



**Managing linguistic and cultural diversity in  
Merseyside's primary schools: theory, policy and  
practice**

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**The following figures, tables  
and appendices have been  
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## DECLARATION

I, Hossnieh Sargazi, hereby declare that this thesis submitted by me for the Doctor of Philosophy (Language Studies) degree at Liverpool John Moores University is my own independent work and has not previously been submitted by me at another university/faculty.

Signature      SARGAZI

Date      20 October 2012

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## ABSTRACT

Throughout the English-speaking world, minority language children (LMC) or children who speak English as an additional language (EAL) are being educated in mainstream classrooms where they have little or no opportunity to use their mother tongue. This study investigates how educators at primary schools in Merseyside, where English is usually the only language in the classroom, respond to the educational and academic needs (linguistic, cognitive) of LMC/EAL children. It addresses socio-linguistic issues, teaching strategies and instructional approaches related to linguistic development and academic achievement of LMC/EAL pupils. It outlines the background to policy and practice in relation to LMC/EAL pupils in Britain.

School districts across the United Kingdom are serving increasing number of children from varied cultural and social-linguistic backgrounds in mainstream classrooms. While the population of LMC/EAL will continue to increase, the majority of teachers and those in teacher programs are mainly from a white British background with limited awareness, knowledge and understanding of linguistic needs of LMC/EAL children in mainstream classrooms. Thus, a major challenge for educators is to develop and provide resources that enable teaching such diverse populations to become more effective. The research investigates in particular, how well local authorities and schools can raise standards for all learners in mainstream primary classrooms and examines the ways in which mainstream educational policy and practice has attempted to adapt in recognising that linguistic diversity is the norm rather than the exception in modern British society. The research focuses on what instructional strategies that schools employ in order to provide the best support for language minority children in the classroom in term of the

individually focused approaches to learning, closer link between school and home and resources available for schools serving LMC/EAL pupils.

The focus of this research is on the experience of staff from 20 primary schools within two local authorities in Merseyside. Questionnaires, semi-structured interviews with the primary schools staff and local authority advisers and government/school policy documents were used as data sources. The results of the study showed that the institution and community (use of first language) play a role in academic achievement of LMC/EAL pupils. The study revealed that teachers within mainstream classrooms recognise the importance of bilingualism, but due to the lack of resources and support, they found it hard to put it into practice. The results indicated that most participants were from a dominant language (English) background, which lack the awareness and experience needed to be effective in multicultural classrooms. Suggestions are made for improved content delivery and further research including bilingualism as a teaching approach should become a legitimate topic for discussion and further research.

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## ABBREVIATIONS

ANOVA	Analysis of Variance
BICS	Basic interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
df	Degrees of Freedom
DfES	Department of Education and Skills
EAL	English as an Additional Language
ELs	English Learners
EMAG	the Ethnic Minority Achievement Grant
EMTAS	the Ethnic Minority and Traveller Achievement Service
F	The F Statistic
L1	First Language
L2	Second Language
LDA	Language Acquisition Device
LMC	Language Minority Children
M	Mean
N	Number of Participants
NVIVO	Computer Aided Qualitative Analysis Package
P	Probability
RRA	Race Relations Act
SD	Standard Deviation
SLA	Second Language Acquisition
SPSS	Statistical Package for the Social Sciences
TA	Teaching Assistant
UG	Universal Grammar

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter gives a background of the study which examines multiculturalism, language minority children in mainstream primary classrooms, language planning and policy in England in general and Merseyside in particular. The chapter further provides the statements of the aim and objectives of the study, research problem and hypotheses, significance of the study and overview of the remainder of the thesis.

#### **1.2 Purpose to the Study**

This study presents some of the main issues of policy and strategy for language minority children specifically within the Merseyside region and examines the role of local authorities for implementing the policy. It is designed to present bilingual education, the impact of educational policy on National Curriculum, pedagogic factors, the issues and problems that teachers and LMC/EAL pupils are confronted with in mainstream classrooms. The study provides details on how teachers and schools develop approaches to promote current policy and research into classroom practice which aims to improve attainment for bilingual learners by ‘using and developing the existing knowledge and understanding of bilingualism and EAL pedagogy’ (DfES, 2004). The research clearly emphasises the importance of first languages alongside mainstream language (in this case English) for learners’ cognitive development and promotion of bilingualism and bi-literacy in education.

### **1.2.1 LMC/EAL Children in UK**

Cummins (2000) argued that one important aspect of globalization with implications for educators is the increasing movement of people from one country to another. In the new millennium, a consequence of population mobility is linguistic and cultural diversity within schools. Schools in Britain and particularly in this research in Merseyside have experienced this diversity for many years.

Today around 862,860 pupils in Britain have a language other than English as their mother tongue. According to government figures (2009) one in seven primary children is recorded as speaking English as an additional language (EAL) and pupils with varying degrees of competence use over 200 languages with about three quarters of primary schools having some LMC/EAL children. DfES (2008) figures show (14.4%) of primary school pupils speak a language other than English as their first language with a rise of (9%) showing that a quarter of pupils in primary schools are from an ethnic minority which is up by 5 percent on year 2007. Compared to 10.5% in 2004, the year before the main European Union expansion, it has almost doubled that since 1997.

One of the greatest challenges that faces educators in Britain is how to best integrate LMC/EAL children who have been mainstreamed into primary classrooms with their English speaking peers. English learners (ELs) are defined as language minority children or students whose first language is not English and who are in the process of acquiring English as a second language (Ovando, et al. 2006). The challenges range from providing specialists' teachers, language resources, funding, the role of minority languages and integrating these children from linguistically and culturally diverse communities into the British education system (DfES, 2004). In this research, the term

'language minority students' will be used to describe immigrants (foreign born children) who moved with their parents into the UK and have little or no proficiency in English and long term residents who come from non-English speaking homes who were born in UK and use English alongside their community language. In most classrooms English is the sole language of instruction at all levels of education and LMC/EAL pupils have no or little opportunity to use their own languages, although most of schools have a high population of children who speak English as an additional language.

### **1.2.2 Government and Language Policy**

Language planning is a critical issue especially in educational settings. Language planning in Britain has been conducted by isolated committees responsible for developing guidelines for different areas of the curriculum. Language policy seeks for ways to accommodate the linguistic needs of new arrivals in mainstream classrooms more effectively, whilst increasing the use of home language in order to the access whole content of a curriculum. England as a multilingual and multicultural society is faced with a challenge when it comes to language planning. The national government and local authorities expect to establish a framework for a common national and local approach to provide the right support and resources for LMC/EAL pupils. It was highlighted over one decade ago that LMC/EAL children of all levels of proficiency levels are integrated into primary classrooms where learning take place in a language they do not understand or have limited proficiency in and where teachers are ill equipped to meet the needs of linguistically diverse children (Cummins, 2000). Their academic and social success in school has depended entirely on interactions that are conducted in a language they have not yet mastered (ibid). Integration in this context has been defined "as a process aimed at bringing students' cultural and linguistic

backgrounds as an integral part of the educational environment, not without systematically segregating their schooling” (De Jong, 1996:233).

In 2003 the DfES announced that public schools have to provide an education system to meet the individual needs of language minority children. Therefore, it is a requirement for the national and local government in England to make provision for LMC/EAL children, so that they have equal opportunities to succeed and can enjoy the same quality of life as their peers in classrooms. It is fundamental that policy makers (national and local government) and schools have a clear policy, which is based on the needs of a diverse population in society. According to national government policy raising school standards is one of the central policy frameworks. DfES (2007/08) clearly emphasizes personalising learning to meet the individual child’s needs and ensuring that every child achieves and reaches the highest possible level.

### **1.3 Statement of the Research Problem**

The shortage of bilingual teachers and assistants in primary schools is the result of the cumulative difficulties that teachers face in mainstream classrooms. Subject teachers’ challenge is to be effective in mainstream classrooms with diverse cultural-sociolinguistics children. However, teachers have added pressure for success, in that conducting inquiry is required by curriculum policy within classrooms. Providing an atmosphere where all children can learn is the goal of teachers. Professional identities, teacher preparation, personal experiences of working with LMC/EAL children, curriculum policy and cultural diversity have a significant impact on the perceptions of

teachers' beliefs about teaching. These perceptions can lead to modifications in their teaching practice in mainstream classrooms (Bourne, 2000 & Conteh, 2003).

#### **1.4 Aim and Objectives of the Study**

This study aims to present a sociolinguistic analysis of the current language and educational policy implemented in Merseyside mainstream primary classrooms. It aims to summarize theoretical theories of first and second language acquisition and review and analyse current UK national policies for minority language children. The analysis is presented against the concept of sociolinguistic principles of bilingual education. The bilingual education first developed by Baker (1996) and was subsequently modified by Garcia, et al. (1997, 2006) and the theories of bilingual education put forward by Cummins (1978, 1980), Krashen (1985) and Vygotsky (1978, 1986) serve as a point of departure.

The specific objectives of the study are:

- To provide a critical overview of current language policy in connection with language minority children in mainstream Merseyside primary classrooms.
- To identify and review guidelines for best practice available to schools and analyse the implementation of bilingual education policy in Merseyside primary classrooms.
- To disseminate research findings and to make recommendations on language policy, and practice for schools management and policy makers.

#### **1.5 Research Questions**

The research questions to achieve the objectives of the study are:

- To what extent can primary schools in large urban areas within Merseyside provide an effective educational programme and bilingual support, which meet the requirements of language minority students with diverse socio-linguistic and cultural backgrounds in mainstream classrooms?

- In what way are policy makers and educators able to design mainstream strategy and other instructional materials that address the diverse needs of mainstream primary classrooms?
- To what extent have local authorities and primary schools been successful in raising the educational needs of LMC/EAL pupils through the mainstream curriculum and in implementing policies?
- How schools and curriculum reflect home language, culture and socio-linguistic needs of LMC/EAL children in mainstream classrooms?

## **1.6 Significance of the Study**

The purpose of this research is to investigate the experiences and impact on primary school teachers of a mainstream curriculum within multilingual classrooms. The perceptions of individual teachers obtained through questionnaires and interviews are designed to give details and expand on the claims found in prior literature regarding the experience of teachers. The study has significant implications for educational planning in Merseyside and also produces a relevant model for the implementation of bilingual education in Merseyside which should guide policy makers who have the task of integrating language into education planning.

## **1.7 Conceptual Framework**

The conceptual framework of research is hypothetical prior to the study. During the study the basis for the framework emerged as data was collected. The goal of the study was to understand the experiences and perception of teachers working with bilingual children in mainstream primary classrooms. Prior to hearing their perceptions and explanations of why they remain in classrooms it was not feasible to clearly define the conceptual framework.

The daily experiences of primary school teachers were explained through mixed methodologies. The teachers selected for study ranged from year 1 to year 6. Participants shared their perceptions of their past and current teaching experiences that influenced their perceptions, beliefs and teaching practice.

## **1.8 Overview of Research Methodology**

This research applied a variety of research instruments to collect relevant data. The research questions were developed to address the purpose of the study and each question dealt with a specific theme of the study. The research questions helped frame the research activities and informed the development of the data collection instruments. The study relied on both quantitative, statistically validated numerical data, and qualitative data, empirical validation process supported by evidence from literature and grounded in the practical application and careful interpretation of in-depth interviews.

## **1.9 Structure of Dissertation**

The thesis consists of six chapters:

Chapter one provides the introduction to the study and the experiences of primary schools' staff, language theory, policy and planning challenges in England in general and Merseyside in particular are discussed. The chapter also provides the statement of the research problem and hypotheses, aim and objectives and significance of the study, purpose of the study, research question, research design, justification, assumptions and restrictions of the study.

Chapter two provides a comprehensive review of the literature relating to language acquisition theories first language (L1) and second language acquisition (L2), socio-linguistic theory of language, educational policy and practice in mainstream primary classrooms. It is concerned with the ways in which national and local governments work together to raise school standards. The literature review has also informed the research question, aim and objectives (Saunders et al 2009).

Chapter three outlines the methodology for the research. The rationale for adoption of the methodological approaches and research strategies are explained. The methodological issues arising from the conceptual background are examined in relation to the different paradigms used in the social sciences. This provides a critical review of the methodological choices available and their potential impact on the results. This research applied a variety of research instruments to collect relevant data. The research questions are developed to address the purpose of the study and each question dealt with a specific theme of the study. The research questions helped frame the research activities and inform the development of the data collection instruments. The study applied both quantitative and qualitative data collection methods.

Chapter four presents the rationale and the choice of method in terms of data collection process, and instruments used. The procedures followed are outlined to clarify and endorse the methodological rigour of the research. The processes underpinning the research design include triangulation, ethical consideration, piloting and sampling, which are discussed. Details of the design of each of the three phases of the research are provided. The analysis procedures undertaken to ensure the validity and reliability of the results are presented.

Chapter five presents the results of the analysis of the collected data in the study. The output and analysis of each of the three research phases are presented along with details of each samples' characteristics. Subsequent analysis of the questionnaire data using different statistical tests is structured around the research questions. The chapter presents the results, discussion of the findings in relation to the research questions, the literature and implications of the results are addressed in depth in chapter 6.

Chapter six evaluates the finding of the research in more detail in line with both the research objectives and the extant literature on bilingualism and mainstreaming. This allows the research to be positioned in terms of its contribution to knowledge, and provides the implications of the study and recommendations for future research. The specific research questions are addressed in turn and the results analysed in line with these, including the implications for mainstream practice. To conclude, the limitations of the study are discussed and the areas for future research are identified.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents an overview of the existing literature available on the various aspects of bilingualism and the impact of educational policy on National Curriculum and pedagogic factors on mainstream education. In this review, bilingualism is argued as a valuable resource that enables greater cultural integrity for the individual as well as his/her culture. The chapter reviews literature in relation to bilingual education for LMC/EAL children entering primary schools. The purpose of this literature review is (1) to examine theories of first and second language acquisition, socio cultural theory of Vygotsky and research that addresses effective pedagogy for the acquisition of a second language (L2) in a mainstream classroom context. In other words, the review seeks to answer the research questions 1 and 3: how can instruction best ensure successful language learning (2) to discuss the existing research and practices in valuing use of L1, equality education for all, cultural and linguistic diversity in education. It seeks to answer the research questions 2 and 4 (3) examine the awareness and the value of maintaining the L1 languages and cultures (4) to discuss theoretical sense of educational program and instructional strategies applied in mainstream classrooms. The review seeks to answer the research questions 2 and 4. Furthermore, it attempts to identify a number of general principles, based on theory and research, which can provide a guideline for policy makers of language curricula and for teachers in mainstream classrooms.

## 2.2 Context and Concepts

The chapter firstly discusses briefly how children learn their language and outline aspects of bilingualism as a resource to facilitate L2 learning. It is necessary that teachers are aware of the importance of children first language that plays a significant role in the learning of the second language in terms of cognitive, linguistic and socio-cultural influences. It is important to investigate whether and how second and third generation children's involvement in bilingual processes in mainstream school could affect the construction of their learner identities.

Learning a second language will not necessarily proceed in an orderly and systematic way. Learners will use prior linguistic and learn when there is a need to communicate and that this constitutes the ideal condition for acquisition to occur. Most LMC/EAL children develop a functional level of English in the first two years of schooling but they will need continued support to develop the cognitive academic language proficiency necessary for academic success (Cummins, 2000; Baker, et al. 2001).

Our understanding of language acquisition have benefited from the efforts of many researchers. These researchers believe that most human beings possess an ability to produce and understand language which gives us the ability to reason and elaborate thoughts or simply to describe events and mainly to communicate (Lightbown, 2000; Swain, 2000; Baker, 2000; Hornberger, 2003; McLaughlin, 1987). Children everywhere grow up in social communities and interact with parents and other family members in different ways. Children from their beginning know nothing about the language of the community into which they enter. It is clear that, in a general way, they must learn the language of their community. Learning a language and becoming bilingual is also

about learning and living in different societies and cultures and understanding another culture not merely about acquiring a new language. People communicate using different languages to present their cultural, social and ethnic values (ibid). People across the world learn other languages for educational, social, economic purposes and so on. The main purpose of learning languages is to communicate. Therefore, being bilingual means having the ability to communicate more than one language. Language is a tool for communication and understanding each other better. Alexander stated that:

“Language learning has an important role to play in developing communication skills, as well as in a wider sense creative and cultural education.” (2000:5)

Most people learn another language for different purpose or indeed as Willey pointed out:

“...multilingual, as a natural part of growing up or living in a situation where it is considered a normal state of affairs – simply part of being alive.” (1982:83)

This background information is important for both second language research and second language teaching which have been influenced by changes in our understanding of how children acquire their first language.

## **2.3 Language Acquisition and Language Learning Processes**

### **2.3.1 Theories of First Language Acquisition**

Past research has indicated that a child first language acquisition is the same all over the world. (Finocchiaro, 1973; Klein, 1986; Lightbown, et al. 2004) argued that learning a

language is a natural process that happens in everyone's life from birth onwards. It is an ability that everyone has and if the environment gives learners an appropriate language input then they will easily acquire the language of that environment. Lightbown, et al. (2004) claimed that every child is born with a systematic system of language that it develops as they grow up. It has been argued that all babies start to make sound from the earliest stage of their life. Research has also shown that babies are able to hear and distinguish between different sounds (ibid). As they grow up, they are able to understand a few words and produce words and incomplete sentences to every one they know (Larsen-Freeman and Long, 1991). From this time, Klein, (1986) claimed that a child's language system develops by the age of pre-school and they can express themselves and use language. Their awareness of language develops separate from the meaning.

Extensive research has been carried out concerning how children learn first and second languages acquisition. In the 19<sup>th</sup> century varieties of theory of language acquisition have been developed and some of them propose that different factors such as social and environment factors play a fundamental role in their language development. On the other hand, some theories emphasise innate knowledge and some theories emphasise role of both environment and innate knowledge. This review outlines briefly some major theories of first and second language acquisition (Johnson, 2004; Ellis, 1992; McLaughlin, 1987, 1985; Littlewood, 1984; Hakuta, et al. 2000; Lightbown, et al. 2004).

Research (Baker, 1996; Banks, 1981; Birdsong, 1998; Brisk, 1998; Crawford, 1995; Cummins, 1981) has shown that the majority of children around the world have an

ability to speak more than one language in early childhood. These children are categorised into two groups. The first group refers to children who can speak more than one language from early stage of their life, and the second group refers to children who begin to learn a second language later. The evidence suggests that children have an ability to apply both languages in variety of settings. As they start to go to school and cut off from the family language, they begin to lose their language proficiency before they develop new language because they spend a long period of time in early schooling or day care. Therefore, in most cases this is a serious negative result for children from minority language backgrounds (Lightbown, 2004:3). Theories of first language acquisition are rooted in two major perspectives, (1) the behaviourist perspective, attributed to Skinner (1957 quoted in Ellis, 1990) and (2) innateness or the nativist perspective, attributed to Chomsky (1986), both of which will be discussed in the following sections.

### **2.3.2 Behaviourist theory**

Skinner as a Behaviourist proposed his theory that learning a language result of ‘imitation, practice, reinforcement and habit information’ (Ellis, 1990, 1994; McLaughlin, 1985, 1987). According to his theory children imitate and practice sounds and pattern, which they hear around them and they get reward. For doing so, they continue to practice sounds and patterns until they form habits of correct language use. Littlewood, (1984:5) argued that:

“Language is not a mental phenomenon: it is behaviour. Like other forms of human behaviour, it is learned by a process of habit–formation, in which the main components are: 1. The child imitates the sounds and patterns, which he hears around him. 2. People recognise the child’s

attempts as being similar to the adult models and reinforce the sounds, by approval or some other desirable reaction. 3. In order to obtain more of these rewards, the child repeats the sounds and patterns, so that these become habits. 4. In this way the child's verbal behaviour is conditioned until the habits coincide with the adult models."

According to behaviourists' view, learning a mother tongue is like learning a new habit that children acquire through complex reinforcement and conditioning. Behaviourists' theory strongly emphasises the role of the environment and imitation and practice is a strong factor in the language learning process. According to this theory, children learn language when they are rewarded for correct words, sentences and other complex messages. To summarise, the behaviourist theory (Skinner, 1975 quoted in Ellis, 1990) supposes that language acquisition occurs through a stimulus response and feedback process. Learners would receive language input through listening as stimulus, and learn through imitation of this input. Imitation, together with the effects of feedback acting as reinforcement, would lead to the successful learning of a new word or sentence. Behaviourism disputes the role of mental process in learning and views learning as the ability that is provided to the learner by his/her environment (Johnson, 2004). According to this theory, language must be taught to children and learning language is not a natural process that occurs spontaneously as part of normal child development. Brown (1979, 1980) argued that language is a matter of imitation and generalisation but the most dramatic is the phenomenon of regularisation. Criticism of the behaviourists' view is that children use language creatively since they use utterances, which they have never actually heard before. Also behaviourism has not accounted for one important feature in children's speech, which is the aspect of overgeneralization. This theory completely ignored the fact that human beings have an unlimited capacity that differentiates them from animals. Such an idea restricts humans' intelligence and creatively of mind. Humans are much more than imitators, they are thinking beings.

There is no doubt, behaviourists' view are relevant for some aspect of child early language learning, but in more complex processes of language learning such as grammatical structure of the language it requires a different sort of explanation beyond merely imitation and practice. This view is also rejected by the cognitivists' theory which emphasises language as thought to be an innate endowment of the human species (ibid).

### **2.3.3 Cognitivism**

Chomsky (1986) as a cognitivist proposed his theory in reaction to the behaviourist theory of learning based on imitation and habit formation. Chomsky argued that the behaviourist theory did not recognise 'the logical problem of language acquisition.' He also proposed that this logical problem refers to the fact that children learn more about the structure of language than we just expect them to learn on the basis of the samples of language which they hear. In the field of first language acquisition, proponents such as Chomsky challenged Skinner's view (1975) of language and language learning by proposing that humans have an innate propensity to learn language (Johnson, 2004; Cook, 1993). According to Chomsky' language learning is far from being a matter of stimulus response and repeated imitation, language learning is process of constructing an internally logical grammatical system (Ellis, 1990, 1994; McLaughlin, 1987; Lightbown, et al. 1993; Johnson, 2004). Chomsky (1986) learning language is the same as other biological functions e.g. a child does not have to be taught to walk but when she/he reaches a certain age will be able to do so. Chomsky believed the same process applied to language learning. Lightbown, et al. also (2004:17) indicated:

“Chomsky drew attention to the fact that children are biologically programmed for language and that language develops in the world in just the same way that other biological functions develop.”

(Lightbown, et al. 2004; De Bot, 2005) argued that Chomsky’s theory claimed that children are born with a special ability which described as a language acquisition device (LAD). This device acting like a ‘Black box’ contains all the rules and principals that are common to all language and this device prevents the learner from going off the wrong way and enables them to discover the rules of the language. To activate LAD, the child needs to access the samples of language once the device is activated the child is able to match ‘the innate knowledge of basic grammatical relation to the structure of the practical language in the environment’ (Lightbown, et al. 2004:16). Lightbown, et al. (2004) stressed that Chomsky followers no longer use the LAD; they refer to Universal Grammar (UG) as a set of principles, which is common to all language, holding that the child is able to apply these principles which may exist in language of the environment.

Although Chomsky’s theory that language acquisition is a cognitive process has influenced significantly the field of second language acquisition, but there are some criticisms to his theory. This theory completely ignores the role of the environment in the learning process and believed that language develops in the absence of reinforcement and language acquisition associated with natural cognitive development. Although children have an innate grasp of how language works and human language is biologically based capacity, they have an inherent potential to learn language, however this depends on the language environment and reward and reinforcement play important roles in learning language. The role of environment cannot completely be ignored (Ellis, 1990, 1992, 1994; Genesee, 1994).

## **2.3 Theories of Second Language Acquisition**

### **2.4.1 Behaviourists and Cognitivist Approaches to Second Language Acquisition**

Behaviourists' theory of second language acquisition claimed that learning is an observable behaviour which is automatically acquired by means of stimulus and response in the form of mechanical repetition. Littlewood (1984) quoted in Cook, (1993) argued that learners use the same sentence order and transfer all rules directly into second language. This view implies that learning a second language entails suppression of the habits of the first language. According to Johnson,

“behaviourism undermined the role of mental processes and viewed learning as the ability to inductively discover patterns of rule-governed behaviour from the examples provided to the learner by his or her environment” (2004:18).

Behaviourists claimed that the L1 acquisition happens through the formation of habits; therefore L2 learners will associate the habits of L1 and L2. Similarities between the two languages will make L2 acquisition easy while differences will hinder it. Therefore learners related what they know of L1 to what they recognize in the L2 “positive transfer” is a result of habits used in the L1 easily transfer to the L2. On the other hand, “negative transfer is caused by differences between the L1 and the L2, result of using wrong habits from the L1 in the L2 (Lightbown, et al. 1993; Cook, 1993; Ellis, 1990).

The above perspective of second language learning was rejected and replaced by Chomsky's cognitive view which tries to understand Second language acquisition (SLA) in the light of his universal grammar (UG). Based on Chomsky's theory, language is seen as an innate endowment of human species, and as a mirror of mind, also that its development is on more than a product of experience (Chomsky, 1975;

Lemberger, 1997; Lewis, 1981; Larsen-Freeman and Long, 1991; Lightbown, et al. 1993). The UG theory claimed that the input from the environment is insufficient for language acquisition. Cognitivists believed that learning a second language is to learn skills and learners build the system of L2 grammar rules gradually. Here language process develops as child's brain matures, and physical maturation is sequential as is language acquisition (Lightbown, et al. 2004; Krashen, 1989; Littlewood, 1984; Cook 1993; McLeod, 1994). The linkage between Behaviourists theory which emphasised the role of environment, and nativist theory which referred to human innate capacities to learning language informed the social perspective of second language acquisition of Vygotsky (1986) that claimed language learning result from the interaction of the learners' innate ability and their language environment, especially the feedback they receive from fluent speakers of L2 to monitor and improve their output. This theory emphasizes the importance of the learners' language environments and their opportunities to produce language and receive feedback (Moll, 1990; Baker, 1996, 2000; Snow, 1991).

