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Primary School Language Education in Multilingual
Scotland: Opportunities and Challenges for Community
Languages

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Dedications

I dedicate my dissertation to my family and loved ones.

A special feeling of gratitude to Mark, whose unwavering support, words of encouragement and ability to listen made things so much easier. To Mum and Dad, for their continued interest, investment and pride in my achievements. To Rebecca, a sister who regularly reminded me of more important things. To Grumpy Grampa, Girney Granny and Granny Panny Poo, whose ongoing pride in my smallest achievements - and desire to tell anyone who will listen about them – borders on being embarrassing. Lastly, to Grampa Jackie, who even on his muddled days, remained resolute in his conviction that I could do it.

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Summary

The Literature Review aimed to identify opportunities and challenges for introducing a model of language learning in mainstream primary schools, that encompasses the range of community languages apparent within Scotland. It identified several possible benefits of this in the context of educational policy and additional languages pedagogy, such as resource sharing, ensuring exposure of pupils to native language speakers and affirming pupils' sense of identity. Nevertheless, it also highlighted that such a model could prove challenging for schools and local authorities to implement, as there would be implications for teacher education, transitions to higher education and in developing policies that manifest into practice.

The associated Research set out to ascertain how additional languages are currently taught in Scottish schools and practitioners' views on a hypothetical mainstream model of language learning that delivers community languages. The findings from interviews with four education professionals, from mainstream and complementary sectors, have identified a range of strategies for teaching additional languages and issues that impede the success of pupils' additional language acquisition, such as insufficient funding, resources and teachers' knowledge. The research has also established that whilst respondents anticipated potential benefits of enhanced mainstream provision for community languages, there were concerns regarding acceptance by other education stakeholders and implications for teacher education.

Rationale

...patterns of migration to Scotland...poses on the one hand challenges for both language policy planners and provision in schools but on the other hand it also provides fertile ground for schools with an unparalleled potential to tap into the linguistic resources of school students. (Hancock, 2014: 179-80).

The current national languages policy in Scottish education (Language Learning in Scotland: A 1+2 Approach) gives local authorities and schools the freedom to choose which languages to deliver, based on their linguistic demography (Scottish Government, 2012a). As suggested by McColl (2012), this presents an opportunity to explore a model of language learning that reflects the increasing ethnic, cultural and linguistic diversity of Scotland, by focussing on the community languages represented within schools. According to Hancock (2014) and Molyneux *et al.* (2016), such an approach to language learning serves not only to provide access to valuable linguistic resources for English-speaking learners, but also fosters the heritage of the native speakers of those community languages.

My personal interest in this area was prompted by the recent global political climate in relation to migration and asylum. The rhetoric of certain influential groups and individuals, and media outlets (see The Daily Express and The Daily Mail), suggests that migrants and refugees pose a threat to society. This is a viewpoint that sits directly in contrast with my own beliefs and values. As Anderson and Williamson (2004), cited in Anderson *et al.* (2016) observe, schools often operate within socio-political climates that oppose migrants and refugees. I believe that such a hostile ethos could have a negative impact on the pupils I will encounter both as a pre- and in-service teacher, prompting me to investigate the benefits of migration to Scotland (in the context of primary school linguistics). Therefore, this research aimed to explore the feasibility and value of embracing and promoting the linguistic capital migrants and refugees bring, through enhanced mainstream provision for community language study.

Literature Review

Defining the Terminology

To ensure consistency throughout this study, the terms detailed below and their initialisms are used in relation to the definitions also subsequently outlined.

In accordance with McPake's (2006) definition, community languages (CLs) are the languages used in an area in addition to the dominant or national language. In the Scottish context, Hancock (2014) adds that CLs are the languages, other than English, spoken by migrant communities who have settled in the country. The results of the Scottish Government's (2015) Pupil Census indicate that, although English remains the prominent first language (L1) spoken by school-aged children, L1 speakers of Polish, Urdu, Scots, Punjabi, Arabic, Chinese and Cantonese represent a significant proportion of the school-aged demographic (see Appendix A). Although there are opportunities for some of these languages to be studied and assessed formally, CL provision, in general, is limited to voluntary and complementary initiatives set up by linguistic minority groups (Hancock, 2014; Mariou *et al.* 2016).

"Modern languages are defined as languages studied at school or in other formal contexts" (McPake, 2006: 5). In Scotland, the languages currently taught in mainstream schools include French, Spanish, Gaelic, German, Mandarin, Italian, Urdu, English, British Sign Language, Scots, Latin, Polish, Russian and Arabic, with popularity varying across authorities (Christie *et al.* 2016). However, qualification is not available in all of these languages (SQA, n.d.). McPake (2006) states that Modern Languages may be CLs and vice versa, and differentiating between the two depends on the experiences of the learners. Often, Modern Language learners begin their instruction in a formal, educational context, with little prior experience of the language. In contrast, speakers of CLs usually have significant exposure to those languages through their home and social environments.

EAL represents 'English as an additional language' and, as defined by Mistry and Sood (2012), is used in relation to individuals who already speak a language (or languages) and are learning English in addition to this. The Education (Additional Support for Learning) (Scotland) Act 2004 (revised in 2009) places a duty on local authorities and other agencies to provide support to enable all children and young

people to benefit equally from their education. The Act outlines a range of additional support needs for which provision may be required, including having EAL. Although funding is awarded annually by the Scottish Government for local authorities to make provision for those pupils with EAL (British Council, 2016), services can come under financial strain (HMIE, 2009) and the Scottish Government (2012a) concedes that, in times of budgetary reductions, services that benefit learners with EAL and their families are often impacted.

Introduction

The current ideology of the Scottish Government in relation to additional language learning for pupils in mainstream education encourages response to - and capitalisation on - the linguistic diversity evident within schools and communities (Scottish Government, 2012a). In 2012, the Government stated its commitment to taking forward recommendations for the successful and full implementation of a national languages policy: *Language Learning in Scotland: A 1+2 Approach* (Scottish Government, 2012b). The aim of this policy is that the necessary frameworks are in place across Scotland by 2020 to facilitate all school pupils in learning two languages in addition to their mother tongue, with schools and local authorities receiving autonomy over which languages to deliver (Scottish Government, 2012a). As suggested by McColl (2012), this could pave the way for a model of language learning that actively promotes Scotland's community languages (CLs). McColl further proposes that pupils' first language (L1) would be the language spoken by them at home, pupils would learn a second language (L2) in formal education, which would reflect the language(s) used in their local community and that a third language (L3) from the wider world would be taught in the later years of primary school.

Independent of the Scottish Government's agenda to promote plurilingualism (competence in more than one language (McPake, 2006)), Scotland has historically experienced a diversity of cultural, ethnic and linguistic representation within its schools and communities (Hancock, 2014; HMIE, 2009; MCPake *et al.* 2007; Ministerial Action Group on Languages, 2000; Moskal, 2016; Phipps and Fassetta, 2015; Scottish Executive, 2006). The Government has responded to this by making provision for pupils who are learning English in addition to their L1, in order to facilitate inclusion within mainstream schools (British Council, 2016; HMIE 2009).

However, despite commitments that schools would aim to retain and celebrate the cultural, linguistic and ethnic heritage of pupils (Education Scotland, n.d.a; HMIE, 2009; LTS, 2005; UNICEF, n.d.), it is widely argued that the rhetoric of much legislation and policy pertaining to inclusion can overshadow this objective (Anderson *et al.* 2016; Hancock, 2014; Moskal, 2016; Piller, 2012). This is due to the perceived continued importance attributed to linguistic assimilation, in the interests of inclusion.

However, Anderson (2011) states that this inclusion is a pretence, and argues that schools and society in general cannot profess to be inclusive or genuinely support plurilingualism when the needs of a significant group of students are being ignored and their heritage lacks authentic recognition. As observed by Creese and Blackledge (2010), pedagogical practices for learners who have EAL could be improved by moving away from simply tolerating linguistic and cultural diversity, to actually using them as a tool for teaching and learning. Hancock (2014) and Molyneux *et al.* (2016) support and expand on this argument, suggesting that enhanced mainstream provision for CL learning has mutual benefits for learners with EAL and their native, English-speaking peers. Nevertheless, these assertions appear to have done little to influence policy and practice in mainstream schools to date, with the preferred languages of study remaining modern European languages (Christie *et al.* 2016). Hancock (2014) concludes that educationalists require more convincing on the benefits of capitalising on the CLs of pupils in schools, although it is acknowledged that this can be difficult in practice (Grieve and Haining, 2011). Therefore, this literature review aims to explore any potential benefits and possible implications of enhanced mainstream provision for CL teaching and learning in Scotland. This is with a view to furthering educationalists' understanding of the worth and feasibility of such an initiative.

Community Languages: Opportunities

Enhanced provision for Scotland's CLs appears to be advocated in the Scottish Government's (2012a) Report and Recommendations for the successful implementation of Language Learning in Scotland: A 1+2 Approach (1+2). Whilst it acknowledges that sustentation of the variety of L1s evident within Scottish schools presents a significant challenge, the Report states that schools should aim to foster

L1 development in pupils. This ideology is underpinned both internationally (European Parliament, 2013; UNICEF, n.d.) and nationally (Education Scotland, n.d.a; HMIE, 2009; LTS, 2005), suggesting a long-standing commitment by the Scottish Government to retaining and promoting pupils' L1(s). However, when analysing discourse, it is important to note the language used in order to establish the intended meaning (Cohen *et al.* 2011). A common feature of the publications by HMIE (2009) and LTS (2005) is the consistent reference to the home-school link, which gives the impression of attributing responsibility for L1 retention to the parents and communities of pupils, and abdicating schools of any significant accountability. The current prominence of complementary provision's place in the teaching of CLs (Hancock, 2014; Mariou *et al.* 2016; Phipps and Fassetta, 2015) serves to reinforce this and is perhaps suggestive of a lack of success in mainstream schools' attempts to achieve any authentic degree of L1 retention. It is argued that enhanced mainstream provision for CL study could serve to address this (Hancock, 2014; Molyneux *et al.* 2016).

In promoting the linguistic heritage of school pupils, the Scottish Government (2012a) further recommends that schools and local authorities have the freedom to choose which MLs to deliver, giving consideration to the CLs of pupils in schools. According to Hancock (2014), this not only presents an opportunity to capitalise on the linguistic resources of pupils, but also serves to retain and promote their heritage. Molyneux *et al.* (2016) further expound the study of CLs by expressing the viewpoint that such an approach enhances respect and promotes tolerance for cultural identity, difference and diversity. This outlook is particularly beneficial when considering the vision of Scotland's national education curriculum (Curriculum for Excellence (CfE)), in enabling pupils to develop as Confident Individuals and Responsible Citizens (Scottish Executive, 2004). It could also perhaps assist in addressing the viewpoint held by some that migrants threaten society and represent a burden on resources (Suárez-Orozco *et al.* 2011, cited in Moskal, 2016; Phipps and Fassetta, 2015; Piller, 2012), by affirming their status as an asset, rather than a threat.

