I</p>	<p>"yeah, what I said before really about visuals and things"</p>

<p>are available to help you with teaching EAL pupils' – have you ever received such training? How practical do you think it is for your teacher educators to provide you with such training?</p>	<p>thing that exists. You've gotta be wary of it. Go do your thing... and I don't feel like there is enough focus on it considering like how broad the group of people with EAL is."</p>	<p>much time in a lesson, and it would just need to be in one lesson of each of the subjects... e.g. in history you might be doing about the Second World War and you could say could you find out about what went on in your home country, you know during the war, because hopefully it won't be completely horrendous but they could at least say yeah this happened and you know it could be something that links them into it a bit more than just finding out."</p>	<p>think she considers herself to be an expert on EAL learners in England and she did the lecture for us about possible strategies and one of her phrases was it's just good teaching/ so these are considerations that we would make normally as a teacher to to make learning accessible for anybody and then singling out EAL or SEN for example. You don't necessarily need to do that sometimes, because you were gonna do it anyway." "it'd be good to have I would say like a foundational knowledge and then be pointed in two directions of here is where you could find out more if you want to... if you get like a high level of information for everything surrounded in teaching, I think some trainees might find it a bit too overwhelming and might lose interest quite quickly."</p>	
<p>What do you know about Second Language Acquisition? Do you think the integration of SLA theory is important? How do you think it could help prepare you for teaching EAL pupils? Most participants said they felt it was 'somewhat effectively integrated'</p>	<p>"we had a lecture about it, they explained that it can be useful because it means that children who are acquiring a second language are using their brains more, so it's kind of training their brain too si it'd be better equipped for taking in information. But again, like I couldn't tell you that we've had a big lecture on it or anything that I can particularly remember. I feel like that it wasn't like significant enough that I can remember it in a</p>	<p>"We had some in the MFL class and we had two or three hours on EAL and it explained about sort of the basic knowledge and then sort of intermediate knowledge and then your expert language knowledge, I mean and so that was actually really, really interesting... I did really think about how I could utilise that knowledge [SLA theory] to make sure that they did understand because that was part of the thing that those children, in their day-to-day speaking may come across like their grasp of English is really,</p>	<p>"funny as second language acquisition theory has not been mentioned at all throughout this PGCE, and I thought that was quite interesting because I'm specialising in English. I thought somebody would have mentioned it at some point and so I'm not sure what my colleagues are thinking every now and then, but because I have that prior knowledge from the masters, I know about things like the affective filter hypothesis, and</p>	<p>"no, nothing"</p>

<p>– how do you think it could be improved?</p>	<p>way that I thought I'm going to apply this to my teaching" "I feel like potentially it would have [been helpful] because like last year on my placement there was a little girl who was Korean so I think she was a sojourner, so luckily she could understand and speak some English, but it would get really frustrating for her and me and the other teachers because we could see how bright she was. But she just wouldn't understand what she was being asked to do and so she kind of missed the point of lessons sometimes, and it's frustrating for her because she knows what she means. It's frustrating for us because we can see that she's really trying, but it's a language barrier. It's stopping her and but I feel like I didn't, I mean even the teachers didn't know what to do about that... and it's like you just keep teaching as you're going and hope for the best." "obviously I'm not gonna say that they could introduce a separate module because there's enough as there is but I feel like maybe have some optional ones or materials, like I know we had some lectures where you could sign up for them and go to them, but having things like that where you can, where they can be like, well, we're gonna learn the practical side of it. How can you actually apply a second language acquisition theory and how you can</p>	<p>really, you know, on par with their peers who are English speakers and native English speakers. However, actually that they were saying that they may not then have sort of the more intricate understanding of language and the sort of vocabulary that you would need to access the curriculum at certain levels... that's what made me think about all these sorts of keywords and how to ensure that those children were able to understand... I think it could be covered more but fitting things into a PGCE year is tough."</p>	<p>this and that. But having said that, there are very similar theories in the education world, like they would call it a barrier to learning, more or less the same thing, different words right. So whether we get taught like second language acquisition theory or education language learning theory, there are very similar aspects words I think it's more a matter of trying to see if we could take elements of SLA theory and then make it relevant for trainees in the mainstream setting. So it's perhaps less detailed and specific if as if you were teaching second language acquisition purely for that purpose."</p>	
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	use that to teach children...but just having additional guidance and help for stuff like that.”			
What do you feel Initial Teacher Education programmes could most improve to help make Trainee-Teachers feel more confident about teaching EAL pupils and why? And what do you perceive to be the obstacles in terms of achieving this?	“so like I said, I feel more sort of optional materials... like having more EAL without putting the pressure on of being like you’ve got this whole extra module kind of thing. So having more guidance without the pressure.”	“I don’t know because we had our sort of MFL lessons which tell you the basics of MFL and how to teach that and then we’ll sort of advise us of some of these strategies if you have to do it sort of in reverse so you’re trying to sort of use physical objects to help with things like that and then we also have obviously the cognitive side that we learned later on so we don’t learn that in like our initial block, I think we went back to it later because we needed to understand cognitive science before we could then understand the implications of cognitive science in language acquisition. And I just don’t know...”	“what would have been nice to have more of a workshop instead of only having a lecture... like here’s how we would prepare a learning resource for EAL students, this is how we would adapt it in this situation or this lesson content you could structure in the following way for EAL students. So to actually go through the process of what I would need to do that would be helpful”	“definitely for me, it’s putting it as you know as important SEN or medical conditions, cognitive overload and schemata. So it’s definitely sort of bring it up the ladder, I think. So it’s it’s something more recent, especially if you’re doing a SKIP programme because you’re in placement with these children, you’re getting to know these children so why shouldn’t you already know about your children with EAL? And we’ve had a lot of SEN training and safeguarding, it’s sort of like that umbrella I think... so it’s very much that sort of like again coming back to the umbrella sort of figure that it should be one of the little dangles of the barriers to learning umbrella.”
What do you feel Initial Teacher Education programmes could most improve to help make trainee teachers feel more prepared about teaching EAL pupils and why? And what do you perceive to be the obstacles in terms of achieving this?	“I’m not sure because I feel like I’ve come from a background where I’ve seen a lot of EAL while I was at school. The majority of my school was people with different backgrounds and because I’m from x (a multicultural northern city) so it wasn’t really a lot of it wasn’t many white people or English people. And so I’ve always felt like kif of when I met a student who was EAL and kind of like I can use my own experience. so I’ve never felt underprepared, so I’m not really sure what the answer to that would be, but possibly just things like um practice presentations where like I don’t know where you’re talking to people who might have EAL or	“It would be good to kind of shock the teachers, as the initial training teachers to what it’s like being in that situation to be that child. So actually, start out your lesson and have someone who speaks completely different languages unlikely to be known by one of the teachers and just start the start of the lecture in a completely different language to see how it makes them feel and then go into it that way. And I think people will pay attention more because they think, oh yeah, that was horrible. I don’t ever want the child to feel like that, and so to have that empathy...and so I think that would be good and I don’t know if I paid attention a lot because I already knew what it felt like... because I think in	“um I think, just how language learning works...like you know, some people have all these assumptions over how you learn languages so well when you’re young and then when you’re older it’s really hard to learn a language and um or based on different social contexts... you know the different types of language a person can pick up, especially children, if they’re in all these different environments, you know, and then the expectations that teachers can have or probably don’t know what expectations to have about how quickly this child or, you know, young adult can learn English. And then or they	“I think what you’re implementing in the fact of researching this is just gonna broaden so much more and hopefully get a bit more of the importance in the fact of you know EAL children aren’t to be forgotten about, they aren’t you know seen as you know low ability as well. That’s something that I’ve come across and yeah, they shouldn’t just be categorized because they are EAL, they should have you know high expectations like we have for all children. And but I think it’s just strategies and teaching in the way that we can support them better”

	<p>something like that where you've gotta try and explain something kind of getting you to practice in a sense... we've had a few sessions where we've had to pretend at, like we've had to create activities for our group and sort of like a student led tutorial, but it's something that's more to help you practice to with like teaching EAL."</p>	<p>our training we saw a little clip of a video and yes we knew that we couldn't necessarily understand what was going on. I think that was in phonics. I don't know why we watch that video in phonics, but we couldn't understand what was going on. But at the same time, it's not actually as horrifying as the experience of really having not a clue and you know being in that situation where you're expected to do something and you're like, ohh, what? And so that would be good. I don't know what else they could do though, other than point you more explicitly in the direction of where you can get help"</p>	<p>would pick up words you would think oh but I've never really used this word. Why are they using that particular language if you've not talked about it in class and say, but actually they learned about it in their social group outside of school. So I think elements of that understanding would be really good."</p>	
<p>How much of the time spent on the course has touched on EAL? Is it a similar amount of time as the time spend on SEN?</p>	<p>"I feel like it's kind of mentioned as a sub category, not really as a sub-category of SEN, but like there's SEN, then there's EAL, but here's SEN. But along with that, there's sometimes EAL, you know, kind of thing... so it's like done as a sidekick of SEN. So I'd say maybe 2 to 5%."</p>	<p>"so within the actual course itself, I think probably I don't want to say it but probably talking 1 to 2% of the course. And so just thinking about, you know, it kind of got mentioned in the MFL module and then the like specific EAL bit it's not really had much of a mention elsewhere. Oh except it was also mentioned in phonics, that's maybe where that video came from, but it has been mentioned in phonics because obviously it's important if you get a child that doesn't speak any English to kind of go through the phonics journey with them... Yes, it's about the same time as SEN."</p>	<p>"not much. I mean, while we were on placement, we have a weekly lecture every Thursday we're online, but those were mainly designated for safeguarding concerns. And now this term and moving it's more about uh special educational needs. Uh, so we really only had one lecture on specifically ELL students. But it's been mentioned every now and then.... Like how would we adapt this for SEN or EAL students but it's put in this umbrella together SEN and EAL it's not separated that much... I think it is [grouped with SEN] for the majority of like trainees or possibly also teachers, it's viewed as a barrier to learning and any barriers are put in that bracket, so okay barriers could be SEN or EAL, or social emotional</p>	<p>"that was the first ever single session, but visuals questioning things like that have been covered. But it may have been mentioned before briefly. We've not gone into depth before, as much as what an EAL session was, at that was from 9 til 12 that session, so it was quite a long session in the fact that she could show us different strategies to use and cutting and sticking things like that as well to support children's understanding... so yeah, just more visuals and things to use for them" "I'm gonna say SEN's higher and the only thing that I say about SEN is that because it's such a broad spectrum that's why it's covered more... I call it like an umbrella. So they're definitely more talked about in sessions, then sometimes EAL children are mentioned.... Basically it's like a sieve and you've got SEN and EAL and they're both sieved together if that makes sense, and</p>

			health, or anxiety, or autistic spectrum disorder, and its' for me, obviously with the background in tefl so like no, we can take that out of the umbrella and put it separate but that's not how they like to view things." "in that one lecture I remember movement being involved"	some children will fall under the category of SEN but it's not. It's EAL."
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Appendix 6: Individual responses to questionnaire

There were 20 participants who were at the beginning of their teacher education course, 91 participants who were midway through their course, and 15 who were near the end of the course, percentages were calculated according to these figures.