#### **2.4.2 Socio-Cultural Theory of Vygotsky**

This socio-cultural theory of language learning stems from Vygotsky's work (1986, 1978) who believed that learning occurs as a result of the intersection of one's biologically inherited intellect and culturally constructed context (Lantolf, 2000). According to Vygotsky (1986) social interaction is necessary to further one's biologically inherited ability. This socio-cultural model is mainly based on teacher and learners and learners and learners' interaction which are key elements in the processes of teaching and learning. In learning context, talk is an important element of these

contexts and relationships. The learners are more than passive observers, but active participants in a community of practice (Lynch, 1986; Lier, 1996). Vygotsky's belief (1986) in the collaborative nature of learning caused him to criticize educational practices that focus only on the students' actual level of development, rather than on the potential. He argued that assisted performance leads to independent performance; thus the potential becomes the actual level of development. Vygotsky's idea helps us to recognise the essential links between learning and culture. Furthermore, it can help to identify the factors which enable individual learners to succeed or fail in their learning. Nieto (1999) used Vygotsky's (1986) model to develop her own idea about learning to support children from ethnic minorities in mainstream classrooms. Nieto (1999 quoted in Conteh, 2003:15) developed her idea as a set of five elements, which are:

- “-Learning is actively constructed
- Learning grows from and builds on the learner's prior experiences
- Learning is influenced by cultural differences
- Learning is influenced by the context in which it occurs
- Learning is socially mediated and develops with a culture and a community”

Vygotsky's theory (1986) provides us with a useful framework that learning is a result of culturally constructed dialogues between teachers and learner. Learning is 'embedded' in the learner's culture, experiences of the world as individual and social beings within it. The learners focus on exploring the world around them, finding out, and discovering what things, culture and the physical settings, which surround them mean and provide the contexts for learning (Foster, 1990; Franson, 1999; Nieto, 1999 quoted in Conteh, 2003). Researchers have realised that in the process of L2 acquisition, there are social and interpersonal as well as psychological dimensions to acquisition, input and output are both important, form and meaning are ultimately inseparable, and acquisition is an organic rather than linear process (Nunan, 2001: 91).

Learning a language is a social phenomenon and learners seek to acquire a second language in order to communicate and to participate in classrooms institutions. L2 learners build up a general knowledge and with practice, experience and are able to use and produce certain parts of their knowledge very quickly without realising that they do so. What is important is that teachers integrate these generalizations obtained from research into their own experiential framework in classrooms.

Another foundational well accepted theory of second language acquisition, which has had a large impact in all areas of second language research and teaching, offers a framework for effective classroom instruction is Krashen's theory of second language acquisition consists of five hypotheses which are the acquisition-learning hypothesis, the natural order hypothesis the input hypothesis and silent period, the affective filter. These hypotheses have been very influential in language education that is explained in the following sections.

### **2.4.3 Krashen's Theory of Second Language Acquisition**

#### **2.4.3.1 Acquisition-Learning Hypothesis**

Influenced by Chomsky's theory of innate knowledge, Krashen (1981) proposed a theoretical model of SLA which includes five hypotheses. The Krashen acquisition-learning hypothesis emphasised a distinction between L2 learning and acquisition (Krashen, 1985, 2003). On the one hand Krashen, (1981) argued that acquisition is supposed to be a subconscious process on the other hands learning is a conscious process that happens naturally as a result of some amount of linguistic input received. According to this hypothesis, input must be meaningful and is acquired in a similar way

first language acquisition without attention to form. According to this hypothesis, emergence of grammatical structure happens in a predictable order. Although L2 learning is a conscious process that happens by being taught the language in a formal environment with attention to form (Lesson-Hurley, 2000; McLaughlin, 1985; Ellis, 1986; Harmer, 1991; Lightbown, et al. 1993). Krashen, (1981) in relation to this hypothesis raises questions about whether there are any differences between acquisition and learning. Why cannot learning turn into acquisition? When the learners learn a language, rules will stay in their mind in a conscious level until they get an opportunity to apply them and become natural in their language communication. Therefore, rules were transferred at an unconscious level. Krashen (2003) further argued that learning emerges as a result of direct teaching and in contrast, process of developing language results from exposure to meaningful messages. Although humans may have knowledge about the formal roles of language, such as verbs tenses, this knowledge does not lead them to acquisition of that language.

#### **2.4.3.2 The Natural Order Hypothesis**

The second hypothesis of Krashen's theory of SLA stated all learners acquire specific grammatical structure and rules of a language in a certain order that is predictable. In other words, the order of acquisition is developmental and certain structures tend to be acquired early and others to be acquired late (Krashen, et al. 1983; Lightbown, et al. 2004; Kramsch, 2002)) Krashen (1987 quoted in Lightbown, et al. 1993:27-28) pointed out that "learners pass through similar sequences or stages in development". The natural order does seem to exist but it is not clear that it is similar for every learner. Human beings acquire language in the same way via comprehensible input, but it does not mean

that individual variation does not exist. According to this hypothesis language is acquired in a certain order of developmental sequence and there is a mechanism for processing information which clearly draws on Chomsky's innateness theory (innate and universal grammar) (ibid).

### **2.4.3.3 Monitor Hypothesis**

In the monitor hypothesis, Krashen, (1981) suggested that a child's learning a language serves as a monitor to the way he/she speaks. When a language is acquired there is no attention to its form but only its meaning. On the other hand, when a language is learned attention is given to its form. There are three conditions in which the monitor is used: time, focus on form and knowledge of the rules (Krashen, 1981, 2003; Lightbown, et al., 2004). This hypothesis emphasises the combination of the subconscious knowledge of grammar and what is learned as a result of formal instruction. In other words, a learner is able to slow down and process the information and then apply the grammatical rules and determine whether or not the usage fits the rule.

### **2.4.3.4 Comprehensible Input Hypothesis**

Comprehensible input of Krashen, (1981, 1985) stated that humans acquire language in only one way by understanding messages, or by receiving comprehension input and depends on individual learners. Learners gradually build competence when they receive comprehension input containing structure of language just beyond their current level of competence (McLaughlin, 1987; Nunan, 1991; Lemberger, 1997). According to this hypothesis learners attend to the sound of language and attempt to make sense of the

sounds, but typically do not produce any linguistic output. In other words, comprehensible precedes production. Krashen (2003) stated that after a certain time when learners' linguistic competence is developed, learners will start to speak. But there is no information about what will happen to the learners, for whom speech will not 'emerge' and 'for whom the silent period might last forever' (Brown 2002:281). Krashen, (1981, 1985) argued that English language learners (ELLs) are acquiring some knowledge of the language but are not speaking it. During this stage, learners are just able to say "yes" or "no" and they are in early stage of production. The next stage, they can produce simple sentences and short phrases. This is important in classrooms instruction if teachers understand and identify the stages of second language acquisition in order to adopt teaching strategies that meet each learner's need (Freeman, et al. 1992; Cummins, et al. 1986; Lier, 1996; Little, 1991).

#### **2.4.3.5 Affective Filter Hypothesis**

The affective filter hypothesis of Krashen's theory second language acquisition (1981) stated that it is easier for a learner to acquire a language when he/she is not angry, anxious, or bored. A low filter means that the performer is more open to the input language (Krashen, et al. 1983; Lighbown, et al. 1993). Having had a good attitude about language that is being learned encourages learners to interact more with native speakers of the target language. Krashen (1985) claimed when the affective filter is up, it is working as a barrier and preventing learners from acquiring the language. Learners might have some understanding, but they are not learning. On the other hand, when the filter is down the learner has got motivation and is relaxed; the input will reach the language acquisition device. So, according to this hypothesis, an affective filter can

allow the incoming message to reach a certain part of the brain or block the message if a learner feels comfortable and relaxed in a classroom the affective filter allows the message to reach the LAD and therefore to be processed, but if a learner feels uncomfortable and bored, the brain will not allow the information to reach the LAD and therefore language acquisition is prevented from taking place. Teachers should seek ways to reduce the learners' affective filter in order that they can profit from the comprehensible input they receive. The learner takes control of any emotion that might interfere with the acquisition of language. However, Krashen's theory was taking into consideration the factors in the learners' environments are beyond the control of the learner.

Having considered above, Krashen's theory of L2 acquisition has a major effect on learning a second language in mainstream classrooms. Much research reflected the generally held assumption that children are more proficient at second language acquisition and all language skills must be acquired directly from natural approaches of language acquisition. Teachers make their classroom instruction comprehensible, then not only will the learners learn the subject content but they will acquire English at the same time.

These foundational theories have very important implications for the teachers especially in view of the current emphasis on standards. Language acquisition is a complex process and it takes place over a long time. In order for a second language to be truly additional, the first language needs to be maintained, encouraged and valued alongside the new language. Children need the opportunity to communicate with other people in their first language. They need to negotiate meanings to understand the world around

them and to construct new knowledge. Competence in the first language is a good foundation for competence in additional languages. Teacher should be aware of the different theories and approaches and use them as a basis for his/her teaching. Therefore, it is essential that teachers be aware of the different theories and approaches such as Cummins' dimensions of academic language proficiency, the role of the first language in second language literacy and the concept of BICS and CALP and use them as a basis for their instruction in classrooms (Brooke, et al. 2003; Bourne, 2003; Cummins, 2000; Conteh, 2007). In addition to a background in research, teachers need for more training and well articulated strategies to make their lessons in academic content more comprehensible to LMC/EAL children in the relationship between culture and learning.

## **2.5 The Education System in Britain**

### **2.5.1 Historical context**

Research in England on bilingual learning (in the 1970s and 1980s) has demonstrated its cognitive and cultural benefits (Baker, 2000). Like many countries where there is mainstream bilingual education, with this kind of education pupils have been required to learn almost entirely through the mainstream language which is English (Finocchiaro, 1973, Genesee, et al. 1998, 2006; Garcia, 1994). With increasing numbers of LMC/EAL children entering schools; the need for effective English language teaching was quickly demanded. Schools highlighted issues which need to develop a systematic approach to second language teaching and learning, and examine the linguistic demands across the curriculum areas in order to develop more effective teaching methods, materials, teacher training for classroom teachers, and language specialists.

Education systems at the very beginning had a provision to withdraw LMC/EAL pupils from mainstream lessons for intensive language instruction, some local authorities set up specialist centres outside schools, during lunch time or after school. However, in 1985, withdrawal seemed to be seen as ethically and methodologically unsound, therefore, there was a shift towards including all LMC/EAL in mainstream classes. In 1985, a major change in pedagogic discourse about bilingual children came with The Swann Report (DES, 1985) "Education for All", this was an official policy statement on the education of bilingual learners from minority ethnic group that outlined the following:

“We would see such a resource as providing a degree of continuity between the home and school environment by offering psychological and social support for the child, as well as being able to explain simple educational concepts in a child’s mother tongue, if the need arises, but always working within the mainstream classroom and alongside the class teacher”. (DES, 1985: 407)

The Swann Report (DES, 1985) clearly stated what the language of instruction was to be in schools. English is the medium of instruction and L1 can be used only as a learning support in the process of language transition to English. L1 is usually not used for learning the subject curriculum but rather in support and complementary curriculum areas.

However, in recent years schools have tended to adopt a flexible approach (withdrawal or mainstreaming) but the Swann Committee explicitly rejected the idea of developing bilingual education programmes, excluding LMC/EAL children from mainstream classrooms and the rationale given for this was that they were anxious about recommending specific forms of provision that would result in the segregation or

marginalization of LMC pupils in a climate of increasing institutional inequality, which is clearly emphasised by the government policy of “Every Child Matters”. The Swann Report suggested a new means of providing language support (e.g. a bilingual staff member, a non-teaching assistant, bilingual resources) and bilingual support as a form of educational provision within the mainstream classroom, providing opportunities for each school with a large population of LMC/EAL children to have bilingual resources and someone who could “help with the transitional needs of non-English speaking children starting school” (DES, 1985: 407). In other government reports, (Bullocks, 1975; Swann, 1985 quoted in Bourne, 2001: 251) there was strong emphasis on “No child should be expected to cast off the language and culture of the home as s/he crosses the school threshold and the curriculum should reflect those aspects of their life.”

The educational provision move towards the mainstreaming of bilingual pupils was already well underway in Britain in the 1980s and early 1990s. Bilingual education as well as teaching and learning in British schools took place within the mainstream and within all subjects (Creese, et al 2003; Bourne, 1991; McKay, 1991). Instruction is provided in both English and the minority languages in rare cases (Coles, 2005; Conteh, 2003, 2006). Mainstream classes taught by a subject teacher who is proficient only in English or by two teachers (bilingual assistant), one of whom is bilingual. Bilingual programmes were, unlikely to be used in schools where the language minority population was very diverse and represented many different languages (Corson, 1992; Bourne, 1991, 2001; Conteh, 2003, 200; Cooke, 2004). All LMC/EAL children with diverse language backgrounds were accommodated in the same class, where teachers are not proficient in the first language(s) of their students. Pull-out programme was generally used in most primary school settings where LMC/EAL children represented different languages. Students spent part of the school day in a mainstream classroom,

but were pulled out for a portion of each day to receive instruction in English as a second language (Martin-Jones and Saxena, 2003; Bourne, 1991, 2001; Conteh, 2003, 2007). Research showed that neither in policy documents nor in practice (Creese, et al. 2003) bilingual EAL teacher/assistant received any encouragement to expand their role in using other languages for the teaching of the subject curriculum beyond transition to English. There were no bilingual programmes in place, instead, bilingual EAL assistants were engaged primarily to play a support role in curriculum learning and were employed to use their first language to ease the transition to English in mainstream. Bilingual EAL teachers/assistants were not employed to teach the curriculum bilingually. As a result, subject teachers were faced with making their classrooms into arenas in which language and content learning could be integrated (Baker, 2001; Bourne, 2001; Martin-Jones and Saxena, 2000).

A transition towards the appointment and training of bilingual classroom assistants from minority ethnic groups to bilingual support still resulted in a long process and had considerable variation in the ways in which the role and status of bilingual staff and bilingual resources were defined from one local authority to another and from one school to another (Kenner, 2009). In most parts of Britain the bilingual support was introduced by Ethnic Minority and Traveller Achievement Service (EMTAS) to work closely with schools, recognizing needs of individuals and providing appropriate support in schools and local authorities. Although schools had a large number of LMC/EAL children a bilingual assistant was not available all the time in schools and in most cases they travel to several schools to work with small groups of students throughout schools.

The educational provision for LMC/EAL pupils over the past 30 years, in mainstream, has been collaborative 'Partnership Teaching' (Bourne and McKay, 1991; McGroary, et al. 1991, Gregory, et al, 1984, 2004), and based upon the principle that subject teachers and the EAL specialists (if such is available), work together in the context of a mixed ability classroom to implement teaching strategies supportive of the language and learning needs of LMC/EAL pupils. Having no language policy in school that explicitly states that use of home languages along with English and considerable lack of clarity about bilingual support left no choices for teachers to use their own expertise in classrooms. In this complex situation and the absence of a policy in the authorities, teachers not only had to relate to their common sense beliefs, but also to what supports were available for bilingual pupils in the different authorities about how best to teach bilingual pupils (McKay, 1991; Hakuta, et al. 2000; Gravelle, 1996, 2000; Bourne, 2003; Conteh, 2007).

## **2.6 Educational Policy and Mainstreaming**

By increasing the number of immigrant children in British schools over the last decade the problem of integrating these children from such diverse backgrounds into the British school system was demanding. Some of these LMC/EAL children were born in the UK and can speak English fluently, whilst others have arrived in the UK with a completely different cultural background and had been at various stages of schooling. Some children had spoken English as their mother tongues all of their lives whilst others could hardly understand it (Hall, 2000, 2001; Conteh, 2003). Schools were often short staffed and had not had sufficient resources available and teachers have to work under difficult circumstances to teach them very basic language structure. The schools did not have instructional strategies in place to deal with LMC/EAL children therefore,

the first official advice came in the Ministry of education pamphlet English for immigrants (1963) reported by Edwards, (1995: 51) which advocated:

“the bringing together of non-English-speaking children in one school for English classes and stressed the need for a “carefully” planned, intensive course making full use of modern of language teaching”.

Many authorities had taken no action of any kind on the implicit policy and they believed as long as minority language children were treated the same as English children in the classroom the problem would sort itself out and there was no need to do anything about it. Therefore, the education Act 1944 imposed that local authorities had to adjust education policy according to their ‘age, ability, and aptitude’. The educational Act (1944:2) also clearly stated:

“ The entitlement of all pupils to education relevant to their age, ability and aptitude, and also above statement reaffirmed by 1988 Education Reform Act which guaranteed pupils’ access to a curriculum which is broad, balanced, relevant and differentiated to meet individual need.”

It was of great importance to the country as a whole that immigrant children, who had the right under the education Act 1944 to education according to their age, ability and aptitude, should be enabled to develop their talents and abilities to the full, that they should enjoy all the opportunities available to other children, and that they should be given a knowledge and understanding of way of life which would enable them to regard themselves, and to be regarded, as full members of the community to which they each make their own contribution. In 2001, the National Association for Bilingual Education (NABE) supported this legislation:

“We hoped that its stress on high standards for all students, combined with enforceable requirements for meeting those standards, would lead schools to pay increased attention to the academic progress of ELLs.” (Crawford, 2004:1)

The School Standards and Framework Act 1988 (GB Status) placed a duty on local authorities to 'promote high standards in schools' and also the government White paper 'Excellence in schools (1997) stated that:

"We will ensure that every school delivers an excellent education that every child achieves to their potential and the system is increasingly driven by parents and choice."(White paper High Standards, 1997:3)

The DfES (2002/2003) White Paper Excellence in cities (1997:1) also clearly stated that it aimed to create "inclusive schooling which provided a broad, flexible and motivating education that recognises the different talents of all children and delivers excellence for everyone." The Department of Education and Social Science also (1997) stated that:

"Our society is a multicultural, multiracial one and the curriculum should reflect a sympathetic understanding of the different cultures and races that now make up our society ...the curriculum of schools...must reflect the needs of this new Britain." (Crawford, 2004:8)

The White Paper also went on to state:

"We will ensure that every school delivers an excellent education that every child achieves to their potential and the system is increasingly driven by parents and choice."(White paper High Standards, 2005:7)

According to the White Paper (1997:6):

"Our aim is to set out our plans and to improve the system, putting parents and the needs of their children at the hart of schools. To make that happen we need an education system that is designed around the needs of the individual with education tailored to the needs of each child to achieve that we need to reform schools

themselves so that they have the freedoms and flexibilities to deliver the tailored, choice driven education we all want.”

DfES white paper, Excellence in schools (1997:2) announced:

“We want every school and every LEA to plan how it will help gifted children. All schools should seek to create an atmosphere in which to excel is not only acceptable but desirable.”

Therefore, as emphasised clearly by the research, the role of local authorities was, to outline policy that has the highest aspiration for every child whatever their talents and ability. Research evidence suggested that government should empower schools to offer all children the appropriate support and rich curriculum considering the needs of all children.

## **2.7 Role of Local Authorities and Government Policy**

The government White Paper (2005) stated that schools have a responsibility to improve their system and that local authorities have a duty to promote high standards. There is a clear expectation for all local authorities to contribute to the priority of driving up standards and to be fully accountable for their actions. In 2004, DfES announced:

“We recognised that too many pupils from particular communities have understood for too long. Aiming High also sets out the need for change and concerned action by schools, Local authorities and central government.” (Aiming High 2004:1)

The school standards and framework Act 1998 had also placed a duty on local authorities to take control over schools and promote high standards in schools. The role of local authorities had changed significantly during the prior decade. As research evidence

indicated that the role of local education authorities was under threat during the Conservative government, but the new Labour government (from 1997) declared that education was to be its top priority and their new “The Primary Strategy” would support teachers and schools to meet their particular needs give extra support for schools that need it most. Local authorities were required to set up a strategy of support and challenge for all aspects at schools system and to be fully accountable for their actions and one of their major roles is to effectively support all children and put this issue at their main agenda. The intended role of local authorities included a responsibility to provide information both within the education service and outside:

“One of the major roles of the LEA is setting policy and getting resources in a manner that reinforces it, they are key to the development of an effective local system of education.” (Aiming High 2004:7)

Research and Aiming High Minority (2004) emphasise that part of the tasks of ‘the local authorities’ was to challenge schools to raise standards.’ Local authorities’ could not dictate what the best practice was and what additional support schools needed for each individual child in the classroom. Every primary school was expected to plan to deliver the most effectively tailored teaching and learning and to ensure, where appropriate, that they provided a service to meet the needs of every individual child, including language minority children and gifted and talented children. The DfES (2004) stated at the time that local authorities and the management teams of schools have an essential role to play through:

“Setting out an unequivocal exception that all pupils will be supported to reach their potential and that underachievement of any group will not be tolerated; and putting in place robust systems to ensure all pupils are supported to reach their potential.” (Aiming High 2004:1)

Having considered England as a multicultural society and also considering the Race Relations Act (RRA) 2000, which emphasised local authorities and schools should be looking strategically at how all of their resources are used to support the needs of all their pupils and to ensure equality of outcomes. The Race Relations Act also outlined that The Ethnic Minority Achievement Grant (EMAG) should be used to provide focused additional support where it was required and outlined that it should complement the use of main resources. The ethnic minority achievement grant (EMAG) was intended to narrow the achievement gap for language minority students and to meet the particular needs of these students. Therefore, their purpose was two fold:

“To ensure strategic managers in schools and Local authorities to lead whole school charge to narrow achievement gaps and ensure of outcomes;  
To meet the costs of some of the additional support;  
To meet the specific needs of bilingual learners and underachieving pupils” (Aiming High 2004: 2)

Therefore this guidance provided clear practical advice on how local authorities and schools should support language minority pupils effectively including appropriate training for schools on a strategy to meet the needs of these children. The local authorities' role:

“Local authorities should have clear strategy for enhancing the achievement of minority ethnic pupils. The strategy should be premised on creating an expectation that all pupils fulfil their potential and put in place mechanisms to advise, challenge and monitor schools. (Aiming High 2004: 8)

The DfES (2004) showed that there are many ways in which they could be used to support schools and that the needs of minority ethnic pupils should dictate which approaches are most effective. However, in an analysis of good practice DfES revealed:

“The particular needs of bilingual learners are best met through a coordinated, whole school approach. Managers should ensure that mainstream and specialist staffs have appropriate skills, knowledge and experience to fulfil their specific role. Qualified, experienced teachers of EAL (English as an additional language) play a key role in organising and delivering support to pupils. They should be able to offer advice to colleagues on strategies to meet the linguistic needs of bilingual pupils, including the development of appropriate resources, and to engage in direct teaching of target pupils in partnership with mainstream teachers.”  
(Aiming High 2004: 5)

As a result of government policy, all local authorities have to have policies on the various aspects of the education services for which they are responsible. The role of local authorities is to determine what support and resources schools would receive to meet the needs of the system as a whole (children and teachers, and parents). The government White Paper ‘High Standards, ‘Better Schools For All’ (2005) clearly stated that education is a fundamental human right, so it is essential that local authorities work in partnership with schools to promote the best and most effective practices in meeting the individual needs of all children (White, et al. 2009; Savory, 2005; Wikin, 2005). The DfES (2006) stated that local authorities’ policy in relation to the growing number of ethnic minority students in its schools was mainly designed to ease integration by encouraging students to become competent in mainstream British culture. Thus, after consultation with local ethnic minority organisations, individuals, and schools, Local authorities formulated a policy, entitled ‘Education for a multicultural society’ that states all schools should be responsible for educating students from all cultural backgrounds.

The Department of Education and Science (DfES) clearly stated:

“- Developing a curriculum which is broadly based, with a stimulating and challenging learning environment.

- Developing teaching strategies to meet the identified needs of individual pupils.” (2004: 63)

Therefore, it required the national and local government in England to make provision and establish a framework for a common national and local approach to provide right support and resources for all children, so that they have equal opportunities to succeed and can enjoy the same quality of life as their peers in classrooms. According to the government paper, “Every child Matters” (2003) it was outlined that local authority and policy makers need to provide a framework to ensure that they gave every child the opportunity to succeed. It was also claimed that:

“Local authority had a role in ensuring that all members of the community had access to the highest quality services, including education and encompassing ‘cradle to the grave’ provision....need to ensure that there is accessible and appropriate provision for all pupils differentiated accordingly and monitored and quality assured.” (Wilkin, 2005: 36)

Furthermore, the DfES (Managing the Ethnic Minority Achievement Grant) clarified that:

“We aim to ensure the cultural, religious and linguistic heritages of pupils are not left at the door of the schools but welcome inside and valued within the school curriculum”. (The DfES, 2004: 3)

It is clearly obvious that children had unique and urgent needs, beginning with and though it is not limited to language. It was important that teachers and educators help LMC/EAL children to overcome language barriers and access to the curriculum the same as native peers in mainstream classrooms. It continued to outline that it was essential that educational programmes develop approaches to address demands of diversity in the classrooms and simply make school comprehensible, thus enabling language minority students to do academic work appropriate to their age, ability and

grade. To have an effective educational programme the basic standards should be met in each school in terms of curriculum, planning, teaching strategies, professional development and home-school links. (Crawford, 2006; Derrington, 2000)

## **2.8 Language Minority and Bilingual Education**

Over 20 years it was argued that one of the most critical realities of contemporary education in a global world is the impact of the growing number of LMC/EAL children on schools. The focus of education shifted toward addressing the needs of rapidly growing number of foreign-born children from diverse geographic, linguistic, and cultural regions (Moll, 1992; Mills, 2001; Darling-Hammond, et al. 2002; Cummins, 2003; De Bot, et al. 2005; Ovando, et al. 2006). The questions being studied by professionals in the second language acquisition (SLA) field were what specific needs do LMC/EAL children bring with them to school? What can schools do to help them adjust and find academic success? To what extent are immigrants being successfully prepared for full participation in mainstream UK society?

More recently, research and government figures (2009) indicated that the language minority population has increased dramatically, growing in the preceding decade and is likely to continue to do so. Government figures (ibid) showed that 1 in 7 primary schools had LMC/EAL pupils with a total of 862,860 were collectively accounted for in 2008 (14.4%). In 2004, the total was 658,670 (9.7%), the year before the main European Union expansion. This latter figure has almost doubled since the period 1997 and 2000, where it was reported, in total over 200 languages with varying degrees of competence of the school age population lived in homes where a language other than

English was dominant (Thomas, et al., 2002; Tilstone, et al., 2002; Conteh, et al., 2008; Cummins, 2003 ).