The Report also suggests that local authority strategies for 1+2 delivery consider an enhanced role for the teaching of EAL within schools, and that current EAL provision be streamlined into schools' policies for 1+2 implementation. Legislation, such as the

Standards in Scotland's Schools etc. Act 2000, places a duty on local authorities to ensure schools meet the needs of all learners in order that they achieve their full potential. This is consolidated by the Education (Additional Support for Learning) (Scotland) Act 2004 and initiatives such as Getting it Right for Every Child, which seek to improve outcomes for children (including children with EAL) by identifying and addressing any potential barriers to their education, making appropriate provision where required (Scottish Government, 2016). In highlighting examples of good practice in relation to supporting learners with EAL, HMIE (2009) and LTS (now merged with HMIE as Education Scotland) (2005) note that bilingual resources such as dual language texts are used to assist pupils in accessing mainstream learning. Similar resources are also used to facilitate Modern Language learning. However, there are cost implications of such resources, and a theme that repeatedly appears within the literature gamut as a barrier to additional language teaching and learning is a lack of funding and resources (Anderson *et al.* 2016; Christie *et al.* 2016; HMIE, 2009; Mistry and Sood, 2012; Moskal, 2016; Scottish Government, 2012a). To combat this, it is proposed that a degree of resource sharing might be achieved if schools were to embrace a model of language teaching and learning that included the CLs of pupils. Potentially, bilingual resources could be shared by Modern Language learners and learners with EAL, as both English and the CL would be represented. As a starting point for exploring enhanced mainstream provision for CL study, Anderson (2008) states that, whilst mainstream education has the expertise of teaching, complementary providers possess the knowledge of languages. Here, Anderson and Christie *et al.* (2016) highlight an opportunity to establish inter-authority, -school (including complementary) and cluster networking, in order to share ideas, elements of practice and develop initial resources.

In a study reporting on mainstream education in a CL, Molyneux *et al.* (2016) affirm that a direct impact of introducing a CL into the curriculum was that parents were more involved in school life and wanted to be a part of their children's learning. In addition to promoting partnership solely with parents, Anderson (2008) highlights an opportunity to promote community partnership, through developing the links between cultural organisations, local authorities, language communities and schools, enhanced provision for CLs affords. Given the high importance attributed to strengthening schools' parental and community partnership links to benefit learning

and wellbeing (Education Scotland, n.d.b; GTCS, 2012; Scottish Government, 2008; Scottish Schools (Parental Involvement) Act 2006), educationalists might perceive enhanced mainstream provision for CLs worth further consideration. In addition to this, the Report (Scottish Government, 2012a) stresses the importance of ensuring “regular access to native and fluent speakers to stimulate young people’s interest in language learning and other cultures” (Scottish Government, 2012a: 3-4). Anderson (2011: 137) agrees, stating, “Unless language learning is given context and purpose, students can easily lose interest and switch off”. If schools were to embrace a model of language learning that focused on the CLs of pupils, language learning would certainly become meaningful, as pupils would be able to interact with their peers and in their wider communities. Furthermore, given the prevalence of the languages within the school and local community, they would have increased opportunities to practise the target language and develop the level of proficiency envisioned by the Scottish Government (McColl, 2012).

Finally, in 2009, HMIE reported that pupils felt their languages and cultures were not sufficiently recognised, and that the curriculum did not take enough account of their heritage and background. They recommended that schools must do more to value this, in a manner demonstrable to pupils and their families. Whilst Conteh and Meier (2014) recognise that English is an essential tool for learning and accessing the curriculum, they argue that providing opportunities for learners with EAL to use their L1 is imperative for the development of the healthy self and identity. Molyneux *et al.* (2016) agree, and state that an integral component in enhancing pupils’ sense of identity is recognition and affirmation of their linguistic and cultural knowledge. However, it is widely suggested that the rhetoric of policy surrounding social integration impedes this (Anderson, 2008; Hancock, 2014; Phipps and Fassetta, 2015), by promoting the idea that knowledge and use of other languages undermines the sense of identity and challenges social cohesion within historically-established communities. In the Scottish context, it might be argued that linguistic homogeneity is not only encouraged, but is actually an imperative measure for social acceptance, as citizenship tests necessitate a certain level of English literacy in those applying for naturalisation and some visas within the United Kingdom (Home Office, 2013; Stewart and Mulvey, 2014).

Hancock (2015) concludes that, within the current context of languages in education, pupils must choose between competing languages, one of which is the language of education and upward social mobility. This means that pupils from linguistic minority groups are strongly incentivised to learn English as the means of participating fully in mainstream society, which encourages inherently bilingual pupils to construct monolingual identities (Kenner and Ruby, 2012). Molyneux *et al.* (2016), state that this sends strong messages about the worth of minority languages and devalues the linguistic and cultural capital pupils bring to their and their peers' learning. To combat this, Molyneux *et al.* (2016) encourage enhanced mainstream provision for even one CL. They argue that this sends a message about the worth of all languages and has a profound positive impact on pupils speaking any language, regardless of what that may be. Nevertheless, it is important to recognise that pupils' ability to integrate, participate and make friends with their peers is also fundamental to the development of their sense of belonging and identity (Arnot *et al.* 2014). These conflicting arguments would indicate that, in order that neither aspect of pupils' identity are compromised, schools must establish a balance between the importance attributed to pupils retaining their L1 and learning the main language of instruction. This is something that educational professionals may want to consider further.

Community Languages: Challenges

Since McPake *et al.*'s (2007) assertions of the need for inclusive local and national language policies which place equal value on all languages, to address differences in language power and status, it could be argued that the Scottish Government (2012a) has demonstrated a commitment to ensuring recent policy initiatives promote enhanced recognition of all of the languages used in Scotland. However, Hancock (2014); (2015); (2016) remains resolute that policy makers still need to develop a more inclusive and integrated language policy that is nationally practised, as imbalances in language statuses still exists. Hancock also draws attention to the continued importance and investment attributed to *some* of Scotland's CLs (see Bòrd Na Gàidhlig, 2012), whilst the languages of migrant groups continue to be largely ignored at school level (Hancock, 2014). Christie *et al.*'s (2016: 2) review of languages in Scottish schools is also suggestive of continued lesser interest in CLs, with community and heritage language provision in schools "still to be determined". This indicates that, despite the Scottish Government's (2012a) seemingly supportive

national policy, the visions of McPake and Hanock are yet to be achieved and, consistent with observations made by Mariou *et al.* (2016), the prescriptions of language policies are not translating into practice. Arnot *et al.* (2014) suggest that, in order for CLs to secure their place in schools, the development of school-wide languages policies that agree upon the use of different languages within schools should be developed in consultation with key stakeholders such as parents, teachers, pupils and local authorities. In the absence of this, it is unlikely that current policy initiatives will suffice to promote further provision for Scotland's CLs, ultimately impeding the success of proposals for such a model.

Another factor constraining enhanced mainstream provision for CL study is the issue of teacher education. In 2011, Donaldson's Review was published, which highlighted concerns about the lack of suitably trained staff teaching Modern Languages. Around the same time, SCILT (2011) identified that, due to the same reason, Modern Language provision across Scotland was inconsistent and in some schools, absent. This happened despite Modern Languages being firmly established within the eight curricular areas of CfE and the part they profess to play in enabling pupils to develop as Global Citizens (a key educational priority of the Scottish Government) (LTS, 2011). In the most recent review of Scotland's progress in implementing 1+2, Christie *et al.* (2016) note that the biggest impediment in implementing the policy continues to be the capacity of existing staff in teaching languages. This indicates that, since concerns were initially highlighted in 2011, Scottish teachers continue to struggle with teaching additional languages.

Teacher education and knowledge as a barrier to language education continues in literature relating to CL provision, with complementary providers of CLs reporting an absence of pre- and in-service professional development opportunities for their staff (Anderson, 2008; McPake *et al.* 2007). In contrast to mainstream teachers who are constrained by language proficiency, it is suggested that complementary providers are more concerned with a lack of knowledge of associated pedagogy (Anderson, 2008). To profit from this, Anderson (2008); Hancock (2016); McColl (2012); McPake (2006); McPake *et al.* (2007) and Molyneux *et al.* (2016) share the view that establishing networking and collaboration opportunities between schools and the wider community (including complementary providers) is important, in order to share ideas, resources and elements of practice. Although Hancock (2014) indicates that

CL resources are scarce, enhanced mainstream provision could serve to address this area, as practitioners from mainstream and complementary sectors could work together to develop suitable materials and share knowledge (Anderson, 2008; McColl, 2012). Establishing such sharing opportunities are perhaps worth further exploration before a mainstream model of CL learning can be pursued.

Finally, in order to ensure fluid transitions in Modern Languages from primary to secondary school, the Scottish Government (2012a) advocates enhanced partnership between primary and secondary sectors, in order to establish pupils' levels of attainment and subject knowledge, and subsequently deliver learning that is suitable for individuals' capabilities. However, Christie *et al.* (2016) noted little evidence of active forward planning and secondary school engagement with primary provision in some Scottish authorities. The reality of inconsistent provision across primary schools (Christie *et al.* 2016; SCILT, 2011) is that pupils are entering secondary school with varying understanding of Modern Languages, which impacts on continuity and progression (Hancock, 2015) and highlights a possible implication of introducing more languages into the curriculum through enhanced CL provision. The range of CLs spoken in particular areas would influence the choices individual primary schools might make available to their pupils (Scottish Government, 2012a) and would result in feeder primaries presenting pupils with varying knowledge of a range of languages. It would likely be impossible for secondary schools to accommodate all of those languages.

Furthermore, the Scottish Qualifications Authority currently lists nine Modern Language options available for study at National Qualifications level, not all of which are available at every level of qualification (SQA, n.d.). Interestingly, despite being the second most commonly spoken L1 by Scottish school pupils (see Appendix A), Polish does not feature in the list of qualifications available to secondary-school pupils. The constraints of official examination frameworks, Anderson (2008); Anderson (2011) note, presents a problem for enhancing CL provision in schools, as only a small proportion of them would be available for further study. Even within the options that are available, Hancock (2015) states that the lack of suitably trained teachers and Modern Languages having to fight for their place within an over packed curriculum impact on what is actually taught in schools. He argues that it is unlikely

pupils will choose to study a language at secondary school if they have had no exposure to it at primary and this view certainly seems consistent with language examination uptake statistics (SQA, 2016), where language popularity in primary schools (Christie *et al.* 2016) directly correlates to examination uptake at secondary. Overall, if primary schools were to pursue further provision for CLs, it would most likely need to be in consultation with secondary sectors and qualification providers. Otherwise, the Scottish Government's (2012a) vision of learner fluency and recognised proficiency in additional languages would be in vain.

From the literature, it is unclear whether the value of introducing CLs into the mainstream curriculum would exceed the implications. What is clear, however, is that there are currently issues in languages education that require addressing if the Scottish Government's vision of national plurilingualism is to be realised.

Research

Aims

Although Hancock (2014) argues that policymakers are neglecting an opportunity to capitalise on the linguistic resources of pupils with EAL, the Literature Review has highlighted that doing so would not be without significant challenges. Arnot *et al.* (2014) state that changes in policy to accommodate the CLs of pupils in schools should be developed in consultation with key stakeholders. Therefore, within the confines of the research; the perceived experience of the accessible research sample and the short data collection period available, this study sought to examine how additional languages are currently taught in Scottish schools (in both primary and complimentary sectors) and factors that impede the success of this. It also aimed to identify education professionals' perceptions and concerns regarding a hypothetical mainstream model of language learning that delivers the CLs of pupils in schools.

Context

This small-scale exercise in research varies from the original research proposal (see Appendix B), which aimed to identify a total of four primary teachers from two different schools, to compare and contrast participants' views and experiences of teaching Modern Languages and supporting learners with EAL in mainstream classrooms. However, sufficient respondent uptake was not achieved within the planned timeframe, which resulted in invitations to participate in the research being extended to a variety of EAL services and complementary languages providers. Therefore, the final research was conducted with two class teachers from the same rural, non-denominational primary school with the capacity for around 198 pupils and which currently supports one pupil with EAL; one professional from a city-based EAL service; and one professional from an independent school of languages. All of the organisations are located in Scotland.

Participants A and B (both primary teachers in the same mainstream school) were interviewed face-to-face, separately and after school hours in their own classrooms. Drever (2003) highlights the benefits of conducting interviews in the natural context of the topic of discussion, as it allows participants to exemplify their responses. Such was the case of those participants, in indicating strategies or resources they use to teach Modern Languages and support learners with EAL in the classroom. Participants C (an Area Leader within a city-based EAL service) and D (the principal of an independent languages school) were both interviewed by telephone. Menter *et al.* (2011: 132) highlight the benefits of this mode of interviewing, in reaching 'geographically diverse' respondents. All participants had the freedom to suggest a location and time suitable for them, which as suggested by Menter *et al.* (2011), served to place them at ease and contributed to establishing rapport between the interviewer and interviewee.