Table 0.9: Individual responses to questionnaire

Questionnaire questions	Respondents at the beginning of the Initial Teacher Education programme		Respondents midway through their Initial Teacher Education programme		Respondents near the end of their Initial Teacher Education programme	
	2. How would you describe the value of the content and quality of your training, relating to the teaching of pupils for whom English is an Additional Language?	Very valuable	5 (25%)	Very valuable	27 (29.67%)	Very valuable
	Valuable	8 (40%)	Valuable	52 (57.14%)	Valuable	4 (26.667%)
	Slightly valuable	4 (20%)	Slightly valuable	11 (12.088%)	Slightly valuable	5 (33.333%)
	Not valuable	3 (15%)	Not valuable	2 (2.198%)	Not valuable	2 (13.333%)
3. At this point in your Initial Teacher Education course, what do you perceive to be 'practical' EAL (English as an Additional Language) training?	Placement experience which involves teaching/working in a class with EAL pupils	14 (70%)	Placement experience which involves teaching/working in a class with EAL pupils	81 (89.011%)	Placement experience which involves teaching/working in a class with EAL pupils	13 (86.667%)
	Being taught specific strategies on how to teach EAL pupils	13 (65%)	Being taught specific strategies on how to teach EAL pupils	64 (70.33%)	Being taught specific strategies on how to teach EAL pupils	9 (60%)
	Consideration of how all activities/subjects can be made accessible for EAL pupils	9 (45%)	Consideration of how all activities/subjects can be made accessible for EAL pupils	52 (57.14%)	Consideration of how all activities/subjects can be made accessible for EAL pupils	9 (60%)

	Understanding what resources and networks are available to help you with teaching EAL pupils	12 (60%)	Understanding what resources and networks are available to help you with teaching EAL pupils	52 (57.14%)	Understanding what resources and networks are available to help you with teaching EAL pupils	9 (60%)
	One session on how to teach EALs	2 (10%)	One session on how to teach EALs	3 (3.297%)	One session on how to teach EALs	1 (6.667%)
	Anything else	"nothing, we haven't covered it at all"	Anything else	"I am prepared for teaching EAL students by having experience in EAL settings. Uni has had very little contribution to my preparedness.", "ITAP placement", "prior uni experience"	Anything else	"All I have highlighted are really good practical learnings on teaching EAL pupils, however I want to make it known, I have had barely any training whatsoever on my PGCE lower primary course regarding EAL which is saddening and appalling really"
4. At this point in your Initial Teacher Education course, what do you currently know about how to effectively educate EAL pupils? (e.g. strategies, methodologies, etc.)	<p>"I used to be a TEFL teacher so I know the best way to support them but we have only had one session on EAL students and my current placement doesn't have many EAL students so if I was going on the input from my PGCE I wouldn't feel confident in supporting these students.", "inclusion adaption", "Previously completed MA TESOL degree so I have knowledge of second language acquisition theories and teaching methods (e.g. communicative approach, content-language integrated learning). Sadly, none of this knowledge stems from the ITE course.", "touched on mfl, google translate and bilingual dictionaries", "found very valuable information on past journals as my assignment is based on EAL topic", "similar to how we were taught MFL and phonics", "going back to basics", "emphasise productive language, speak slowly and increase wait time. Try to build relationships where possible", "use of visuals" "unsure", "effective pre teaching of topics, language and interactive games apps that increases their vocabulary, giving them. Time and also providing lots of visuals to their learning. Repetition of words are also helpful", "ask students in class who may speak the child's language, use dual language glossaries, immersion"</p>		<p>"I both have experience in settings which follow the full principle of full English immersion and those that encourage bilingualism (both with very different pros and cons)", "how to interact with them and what resources can be helpful and to always consider in planning as well as layout of classroom and support", "strategies", "a lot more than I did but I learnt most of it from the placement not from the actual course", "exposure to all language", "we had an intensive week including a three day placement in a school with a high percentage of students with EAL and we learned about strategies to make learning equally accessible for them", "Using symbols and pictures alongside written text, keeping instructions simple, potentially having the child's first language written alongside English text", "trans language teaching, tiers of vocabulary, focus on rich vocab building, syntax of grammar, small step to learning, building confidence", "how to include them in our classroom", "how to make learning accessible and how to adapt lessons to make EAL learners feel included", "strategies", "visual representation", "yes. Don't put ceiling on learning. Visual aids. Pairing children wisely", "use of drama, translanguaging, buddy system, relevant learning/curriculum", "little information", "strategies and pedagogical approaches", "some strategies", "the 3 day placement was great just wish it was for longer", "I was placed in EYFS where they said there was not much extra support given due to language acquisition in EYFS being a priority for all", "EAL learners may need visual prompts, clear and concise instructions and support to be socially included within the classroom", "lots of strategies, how to interact, what a classroom should supply", "strategies", "male children feel comfortable, e.g. using home language, culture", "honestly not enough", "visual assistance", "adaptive teaching", "repetition of key ideas, visual/interactive resources, exposure to language", "some strategies", "picture based learning, gestures, same expectations as English speaking children", "strategies, adaptive learning e.g. visuals, race to English, widget website, embrace their home language", "not all strategies will be useful for all children. Using visual aids can be really helpful with both English and other language"</p>		<p>"not to a great extent", "I am aware of a variety of strategies and theories that can be used", "Not only is it important that you as the teacher are building a relationship with the EAL child but also that the child has opportunities made and barriers removed to help them be able to communicate with other children. From experience on placements, this can be an extremely valuable tool in encouraging EAL children's learning inside the classroom but also within other school contexts", "understand the barrier, work towards making lessons accessible", "a know a few strategies such as visual aids but not much else", "activities such as graphic organisers, using flash cards, visuals and speaking and writing frames. Also scaffolding language and learning through modelling, activating prior knowledge, collaborative work, etc.", "knowing how to differentiate lessons in order to meet EAL pupils needs. Translation, basic English to get them to understand.", "let them mic between their language and English", "understanding the resources employed to ensure the education can be accessible for the student", "Not much at all really, other than WellComm interventions in when ag Nursery level and utilising lists of reading writing support such as pictures, videos, word banks, and phonics mats", "scaffolding and chunking, dual coding and picture support. Short instructions, both verbal and written. Pair them up if possible", "visual aids, translation apps", "what methods to use with EAL students", "very little, we spent one session on it"</p>	

	<p>“not very much!”, “very little”, “not much”, “nothing really”, “not much”, “not very much”</p>	<p>vocabulary to help children match them together”, “strategies, possible barriers, range of types (how broad the definition is)”, “yeah good”, “strategies how to interact the environment”, “we have not been taught many explicit strategies (which is something I’d like more on), but have focused on scaffolding, phonics and support from peers. Plus, bringing in the home language to the classroom where possible”, “visual prompts, not always assuming they don’t understand, word labels”, “differentiate but treat them the same as any other student they may know more than you think about English”, “strategies and visual aids”, “some very slight strategies”, “have a good understanding of different cultures and backgrounds as well as working alongside families to gain the best relationship with family and child”, “make the curriculum relevant”, “use of imagery and the importance of this to aid children with their learning”, “using variety of vocab, embedding language”, “strategies and methods – benefits”, “strategies and adaptive teaching”, “use of visuals, celebrating different cultures and languages, clear instructions, fast track to English programme”, “repetition, valuing the home language, visual aids, modelling language, translators”, “planning, strategies and adaptive teaching”, “what barriers they face and some strategies that can be useful to help them overcome these”, “lots of picture prompts, sentence starters”, “spend time getting to know their background and learn about it within class, using colours to label things rather than words”, “use key vocabulary, be clear with instructions, provide inclusive teaching strategies, use role-play and drama as a form of communication”, “teaching and assessment strategies that can be implemented in the classroom, theories”, “using images and pictures for words. Using the child’s home language and culture in the classroom”, “don’t dumb language down talk to them clearly”, “I know strategies, way to incorporate them into the classroom and how to adapt the learning so they can take part. Also how to help them and socially and emotionally”, “good understanding of some strategies”, “the main thing we have been told is to use worded picture cards to show what we mean”, “don’t dumb down language, incorporate their heritage into learning”, “visuals”, “symbols, including their language, making sure that things aren’t dumbed down”, “adapting the language used during lessons”, “to not ‘dumb down’ your teaching for them as it won’t benefit their overall learning”, “Had a week dedicated to EAL – looking at what EAL is and how to support these children, completed 3 days placement in a specific school with high percentage of EAL learners”, “teachers should work with the parents and child to support their needs. Teachers should also get to know the children’s background and culture so they feel welcomed. Visual resources”, “strategies”, “dual coding, using images, simplified tasks or task that use ordering of sentences/images, sentence starts for longer pieces of writing, checklists”, “to include more picture in texts. Get students to highlight words they are not familiar with so I could help them explain it. Keep a dictionary”</p>	
5. What is your view on the	It is NOT effectively integrated	5	It is NOT effectively integrated
		10	It is NOT effectively integrated
			7

courses' provision of Second Language Acquisition theory and EAL pedagogy?	It is SOMEWHAT effectively integrated	14	It is SOMEWHAT effectively integrated	59	It is SOMEWHAT effectively integrated	7
	It IS effectively integrated	1	It IS effectively integrated	23	It IS effectively integrated	1
6. How has content on Second Language Acquisition and EAL pedagogy, if you've received such input, impacted your perspectives on teaching pupils for whom English is an Additional Language?	N/A, "It is essential", "not received", "Learning about the 'silent period' and the benefits of sitting EAL students with each other was helpful! Made it a lot less intimidating", "their capacity for language is incredible as they have already learnt at least by young age", "very valuable from the past research I've been reading on", "we have not received any input yet", "it has been little content about the topic", "I have not been taught any content regarding strategies for teaching EAL, which would be easy to give the perception it is not important, but I know this is not the case, which makes it confusing why we have not been taught this", "from the training and methodology read as part of the preparation, the content positively impacted my perspective on teaching pupils as there are things I am learning that I wouldn't have realised before", "I have not had enough lectures on it but have experience working with EAL and learned that I need to be consistent and patient", "I have not received any input"		"It has had a positive impact on my perspective", "know how to adapt teaching and activities to make it more accessible", "good", "the input from the course contradicted a lot of what was told to us on placement but the parts that didn't were helpful", "how to make lessons more inclusive", "placement was more effective", "I know how I would adapt activities to make them accessible", "I have not received much input on EAL pedagogy, however working in an English summer school and observing EAL pupils in a classroom has given me a positive attitude towards teaching EAL children.", "greatly increased my confidence and awareness", "social emotional factors, shyness factors, children who go through mute silent periods", "ITAP week", "I feel it has had a positive impact", "to take time and to learn about their heritage to make them feel more included", "it has made me feel more confident", "to ensure scaffolding is in place and expose to vocabulary more often", "become more aware of barriers and effective ways to support these children", "not much all content was very broad and no strategies were fully explored", "it has impacted the way I view children with EAL and it has provided me with a range of strategies, which I have observed in real classrooms, that support EAL children to educationally and socially succeed", "it has been helpful as I didn't have previous experience", "made me more confident", "it's a lot more complex than my original beliefs", "improved, addressed misconceptions", "we had a three day placement in schools with high EAL learners. This was incredibly useful as we got to see the professionals in action. Where I live isn't diverse so I really valued this experience", "high quality teaching should integrate values for language acquisition as opposed to doing so explicitly", "I've become more aware on how to help these learners", "it has made me feel more confident in teaching and supporting", "positively", "we haven't had much input of this sort", "has improved my understanding and made me keen to further explore how to integrate strategies into my future practice", "made it less scary", "the placement was very insightful as it reduced my fears over teaching EAL", "lots of the things which university have taught implied that the children aren't capable when they are and many EAL learners understand what they are doing and are able to speak some English", "that pronunciation of words may be severely different or similar in each language", "gave me a different outlook on it", "I feel more secure in my knowledge and understanding of the best strategies to support EAL students", "we have learnt a wide range of strategies", "make me more confident", "it has made me more aware of the importance of adapting my teaching to aid EAL children", "it's made me more confident in my ability to teach EAL pupils", "positively", "learnt strategies to put into place for all children to understand", "it has		"It did not impact my perspectives at all as documents were provided to be completed during placement but if there were no EAL students we were just directed to academic reading regarding EAL learners", "I've realised that it's not only learning another language, it's going back to the basics and roots of the language (almost starting from scratch or EYFS) and therefore there are so many more aspects that will need support e.g. grammar, spoken vs written, etc.", "haven't received input of this yet ☹️", "ensuring they are considered in the planning process to achieve successful adaptive teaching and having resources prepared to do this effectively", "we had a guest lecturer come in and talk briefly", "N/A as we didn't receive such input at all", "I'm honestly not sure, I feel wildly uneducated on the subject through my training and its something I will have to do my own research into", "provided useful strategies to support students' learning", "I feel more passionately than ever in trying to support EAL children and using their strengths to support them.", "I know what strategies I can use", "not received"	