The level of immigration in Britain who wishes to settle in urban areas for employment purposes has increased recently. Some consequences of population mobility are linguistic, cultural and religious diversity within schools, which has been seen as a “problem not resources”. The time related increasing population of LMC/EAL learners in British schools had thus confronted teachers with various language issues in mainstream classrooms (Mora, 2000; Conteh, et al., 2007; Tilstone, et al., 2002; Carrasquillo, 2002; Cummins, 2003). The impact of this diversity was felt in many education fields including policy, curriculum, pedagogy, teachers’ education, teachers’ work and language education research. In Britain, children from diverse linguistic cultural backgrounds must engage with mainstream curriculum in a new language, although programmes to support such children with the set of mainstream curriculum are limited and varied (ibid). The challenge for educators and policy-makers was to shape the evolution of national identity in such a way that the rights of all citizens (including schools and children) are respected, and the cultural and linguistic, and economic resources of the nation are maximized (Spolsky, 2004; Skutnabb-Kangas, 2000; Cummins, 2006). Government policy clearly emphasised personalising learning to meet the individual child’s need and ensuring that every child achieves and reaches the highest possible potential. Schools were encouraged to provide resources tailored to meet the identified aspects that impact on EAL learners in term of achieving their full potential (Derrington, 2000; Corson, 1992), while increasing the use of home language in order to access whole content of curriculum (Delpit, 1995; Elliott, 1996; Dolson, et al. 1992). A recent report on raising ethnic minority achievement stated that ‘continuing

development in one's first language can support the learning of English and wider cognitive development' (DfES, 2003a: 31). The use of bilingual learning strategies was also recommended in the National Literacy Strategy, (DfES, 2002) and the Primary National Strategy (DfES, 2003b).

It is important that teachers and educators understand L2 instruction for school age children is a longer, harder and a more complex process than most of them had been led to believe. It was recognised that having multicultural classrooms and diverse languages, there is a need to re-evaluate language teaching practices and curriculum in a way that is more responsive to diverse populations (Conteh, 2006; Crawford, 2004; Dean, 2006). Teachers cannot wait for EAL pupils to develop high levels of English language proficiency before tackling the demands of the curriculum, but must enable pupils to participate in curriculum content learning while they are simultaneously learning English. This required the linking of academic content to language objectives, ensuring that language objectives are compatible with academic content. Bourne, (2001) also argued that the curriculum developments make teachers more aware of linguistic diversity and the ways the pupils can be encouraged to draw on language skills to support their own learning. These developments had occurred whilst enriching the curriculum for all the children in the class through raising linguistic awareness. The DfES (2004) also showed that there are many ways in which they could be used to support schools and that the needs of minority ethnic pupils dictate which approaches were most effective. However, in an analysis of good practice DfES revealed that:

“The particular needs of bilingual learners are best met through a coordinated, whole school approach. Managers should ensure that mainstream and specialist staffs have appropriate skills, knowledge and experience to fulfil their specific role. Qualified, experienced teachers of EAL (English as an additional language) play a key role

in organising and delivering support to pupils. They should be able to offer advice to colleagues on strategies to meet the linguistic needs of bilingual pupils, including the development of appropriate resources, and to engage in direct teaching of target pupils in partnership with mainstream teachers.” (Aiming High 2004: 5)

### **Figure 2.1: Language Policy Model**

Source: Shohamy (2006: 53, based on Spolsky, 2004)

This model was of great significance as it served as the foundation for the introduction of the concept of policy, as means through which policies were introduced and incorporate hidden agendas of the language policy. It has been evidences that language is part of social activity and reflects the notions that micro levels. Language policy and planning also have considerable control in implementing changes in language use. Policies are gradually enabling the use of monolingual domains; stating that educational strategy needs to include the teaching of both English and community languages. Language learning is frequently subject to planning limitations such as shortfalls in funding or the exclusion of certain languages from the curriculum (Shohamy, 2006).

## **2.9 Role of First Language in L2 Learning Class**

Research over the last two decades showed an increased attention to the role of L1 in the process of learning L2. Most research had supported the use of first language as a resource in mainstream classrooms, to build on prior knowledge and make curriculum content accessible (Milk, 1992; Miller, 1996; Martin-Jones, 2003). The research clearly emphasised the importance of bilingual children's L1 in the process of learning L2 and overall their personal and educational development. Language education research clearly defined that children need to be competent in their first language and also in the dominant language of their country, which allowed access to academic success and day to day communication in their personal lives. Cummins, (2000:17) also claimed that development of the child's mother tongue is a "strong predictor of their second language development" which provided general patterns of second language development in mainstream classrooms.

Cummins's Developmental Interdependence Hypothesis clearly emphasised that bilingual contexts were so crucial to the success of bilingual learners that allowed for the prior knowledge and expertise that LMC/EAL children had in their L1 to be used as the basis for learning their L2. Language development model learning context adapted from Collier, (1997) also defined that LMC/EAL children had common characteristics and similar learning needs to those children whose mother tongue is English in mainstream classrooms. However, LMC/EAL children have different needs from native language children and in fact LMC/EAL are learning in and through L1 language with backgrounds and communities and different understandings and expectations of education, language and learning (Cummins, 2001, 1989, 1997, 2000, 2003; Conteth,

2003, 2007, 2008; Baker, 2000; DfES, 2004) LMC/EAL children are taught within the mainstream curriculum, but their needs are different and the most obvious differences is that they are learning through a language other than their first language, therefore, LMC/EAL children have two main tasks in the learning context of the school: they need to learn English and they need to learn the content of the curriculum. The learning contexts have an influence on their academic achievement and socio-cultural aspect of their learning. Mainstream pedagogy is, therefore, about using strategies to meet both the language and the learning needs of LMC/EAL children in a wide range of teaching contexts. Figure 2.2 describes the main factors which effect on LMC/ EAL children within mainstream classrooms.

### **Figure 2.2 Learning Context**

**Source: Collier, (1997)**

Language development needs competency in both conversational and academic language. Cummins, (1981) provided a theory of related to L2 development, beginning with Basic Interpersonal Communication Skills (BICS) and continuing toward

Cognitive Academic Language Proficiency (CALP). The BICS level is typically context embedded that takes 2 to 3 years to develop communicative language and on the other hand CALP is cognitively demanding which takes from 5 to 10 years to achieve (Cummins, 1981, 1984, 1997, 2003; Collier, 1995; Collier and Thomas, 1989; Krashen and Biber, 1988). This method of delivering the curriculum emphasises and actively encourages oral work that helps to formulate and expand ideas. This also maximises opportunities for LMC/EAL children to classify and transform information and into experiences. Cummins, (2000) developed a learning quadrants figure 2.3 below that highlights the types of thinking skills and language functions differ from subject to subject. According to this model LMC/EAL children that are already proficient in one or more languages enable to transfer their linguistic and cognitive skills from one language to another. This reinforces the importance of strong development in first language for pupils while they are learning an additional language. Therefore, as it has been evidenced that language learning requires effective planning and contextual support for LMC/EAL children in mainstream in order to maintain and use L1 by building on pupils' experience, importance of talk around a topic across the curriculum, the use of first language and using visual clues.

### **Figure 2.3 Cummins' Quadrants**

**Source: Cummins, (2000)**

Research also showed that learners L2 competence is partly dependent on the level of competence already achieved in L1 and more development in L1 is easier to develop L2 (Baker, 2001). Cummins, (2007) also indicates that it takes as long as seven years for pupils learning EAL to acquire a level of English proficiency comparable to native English speaking peers and this is sometimes used to argue that EAL pupils should learn 'sufficient' English before they could join mainstream classes. Teachers can promote strong literacy development among EAL pupils by relating their pre-existing knowledge to new learning and connecting what EAL pupils know in their first language to English. More recently, Cummins, (2007) strongly argued that schools and teachers must explore classroom strategies that have proven effective in helping students transfer knowledge they have in their first language to English and engagement with literacy is fundamental to student success in school. Use of two languages in the same time enables a build up of cultural understandings in one language when working with texts or practices in another language and linking new material to familiar worlds

(Martin-Jones, et al. 2003). Language is linked to cultural identity and self esteem which can support educational achievement (Cummins, 1996, 2006; Matthews, 2005). Research also demonstrated that children can explore their identities through using both English and first language through interaction in the classrooms (Creese et al, 2003; Genesee, 1994; Baker, 2000; Bourne, 2003; Cummins, 1991; Miller, 2009).

Therefore, in order to adjust learning strategies to the socio-linguistic and cultural needs of LMC/EAL children in mainstream classrooms, the initial step is to establish what the research suggests about the role of language, and specifically children's mother tongues, in a child's educational development. Cummins and Skutnabb-Kangas (2000) argued that bilingualism has positive effects on children's linguistic and educational development. By developing their abilities in two or more languages throughout primary school years, LMC/EAL children gain a deeper understanding of the English language and how to use it effectively (ibid). The research suggested that children who have a solid foundation in their L1 develop stronger literacy abilities in L2 or school language (Cummins, 2004). LMC/EAL children used their knowledge from the mother tongue to understand a subject through a first language (L1). Skutnabb-Kangas, et al. (1977) also stated that the system of first language can help LMC/EAL children to understand L2 and LMC/EAL children who are not fluent in L2 have difficulties to cope with academic tasks in school but bilingual learners, who are literate in their L1, can transfer meanings and concepts of L1 to L2. LMC/EAL children, who develop their L1 vocabulary and concepts, are well prepared to transfer across languages from L1 that they learnt at home to school language. Encouraging using L1 in classroom help develop not only home language but also LMC/EAL children's abilities in the classrooms language (ibid). For this reason, pupils' home languages and experiences

must not only be valued and recognised in school but also developed and utilised (Cummins, 2000; Hall, 2001).

## **2.10 Bilingual program, Instruction and Language Learning**

Bilingual education in a theoretical sense refers to any educational program whose goal is for learners to be fluent in all aspects of both languages (able to listen, speak, read and write). Realistically bilingual programme refers to any programmes which provide literacy and content in the first language whilst building English fluency. A bilingual programme is designed to preserve and develop L1 while children learn L2. Bilingual program model used L1 in addition to L2 for instruction (Collier, 1987, 1995; Cummins, 1991, 1992; Cummins & Swain, 1986, Baker, 2000; Troike, 2008). Bilingual programmes provide literacy and content in first language, while building English fluency, to the point where all instruction will occur in English. These programs provide initial instruction in the students' first language.

Researchers have been debating for a long time on whether it is possible to learn both English and academic subject matter at the same time (Pang, et al. 1999; Cummins, Swain, 1986). Some researchers have suggested that schools with LMC/EAL children must undertake additional effort for linguistic and cultural competencies that are fundamental to the full attainment of academic content learning. Large scale research on LMC/EAL children is presently available concerning effective instruction and social issues that facilitates linguistic and academic achievement of LMC/EAL children in mainstreams classrooms (Cummins, 2006; Hakuta et al., 2000). Research evidence supported the view that LMC/EAL children can easily acquire full fluency in a L2

language if they are heavily exposed to that language in the classroom at an early age (Collier, 1988; Wong-Fillmore, 1991). While children may acquire social or conversational language in a relatively short period, the acquisition of academic English takes much longer (Collier, 1995; Cummins, 1991, 1992; Cummins and Swain, 1986; Wong-Fillmore, 1991).

Second Language Acquisition (SLA) research also showed that there is a significant difference in both linguistic and academic proficiency between LMC/EAL children and their peers even after 5 years (Cummins, 1986). On the other hand, August and Hakuta (1994) addressed that the L2 proficiency level among LMC/EAL children differed based on both their age at the time of immigration and the length of residence in the country. It should be noted that in the analyses ELL is more successful when they continue schooling in first language literacy and subject matter throughout primary schools (Cummins, 1991; Thomas and Collier, 2002; Hornberger, 2003). Thomas and Collier (1996, 2002) indicated that dual language program is the most effective in promoting long term academic achievement in English through respectful and academic development of the home language (ibid). The sociological aspect of SLA research also suggested that the L2 learning process involves communicative opportunities and interactions with diverse mainstream communities that support the learners' learning progress. Communicative competence is divided into five major domains: discourse, linguistic, actional, socio-linguistic, and strategic competence that L2 learners' use and practice new language through activities with peers or in face-to-face group interaction (Gregory, et al. 2004).

A considerable body of L2 research revealed that L2 learners acquire languages as they participate in real communication. Theoretical discussions of languages used also support activities that tend to combine the four modes (speaking, listening, reading, and writing). This holistic approach of multi-functional communicative activity advocated that all language functions are inter-related and learners need to learn basic communicative skills and language competency and proficiency (Cummins, 2000).

There are many instructional materials, activities and strategies that provide opportunities to learn language. Pica's instructional methods of learning L2 focused on the learner's cognitive ability and form. He claims that L2 learners' language proficiency and communication by itself cannot address the learners' need for language competency and proficiency. This theoretical framework evolved from (Krashen comprehensible input hypothesis, 1981), Long (interaction hypothesis, 1981) which emphasise that learners can learn when the input language is slightly beyond their present competency level (Ellis, 1992; Erickson, 1993). Brown, (1994) also argued that many variables are involved in the acquisition process L2.

“Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response is necessary to successfully send and receive messages in a second language”. (1994:1)

Also Brown (1994:173) pointed out:

“... that learners can feel alienation in the process of learning a second language, alienation from people in their home culture, the target culture, and from themselves. In teaching we need to be very sensitive with these students by using some techniques to promote cultural understanding.”

Researchers contended that children do better in school when the school program and instruction are connected with their experiences at home where the child acquires native language through intimate and personal interactions with family members (Ricento, 2006; Conteh, 2007; Cummins, 2000). Research indicates a strong support of home language and culture is crucial for implementation of an effective programme. Research also demonstrates that the use of more than one language is involved in comparing the vocabulary and structures (Edwards, 2010) and according to Vygotsky (1978), reflection on different linguistic systems aided the development of children's thinking. Carrasquillo (2002:17) stated that:

“In most cases teachers are not aware of LEP students' linguistic levels, cultural diversity, and learning style. Consequently, these teachers plan and deliver instruction as if everyone in the classroom has reached the level of English language proficiency that is needed to master the instructional content.”

Having had diverse social-linguistic needs of LMC/EAL children in mainstream classrooms it is important that educators promote multicultural environments and curriculum that facilitate leaning environment that promote diversity in our society by valuing home language (L1) and culture and emphasising on important role of L1 in acquisition of L2 in learning process. A successful bilingual programme Carrasquillo (2002: 23) pointed out:

“...recognise students' needs and provide the necessary leadership and support in planning, implementation, and evaluation of quality instructional programme that will address those needs.”

As clearly stressed by Alexander (1992:137)

“The intention is to address the needs of the majority of children through a combination of the ‘broadly-based curriculum’ and flexible teaching strategies’, and to use additional programmes and resources to cater for certain specific categories of need. These included special educational needs, ethnic minority and multicultural needs, equal opportunities and gender-related needs, and social or material disadvantage.”

Green (2000) claimed that to have the effective arrangements and good practice for LMC/EAL children, policy makers have:

To ensure equality of opportunity and equal access to education, training and employment for people from ethnic minorities.

To provide this so that people from divers’ background can enjoy an equally high quality of life.

To ensure that arrangements are in place to meet the diverse educational, social and cultural needs of ethnic minorities.

To ensure that training is available to employees in collaboration with appropriate training institutions to help them meet the needs of ethnic minority pupils.

To recognise the rights and responsibilities of all parents and to support them in their role as prime educators of their children. (p.50)

In the light of the above literature review, it can be concluded that the current mainstream teaching practices in United Kingdom show that implementation of an effective programme to suit the increasing diversity in schools has a long way to go. Although mainstreaming LMC/EAL children have been a common part of the educational programme, but implementation of instructional strategies that provide that an opportunity for LMC/EAL children to successfully retain their mother tongue while acquiring additional language is still lacking in almost all mainstream classroom (Gregory, 2008; Ovando, et al. 2006). Although, research increasingly showed that children’s ability to learn a second or additional languages is a slow process and it takes as long as five to seven years to reach the level of verbal proficiency required for

academic achievement. Research also emphasized that fluency and literacy in the mother tongue laid a cognitive and linguistic foundation for learning additional languages but when it comes to practice, there are no clear instructional strategies to address diverse needs of mainstream classrooms (Wright, et al. 1998; Cummins and Swain, 1986; Genesee, 1994; Valdes, 1998; Gibbons, 2002; Ovando, et al.2006). The literature review and current research show that teacher preparation is an integral part of preparing mainstream teachers to work with LMC/ELA children. Awareness of language is important for teachers and can result in classroom practices that effectively support the language development of LMC/EAL children. It is essential that teachers understand the process of second language development and the importance of L1 on academic achievement for LMC/EAL children in order to be effective in mainstream classrooms. Research on language theories utilising Skinner, 1965, Chomsky, 1986, Krashen, 1986 and Vygotsky, 1978, theories of language, Honberger's proposal the continua of bi-literacy (2003), Cummins hypothesis of simultaneously bilingual child learning both languages (1984, 1996) emphasised that learners acquire oral languages naturally and without explicit instruction. Moreover, learners start with simple words/utterances to complex sentence structures which support constructivist and social cultural perspectives of language learning. Without understanding the complex relationship between cognition and language proficiency for LMC/EAL children, it is difficult for mainstream teachers to systematically assess and provide an appropriate academic proficiency levels appropriate for these children. Teachers must understand the oral language developments proceed quickly and easily, but academic language skills develop at a much more gradual pace (Cummins, 2000; Thomas and Collier, 1997, Edwards, 2004; Gibbons, 2002). It is important that mainstream teachers recognize the distinctions between social and academic language and oral proficiency; it

is not simply being in an English language environment and interacting with native speakers result in academic language learning. Language often requires explicit modelling and instructional strategies and provides opportunities for learners to actively engage in the process of negotiating meaning through academic language as an integral part of curriculum planning (Gibbons, 2002; Freeman and Freeman, 2000).

Moreover, without understanding the cultural and linguistic assumptions behind these instructional techniques, classrooms activities can be ineffective. Teachers need to understand and accept that learners come to school with a wide range of experiences and backgrounds learning and also value differences in order to adjust (learners' different learning styles) and to meet the social and cultural needs of LMC/EAL children in multilingual and multicultural classrooms (Gregory, 2008). It is important for mainstream teachers to learn more about their own students' cultural backgrounds and experiences so that they can anticipate and respond to cross-cultural differences. Teachers must accommodate differences and understand L2 learners' background knowledge developed through their cultural experiences and that these will influence L2 learners' conceptual learning and language skills. Therefore, mainstream teachers must make sure to build on individual students' background knowledge and apply the variety of strategies in order to meet the diverse needs of LMC/EAL children. Furthermore, for more than 15 years, it has been argued that there is a strong and complex link between cultural identity, language use, and proficiency in two languages (Baker, 1996; Bialystok, 2007). Understanding the socio-psychological foundations of second-language learning is important for teachers so that they can respond to a range of learners. In order to facilitate this it is required a close collaboration between policy-makers and practitioners not only to meet the socio-linguistic needs of LMC/EAL children but also to provides an excellent opportunity for linguistic minority students to

hear and use language by putting together the bits of language they know (Blackledge, 1994). It is important to consider that LMC/EAL children are educationally different with varied cultural and linguistic backgrounds. Schools need to ensure that LMC/EAL children are fully included in teachers' planning of learning. It is now universally agreed that language in its broadest sense of communicative competence is central to the learning process in the acquisition of a second language. It is believed that teaching LMC/EAL children needs different methods and materials that were somehow separate from those relevant or appropriate to other pupils. Linguists and educationalists have recognised that the teaching methodologies developed as a response to mixed ability classes are also those that are relevant and appropriate for bilingual learners. Therefore, the opportunity to use a language other than English to support learning and understanding in the classroom provide a way of enhancing the conceptualisation of complex idea and confirm language and meaning (Cummins, 2000; Gregory, 2008; Conteth, 2007).

## CHAPTER THREE

### 3. Research Methodology

#### 3.1 Introduction

This chapter outlines the philosophical and conceptual approaches to the research. The chapter will review the different methodological considerations that influence the choice of design and methods of enquiry. It discusses the philosophy underpinning the method, including the research methodologies adopted and examination of the different inductive and deductive approaches available alongside selection of appropriate research strategies. It introduces the research instruments and the implications of different qualitative and quantitative methods and assumptions of these decisions that have been developed and utilised in the pursuit of the goals.

This chapter clarifies the research aim and research questions in the light of literature reviewed in the previous chapter. The chapter justifies the choice of research approach and the range of paradigms and approaches considered and their relevance to the focus of the research enquiry. Further, it identifies the research criteria associated with each paradigm and issues relating to this research.

It discusses in detail the considerations required in utilising a mixed methodological approaches together with discussion of the qualitative and quantitative approaches of exploratory desk research, interviews and questionnaires. It addresses the ethical considerations with utilisation of methods of data collection, in relation to this research. It explores the rationale for the methodological approaches chosen in this research, by addressing underlying philosophical assumption, approaches, strategy purpose.

Selecting data collection and sampling methods are discussed and issues relating to validity, reliability and triangulation are considered.

This review might be subsequently explored in a practical environment. It aims to discuss these factors in more detail, demonstrate awareness and understanding and conclude by describing the approach to be undertaken in this study, as a prelude to the full research design. It is important to understand and discuss research approaches and describe perceptions, beliefs, assumptions and the nature of reality that influence the way in which research is undertaken, from design through to conclusion.

The objectives of this chapter are to:

- Summarise the philosophical and methodological approaches resulting raising from related literature.
- Identify the assumptions and consideration in determining the paradigm underpinning the research and design and methods adopted.
- Discuss and justify the methodological choices available and adopted for this research.
- Address methodological framework for social sciences and present evidence to support the methodological approaches for this research.

### **3.2 Methodological selection**

The research intends to explore the issues that schools and local authorities are confronted with in their attempt to meet the diverse needs of LMC/EAL pupils in mainstream primary classrooms and curriculum. The research aims to address the socio-cultural and educational needs of LMC/EAL pupils in mainstream classrooms and

to explore national and local policies and implication of policy in mainstream primary classrooms (research question 2 and 3). The chapter concludes with issues to methodological selection that are adopted in creating a research design that will provide accurate and effective results which are applicable to Merseyside and UK mainstream primary classrooms as well as to reflect the aims and objectives of this research.

The chapter focuses on the aims of this research in which review government policies in relation to language minority children in UK primary classrooms and implication of these policies and educational programme in practical setting (research question 2 and 3). It was suggested that needs professional staffs to respond effectively to the constantly changing schools and classrooms environment. A major focus of the research is on cultural linguistic diversity in schools and issues that schools are confronted in accommodating LMC/EAL pupils in all aspect of curriculum design and delivery. The critical review of theories of first and second language acquisition and government policies, presented in chapter one, demonstrates that providing resources and practical environment (natural setting) is central to learning. It identifies the need for collaborative approaches between schools and local and national government in order to reflect the diverse needs of LMC/EAL pupils across the mainstream curriculum. It is important to understand the complex nature of acquiring a language and promoting an effective programme to facilitate the diverse needs of LMC/EAL pupils in mainstream primary classrooms. To holistically review and identify the different approaches that promote learning in practice, requires a methodology that allows an in depth examination and understanding of these issues. In order to do this, the research needs to consider appropriate methodological instruments that would be able to collect effectively such rich data.

The research also aims to examine the effect of having national curriculum as a set of guideline in the classrooms and involvement of teacher in all aspects of curriculum design and delivery. A major focus of this research is therefore on implications of educational programme and how effectively respond to the constantly to the socio-linguistic needs of LMC/EAL children in schools (research question 1 and 4). This research therefore attempts to examine three major research approaches streams of methodologies of positivism (quantitative), phenomenology (qualitative) and post positivism (quantitative and qualitative). First, it attempts to investigate the concepts behind the research approaches focusing on their origins and underlying philosophies and then the choice, use of certain methods and how the link with the requirements for this research. Therefore, it is important to select a methodology that suits the requirements of the research (Saunders, et al. 2007). Having considered the aims of this research, it is apparent that phenomenological approaches not solely reflect the research aims, because of their focus on individual constructions of experience and of the relationship between the researcher and the participants. To achieve the research aims, the researcher would need to use a post positivist approach, which means adopting a research strategy employing more than one type of research method. The methods may be a mix of qualitative and quantitative methods. To investigate and measure perceptions and attitudes towards bilingual children in mainstream classrooms, the research needs to include methods such as a questionnaire surveys. In order to measure the extent to which stigmatising attitudes are present in mainstream classrooms and how such attitudes are manifested and maintained and the relationship between attitudes and teachers' experiences and personal constructs, the researcher carried out semi structured individual interviews.

The researcher is granted the opportunity to develop a much more complex picture of the phenomenon under this research. Therefore, for purpose of this research, no single methodological approach could exist without the use of others, nor would the needs of this research be effectively satisfied. There is need to uncover prevalent themes and the issues that have been previously singularly reviewed by prior research through more qualitative and less configured methodologies. There is also a need further to test and examine statistically to undertake inference for these conjectures through more quantitative methodologies. Mixed-methods studies are appropriate when a researcher has both quantitative and qualitative data, both types of data when considered together can provide a better understanding of the research problem than either type of data alone (Creswell, 2005). One of the major benefits of mixed-methods research is that it capitalizes on the strengths of both quantitative and qualitative research. Quantitative data yields information that can be analyzed statistically and can offer useful information if one needs to describe a large number of people. However, qualitative data, such as open-ended interviews, offer the chance for individuals to express their own perspectives on the topic. Combining these two types of data provides very "powerful" information about the study topic at hand (Creswell, 2005).

### **3.3 Philosophy of Methodological Approaches**

A paradigm is 'a world view' a general perspective, a way of breaking down the complexity of the real world. A paradigm is an interpretative framework, which is guided by 'a set of beliefs and feelings' about the world and how it should be understood and studied (Guba, 1990:17). Lincoln and Guba (1985) argue that there are

no set rules that researcher to follow only guidelines and the nature and formation of paradigm are open to discussion.

These discussions lead us to the next area for consideration, which describes the 'research paradigm' or as Saunders, et al. (2007) say the 'research philosophy'. These philosophies are formed from basic ontological and epistemological positions. The choice of which method to employ is dependent upon the nature of the research problem, Morgan and Smircich (1980) argue that the actual suitability of a research method, derives from the nature of the social phenomena to be explored. There are basically two basic methodological traditions of research in social science, namely positivism and interpretive (phenomenology).