Ethical Considerations

The research was conducted in accordance with the University Ethics Committee's (UEC) *Guidelines for Ethical Practice in Research and Scholarship* (UEC, 2015). Approval to conduct the research has been granted by the UEC, following independent ethical scrutiny of an application to conduct the research (see Appendix B) and the core ethical principles underpinning and guiding research with human

participants: autonomy, confidentiality, justice, beneficence and non-maleficence, have been adhered to throughout the study.

The anonymity of participants has been maintained throughout the research process, through use of pseudonyms in lieu of their real names. Candidates are referred to throughout as Participant A, B, C or D. This guarantee of confidentiality, Bell and Waters (2014) state, helps participants respond honestly and without fear of repercussion.

Sample

Cohen *et al.* (2011) define “purposive sampling” as the hand picking of cases by the researcher in order to meet the particular remit of the research. For this study, careful consideration was given to the demography of a range of mainstream primary schools, in order to purposively identify potential research hosts that were situated within linguistically rich communities (National Records of Scotland, 2016). It was assumed that such schools might employ teachers with considerable experience of supporting learners with EAL and would therefore provide a suitable contrast to the other research-hosting school; a rural school with relatively limited experience of supporting learners with EAL. Of all the letters (see Appendix C) distributed to schools, responses were received from only two Head Teachers, who respectfully declined to participate in the research. To compensate, Scottish city-based EAL services and complementary language schools were approached, and a respondent from one of each confirmed their interest in participating. All of the respondents were female which, since gender was not the focus of this research, the researcher did not deem to have adverse consequences for the validity of the findings.

Each respondent then received a Participant Information Pack containing a participant information sheet, a participant consent form and a copy of the interview schedule (see appendices D, E and F). This served to meet Drever's (2003) recommendation that the details of the research be put in writing to potential respondents. It also ensured that participants received a copy of the main interview questions, which according to Menter *et al.* (2011), allowed them to consider their answers and the research topic in general. As Bell and Waters (2014) aver, this also gave them an opportunity to question the meaning or implications of statements made and, if they so desired, decline to proceed with the interview. The interview

schedule participants received also proved useful in guiding each interview, which according to Drever (2003), helps guarantee consistency across the research sample through standardised questioning, thus increasing the reliability and validity of the results.

Research Tool

A common instrument for collecting qualitative data, interviews provide the means of gathering information in a flexible manner (Cohen *et al.* 2011; Drever, 2003; Menter *et al.* 2011). By Drever's (2003) definition, the interviews were 'semi-structured' as their format was constructed chiefly by the researcher; prompts and probes were used to provoke in-depth responses; a range of open questions were asked; and respondents had the freedom to express their own thoughts and viewpoints using their preferred terminology.

Analysis

As Cohen *et al.* (2011) and Menter *et al.* (2011) point out: data analysis of the qualitative nature is often interpretive, thus giving rise to perceptual accuracy. To address this, multiple stages of analysis and pre-analysis were applied to the data, to organise, categorise and draw valid conclusions from them. Having obtained informed consent to record the interviews (see Appendix E), they were documented using a digital recording device. At the pre-analysis stage, Drever (2003) states that the key to successful data interpretation lies in coherently organising the material in order to retain as much of the original information as possible without distorting the data. Therefore, the interviews were transcribed. A copy of Participant B's interview has been included in this research (see Appendix G).

The first stage of the qualitative analysis was to highlight common statements and views arising from participants' responses. From there, Menter *et al.* (2011) and Punch and Oancea (2014) agree that, in order to identify regularities in the data, coding is important. Therefore, labels were applied to key parts of the information. Then, recurring codes were identified which determined the four main analytical themes: Strategies for Additional Language Teaching and Learning; Educational Barriers for Additional Language Learners; Professional Knowledge; and Community Languages: Perceived Opportunities and Challenges.

Findings

Theme One: Strategies for Additional Language Teaching and Learning

Teachers' lack of knowledge in delivering additional languages repeatedly appears within the literature as a barrier to effective language education (Christie *et al.* 2016; Donaldson, 2011; Foley *et al.* 2013; Mcpake *et al.* 2007; SCILT, 2011). Consistent with this, participants in this study expressed that they would benefit from learning more about how to teach additional languages and how their peers achieve this. The findings therefore report some of the strategies and resources used to support learners in their additional language acquisition.

Participants A, B and C all described the usefulness of pictorially-supported displays within the classroom and wider school, as a strategy for supporting learners with EAL. These accompany translations in English and the L1(s) of pupils. Participants A and C agreed that often, strategies for supporting learners with EAL are also effective in teaching Modern Languages, which is supported by LTS (2005). In relation to this, Participant A indicated that they display pictures around the classroom with translations in English, the school's Modern Language of choice and the L1 of pupils with EAL, and Participant C recommended encouraging pupils to create their own vocabulary dictionaries using the same format.

When approaching any new topic, Participant A indicated that they actively look for resources in the L1 of pupils with EAL. This, they suggested, was effective in ensuring that pupils feel at home and is in-keeping with suggestions made by Participant C who advised, when starting any new topic, it is useful to send translated materials home to provide information for parents in order that they can assist with home learning. In relation to this, Participant D suggested a topical approach to all language learning is beneficial and that languages can be explored through games, songs, physical activity, arts and crafts and books. Although play is recognised as effective pedagogy, particularly in the early years (Scottish Government, 2014; Wood and Attfield, 2013), Participant D's responses suggest that this approach is useful for language learners of any age, particularly for those with EAL.

Another trend that emerged from the data was the effectiveness of peer support in additional language acquisition. Participants A and C both stated that they often

immerse learners with EAL in supportive peer groupings. This approach they find to be particularly beneficial in encouraging pupils with EAL to model their peers and is consistent with examples of good practice outlined by Anderson *et al.* (2016); HMIE (2009) and LTS, (2005). Within this, Participant C explicitly outlined the benefits of placing learners with EAL in higher-ability groups:

“The tendency is that people will put the new child in the bottom groups in the classroom...put them in the top group, or at least the middle group, so that they are getting good role models of English” (Participant C).

Finally, all participants agreed upon the importance of collaboration with other professionals in supporting learners in their additional language acquisition, which is reinforced by Hill *et al.* (2012) and the Scottish Government (2016), who suggest that partnership working is fundamental in supporting the specific welfare and development needs of children. Participants A and B expressed their reliance on EAL services and the usefulness of the strategies and resources such provision equips them with:

“A guy comes once a week to work with him and he leaves resources. Like, there’s a pen that reads the English out for you and the Urdu ... [he] comes in to speak to [pupil] and gives me a few strategies to use and leaves things with me to help, so that’s really good” (Participant A).

Nevertheless, Participant A also admitted that they felt pupils with EAL would benefit from enhanced contact with such specialists, which echoes findings by Foley *et al.* (2013) and Grieve and Haning (2011). Other participants described visits from native language speakers from the community, including the parent of a pupil with EAL. However, working in partnership with pupils’ parents, Participant A asserted, can be difficult, depending on the parents’ level of competence in English. Participant C also cautioned against the use of parents to deliver languages in the school, as the benefits of this depends on their levels of literacy in either language. This would suggest that, although the Scottish Government (2012a) advocate enhanced exposure to native speakers of languages, which McColl (2012) proposes might be achieved through enhanced provision for CLs in schools, this should be approached with caution. Additionally, whilst all four participants acknowledged the worth of inter-professional collaboration in

promoting additional language development in schools, Participant D's experience of this in practice suggests that this can be challenging:

“...from my experience and what people have told me [authority] is very reluctant to accept help. The primary school we go to know I have a language school and several times I have offered to come in to do a language day, but never has that been taken up...within CfE the involvement of parents is highly sought, but then when you try to do something there are so many hurdles” (Participant D).

Only one participant indicated specific resources she uses to teach additional languages. Participant C suggested some resources that they perceive to be useful. She directed schools to www.mantralingua.com, who produce a wealth of language resources. However, Participant D highlighted the cost implications of such resources, reflecting a concern that is highlighted in the literature (Christie *et al.* 2016; Hancock, 2015; McPake, 2006; Phipps and Fassetta, 2015). To address this, Participant C recommended web resources such as *Translate with Bing*. This, they felt, was particularly useful in translating online materials into a language of choice, with no cost implications.

Theme Two: Educational Barriers for Additional Language Learners

Another theme to emerge from the research was the barriers obstructing additional language teaching and learning. Participants A, B and C all identified the obvious language barrier as being the main factor that initially impedes the educational success of learners with EAL. Participant B suggested that this barrier prevents pupils from understanding what they are being asked to do and subsequently in accessing the entire curriculum. This is perhaps one factor that justifies the priority given in educational policies to attaining the English language, as noted by Anderson *et al.* (2016); Hancock (2014); Moskal (2016) and Piller (2012). Within this, Participants A and C expressed that English literacy represents the main curricular area that pupils with EAL struggle with. Although Grieve & Haining (2011) indicate that it is good practice to encourage pupils to use their L1 for communication and learning, a viewpoint which is corroborated by Participant C, Participant A highlights a challenge in that pupils in the infant stages are only just learning to write:

“...it’s tricky because he can’t write in Urdu. We are only just learning to write just now in school. Urdu is all marks, so it’s very tricky to support him in that respect” (Participant A).

This highlights that, despite the requirement for teachers to identify and meet the needs of all learners (GTCS, 2012), this can be difficult in practice, and teachers may require more support in doing so.

Participant A suggested that she perceives a lack of funding and resources to present a significant challenge, which was echoed by three quarters of the research sample. She stressed that the one-to-one contact pupils with EAL have with a specialist is insufficient in meeting their needs, which is consistent with findings by Foley *et al.* (2013) and Grieve and Haining (2011):

“...if he had a one-to-one constantly then I’m sure that he would pick up a lot more, but obviously the support isn’t there for that...he gets one hour per week with an Urdu-speaking professional, which isn’t enough...If there was plenty of money then, yeah, it would be an ideal world. But that doesn’t happen” (Participant A).

Interestingly, Participant A only felt that this applied to EAL provision. Her comments throughout the interview in relation to teaching MLs indicated that she found the resources available within the school and local authority to be wholly adequate. This lends support to suggestions about the inconsistency in value attributed to particular languages (Cummins, 2000; Hancock, 2014; Molyneux *et al.* 2016) and subsequent provision afforded some but not others. Participant C also believed a lack of funding and resources to impede the educational success of pupils learning additional languages. In meeting demands, she commented:

“...we are the biggest EAL service but we don’t get to every single school because of numbers alone. We don’t get the staffing...physical resources too, like, do schools have money for dual language dictionaries?...budgets are getting lower and lower” (Participant C).

Finally, this was echoed by Participant D who expressed difficulty in securing some desired resources, which is consistent with findings by Anderson (2008); Hancock (2014); Hancock (2015); McColl (2012); McPake (2006); Moskal (2016);

and Phipps and Fassetta (2015), who all suggest funding and resourcing presents a significant barrier to effective CL provision.

Theme Three: Professional Knowledge

Christie *et al.* (2016) state that, in order to ensure the continued success of 1+2, teachers must engage with high quality training opportunities. In addition to this, the GTCS (2012) places a duty on all teachers to engage with professional development opportunities in order to inform their practice. During the interviews, the participants made reference to teachers' knowledge and education as an impediment to additional language education. Although Participants A and B both indicated confidence in their ability to teach the schools' preferred Modern Language and confirmed that they had partook in varying levels of training since their initial teacher education, Participants B and D both expressed concern at the level of language competence demonstrated by some teachers in primary schools:

“...teachers who don't actually speak French...will be teaching youngsters to speak French. Possibly with the wrong grammar, possibly with the wrong pronunciation...It concerns me that we're teaching a model that isn't right” (Participant B).