		<p>helped me feel more confident in teaching pupils with EAL”, “I now recognise the importance of valuing the home language”, “it helped me to be more confident teaching students with EAL on placement”, “that not all EAL children are at the same level”, “it has made me feel more comfortable working with them as I now have ideas on how to teach them to my best ability”, “I feel more confident after the input we received”, “making sure the children are integrated into the classroom and feel comfortable and in a safe space before they can begin to learn”, “to use scaffolding and exposed vocabulary”, “I didn’t know anything before, now I feel like I could effectively teach a child with EAL. I now understand the students more, would understand their struggles and how to help them individually to each child”, “I feel better prepared and have researched inclusive practice further within assignments”, “I have not received this input”, “understood that the main of getting children to learn English language is ensuring they feel respected and comfortable within their learning environment first”, “I feel more confident with teaching children with EAL and how to successfully educate them”, “it was minimal but with that small amount of time it helped me to understand the differences”, ‘different methods of teaching”, “more was learned on placement than in university on how it’s implemented in the classroom”, “it needs to be more easily considered during planning”, “I know that it is different for every child so it will depend on the children in your class”, “it is similar to normal learning than I thought”, “we have not had input specifically on this”</p>	
<p>7. What other factors, which might not have been mentioned above, influence your perceptions and actions pertaining to teaching pupils who have EAL?</p>	<p>N/A, “My background in the area - I wouldn’t feel in any way confident if I was just going off what I have learnt at uni for my PGCE”, “personal connections to EAL in school/class/community”, “cultural differences – being worried about being xenophobic accidentally!”, “experience”, “understanding the pupils with EAL and having that relationship where pupils are comfortable in the school environment”, “I have been a TA working with EAL students. I also have a degree in another language and have studied a number of languages. I have been in school in a foreign country and not understood the basics”, “learning difficulties could be hidden under the umbrella of EAL”, “my placement is at a highly diverse school so I have witnessed how to teach EAL pupils there”</p>	<p>The area the placement schools lie within (whether they are in a privileged or underprivileged area)”, “first-hand experience has allowed me to think about how to make learning in my future classroom accessible for all pupils”, “me enquiring more knowledge on the children’s backgrounds and understanding some of their home language to greet the children”, “the placement in an EAL school was the most beneficial for a student teacher”, “school experience has been more beneficial”, “don’t dumb it down still have the high expectations”, “did not factor communicating with parents/carers”, “background, celebrate their language, my subject knowledge of the language”, ‘backgrounds and how to best help them and make learning relevant to them”, “working with children in context”, ‘time spend in the classroom with children with EAL. The level of English acquisition that children with EAL have. How many children in class with EAL there are.”, “personal experience having an immigrant parent and living with refugees (both children and adults”, ‘prior training with EAL”, ‘input on EAL”, “I had not really considered the fact that I may have an EAL child in my class so it has made more thoughtful on how inclusive my practice would be”, “information on how they cope in school”, “their maths knowledge”, “teacher experience with EAL students”, “experience in school placement”, “that there is not much support for you as a teacher to support the child”, “adaptation to lessons needed”, “more experience, placement was only 3 days so it was a challenge to see how EAL students are supported on such a short time span”, “prior experience,</p>	<p>“The majority of what I know is because I chose to focus my dissertation on multilingual learners within mathematics. If I had not chosen this focus I would not be as accustomed to various strategies.”, “confidence, from not having experience beforehand when I first taught an EAL child I didn’t really know where to start as I was lacking confidence”., “I was previously a teaching assistant and have seen how teachers can isolate pupils with EAL when under prepared, often giving children separate tasks rather than adapting their own strategies to support these pupils appropriately by them being given equal opportunities to access the NC. This has shaped my own attitudes towards pupils who have EAL to ensure my classroom has an inclusive environment for everyone.”, “the relationship of teacher and student”, “a lot also have significant trauma (refugees) and the impact of this cannot be underestimated”, “experience on placements and experience in real life as a student myself”, “experience being an EAL person”</p>

		online resources. Bell foundation, uni input”, “if they have other needs, e.g. SEND, their background and what language they speak as other pupils in the class may also be able to speak this language to support”							
8. Please rate your level of confidence relating to the following statements below	I feel certain when deciding how to present new information and/or concepts to pupils who are defined as having EAL (English as an Additional Language).	Not at all confident	5	I feel certain when deciding how to present new information and/or concepts to pupils who are defined as having EAL (English as an Additional Language).	Not at all confident	2	I feel certain when deciding how to present new information and/or concepts to pupils who are defined as having EAL (English as an Additional Language).	Not at all confident	4
		Slightly confident	10		Slightly confident	56		Slightly confident	9
		Confident	5		Confident	28		Confident	3
		Very confident			Very confident	5		Very confident	
	I feel positive about teaching pupils who are defined as EAL (English as an Additional Language).	Not at all confident	4	I feel positive about teaching pupils who are defined as EAL (English as an Additional Language).	Not at all confident	2	I feel positive about teaching pupils who are defined as EAL (English as an Additional Language).	Not at all confident	3
		Slightly confident	10		Slightly confident	43		Slightly confident	5
		Confident	5		Confident	36		Confident	6
		Very confident	1		Very confident	8		Very confident	1
	Incorporating elements of ‘good practice’ for teaching EALs into my lessons is something I feel confident about.	Not at all confident	4	Incorporating elements of ‘good practice’ for teaching EALs into my lessons is something I feel confident about.	Not at all confident	5	Incorporating elements of ‘good practice’ for teaching EALs into my lessons is something I feel confident about.	Not at all confident	4
		Slightly confident	10		Slightly confident	33		Slightly confident	5
		Confident	5		Confident	41		Confident	5
		Very confident	1		Very confident	9		Very confident	1
	When I am confronted with teaching EALs, I know how to cope with it.	Not at all confident	5	When I am confronted with teaching EALs, I know how to cope with it.	Not at all confident	7	When I am confronted with teaching EALs, I know how to cope with it.	Not at all confident	5
		Slightly confident	10		Slightly confident	39		Slightly confident	4
		Confident	4		Confident	32		Confident	7
		Very confident	1		Very confident	9		Very confident	
	I am confident about the methods of teaching EALs.	Not at all confident	7	I am confident about the methods of teaching EALs.	Not at all confident	5	I am confident about the methods of teaching EALs.	Not at all confident	5
		Slightly confident	10		Slightly confident	41		Slightly confident	7
		Confident	3		Confident	32		Confident	3
		Very confident			Very confident	9		Very confident	
	I have a lot of self-confidence when it comes to lesson planning for EALs.	Not at all confident	8	I have a lot of self-confidence when it comes to lesson planning for EALs.	Not at all confident	8	I have a lot of self-confidence when it comes to lesson planning for EALs.	Not at all confident	5
		Slightly confident	7		Slightly confident	50		Slightly confident	7
		Confident	5		Confident	22		Confident	3
		Very confident			Very confident	7		Very confident	

	I feel at ease teaching EALs.	Not at all confident	5	I feel at ease teaching EALs.	Not at all confident	8	I feel at ease teaching EALs.	Not at all confident	6
		Slightly confident	8		Slightly confident	43		Slightly confident	7
		Confident	4		Confident	28		Confident	1
		Very confident	3		Very confident	8		Very confident	
	I feel confident in my ability to reactively teach in classes with EALs.	Not at all confident	6	I feel confident in my ability to reactively teach in classes with EALs.	Not at all confident	7	I feel confident in my ability to reactively teach in classes with EALs.	Not at all confident	6
		Slightly confident	7		Slightly confident	46		Slightly confident	5
		Confident	6		Confident	29		Confident	4
		Very confident			Very confident	5		Very confident	
	When thinking about teaching specific language items I feel confident that I will explain the language/material clearly to EALs.	Not at all confident	6	When thinking about teaching specific language items I feel confident that I will explain the language/material clearly to EALs.	Not at all confident	9	When thinking about teaching specific language items I feel confident that I will explain the language/material clearly to EALs.	Not at all confident	4
		Slightly confident	7		Slightly confident	47		Slightly confident	8
		Confident	6		Confident	25		Confident	3
		Very confident	1		Very confident	4		Very confident	
I feel confident in my ability to embrace linguistic diversity in my classroom in everyday classroom interactions.	Not at all confident	4	I feel confident in my ability to embrace linguistic diversity in my classroom in everyday classroom interactions.	Not at all confident	2	I feel confident in my ability to embrace linguistic diversity in my classroom in everyday classroom interactions.	Not at all confident	3	
	Slightly confident	6		Slightly confident	38		Slightly confident	6	
	Confident	5		Confident	31		Confident	3	
	Very confident	5		Very confident	14		Very confident	3	
9. Please rate your level of preparedness relating to the following statements below	Learning about my EAL pupils linguistic and cultural background	Not at all prepared	5	Learning about my EAL pupils linguistic and cultural background	Not at all prepared	3	Learning about my EAL pupils linguistic and cultural background	Not at all prepared	1
		Slightly prepared	8		Slightly prepared	40		Slightly prepared	4
		Prepared	3		Prepared	36		Prepared	7
		Very prepared	4		Very prepared	10		Very prepared	2
	Understanding my EAL pupils' level of English proficiency in relation to their peer groups' level	Not at all prepared	3	Understanding my EAL pupils' level of English proficiency in relation to their peer groups' level	Not at all prepared	3	Understanding my EAL pupils' level of English proficiency in relation to their peer groups' level	Not at all prepared	2
		Slightly prepared	10		Slightly prepared	44		Slightly prepared	4
		Prepared	5		Prepared	37		Prepared	8
		Very prepared	2		Very prepared	5		Very prepared	1
	Using my EAL pupils linguistic and cultural resources as a resource in my teaching	Not at all prepared	5	Using my EAL pupils linguistic and cultural resources as a resource in my teaching	Not at all prepared	2	Using my EAL pupils linguistic and cultural resources as a resource in my teaching	Not at all prepared	4
		Slightly prepared	11		Slightly prepared	44		Slightly prepared	4

		Prepared	3		Prepared	34		Prepared	6
		Very prepared	1		Very prepared	8		Very prepared	1
	Providing learners with contextualised information – i.e., making the input comprehensible and providing them with the opportunity to put the language into a personalised and contextualised example.	Not at all prepared	6	Providing learners with contextualised information – i.e., making the input comprehensible and providing them with the opportunity to put the language into a personalised and contextualised example.	Not at all prepared	6	Providing learners with contextualised information – i.e., making the input comprehensible and providing them with the opportunity to put the language into a personalised and contextualised example.	Not at all prepared	4
		Slightly prepared	8		Slightly prepared	50		Slightly prepared	4
		Prepared	6		Prepared	29		Prepared	6
		Very prepared			Very prepared	4		Very prepared	1
	Encouraging comprehensible output – through collaborative learning opportunities, scaffolded teacher-student and student- student interactions, etc.	Not at all prepared	5	Encouraging comprehensible output – through collaborative learning opportunities, scaffolded teacher-student and student- student interactions, etc.	Not at all prepared	4	Encouraging comprehensible output – through collaborative learning opportunities, scaffolded teacher-student and student- student interactions, etc.	Not at all prepared	1
		Slightly prepared	6		Slightly prepared	49		Slightly prepared	5
		Prepared	8		Prepared	30		Prepared	5
		Very prepared	1		Very prepared	6		Very prepared	4
	Drawing EAL pupils' attention to, and supporting them in tackling challenging linguistic features such as grammar, vocabulary, phonological features when speaking and listening etc.	Not at all prepared	6	Drawing EAL pupils' attention to, and supporting them in tackling challenging linguistic features such as grammar, vocabulary, phonological features when speaking and listening etc.	Not at all prepared	8	Drawing EAL pupils' attention to, and supporting them in tackling challenging linguistic features such as grammar, vocabulary, phonological features when speaking and listening etc.	Not at all prepared	5
		Slightly prepared	6		Slightly prepared	47		Slightly prepared	4
		Prepared	7		Prepared	31		Prepared	4
		Very prepared	1		Very prepared	4		Very prepared	4
	Developing learners' autonomy – giving them opportunities to model and extend what they've been taught.	Not at all prepared	6	Developing learners' autonomy – giving them opportunities to model and extend what they've been taught.	Not at all prepared	4	Developing learners' autonomy – giving them opportunities to model and extend what they've been taught.	Not at all prepared	2
		Slightly prepared	4		Slightly prepared	45		Slightly prepared	7
		Prepared	7		Prepared	33		Prepared	5
		Very prepared	3		Very prepared	7		Very prepared	1
	Developing and adapting resources that are beneficial for EAL pupils.	Not at all prepared	5	Developing and adapting resources that are beneficial for EAL pupils.	Not at all prepared	2	Developing and adapting resources that are beneficial for EAL pupils.	Not at all prepared	2
		Slightly prepared	4		Slightly prepared	40		Slightly prepared	6
		Prepared	10		Prepared	40		Prepared	3
		Very prepared	1		Very prepared	6		Very prepared	3
	Providing learners with continued support at all levels of their English proficiency.	Not at all prepared	6	Providing learners with continued support at all levels of their English proficiency.	Not at all prepared	5	Providing learners with continued support at all levels of their English proficiency.	Not at all prepared	2
		Slightly prepared	5		Slightly prepared	48		Slightly prepared	6
		Prepared	7		Prepared	30		Prepared	6