### **3.4 Research Paradigms**

The two major philosophical approaches in undertaking any research are interpretivist (or phenomenologist) and positivist. Interpretivist is linked with qualitative method of research. and positivist focuses on empirical scientific testing and is aligned to quantitative method (Saunders et al., 2007; Easterby-Smith et al., 1999). These two approaches explore ontological, epistemological assumptions. Ontology refers to whether reality is objective and external to human beings or whether it is created by one's own consciousness. Epistemology is concerned with knowledge and how it can be acquired and related to ways of knowing the world and whether the individual sees knowledge as an objective reality or as a subjective experience of reality. Whichever perspective the researcher adopts will affect the methodological approach that has been chosen in the research.

### 3.5 Interpretivist Research Approach

The interpretivist approach which is described by Saunders, et al (2003) argue that reality is socially constructed by individuals and meaning and beliefs re-constructed through experience resulting in many differing interpretations. Different persons may bring different conceptual frameworks to a situation based on their experiences, and this will influence what they perceive in a particular situation. Interpretivists philosophical perspective views outline that reality is constructed in record with the concepts most appropriate to our personal experiences. Therefore, the researcher must understand the realities from the perspectives of the participants. This social construction leads to multiple meanings and represents a worldview that defines, for its holder, the nature of the 'world'. It has been argued that individuals and groups make sense of situations based upon their individual experiences, memories and expectations therefore, meaning therefore is constructed over time and reality is socially constructed and given meaning by people (Denzin and Lincoln, 2003; Guba and Lincoln, 1994; Bryman, 2008). Creswell (2008) views this philosophical underpin as the approach of the social constructivist, which seeks to understand the world in deeper detail looking for complexity of views rather than a few narrow categories or idea built upon the opinions of research participants researcher interact with the subjects of study to obtain data.

“The inquirer and the object of inquiry interact to influence one another; knower and known are inseparable” (Lincoln and Guba, 1985:37).

Since 'all knowledge is relative to the knower' interpretivists aim to work alongside others as they make sense of, draw meaning from and create their realities in order to understand their points of view, and to interpret these experiences in the context of the researcher's academic experience and hence their inductive or theory building. The

assumption underpinning the epistemological approach of research is that all human action is meaningful and has to be interpreted and understood within the context of social practices (Usher, 1996). In order to make sense of the social world, the researcher needs to understand the meanings that form and are formed by interactive social behaviour. The focus of the researcher is on understanding the meanings and interpretations of 'social actors' and the world from the participants' point of view, which is highly contextual and hence is not widely generalisable (Saunders, et al., 2007). This approach enables deeper and richer descriptions and understanding into how and why social events occur by analysis of essentially more qualitative data, collected through a more intimate, intense and prolonged contact and analysis of a life situation (Saunders et al., 2007). However, if the power is viewed by the research as a socially constructed concept between individuals, interviews may be chosen to analyse (in this research) staff members under investigation, to gain deep and rich understanding of socio-linguistic in the schools and local authorities (Easterby-Smith, Thorpe and Jackson, 2008; Eriksson and Kovalainen, 2008). The close nature of the researcher and the researched in this paradigm, and the risk that any interpretation is framed within the mind of the researcher means that steps must be introduced to avoid bias. The use of self-reflection is therefore adopted.

Bryman (2008) sees interpretivism as a contrast to positivism, in its strategic approach that respects the differences between people and the objects of the natural science, requiring social scientist to "grasp the subjective meaning of social action". (Bryman, 2008:16). Interpretivists consider that there are multiple realities (Denzin and Lincoln, 2003). The subjective nature of this paradigm has emphasis on language, which is associated with qualitative approaches to data gathering

### 3.6 Positivist Research Approach

Positivism as a philosophy argues that the researchers can take a 'scientific' perspective when observing social behaviour, with an objective analysis possible (Bryman and Bell, 2007). It claims that there is an external reality, which exists independently of people's beliefs. Positivists believe that everything can be known and proved (Fisher, 2007). The positivist paradigm is based upon experimental and values of reason, truth and validity. It involves formulation of questions and testing of hypotheses, focusing purely on facts, gathered through direct observation and experience and subjected to empirical testing. It is characterised by the testing of hypotheses developed from existing theories (hence deductive or theory testing) through measurement of observable social realities and our knowledge of reality is a result of social conditioning (Saunders, at al., 2007). The positivist paradigm focuses upon measurable data as a linear and rational process of analysis. In the positivist paradigm, the object of study is independent of the researcher, knowledge is discovered and verified through direct observations or measurements of phenomena; facts are established by taking apart a phenomena in order to examine its component parts. It utilises quantitative methodology and theory testing as its fundamentals (Saunders et al., 2007) confirming or revoking theories objectively. Inherent in this overall approach to research is to measure social behaviour independently of context, in order that social phenomena can be viewed objectively (Hughes and Sharrock, 1997). This research approach enables analysis of causality, examining both dependent and independent variables and further allowing the testing of research hypotheses (Bryman and Cramer, 1994). Research methodology appropriate to this relies on quantitative approaches to research, surveys and statistical analysis, thus allowing for more statistical testing of results and hypotheses, further providing the

ability to validate findings and results through measurable tests (Saunders, et al., 2007; Bryman and Carmer, 1994; Easterby-Smith, Thorpe and Jackson, 2008; Hatch and Cunliffe, 2006).

### **3.7 Post positivist approach**

Another approach which combines both an interpretivist and positivist philosophical underpin is the post positivist paradigm. The post positivist philosophical approach allows for a richer and a detailed examination of data and complexity in ‘real life’ situations (interpretivist paradigms), and also allows generalisation of data and verification of information and promotes quantifiable measures on research findings (positivist approach) (Creswell, 2008). The approach is built upon the realisation of the importance to apply in research “ what works” (Patton, 1990 quoted in Creswell, 2008:10), placing emphasis on the needs of the research question instead of overly on the methodologies, utilising all variable techniques (Creswell, 2008). Saunders et al. (2007) view the pragmatist philosophy as concerned with selection of appropriate methodological consideration rather than being overly focused upon philosophical underpinning.

This research combines both interpretivist and positivist paradigms and creates a balance of understanding and hypotheses testing. The nature of research within the social sciences inevitably requires some form of understanding and knowledge before more scientific methods of enquiry and examination can occur (ibid). Through utilisation of the ‘best’ available methodology, a pragmatist approach to research yields research findings that more closely reflect actuality (Johnson and Onwuegbuzie, 2004).

Moreover, as highlighted earlier in the chapter, structural considerations for schools have both tangible and intangible origins, where structure in itself is a manageable and quantifiable configuration, its theoretical basis that essentially based on perceptions and ideologies. As such, a post positivist (pragmatist) philosophical approach to the research would enable analysis of quantifiable structures while simultaneously allowing examination of the mental and perceptual theory behind its conception. The usage of both approaches not only enriches the data collected but also allows for a symbiotic analysis of information nullifying any bias in the utilisation of a single philosophical approach also allow comparisons of findings and ultimately triangulation (Easterby-Smith et al., 2002; Todd, 1979).

The interpretivist paradigm draws purely on a qualitative methodology, which provides the variety, depth of data required and understanding the phenomena within their context (Gummesson, 2005). In contrast, positivist and quantitative approaches, aim to test theories and generate hypothesis, which can be simply be tested by direct observation (Bryman & Bell, 2007).

The research is based on a linguistic and educational approach and on the constructs created by staff members from their individual experiences. This approach is closely linked with the underlying theories of constructivism. One of the fundamental ideas of constructivism is that each person creates a view of the world based on their own experiences and then uses these constructs to interpret and anticipate their own world. It is this possibility of changing personal constructs, partly through language, that can be seen to be fundamental to the social constructionist point of view. Different persons may bring different conceptual frameworks to a situation based on their experiences, and this will influence what they perceive in a particular situation. According to

interpretivists' philosophical perspective, we construct reality in record with the concepts most appropriate to our personal experiences. Therefore, the researcher must understand the realities from the perspectives of the participants. This allows the researcher to see the world through the eyes of the participants. However, if the power is viewed by the research as a socially constructed concept between individuals, interviews can be chosen to analyse appropriate members of staff to obtain deep and rich understanding of social linguistics in schools and local authorities. Lincoln and Guba (2000) made the following distinctions between positivist and naturalist inquiries (see table 3.1 below)

**Table 3.1 Positivist and Naturalist Approaches to Research**

### **3.8 Epistemology alongside Philosophical Selection**

#### **3.8.1 Epistemology Assumption**

Epistemology considers views about the most appropriate ways of enquiring into the nature of the world and ‘what is knowledge and what are the sources and limits of knowledge’ (Easterby-Smith, et al., 2008). Blaikie (1993) describes epistemology as the theory or science of the method or grounds of knowledge expanding this into a set of assumptions about the ways in which to gain knowledge of reality, how what exists may be known, what can be known, and what criteria must be satisfied in order to be described as knowledge. Epistemology is the philosophy of knowledge or how individuals come to know the reality while methodology identifies the particular practices used to attain knowledge of it (Saunders et al., 2007) The epistemological interpretation of the researcher influences his/her decision in embracing either a ‘resources’ or ‘feelings’ perspective. Hatch and Cunliffe (2006) summarise epistemology as ‘knowing how you can know’ and expand this by asking how is knowledge generated, what criteria discriminate good knowledge from bad knowledge, and how should reality be represented or described. Eriksson and Kovalainen (2008) describe an objective epistemology as presuming that a world exists that is external and theory neutral, whereas within a subjective epistemological view, there is no access to the external world beyond our own observations, and interpretations are possible. Saunders, et al., (2007) argue that data collected from objects that exist separate to the researcher (an external reality) is less open to bias and therefore more objective, (positivist philosophy) and that if social phenomena are studied, these must be presented using statistical, quantifiable and testable techniques. Subjective epistemological views

are more involved with the qualitative, narrative and social phenomena, which is intrinsically concerned with feelings and attitudes.

The aims and objectives of this research influence the methodological selections utilised in achieving the study goals. There is an inherent need, as a factor of considerations related to validity and reliability of data, alongside logistical issues amongst others, for the implementation of the pragmatic philosophical approach. According to Dobson, (2002) the researcher's theoretical lens is also suggested as playing an important role in the choice of methods because the underlying belief system of the researcher largely defines the choice of method. As such the epistemological direction and concerns of the study are influenced by both a 'resources and feeling' perception on the part of the research. Philosophical assumptions about the nature of reality are crucial to understanding the overall perspective from which the study is designed and carried out. It is important to find out whether the research will test an existing hypothesis or whether it will construct a theory or both after having collated evidence. Finally, one can draw conclusions as to which strategy to implement with the ultimate goal of producing the type of knowledge that is required. The warranted usage of both qualitative and quantitative methodologies by which to obtain accurate, valid and generalisable research findings and results indicates an epistemological position that advocates objective 'resource' perceptions alongside 'feelings' based approaches. Indeed Guba and Lincoln (1994) assert a focus upon methodological selections that fit the needs of the research and its questions rather than being overly influenced by research paradigms.

### **3.8.2 Ontological Assumption**

Ontology is concerned with the nature of reality and questions the researcher's position and assumptions that form their worldview and commitment to particular views (Saunders, et al., 2007). Denzin and Lincoln (2005:183) view ontology as questioning the "nature of reality and nature of the human being in the world." Bryman and Bell (2007) discuss the existence of two major branches of ontological considerations: objectivism and constructivism.

From an objectivism perspective, social entities are external and have their existence that is independent of social actors. This perspective presumes the social world exists objectively and externally and the relationship between the researcher and participants must be objective. The knowledge is valid only if it is based on observations of this external reality and that theoretical models can be developed that are generalisable, and can explain cause and effect relationships which lend themselves to predicting outcomes. The available research methods involved with a positivist approach enable analysis of causality (Bryman and Burgess, 1999; Morrison, 2002). In contrast, constructivism or subjectivism, as described by Saunders et al. (2007), asserts that social phenomena exists and is accomplished by social actors (Bryman and Bell, 2007). This stance excludes unobservable human experiences or feelings from social knowledge as these are subjective.

Bryman and Bell, (2007) indicate the objectivism position to reflect research into organisations, as structures within institutions have set configurations independent of the employees or individuals as social actors. As this research focuses on staff members

of schools and stakeholders' strategy, an objectivist ontological approach would reflect the position of staff members at schools and local authorities as social actors outside of changes in structure phenomena. The variables of policy, power and identity are a set of variables that can be experienced differently according to the perspectives of stakeholders. Within school sites, differing perspectives are most clearly articulated in the views of teachers and those of students. They are evidenced in how schools externalize practices reflecting institutional ethos, which in turn may reflect wider societal ways of thinking. Similarly, constructivism would view organisations as interlinked and related to individuals and employees with both structure and social actors interacting to create phenomena (Bryman and Bell, 2007). So, educational researchers should go about determining the changing natures of identities, how these multiple identities influence teaching and learning, and how one might go about the power and policy of determining the factors which contribute to a formation of cultural identities. The development of a conceptual framework to orient the research of multiple identities must explore how actors' attitudes, values and practices influence the ways in which children define and reinterpret themselves as social beings and learners. Such a framework should also acknowledge to wider societal issues of power and national curriculum.

Thus, there is a necessity to reflect clearly upon an educational researcher's ontological and epistemological perspective and to reflect upon the ways in which these may inform development of appropriate research paradigms

### **3.9 Suitability for this Study**

Considering the research aims and objectives and the nature of this research, this research is aiming to develop a conceptual framework model of empower in schools and local authorities. This study here aims to examine to what extent schools are prepared to accommodate linguistic diverse children in mainstream classrooms.

The approach is predominantly positivistic, additionally since structure is quantifiable in nature, utilising a quantitative approach to the research may also be pertinent. The focus of the research question requires statistical testing to identify causes and causality of the effects of environmental factors on the structure of schools and mainstream classrooms. A positivist approach is adopted, using a large-scale survey as the primary data collection tool.

Interpretivist approaches may give more depth to the study of power, so the qualitative based research requires subjective views, such as perceptions of staff member experiences to get greater depth and understanding of issues. The phenomenological approach claims that reality is socially constructed through the different meanings that people place upon their experience (Burrell and Morgan, 1979) and individuals frame and construct the significance of actions, concepts and facts in ways that are always context specific (Smircich, 1985). Subjectivists claim that human behaviour can only be understood in terms of meaning and not in the causal relationships of natural sciences. The researcher should gain understanding of the meanings and the ways in which the members of society shape and create their social roles through their subjective interpretation. An interpretivist approach to the research study, undertaking

research from a qualitative aspect, collecting and reviewing related data will be applied. The nature of interpretivism is to examine data that deals with understanding more complex information where numerical values and true understanding are not quantified (Sechrest and Sidani, 1993).

This objective view of reality emphasises the importance of studying the nature of relationships among the elements constituting that structure. Knowledge of organisation from this point of view implies a need to understand and map out the casual (Morgan, 1998). Positivists seek to explain and predict what happens in the social world by searching for regularities and casual relationships between its elements. The positivist believes that research is neutral and universal laws govern social behaviour and treat knowledge as objective which researchers simply discover knowledge. Researchers have access to methods and techniques which enable them to answer their questions precisely and systematically and theoretically. Research methods such as surveys and questionnaires are used to investigate a wide range of topics. The use of statistical measures of means and associations as well as the development of measurement models is significant in this approach. Ontology views of the positivist presumes that we live in a world of real objects and relationships that are lawfully interrelated by a force called causation. The researcher can utilise experiments to uncover these lawful relationships. Phenomenological approaches to research claim that human behaviour cannot be studied by scientific means or by any research that attempts to break down to parts and variables which can be analysed separately.

This research explores in-depth impacts of educational and cultural policy in mainstream classrooms in Merseyside primary schools. It uses qualitative methods in an

investigation of services provided for schools and teachers in multilingual primary classrooms and interviewing school staffs and local authorities' professionals regarding the impact of policy and services to ascertain strategies provided for schools and stakeholder views towards government strategies and services.

Having considered the nature of the research, the approach presented in this thesis is exploratory, building on existing knowledge and theories, but also being receptive to any new or as yet unthought-of relationships or phenomena. It seeks to generate the theory to suggest possible relationships between the existing services and policy and mainstreams diverse needs and a range of internal factors and external forces noted in the literature. Further, though, it seeks to analyse the activities and opinions of significant staff members in schools. The nature of quantitative methodologies, which focus on more numerical data and statistics testing, allow for issues highlighted by the research to be examined further (Sechrest and Sidani, 1993). Moreover, this approach would provide a means to identify statistically significant issues that may be linked to the research study. As such whilst early stages of the research require the use of an interpretivist approach, other stages within the course of the research will require utilisation of a positivist approach. The need for both interpretivist and positivist positions warrants a mixed methods approach to the research study. A mixed method approach is provided to facilitate the development of qualitative means of inquiry in cooperative education research.

A post positivist approach, marrying both qualitative and quantitative philosophical methodologies would not only satisfy the needs of this research but further provide additional benefits of the dual ideologies (Johnson and Onwuegbuzie 2004). This

approach would provide the benefits of collecting more complex data from qualitative methodologies, whilst providing a means of verification and testing via quantitative methods. The ability of a post positivist (pragmatist) underpin to enable in depth understanding of issues alongside the collection and statistical analysis of research data allows for a more thorough review of the research study encompassing both qualified and quantified data. The benefits from each method will not only enable a more reliable and valid study but would nullify shortcomings of utilising a single paradigm (Johnson and Onwuegbuzie, 2004).

### **3.10 Inductive and Deductive Paradigms**

Deductive research approaches start with a theoretical framework and the formulation of hypotheses. Deductive research approaches claim social behaviour is independent of context and social phenomena and can be viewed objectively. Deductive research approaches to research seek to develop theories or hypotheses and test these theories or hypotheses through empirical observation and statistical testing. Deductive research approaches initiate thinking about generalizations, and then proceed toward the specifics of how to prove or implement the generalizations (Saunders et al. 2003: 86-87). Usually, this includes an alternative hypothesis and the null hypothesis, which result in confirmation or rejection of the null hypothesis. (Bryman, 2008) Deduction is based on preconceptions and puts theories to the test, which means hypotheses can be falsified and disproved. Deductive research approaches are rooted in positivist and quantitative methods of research that claim knowledge is gained through experiences and implemented by testing. It is essentially a set of techniques for applying theories in the real world in order to test and assess their validity (Saunders et al., 2003).

Considerable accurate data are often required to analyse and test large-scale phenomena to reach a conclusion and also allows for more accurate statistical testing and understanding of relationships between variables (Bryman and Bell, 2007).

In contrast, inductive research approaches focus on finding effects, consequences, and theory construction by understanding the information collected rather than hypothesis testing. Inductive research approaches are presented in the form of constructs rather than variables. These research approaches enable research to discover issues or effects, which they may not have had in mind when the investigation began. The research approach is combined with a qualitative research method that cannot test hypotheses but generates them (Bryman and Bell, 2007). This type of research approach is considered the most appropriate for an interpretivistic research philosophy. Researchers would observe aspects of the social world and seek to discover patterns that could be used to explain wider principles. In addition, it is seen that there is no one reality, rather reality is based on an individual's perceptions and experiences (ibid). The researcher analyses the various interpretations that actors related to a particular phenomenon based on their experiences (Easterby-Smith et al., 2002). The approach provides a systematic set of procedures for analyzing qualitative data that can produce reliable and valid findings (see table 3.2 below)

### **Table 3.2 Deductive and Inductive Approaches to Research**

#### **3.11 Philosophical underpinning and Paradigm usage within this Research**

In order to examine which particular philosophy underpin is applicable for this research, whether the interpretivist or positivist approaches, the research requires examining the limitations and restraints to gain accurate data and reliable results. Positivist research approaches are concerned with uncovering facts using experimental or survey methods. It is referred to as quantitative, objectivist, experimentalist or scientific research and the emphasis is on empirical scientific and statistical testing. Phenomenology is also referred to as subjectivist or qualitative research, which provides in depth understanding

and theory building based on results or findings. Using pragmatist philosophical underpin clearly examines the benefits of each of the approaches. A post positivist approach enables the researcher to collect and analyse data with quantitative research methods which can emphasise structured statistical relationship testing and qualitative research methods, which provide a deeper understanding of data. Having applied both an inductive and deductive research approaches the outcomes will form a specific hypothesis and building of theory that can be tested deductively. The usage of both inductive and deductive research approaches are essential for understanding social phenomena and integrating empirical findings through a framework which takes account of “social structure, individual disposition, and action within social practice” (Nash, 2002:397).

This research combines a mix of inductive and deductive research approaches. Using inductive research approaches increases understanding of the research topic which can lead to more detailed inductive research, which is beneficial for later stages of the research. Inductive approaches for this research provides the opportunity to review secondary data resources and allow for a wider examination of issues potentially affecting the research area. The approaches also enable the researcher to develop hypotheses and theories that were to be tested via deductive methodology, and in depth understanding of issues, identification of themes that can be analysed further through a more deductive research approach. The combination of the empirical findings through theoretical explanations will increase reliability of data and the accuracy of research findings and the level of confidence that can be invested in them. The issue of validity was addressed in this research by eliciting the views from two different perspectives; members of staff and policy makers and by using more than one method of data

collection through combining qualitative and quantitative approaches to ensure the research had integrity and adequately measured what it was intended to measure. Local authorities may feel they offer a good service to schools and, whilst teachers may view their roles and level of service in a completely different light. The collection of information from both groups by using questionnaire and interview allowed the researcher to use a triangulation, to cancel out the limitations of one method by the use of another in order to cross check the findings, these results in more reliable findings.

### **3.12 Research Approaches Qualitative and Quantitative Approaches**

#### **3.12.1 Qualitative Approach**

Research methods refer to the way and manner that researchers can deal with research. Qualitative research relies on meaning and concepts, contexts, description, setting, but quantitative relies on measurement, and figures. Qualitative approaches to research are seen as methods seeking better understanding of some particular, natural phenomenon. Qualitative research by its nature is more dependent upon researchers, subject interpretation. It requires seeing and hearing and perhaps touching the experience activities in natural environments. Qualitative research reports tend to have a rich description of phenomena. Qualitative, inductive inquiry aims at understanding phenomena in uncontrolled, natural contexts from different analytical disciplines and perspectives. This type of research is solely exploratory and inductive and no quantitative data are used to prove or disprove theories or hypotheses. Constant comparisons are usually used in order to understand the specific populations or situations being studied (Guba and Lincoln, 1994; Denzin, Lincoln, 2000). Qualitative research is based on different assumptions, encompassing a wide range of

methodologies underpinned by multiple paradigms. This research usually begins with open-ended observation and analysis, most often looking for patterns and processes that explain "how and why" questions. This research contains descriptive data in form of words or pictures, written document, personal interview rather than numbers and it is concerned with process rather than outcomes. The qualitative approach tends to emphasise the dynamic, holistic and individual aspects of human experience. Miles and Huberman (1994) have summarised the strengths of qualitative data in terms of realism, richness and a longitudinal perspective, locating the meaning of experience within their context which is crucial in seeking to explain phenomena and to generate theory. Denzin and Lincoln (1994) argue that qualitative research emphasises processes, meanings, and stressing the socially constructed nature of reality and the relationship between the researcher and participants. Qualitative research methodologies are widely advocated within the social sciences (interpretivist) and these include a wide range of philosophies, approaches and research methods (Cohen and Manion, 1994; and Lincoln, 1994). The close relationship between subjects and researchers in qualitative research may be seen as an advantage, encouraging honest responses and increasing the external validity of the findings. To summarise the above discussion, qualitative approaches, unlike quantitative approaches, explore human behaviour and actions and the researcher utilises a range of techniques to record experiences, describe or explain participants' thoughts and to understand complex phenomena (Creswell, 2007). Qualitative research is used to uncover and understand thoughts and opinions thus providing a basis for further decision making.

### 3.12.2 Coding

Coding is one of the significant steps taken during analysis in order to organise and make sense of textual data. Qualitative researchers attempt to gain a deeper understanding of what they have studied to refine their interpretations. By analysing qualitative data, researchers try to determine the categories, relationships and assumptions that inform the participants' view of the world in general and of the topic in particular. Coding the data has an important role in analysis. The researchers are making decisions about how to organise the data in ways which are useful for the analysis and fit into the wider analytic context (Dey, 1993). Codes are labels for units of meaning to the descriptive or inferential information collected during the research (ibid). Codes are attached to different sized words, phrases, sentences or whole paragraphs connected or unconnected to a specific setting (Miles and Huberman, 1994). Data displays in form of matrices, graphs, and charts illustrating the patterns. Patterns and explanations of findings are developed by checking the data, and forming a new matrix. It is through such process that the validity of the data is established and the meanings of findings emerge.

Gibbs, (2002) highlights a number of structured analytical processes in examining qualitative research. The 'grounded' approach pre-empts this and was originally advocated by Glaser and Strauss (1967). Coding which allows the researchers to communicate and connect with the data, to facilitate the comprehension of the emerging phenomena and to generate theory grounded in the data (Glaser and Strauss, 1967). The researcher seeks to make decisions on how to code the categories, group, and organize them based upon previous knowledge theory so that the conclusions can be reasonably

drawn and verified (Gibbs, 2002). Seidel and Kelle (1995) view the role of coding as noticing relevant phenomena; collecting and analysing those phenomena in order to find commonalities, differences, patterns and structures. Coding schemes help researchers to ask questions, to compare across data, to change or make a hierarchical order of them. One of the key aspects of qualitative research is to undertake a structured approach to ensure accurate data analysis. As Miles and Huberman (1994) illustrate, the coding of data leads to new ideas on what should be displayed. Electronic methods of coding data are increasingly being used by researchers. The computer and the text analysis packages however do not do the analysis for the researcher. The user must still create the categories, coding, and decide what to retrieve. The development of computer software packages to assist in the tagging and retrieval of data appears to have made the life of the researcher relatively easy. Data analyses were tedious and frustrating in the first project. In the second, electronic coding made the process relatively smooth, though considerable time had to be spent initially to get acquainted with the package. The computer also facilitated the analyses to be carried out in more depth and the reports generated were invaluable. The package did not eliminate the need to think and deliberate, generate codes, and reject and replace them with others that were more illuminating and which seemed to explain each phenomenon better. Researchers have the opportunity to play around with the data and familiarize themselves. This qualitative research involves a smaller sample and does not deal with large datasets; it does not require a great deal of time for analysis as with quantitative research. Quantitative data analysis involves long periods of time, so does the analysis of quantitative data (Miles and Huberman 1994).