In relation to this, Participant D felt that this was unfair on two levels. Firstly, on pupils, being taught a model of language incorrectly and then on teachers, being put on a pedestal irrespective of their competence and confidence. Participant D, along with Participant B, acknowledged that teachers should have a certain level of language competence and qualification, but also added that asking teachers to find time out of their own lives to up-skill was a significant request.

Given the range and volume of CLs in Scotland (see Appendix A), teachers would not necessarily be aware of the linguistic demography of the schools in which they would work throughout their teaching career. Therefore, developing proficiency in CLs would be challenging. Nevertheless, Anderson (2008) and Cummins (2000) agree that effective language teaching hinges on teachers' ability to understand and apply the appropriate pedagogical approaches. This was reflected by Participant D, who stated that knowing how to work with pupils is often more important than knowledge of languages. Whilst Participants A and B were aware of extensively available training opportunities to continue their professional development (CPD) in

French, neither of these participants were aware of training specific to supporting learners with EAL. Although Participant A confirmed that she received a brief insight into EAL during her initial teacher education, she did not indicate whether the training offered any practical strategies or advice for supporting learners with EAL, and revealed that there were aspects of supporting the pupil in her class with EAL that she currently struggles with. Moreover, Participant B stated that she had received no training specific to supporting learners with EAL and suggested the reasons for this may be that authorities were not as aware of the topic at the time of her initial teacher education or that it does not take precedent over other educational priorities. They admitted that, during their time supporting learners with EAL, she felt as if she had to “muddle along”, a view that was shared by Participant A, who professed to support her learner with EAL “the best I can”. The findings therefore suggest that, even without pursuing enhanced mainstream provision for CLs, teachers would benefit from more pedagogy-oriented training opportunities to address the demands of additional language education.

Finally, three quarters of the research sample highlighted the importance of inter-professional collaboration, not only in supporting pupils’ development, but in enhancing teachers’ own learning and development. Participant D stated that, if there were more training opportunities available to her, she would hope to gain insights into practice from other practitioners in the field, through collaboration and observation. Participant B affirmed that she too would benefit from learning practical strategies to facilitate additional language learning. However, given participant D’s indication that such initiatives are time burdensome and place significant demands on teachers’ own lives, other avenues for achieving this might be worth further exploration. Anderson (2008; 2011) and Christie *et al.* (2016) suggest that digital solutions have an important role to play in facilitating access to resource and knowledge sharing. Establishing networks that extend across authorities (Christie *et al.* 2016) and to complementary as well as mainstream providers (Anderson, 2008; Hancock, 2016) would prove beneficial in planning for and resourcing additional language education, and sharing elements of best practice. The findings from this research would suggest that professionals from the complementary and mainstream sectors are already willing and eager to contribute to and access such facilities.

Theme Four: Community Languages: Perceived Opportunities and Challenges

Cohen *et al.* (2011) define “orienting decisions” as the decisions that set the boundaries on research, within the confines of feasibility. Guided by the limited data collection period available and the perceived experiences of the research sample, this research sought to establish participants’ views on a hypothetical model of language learning that includes the CLs of pupils in mainstream schools. From the findings, it is clear that participants envision at least one main possible benefit and challenge of such an approach.

Participants B and C both felt that it could have a profound impact on boosting the sense of self-esteem and identity in speakers of CLs, a viewpoint in-keeping with Molyneux *et al.* (2016):

“I think the children would really like it, I think it makes them feel that we are...learning something from them...I also think...that the community in the area would also think...that they are helping us, and maybe that would boost their self-esteem” (Participant B).

Participant D added to this by stating that every language is equal, and that learning any one has profound benefits for children’s overall development. However, Participants B, C and D felt that the benefits would depend on the local context of individual schools and acceptance by other stakeholders. To clarify, Participant C provided anecdotal insights into a Polish community within her authority that has established its own CL provision in order to learn English and stated that she is often faced by parents of learners with EAL who are resolute in their conviction that learning English should be the priority for their children. Consistent with Moskal (2016: 94), who highlights the “overwhelming pressure” on individuals to learn English quickly in order to integrate, Participant D suggested that parents are under so much strain to access society, linguistic assimilation becomes the focus, and they may not perceive enhanced provision for CLs in schools beneficial. This dismantles the hopes of Participants A and B, LTS (2005) and HMIE (2009), that the predominant place for CL retention should be the home environment. Moreover, it reinforces the importance of initially consulting with other stakeholders if any changes to policies, in advantage of enhanced CL provision in mainstream schools, were pursued (Arnot *et al.* 2014).

The main concern surrounding enhanced CL provision expressed by all participants was the omnipresent issue of teacher knowledge. Participant D felt that it would be difficult to identify a workforce with the sufficient skills and knowledge to deliver such a model in schools and, although Participants A and B stated they would be willing to embrace such a model of language learning, both affirmed that they would need extensive training in order to do so. In relation to this, Participants A and C pointed out that in areas with higher concentrations of learners with EAL, it would be impossible for teachers to learn all of the languages represented. This, they suggested, would result in schools having to select one language to deliver which, despite Molyneux *et al's* (2016) assertions that delivering just one CL sends a clear message about the worth of all languages, concerned them in that they believed selecting one would serve to isolate the rest. However, Participant B indicated that, in her school, there is currently some discussion about introducing Scots as the third language within the 1+2 model, highlighting that some schools may be moving towards enhanced mainstream provision for CLs of their own accord. Nevertheless, Participant C's concluding thoughts were that, although there could be benefits of introducing CLs into the mainstream curriculum, there is still a long way to go in order for schools to achieve that.

Conclusions

The Literature Review sought to investigate the benefits and challenges of introducing a model of language learning in mainstream primary schools that actively promotes and uses the range of CLs apparent within Scotland. Within the context of current educational policy, it found that there could be several possible benefits of enhanced mainstream provision for CL study. These included actively fostering L1 development in pupils and enhancing pupils' sense of identity; ensuring regular exposure of pupils to native language speakers; enhancing parental and community partnership links; and limiting the current cost implications of additional language teaching through shared resourcing between EAL and Modern Language approaches. Nevertheless, introducing and implementing such a model would not be without significant challenges. The difficulties currently experienced in Scottish

languages education would most likely continue and magnify in such a model, with teacher knowledge; transitions to higher education; and policy development and implementation all requiring addressing.

The research in this study sought to examine how additional languages are currently taught in Scottish schools (in both mainstream primary and complementary sectors) and what the main barriers to the success of this are. In response to findings from both the Literature Review and the Research that suggest teachers require more training on additional language pedagogy and that they would benefit from sharing knowledge with their peers, the findings report a number of strategies a range of education professionals use to teach additional languages in their respective environments. Additionally, the research highlighted multiple barriers to the success of additional languages education, which would most likely continue into any new model. Most of these, again, circulated around teacher knowledge but also included a lack of funding and resources. Finally, when asked to reflect on a hypothetical model of language teaching and learning that capitalised and focussed on the CLs of pupils in schools, respondents agreed that potential benefits could include affirming pupils' sense of identity and demonstrating the value of all languages. Nevertheless, it was noted important not to assume that this would be welcomed by all stakeholders, including CL-speaking parents. This highlighted that any proposed changes should be made in consultation with the many parties involved, as suggested by Arnot *et al.* (2014).

Teacher knowledge remained the main factor participants envisioned would impede the success of such a model. Participants suggested that the implications would be that teachers would require extensive training in order to deliver it. In relation to this, it was highlighted that it would be impossible for teachers to learn all of the CLs of an area and that schools would need to choose one to teach. This, participants felt, would serve to isolate the rest, thus resulting in the same imbalances in languages' status discussed in the literature.

Implications

There are several implications suggested by the findings of this entire study, regardless of whether educational policymakers and schools decided to pursue a CL-oriented model of language education. Firstly, teacher knowledge continues to be

an issue for the effective delivery of additional languages, whatever they may be. Whilst it is acknowledged that it can be difficult to identify and address every possible training and development need, a larger-scale investigation into the barriers to languages education and the development needs of teachers may provide some insight, as a starting point for targeting the issues. As suggested by this small-scale study, teacher education should extend beyond basic knowledge of Modern Languages, to encompass EAL provision and associated languages pedagogy. In addition to this, it is suggested that teachers would benefit from enhanced collaboration opportunities that extend to include complementary languages providers. Whilst mainstream educators have the advantage of pedagogical knowledge, complementary educationalists possess significant knowledge of languages (Anderson, 2008) and collaboration between the two presents an opportunity to widely share and develop skills, knowledge and resources. As suggested by Christie *et al.* (2016), digital facilities could help achieve this.

Additionally, it would appear that there are significant imbalances in the worth and attention attributed to specific languages (Hancock, 2014), which presents some pupils with the conflicting tasks of prioritising their heritage and integrating fully into mainstream society. This can have a detrimental impact on pupils' creation and sense of identity. Therefore, in addition to acknowledging the CLs of pupils, schools should look to investigate ways to further incorporate them into the curriculum, demonstrating to pupils that all languages have equal status and that their linguistic heritage and capital is valued.

Limitations

There are limitations to this study in both the Literature Review and Research. Studies into existing CL provision in Scotland are scarce, and literature on the topic is predominantly generated by Hancock and McPake. Other supporting literature included in this review is not necessarily exclusive to the Scottish context and, although the studies are comparable, Menter *et al.* (2011) suggest that thought be given to whether the literature relates directly to the research focus. In the case of this study, language education in *Scotland* is integral. Therefore, reference to studies beyond this scope may be perceived to result in contrived findings. In addition to this,

Drever (2003) states that the size of the research sample is integral to the reliability and validity of the findings. Critically, this depends on having as large a sample as possible. Due to the small-scale nature of this study, it is important not to over-generalise the findings and it cannot be assumed that the issues identified apply to all of those involved in languages education in Scottish primary schools. Irrespective of its limitations, however, the research suggests that there are factors in language education that require addressing. Educationalists might benefit from further research on a larger scale, to establish next steps for the Scottish Government to realise its vision of authentic plurilingualism, whilst meeting the needs of all learners.

Personal Development

The impact of this study on my professional development is twofold. Conducting the research has provided an opportunity for me to expand my personal knowledge of research processes, in addition to prompting me to reflect upon how the findings will impact my own practice as a Primary Teacher. Donaldson (2011) and the GTCS (2016) advocate teachers engaging with professional enquiry as the means of up-skilling and remaining abreast of the ever-changing nature of education. As defined by Menter *et al.* (2011), this involves investigation with a view to developing new understanding, a justifiable rationale and approach and the sharing of outcomes.

The physical process of research undertaken throughout this study has enabled me to develop a greater understanding of the feasibility, reliability and validity of some of the different methods of collecting and collating data. Reflecting upon the data collection method used, I have considered that semi-structured interviews, conducted both face-to-face and by telephone, have proved an effective means of collecting the qualitative data discussed in this study. Whilst they allowed the researcher to direct the topics of conversation, they provided freedom for respondents to answer using their own terminology. Nevertheless, I have also considered that the reliability and validity of the results may have been affected by the fact that fifty percent of the sample were interviewed face-to-face and the rest by telephone. It is unclear whether respondents would have felt more or less at ease as

the result of either method. To ensure consistency in any future instances of practitioner enquiry, I might consider the same modes of interviewing are used across the research sample.

Reflecting on how the findings from this study impact my own professional practice as a Primary Teacher, it is clear to me that my peers and colleagues will prove the most valuable resource in assisting me in teaching languages. There is a huge opportunity to capitalise on the knowledge of others and I feel it would be beneficial that I further explore the capacity to develop even a small network that extends to complementary sectors, in order to establish a facility for language resource and knowledge sharing. Given the reach of the internet, I feel that this is a realistic ambition.