		Very prepared	2		Very prepared	6		Very prepared	1
Using visuals to make my instruction more comprehensible for my EAL pupils.		Not at all prepared	4	Using visuals to make my instruction more comprehensible for my EAL pupils.	Not at all prepared	1	Using visuals to make my instruction more comprehensible for my EAL pupils.	Not at all prepared	
		Slightly prepared	2		Slightly prepared	32		Slightly prepared	3
		Prepared	11		Prepared	39		Prepared	6
		Very prepared	3		Very prepared	17		Very prepared	5
Organizing my classroom so that my EAL pupils feel comfortable and ready to learn.		Not at all prepared	3	Organizing my classroom so that my EAL pupils feel comfortable and ready to learn.	Not at all prepared	4	Organizing my classroom so that my EAL pupils feel comfortable and ready to learn.	Not at all prepared	2
		Slightly prepared	5		Slightly prepared	31		Slightly prepared	4
		Prepared	8		Prepared	42		Prepared	3
		Very prepared	4		Very prepared	11		Very prepared	6
Enabling and supporting EAL pupils in accessing age-appropriate English and bilingual dictionaries and thesauri.		Not at all prepared	4	Enabling and supporting EAL pupils in accessing age-appropriate English and bilingual dictionaries and thesauri.	Not at all prepared	4	Enabling and supporting EAL pupils in accessing age-appropriate English and bilingual dictionaries and thesauri.	Not at all prepared	4
		Slightly prepared	5		Slightly prepared	38		Slightly prepared	4
		Prepared	10		Prepared	37		Prepared	5
		Very prepared	1		Very prepared	9		Very prepared	1
Providing additional wait time for my EAL pupils to respond when I ask them questions in class.		Not at all prepared	3	Providing additional wait time for my EAL pupils to respond when I ask them questions in class.	Not at all prepared	3	Providing additional wait time for my EAL pupils to respond when I ask them questions in class.	Not at all prepared	
		Slightly prepared	7		Slightly prepared	33		Slightly prepared	3
		Prepared	7		Prepared	39		Prepared	7
		Very prepared	3		Very prepared	12		Very prepared	4
Speaking/reading clearly – letting students see your face, avoiding (unexplained) idiomatic language, etc.		Not at all prepared	2	Speaking/reading clearly – letting students see your face, avoiding (unexplained) idiomatic language, etc.	Not at all prepared	3	Speaking/reading clearly – letting students see your face, avoiding (unexplained) idiomatic language, etc.	Not at all prepared	
		Slightly prepared	7		Slightly prepared	30		Slightly prepared	4
		Prepared	5		Prepared	39		Prepared	4
		Very prepared	6		Very prepared	15		Very prepared	7
Using non-verbal methods of communication – e.g., gestures, mimes, exaggerated facial expressions, etc.		Not at all prepared	2	Using non-verbal methods of communication – e.g., gestures, mimes, exaggerated facial expressions, etc.	Not at all prepared	3	Using non-verbal methods of communication – e.g., gestures, mimes, exaggerated facial expressions, etc.	Not at all prepared	
		Slightly prepared	5		Slightly prepared	31		Slightly prepared	5
		Prepared	9		Prepared	36		Prepared	5
		Very prepared	4		Very prepared	17		Very prepared	4
Organising activities to allow my EAL pupils to		Not at all prepared	5	Organising activities to allow my EAL pupils to	Not at all prepared	4	Organising activities to allow my EAL pupils to demonstrate	Not at all prepared	2

	demonstrate competence regardless of their English-language ability.	Slightly prepared	5	demonstrate competence regardless of their English-language ability.	Slightly prepared	42	competence regardless of their English-language ability.	Slightly prepared	3
		Prepared	6		Prepared	30		Prepared	6
		Very prepared	3		Very prepared	10		Very prepared	3
	Targeting EAL pupils with daily questions which are differentiated according to their English proficiency level.	Not at all prepared	5	Targeting EAL pupils with daily questions which are differentiated according to their English proficiency level.	Not at all prepared	4	Targeting EAL pupils with daily questions which are differentiated according to their English proficiency level.	Not at all prepared	1
		Slightly prepared	7		Slightly prepared	46		Slightly prepared	6
		Prepared	7		Prepared	28		Prepared	6
		Very prepared	1		Very prepared	9		Very prepared	2
	Recasting errors and encouraging learners to produce extended utterances.	Not at all prepared	8	Recasting errors and encouraging learners to produce extended utterances.	Not at all prepared	9	Recasting errors and encouraging learners to produce extended utterances.	Not at all prepared	3
		Slightly prepared	7		Slightly prepared	36		Slightly prepared	6
		Prepared	3		Prepared	36		Prepared	5
		Very prepared	2		Very prepared	6		Very prepared	1
	Providing scaffolded dialogue opportunities.	Not at all prepared	4	Providing scaffolded dialogue opportunities.	Not at all prepared	1	Providing scaffolded dialogue opportunities.	Not at all prepared	1
		Slightly prepared	6		Slightly prepared	40		Slightly prepared	5
		Prepared	8		Prepared	39		Prepared	8
		Very prepared	2		Very prepared	6		Very prepared	1
	Providing scaffolded writing opportunities – e.g., gap fills, substitution tables, writing frames, etc.	Not at all prepared	5	Providing scaffolded writing opportunities – e.g., gap fills, substitution tables, writing frames, etc.	Not at all prepared	2	Providing scaffolded writing opportunities – e.g., gap fills, substitution tables, writing frames, etc.	Not at all prepared	
		Slightly prepared	7		Slightly prepared	34		Slightly prepared	5
		Prepared	6		Prepared	47		Prepared	7
		Very prepared	2		Very prepared	5		Very prepared	3
	Using synonyms and simple alternatives to clarify meaning when needed.	Not at all prepared	4	Using synonyms and simple alternatives to clarify meaning when needed.	Not at all prepared	1	Using synonyms and simple alternatives to clarify meaning when needed.	Not at all prepared	1
		Slightly prepared	6		Slightly prepared	38		Slightly prepared	3
		Prepared	8		Prepared	39		Prepared	9
		Very prepared	2		Very prepared	9		Very prepared	2
	Acknowledging participation and efforts made by EAL pupils to use the language in relation to the curriculum.	Not at all prepared	5	Acknowledging participation and efforts made by EAL pupils to use the language in relation to the curriculum.	Not at all prepared	1	Acknowledging participation and efforts made by EAL pupils to use the language in relation to the curriculum.	Not at all prepared	1
Slightly prepared		4	Slightly prepared		34	Slightly prepared		2	
Prepared		7	Prepared		42	Prepared		7	

		Very prepared	4		Very prepared	10		Very prepared	5
	Including marking for appropriate/inappropriate language use.	Not at all prepared	6	Including marking for appropriate/inappropriate language use.	Not at all prepared	3	Including marking for appropriate/inappropriate language use.	Not at all prepared	1
		Slightly prepared	5		Slightly prepared	39		Slightly prepared	3
		Prepared	4		Prepared	39		Prepared	6
		Very prepared	5		Very prepared	6		Very prepared	5
	Correcting and providing clear examples of particular language structures for learners to practice	Not at all prepared	7	Correcting and providing clear examples of particular language structures for learners to practice	Not at all prepared	2	Correcting and providing clear examples of particular language structures for learners to practice	Not at all prepared	2
		Slightly prepared	5		Slightly prepared	40		Slightly prepared	1
		Prepared	6		Prepared	39		Prepared	9
		Very prepared	2		Very prepared	6		Very prepared	3
	Assessing a learner's English proficiency in comparison to the level expected in that class.	Not at all prepared	6	Assessing a learner's English proficiency in comparison to the level expected in that class.	Not at all prepared	4	Assessing a learner's English proficiency in comparison to the level expected in that class.	Not at all prepared	2
		Slightly prepared	11		Slightly prepared	43		Slightly prepared	3
		Prepared	2		Prepared	36		Prepared	7
		Very prepared	1		Very prepared	4		Very prepared	3

Table 0.10: Thematic analysis of q.4

Beginning of the course	Midway through the course	Near the end of the course
Experience and confidence: - "I used to be a TEFL teacher" - "best way to support them" - "current placement doesn't have many EAL students" - "wouldn't feel confident in supporting these students" - "unsure" - "not very much!" - "very little" - "nothing really"	Experience and Background: - "experience in settings" - "English immersion" - "bilingualism" - "placement" - "school with a high percentage of students with EAL" - "three-day placement"	Extent of Knowledge and Training: - "not to a great extent" - "not much at all really" - "very little" - "one session" - "a few strategies"

<p>Educational Background and Training:</p> <ul style="list-style-type: none"> - "Previously completed MA TESOL degree" - "knowledge of second language acquisition theories and teaching methods" - "none of this knowledge stems from the ITE course" - "similar to how we were taught MFL and phonics" - "inclusion adaption" 	<p>Strategies and Methods:</p> <ul style="list-style-type: none"> - "strategies" - "using symbols and pictures" - "keeping instructions simple" - "visual representation" - "effective pre-teaching" - "repetition of key ideas" - "adaptive teaching" - "trans language teaching" - "rich vocab building" - "syntax of grammar" - "visual aids" - "interactive resources" - "drama" - "buddy system" - "scaffolding" - "phonics" - "support from peers" - "embedding language" 	<p>Strategies and Methods:</p> <ul style="list-style-type: none"> - "variety of strategies and theories" - "visual aids" - "graphic organisers" - "flash cards" - "speaking and writing frames" - "scaffolding" - "modelling" - "activating prior knowledge" - "collaborative work" - "differentiate lessons" - "translation" - "chunking" - "dual coding" - "short instructions" - "translation apps" - "pair them up" - "scaffolding language" - "WellComm interventions" - "pictures, videos, word banks, and phonics mats"
<p>Instructional Strategies and Methods:</p> <ul style="list-style-type: none"> - "emphasise productive language, speak slowly and increase wait time" - "build relationships where possible" - "use of visuals" - "effective pre-teaching of topics, language and interactive games apps" - "repetition of words" - "ask students in class who may speak the child's language" - "use dual language glossaries" - "immersion" 	<p>Tools and Resources:</p> <ul style="list-style-type: none"> - "visual assistance" - "dual language glossaries" - "interactive games apps" - "picture-based learning" - "word labels" - "widget website" - "fast track to English programme" - "worded picture cards" - "role-play" - "drama" 	<p>Inclusion and Classroom Environment:</p> <ul style="list-style-type: none"> - "building a relationship with the EAL child" - "opportunities made and barriers removed" - "communicate with other children" - "accessible lessons" - "education can be accessible for the student" - "pair them up" - "mix between their language and English"

- "going back to basics"		
Tools and resources - "google translate and bilingual dictionaries" - "interactive games apps" - "visuals"	Inclusion and Classroom Environment: - "how to include them in our classroom" - "social inclusion" - "environment" - "classroom layout" - "building confidence" - "relationships with families" - "celebrating different cultures and languages" - "incorporate their heritage" - "valuing the home language" - "making learning accessible" - "clear instructions"	Challenges and Support Needs: - "understand the barrier" - "work towards making lessons accessible" - "knowing how to differentiate" - "basic English to get them to understand" - "methods to use with EAL students"
Perceived Value of Training and Resources: - "found very valuable information on past journals" - "sadly, none of this knowledge stems from the ITE course"	Challenges and Support Needs: - "barriers" - "how to interact" - "little information" - "honestly not enough" - "not many explicit strategies" - "differentiate" - "relevant learning/curriculum"	

Table 0.11: Breakdown of confidence data findings

	Beginning of course data	Midway through course data	End of course data
Not at all confident	- Presenting new information: 5 respondents	- Presenting new information: 2 respondents	- Presenting new information: 4 respondents

	<ul style="list-style-type: none"> - Positive about teaching EALs: 4 respondents - Good practice incorporation: 4 respondents - Coping with EALs: 5 respondents - Teaching methods for EALs: 7 respondents - Lesson planning: 8 respondents - At ease teaching EALs: 5 respondents - Reactive teaching: 6 respondents - Explaining specific language items: 6 respondents - Embracing linguistic diversity: 4 respondents 	<ul style="list-style-type: none"> - Positive about teaching EALs: 2 respondents - Good practice incorporation: 5 respondents - Coping with EALs: 7 respondents - Teaching methods for EALs: 5 respondents - Lesson planning: 8 respondents - At ease teaching EALs: 8 respondents - Reactive teaching: 7 respondents - Explaining specific language items: 9 respondents - Embracing linguistic diversity: 2 respondents 	<ul style="list-style-type: none"> - Positive about teaching EALs: 3 respondents - Good practice incorporation: 4 respondents - Coping with EALs: 5 respondents - Teaching methods for EALs: 5 respondents - Lesson planning: 5 respondents - At ease teaching EALs: 6 respondents - Reactive teaching: 6 respondents - Explaining specific language items: 4 respondents - Embracing linguistic diversity: 3 respondents
Slightly confident	<ul style="list-style-type: none"> - Presenting new information: 10 respondents - Positive about teaching EALs: 10 respondents - Good practice incorporation: 10 respondents - Coping with EALs: 10 respondents - Teaching methods for EALs: 10 respondents - Lesson planning: 7 respondents - At ease teaching EALs: 8 respondents - Reactive teaching: 7 respondents - Explaining specific language items: 7 respondents - Embracing linguistic diversity: 6 respondents 	<ul style="list-style-type: none"> - Presenting new information: 56 respondents - Positive about teaching EALs: 43 respondents - Good practice incorporation: 33 respondents - Coping with EALs: 39 respondents - Teaching methods for EALs: 41 respondents - Lesson planning: 50 respondents - At ease teaching EALs: 43 respondents - Reactive teaching: 46 respondents - Explaining specific language items: 47 respondents - Embracing linguistic diversity: 38 respondents 	<ul style="list-style-type: none"> - Presenting new information: 9 respondents - Positive about teaching EALs: 5 respondents - Good practice incorporation: 5 respondents - Coping with EALs: 4 respondents - Teaching methods for EALs: 7 respondents - Lesson planning: 7 respondents - At ease teaching EALs: 7 respondents - Reactive teaching: 5 respondents - Explaining specific language items: 8 respondents - Embracing linguistic diversity: 6 respondents
Confident	<ul style="list-style-type: none"> - Presenting new information: 5 respondents - Positive about teaching EALs: 5 respondents - Good practice incorporation: 5 respondents - Coping with EALs: 4 respondents - Teaching methods for EALs: 3 respondents - Lesson planning: 5 respondents - At ease teaching EALs: 4 respondents - Reactive teaching: 6 respondents - Explaining specific language items: 6 respondents - Embracing linguistic diversity: 5 respondents 	<ul style="list-style-type: none"> - Presenting new information: 28 respondents - Positive about teaching EALs: 36 respondents - Good practice incorporation: 41 respondents - Coping with EALs: 32 respondents - Teaching methods for EALs: 32 respondents - Lesson planning: 22 respondents - At ease teaching EALs: 28 respondents - Reactive teaching: 29 respondents - Explaining specific language items: 25 respondents - Embracing linguistic diversity: 31 respondents 	<ul style="list-style-type: none"> - Presenting new information: 3 respondents - Positive about teaching EALs: 6 respondents - Good practice incorporation: 5 respondents - Coping with EALs: 7 respondents - Teaching methods for EALs: 3 respondents - Lesson planning: 3 respondents - At ease teaching EALs: 1 respondent - Reactive teaching: 4 respondents - Explaining specific language items: 3 respondents - Embracing linguistic diversity: 3 respondents