### 3.12.3 Interview Survey

Kvale (1996) claims that the qualitative research interview attempts

“...to understand the world from the subjects’ points of view, to unfold the meaning of peoples’ experiences, to uncover their lived world” (1996: 1).

Further, qualitative research interviews enable a researcher to “see the research topic from the perspective of the interviewee” (King, 2004: 11).

Significantly, interviewing is a particular means of collecting data when the research design involves an analysis of people’s opinions and the research process will simply need enough data to explore and document within an interpretivist framework (Travers, 2001; Keats, 2000). Bryman and Bell (2007) discuss that interviews can be conducted in three forms. Structured interviews have a set of predefined questions using highly structured and set list of questions in the same order for all respondents. Structured interviews are similar to surveys except that they are administered orally rather than in writing. Semi-structured interviews provide opportunities to explore interviewees’ ideas and perceptions of the key themes of the conceptual model whilst allowing exploration of emerging themes not previously considered in the conceptual model, therefore adding significance to the data. The interviewee will be more freely expressed and the format of the interview is more flexible (Saunders et al., 2007). The semi-structured interview, using similar questions for each interviewee, as it is an appropriate level of structure to ensure cross-case compatibility (Bryman & Bell, 2007). Using semi-structured interviews allows for comparisons between the individual participants. The unstructured interview technique was developed in the disciplines of sociology as a method to elicit people’s social realities. Unstructured interviews are a way to understand the complex

behaviour of people without imposing any a priori categorization, which might limit the field of inquiry (Saunders, et al. 2007). Unstructured interviews start without detailed knowledge and preparation, aiming to achieve deep insights into people's lives. The researcher's control over the conversation is intended to be minimal (Patton, 2002).

Interviews can be undertaken in face-to-face methods or by telephone interviewing. The advantages of telephone interviewing are mainly attributed to its low cost and ability to interview hard to reach participants (Dillman, 2000; Groves, 1989). In the telephone interviewing, the interviewees cannot physically see the presence of the interviewer that makes the response task more challenging. Face-to-face interviews provide greater flexibility and can accommodate more complexity further allowing recording of non verbal actions or gestures as data and respondents are more likely to give biased answers when an interviewer is present (Saunders, et al., 2007). In face-to-face settings it is easier for the respondent to understand questions. Nonetheless telephone interviews are increasingly viewed as a worthwhile and viable alternative to face-to-face approaches.

#### **3.12.4 Grounded Theory**

Grounded theory emerged from the generation of theory from the data of social research (Glaser and Strauss, 1967) and, therefore has a sociological perspective. The emphasis of grounded theory is on theories and hypotheses emerging from the raw data and then being verified or modified in the light of further data collection. Bryman and Bell (2007) highlight that grounded theory is the most common types of data collected in qualitative research and generation of theory is a key feature of qualitative research

(Gummesson, 2005). The nature of grounded theory shows that original theory generated from the data or existing theories elaborated and modified as incoming data is analysed; and relevant previous research findings can also be incorporated into the theory (Strauss and Corbin, 1994). Hence, grounded theory ensures that this theorising will not just be grounded in the data but will be tested in order to support or disprove the hypotheses generated. It also allows examination of current issues together with the discovery of new concepts, reliability identified through rigorous research.

### **3.12.5 Quantitative Approach**

The quantitative approach to research is described as being scientific. Quantitative research begins with pre-specified objectives focused on the formation of theories and testing preconceived outcomes. This research approach is explaining the relationship between phenomena (Saunders, et al. 2007). This approach facilitates the collection and analysis of data in numerical form and usually involves large-scale studies with representative sample. Quantitative research requires distancing from the object of study, describing, and counting analysis of numerical data that can be acted upon away from their sources. Quantitative research reports include statistical analysis and rely on the collection of numerical data, which is then subjected to analysis, usually using mathematical or statistical routines rather than the rich textual descriptive treatment of the subject (Creswell, 2008). Quantitative approaches, aim to test theories specified at the start of a study (Bryman & Bell, 2007). Furthermore, generalising is a common aim with quantitative research through statistical sampling.

Quantitative research provides brief presentation of distributions, tables, graphs and formula driven findings to describe or by comparing relationships between and among a carefully defined a set of variables. Experimental research, which attempts to explore cause and effect relationships where causes can be manipulated produce different kind of effects. They rely on mostly quantitative data such as test scores, opinion surveys and measures of performances survey research. Quantitative research is used to measure and predict, leading to a final course of action. This research approach is linked with natural sciences (positivist) and is used to examine cause and effect relationships, using deductive processes (Cohen and Manion, 1994) therefore findings can be used to provide explanations and predictions which can be generalised to other populations.

In summary, the quantitative research approaches aim to summarise information, discover and measure relations among variables and to make predictions. In this research, elements would allow the researcher to pose a broad range of questions to a relatively large sample of members of staff in mainstream primary schools in an attempt to start uncovering stigma and to facilitate choosing the participants for the follow up in-depth, semi-structured interviews. The qualitative element would then enable detailed descriptive information, capturing the richness of a small sample of mainstream staffs' experiences and their views and beliefs regarding mainstream curriculum and EAL pupils and resources available in schools. It is evidence, therefore, that both quantitative and qualitative approaches are the most appropriate to the context and aim of this study, which require the description of staff members' experiences of attitudes and perception towards cultural linguistic diversity in mainstream classrooms.

As previously stated, there is a range of distinct research approaches associated with qualitative research. Ethnography, grounded theory and phenomenology are example of qualitative research approaches which are exploratory in nature and these are therefore considered in relation to this study, summarised and applied to the requirements of this research enquiry.

### **3.12.6 Data Types within a Questionnaire Instrument**

A questionnaire involves asking a large number of people a series of questions, which are presented and answered on a form. Questionnaires and surveys are structured ways of collecting data from a population or a sample of a population. Questions structured in questionnaires can be closed or open ended. Questions with closed response categories are more easily quantified. Categorizing the responses of open-ended questions may require use of content analysis. Bryman and Bell (2007) argue that one of fundamental issues within quantitative data analysis knows which types of data can be used in relation to particular levels of measurement. In quantitative data analysis data types provide a means to categorise different values into groupings thereby allowing clear identification of available statistical tests. There are three major data types that enable researchers to design accurate and clear questionnaire/survey and also collect appropriate data for need of the research and statistical tests (Field, 2005). Therefore, in order for the analyst to carry out statistical tests, appropriate data types need including and should be collected within a survey. These types of data are nominal, ordinal and scale (covering both intervals, ratio scales).

Nominal data is also known as the categorical variable. This type of data identifies characteristics of participants and gives information about the respondents' basic data,

i.e. demographic variables that they have no numeric value (Bryman and Cramer, 2001). It is the most basic level of measurement, which asks participants to categorise themselves or their organisations using questions about the respondent's organisation gender, ethnicity size and type etc. Thus, measurement of a variable involves merely categorization and it is a weak measurement in statistics.

Ordinal data is also named as rank data. Ordinal data shows a particular item's position relative to other items, such as first, second, third and so on. The ordinal scale doesn't specify the distance between each item. Distances between attributes are not equal and have no meaning beyond just indicating a more or less relationship between categories (Oppenheim, 2000; De Vaus, 2002). A common ranking scale is the 1-10 scale. While a larger number of ranks yield richer data, both the reliability and usefulness of the data can suffer if too many ranks are used. For these and other reasons, ranking questions are often considered unreliable by many statisticians.

Scale data divided into two groupings interval and ratio. Interval scales measure the subjective characteristics of respondents. This scale enables respondents to rate on their options where the distance between the categories is equal (Burns & Bush 2002; Kinnear et al. 1993; Bryman and Bell, 2007). Interval data attempts to gather evaluative information from respondents whilst request the respondents to state to what extent they agreed or disagreed with a range of statements. There are usually five or seven possible responses. Since it is easier to analyse data in numerical form (Bryman and Bell, 2007) each question was allocated a number, ranging from 1 to 5 or 1 to 7.

Ratio data while has similar characteristics, it differs with its fixed Zero point (ibid). Ratio data can exist as either count variables, which dictate usage of whole number, therefore take on only a specific set of values whereas continuous forms indicate how much and therefore can have any value within a given range to include decimals.

Questionnaires are administered to persons over the phone or mailed out or distributed by other means, in this case they are self-administered by the respondent. Questionnaires and surveys usually gather descriptive and normative data, though they can gather cause-and-effect data. Generally, they are useful for validating a grounded theory and are not good for exploring new ideas. Other methods should be used when the identification and location of knowledgeable respondents is difficult or if literacy or language barriers exist. The objective of surveys is to collect a limited amount of focused information from a sample of individuals. Up to a point, the larger the sample, the more valid the data. Bryman and Bell (2007) show major data types that exist within quantitative data collection and analysis.

Techniques in designing questionnaires/surveys usually include an introductory statement with the survey which briefly summarizes the survey's purpose, motivates respondents to participate, and addresses confidentiality. Clear guideline for completing the survey which address how answers should be indicated, how to deal with items which are not applicable, and what to do with the completed survey is commonly provided. Refining the questions, being sure that each question is relevant to the evaluation issue under study targeted to respondents most likely to give meaningful answers answerable without placing undue burden on the respondent has a good probability of contributing useful information to the evaluation report. Assessing

the appropriateness of the language used in each question. To ensure that questions are clear and can be properly answered is desirable.

### **3.13 Post positivism and a Mixed Method Approach**

This section presents mix methods research as the third research paradigm, which emphasises on the usage of quantitative and qualitative methodologies in such a way to strengths and minimise the weakness of both in single research studies. This approach to research entails the application of two or more sources of data or research methods to the investigation of a research questions (Creswell, 2008; Bryman and Bell 2007; Saunders et al. 2007). A mixed methodology is simply a methodology with methods that use both quantitative data which data is in numerical form, often derived from questionnaires and structured interviews and qualitative data, which is based on descriptive data from observation or unstructured interviews (Jones, 2004; Creswell, 2008). Using both quantitative and qualitative data, and both types of data together can provide a better understanding of the research problem than either type of data alone (Creswell, 2005). The rationale for mixed methodology research is that if findings deriving from a single research method and as such are vulnerable to the accusation that any findings deriving from such a study may lead to incorrect inferences and conclusions.

Sechrest and Sidani (1995) point out those both quantitative and qualitative methods describe their data, construct explanatory arguments from their data, and are speculative about why the outcomes they observed happened as they did. This research inquiry includes the use of induction, which focuses on discovery, exploration, and theory or

hypothesis generation as the primary instrument of data collection. Deduction focuses on confirmation, theory/hypothesis testing, explanation, prediction, data collection, and statistical analysis to uncover and rely on the best of a set of explanations for understanding one's results (Waal, 2001). Mixed methods research also is an attempt to legitimate the use of multiple approaches in answering research questions, rather than restricting or constraining researchers' choices (Onwuegbuzie & Leech, 2004).

Using mixed methods provide the opportunity to first explore qualitative data in order to guide the development of a quantitative survey instrument, or to identify variables in order to study them in a subsequent quantitative study. Similarly, mixed methods give the researcher opportunity to follow up a quantitative study with a qualitative one in order to collect more detailed information that might support or extend explanations that could be drawn from the results of statistical analyses (Creswell, 2005). Ultimately combining these two types of data provides very "powerful" information about the research topic at hand and provides the opportunity to develop a much more complex picture of the phenomenon under study (Creswell, 2005).

### **3.14 Approaches to this Research**

Both qualitative and quantitative methodologies are undertaken for this research study. The research uses a variety of complementary research methods, which were largely qualitative through review of the literature and examination of documentary evidence relating to the social linguistic and cultural needs of LMC in mainstream classrooms and semi structured interviews with teachers (staff members in schools and at the organisational levels local authorise and EMTAS office). This research is followed up

with some quantitative research, questionnaire surveys to gather background evidence of teachers' experience and attitudes toward educational needs of LMC/EAL pupils, and to provide additional confirmatory data allowing for triangulation of findings (Miles and Huberman, 1994).

Qualitative desk research involves reviewing literature from different sources such as journals textbooks and e-resources, documents, policy, OFSET, and curriculum outlines have been used to inform the study. Secondary data was imported and coded into the NVivo qualitative software package. Themes and issues were identified through process of coding content analysis of documents and also from question surveys.

Quantitative questionnaire research was undertaken with staff members of schools and local authorities. From the analysis of related literature and documents a range of questions types were designed to form the questionnaire. A questionnaire was designed to meet the objectives of the study and predefined conceptual framework. All the data collected from questionnaire was kept and used the basis of the thematic analysis by using Statistical Package for the Social Sciences (SPSS V17 &18) software for managing and analysing social scientific data (Bryman and Cramer, 2005). The themes and issues emerged from surveys were used as indicators for final interview stage.

Qualitative interviews were undertaken with staff member of schools (teachers, heads, support teacher, teaching assistant) and also with local authorities and EMTAS officers. Interviewing staffs from a wider range it allowed for reliability and accuracy of findings across the sector for this research. Interviews were transcribed imported and coded into NVIVO software where further findings and analysis were made. Inductive approaches are intended to aid an understanding of meaning in complex data through the

development of summary themes or categories from the raw data. These approaches are evident in many qualitative data analyses.

The research also collected data from the study schools, focusing on distributing questionnaire, interviewing staff as a model of schools which had high populations of LMC/EAL children.

The research undertook a qualitative, quantitative and then ultimately a qualitative approach. The research started with inductive enquiry, followed by deductive analysis and ended with inductive analysis. The research built on theoretical foundations identifying issues and themes for further statistical analysis. There are eight stages in the mixed research process, as shown in Figure 3.2 below:

**Figure 3.1 Research Process**

### 3.15 Survey Strategy

There are a number of research methodological instruments for the collection of data. Some of the methods are more suited to the deductive approach whilst others clearly belong to the inductive approach. Choice of the research strategy is guided by research questions, objectives, and philosophical underpinnings. The most prominent strategies in educational research include survey, case study, action research and grounded research. The approaches aim to test and verify a theory or, more accurately, to test hypotheses derived from the existing theory. It is a common practice in social science areas that have emphasized quantitative research which starts with a theory, deduces hypotheses from it, and proceeds to test these hypotheses (Saunders et al., 2007; De Vaus, 2002). Thus, a questionnaire survey was the most appropriate strategy to answer this research question. The survey method is a data gathering strategy that can take the form of a self-administered questionnaire or a face-to-face or telephone (including computer-assisted telephone) structured interview. Survey strategies provide more extensive data collection and more generalisable findings that are representative of the whole population at a lower cost than collecting the data for the whole population and it is a viable strategy to measure people's attitudes. However, according to Saunders et al., (2007) data collected is unlikely to be as wide ranging as those collected using other research strategies because questionnaire contains a limit to the number of questions and also richness of the data is dependent on respondents (Saunders et al., 2007; Sekaran, 2003). Moreover, the highly structure survey with pilot testing allows more precise and reliable data to be collected. In this study, the questionnaire survey was used to collect the quantitative data and analysis of the findings was undertaken quantitatively using a computerised analytical programme with a deductive approach and to evaluate the

questionnaire for its reliability and validity using a statistical analytical procedure. In addition the questionnaire was piloted and tested for appropriate wording and to check whether it was meaningful to the respondents. Saunders et al., 2007; Smith, Thorpe and Lowe, (1991) also argue that questionnaires need to be tested, in order to refine the difficulties of answering the questionnaire, evaluate the question validity and reliability and to ensure that the data collected could answer the research questions and to check whether the findings appear to make sense.

Structured interviews can be applied with a survey research strategy. This strategy enables to gather collecting qualitative data and provide a more detail understanding of research issues (Saunders, et al., 2007). A structured questionnaire is a predetermined set of questions designed to collect data from respondents which is administered electronically (Hair, 2007).

The survey strategy requires the collection and examination of data through surveys and interviews at only one time or over a period of time at set specific point undertaking cross-sectional or longitudinal evaluation. As such, approach collect data and measure the actions, attitudes, and characteristics of respondents at only one time, is considered cross-sectional. Cross-sectional research involved studying groups of participants in different age groups at the same point in time. Longitudinal research, data are collected over period of time at set specific points measuring the value of cases on an independent variable and a dependent variable at different times. Longitudinal research provides more accurate results and sectional research allows safe generalisation of findings and determination of causality (Wiersma and Jurs, 2009).

This research utilises the foundations of survey methods and different data types for different methods of analysis by employing questionnaire and interview survey through cross sectional design to achieve the objectives set out. A cross-sectional study is a powerful tool that captures data and generates theory for further research.

### **3.16 Case Study Strategy**

There are many research strategies available for undertaking research. Yin (1994) claims that there are five different research strategies, experiment, survey, archival analysis, history and case study. Bryman and Bruggess (1999) argue that a case study focuses on understanding the dynamic present within single setting. The case study research is an empirical inquiry that investigates a contemporary phenomenon within its real-life context and in which single or multiple sources of evidence are used (Yin, 2003). Saunders et al., (2007) define case study as a strategy for doing research which involves an observed investigation of a particular contemporary observable fact within its context using multiple sources of evidence. Case study method enables a researcher to closely examine the data within a specific context. Case study strategy provides in depth detailed information and completed picture of what happened and why, by collecting qualitative data from multiple methods such as surveys, interviews, document review and observation (Bryman and Bell, 2007).

The case study strategy is mostly used in explanatory and exploratory research. It has the advantage of combining various data collection techniques critical for the collection of reliable information. A critique of the case study method is that it involves very limited number of individuals as the subjects of study, so it is difficult to generalize

from one case to another. Yin, (2003) advises case study analysts to generalize findings to theories, as a scientist generalizes from experimental results to theories and that the study of a small number of cases can offer no grounds for establishing reliability of findings. Case study research, allows the exploration and understanding of complex issues. Through case study methods, a researcher is able to go beyond the quantitative statistical results and provide holistic and in depth explanations of social and behavioural conditions through the actor's perspective.

In summary, case study strategies enable researchers to examine data at the micro level. Case studies apply when a big sample population is difficult to obtain. The study strategy presents data of real-life situations and provides better insights into the detailed behaviours of the subjects of interest, but not able to generalise their results. Case study method has always been criticised for its lack of rigour and the tendency for a researcher to have a biased interpretation of the data. Grounds for establishing reliability and generality are also subjected to scepticism when a small sampling is deployed. Often, case study research is dismissed as useful only as an exploratory tool. Despite these criticisms, researchers continue to deploy the case study method particularly in studies of real-life situations governing social issues and problems. Case studies from various disciplines and domains are widely reported in the literature. For instance, there have been studies conducted to ascertain whether particular government programmes were efficient or whether the goals of a particular programme were reached. In other examples, such as in education, evaluative applications have been conducted to assess the effectiveness of educational programmes and initiatives.

### **3.17 Research Purpose**

There are many practical reasons why researchers choose to engage in research and decide upon appropriate purpose and methodology. The methodological understanding clearly clarifies the definition of goals of this research.

There are a number of research purposes that can be applied within any research setting. A descriptive research design is used when data are collected to describe persons; Saunders et al (2007) examine a number of research purposes that can be applied with any research setting.

A descriptive research details understanding and review of particular issue to provide an accurate profile of the events. Descriptive research seeks to build upon the existing and current body of knowledge in the different area and is qualitative in nature, aiming to provide a deeper and richer understanding of phenomena and issues viewed through a more realistic lens.

An exploratory research involves finding out what is happening, and asking questions and assessing phenomena in a new light and seeking to create a deeper and detailed understanding of phenomenon. Saunders et al., (2007) argue that exploratory research involves researching literature, interviewing the research subjects and conducting focus groups or observation. Exploratory research in survey strategies seek to improve familiarity within a research topic and concepts. It involves discovering new possibilities and dimensions that exist within the research population.

An explanatory research refers to the research where models of causal relationships between variables exist, and to analyse why or how the phenomenon being studied is happening. Explanatory research is seen as quantitative approach through statistical testing and research and also can be undertaken through qualitative research. This research provides the ability to utilise both quantitative and qualitative data aim to understand phenomena by discovering and measuring causal relations among them (Saunders, at el., 2007).

### **3.18 Research Strategy and Purpose of this Research**

The examination of research strategies revealed that the most applicable approach to this research study was through a survey strategy seeking to collect data at that point in time utilising the available survey instruments. This research requires collecting both qualitative and qualitative data through interview and questionnaire surveys in order to accurately address the aims and objectives of this research.

### **3.19 Ethical Consideration**

Within the context of any research area it is important to consider that an ethical approach not only to data collection and analysis but also in communication of findings. Ethics refers to the appropriateness of the researchers' behaviour in relation to rights of participants (Cooper and Schindler, 2008). In order to present research findings to be valid and disseminated into the public domain, the researcher should ensure that there is moral and ethical responsibilities to the research and the readers have a fair and unbiased review of findings (Bryman and Bell, 2007). Moreover, it is argued that the

researchers have a moral and professional duty to ensure that adequate ethical values are adhered to and that considerable measures are undertaken to minimise adverse effects to research participants. The ethical consideration for any research strategy should include the privacy of participants and maintenance of confidentiality and data provided by individuals. Saunders cites privacy as the ‘cornerstone of ethical issues’. Saunders goes further to describe the way in which

‘[...] consent, confidentiality, participant reactions [and the way you]... use, analyse and report your data all have the capacity to affect, or are related to the privacy of the participants.’  
(Saunders et al., 2003:131)

It is clear that there is a need to ensure that any research puts no pressure or impact upon participants to take part in research process (Cooper and Schindler, 2008). Ethics within any research has two main streams, the ethical approach of participants and an ethical approach to fair and truthful communication of research findings. However, researchers and institutions must also recognise that such freedom carries with it significant responsibilities, including the need to ensure that research involving human participants meets high scientific and ethical standards. It also implies duties of honesty, integrity, objectivity, accountability and openness alongside thoughtful inquiry, rigorous analysis, and the application of professional standards (De Vaus, 2002). Ethics issues in any research address four areas of ethical concern, namely: protection of participants from harm (physical and psychological), prevention of deception, protection of privacy and informed consent (Bryman and Bell, 2007).

### **3.19.1 Harm, Confidentiality and Privacy, Deception and Consent Form**

The first ethical principle in any research is harm to participants that involves a number of aspects, physical and psychological harm such as the loss of confidence and stress (Bryman and Bell, 2003; Crandall & Diener, 1978: 19; Bryman, 2008: 118). In order to prevent harm to participants, and provoking anxiety and stress researcher should take into account issues such as length and some of sensitive questions of questionnaire (Saunders, et al, 2007).

The second ethical principle is that the researchers have no right to invade the privacy of others because it may cause harm; Privacy is concerned with issues that an individual has the right to choose whether to participate in a survey. Therefore, privacy of the participants should be maintained by inquiring their willingness to participate in the process. Deception and harm represent another area of ethical concern that the researchers require to obtain greater understanding in a particular situation. Deception occurs when researchers misrepresent the true purpose of research and try to create a false impression by disguising the real objective of the survey in order to obtain important information. The ethical issue in any research requires that the participant have received enough information about the nature of the study, the risks and the implications of participation in the survey (Bryman and Bell, 2007). This requires informing participants about the overall purpose of the research and its main features. Most institutions have guidelines and ethical codes for research. Consent forms vary from institution to institution. In most circumstances, researchers must provide participants with information about the purpose, methods, risks, inconveniences, times, discomforts, gaining access and possible outcomes of the research. Generally

researchers have to negotiate consent from all relevant people for all relevant matters, and, possibly, at all relevant times and they are expected to record participants' agreement to take part. The participants should be informed about the general nature of the study and time and effort for researchers and participants as well as any potential harm that the study may cause. Participants should be assured of confidentiality, privacy, and freedom to withdraw from the study at any time. In addition, researcher offers to the participants the opportunity to receive a report about the results and conclusions of the research project.

The research must ensure participants that information obtained during the research process is confidential as well as of the risks and benefits of participation. Therefore, participants should be informed that they will not be identified individually and details used for the purpose of this research will be regarded as highly confidential. Smith et al., (1991) stressed that it is responsibility of the researcher to protect the confidentiality of the details and identity of individual participants.

### **3.20 Validity, Reliability and Triangulation**

Validity is concerned with the integrity of the conclusions that are generated in a particular a piece of research (Bryman, 2004:28). Validity in any research is concerned with the ability of the result and conclusions that are accurately drawn from the research findings. Validity measures accuracy in term of the extent to which a research conclusion corresponds with reality (Saunders, et al., 2007).

Reliability is the consistency of a measurement, or the degree to which an instrument measures the same way under the same condition with the same subjects will produce

the similar or identical results. In short, it is the repeatability of a measurement (Bryman and Bell 1994; Bush, 2002).

Reliability is concerned with whether the procedures of data collection and analysis generate the same results on other occasions or will other observation make similar observation and arrive at the same conclusion from the raw data? (Easterby-Smith et al., (2002) cited in Saunders, et al., 2007:149)

Reliability and validity are conceptualized as trustworthiness, rigor and quality in qualitative paradigm. That can be achieved by eliminating bias and increasing the researcher's truthfulness of a proposition about some social phenomenon using triangulation (McMillan & Schumacher, 2006). In a related way, qualitative researchers consider the ideas and explanations generated by other researchers studying the research participants.

Validity namely divided into two forms internal and external validity which are both concerned with the relationship of findings with the true nature of those findings. Measurement validity is an assessment to determine whether the questionnaire provides adequate converge of the survey and usefulness of the questions. Measurement validity also assesses the quality of designed instrument to make accurate predictions through statistical analysis and to reflect of what it intends to measure or uncover (Bryman and Bell, 2007). Therefore, a valid questionnaire enables accurate data to be collected (Saunders, et al., 2007). Internal validity in relation to questionnaires is the ability of the questionnaire to measure what it intends to measure and it is concerned if a measurement of casual relationship is reflective of the true nature of things. Therefore,

internal validity is assessed to determine whether the questions are capable of measuring the quality of services provided in a mainstream classrooms context. Statistical tests of reliability were undertaken on pilot questionnaire findings to examine the validity of the instrument in providing accurate findings. Questions were coded and entered in an SPSS statistical program to generate data. A Cronbach Alpha reliability test on questionnaire results provided an internally valid measurement score. Moreover improvements undertaken on the preliminary questionnaire enabled implementation of a tested and refined instrument. Validity of the questionnaire will be evaluated at the findings and conclusion stage.