Finally, Baumfield and Butterworth, (2005), cited in Menter *et al.* (2011), state that practitioner research has a positive impact on pupils' learning. This research has highlighted to me that I must strive to do more for learners who have EAL. In addition to merely recognising the variety of languages apparent within schools, I will examine opportunities for embracing the linguistic capital of pupils with EAL as a tool for teaching and learning, in addition to reinforcing the educational benefits of migration to Scotland.

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Appendices

Appendix A

Main Home Language in Publicly Funded Schools, 2015 (Scottish Government, 2015).

Language	Number	Language	Number	Language	Number
Number of languages	144	Lithuanian	867	Nepalese	337
		Spanish	834	Tamil	329
Number of pupils ¹		Latvian	778	Somali	312
English	632,493	Malayalam	771	Pashto	291
Polish	13,229	Bengali/Bangala	767	Farsi/Iranian/Persian	275
Urdu	5,533	Portuguese	663	Bulgarian	250
Scots	5,414	Slovak	536	Yoruba	248
Punjabi	3,921	Gaelic (Scottish)	516	Swahili/Kiswahili	230
Arabic	2,524	German	512	Kurdish	222
Chinese (Modern Standard)	1,275	Hungarian/Magyar	496	Czech	216
Cantonese	1,265	Tagalog/Filipino	477		
Romanian	933	Italian	452	Not known/not disclosed	614
French	927	Hindi	443		
Russian	903	Turkish	435	Other ²	3,437

1. Data includes 3,929 pupils who are not based in their reporting school and hence are likely to be double counted

2. Languages in the 'Other' category are: Afrikaans, Akan/Twi, Albanian, Algerian, Amharic, Annang/Ibibio, Armenian, Azerbaijani, Bahasa Indonesia, Bahasa Malaysia, Basque, Belorussian, Bemba, Berom, Bosnian, Burmese, Catalan, Cebuano/Visayan, Chechen, Creole, Croatian, Danish, Dari, Divehi, Doric, Duri, Dutch, Edo/Bini, Estonian, Ewe, Faroese, Fijian, Finnish, Flemish, Frisian, Fula, Gaelic (Irish), Georgian, Goran, Greek, Gujarati, Hakka, Hausa, Hebrew, Herero, Ibo/Igbo, Icelandic, Idoma, Igala, Japanese, Jola, Jula, Kannada, Kashmiri, Katchi/Kutchi, Khmer, Kikuyu, Kinyarwanda, Kirundi, Konkani, Korean, Krio, Lingala, Luganda, Maltese, Mandinka, Marathi, Memmoni, Mirpuri, Moldavian, Mongolian, Ndebele, Nkore, Northern Sotho, Norwegian, Nyanja/Chichewa/Chewa, Oriya, Pahari-Potwari, Romany, Serbian, Serbo-Croatian, Sesotho, Setswana, Sherpa, Shona, Sign Language, Sindhi, Sinhalese, Slovene, Soninke, Sourashtra, Swati, Swedish, Telugu, Thai, Tibetan, Tigré, Tigrinya, Tiv, Tonga, Turkmani, Ukrainian, Urhobo, Uzbek, Vietnamese, Welsh, Wolof, Xhosa, Zulu.

Appendix B

Ethical Approval Form

Ethics Application Allocation Form			
Title of Study: Teachers' Views on Modern Language, English as an Additional Language and Community Language Provision in the Primary School			CODE (office use)
Type of Research (please highlight appropriate box)	Qualitative ✓	Quantitative	Mixed Method
Staff involved in Study (e.g. your supervisor)	1. Laura Wilson 2. 3. 4.		
Does research include vulnerable groups?	No		
Does research involve sensitive topics	Yes: The research involves topics surrounding migration to Scotland, which is an area of current political and social discourse that incites mixed, and sometimes passionate, opinions. This exercise in research, however, will not explicitly target this area or ask teachers their opinions on it.		

APPLICATION FORM FOR ETHICAL APPROVAL (UEC1)

N.B. The UEC Guidelines for Ethical Research with Human Subjects must be read prior to the completion of this form. Notes for each section of the application are provided under Section 2 (pp. 11-12) of the Guidelines.

1	Name of principal investigator	[REDACTED]
	School/Address	University of the West of Scotland School of Education Ayr Campus University Avenue Ayr KA8 0SX

	Position	B.A.4 Undergraduate Student
2	Name of dissertation supervisor	Laura Wilson

3	Title of study Teachers' Views on Modern Language, English as an Additional Language and Community Language Provision in the Primary School.
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4	<p>What is the primary purpose of this study?</p> <p>This study aims to identify the strategies currently used to respectively teach Modern Languages (MLs) and support pupils with English as an Additional Language (EAL) in the primary school. It will explore the barriers that may impede the success of both agendas and will consider teachers' views on the potential of a model of language learning that uses the minority languages evident within Scottish communities.</p>
	<p>Original research <input type="checkbox"/></p> <p>Audit <input type="checkbox"/></p> <p>Undergraduate dissertation <input checked="" type="checkbox"/></p> <p>Postgraduate dissertation <input type="checkbox"/></p> <p>Other (please detail) <input type="checkbox"/></p>

5	<p>What is the justification for the research? What is the background? Why is this an area of importance?</p> <p>My interest in the research area was initially prompted by the current</p>
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political climate within the United Kingdom. Despite evidence which suggests migrants, in general, are unlikely to pose a disproportionate burden on health, social (George *et al.* 2011) and leisure services (Spencer *et al.* 2007, cited in Fox & Sime, 2014), the rhetoric of certain media outlets can be that strangers appear as a problem and can challenge social cohesion and norms within a host society (Suárez-Orozco *et al.* 2011, cited in Moskal, 2016; Phipps & Fassetta, 2015; Piller, 2012). This viewpoint has recently been consolidated by particular political agendas and has even been echoed within my own direct community. Therefore, I felt it prudent to investigate the *benefits* of migration to Scotland in the context of primary school linguistics, and the potential to capitalise on this in order to reinforce migrants' status as valuable Scottish asset and dispel some of the negative viewpoints surrounding immigration. A preliminary sift of the literature has revealed that Scotland may be neglecting an opportunity to capitalise on its own linguistic wealth and I am interested in exploring this further.

Since the re-introduction of modern languages in the primary school in 1989, Scotland has continued to develop its policy for the effective sustenance of ML delivery as part of the primary curriculum (Crichton & Templeton, 2010; Phipps & Fassetta, 2015). Despite multiple pieces of literature that report various barriers to effective ML teaching and learning (Legg, 2013; McColl, 2012; McPake *et al.* 2007), including issues in: initial and ongoing teacher training; funding and resourcing; identity; and time constraints, in 2012 the Scottish Government welcomed recommendations outlined in a report published by the Scottish Government Languages Working Group (SGLWG, 2012) for the implementation of a 1+2 languages policy whereby all pupils will learn two languages in addition to their mother tongue. Within the recommendations, the Report highlighted an opportunity for local authorities and schools to respond to - and capitalise on - the linguistic wealth and diversity evident within Scottish communities, by giving them the freedom to choose which languages to deliver based on their own

individual and communal circumstances.

Independent of the Scottish Government's agenda to promote plurilingualism (competence in more than one language), Scotland has long-since experienced a diversity of cultural, ethnic and linguistic representation within its schools and communities (Anderson *et al.* 2016; HMIE, 2009; McPake *et al.* 2007; Ministerial Action Group on Languages, 2000; Moskal, 2016; Scottish Executive, 2006). This, the Scottish Government has responded to by making provision for learners with EAL, in order to facilitate inclusion within mainstream schools (British Council, 2016; HMIE, 2009) whilst encouraging retention, respect for and celebration of the ethnic, cultural and linguistic heritage of pupils (Education Scotland, n.d.). Nevertheless, recent studies have shown that the needs of pupils with EAL are still not being met to a sufficient standard and many of the afore-mentioned barriers to effective ML teaching and learning are echoed in literature relating to supporting learners with EAL (Anderson *et al.* 2016; Foley *et al.* 2013; Mistry & Sood, 2012; Moskal, 2016). The Scottish Government also acknowledges that, in times of budgetary reductions, services which benefit learners with EAL and their families are often impacted (SGLWG, 2012). Furthermore, despite protestations made by organisations such as Education Scotland (n.d.) and UNICEF (1989) that the ethnic, cultural and linguistic heritage of pupils should be retained and celebrated, the rhetoric of much legislation and policy pertaining to inclusion can often overshadow this objective, through a focus on integration through linguistic assimilation within a host country (Anderson *et al.* 2016; Moskal, 2016; Piller, 2012).

However, as suggested by McColl (2012), the 1+2 policy presents an opportunity to recognise and capitalise on the range of community languages evident in Scotland. McColl (*ibid*) proposes a model of language learning where individuals' first language (L1) would reflect their mother tongue (the language most likely used by them at home), their second language (L2) would be that of a prominent community

language and their third language (L3) would be from the wider world i.e. a 'foreign' language. This proposal may have the potential to address some of the recommendations outlined in the SGLWG's (2012) report for the successful implementation of the 1+2 agenda, such as: streamlining EAL work and delivery into local authorities' 1+2 policies; ensuring access to native and fluent speakers of a language; and addressing budgetary issues (through the streamlining of ML and EAL resources). The purpose of this study, therefore, is to: identify the strategies used for ML and EAL teaching and learning, and consider how they could be streamlined through community language study; identify any common barriers to primary school ML and EAL provision; and consider whether a model of language learning as proposed by McColl (ibid) would assist in addressing those barriers.

6 Give a full summary of the purpose, design and methodology of the planned research, including a brief explanation of the theoretical framework that informs it.

The purpose of this research is to gather information on the respective strategies for effective ML and EAL teaching and learning, in order to consider whether the two agendas could be streamlined by making further provision for learning Scotland's community languages. This research also hopes to establish whether further provision for Scotland's community languages could serve to address some of the barriers to effective ML and EAL provision.

The research will be carried out in two different local authority Scottish primary schools, with different levels of experience in supporting learners with EAL. This transverse approach will serve to take into consideration the linguistic diversity across Scottish local authorities, and will allow me to compare and contrast any differences this makes to EAL and ML provision. The information will be obtained through semi-structured interviews (SSIs) with two teachers from each school (at least two of whom will have experience of both teaching MLs and supporting

learners with EAL). The data collected will be qualitative, which will give participants the opportunity to describe and expand upon their opinions (Wiersma & Jurs, 2009). Cohen *et al.* (2011) state that interviews are a common and widely used data collection tool and Punch & Oancea (2014) suggest the use of SSIs to allow for interviewer adaption to particular respondents and situations. In addition, semi-structured interviews allow for the use of prompts and sub-questions in addition to the broad, key questions, in order to stimulate further discussion and thought (Drever, 2003; Menter *et al.* 2011), which will allow me to gather sufficient information in order to make an informed analysis.

To ensure that the results come from informed and experienced respondents who are likely to provide appropriate insights which focus on the research topic and objectives, the importance of which is highlighted by Menter *et al.* (2011), I will approach, by letter (see Appendix C), Head Teachers from schools that have experience of supporting learners with EAL. The research with two teachers from a school with lesser experience of supporting learners with EAL will be carried out in my 4th year placement school, where I will verbally invite the Head Teacher of my placement school to take part in the research. On acceptance of the invitation to contribute to my research study, I will request that each Head Teacher emails me to confirm their willingness to host the research within seven days. He or she will then have the freedom to select teachers who have experience of supporting learners with EAL, as well as teaching MLs in the general sense (where possible). Each potential respondent will receive a consent form (see Appendix E) and participant information sheet (see Appendix D). They will be asked to notify me of their willingness to take part in the research study, by signing and returning the consent form within seven days of being approached, upon which I will also send them a copy of the interview schedule outlining the key questions I will ask (see Appendix F). They will also be asked to use this timeframe to present to me any questions they may have. Any class teacher who is approached by the Head Teacher as a potential interviewee, but who doesn't wish to

participate, may be replaced by the Head Teacher by another suitable candidate of their choosing. Once the participants have been finalised, a date and time will be arranged with each teacher, to conduct their individual interview in an area suggested by them, which according to Menter *et al.* (2011), can serve to establish rapport by placing the interviewee at ease. The afore-mentioned Participant Information Sheet and Interview Schedule respondents will be provided with will detail: what the research is about; why I wish to interview them; what will be involved in the interview process; and what I will do with the information I gather. It will also include the key research questions I will ask and examples of sub-questions that may be used at my discretion. This will give respondents an opportunity to prepare their answers, question the meaning/implications of statements made and, if they so desire, withdraw from the interview prior to its commencement (Bell & Waters, 2014).