Very confident	<ul style="list-style-type: none"> - Positive about teaching EALs: 1 respondent - Good practice incorporation: 1 respondent - At ease teaching EALs: 3 respondents - Embracing linguistic diversity: 5 respondents 	<ul style="list-style-type: none"> - Presenting new information: 5 respondents - Positive about teaching EALs: 8 respondents - Good practice incorporation: 9 respondents - Coping with EALs: 9 respondents - Teaching methods for EALs: 9 respondents - Lesson planning: 7 respondents - At ease teaching EALs: 8 respondents - Reactive teaching: 5 respondents - Explaining specific language items: 4 respondents - Embracing linguistic diversity: 14 respondents 	<ul style="list-style-type: none"> - Positive about teaching EALs: 1 respondent - Good practice incorporation: 1 respondent - At ease teaching EALs: 1 respondent - Embracing linguistic diversity: 3 respondents
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Appendix 7: Comprehensive list of journals read

The number of articles which were read in depth owing to their relevance are numbered in each section. 0 means that no articles were read (beyond skim reading) in depth in the issue owing to the fact the abstracts were not of relevance to this thesis. 1 or more means the articles were read in depth.

Table 0.12: English Language Teaching Journal

	2000 Vol. 54	2001 Vol. 55	2002 Vol. 56	2003 Vol. 57	2004 Vol. 58	2005 Vol. 59	2006 Vol. 60	2007 Vol. 61	2008 Vol. 62	2009 Vol. 63	2010 Vol. 64	2011 Vol. 65	2012 Vol. 66	2013 Vol. 67	2014 Vol. 68	2015 Vol. 69	2016 Vol. 70	2017 Vol. 71	2018 Vol. 72	2019 Vol. 73	2020 Vol. 74	2021 Vol. 75	2022 Vol. 76	2023 Vol. 77	2024 Vol. 78
(1)	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	3
(2)	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0
(3)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(4)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table 0.13: Applied Linguistics Journal

	2000 Vol. 21	2001 Vol. 22	2002 Vol. 23	2003 Vol. 24	2004 Vol. 25	2005 Vol. 26	2006 Vol. 27	2007 Vol. 28	2008 Vol. 29	2009 Vol. 30	2010 Vol. 31	2011 Vol. 32	2012 Vol. 33	2013 Vol. 34	2014 Vol. 35	2015 Vol. 36	2016 Vol. 37	2017 Vol. 38	2018 Vol. 39	2019 Vol. 40	2020 Vol. 41	2021 Vol. 42	2022 Vol. 43	2023 Vol. 44	2024 Vol. 45

(1)	0	0	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0
(2)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
(3)	1	0	0	1	0	0	0	0	0	2	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0
(4)	1	1	1	0	0	1	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(5)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0		0	0	0
(6)																	0	0	0	0	0		0	1	0

Table 0.14: The Modern Language Journal

	2000 Vol. 84	2001 Vol. 85	2002 Vol. 86	2003 Vol. 87	2004 Vol. 88	2005 Vol. 89	2006 Vol. 90	2007 Vol. 91	2008 Vol. 92	2009 Vol. 93	2010 Vol. 94	2011 Vol. 95	2012 Vol. 96	2013 Vol. 97	2014 Vol. 98	2015 Vol. 99	2016 Vol. 100	2017 Vol. 101	2018 Vol. 102	2019 Vol. 103	2020 Vol. 104	2021 Vol. 105	2022 Vol. 106	2023 Vol. 107	2024 Vol. 108
(1)	1	0	0	0	0	1	2	0	0	1	1	0	0	0	0	1	0	1	1	0	1	0	0	0	0
(2)	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0
(3)	2	0	0	0	0	1	0	0	1	0	0	5	1	1	2	0	1	0	0	0	1	0	0	0	0
(4)	2	2	1	2	0	1	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0

Table 0.15: TESOL Quarterly Journal

	2000 Vol. 34	2001 Vol. 35	2002 Vol. 36	2003 Vol. 37	2004 Vol. 38	2005 Vol. 39	2006 Vol. 40	2007 Vol. 41	2008 Vol. 42	2009 Vol. 43	2010 Vol. 44	2011 Vol. 45	2012 Vol. 46	2013 Vol. 47	2014 Vol. 48	2015 Vol. 49	2016 Vol. 50	2017 Vol. 51	2018 Vol. 52	2019 Vol. 53	2020 Vol. 54	2021 Vol. 55	2022 Vol. 57	2023 Vol. 58	2024 Vol. 59
(1)	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
(2)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(3)	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
(4)	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0

Table 0.16: Research in the Teaching of English Journal

	2000 Vol. 34	2001 Vol. 35	2002 Vol. 36	2003 Vol. 37	2004 Vol. 38	2005 Vol. 39	2006 Vol. 40	2007 Vol. 41	2008 Vol. 42	2009 Vol. 43	2010 Vol. 44	2011 Vol. 45	2012 Vol. 46	2013 Vol. 47	2014 Vol. 48	2015 Vol. 49	2016 Vol. 50	2017 Vol. 51	2018 Vol. 52	2019 Vol. 53	2020 Vol. 54	2021 Vol. 55	2022 Vol. 56	2023 Vol. 57	2024 Vol. 58	
(1)		1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0
(2)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(3)	0		1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Appendix 8: List of universities contacted for data

Institution	Emailed multiple people in the department
1. Birmingham City University	<input checked="" type="checkbox"/>
2. University of Brighton	<input checked="" type="checkbox"/>
3. University of Buckingham	<input checked="" type="checkbox"/>
4. Canterbury Christ Church University	<input checked="" type="checkbox"/>
5. University of Chester	<input checked="" type="checkbox"/>
6. Edge Hill University	<input checked="" type="checkbox"/>
7. University of Huddersfield	<input checked="" type="checkbox"/>
8. Kingston University	<input checked="" type="checkbox"/>
9. University of Manchester	<input checked="" type="checkbox"/>
10. Newcastle University	<input checked="" type="checkbox"/>
11. Northumbria University	<input checked="" type="checkbox"/>
12. Oxford Brookes University	<input checked="" type="checkbox"/>
13. University of Reading	<input checked="" type="checkbox"/>
14. Ulster University	<input checked="" type="checkbox"/>
15. University of Warwick	<input checked="" type="checkbox"/>
16. University of Worcester	<input checked="" type="checkbox"/>
17. University of Bolton	<input checked="" type="checkbox"/>
18. King's College London	<input checked="" type="checkbox"/>
19. University of Winchester	<input checked="" type="checkbox"/>
20. Liverpool John Moores University	<input checked="" type="checkbox"/>
21. Staffordshire University	<input checked="" type="checkbox"/>
22. University of East London	<input checked="" type="checkbox"/>
23. University of Portsmouth	<input checked="" type="checkbox"/>
24. University of Sussex	<input checked="" type="checkbox"/>
25. Leeds Beckett University	<input checked="" type="checkbox"/>
26. University of Stirling	<input checked="" type="checkbox"/>
27. University of Suffolk	<input checked="" type="checkbox"/>
28. Liverpool Hope University	<input checked="" type="checkbox"/>
29. York St John University	<input checked="" type="checkbox"/>
30. Bath Spa University	<input checked="" type="checkbox"/>
31. Cumbria University	<input checked="" type="checkbox"/>
32. Goldsmiths University	<input checked="" type="checkbox"/>
33. University of Bristol	<input checked="" type="checkbox"/>

Table 0.20: List of universities contacted for data

Appendix 9: Analysis of University 1 data

The questions and responses from the teacher educator are presented below. Any reference to the university name has been replaced with 'University 1', and any location data pertaining to the university has been omitted as requested by the participant as they wished to have strict anonymity.

Table 0.21: Teacher educator interview data from university 1

Question	Teacher Educator from University 1's response
<p>so firstly, in terms of the courses provision on teaching EAL and kind of how it is designed in the way it is. So what influences the decision of how you made? Like for example the PowerPoint and so on.</p>	<p>OK, I think I mean, I've been teaching at University 1 for years. So I think when I first came into initial teacher education from being a teacher myself, the course was halfway through and sort of was established. And I think teaching people's with EAL was one of the first things that I was asked to do for our English trainees. Of course, the PGCE as a program and teachers training teachers of all different disciplines. And so as far as I was aware at that point and I think our our program very much follows, you know the core content framework from the Department for Education. So I think that just, you know, decisions were made to sort of higher crime. I'm just lecturer, so I think decisions were made. You know higher up as to when that would be and the the focal point of that. And so, yeah, I would say in answer to that hope I hope months from that question and uh hopefully. But I do know that from being involved subsequently in the construction of the program and that it it does follow the core content framework. We we look at the core content framework and it would be. From that that we base our curriculum men as we call it the IT curriculum and and the the research and the resources cited in that policy document is there is a starting point for us. I'm and then we do have someone who is who just have EAL as a specialism who were did so the lead lecture as we call it for everyone, for all of the the cohorts, the PGC cohorts. And she cascaded resources down from the Bell Foundation. Things like that that I can remember off the top of my head. I think the voice in saying that and we then based our subject specific sessions then on that so that that's the point we we have a lead lecture, this is the topic EAL in this case. You know, in general, in education and secondary education in particular, and then we break out into our subject areas and look at that, what that looks like in the English classroom, in our case. Yeah. And with main with what I have taught.</p>

	<p>Interjected question from interviewer - OK, so like all PGC students get that that lead lecture, and then as you say, you broke off into the the specialties of topic, is that right?</p> <p>OK. Yes. So in all disciplines. So I I trained the English or I I have trained the English teachers on the PGA. So we have the we just look at what that looks like in English and what that would look like and you know mathematics would be the same signs would be the same, et cetera.</p>
<p>So in terms of the preparing of your training teachers on your English specialist course and kind of how would you describe the quality and the content of the provision, do you think that and it does exactly what it needs to do and so on?</p>	<p>Umm, I would say it does what it needs to do in terms of meeting requirements and just be careful how I say this. And it ticks that box. You know that we've done that and but then genuinely, you know, is that enough for a teacher in the 21st century in the local community that we have and not necessarily in this in this local community...I think that what we give them, umm, equips them the the real world as it were? And I I think there's more that we could do in answer to that. So yeah, I think we meet the statutory requirements, but I think there's more that we could do and and and I think that the trainees themselves feel that as well. And and I would have heard, you know, from student voice from external examiner reports, things like that and that that is what the trainees want. They do want more. They they do want more EAL</p>
<p>OK, that's kind of feeds into one of my other questions. So kind of in in previous years, as I'm sure you know, as a lecturer yourself and NQT surveys have reported that trainee teachers feel unprepared to teach Yale,</p>	<p>Yeah. I wonder if we're a bit behind. I think is often the case. Actually, in teacher education you know the the reality of the classroom moves so fast and we're trying to catch up with that. And I think, you know, being a teacher educator, we we've all been teachers previously. And like I said 2 1/2 years ago, I was a teacher, so I just came straight out of the classroom. And but you know, I used to say, oh, you know what the beginning. When I first started teaching that this time last year, I was in the classroom and I knew what was going on and what it was like.</p>