External validity is concerned with whether it is possible to generalise the research findings to the wider context. Saunders, et al. (2007) emphasise that, though the findings of the research have a wider applicability beyond the population of the sample selected, researchers should not generalised to findings beyond the sample frame. The questionnaire and interview phases of the research were restricted to a non probability sampling methodology due to the non-viable approach of compiling an accurate sampling frame. The purposive sampling methods of this research, which includes a wider range of respondents from different primary schools, provided responses collected from a representative group that matched set criteria. This approach was utilised on both questionnaire and interview phases to ensure that the data collected was reflective of the population and as such externally valid. Furthermore, using multiple sources of data or mixed methodology approaches allows triangulation of data and secure findings. Fisher, (2007) and Saunders et al., (2007) argue that a weakness in one method can be avoided by using a second method that is strong in the area where the first is weak. Data collected from qualitative exploratory phases facilitates quantitative

questionnaire design stage which in turn is followed and completed by qualitative interview surveys, enables data to be collected and verified against triangulated sources. Qualitative research facilitates the generalisation of hypotheses and assists quantitative measurement design, supporting the quantitative research design. Moreover, quantitative research and its findings reinforce structural consideration in qualitative methods such as case selection or deeper understanding and interpretation of tested hypotheses and results (Bryman and Bell, 2007). The usage of a mixed methodology approach reinforces and ensures validity and reliability within the findings of the research.

Triangulation involves the collection of data from multiples sources or methodologies to ensure the validity of the findings and results. Within the primary research design the researcher utilises multiple source of data where a weakness in one method can be avoided by using a second method that is strong in the area that the first is weak (Fisher, 2007; Saunders et al., 2007). Triangulation allows interpretation of data from multiple sources and this interpretation supports more multifaceted and contextually responsive research findings (Cresswell, 2003; Tashakkori & Teddlie, 2003). Triangulation entails:

“using more than one method or source of data in the study of social phenomena” (Bryman 2004:275).

This approach engages multiple sources of data, methodologies and theoretical perspectives to cross check findings and combines different methods of data collection such as interviews, questionnaire and documents in order to achieve more valid, reliable and diverse construction of realities (ibid). This technique described by McMillan &

Schumacher (2006) as strategies for enhancing validity. Creswell (2003) also argues that triangulation allows using different data sources and examining evidence from the different sources to build a coherent justification for themes. To improve the analysis and understanding of construction of others, triangulation is a step taken by researchers to involve several investigators or researchers' interpretation of the data at different times or locations.

Within this broad idea, there are four different forms of triangulation which are research triangulation, data triangulation, methods triangulation and theory triangulation. Research triangulation involves comparing the results and interpretations of different researcher on a similar topic to verify similarity in findings. Data triangulation focuses on validity of data collected and its accuracy through collecting cross sectional and from different sources. Methodological triangulation involves conducting research on similar topics, combining different methods. Theoretical triangulation reviews the application of theory from a different discipline (Easterby-Smith et al. 2004; Hair et al., 2007).

This research employs triangulation methods to ensure accuracy of results and findings based on collection and analysis of data through mixed methodological approaches. In line with the philosophical and methodological approaches, triangulation exists as a product of the need to utilise mixed methodological approaches in this research. Bryman (2007) adds that mixed methods allow examination of complex research problems needing attention to examine changes in professional practice and furthermore it contributes to the rigor of research and its application. In this research, combining qualitative and quantitative approaches provided a "sum greater than its parts" (Bryman,

2007:8). This allows for responses to the research questions of the study (Morgan, 2007), and provides directions for further studies on educational programmes.

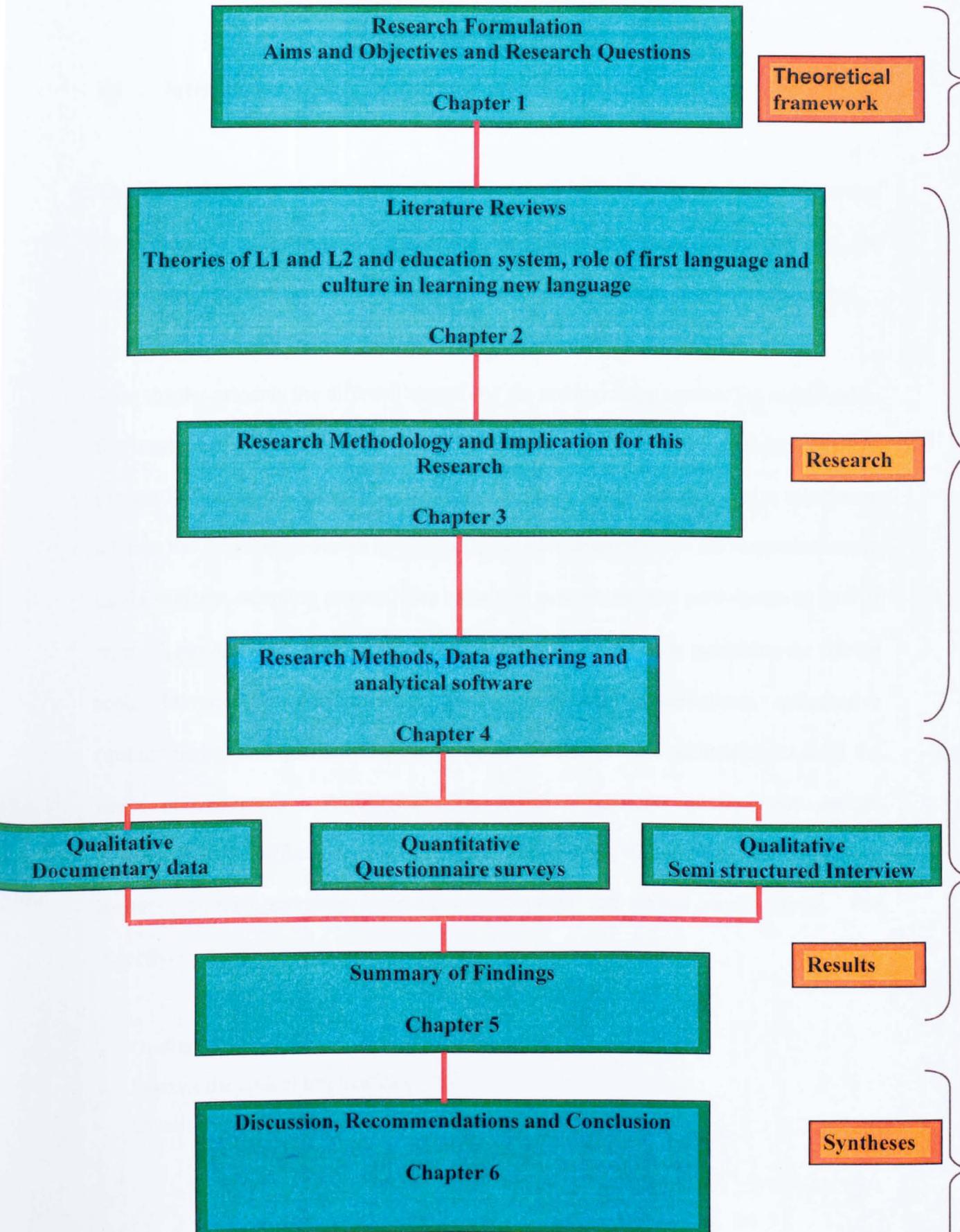
### **3.21 Overview of Research Methodology**

This research applied a variety of research instruments to collect relevant data. The research questions are developed to address the purpose of the study and each question dealt with a specific theme of the study. The research questions helped frame the research activities and inform the development of the data collection instruments. The study relies on both quantitative study with statistically validated numerical data, and qualitative study with empirical validation process supported by evidence from literature and grounded in the practical application and careful interpretation of in-depth interviews. This involved searching relevant databases and documentary review to evaluate language policy documents to provide information on language theories, policy, planning and implementation and the range of practical and professional support for schools in two Merseyside local authorities, Liverpool and Knowsley.

Questionnaire surveys were used in this study to capture staff members' perceptions and views regarding language policy implementation, challenges, resources and funding in the schools.

Interviews were conducted with staff in schools and relevant education stakeholders for the purpose of capturing information on their views and perceptions regarding the concept of bilingual education and needs of language minority children in mainstream primary classrooms as well as their understanding of the current policy and implementation. The next chapter describes the methods used to collect data in this study and explains their appropriateness to the exploration of the research questions (see figure 3.3 below).

# OVERVIEW OF THE RESEARCH PROCESS



## **CHAPTER FOUR**

### **METHODS**

#### **4.1 Introduction**

This chapter presents the description of the research method to be used, a description of the respondents, the qualitative evaluation, the quantitative instruments to be used, the procedures and statistical treatment utilized in analyzing the data that will be gathered.

This chapter presents the different stages and the methodology approaches employed in this research in relation to the design, distribution, ethical issue and data analysis process to answer and show how all of the major parts of the research evolve together to address the proposed research questions. It includes description of the research context, target subjects, sampling process, data collection procedures, and participants as well as research assumptions. It details the usage of exploratory research (searching the related topic literature, white papers, reports, conferences (qualitative), quantitative (questionnaire) and qualitative methods (interviews) that were undertaken to fulfil the needs of this study. Additionally, the chapter documents questionnaire design, procedures and distribution, issues related to interviewing respondents, research design issues of piloting, sampling, instrument development and ethical considerations. The objectives of this chapter are to:

- Outline the procedures followed for piloting and sampling
- Discuss the ethical implications
- Details the analysis procedures undertaken in this research

## **4.2 Overviews of Stages of this Research**

### **4.2.1 Phase 1**

The development of ideas and global hypotheses for research questions together with a review of the literature was undertaken for this phase, thus enabling a more detailed understanding of the research subject and its implications of guidelines for best practice in mainstream classrooms. This phase investigated the nature and impact of national and local policy on teaching in schools. The focus was particularly the significant factors that influence and facilitate teachers' ability and incorporate it in their teaching in mainstream classrooms. This phase discusses the research limitations, scope of research and accessibility of participant. During this phase a number of language courses both in the form of theoretical classes and workshop were undertaken together with practical exercises with other university staff in related subjects.

### **4.2.2 Phase 2**

The method evolved during the initial research. Investigation of the literature was examined and developed in order to ensure an appropriate methodological approach had been applied. The literature on research methods theories enlightened my understanding of practical and effective methods for researching. Theories of research methods were examined to employ the possible survey approaches to mixed methods of data collection in this research. Furthermore, in regards to permission, to undertake research, the participating schools, ethical and confidentiality issues, informed consent and security of data were considered in this phase with suitable methods explored and employed. Identification and initial contact with key stakeholders has been made,

including local authorities and EMTAS (Ethnic Minority and Traveller Achievement Service) and academic and practitioners who had researched the area of the needs of minority language children ethical issues, informed consent and security of data were considered in this phase.

The initial research activity reviewed the literature and developed research questions. The literature review gathered from journals, abstracts, relevant book sections, and references from articles across the related field. Critical reviews and analyses were drawn from the literature as a starting point to highlight the issues which schools identified in mainstream primary classroom. Each school was identified and evaluated for their suitability and applicability for this research. A critique of the sample also provided a literature basis for specifying criteria for developing the research instruments.

The researcher undertook a range of different training courses and attended conferences in bilingualism, cultural diversity, mainstreaming and a number of research methods training courses, in order to better prepare for the purposes of mixed methodological approaches to the study.

A methodology review was conducted across the quantitative and qualitative research literature, starting with post positivist studies (Saunders, et al., 2007) and quantitative and qualitative research and evaluation (Denzin and Lincoln, 1994). The methods were investigated and documented. The selection criteria for samples were determined from relevant literature. Forty schools were reviewed for their fit against the specified criteria but only twenty schools were selected based on those criteria.

In both the initial and final reviews of literature, across disciplines, several research reports were used as supplementary models and theoretical guidance. The initial research questions were drawn from exploring the extant literature on language minority children and mainstream classroom, bilingual children and educational policy throughout these literatures. Three questions were developed and reviewed for applicability, unbiased presentation and this framework, with the research questions, was used in preparing the questionnaire and interview questions. This phase constituted the exploratory research stage where a review of numerous secondary literature sources was undertaken, a subsequent analysis conducted through use of the NVIVO qualitative software package, and findings were incorporated in the design of stage 2 of the study.

### **4.3 Stage 2**

#### **4.3.1 Phase 3**

The researcher undertook the design of an initial questionnaire and a guide was designed, this was subsequently reviewed by the director of studies. The pilot survey was necessary for adequate questionnaire coverage, and to ensure clarity of the questions before being used consistently with all participants. The pilot survey was completed and results were analysed. Reliability tests were undertaken to ensure validity and coherence of data. The researcher also considered required action in relation to research population, sampling methodology and questionnaire delivery and distribution. The questionnaire was administered both (electronic and hardcopy) to sampled participants and collected responses were imported into the SPSS quantitative software package to be analysed. The procedure extended to second and third mailings of the questionnaire to ensure a better response rate. During this phase the review of questionnaire findings were undertaken and statistical analysis applied to identify the

themes and key issues emerged during this process. The pilot survey was undertaken to ensure clarity of the questions.

Statistical tests were undertaken after ensuring reliability and also examining the perception and response of primary schools staff in Merseyside. The results of these statistical tests were incorporated into stage 3 of the research (see appendix 2 for the Questionnaire guide).

#### **4.3.2 Phase 4**

Phase 4&5 of the research involved interviews and observations with teachers to explore greater depth issues and facilitate interpretation of the quantitative results obtained in the survey and to address research questions, supported by the literature. Furthermore, added depth was facilitated for these results by capturing the richness of a small sample of mainstream staffs' experiences and their views and beliefs regarding mainstream curriculum and LMC/EAL pupils and resources available in schools. In this phase interviews were developed from the combined initial research, using the research questions developed in the literature review and the themes emerged from surveys. This phase involved identifying categories and the subsequent linking of these categories into themes and concepts. Data collected from observation and semi structured interviewed transcribed and transcribed into NVIVO software in order to enable semi-inductive coding of data and to examine current issues. Furthermore, emergent themes and relationships among data and models were developed and documented. Interviews following the questionnaire were used to clarify and fill in

unanswered questions and understanding gaps from the completed questionnaire (see appendix 2 for the interview guide).

To achieve the aims and objectives of the research, semi-structured interviews were undertaken with staff in the selected schools and key stakeholders view collated in order to address specific issues raised from the original survey and to provide qualitative data to support the quantitative data from phase 3.

#### **4.3.3 Phase 5**

Phase 6 of the research collected data from both surveys and interviews which was to serve as a source of triangulation against which survey outcomes could be considered in search of possible explanations for different positions taken by respondents to the survey. The research drew together two approaches of the quantitative and qualitative research methods to explore the data in depth, to support theory development from the data collection, to triangulate methods and strengthen the interpretations. Each of the techniques employed in the research method are described to order to explain their purpose and application to the study. A theoretical model was developed using prior research and literature.

#### **4.3.4 Phase 6**

Phase 7 of the research was involved in combining research finding and results into a writing up stage.

#### **4.4 Research Design**

This research is designed based on collecting both quantitative and qualitative data that directly address the questions how schools are prepared to be respond to academic achievement of LMC/EAL in mainstream primary classrooms. The study sought to present a sociolinguistic analysis of the current language in education policy implementation in Merseyside primary schools. The collected data was designed in form of a self-administered questionnaire, a semi structured interview to explore the impact of policy and curriculum in mainstream classroom from perspectives and experiences of teachers, head teachers, supply teachers, teaching assistants and local authorities EAL coordinator. In this process of data collection, the initial contact was to seek permission from the head of children services of local authorities, followed by getting permission from head teachers in order to access schools and members of staff. When all of these parties have agreed to a collaborative research plan, the researcher began collecting data in the selected primary schools. One of the major benefits of mixed-methods research is that it can provide a better understanding of the research problem and capitalize on the strengths of both quantitative and qualitative research (Creswell, 2005). In a similar way, the quantitative data here yielded information that was analyzed statistically to offer useful information to describe a large number of people. Combining these two types of data provided very "powerful" information about the study topic that gave the researcher an opportunity to develop a much more complex picture of the phenomenon under study (ibid).

#### **4.4.1 Design of the Instrument**

In order to get data for this research which focuses on language policy, implementation and concept of bilingual education and mainstreaming in Merseyside primary schools, three research methods were applied. The combination of different methods enabled the researcher to collect relevant and unbiased data, provide cross data validity checks of the study as outlined by Patton, 1990.

#### **4.4.2 Exploratory Research Stage**

The first stage of research was involved in collecting data about language diversity and mainstreaming in primary schools through different available secondary sources. Reviewing secondary data allowed researcher to use existing data collected for the purposes of a prior Study. Secondary source data provided initial insight into the research problems that has already been carried out by primary researchers in order to verify, extend, and elaborate or analyse the data from an entirely different perspective. The secondary data also provided richer sources of data for further exploration as explained in philosophical underpin section of the research. The stage focused on obtaining relevant documents from the government and its departments and the schools, which had a link on the language policy and mainstreaming. The secondary sources were undertaken from previous research reports, newspaper, magazine and journal content, and government documents and statistics and themes were identified and highlighted for the questionnaire phase of the research with the computer assisted qualitative data analysis software package (NVIVO).

Exploratory research was undertaken through overviews of books, journal articles, research, conferences, professional organizations, government policies, published white papers and news articles in all formats articles along with reports on relevant research. Further, required information was collected from OFSTED inspection reports, relevant professional organisations, Internet searches, yearbook and directories. Guidelines on best practice were identified from government, professional organisations and each of these was analysed to generate the emerging themes. The collection and analysis of secondary data took place continuously throughout the whole period of the study. Throughout the data collection period but particularly during the collection of secondary data, the researcher paid significant attention to seeking all available evidence about diverse needs of LMC/EAL pupils in primary mainstream classrooms. Considerable time and effort was invested in searching for documents and reports either in electronic or printed form, making sure that all related documents were taken under consideration and examined for this research. The secondary data sources were entered into NIVIVO where the themes were coded and established and triangulated to provide source foundations for hypotheses which the questionnaire could test.

#### **4.4.3 Questionnaire Phase**

Stage 2 of the study involved quantitative surveys of teachers, head teachers, support teachers, supply teachers and other staff members in selected primary schools across two in Merseyside. Questionnaire surveys were designed to explore the extent to which teachers' beliefs, assumptions and perceptions reflected issues raised by current policy and the inclusion in the mainstream curriculum. Self-administered questionnaire were designed for purpose of this research. These questionnaires allowed for the collection

of standardised, quantifiable information from a large sample of the population. Care was taken that questions would not lead the respondents into ambiguity and confusion. Cognisance was taken of Oppenheim (2000) who suggested ways in which to improve response rates, by including prize draws, shorter questionnaires and usage of coloured paper. Furthermore the practices of Bryman and Bell (2007) were followed emphasising that in designing the questionnaire consideration of its questions types, questionnaire structure, sections and clarity are taken on board. Another important requirement of the questionnaires was piloting to ensure both applicability and clarity of structure. For the purpose of this research both hardcopy and online version of the questionnaire were used to improve response rates. The issues highlighted by NVIVO software, literature and the research position as a former teacher were used to inform the themes and questions for the questionnaire surveys. Responses to a self-administered questionnaire reflect the individual participants' interpretation of the questions in the light of their experience of teaching. In order to reflect the current situation in mainstream classrooms and reflect to what extent teachers felt these perspectives were true of their own teaching practice. The final questionnaire developed is attached in appendix 2. The instruments that resulted were incorporated, piloted and modified as described in the following sections.

- Reviewing the related literature, as well as previous relevant research to identify variables.
- Drafting and submitting questionnaire to director of studies and stakeholders, discussing and revisiting the suggestions
- Piloting of the questionnaire to ensure it suitability
- Launching the finalised questionnaire to the respondents.

#### **4.4.4 Pilot Survey**

The pilot survey was designed to test and gather information from a small scale prior to a large study to improve the main study's quality and efficiency. It was conducted with a small group of schools members to discover any possible problem related to the design of the questionnaire in terms of the degree of clarity and its validity. Conducting a pilot study allowed the researcher to ask participants for suggestive feedback on the survey and also helped eliminate author bias. The pilot study was conducted in Merseyside primary schools from September 2007 to January 2008, where five primary schools were identified and agreed to take part in the pilot study. In this pilot study, teachers, heads, supply teachers, teaching assistant and EAL coordinator of schools were involved. Participants were asked by the researcher if they would be willing to be involved in the questionnaire pilot. The questionnaires were sent to five schools (in total 75 questionnaires were sent out). Participants were asked to respond the questions and to comment on any questions they felt were difficult to understand or answer. A total of 46 postal pilot questionnaires were returned. Once the pilot survey had been modified, the survey was administered online to the sample population. Participants of the study were contacted by email to provide an explanation of the research objective and asking them to participate. The email also contained a link to survey monkey. The Web-based survey was conducted using surveymonkey.com, a survey software program offered online. Follow-up email contacts were sent to increase response rate. Responses to the survey were recorded and transferred to a statistical software package for a further reliability analysis.

The researcher also conducted interviews with teachers, heads, supply teachers, teaching assistant and EAL coordinator of the selected schools. Five teachers from two primary schools were secured and agreed to take part in the pilot interviews.

#### **4.4.5 Questionnaire Design**

The questionnaire survey was developed based on issues in the language education, cultural diversity and mainstreaming literature. Questions were designed to meet the objectives of the study. A well-designed questionnaire is important. In designing the questions; it is important and needed to be careful that the questions would not lead the respondents into ambiguity and confusion. The wording of the questions has to be clear, neat and consistent (Oppenheim, 2000; Bryman and Ball, 2007).

In this research the questionnaire was designed to be quick and easy for teachers to complete, with several questions involving a choice of tick boxes, with a minimum amount of written response required. The questions and answer choices were laid out concisely and avoided the lengthy questions.

The questionnaires were accompanied with an information page explaining the research purpose and the nature of the questionnaire content. It was followed by a brief introduction in order to clarify the aim and purpose of this particular research. The consent form was designed in such a way to convey to the participants that all the information gathered would be kept confidential and used only for the purpose of this research. It was made clear that completing the questionnaire was optional. The questionnaire survey was constructed to investigate a range of issues raised by current

policy and the inclusion of LMC/EAL pupils in the mainstream curriculum. Design also aimed to explore participants' beliefs and assumptions and perceptions about social-linguistic needs of LMC/EAL pupils in mainstream primary classrooms. The participants were from a wide range of staff members of primary schools (teachers, head teachers, support teachers, supply teachers and other staff members) across two local authorities in Merseyside.

The questionnaire consisted of 27 questions. The type of questions designed were a mixture of multiple choice and open-ended questions. Respondents were required to select either one or more answers he/she thought were appropriate for questions asked in the questionnaire. The measures consisted of attitudinal scales from 1-5, (1 being strongly disagree and 5 being strongly agree and perception scales from 1-5, (1 very dissatisfied and 5 being very satisfied). The questions that related to similar areas were group together to keep the flow through the questionnaire logical and simple. Respondents were welcomed to comment or give their suggestions at the end of questionnaire.

The questionnaire encompassed a series of questions presented in appendix 2. The questionnaire was developed through the following processes to ensure the accuracy. It consisted of five sections. The questions were grouped together which covered a range of questions aimed at experiences and perception, opinions, values, and knowledge as well demographic information concerning their background. All sections required participants to select an appropriate response from the choices provided in a variety of formats with some open ended question were appropriate, space was provided for comments to ensure the information provided reflected as accurately as possible the intentions of respondents.

The questionnaire essentially encompassed a mix of categorical data, and scale data, examining factual, perceptual and attitudinal data. The mix of these types of data allowed for a more robust tests and analysis to be carried out (Oppenheim, 2000). Utilising such a range of question types enables descriptive data to be drawn alongside statistical testing. Nominal and scale questions were included in the questionnaire. Nominal data sets of questions were utilised to group respondent characteristics, ability and experiences to enable analysis of variables based on grouping such as demographics job and length of services (Keller, 2006). Scale questions were included in questionnaire requiring participants to rate how strongly they agree or disagree with statements around the issues of this research (ibid; Bryman and Cramer, 1990). The following description/sections outline the details of design and administrative procedures of the questionnaire survey.

**Section 1** Consisted of categorical or nominal data questions specifically relating to the respondents. These questions were aimed at not only comforting the respondent with simple introductory questions. (Oppenheim, 2000) Questions here allowed for correspondence analysis mapping common profiles (Research question1). The section sought details of the respondents' profile including gender, qualifications, and years of experience. In order to ensure anonymity respondents did not indicate their name or details about their school and were assured in the accompanying letter (see appendix 2) that their answers would be totally confidential. A coding procedure marked on questionnaires prior to distribution enabled monitoring of responses and follow up and also later identification of participants for focus groups. Lists linking names and codes were kept secure and hence confidentiality of responses was ensured.

**Section 2** Consisted of Categorical or nominal and some scale questions related to the respondents their place of work in the case of this research schools and issues related to management practices and stakeholders. The aim of this section is see how well schools are prepare to meet individual needs of minority children (Research question 1 & 2)

**Section 3** Consists of categorical or nominal questions that examined the items related to the respondents experiences and degree of their awareness of curriculum, and teaching programme. This section aimed to find out how education system and curriculum are prepared to respond to the varied needs of these children in mainstream classrooms. Training effectiveness could explored by building up a picture of teachers' accounts of what they think to be useful and inadequate in their own training in relation to LMC/EAL, bilingualism and bilingual education. (Research question 1&2)

**Section 4** Comprised questions relating to the different issues highlighted in exploratory research such as resources, instructional strategies, funding. Questions mainly focused on scale data ranged one to five with a sixth option of N/A. The section refers to degree of awareness of teachers of available resources and funding by local authorities and instructional strategies that they apply in the classroom to meet varied needs of EAL children. (Research question 2 & 3)

**Section 5** Questions focused mainly on measurement (scale) data and categorical data relating to the government policy and LAs performance, in providing best services in primary schools. The inclusion of an open-ended question further presented an avenue for respondents to provide more freedom of response. This section refers to the performance of LAs and availability of resources in classrooms and how schools can

access to resources (support teacher, bilingual teacher, books, visual material and translator) in order to meet individual needs of children in the mainstream classrooms and highlight issues, which may have a day-to-day impact on EAL specialists, and other teachers who work with linguistic minority pupils. (Research question 4)

Additionally both hardcopy and online questionnaires included a consent form. (The questionnaire pack can be found in appendix 2).