At the onset of each interview, I will firstly establish descriptive information relating to participants, such as their position and experience. I will also remind participants of: my interest in the topic area; the main focus of the research and why I am conducting it; why they have specifically been selected to participate; and what the information will be used for. Menter *et al.* (2011); Punch & Oancea (2014) highlight the importance of establishing rapport between the interviewer and interviewee, and it is my hope that the afore-mentioned preamble will serve to contribute to this by making it clear to all participants what can be expected from the interview procedure. Interviewees will then be reminded that all of the information they provide is confidential, that the information will be anonymously recorded and that they have the right to withdraw from the interview or decline to answer any questions at any time. If participants then agree to continue with the interview, we will revise their participant consent form together and I will ensure that it has been signed by the respondent, before securely storing it in a locked file.

Then, recording using an electronic device will commence, and participants will hear an introductory statement. The key questions outlined in the interview schedule participants will have previously received will be asked in order, with sub-questions being used to probe for further discussion and ensure that all of the necessary areas are explored. On concluding the interview, I will debrief each respondent; thanking them for participating in the research, enquiring if they have said everything they want to and offering a copy of the interview transcription that they can review, amend or withdraw up to seven days after receiving. Participants will be notified that after this period, it will be assumed that the data can be used in reporting the final dissertation. I will then cease recording. Each recording will be securely stored until fully transcribed then the raw data will be deleted. Participant consent forms will be securely stored until completion of the Dissertation module for which this exercise in research is being conducted, upon which they will be destroyed. Once the data from the transcriptions has been analysed and interpreted and conclusions have been drawn, each respondent will receive a summary of the main findings. Additionally, all respondents will have access to the completed dissertation on request.

7. How will the data be analysed?

All of the interviews will be fully transcribed and the data will then be analysed to compare and contrast the responses. As suggested by Marshall & Rossman (2011); Menter *et al.* (2011), participants' responses will be thematically categorised, and the development of these themes *following* completion of the interviews will serve to ensure that they are generated from respondents' thoughts rather than my own, or others', perceptions (Cohen *et al.* 2011). In order to reach this stage of thematic categorisation, I will firstly use a line-by-line coding technique; giving in-vivo (using words from the participant's narrative) codes to specific phrases or lines of text. Following this, I will topic code (apply codes or labels to specific chunks of text). Finally, I will organise

the topics on to post-it notes before arranging them within broader themes. This process of 'coding' will allow me to break down, examine, compare and categorise pieces of the text (Strauss & Corbin, 1990, cited in Cohen *et al.* 2011). Throughout the process, I will refer back to the aims and objectives of the research throughout the analysis of the data and consistently consider the responses in the context of my research focus.

8. Will individual or group interviews/questionnaires discuss any topics or issues that might be sensitive, embarrassing or upsetting, or is it possible that criminal or other disclosures requiring action could take place during the study (eg. during interviews/group discussions or use of screening for drugs)

Yes: The focus of the research is linked to the topic of migration to Scotland which, given the current political and global climate, participants may have a personal bias or opinion towards. However, this particular exercise in research will not specifically broach the topic of migration and throughout the interviews, participants will be reminded that they do not have to answer any questions they don't want to and can amend or withdraw any responses they do give up to seven days after receiving the transcription of their interview.

9. (a) Does the research involve any deception regarding aims and objectives?

No, the aims and objectives of the research will be shared with all participants prior to the interview via the Participant Information Sheet and will be verbally reiterated on commencement of the interview.

(b) Will the research participants be debriefed? When? How? By whom?

Participants will be verbally debriefed at the end of the interview; I will thank them for participating, enquire if they have said all that they wish to and offer them a copy of their transcribed data which they will have

seven days to review, amend or withdraw. Participants will also receive a summary of the key findings from the research and will have full access to the completed dissertation on request.

10. What is the expected duration of participation in the study for each participant?

The anticipated duration of each interview is between 25-30 minutes.

11. How will potential participants in the study be (i) identified, (ii) approached and (iii) recruited?

- i) Two respondents will be approached from my B.A.4 placement school (which I will verbally negotiate with my Head Teacher) and I will approach, by letter, Head Teachers from different local authorities. I will outline my research proposal to all of the Head Teachers and request that, if they wish to participate in the research study, they nominate several possible participants who have (had) experience of supporting learners with EAL and teaching MLs. In total,, I will select two participants from two different schools.
- ii) The teachers nominated by the Head Teachers to participate in the research study will then receive a consent form and participant information sheet by email which will explain: what the research is about; why I wish to interview them; what will be involved in the interview process; and what I will do with the information I gather. They will be asked to notify me of their willingness to take part in the research study by return of the signed consent form, within seven days of being contacted, upon which I will provide a copy of the interview schedule. They will also be advised to use this timeframe to present to me any questions they may have.

	<p>iii) Once the participants have confirmed their interest to participate by return of the signed consent form, a suitable date and time will be arranged with each teacher, to conduct their individual interview in an area suggested by them. This, according to Menter <i>et al.</i> (2011), can help in establishing rapport by placing the interviewee at ease. I will also provide a copy of the interview schedule which will include the key research questions I will ask and examples of sub-questions that may be used at my discretion. This will give respondents an opportunity to prepare their answers, question the meaning/implications of statements made and, if they so desire, withdraw from the interview prior to its commencement (Bell & Waters, 2014).</p>
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12.	<p>What measures have been put in place to ensure confidentiality of personal data? Give details of whether any encryption or other anonymisation procedures will be used and at what stage.</p> <p>Pseudonyms will be used in lieu of participants' real names; participants will consistently be referred to as 'Participant A/B/C/D' in all copies of data relating to this exercise in research e.g. written transcripts and the final dissertation. Additionally, schools will be referred to as 'School 1' and 'School 2'. Following transcription of the original recordings, the raw data will be immediately and securely destroyed, as will the transcriptions themselves once the final report has been compiled for the Dissertation module. During any required storage of electronic data, the files and documents will be password protected and any paper copies will be securely stored in a locked file.</p>
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13. Who will have access to the data and what steps will be taken to ensure data remains confidential?

Only my supervisor and I will have access to the data, unless the interview respondents themselves request to access, amend or withdraw their own personal data, which they will have the opportunity to do up to seven days after they have received a copy of their transcribed interview. During any required storage of electronic data, the files and documents will be password protected and paper copies will be securely stored in a locked file. Participant anonymity will be guaranteed at all times through the use of pseudonyms in lieu of respondents' real names and schools will be referred to as 'School 1' and 'School 2'.

14. What is the potential for benefit to research participants?

This exercise in research may allow participants to self-assess by reflecting on their own practice and identify possible development needs in supporting learners with EAL and/or teaching MLs. The results of the research may assist them in identifying strategies to support learners with EAL and teach MLs by observing the data outlined in the final report. It may also highlight new opportunities to effectively streamline EAL approaches and ML teaching, as recommended in the 1+2 report (SGLWG, 2012).

15. Will informed consent be obtained from the research participants?

Yes

No

If yes, give details of who will obtain consent and how it will be done. Give details of any particular steps to provide information (in addition to a written information sheet) e.g. videos, interactive materials. Please note that a copy of the subject information sheet must be included with

this application.

The teachers nominated by the Head Teacher to participate in the research study will receive a consent form and participant information sheet outlining the purpose of the research by email. They will be asked to notify me of their willingness to take part in the research study, by return of the signed consent form, within seven days of being approached.

16. Will a signed record of consent be obtained?

Yes

17. How long will the participant have to decide whether or not to take part in the research?

Potential participants will have seven days after receiving the Participant Information Sheet and copy of the consent form to indicate their willingness to take part in the research by return of the signed consent form. This will give participants adequate time to read the Participant Information Sheet, ask any questions they may have and confirm their interest in participating. There will be no adverse impact on invited participants who decline to participate or who do not respond to the invitation. Participants will also have the opportunity to access, amend or withdraw any data provided up to seven days after they have received a copy of their transcribed interview. Participants will be informed that, after this point, it will be assumed that all data can be used in the final dissertation.

18. Will subjects be informed that they can withdraw at any time from the study?

Subjects will be informed that they can withdraw from the study at any

time up to seven days after their individual interview has been transcribed and they have received a copy. It will be explained to participants that, after this point, it will be assumed that the data provided can be used in the final dissertation report.

19.	Will the participants be from any of the following groups?
	Children under 16 <input type="checkbox"/>
	Adults with learning disabilities <input type="checkbox"/>
	Adults who are unconscious or severely ill <input type="checkbox"/>
	Adults with a terminal illness <input type="checkbox"/>
	Adults in emergency situations <input type="checkbox"/>
	Adults with mental illness (particularly if detained under Mental Health Legislation) <input type="checkbox"/>
	Adults with dementia <input type="checkbox"/>
	Adults in Scotland who are unable to consent for themselves <input type="checkbox"/>
	None of the Above <input checked="" type="checkbox"/>
	Other (please detail) <input type="checkbox"/>
	Please justify their inclusion.

20.	Are there any special pressures that might make it difficult for people to refuse to take part in the study (e.g. the potential participants are students of the investigator)? No
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21.	Will the study result in financial payment or payment in-kind to the applicants/to the department? Please specify amounts etc. involved. No
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22.	Where will this research take place? Interviews will take place in an area of participants' choosing (within their schools).
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23.	Please describe any other ethical considerations which need to be taken into account by the UEC? N/A
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Please indicate which documents are enclosed with this application:	
Subject/patient/participant information sheet/leaflet	✓
Consent form	✓
Copy of protocol	✓
Letters to participant	✓
Letter to parents/guardians/gatekeepers etc.	<input type="checkbox"/>
Letter of ethical committee approval or other approvals	<input type="checkbox"/>
Other relevant materials (please indicate)	<input type="checkbox"/>

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The information supplied above is, to the best of my knowledge and belief, accurate. I have read the notes to investigators and clearly understand my obligations and the rights of subjects/study participants, particularly in relation to obtaining valid consent.

Signature of Principal Investigator: [REDACTED]

Date: 3rd October 2016

Signature of Supervisor: Laura Wilson



University Ethics Committee

SCHOOL NOTIFICATION OF ETHICAL SCRUTINY OF RESEARCH INVOLVING HUMAN SUBJECTS (UEC2)

School	School of Education Ethics Number: BEDH36	Date	19 th October 2016
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Appendix C

Letter to Head Teacher

Dear Head Teacher,

I am a B.A.4 Honours student studying Primary Education with Modern Foreign Languages at the University of the West of Scotland. My dissertation supervisor is Laura Wilson, an associate lecturer at the University of the West of Scotland. I am carrying out a small-scale exercise in research as part of my final year Dissertation module, and would appreciate your school's participation.

The purpose of my research is to identify the respective strategies currently used to teach Modern Languages and support pupils with English as an Additional Language (EAL) in Scottish primary schools. It will also explore the barriers that may impede the success of both agendas and, ultimately, will consider teachers' views on the potential of a model of language learning which utilises the minority languages (community languages) evident within Scottish schools and communities. I will obtain this information using semi-structured interviews, each lasting approximately 25-30 minutes. I would be looking to interview two teachers from your school who could discuss their experiences of both teaching Modern Languages in the general sense and supporting learners with EAL.