<p>Yale children and kind of why do you think that is? Do you think it's that link of you're doing what you need to do, but more could be done? Or is there anything specific?</p>	<p>But I am very aware now that I can't say that anymore. I am quite distant from the classroom now and that will only get worse and I wonder if that's one of the reasons why we're always trying to play catch up because I think our notion of what and the realities of school is now and is going to be updated as it's going to be out of date. And so I think that might be partly why you knew that's coming up in the data that and and from my student voice that we have here that they do want. More do they want to know more about EAL and and they want to and to have that experience? Maybe. And that they're experiencing it in schools, but they're not experiencing it as much on the course. Maybe umm, I wonder if it's because we're. We're trying to catch up with the realities of the classroom, but that's just my take on it.</p>
<p>And then in terms of your experiences with, yeah, EAL have you ever taught EAL students? Did you receive training on your initial teacher education course?</p>	<p>Yeah, it's really interesting. I did my... PGCE in Scotland and they're very keen on saying its initial teacher education, not training as we say in England. And I don't remember much. I'm sure we did do it. I I can't remember exactly, but I'm sure we did do it. This was in 2008, so that was a long time ago now. I'm sure we did do it in university, but I did have a lot of experience in my the first placement. Actually, my very first placement was on the South side of Glasgow and if you know Glasgow very well, but that's a very multicultural area of Glasgow and the IT was a huge school, huge comprehensive school and and they had a lot of pupils with EAL and they had their own department like an SND department. But it was for EAL, so that was quite extraordinary, and I've never seen that since. Actually in in any school that I've been there recently, I have just come across a school through our trainees and I can tell you about in a second. But yeah, that I think that was quite a unique experience that I had as a student teacher. And that, you know, my other colleagues didn't get necessarily in other schools. So I think it's hit and miss isn't and I think it's still like that. But you know, we do what we kind in university, look at the theory side of things, but then it hit and miss as to whether the trainees as we call them have that experience out in the real world. Interviewer interjection - And it kind of follows that it's depending on where your university is as well. To where their placement is to how multicultural it is?</p>

Yeah.
Yeah.
Yeah, that's right.
So like I said, you know here in where where we are located, it's.
I wouldn't say it is culturally diverse necessarily...and when you do get that diversity and and some of our trainees do get that rich experience, umm, of, of teaching, EAL and but some don't. So yeah, that was my experience, but it was a wonderful experience.
But interestingly, UM I think I need to tell you this.
It's good to feed this to share.
There's actually, as a student teacher in that school I was, I think I don't know if we had it as an assignment or something.
We had to, you know, talk to support staff and and things like that.
So so I went to the EAL department and also I just wanted to get their advice because of course I was teaching English and a lot of the, you know, I did find that quite a few of my pupils, they were new to the country and you to Scotland and and you to New Glasgow and you 2 English as well and they were immersed in the classroom and the English classroom.
And I just moved to Shakespeare.
Just felt so sorry for them, you know?
And so I wanted some advice.
I'm from the EAL Department and they were shocked actually to that, that I that I'd gone in to to speak to you, the men and the English department, interestingly, were quite dismissive of that department and sort of said to me away you won't get any help from them.
The the not, you know the not very helpful.
Yeah, and yes, I think it was just maybe a misunderstanding as to what their role was and someone saying they they don't even speak any other languages themselves.
So I don't know if they were expecting them to translate or something and that that that was not their role.
But and I think, yeah, I think there just misunderstanding as to what their role was.
And so, yeah, so they were made up.
They were really pleased when I came into the, you know, the EAL base that they had and was asking for help.
And they were really they really helpful and really wanted to help me and were pleasantly surprised that I had asked.
Reached out to ask for help because I think the departments as a whole didn't do that, so it was it was refreshing for them to have that really.
Yeah.
So I think that was just a misunderstanding there as to what their role was and and therefore they were dismissive of their role because they thought they don't even do any, you know, any good anyway that that, you know, not very useful.

	<p>And so yeah, that was an interesting experience for me to be quite diplomatic as well and say, well, I'm going to go through that department.</p>
<p>And in terms of the the units or the modules that you teach and what do you perceive to be kind of the practical training element, do you think it's sort of just the placement or do you think there's any other components that are kind of practical training?</p>	<p>Ohh I think I'm.</p> <p>So on the PGCE that I've taught the change it now and by the way moving forward, but the the old one that we that we've had and there were three academic modules and then there was the the placement, but they were they were very integrated actually and we would always, you know discuss theory in relation to their practice.</p> <p>So I think it was quite integrated.</p> <p>Umm.</p> <p>And also we formatively assess our trainees and you know we ask them to respond to questions each week when there aren't placements, even when they're on campus as well.</p> <p>Actually, when they're on placements, they respond to questions per week and so we can assess the understanding.</p> <p>And and again, it's very much, you know, what do you understand about the theory and then what have you experienced on practice and marrying those two together?</p> <p>So I think it is very integrated.</p> <p>And so, yeah, I think the practical experience it would be on placements like we've said, it's hit miss in terms of EAL, whether you get the opportunity and.</p> <p>Yeah, I I think the first year I was here actually I think we only did this for that, that one year we did have them.</p> <p>I think we called it an EAL day for EAL, was it wasn't a full day.</p> <p>I don't think, but it was a visit to a school where there was and, but provision for EAL.</p> <p>And so I suppose that was to address that issue that we've said it's hit and miss as to whether you get this experience.</p> <p>So we made sure that all of our trainees had experience of a school where there was a lot of EAL pupils, and and yeah, they that was logistically tough.</p> <p>It was a logistical nightmare to get them to where they needed to be because we just used our school partners, whether where they had this provision where they could accommodate a dozen maybe trainees, you know, descending on them.</p> <p>We also used to go to our school with a high population of EAL students on a day visit, they allowed the trainees to accompanied them on this particular, you know, visit and they allowed the trainees to see what they did in that unit where they taught their pupils with EAL and specifically.</p> <p>And then they saw them in their class, the classes as well, and how teachers and adapted their teaching as opposed to their needs.</p> <p>And so I thought that was really useful actually.</p> <p>You know, it was an eye opener for me as well because like I said, it was, you know, it was a while since I've experienced anything like that.</p>

	<p>So yeah, but that was the the only time we did it. but yeah that was the only time I remembered it, then on my second year we didn't have it.</p> <p>Interviewer interjection - Do you know why it's not been done since?</p> <p>I wonder if it is just the logistics of it. It's quite complicated to to work out, so I wonder if that was the reason.</p>
<p>So in terms of the trainee teachers themselves, are the student teachers and what do you think they believe to be the practical change? Do you think it's also the placement or something different?</p>	<p>Umm yeah, I would say they they would probably say the the placements. And I think they do find it inadequate though as well. So I think like that they do experience a lot of them in, in the schools that we have as partners and they took experience. These peoples with EAL and and they they want to know more about how to cater to their needs on placements that their practical experience. Umm. And I think we do talk about it a lot and try we do try to weave it in, but I do know that they that's what they always say. You know, if you say some what? What else do you want? You know, we'll go back over something. What else do you want to know about EAL? That's what I thought. Always say and so yeah, I think there's always, but I think that's just a worry as well. I think maybe we just couldn't do enough, maybe even if we did do a lot more. Maybe it still wouldn't be enough because it's a worry for them. It's like behaviour as well. No matter how much behaviour management we do with them, it's always gonna. That's gonna be one of their top priorities, because that's what they're worried about.</p>
<p>And then in terms of kind of how the course is designed in terms of the EAL section, and do you think that second language acquisition theory or English language teaching</p>	<p>I'm not sure. I think I did try to do that. I'm just thinking back now to the to when I did it was.</p>

<p>like ESL, English to foreign language teaching and pedagogy off theory influence kind of how it's designed or influenced the materials in any way?</p> <p>So like when I for example when I looked at the lectures slides that you sent me and so you have like the stages of language acquisition and like you have like the quite the fact that they may be quieter, the fact that they made like may need like pause and time and kind of how you mix them so that they can have like a supportive peer and those kind of things are linked into that SLA theory of kind of the different stages of language acquisition and so on. Hence I just wondered if that influence start or is that kind of what is within the that core framework?</p> <p>That's sort of the governmental thing that we we must include and they</p>	<p>I think I just got that from our EAL specialist.</p> <p>Actually I think yeah.</p> <p>And that's that's how that ends up in there, but interestingly, sort of the catch phrase of the AL specialist that we have here.</p> <p>And when she's because I tend to believe lecture myself and she always just says it's just good teaching.</p> <p>That's what that's sort of.</p> <p>It is better to become like a catch phrase.</p> <p>So she says this is good for EAL and language acquisition.</p> <p>But you know what?</p> <p>It's just good pedagogy.</p> <p>It's just good teaching.</p> <p>It's just good for everyone.</p> <p>Uh super much, she says.</p> <p>A lot. Uh.</p> <p>So I suppose that does go through everything that we do, you know?</p> <p>Yeah, given wait time, pause time.</p> <p>That's kind of that's just good practice for it.</p> <p>For every one of them to it, maybe we could do more, making more of a point of that.</p> <p>Then you know and saying this is, you know, good for everyone and particularly those are the EAL and just always have that in the back of our minds maybe we forget that so that maybe that's a way to bring it in.</p>
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<p>tell you, you know, we include this this theory as opposed to it being sort of borrowed from second language acquisition. Is it just? This is how it's done in EAL.</p>	
<p>So just my final question was, do you think it's ever possible for a trainee teacher or student teacher to leave an initial teacher education course, feeling fully prepared to teach EAL pupils?</p>	<p>No, I don't think they ever would be, you know, and and that's going back to my earlier point about it being a massive worry for them. So no matter how much we gave them, I think they would always report that they were underprepared because I think it's the unknown as well. And on something that maybe they are unfamiliar with and maybe uncomfortable with as well. So they would always, I think, feel that they need more that and I suppose there is, there's always more to learn and there's always more to to pick up and I should go along and as a beginning teacher you just don't you don't have that you don't have that. Yes, you don't have those experiences yet.</p>
<p>So that concludes my questions unless there's anything else you'd like to share with me?</p>	<p>I've just thought. I think we are. We are conscious that there is a need there and we are trying to address it and and it came up recently with the external examiner that we had actually, you know, like I said, it's always something that our trainees do talk about. If you ask them what do you want more of, they will say EAL, so I was just talking to the external examiner about what they do and that has been sharing of good practice from her university and she's shared some resources that we could use moving forward. And so, because I again, they found that that was already for them as well in their university and. And so yeah, there's we're moving forward. I think that's the one thing I would say.</p> <p>Umm, but then I was also going to tell you about and this might not be of any interest, but so was linked to what you've just been talking about. The PGC in particular being so, so intense, and so you know, so short on time, we do offer here a three year teach training course as well for secondary umm for just certain subjects. So English mathematics and PE and and that's what I'm going to be teaching on in the next academic year.</p>

Actually, I'm and yeah.

So I so it's sort of a joint honours in a way, it's not really, but it's sort of half English and half and it's training, they they still have the the QTS at the end and they said there is more time I suppose to to do things nice and slowly and and I'm going to be teaching on the English language side of things and and and when the new course was being explained to me, the Associated department did say that the used to have a whole module on pretty much EAL or actually tackle pretty much.

TEFL pretty much and and it was really useful.

And, you know, graduates would say, you know, in the feedback that it was great for employability, they got the job, who they could talk about in the interview, they could talk about how they can cater to those English as an additional language those because of this particular module.

And it's really popular that module and that was many years ago and the and it's changed now.

It's funnier things falling and also fashion and sort of go in and out.

So it's changed now and it is sort of or linguistics and grammar because that that was only on the English one by the way.

So that's not mathematics.

That was English, but it was sort of English.

As an additional language, almost or and English is foreign language, almost it was.

So yeah, we were just talking about that and how interested in that is and and maybe you know in the future to bring that back actually, because it was such a selling point of view like of the course and it and it was really beneficial.

Table 0.22: Good practice Analytic Checklist: ITE University 1 documents

	Document 1: English as an Additional Language in the English Classroom. Lecture slides. (University 1, 2024)				Document 2: University: Secondary PGCE with QTS* English Teacher: Curriculum plan 2023-2024 (University 1, 2024)				Document 3: MESH Guides: English as an Additional Language (University 1, 2024)			
Theme 1 – Awareness of identity and background factors												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
1.1 Pupil’s identities and their pre-existing knowledge and experiences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.2 Learning needs are similar to those of other children and young people in our schools.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 ELLs cannot be categorised as a homogenous group.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Theme 2 – ELL specific teaching practice and knowledge												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
2.1 Activating prior knowledge – linguistic, cultural, and cultural knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.2 Contextualised information – making the input comprehensible and providing them with the opportunity to put the language into a personalised contextualised example.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3 Actively encouraging comprehensible output -through collaborative learning opportunities, scaffolded teacher-student and student-student interactions, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.4 Drawing learners’ attention to linguistic features such as grammar, vocabulary, phonological features when listening and speaking, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.5 Developing learners’ autonomy – giving them opportunities to model and extend what they’ve been taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.6 Are teachers able to provide individual support which takes into consideration the varying stages ELLs are in on their journey of learning English.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.7 Are teachers aware of the differences between ELLs, and those who have Special Educational Needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Are the teachers able to produce and adapt resources so that they are beneficial for ELLs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.9 Assessing ELLs proficiency and their needs while taking into consideration their first language level, prior school subject knowledge, and lived experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme 3 – ELL tailored classroom management												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
3.1 Place ELLs with supportive peers who can act as language role-models.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.2 Make available and encourage learners to use age-appropriate English and bilingual dictionaries and thesauri.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3 Ensuring that there are plenty of motivating books to promote extended reading relating to the curricula.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Theme 4 – Differentiation for/between ELLs												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
4.1 Give ELLs thinking time.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Speak/read aloud clearly – let students see your face, avoid idiomatic language, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Use non-verbal methods – e.g., gestures, mimes, exaggerated facial expressions, point to key words, visuals etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Target ELLs with daily questions which are differentiated according to their English proficiency level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Repeatedly check learners understanding of what is occurring in the classroom.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 When speaking use synonyms and simple alternatives to clarify meaning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Provide different versions of activities – e.g. scaffolded tasks with gap-fills, substitution tables, speaking frames, writing frames, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Theme 5 – Feedback tailored to the needs of ELLs												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
5.1 Acknowledge participation and efforts to use English in relation to the curriculum in both written and oral corrective feedback.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.2 Include marking codes in written corrective feedback which acknowledge ELLs understanding of the curriculum through content, regardless of specific linguistic errors.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Include marking for appropriate/inappropriate language use in written corrective feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Correct and provide clear examples of particular language structures for learners to practice in both written and oral corrective feedback.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme 6 – Assessment of ELLs												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
6.1 Assessing an ELL’s English proficiency in comparison to the level expected in that class.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Table 0.23: Good practice Analytic Checklist: ITE University 1 documents cont.