#### **4.4.6. Questionnaire Distribution**

The list of every primary school in two local authorities in Merseyside was drawn up. From the list 20 primary schools were selected, with the aim of generating a nationwide, selected sample of schools. Questionnaires were sent in 2007/09 to the representative sample of 20% of total primary schools in two local authorities (Liverpool and Knowsley LAs) in Merseyside. The questionnaire was sent both manually and electronically. Each school was contacted by telephone through the head teacher in order to seek permission for the research. Once the head teachers were contacted, initially, questionnaires were posted out to the sample population of the research. Questionnaires were distributed and collected from teachers from September 2008 to 2009. The questionnaire surveys were accompanied by a covering letter address to the head teachers, as well as the permission letter from the local authority, an information letter and a pre paid envelope. The response rate was very low, so, the questionnaire designed electronically using survey monkey was distributed by email to each individual schools, but because confidentiality of information the personal email of members of staff in schools was not available to the researcher, therefore, online

questionnaire were sent to schools' email address, again the respond rate was very low. Finally questionnaire delivered personally by the researcher to schools and it was agreed in advanced that they would be collected in agreed date from the schools. Not all the questionnaires distributed to respondents were returned with full participation, some of participants refused to engage, the reason being that they did not show their interest on this topic of survey, they had limited time and they are busy and could not take part in the research.

The objectives of questionnaire survey were to seek the teachers, head teachers, and other member of staff's opinions and their requirement in schools in regard to LMC/EAL pupils in mainstream primary classrooms. The results were used to make recommendations for good practice in mainstream primary classrooms. The questionnaire surveys were used to assist in planning and decision making, as well as to evaluate the effectiveness of an implemented program.

#### **4.4.7 Sample**

Sampling is an important component of any research. Sampling refers to the selection of a subset of elements from a large group of objects, for the purpose of being able to draw general conclusion about the entire population (Saunders, et al, 2007). The sampling procedures will determine the extent to which the research findings are generalisable. Therefore, it is important that collected data from participants and the sample group must be representative and as such reflective of the population as a whole. Bryman and Bell (2007) and Hair et al. (2007) explain in collection of data from a

sample group need to ensure that the findings and conclusions drawn from the research are both reliable and realistic to true opinion, perceptions and representation.

For this research the 20% sample of primary schools from total of two local authorities in Merseyside were selected; relatively the schools with high population of language minority children, to make any conclusions and findings more secure. However, it is important to note that, although the schools were situated in deprived areas, they were widely recognised by inspection and performance data as being effective. Thus, the schools were operating in a climate of high expectation and success for all, regardless of cultural, socio-economical background. In all the schools, both EAL pupils' population and pupils eligible for free school meals were high.

#### **4.4.8 Data Analysis Methods**

Quantitative and qualitative methods were employed for analyzing the collected data. A number of criteria are proposed by Tabachnick and Fidell (1989) to select an appropriate statistical technique, two of which are the appropriateness of the technique to the research question, and the characteristics of data. Accordingly, statistical techniques were used in the analysis based on their relevance to the research questions. They were frequency and descriptive analysis and cross-tabulation, multiple correspondence of nominal data and t-test, ANOVA and factor analysis of scale data.

#### **4.4.8.1 Descriptive and Frequency Analysis**

Descriptive and frequency analysis were mainly used to examine the gathered data. The descriptive statistics analysis was used to transform raw data into a form that would make them easy to understand, interpret, rearrange, as well as to provide descriptive information. Descriptive statistics were calculated and data relationships were analyzed. Frequency analysis produces a table of frequency counts and percentages for the value of an individual variable. It was used in this research to provide descriptive information of the data such as frequency, and distribution of the responses, and to summarise the responses to each question. Overall, the analyses examines the distributions of responses percentages, means, standard deviations) for each item on the survey.

#### **4.4.8.2 Cross-Tabulation Analysis**

The second statistical technique used was cross-tabulation. Cross-tabulation allows researchers to see whether or not there is a relationship between two variables which means the distribution of values on one of the variables is in some way linked to the distribution of values on the second variable (Robson, 1997).

#### **4.4.8.3 ANOVA and T-Test Analysis**

Further ANOVA and t-test analyses were undertaken to uncover differences in mean scores and between groups for more than two groups. T-test can compare only two groups and can be used when only one independent variable has been measured. T-test

indicated whether two groups have the same mean or not. ANOVA technique as a form of repeated measures analysis of variance allows testing for differences in rating scores amongst more than two groups. The approach allows more complex nominal and categorical variables to be analysed alongside interval and ratio data. An ANOVA produces an F-ratio which is used in a similar way to the p value in a t-test in that it compares differences in systematic and unsystematic variances (Field 2005). ANOVA test indicates also a significant difference between the groups and in turn an increased chance of rejecting the null hypothesis (Hair, et al., 2007) and shows only overall experimental effect. ANOVA enables researcher to test the experimental manipulation success, but it does not provide specific information about which groups were effected (Field, 2005). It has been argued that F-ratio further highlights the increased likelihood and larger statistical differences between the measured groups (Field, 2005). In order to examine further differences specific to each tested group post hoc test need to be undertaken to provide a clearer picture of effects. Post hoc technique allow answering of any follow up questions that ANOVA not able to provide and it can only be used when the omnibus ANOVA found a significant effect. If the F-value for a factor turns out not significant, the research cannot go further with the analysis. For this research ANOVA tests provided the researcher with the ability to identify the differences in mean score between the policy and resources and staff groups and also post hoc test will allow distinguishing of where these differences lie. Independent t-tests and analysis of variance (ANOVA) were used to look for significant differences between the teacher skills and available resources when factored by years of experience and number of LMC/EAL children in the classrooms.

There are many types of post hoc tests all based on different assumptions and used for different purposes. The tests provide evidence of statistical grouping between the categorical variables tested.

The local authorities significant difference (LSD) technique can be used only if the ANOVA  $F$  omnibus is significant.

The Studentized Newman-Keuls (SNK) lacks similar control procedures (ibid).

Bonferroni tests enables adjustment to statistical significant and it gives strict control but can give 'false positive'. Field (2005) highlights Bonferroni power and advised usage on small comparisons where Tukey's would fit best in testing large numbers of mean.

Tukey's would fit best on testing large numbers of means and have good power to handle Type 1 errors.

Duncan's multiple range of tests allows ranking groups of means from smallest to largest then computes a range statistic from the number of steps that the means are apart.

#### **4.4.8.4 Factor Analysis**

Factor analysis can be either exploratory or confirmatory. Factor analysis is a correlational technique used to identify meaningful clusters of shared variance. Factor

analysis enables the researcher to group or summaries information from a large set of variables into smaller set of underlying variables known as factors (De Vaus, 2002). This technique allows identification of potential groupings within tests variables (Hair et al., 2007). Factor analysis is a reduction technique which identifies the number of latent constructs underlying a set of variables and provides a means using a few newly created variables through analysis of interval scale data (ibid).

**Figure 4.1 Exploratory Factor Analysis**

## 4.5 Interview Phase

This enables the researcher to get accurate information from the respondents. This phase of the research undertook a semi structured interview approach in collecting qualitative data. This method of data collection facilitates a climate for the participants to share their experiences and speak more widely on issues raised by the researcher (Bryman 2001). The semi-structured interview allowed for the greater control over the flow of information and enabled a deeper understanding of the issues involved and offers the potential to obtain sensitive data that may not have been possible from a questionnaire. This approach utilised a structure of issues and problems highlighted by questionnaire data analysis. Semi-structured interviews started with more general questions or topics. Not all questions were designed and phrased ahead of time. The majority of questions were created during the interview, allowing both the interviewer and the interviewee the flexibility to discuss issues in more detail. Semi-structured interview provided greater scope for discussion around the research problem. This method allows a greater control over the sample of participants and being less formal is a better way of catching the point of view of the participants (Saunders, et al., 2007). Mugenda and Mugenda (2003) demonstrate that in order for the interview to be successful researcher needs to establish a friendly atmosphere with the interviewees.

For the purpose of this study a semi structure interviews were scheduled with participants to fit their requirements, 19 participants agreed to take part in interview and classroom observations from 20 schools in two local education authorities. The interviews were conducted using a printed, standardized instrument as an interview guide for semi-structured interviews. Not every question was asked of each participant,

but each question asked was presented in the same way to each participant to minimize bias. Participants were encouraged to reflect their own experiences and interpretations during interviews.

Interviews were developed based on the research questions by the researcher after review of the literature and were designed to be addressed the research questions in the study. The interviews were used to gather information about teachers' experiences and opinions and provision of bilingual support in school and their plans for the future with regard to LMC/EAL children in mainstream classrooms. The interview method was undertaken to capture information from participants about schools and government policies implementation, teaching materials in mainstream primary classroom. Interviews also were undertaken with local authorities' officers and children services to capture the comprehension of the concept of bilingual education, implementation of policies in mainstream classrooms. Additionally, the researcher wanted to solicit information on schools' language policy on the use of both first and second language on daily bases, and recommendations for improving services in mainstream classrooms. The information is in line with the criteria and theories of bilingual education. The interview questions initially have been validated by the University research and ethic committee. The interviewing process involved pilot interview to refine the instrument and questions, instrument designed including information sheet and evaluation form and consent form contacting participants to schedule and conduct interview. The researcher has attended different course and workshop for this purpose. The interviews were transcribed, and were analysed using NVIVO software coded according to initial categories. The structure of analysis followed the questions represented in the interview instrument.

#### **4.5.1 Participants Selection Process (Interview)**

20 primary schools in Merseyside were selected for the study. Primary school administrators were telephoned to ask for permission from head teacher. Head teacher at each school was contacted by telephone and asked to participate in the research study. The purpose of the interview was explained to participants. They were informed that the interviews would be audio taped and notified that their participation was voluntary. After the initial contact was made with the school administrators and head teacher by telephone, formal follow-up letters were mailed to each school detailing the nature of the study. Letters were also sent to the selected primary schools requesting their participation in the research study. Participants were asked to sign a consent form allowing the student to participate in the research study. Criteria for teacher selection were based on the teacher's willingness and availability to participate, number of LMC/EAL pupils and their experience working with culturally diverse children in mainstream classrooms.

#### **4.5.2 Interviews' Procedure**

Two separate rounds of interviews were scheduled to collect data on the two dimensions of the study. To conduct the initial interview sessions, a 15 question interview guide was prepared and tested with both peers and a trial participant. This interview guide served as the form for collecting the personal information of each participant, and for collecting specific notes during the interview. Interviews were audio taped and transcribed, which are available for review (see the interview guide in appendix 2).

The second round of interviews used a 12 question interview guide was prepared and passed to participants (see interview guide in appendix 2).

For the first round, semi-structured interviews were employed with 13 participants, one male and twelve female, ranging in ages from approximately 25 to 55 and participants were teachers, head teachers, teaching assistant, supply teachers and EAL coordinator. The second round of interviews were scheduled were conducted with an additional 4 participants from local authorities' staff in children services and EMTAS office. Representative were female, ranging age between 30 to 55, one head of children services from Liverpool local authority, one EMTAS officer from Toxteth office in Liverpool (Both British native), Two officers of children services from Knowsely local authority (one from other minority background and one British) all the participants in these interviews had many years within children service, and had a variety of professional backgrounds.

#### **4.5.2.1 Interviews with Member of Staff in Schools**

The researcher telephoned each head teacher to ask for participation and to coordinate interviews at the school site with staffs' member. One day prior to the interview, each participant was contacted by telephone to confirm the time and availability of the interviewee. The researcher arrived at the interview site ten minutes prior to each interview in order to set up the tape recorder. Following each interview session, the interview tape was given a code name to assure the subject of anonymity.

The procedure used for conducting the interviews was performed as follows. Participants were scheduled for a 45 minute session in a private location, typically a conference room in their work place agreed in advanced. The description of the research

was passed to participants prior to interview in order to clarify the nature of the study. They were asked to read and sign the informed consent. Following the research description, participants were asked a series of questions in a semi-structured format. In an attempt to minimize bias, each question was asked in a similar voice and manner among all participants, and minimal clarification was given if requested by the participant. If a question would not apply in the situation of the participant, it was skipped and the next question was asked.

#### **4.5.2.2 Interviews with Local Authorities**

A similar procedure was followed for the additional interviews children services officers in two Merseyside local authorities. Informed consent was provided, and participants had the opportunity to stop at any time. A research description was passed to the participants, and any clarifying questions were answered. The researcher proceeded with the 15 questions, using the interview guide as a guideline for staying on track.

#### **4.5.3 Materials**

Materials used for participants included the invitation to participate in the study and letters of informed consent, which all signed. Approval of the ethic committee and permission letter from head of children services in two local authorities (see the appendix 2).

#### **4.5.4 Interview Ethic**

Interviews were undertaken through face to face methods with a range of staffs' members in schools and local authorities. In order to ensure the confidentiality of data, access to interview data was limited to only researcher and supervisory team. The interviews were transcribed by two individuals and recorded into Microsoft Word. Transcription data was undertaken within university premises and supervised by the researcher. All data obtained during the study was stored in the researcher's university computer and laptop.

#### **4.5.5 Validity**

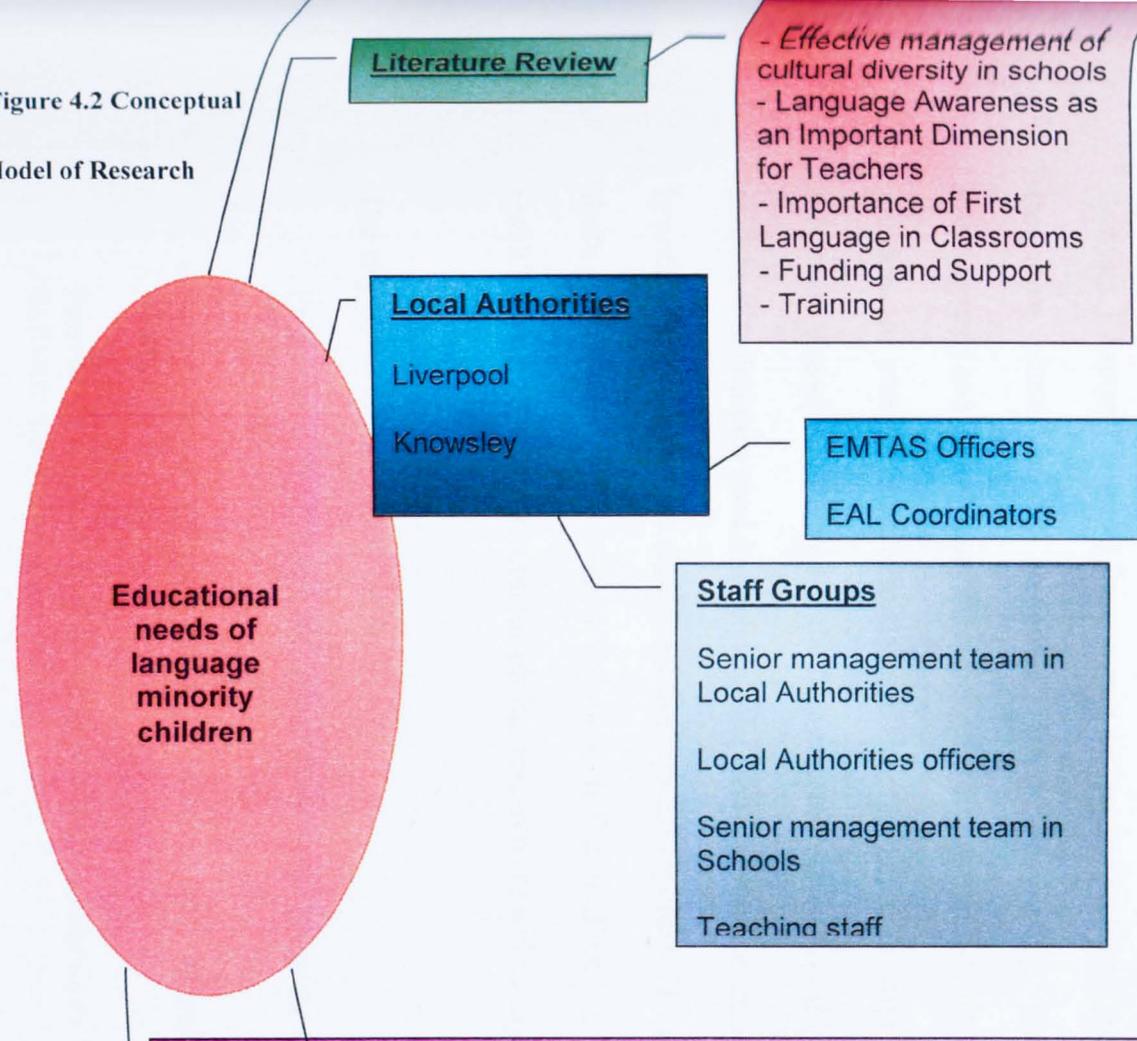
Validity of interview data was obtained by selecting staff members with experience of teaching LMC/EAL children in their classroom and senior member of staffs from local authorities. Interviewees were selected from individuals who had experience of teaching mainstream and bilingual classrooms and also they had time to participate in the research.

#### **4.6 Summary**

In this chapter, the research procedure, the participant selection process, questionnaire surveys and interview and observation instrument development, data collection, and data analysis were described. The study involved both quantitative approach and qualitative approach, using the questionnaire surveys, interview and observation process to gather data. The findings from questionnaires, interviews and classroom observations were analysed and the data is presented in Chapter 5 in statistical and tabular format where appropriate and identified themes as they emerged in the transcripts. Analysis and coding of the data transcript resulted in several matrices summaries used to

visualize and represent the data, enabling further discovery of patterns in the issues raised by the participants. Finally, the comprehensive findings developed from the analysis were presented as the analyses and summaries in the findings. The conceptual model, shown in figure 5.1 below demonstrates how the research questions evolved from the research literature.

Figure 4.2 Conceptual Model of Research



**Objectives**

- To provide a critical overview of current language policy in connection with language minority children in mainstream Merseyside primary classrooms
- To identify and review guidelines for best practice available to schools and analyse the implementation of bilingual education policy in Merseyside primary classrooms
- To disseminate research findings and to make recommendations on language policy, practice for schools management and policy makers

**T-Tests**

- To identify if there were significant difference in mean scores of the following statement

**H0** There is no difference in mean attitudes to resources for language minority when grouped by awareness of resources

**H1** There is a difference in mean attitudes to resources for language minority when grouped by awareness of resources

**ANOVA**

- To identify if there were significant difference in mean scores of the following statement.

**H0** There is no difference in means when factored by the different numbers of language minorities

**H1** There is a difference and at least one of groups have difference in means when factored by the different numbers of language minorities

**Factorial Analysis**

**Multiple Correspondence Analysis**

- To identify the existence of strategic structure in place against the linguistic and cultural diversity in mainstream classrooms

**Qualitative Research**

**Interviews**

- To explore in depth understanding of the issues capturing information on their views and perceptions regarding the concept of bilingual education and needs of language minority children in mainstream primary classrooms
- To explore greater scope for discussion around the research problem as well as understanding of the current policy and its implementation.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS**

#### **5.1 Introduction**

The chapter summarises the detailed analysis of the findings of the research in relation to the research questions, its aims and objectives. It presents the data collected, concerning the research topic. Moreover, the researcher has represented the research through the presentation of descriptive measures (tables, bar graphs) and statistical analysis. Chapter 4 outlined the research design, methods and produces used at each of the three phases of the research. Issues of piloting, sampling, questionnaire development and ethical considerations were also explained and justified. This chapter provides the presentation and analysis of the collected data, with significant thinking to this study already highlighted in the literature review discussed in chapter 2. It outlines statistical techniques used in analysing the data and then presents analyses of the data, hypotheses testing and the significant findings are reported. The complete discussion of findings in relation to the research questions, the extant literature and implication of the result with the recommendation for further research are addressed in chapter 6.

The objectives of the chapter are to:

- Present the results of the exploratory desk research qualitatively, utilising NVIVO software

- Present the results of quantitative survey data utilising the SPSS software package

- Present the results of qualitative semi-structure interviews Utilising NVIVO Software package.

This Chapter firstly presents the finding of qualitative exploratory desk research undertaken utilising the NVIVO Software package. It aims to identify impact of policy on those instructional strategies that research has shown effective in improving needs of LMC/EAL pupils facing challenges and implement those strategies in mainstream classroom.

The second part of the chapter analyses the findings of quantitative data from questionnaires with the use of Statistical Package for Social Sciences (SPSS) software. In the first section of the survey, demographics questions related to age, gender, ethnicity and number of LMC/EAL pupils and the responses of the respondent are addressed. For data analysis, basic descriptive statistics such as frequencies and cross-tabulations were used to describe data findings. Descriptive frequency data was examined to validate issues of reliability and generalisability of the collected data, the quality of response rate and also to identify methodological factors influencing response rates and spread of responses.

Descriptive questionnaire results are also presented alongside more rigorous statistical tests to identify potential and casual linkage, differences in levels of agreement and factor groupings. Descriptive Statistics are used to present quantitative descriptions in a manageable form and simplify large amount of data in a sensible way.

For primary analyses, the statistical technique used was chi-square tests of independence a non-parametric statistical technique which determines whether variables are related to, or whether variables are independent of each other (Foster, 2001; Argyrous, 2002; Field, 2003). In addition to this, analysis of variance (ANOVA or F-

test) bivariate (both of which are tests for the equality of means) (Argyrous, 2002), and exploratory factor analysis which identifies and separates common underlying dimensions in large variable sets were used (Hair et al., 1998).

The final section of the chapter examines the theoretical framework that has been used for analysis of inductive data of the study. The questions were based on a review of the literature relevant to this study and themes were decided upon before interviewing. Semi-structured interviews were planned with staff members in primary schools and local authorities in advance to review the aims of the research and enabled easier categorisation of data within the qualitative process of analysis. Additionally, in order to explore linkages, relationships that may contribute to the explanation and understanding of events in terms of the research aims, a different inductively based analytical strategy was used. A matrix has been developed to reduce and summarize the data collected that simplifies and helps to reach conclusions. Qualitative data analysis undertaken via NVIVO software to import the text and code the themes. The software allowed for creation of a tree structure that linked the data, but the researcher determined the coding headings and assigned each segment of text to a particular category. The software created a scaffold of the data to be organized for analysis.

The Chapter aims to report the findings and results of the qualitative and quantitative phases of the research and seeking to explore the impact of policy and curriculum for language minority children in mainstream classroom from perspectives and experiences of teachers, head teachers, supply teachers, teaching assistants and local authorities EAL coordinators. It also aims to explore the extent to which schools and teachers in particular are prepared to facilitate learning in the mainstream classrooms and impact of

linguistic cultural diversity across of schools contexts. The research procedure was designed to explore a more accurate and holistic picture of issues affecting teachers and schools and in particular LMC/EAL pupils through a mixed methodological approaches.

## **5.2 Qualitative (exploratory phase) Stage 1**

The first exploratory phase of this research undertook a survey of documentary secondary data that included a wide analysis of reports, journal articles, books and government publication and was evaluated using the NVIVO software package. NVIVO helps to contextualise findings within a more general context and enabled the researcher to identify the key issues to build into phase of the research and facilitates triangulation of the findings. The following section details findings that emerged from the exploratory stage of the research as well as indicating the major themes highlighted by the review of literature. The findings of this stage of research revealed a number of key themes and factors that effect LMC/EAL children and mainstream teachers and educators in primary schools. The identified themes are discussed in the next section (5.1.1).

### **5.2.1 Finding from Qualitative Documentary**

This section details a survey of secondary data which undertook a wide analysis of published journals and government publications utilising the NVIVIO software package. This was undertaken to achieve a better understanding of the different issues in regard to language minority children in UK mainstream classrooms and to explore the wider issues that affect education system. Phase 1 of the study provided a means to identify the key and prevalent issues to build into phase 2 of the research. This section

details the findings of documentary data and indicates the major themes as highlighted by the literature and secondary data.

#### **5.2.1.a Effective Management of Cultural Diversity in the Schools**

The factor highlighted through this exploratory phase was related to the effective management of cultural diversity in schools and government aim and plan. The positive effect were strongly documented that educators and managers are central in the effective management of cultural diversity's need in schools. Schools need to take account of the long-term needs to LMC/EAL children in order to help and support these children to achieve their full potential. The effective governance of cultural diversity in schools clearly emphasises that the stakeholder involvement is crucial. Of the political forces that were detailed within this exploratory phase were perceptions based on both the positive and negative aspects of politics. It has been discussed that National government and local authorities need to work together to raise schools standards and develop systematic ways to examine classroom processes and provide constructive feedback to teachers.

#### **5.2.1.b Language Awareness as an Important Dimension for Teachers**

Another theme that was discussed was issues related to teachers' qualification and skills and importance of using L1 (first language) in content of classrooms. Language awareness is widely recognized as an important dimension for teacher teaching in mainstream classrooms across the curriculum. It is important that teachers recognise LMC/EAL learners' linguistic skills and reflect these in the classrooms. Literature strongly supported that EAL acquisition is a long-term needs of LMC/EAL children and

it required comprehensive linguistic competence in a first language before exposure to English. It also documented that support needed in order to achieve academic success through their medium of English. Approaches to teaching languages emphasize the value of helping learners focus attention on features of the language in use. Most such approaches emphasize the importance of learners gradually developing their own awareness of how the language is used through discoveries which they make themselves

### **5.2.1.c Importance of First Language in Classrooms**

Importance of using L1 in instruction was another issue that was constantly identified in NIVIVO analysis. It was documented that language is an important signifier of personal, social and cultural identity and recognition of the child's first language within the classroom is an equally powerful way showing "you are of value and so too is your cultural identity". In addition the use of L1 in the class is generally aiding and facilitating the language learning experience.