If you are willing to host this research at your school, please email me at [REDACTED]@studentmail.uws.ac.uk and identify the most experienced teachers who currently have, or have had, experience of teaching Modern Languages and supporting learners with EAL. Staff members who wish to participate can also email me to confirm their interest. From your recommendations, I will randomly select two participants.

The research will have possible benefits for participants in that it will provide them with the opportunity to reflect upon their own practice and identify possible development needs. The results of the research may also assist them in identifying strategies to support learners with EAL and teach Modern Languages, by observing the data provided by their peers in the final dissertation report. Additionally, the findings will potentially highlight new opportunities to streamline approaches to EAL

support and Modern Language teaching, through community language learning. All participants and schools will be anonymous and participants have the right to withdraw from the research any time up to seven days after receiving transcription of their individual interviews.

Yours faithfully,

██████████

Appendix D

Participant Information Sheet

Name of Researcher: [REDACTED]

Research Topic: Teachers' Views on Modern Language, English as an Additional Language and Community Language Provision in the Primary School

Dissertation Title: Primary School Language Education in Multilingual Scotland: Opportunities and Challenges for Community Languages

Invitation Paragraph

You are invited to take part in a research study. Before you decide whether to participate, it is important for you to understand why the research is being carried out and what it will involve. Please take the time to read the following information carefully and contact me if you have any questions or require further information.

What is the purpose of this study?

This study aims to identify the strategies currently used to respectively teach Modern Languages (MLs) and support pupils with English as an Additional Language (EAL) in the primary school. It will explore the barriers that may impede the success of both agendas and will consider teachers' views on the potential of a model of language learning which utilises the minority languages (community languages) evident within Scottish communities in streamlining approaches to ML and EAL provision.

What will I have to do?

You will take part in a one-to-one interview with the above-named researcher. The interview will last approximately 25-30 minutes and will be arranged to take place at a time and location suitable for you. You will be asked about your experiences of teaching Modern Languages and/or supporting learners with EAL, and your opinion on a model of language learning that utilises Scotland's community languages. The interview will be audio recorded and anonymously transcribed at a later time. Your contributions to the interview should be honest and you may decline to answer any questions at any time.

Why are you asking me?

You are being approached because you currently have (or have had) experience in teaching MLs and/or supporting learners with EAL.

Do I have to take part?

No, participating in this research is voluntary. Even if you decide to take part, you can change your mind, withdraw or amend any data given up to seven days after you have received a copy of your interview transcription. After this point, it will be assumed that the data can be used in the reporting of the final dissertation, for which this exercise in research is being conducted.

Will my data be kept confidential?

The original recordings will be destroyed once they have been transcribed. Your name will not be used in any written transcripts of the interview, nor in the final report or any other publications arising from the research. Pseudonyms will be used in lieu of your real name i.e. Participant A, B, C or D. Electronic files will be password protected and paper documents will be securely stored.

What will happen to the information I provide?

Your data and that from other participants' interviews will be analysed to compare and contrast the strategies for, and barriers to, ML and EAL provision, and used to consider how a model of language learning that utilises Scotland's community languages would impact on these areas. The findings from the research will be included in my B.A.4 Honours Dissertation, which you and the other participants will have full access to on completion, should you so wish. You will also receive a copy of your individual interview transcription shortly following your interview.

Who should I contact for more information?

If you have any questions or would like more information about the research, you can contact me by emailing [REDACTED]@studentmail.uws.ac.uk.

What if I have a complaint about the research?

If you have a complaint about the research, please contact my dissertation supervisor, Laura Wilson, by emailing l.wilson@uws.ac.uk. Alternatively, you can

contact Paula Cowan, Senior Lecturer in Education and Dissertation module co-ordinator by emailing paula.cowan@uws.ac.uk.

Thank you for taking the time to read this information and I hope that you will be interested in taking part in the research.

Yours faithfully,

A solid black rectangular box used to redact the signature of the sender.

Appendix E

Participant Consent Form

Dear Participant,

I am a B.A.4 Honours student studying Primary Education with Modern Foreign Languages at the University of the West of Scotland. My dissertation supervisor is Laura Wilson, an associate lecturer at the University of the West of Scotland. I will be carrying out a small-scale exercise in research and would appreciate your participation in the form of an interview. Please read the Participant Information Sheet provided and ask me any questions you have before signing this form.

1. I confirm that I have read and understood the information sheet for the above study and have had the opportunity to ask questions
2. I understand that my participation is voluntary and that I am free to withdraw at any time up to seven days after receiving my interview transcription, without giving any reason
3. I understand that my data from this study will be securely stored by the researcher, and my individual and school information will be anonymised
4. I agree to take part in the above study
5. I agree to the interview being recorded and transcribed

Name of Participant

Date

Signature

Name of Researcher

Date

Signature

Appendix F

Interview Schedule

Note: Prior to recording commencement, the researcher will read a short introductory statement:

My name is [REDACTED] and I am studying Primary Education with Modern Foreign Languages at the University of the West of Scotland. Today, we will discuss your views on Modern Language and English as an additional Language provision in the primary school; the strategies you use/have used in both or either area(s); any potential barriers which affect both or either area(s); and your views on the potential of model of language learning that utilises Scotland's community languages.

It is my intention to use this information to compare and contrast your data with the information provided by other participants. This interview should last around 25-30 minutes.

I am with Participant A/B/C/D and would like to start by stating that all data gathered and responses provided are completely confidential. I would also like to remind you that you may decline to answer any of the questions asked and can amend or withdraw your participation in the research any time up to 7 days after you have received a written copy of your interview transcription. After this point, it will be assumed that the data collected is able to be used in the final Dissertation for which this exercise in research is being conducted. You may pause the interview at any time by stopping the recording device. On the basis of what we have discussed, are you happy to proceed with the interview?

Interview Protocol

Note: key questions are indicated in black and prompts and probes which can be used at the discretion of the interviewer are indicated in blue.

Part A: Participant's Experiences

- How many years' teaching experience do you have?
- Can you describe the extent of your experience in teaching Modern Languages throughout your career?
- How do you teach Modern Languages in your classroom?

Prompts: what are some of the strategies used; what support is offered learners; do you receive additional support in teaching Modern Languages?

- Can you describe the extent of your experience in supporting learners with English as an additional language (EAL) throughout your teaching career?
- How do you support learners with EAL in your classroom?

Prompts: what are some of the strategies used; what support is offered learners; are you offered support in making provision for learners with EAL?

- In your opinion, what are the main priorities in supporting learners with EAL?

Prompts: how important is it for learners with EAL to learn English as quickly as possible; are they and other pupils in the school encouraged to mix; what consideration is given to pupils' prior experiences and how is this established; to what extent should the linguistic and cultural heritage of pupils with EAL be retained?

- Can you describe any training you have had in relation to teaching Modern Languages and/or supporting learners with EAL?

If has had training prompts:

- When was the last time you had training specific to either area?
- Who provided the training (e.g. university, local authority, your school)?
- What did you gain from this training?

If has not had training prompts:

- Can you give any reasons as to why you believe you have not received any training (e.g. low priority, lack of funding etc.)?
- If you were offered training, would you accept this? What would you hope to gain from this training?

- Do you involve learners with EAL in general Modern Language learning i.e. in learning the language(s) their English-speaking peers learn e.g. French?

Prompts: If so, how? If not, why not?

- Overall, how confident do you feel in teaching Modern Languages and/or supporting learners with EAL?

Part B: Potential Barriers to Effective Modern Language and EAL Provision

- Based on your experiences of teaching Modern Languages, what do you believe are the main challenges in the effective teaching and learning of additional languages?
Prompts: do any factors such as resourcing, time, knowledge etc. affect Modern Language teaching and learning, and how?
- Based on your experiences of supporting learners with EAL, what are the main barriers to education for learners with EAL how do you address these?
Prompts: do you use buddying, is there any visual signage?
- In your experience, are there any factors that impact the educational experiences of learners with EAL, beyond the immediate support you provide?
Prompts: do factors such as pupils' sense of identity and school ethos impact on learners with EAL?
- Do you feel that having learners with EAL impacts on other pupils in the class? If so, how?
- Based on your own experience, what recommendations would you give to improve the educational experiences for all additional language learners?

Part C: Community Language Provision

The Scottish Government's 1+2 languages policy recommends that schools and local authorities choose which languages to deliver based on their own circumstances. These can include prominent community languages e.g. Polish.

- In your experience, are there, or have there ever been, any particular prominent community languages spoken within your class/school/community? If so, what are/were they?
- Can you give any examples of measures you have witnessed or actively used to promote pupils' home language(s)?
- In your opinion, what would be the main benefits of learning a school's community languages?

Prompts: would access to native speakers of a language impact on pupils' additional language acquisition; would the preservation of linguistic heritage through peers learning the home language of learners with EAL benefit those

pupils; would the presence of speakers of the target language within the class and wider community provide a meaningful context for language learning; could resources be streamlined?

- What do you anticipate would be the main challenges in implementing a model of language learning that utilises community languages? Would they be similar to those already faced in current Modern Language teaching and EAL provision?
- How confident would you feel in delivering a model of language learning that simultaneously targets English-speaking and EAL learners, through enhanced provision for Scotland's community language?

Prompts if not confident: what support/training do you anticipate you would require in order to embrace and deliver such a model?

Note: upon completion of the interview, the interviewer will read the following statement:

Thank you for your participation, I am very grateful for your views and comments. Is there anything else you would like to add? You will shortly receive a copy of your transcribed interview, which you will have seven days to review, amend or withdraw from the research.

Appendix G

Interview Transcription: Participant B

This interview took place at 15:30 on 03.11.2016. It was conducted in the participant's classroom and the participant was seated, as was the researcher, with the recording device placed between them. The participant has over twenty two years' teaching experience and has experience of teaching Modern Languages and supporting learners with English as an additional language.

Interviewer: So, here we go. My name is Rachel Frew and I am studying Primary Education with Modern Foreign Languages at the University of the West of Scotland. Today, we will discuss your views on Modern Language and English as an Additional Language provision in the primary school, such as the strategies you use or have used, erm, in both or either area; any potential barriers that affect both or either area; and your views on the potential of model of language learning that uses Scotland's community languages.

It is my intention to use this information to compare and contrast your data with the information provided by other participants and this interview should last around 25-30 minutes, but probably more like 20 minutes.

So, I'm with Participant B, and would like to start by stating that all data erm gathered and responses provided are completely confidential. I would also like to remind you that you may decline to answer any of the questions asked and you can amend or withdraw your participation in the research any time up to seven days after you have received a copy of your interview transcription. After this point, it will be assumed that the data collected is able to be used in the final dissertation report for which this exercise in research is being conducted. You may pause the interview at any time by stopping the recording device with the stop button [indicates button to Participant B] and on the basis of what we have discussed, are you happy to proceed with the interview?

Participant B: Yes, I am.

Interviewer: OK, lovely. So, talking about your par, erm, your experiences, how many years teaching experience do you have?

Participant B: Um, twenty two.

Interviewer: Twenty two years?

Participant B: Nearly twenty three.

Interviewer: And can you describe the extent of your experience, erm, in teaching Modern Languages throughout your career?

Participant B: Yes, I, um, have taught French to the primary sixes and the primary sevens since the original pilot, erm, came in really, um, I did French as part of my, um, my degree (as part of it anyway as my specialist subject) and I, um, therefore was qualified to do the French model, um, which was part of the Train the Trainer programme. So I then taught the Primary Sixes and Primary Sevens, coming out of whatever class I was in to then go and swap over and do that with them, um, using a set format and a set programme. That programme has changed throughout the years and, um, subsequently I went on to then teach it in my own class at lower levels, in primary two and primary, uh, in other classes that I've taught, um, following the new model.

Interviewer: Erm, so how do you teach Modern Languages in your classroom? For example, what are some of the strategies you use, what support is offered learners and do you receive additional support in the teaching of foreign, erm, Modern Languages?