	Document 4: Drawing on linguistic and cultural capital to create positive learning cultures for EAL learners (University 1, 2024)				Document 5: Technology for active learning: using iPads to support learners with English as an Additional Language (University 1, 2024)			
Codes	1	2	3	4	1	2	3	4
1.1 Pupil’s identities and their pre-existing knowledge and experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Learning needs are similar to those of other children and young people in our schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 ELLs cannot be categorised as a homogenous group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Codes	1	2	3	4	1	2	3	4
2.1 Activating prior knowledge – linguistic, cultural, and cultural knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Contextualised information – making the input comprehensible and providing them with the opportunity to put the language into a personalised contextualised example.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Actively encouraging comprehensible output -through collaborative learning opportunities, scaffolded teacher-student and student-student interactions, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Drawing learners’ attention to linguistic features such as grammar, vocabulary, phonological features when listening and speaking, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Developing learners’ autonomy – giving them opportunities to model and extend what they’ve been taught.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.6 Are teachers able to provide individual support which takes into consideration the varying stages ELLs are in on their journey of learning English.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Are teachers aware of the differences between ELLs, and those who have Special Educational Needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Are the teachers able to produce and adapt resources so that they are beneficial for ELLs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 Assessing ELLs proficiency and their needs while taking into consideration their first language level, prior school subject knowledge, and lived experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Codes	1	2	3	4	1	2	3	4
3.1 Place ELLs with supportive peers who can act as language role-models.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Make available and encourage learners to use age-appropriate English and bilingual dictionaries and thesauri.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Ensuring that there are plenty of motivating books to promote extended reading relating to the curricula.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Codes	1	2	3	4	1	2	3	4
4.1 Give ELLs thinking time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Speak/read aloud clearly – let students see your face, avoid idiomatic language, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Use non-verbal methods – e.g., gestures, mimes, exaggerated facial expressions, point to key words, visuals etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.4 Target ELLs with daily questions which are differentiated according to their English proficiency level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Repeatedly check learners understanding of what is occurring in the classroom.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 When speaking use synonyms and simple alternatives to clarify meaning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Provide different versions of activities – e.g. scaffolded tasks with gap-fills, substitution tables, speaking frames, writing frames, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Codes	1	2	3	4	1	2	3	4
5.1 Acknowledge participation and efforts to use English in relation to the curriculum in both written and oral corrective feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Include marking codes in written corrective feedback which acknowledge ELLs understanding of the curriculum through content, regardless of specific linguistic errors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Include marking for appropriate/inappropriate language use in written corrective feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Correct and provide clear examples of particular language structures for learners to practice in both written and oral corrective feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Codes	1	2	3	4	1	2	3	4
6.1 Assessing an ELL's English proficiency in comparison to the level expected in that class.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 10: Analysis of University 2 data

All documents were analysed, as shown in tables 8.25 and 8.26 except Conteh (2003) and Leung (2011) owing to the fact that neither I nor the library were able to source them.

Table 0.24: Analysis of university 2 data

Year of programme	Session/ content or assessment	Suggested reading
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Year 1	General intro to diverse groups/ adaptive teaching Tiers of vocabulary within subject sessions	Hamilton, P., (2021) <i>Diversity & Marginalisation in Childhood: A Guide for Inclusive Thinking 0-11</i> , London: Sage
	Microteach assessment as part of wider curriculum module to focus on tiers of vocabulary.	Wooley, R., (Ed) (2018) <i>Understanding Inclusion: Core Concepts, Policy & Practice</i> , Oxon: Routledge
Year 2	Lecture – Introduction to EAL/ language acquisition (using Bell Foundation module 1 materials)	Conteh, J., (2019) <i>The EAL Teaching Book: Promoting Success for Multilingual Learners in Primary and Secondary Schools</i> , Learning Matters/ Sage.
	Workshop – EAL learners (follow up from lecture)	Conteh, J., (2003) <i>Succeeding in Diversity: Culture, Language and Learning in Primary Classrooms</i> , Trentham Books.
	Workshop - Behaviour as communication/ identity (focus on refugees and asylum seekers)	Leung, C., (2001) <i>English as an additional language: language and literacy development</i> , Royston: UKRA Baker, C., (2021) <i>Foundations of bilingual education and bilingualism</i> , Bristol: Multilingual Matters Murphy, A., & Unthiah, A., (2015) A systematic review of intervention research examining English language and literacy development in children with English as an Additional Language (EAL) https://www.bell-foundation.org.uk/
	3 days in school in high % EAL context – set tasks to complete	
	Lecture - Advanced bilingual learners – focus on culture/ communities/ belonging linked to language acquisition	
	Workshop - Focus on language using Bell Foundation module 2 materials	
	Workshop - Reflection on journal article – language proficiency as a predictor of achievement	Strand, S & Hessel, A., (2018) <i>English as an additional language, proficiency in English and pupils' educational achievement</i> . Available from https://www.bell-foundation.org.uk/wp-

		content/uploads/2018/10/EAL-PIE-and-Educational-Achievement-Report-2018-FV.pdf
	<p>Workshop – reflection from school</p> <p>Reflections on task 5 – analysing children’s work/ resources</p> <p>Questions for student teachers to answer:</p> <ul style="list-style-type: none"> - Key messages emerging - Implications for practice - Future development points - Strategies to implement to support further development 	
	Workshop – Medium term planning – turning the session plan from school into a sequence of learning.	
	Professional Studies module assessment – assignment focussing on 2 groups of learners (one of these groups may be EAL)	
Year 3	Lecture – Assessing EAL learners (using Bell Foundation module 3 materials)	
	Additionally, EAL learners may be a chosen topic within other seminars/ assignments (such as dissertations – research projects) in Year 3.	

Table 0.25: Good practice Analytic checklist: University 2 curricula documents

Document 1: English as an Additional Language (EAL) and educational achievement in	Document 2: The Bell Foundation (University 2)	Document 3: Baker, C., (2021) Foundations of bilingual education and bilingualism,
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England: An analysis of the National Pupil Database (University 2)		Bristol: Multilingual Matters (University 2)
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Theme 1 – Awareness of identity and background factors												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
1.1 Pupil’s identities and their pre-existing knowledge and experiences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
1.2 Learning needs are similar to those of other children and young people in our schools.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
1.3 ELLs cannot be categorised as a homogenous group.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					
Theme 2 – ELL specific teaching practice and knowledge												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
2.1 Activating prior knowledge – linguistic, cultural, and cultural knowledge.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.2 Contextualised information – making the input comprehensible and providing them with the opportunity to put the language into a personalised contextualised example.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Actively encouraging comprehensible output -through collaborative learning opportunities, scaffolded teacher-student and student-student interactions, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Drawing learners’ attention to linguistic features such as grammar, vocabulary, phonological features when listening and speaking, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Developing learners’ autonomy – giving them opportunities to model and extend what they’ve been taught.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.6 Are teachers able to provide individual support which takes into consideration the varying stages ELLs are in on their journey of learning English.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Are teachers aware of the differences between ELLs, and those who have Special Educational Needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Are the teachers able to produce and adapt resources so that they are beneficial for ELLs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 Assessing ELLs proficiency and their needs while taking into consideration their first language level, prior school subject knowledge, and lived experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Theme 3 – ELL tailored classroom management												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
3.1 Place ELLs with supportive peers who can act as language role-models.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
3.2 Make available and encourage learners to use age-appropriate English and bilingual dictionaries and thesauri.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
3.3 Ensuring that there are plenty of motivating books to promote extended reading relating to the curricula.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Theme 4 – Differentiation for/between ELLs												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
4.1 Give ELLs thinking time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
4.2 Speak/read aloud clearly – let students see your face, avoid idiomatic language, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
4.3 Use non-verbal methods – e.g., gestures, mimes, exaggerated facial expressions, point to key words, visuals etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
4.4 Target ELLs with daily questions which are differentiated according to their English proficiency level.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
4.5 Repeatedly check learners understanding of what is occurring in the classroom.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
4.6 When speaking use synonyms and simple alternatives to clarify meaning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
4.7 Provide different versions of activities – e.g. scaffolded tasks with gap-fills, substitution tables, speaking frames, writing frames, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Theme 5 – Feedback tailored to the needs of ELLs												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
5.1 Acknowledge participation and efforts to use English in relation to the curriculum in both written and oral corrective feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
5.2 Include marking codes in written corrective feedback which acknowledge ELLs understanding of the curriculum through content, regardless of specific linguistic errors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
5.3 Include marking for appropriate/inappropriate language use in written corrective feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
5.4 Correct and provide clear examples of particular language structures for learners to practice in both written and oral corrective feedback.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Theme 6 – Assessment of ELLs												
Codes	1	2	3	4	1	2	3	4	1	2	3	4

6.1 Assessing an ELL's English proficiency in comparison to the level expected in that class.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
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Table 0.26: Good practice Analytic checklist: University 2 curricula documents cont.

	Document 4: Conteh, J., (2019) <i>The EAL Teaching Book: Promoting Success for Multilingual Learners in Primary and Secondary Schools</i> , Learning Matters/ Sage. (University 2)				Document 5: Wooley, R., (Ed) (2018) <i>Understanding Inclusion: Core Concepts, Policy & Practice</i> , Oxon: Routledge (University 2)				Document 6: Hamilton, P., (2021) <i>Diversity & Marginalisation in Childhood: A Guide for Inclusive Thinking 0-11</i> , London: Sage (University 2)				
	1	2	3	4	1	2	3	4	1	2	3	4	
Theme 1 – Awareness of identity and background factors													
Codes													
1.1 Pupil's identities and their pre-existing knowledge and experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1.2 Learning needs are similar to those of other children and young people in our schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 ELLs cannot be categorised as a homogenous group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Theme 2 – ELL specific teaching practice and knowledge													
Codes													
2.1 Activating prior knowledge – linguistic, cultural, and cultural knowledge.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2 Contextualised information – making the input comprehensible and providing them with the opportunity to put the language into a personalised contextualised example.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2.3 Actively encouraging comprehensible output -through collaborative learning opportunities, scaffolded teacher-student and student-student interactions, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Drawing learners' attention to linguistic features such as grammar, vocabulary, phonological features when listening and speaking, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Developing learners' autonomy – giving them opportunities to model and extend what they've been taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Are teachers able to provide individual support which takes into consideration the varying stages ELLs are in on their journey of learning English.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Are teachers aware of the differences between ELLs, and those who have Special Educational Needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Are the teachers able to produce and adapt resources so that they are beneficial for ELLs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 Assessing ELLs proficiency and their needs while taking into consideration their first language level, prior school subject knowledge, and lived experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme 3 – ELL tailored classroom management												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
3.1 Place ELLs with supportive peers who can act as language role-models.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Make available and encourage learners to use age-appropriate English and bilingual dictionaries and thesauri.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Ensuring that there are plenty of motivating books to promote extended reading relating to the curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme 4 – Differentiation for/between ELLs												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
4.1 Give ELLs thinking time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Speak/read aloud clearly – let students see your face, avoid idiomatic language, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Use non-verbal methods – e.g., gestures, mimes, exaggerated facial expressions, point to key words, visuals etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Target ELLs with daily questions which are differentiated according to their English proficiency level.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Repeatedly check learners understanding of what is occurring in the classroom.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 When speaking use synonyms and simple alternatives to clarify meaning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.7 Provide different versions of activities – e.g. scaffolded tasks with gap-fills, substitution tables, speaking frames, writing frames, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme 5 – Feedback tailored to the needs of ELLs												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
5.1 Acknowledge participation and efforts to use English in relation to the curriculum in both written and oral corrective feedback.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Include marking codes in written corrective feedback which acknowledge ELLs understanding of the curriculum through content, regardless of specific linguistic errors.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Include marking for appropriate/inappropriate language use in written corrective feedback.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Correct and provide clear examples of particular language structures for learners to practice in both written and oral corrective feedback.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theme 6 – Assessment of ELLs												
Codes	1	2	3	4	1	2	3	4	1	2	3	4
6.1 Assessing an ELL’s English proficiency in comparison to the level expected in that class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 11: Participant information sheets

Teacher Educator participant information sheet



Linguistics And English Language.

Participant information sheet

For further information about how Lancaster University processes personal data for research purposes and your data rights please visit our webpage: www.lancaster.ac.uk/research/data-protection

I am a PhD student at Lancaster University, and I would like to invite you to take part in a research study entitled: Evaluation of teacher training programmes for quality education of English Language Learners in the UK: provision, practice, expectations.

Please take time to read the following information carefully before you decide whether or not you wish to take part.

What is the study about?

This study aims to understand how Initial Teacher Education courses prepare Trainee-Teachers to teach pupils who are identified as having English as an Additional Language (EAL).

Why have I been invited?

I have approached you because you are a Teacher Educator on an Initial Teacher Education course, or you are a Teacher Educator teaching on a relevant masters in Multilingualism in Education. I am interested in understanding the curriculum on your courses and why it is designed in such a way.

I would be very grateful if you would agree to take part in this study.

What will I be asked to do if I take part?

If you decided to take part, this would involve the following: You will be asked to send relevant curricula content data which will be analysed and University names, and your name, will be anonymised.

This data may consist of:

- Module/syllabus outlines
- Aims and objectives of the course
- Recommend and essential reading for each session
- Seminar tasks
- Assessments – examples of assessment tasks and students' essays
- Information pertaining to the length and frequency of taught sessions

You will then be approached for a follow up interview to discuss the curricula content data. The interviews will take place via a video call at your convenience and would be audio recorded and any personal identifiable information anonymised.

What are the possible benefits from taking part?

If you take part in this study, your insights will contribute to our understanding of how Trainee Teachers are prepared to teach EAL pupils and furthermore this research involves a good practice framework analysis of the curricula data you provide, at the end of the project this analysis can be made available to you. Furthermore, this study also seeks to provide actionable recommendations in relation to how to improve Initial Teacher Education courses in relation to teaching ELLs which could benefit all.

Do I have to take part?

No. It's completely up to you to decide whether or not you take part. Your participation is voluntary and you are free to withdraw at any time, without giving any reason.

What if I change my mind?

As explained above, you are free to withdraw at any time and if you want to withdraw, I will extract any data you contributed to the study and destroy it. Data means the information, views, ideas, etc. that you and other participants will have shared with me. However, it is difficult and often impossible to take out data from one specific participant when this has already been anonymised or pooled together with other people's data. Therefore, you can only withdraw up to 4 weeks after taking part in the study.

What are the possible disadvantages and risks of taking part?

It is unlikely that there will be any major disadvantages to taking part. Participating in this study will mean investing some of your time to send the data to the researcher and engage in a short interview.

Will my data be identifiable?

After the curricula data has been collected and the interview conducted, only I, the researcher conducting this study will have access to the data you share with me and my supervisor Dr Oksana Afitska. I will keep all personal information about you (e.g. your name and other information about you that can identify you) confidential, that is

I will not share it with others. I will anonymise any audio recordings and hard copies of any data. This means that I remove any personal information. All reasonable steps will be taken to protect the anonymity of the participants involved in this project.

How will my data be stored?

Your data will be stored in encrypted files (that is no-one other than me, the researcher will be able to access them) and on password-protected computers.

I will store hard copies of any data securely in locked cabinets in my office.

I will keep data that can identify you separately from non-personal information (e.g. your views on a specific topic).

In accordance with University guidelines, I will keep the data securely for a minimum of ten years.

How will we use the information you have shared with us and what will happen to the results of the research study?

I will use the data you have shared with only in the following ways: I will use it for academic purposes only. This will include my PhD thesis and any other publications, for example journal articles. I may also present the results of my study at academic conferences or attend practitioner conferences or inform policymakers about this study.

When writing up the findings from this study, I would like to reproduce some of the views and ideas you shared with me. When doing so, I will only use anonymised quotes (e.g. from our interview with you), so that although I will use your exact words, you cannot be identified in our publications.

Who has reviewed the project?

This study has been reviewed and approved by the Lancaster University Faculty of Arts and Social Sciences Ethics Committee.

What if I have a question or concern?

If you have any queries or if you are unhappy with anything that happens concerning your participation in the study, please contact myself Gabrielle Flockton

Or my Supervisor Dr Oksana Afitska

If you have any concerns or complaints that you wish to discuss with a person who is not directly involved in the research, you can also contact:

Professor Jonathon Culpeper

Thank you for considering your participation in this project.

Trainee Teacher questionnaire participant information sheet



Linguistics and English Language

Participant information sheet

For further information about how Lancaster University processes personal data for research purposes and your data rights please visit our webpage: www.lancaster.ac.uk/research/data-protection

I am a PhD student at Lancaster University, and I would like to invite you to take part in a research study entitled: Evaluation of teacher training programmes for quality education of English Language Learners in the UK: provision, practice, expectations.

Please take time to read the following information carefully before you decide whether or not you wish to take part.

What is the study about?

This study aims to understand how Initial Teacher Education courses prepare Trainee-Teachers to teach pupils who are identified as having English as an Additional Language (EAL).

Why have I been invited?

I have approached you because you are a Trainee Teacher and I am interested in understanding your experience of being prepared to teach pupils who are identified as having English as an Additional Language (EAL).

I would be very grateful if you would agree to take part in this study.

What will I be asked to do if I take part?

If you decided to take part, this would involve the following: completing a questionnaire online (which will be anonymous).

What are the possible benefits from taking part?

If you take part in this study, your insights will contribute to our understanding of how Trainee Teachers are prepared to teach EAL pupils. Furthermore, this study also seeks to provide actionable recommendations in relation to how to improve Initial Teacher Education courses in relation to teaching ELLs which could benefit all.

Do I have to take part?

No. It's completely up to you to decide whether or not you take part. Your participation is voluntary and you are free to withdraw at any time, without giving any reason.

What if I change my mind?

Owing to the anonymous nature of the questionnaires, you can withdraw at any stage of the questionnaire, but any data submitted will be anonymised and therefore it will not be possible to identify and withdraw your data.

What are the possible disadvantages and risks of taking part?

It is unlikely that there will be any major disadvantages to taking part. Participating in this study will mean investing approximately 5-15mins of your time to participate in the questionnaire.

Will my data be identifiable?

The questionnaire data will be anonymised automatically. The exception to this would be if you provided your email address for a follow up interview.

How will my data be stored?

Your data will be stored in encrypted files (that is no-one other than me, the researcher will be able to access them) and on password-protected computers.

I will store hard copies of any data securely in locked cabinets in my office.

I will keep data that can identify you separately from non-personal information (e.g. your views on a specific topic).

In accordance with University guidelines, I will keep the data securely for a minimum of ten years.

How will we use the information you have shared with us and what will happen to the results of the research study?

**I will use the data you have shared with only in the following ways:
I will use it for academic purposes only. This will include my PhD thesis and any other publications, for example journal articles. I may also present the results of my study at academic conferences or attend practitioner conferences or inform policymakers about this study.**

When writing up the findings from this study, I would like to reproduce some of the views and ideas you shared with me. When doing so, I will only use anonymised quotes, so that although I will use your exact words, you cannot be identified in our publications.

Who has reviewed the project?

This study has been reviewed and approved by the Lancaster University Faculty of Arts and Social Sciences Ethics Committee.

What if I have a question or concern?

If you have any queries or if you are unhappy with anything that happens concerning your participation in the study, please contact myself Gabrielle Flockton

Or my Supervisor Dr Oksana Afitska

If you have any concerns or complaints that you wish to discuss with a person who is not directly involved in the research, you can also contact:

Professor Jonathon Culpeper

Thank you for considering your participation in this project.

Trainee Teacher interview participant information sheet



Linguistics and English Language

Participant information sheet

For further information about how Lancaster University processes personal data for research purposes and your data rights please visit our webpage: www.lancaster.ac.uk/research/data-protection

I am a PhD student at Lancaster University, and I would like to invite you to take part in a research study entitled: Evaluation of teacher training programmes for quality education of English Language Learners in the UK: provision, practice, expectations.

Please take time to read the following information carefully before you decide whether or not you wish to take part.

What is the study about?

This study aims to understand how Initial Teacher Education courses prepare Trainee-Teachers to teach pupils who are identified as having English as an Additional Language (EAL).

Why have I been invited?

I have approached you because you are a Trainee Teacher and I am interested in understanding your experience of being prepared to teach pupils who are identified as having English as an Additional Language (EAL).

I would be very grateful if you would agree to take part in this study.

What will I be asked to do if I take part?

If you decided to take part in this stage of the study, it would involve taking part in an interview which will take place via a video call which would last approximately between 5-10mins, at your convenience and would be audio recorded and any personal identifiable information anonymised.

What are the possible benefits from taking part?

If you take part in this study, your insights will contribute to our understanding of how Trainee Teachers are prepared to teach EAL pupils. Furthermore, this study also seeks to provide actionable recommendations in relation to how to improve Initial Teacher Education courses in relation to teaching ELLs which could benefit all.

Do I have to take part?

No. It's completely up to you to decide whether or not you take part. Your participation is voluntary and you are free to withdraw at any time, without giving any reason.

What if I change my mind?

As explained above, you are free to withdraw at any time and if you want to withdraw, I will extract any data you contributed to the study and destroy it. Data means the information, views, ideas, etc. that you and other participants will have shared with me. However, it is difficult and often impossible to take out data from one specific participant when this has already been anonymised or pooled together with other people's data. Therefore, you can only withdraw up to 4 weeks after taking part in the interview.

What are the possible disadvantages and risks of taking part?

It is unlikely that there will be any major disadvantages to taking part. Participating in this study will mean investing some of your time to participate in the follow up interview.

Will my data be identifiable?

After the interview, only I, the researcher conducting this study will have access to the data you share with me and my supervisor Dr Oksana Afitska. I will keep all personal information about you (e.g. your name and other information about you that can identify you) confidential, that is I will not share it with others. I will anonymise any audio recordings and hard copies of any data. This means that I remove any personal information. All reasonable steps will be taken to protect the anonymity of the participants involved in this project.

How will my data be stored?

Your data will be stored in encrypted files (that is no-one other than me, the researcher will be able to access them) and on password-protected computers.

I will store hard copies of any data securely in locked cabinets in my office.

I will keep data that can identify you separately from non-personal information (e.g. your views on a specific topic).

In accordance with University guidelines, I will keep the data securely for a minimum of ten years.

How will we use the information you have shared with us and what will happen to the results of the research study?

**I will use the data you have shared with only in the following ways:
I will use it for academic purposes only. This will include my PhD thesis and any other publications, for example journal articles. I may also present the results of my study at academic conferences or attend practitioner conferences or inform policymakers about this study.**

When writing up the findings from this study, I would like to reproduce some of the views and ideas you shared with me. When doing so, I will only use anonymised quotes (e.g. from our interview with you), so that although I will use your exact words, you cannot be identified in our publications.

Who has reviewed the project?

This study has been reviewed and approved by the Lancaster University Faculty of Arts and Social Sciences Ethics Committee.

What if I have a question or concern?

If you have any queries or if you are unhappy with anything that happens concerning your participation in the study, please contact myself Gabrielle Flockton

Or my Supervisor Dr Oksana Afitska

If you have any concerns or complaints that you wish to discuss with a person who is not directly involved in the research, you can also contact:

Professor Jonathon Culpeper

Thank you for considering your participation in this project.

Appendix 12: Example consent forms

Questionnaire consent form

By proceeding to the survey, you confirm that:

- You have read the participant information sheet and understand what is expected of you within this study
- You understand that any responses/information you give will remain anonymous
- Your participation is voluntary
- You consent for the information you provide to be discussed with my supervisor at Lancaster University
- You consent that the data will be pooled and published and that if quotes are provided they could be published
- You consent to Lancaster University keeping the anonymised data for a period of 10 years after the study has finished
- By clicking on this link, you **consent to taking part in the current study**

Interview consent form

CONSENT FORM

Project Title: Evaluation of teacher training programmes for quality education of English Language Learners in the UK: provision, practice, expectations

Name of Researchers: Gabrielle Flockton

Email: g.flockton@lancaster.ac.uk

Please read the following carefully:

1. I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. If I withdraw within 4 weeks following this interview my data will be removed.
3. I understand that any information given by me may be used in future reports, academic articles, publications or presentations by the researcher/s, but my personal information will not be included and I will not be identifiable.
4. I understand that my name/my organisation's name will not appear in any reports, articles or presentation without my consent.
5. I understand that any interviews will be audio-recorded and transcribed and that data will be protected on encrypted devices and kept secure.
6. I understand that data will be kept according to University guidelines for a minimum of 10 years after the end of the study.
7. I agree to take part in the above study.

Name of participant:	Date:	Signature:

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Signature of Researcher/person taking the consent _____

Date _____ DD/MM/YYYY

One copy of this form will be given to the participant and the original kept in the files of the researcher at Lancaster University