Participant B: OK, mostly it's active learning, mostly, although in the, erm, in the upper stages there is some writing and reading required as well. Even lower down nowadays, there is *some* writing and reading required, erm, but that would be simple labelling, whereas it is mostly active, mostly, um, playing games or playing...some sort of activity. But, you will also look at videos and you will also do things like singing songs and things too.

Interviewer: And, throughout your teaching career can you also describe the extent of your experience in supporting learners with English as an additional language?

Participant B: I've had, uh, a few children actually who have had English as an additional language, um, the most recent was a boy who was Polish, um, and he and his family came. There was one in the nursery and there was one, uh, he was in Primary...Two at the time, when I had a Primary Two/Three composite class actually. Um, he was a Primary Two, however, he was a big boy and he was one of the oldest in the class, despite being a Primary Two. Um, he really had very little English at that time and the English as an Additional Language team came out and supported me and supported him in trying to learn simple English, um, which was very effective.

Interviewer: So, then going on to this area of how you support English, erm, learners with English as an additional language in your classroom, what are some of the strategies that you would use?

Participant B: I had...I developed lots of labels to put around the room with the English word and the Polish word as well and a wee picture and put them round all the things in the room and, um, we talked a lot about those and the rest of the class learned some Polish in order to be able to ask him how he was and would he like this and would he like that, little simple phrases like that, so they could communicate in some way with him. Would he like a sweet? You know, that sort of thing. Erm, and that really helped because I think it helped him settle in.

Interviewer: So, in your opinion, what are the main priorities in supporting learners with English as an additional language? Erm, would it be to have them learn English as quickly as possible, erm, or would it be, would the focus be on retaining their linguistic heritage?

Participant B: I think it's both. I think they have to retain their own linguistic heritage and, *hopefully*, um, in consultation with the parents, they'll continue to speak their own language at home with at least one of their parents and the other language, uh, English, they'll speak at school. Although, encouraging the rest of the children to actually speak their language as well so that they can communicate in the early stages when they still can't communicate terribly fully in the new language.

Interviewer: Erm, so, in relation to both teaching Modern Languages and supporting learners with English as an additional language, can you describe any training that you have had? So, initial teacher training or CPD courses sort of thing, in relation to teaching Modern Languages and/or supporting learners with EAL?

Participant B: I've done several CPD courses and in my initial teacher training, first of all, I did it as my specialist subject in year three and year four [French]. Uh, I did it as my thesis, um, teaching at *[name of school]* primary, so I was teaching French at *[that]* primary and, um, I was using an immersion model where I spoke French the whole time. Um, I was rather more fluent then than I am now, that was a while ago, so I spoke French the whole time to the class during sort of a half hour/forty five minute lesson. Their teacher was a fluent French speaker anyway so that helped because they were rather good at it, erm, as it turned out, so subsequently I have done various different things. Um, the new model is a bit different because it's much smaller children it's beginning in French; it's not just Primary Sevens.

Interviewer: That's right. And, what about supporting learners with English as an additional language, have you had any training on that at all?

Participant B: Uh, I've had no training for that, um, at all, um you have support from the, um, the English as an Additional Language team and they come out and they talk to you about things you can do in the class, like strategies. But no courses, no courses for that. Last year, I also redid a Higher French, as part of the new programme to try to get teachers to speak a bit more French. So I, uh, I voluntarily did a French Higher again.

Interviewer: So, when you have English as an additional language pupils in the class, do you involve them in the general Modern Language learning so, for example, would you be aiming to teach them French as well as English?

Participant B: Right, at the time I had the wee Polish boy, erm, no, because we didn't do that programme at the time. It wasn't as far down as infants, erm, it was only actually in Primary Six and Seven although nowadays it is further down the school; it's actually nursery all the way up. Then, probably yes, because that would

be part of our policy. However, I don't necessarily think that's the best way but it would be the way the policy would direct us to do it.

Interviewer: OK. Um, so, for the reasons erm, that you may not have had English as an additional language support, training, do you know why that would be? Erm, would it sort of be, um, if it was a low priority or a lack of funding, or is it just because...

Participant B: I think it's probably a bit of both, I think it isn't...it just isn't right up there on their list. It's just not right high up there on their list. It's not *that* common in *[local authority]* to have a lot of pupils with English as an additional language, or wasn't at that time in my initial teacher training. I think, nowadays, it's much more common with, you know, a lot more people from other countries, especially European countries.

Interviewer: And if you were offered training in that area, would you accept it?

Participant B: Yes I think so. I'm particularly keen on languages anyway so yes, I would definitely accept it.

Interviewer: What would you hope to gain from that training, like, what sort of knowledge?

Participant B: I think strategies to work with children with other languages in class but also just, from a personal level, to learn other languages. But I think particularly to help you cope with having a child who has other or another language and doesn't speak *any* English at all, because it's a challenge, it definitely is.

Interviewer: Erm, so overall, obviously you have a lot of experience in teaching Modern Languages, erm, you're very confident I presume in teaching Modern Languages?

Participant B: Erm, yes, there are things I do *not* know, but yes, relatively confident.

Interviewer: How confident would you feel in supporting learners with English as an additional language?

Participant B: I think I'd muddle through. Really, I sort of looked at it from the point of view that he was just a little boy who's trying to find his way in the world, you know, and um, as it turned out the wee boy wasn't terribly well-behaved so there were a lot of other issues going on there as well. Um, but actually I felt if he could communicate better or if his peers could communicate better with him, that would help him settle. Um, so really, um I would have liked a bit more support perhaps but, as it wasn't forthcoming, you just muddle along.

Interviewer: So, based on your experiences of teaching Modern Languages, what do you believe are the main challenges in the effective teaching and learning of additional languages?

Participant B: I think a current concern of mine is that um, and this is not a wide concern (I don't think other people are concerned about this at all), I'm only concerned about it because I actually used to be quite fluent in French. I haven't spoken it in a long time properly so therefore I'm not now, but I did used to be and it concerns me that teachers who don't actually speak French, who don't even have, uh, a National 5 I think they're called now, uh, in French, will be teaching youngsters how to speak French. Possibly with the wrong grammar, possibly with the wrong pronunciation, in fact I definitely know it's with the wrong grammar and the wrong pronunciation, and that concerns me. It concerns me that we're teaching a model that isn't right. And it's hard to unlearn something you've learned.

Interviewer: So that would probably be personal knowledge then? Um, based on your experiences of supporting learners with English as an additional language, what do you believe are the main barriers to education for those learners and how do you...how do you address those?

Participant B: Hmm, I think the main barriers to learning are simply the fact that they don't understand what's going on in the classroom. Erm, so they don't necessarily understand instructions and they don't understand when they're to do something or

why not, you know, why they can't do something, because they can't ask "why not?". So I think we need to develop, first of all, their coping skills, the basic questioning and the basic systems where, you know, maybe a pictorial system or a hand signal system where they know how and when to go to the toilet, all those kind of simple things. So I think that's important or else the behaviour can suffer and then it gets worse from there

Interviewer: OK, and, beyond the immediate support you provide for English as an additional language learners, erm, are there any other factors that you feel impact on the educational experiences of them, for example, erm, have you ever experienced a school ethos that hasn't been conducive to supporting those learners or even pupils' own sense of identity?

Participant B: Erm, no, no I haven't really, um, no, I've been at this school for a very long time so, no, this school has always had a very good ethos sort of thing and welcome all sorts of children. Erm, I think that, no, not from that point of view at all, no, I feel that the ethos is very welcoming.

Interviewer: OK. And do you feel that having learners with English as an additional language impacts on the other pupils in the class? Do they get, do they perhaps feel that, erm, that those children are getting more attention?

Participant B: Erm, I've had a few children who've had, as I've said, actually there was one child who demanded a lot of attention but that was because of his own behavioural difficulties, erm, and I think the other children felt a bit put out that so much time had to be spent with him for both of those reasons. The fact that so much time had to be spent helping him with his language but also because of his behaviour, so, it wasn't a resentment of the language, I think it was a resentment of the behaviour patterns. Uh, and the other wee boy, no, he just muddled along, you know, he got on well with everybody and therefore, no, they didn't resent that. So, I don't think they resent the language barrier, I think it was the other factors.

Interviewer: So, finally, based on your own experience, what recommendations would you give to improve the educational experiences of all additional language learners?

Participant B: No, I don't know that there is any, I think maybe there has to be a basic level of qualification. So I think in initial teacher training, it has to be made clear that everybody has to speak whatever the set language is, I think it would be helpful if everybody had the same set language, perhaps. If everybody had a basic standard of the same set language, um, and that's probably best done in initial teacher training, I suspect.

Interviewer: So, moving on to the section about community languages, the 1+2 languages policy recommends that schools and local authorities choose which languages to deliver. That's based on their own circumstances like teachers' knowledge, but it does say that these could include prominent community languages, for example, Polish. In your experience, are there, or have there ever been, any particular prominent community languages spoken within this, um, class or school or community?

Participant B: No, simply Scots. The children, um, during our inspection, we were having a Scots fortnight and by coincidence, that's when the inspection landed and the inspectors were very impressed by our teaching of Scots, and there was some talk of us doing Scots as our second, as our plus 2, instead of doing our projected one which was supposed to be German, which we're taking on in 2017. Erm, so, no, there are no community languages apart from Scots and some of our children are quite broad.

Interviewer: Um, so, can you give examples of measures you have witnessed or actively used to promote pupils' home language(s) so, I know you mentioned during the time you had a Polish-speaking child the class learned a bit of Polish?

Participant B: Yes, they did, the class learnt some Polish. We also had, erm, there was a Polish janitor working at *[local academy]* at the time and we got him to come and do some Polish lessons with the children. He was very happy to do that. Erm,

and the wee boy's Mummy came and, uh, taught us some Polish songs and brought in some Polish food.

Interviewer: Lovely. So, in your opinion, what would be the main benefits, or what do you anticipate would be the main benefits, of learning a school's community languages? So for example, if you were to learn Scots, what would the main benefits of that be? Would it be the exposure the children would have to the Scots language in their community?

Participant B: I think the children would really like it, I think it makes them feel that we are taking something, that we are learning something from them, um, which is a positive benefit. But I also think if one of the main community languages was Polish, that that would also be true. That, you know, the Polish community in the area would also think that that was something we were learning, that they were helping us with and maybe that would boost their self-esteem, perhaps.

Interviewer: But what do you anticipate would be the main challenges of implementing such a model of language learning that uses the community languages?

Participant B: Well, it's not always just going to be one language. Erm, quite often in big schools in the cities, it's going to be way more than that and you couldn't learn all of them, that wouldn't be possible. So then you'd have to make the choice of picking the largest community group and by doing that, simply by the manner of picking one community group you're then isolating the rest.

Interviewer: OK. How confident then would you feel if such a model was proposed, erm, that targets your English-speaking and your English as an additional language learners through enhanced provision for Scotland's community languages, how confident would you feel in delivering, in *embracing*, and then going on to deliver such a model? And if you don't feel confident, what sort of support and training do you anticipate you'd require?

Participant B: So, you know, for example, if it was Urdu, a language I speak absolutely zero of, um no, then you wouldn't be confident, I certainly wouldn't be confident and don't expect many people would. Em, because many of these community languages actually have their own, um, alphabetic system as well, so it's not just actually that they have different words, they have completely different structures. Uh, so no, I think you would need intensive training. It's the same sort of feeling I have just now about French; it's that people who actually don't speak French, really at all, are teaching French and, I personally, don't fully agree with that.

Interviewer: OK. So, that concludes our interview and I'm just going to read you a short statement. So, thank you for your participation, I am very grateful for your views and comments. Is there anything else you want to add?

Participant B: No.

Interviewer: No. You will shortly receive a copy of your transcribed interview. As I said, you'll have seven days to review it, amend it or withdraw it from the research. Is that ok?

Participant B: Yep.

Interviewer: OK, thank you very much.