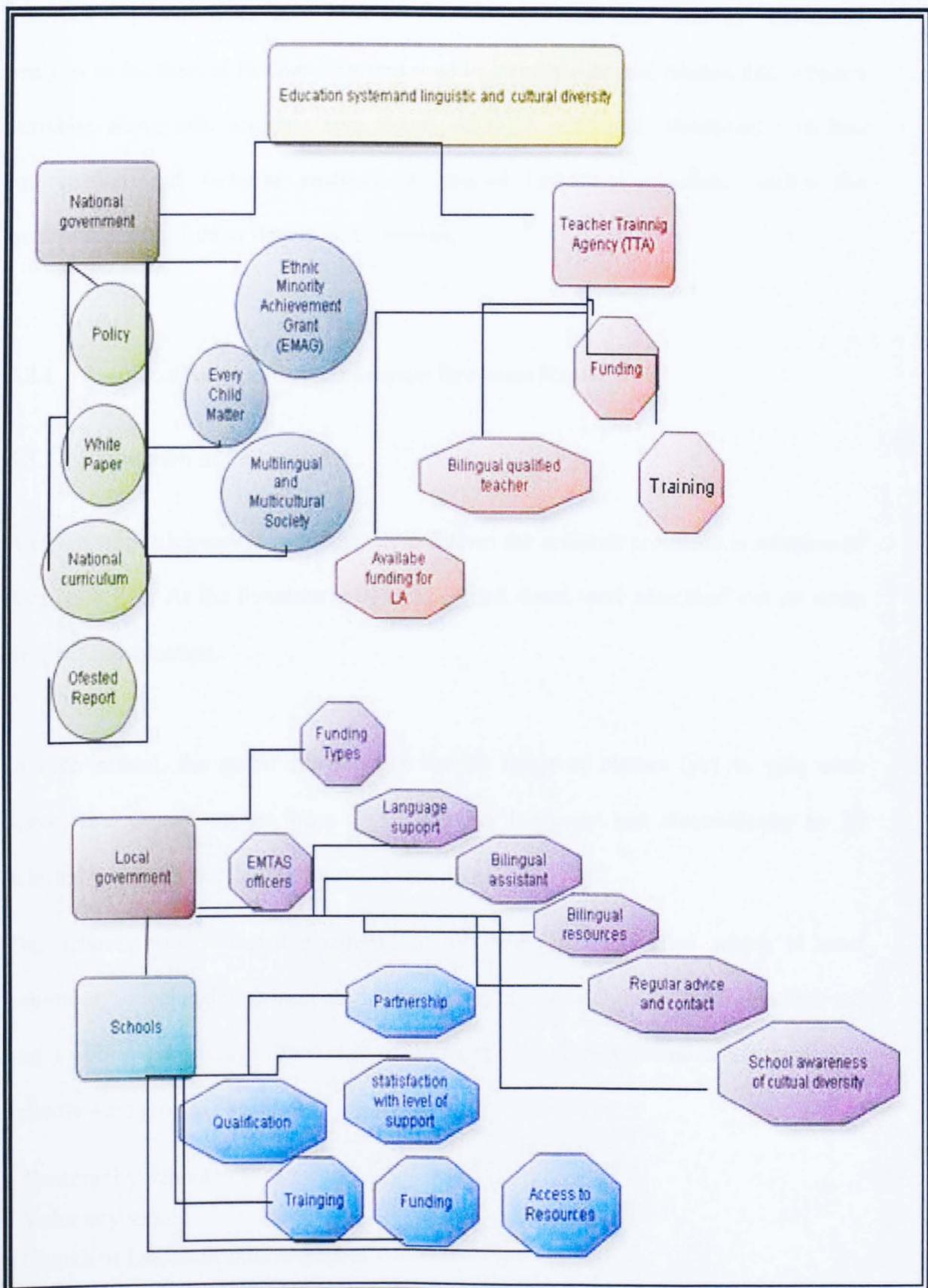
### **5.2.1.d Funding and Support**

Another issue that emphasized rapidly was funding and support provided by local authorities. Changes and limitation in funding amounts whilst number of LMC/EAL children is growing was also identified. The impact and influence of local authorities' funding is therefore crucial in steering current LMC/EAL provision.

This exploratory phase of the research revealed a number of external forces that can and do affect schools and mainstream primary classrooms. The identified issues were coded

and grouped into major themes and its effects on teaching strategies and the classrooms context. A framework model of NVIVO code can be found in figure 5.1 below.

Figure 5.1 NVivo node Framework From Exploratory Research Phase



surveys of the research. It demonstrates the overview of questionnaire response rates

and participants demographics variables. For data analysis, a combination of descriptive statistics and frequencies were used to describe significant data findings. Statistical analysis in the form of Holmes tests was used to identify potential relationship between variables along side bivariate tests, t-test, ANOVA tests and subsequent post hoc examination and factorial analysis of interval (measure) questions within the questionnaire are further details in the section.

### **5.3.1 Response Rates and Demographic Response Rates**

#### **5.3.1.1 Evaluation of Participants**

Analysis of participants was conducted to inform the research problems in advance of data collection. As the literature review proceeded, cases were identified and set aside for further evaluation.

In each school, the staffs' members in the all range of classes (yr1 to yr6) were surveyed. Questionnaires were distributed via hardcopy and electronically to 20 selected schools based on the following criteria:

The schools were selected according to an index of deprivation which is most commonly associated with high levels of poverty, parent's education, social background and a well above average percentage of ethnic minority language and school type. The schools were grouped based on:

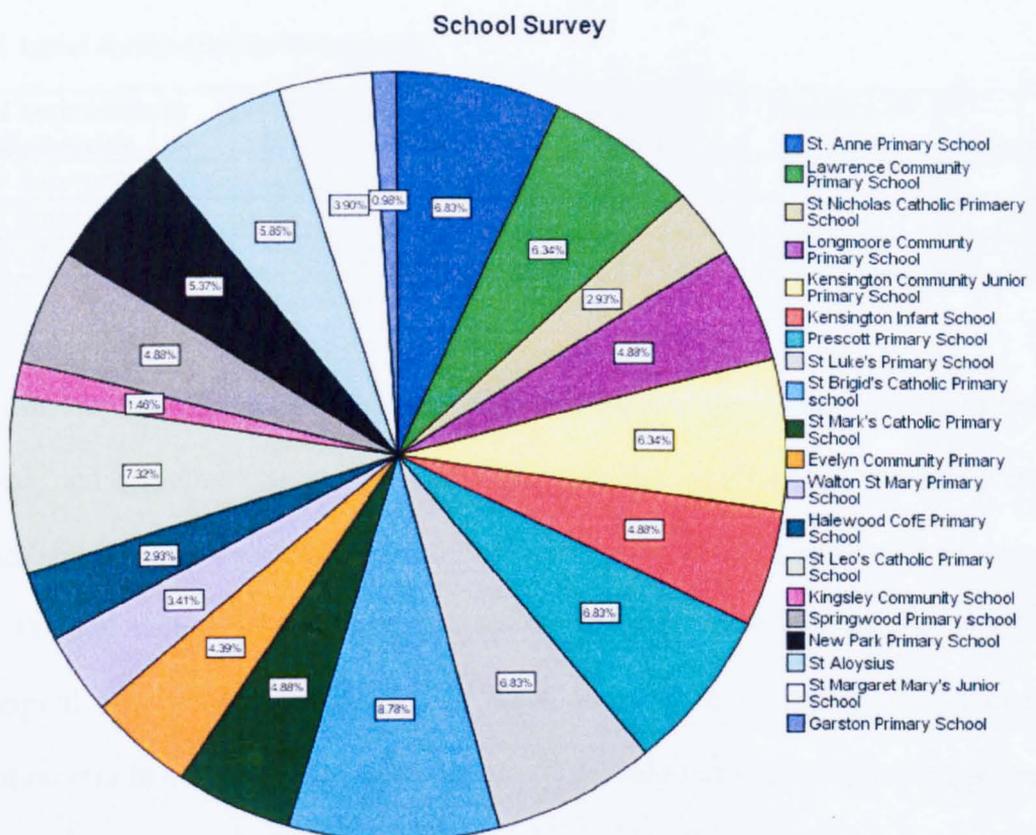
- Community School
- Voluntary school
- Church of England/Catholic School
- Special school
- School size

- Total number of EAL pupils in each school
- Geographical spread within each Educational area

However, not all of these criteria were applied evenly across the selected schools and it is important to note that, although the schools were situated in deprived areas, they were widely recognised by inspection and performance data as being effective. The response rate electronically was 1 per cent, where manual questionnaires have increased this following several phone calls/visit to schools and the response rate stands at 41% of the expected population (see questionnaire in appendix 2).

Figure 5.2 below displays the range of responding primary schools during the questionnaire phase of the research and percentage of member of staff participants in the research, from which the response rate were calculated.

**Figure 5.2 Percentages of Respondents in Each Primary School**



The data in the above figure 5.2 shows the number of 20 schools in two local authorities participating in this research. Of the 505 questionnaires administered a total of 205 were received. Neither the reasons for refusal to participate nor the characteristics of the non-respondents are known. Overall, the response rate from the population is regarded as reasonably high. Questionnaires were sent to each primary school in two local authorities to gather a sufficient numbers of responses to improve the validity of data collected across the sector.

Of the total member of staff employed in 20 sampled primary schools across the two local authorities, the response rate was 41%, it is argued that the results of this study reflected the population of Merseyside primary schools as a whole what is the minimum sample size by calculation. The table 5.1 below generates the questionnaire volume distributed and respective returns from schools in two local authorities.

**Table 5.1 Local Authorities in Merseyside**

<b>Local authorities in Merseyside</b>	<b>Number of Schools in LAs</b>	<b>Questionnaires Distributed</b>	<b>Number of Responses</b>	<b>Response Rate</b>
1 Liverpool	11	260	115	37%
2 Knowsley	9	245	90	45%
Total	20	505	205	41%

The data in the table 5.1 shows the number of the research participants, questionnaire distributed, and response rate in this study. Overall 505 questionnaire surveys were distributed (n=260 for Liverpool LA, n=245 for Knowsely LA) in twenty primary schools. Of total member of staff employed in 20 schools, the response rate was n=37% for Liverpool LA, n=45% for Knowsely LA), which is a statistically significant participation rate in the given research context. This would provide responses that are

reflective of the population and that statistical results would provide conclusion that accurately indicate the issue existent in Merseyside primary schools.

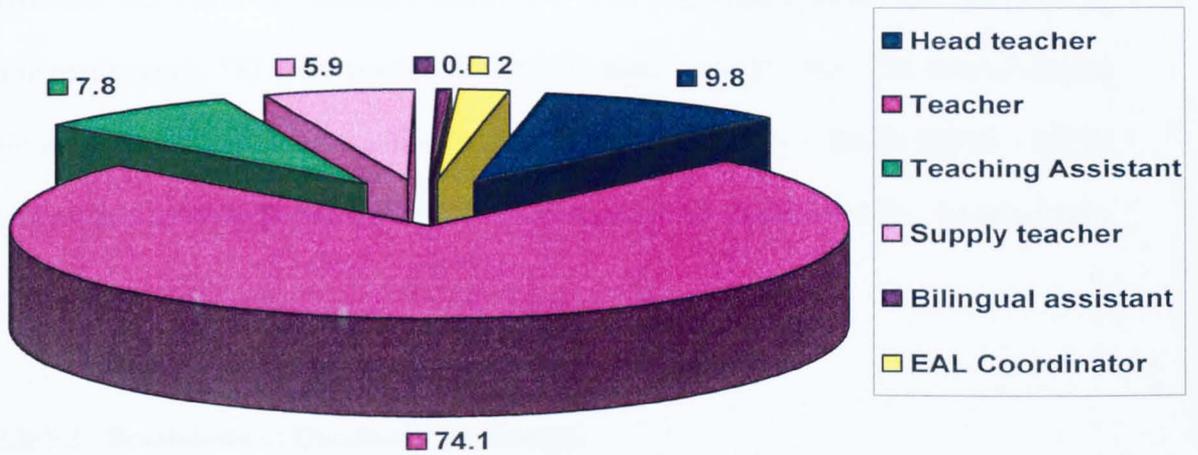
In addition to this a range of staff members were surveyed, in order to provide a considerable number of responses from the different position in primary schools. This was important to ensure that data collected reflected Merseyside primary schools and the response would be also reflective of staff demographics.

**Table 5.2 Percentage of Responses by Staff Groups**

<b>Staffs' position</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
1 Head teacher	9.8	9.8	9.8
2 Teacher	74.1	74.1	83.9
3 Teaching assistant	7.8	7.8	91.7
4 Supply teacher	5.9	5.9	97.6
5 Bilingual assistant	.5	.5	98.0
6 EAL Coordinator	2.0	2.0	100.0
Total	100.0	100.0	

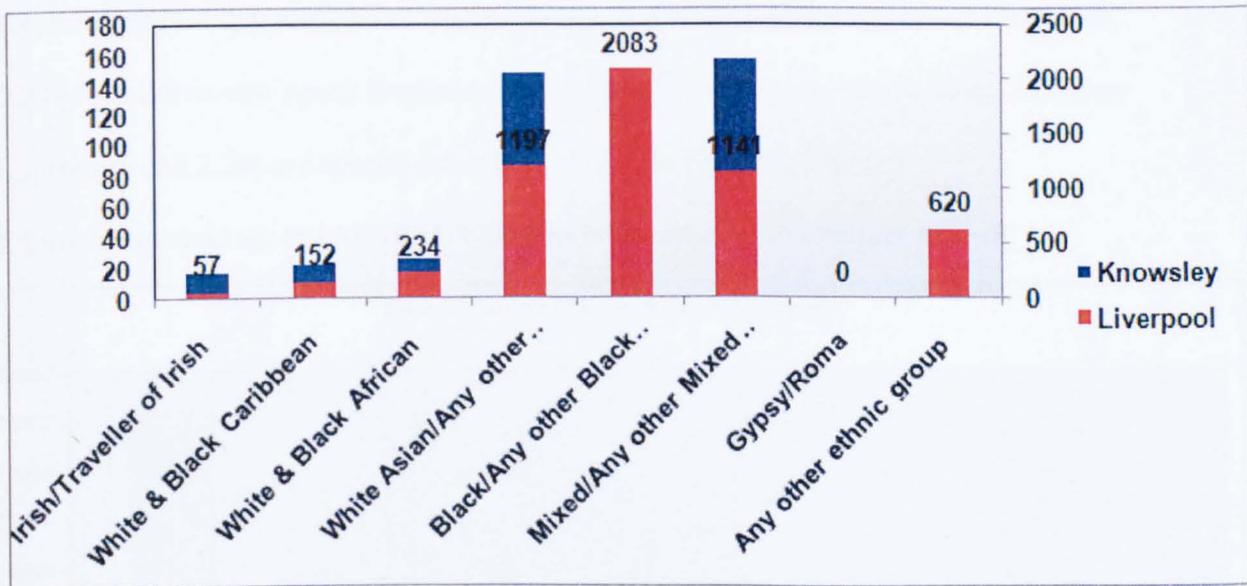
The above table 5.2 shows responses based on the collected figures of staff position in primary schools. It shows that the teachers effectively constituted (74.1%) of the total number of respondents whilst head teachers, teaching assistants, bilingual assistants, EAL coordinators and supply teachers constituted (9.8%), (7.8%), (0.5%), (2%) and (5.9%) of participants in this research respectively.

Figure 5.3 Percentages of Responses of Staff Members' Position



The researcher also gathered demographic information on the survey from Liverpool and Knowsley local authorities, figures show in Liverpool (5.0%) EAL children are in Liverpool primary schools whilst (1.92%) EAL are in Knowsley primary schools (see figure 5.4 below).

Figure 5.4 Number LMC/EAL Children in two Local Authorities



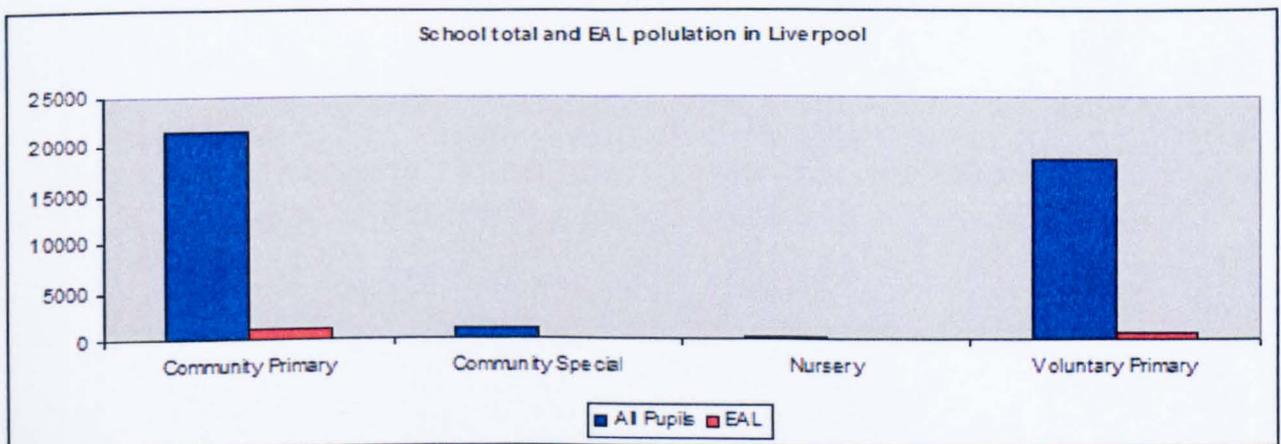
The demographic questions on the survey gathered information on the number participants, ethnic background, gender, number of EAL children in the schools and classrooms and years of teaching experiences. The below table shows that the majority of the participants, 182 were women (88.8%) 23 were men (11.2%). The overwhelming majority of participants were white British; White other (2.0%); Black British (0.5%); Black other (0.5%); Chinese British (0.5%); others (1.5%) and majority of participants were native English speakers (94.6%) (see table 5.3).

**Table 5.3 Breakdown of Questionnaire Responses**

Gender		Age of Participants		Ethnic Origin	
	Percentage		Percentage		Percentage
Male	11%	Under 25	8%	White British	94.6
Female	88%	25-35	25%	White other	2.0
		35-45	33%	Black British	.5
		45-55	27%	Black other	.5
		55+	7%	Chinese British	.5
				Chinese other	.5
				Other	1.5

Exploratory research also shows that according to EMTAS office figures in Liverpool, 3.2% of children who speak English as an additional language are in Nursery, 5.0% are in primary and 2.2% are special schools as shown in Figure 5.5 below.

**Figure 5.5 Percentage of LMC/EAL Children in Community, Voluntary Schools**



The following section demonstrates the different descriptive findings of the questionnaire survey.

**Table 5.4 Cross-Tabulation of Local Authorities in Merseyside and Number of LMC/EAL Children**

			Number of spoken languages			Total
			Less than 10 LMC/EAL	2 10-20 LMC/EAL	More than 20 LMC/EAL	
Local authorities in Merseyside	Liverpool	Count	40	7	68	115
		% of Total	19.5%	3.4%	33.2%	56.1%
	Knowsley	Count	53	23	14	90
		% of Total	25.9%	11.2%	6.8%	43.9%
Total	Count	93	30	82	205	
	% of Total	45.4%	14.6%	40.0%	100.0%	

A cross-tabulation of questionnaire responses based on local authorities and number of LMC/EAL children was undertaken to examine the frequency of responses based on these groupings. It revealed that a majority of primary schools in Liverpool LA had more than 20 LMC/EAL pupils in their schools (33.2%). Schools with less than 10 LMC/EAL pupils in Liverpool LA (19.5%), schools with 2 to 20 LMC/EAL pupils in Liverpool LA (3.4%) , while in Knowsley LA the majority of primary schools had less than 10 LMC/EAL pupils (25.9%), schools with 2 to 20 LMC/EAL pupils (11.2%) and schools with more than 20 LMC/EAL pupils (see table 5.4 above)

**Table 5.5 Cross-Tabulation of Classrooms' Size and Number of LMC/EAL Pupils in Classrooms**

			Number of LMC in Classrooms			Total
			3 and less LMC/EAL children	4-6 LMC/EAL children	More than 6 LMC/EAL children	1 3 and less
Size of Class	Less than 15	Count	2	0	0	2
		% of Total	1.0%	.0%	.0%	1.0%
	15-30	Count	110	51	29	190
		% of Total	54.2%	25.1%	14.3%	93.6%
	More than 30	Count	10	0	1	11
		% of Total	4.9%	.0%	.5%	5.4%
<b>Total</b>		Count	122	51	30	203
		% of Total	60.1%	25.1%	14.8%	100.0%

Cross-tabulation of class size in primary schools and number of EAL children in the mainstream classrooms also revealed that classrooms with 15-30 children had 3 and less LMC/EAL pupils (54.2%), while classrooms with 2 to 6 LMC/EAL (25.1%), and classrooms with more than 6 LMC/EAL (14.3%). On the other hand, Mainstream classrooms with more than 30 had 3 and less LMC/EAL pupils (4.9%), classrooms with more than 6 (0.5%), where mainstream classrooms with less than 15 had 3 and less LMC/EAL pupils (1.0%) Data shows that classroom sizes should be kept small to foster learning. Questionnaire data supported the idea that smaller classroom settings created an easier learning environment that would ultimately lead to higher academic achievement for all children in comparison to larger class sizes (see table 5.5 above).

**Table 5.6 Cross-Tabulation of Local Authorities in Merseyside and LMC/EAL Children in Classroom**

		Number of LMC in Class			Total
		3 and less LMC/EAL Pupils	4-6 LMC/EAL Pupils	More than 6 LMC/EAL Pupils	
LEA in	Liverpool	23.6%	18.2%	13.8%	55.7%
Merseyside	Knowsley	36.5%	6.9%	1.0%	44.3%
Total		60.1%	25.1%	14.8%	100.0%

A cross tabulation of local authorities and numbers of LMC/EAL children in mainstream classrooms was undertaken to examine possible associations in number of LMC children within the two local authorities. From table 5.6 above it can be seen that in Liverpool the majority of classroom had 3 or less than 3 LMC in mainstream classroom (23.6%); and 4 to 6 LMC (18.2%); and more than 6 (13.8%) while in Knowsley classroom with 3 or less than 3 LMC/EAL children had high frequency (36.5%); and 4 to 6 LMC/EAL children (6.9%); and more than 6 LMC/EAL children (1.0%). The result is statistically significant in this case ( $p=0.000$ ) indicates that there is associated between number of LMC children in the classrooms and number of LMC children in schools in two local authorities (see table 5.6).

**Table 5.7 Cross-Tabulation of Local Authorities and Number of spoken Languages**

		Number of Languages in School				Total
		1-2 Languages	3-5 Languages	more than 5 Languages	N/A	
LEA in Merseyside	Liverpool	12.2%	11.7%	31.7%	.5%	56.1%
	Knowsley	22.0%	17.1%	4.9%		43.9%
Total		34.1%	28.8%	36.6%	.5%	100.0%

A cross tabulation of local authorities and number of languages other than English in mainstream classrooms was also undertaken to examine possible associations in number of children who speak other languages than English within the two local authorities. From table 3 it can be seen that in Liverpool the majority of schools had more than 5 languages other than English (31.7%), 1-2 languages other than English (12.2%) and 3-5 languages other than English (11.7%) while in Knowsley schools with 1-2 languages other than English (22%), 3-5 languages other than English (17.1%) and more than 5 languages other than English (4.9%) (see table 5.7).

**Table 5.8 Cross-Tabulation of Age and Years of Experiences**

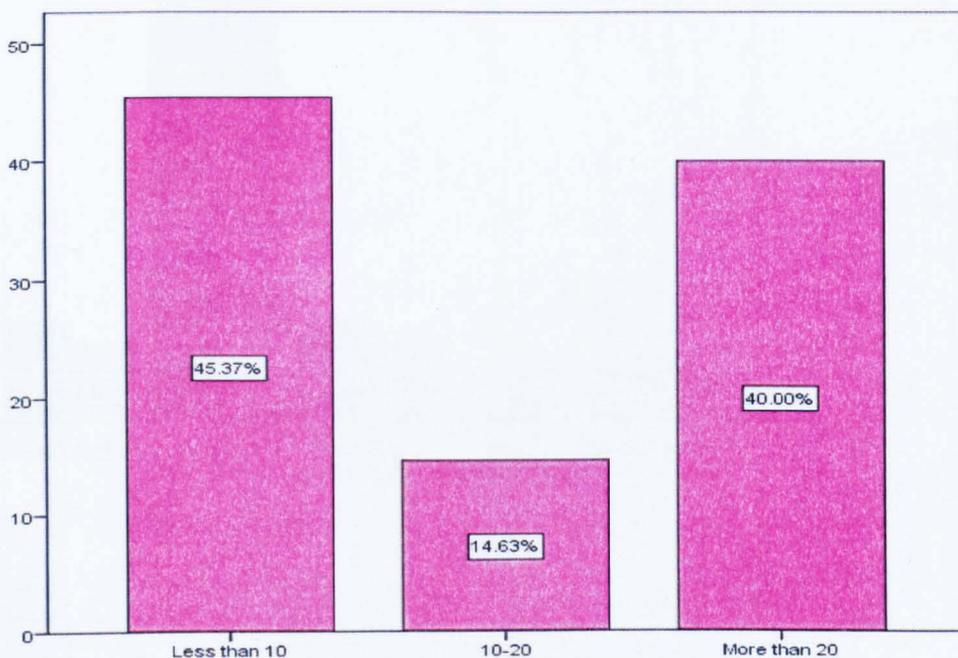
		Yrs of teaching in Primary School				Total
		Less than 5 years experiences	5-10 years experiences	10-20 years experiences	More than 20 years experiences	
Gender of respondent	Male	2.0%	4.4%	2.4%	2.4%	11.2%
	Female	23.4%	21.5%	25.4%	18.5%	88.8%
Total		25.4%	25.9%	27.8%	21.0%	100.0%

Cross tabulation of percentage of Male and female and also years of teaching experience on primary schools from 0.5 to 50 years was undertaken to examine frequency of responses based on these grouping. The result indicates that male with less than 5 years (2%) as female (23.4%); male with 5-10 years of experience (4.4%) and women (21.5%); male with 10-20 years of experience (2.4%) and women (25.4%), male more than 20 years of experience (2.4%) while women had (18.5%) years of experience in mainstream classroom (see table above5.8).

### 5.3.3 Schools, Language Minority Children and Program

This research was to identify what type of strategies or instruction is in place for LMC/EAL children in primary schools in two local authorities. Figure 5.6 below displays that a high frequency of participants had less than 10 LMC/EAL children in their schools (45.4%); and slightly an equal proportion of participants had more than 20 LMC/EAL children (40%); while a low frequency of participants had 10 to 20 LMC/EAL children (14.6%). The results also indicate that the majority of primary schools had less than 10 language minority children.

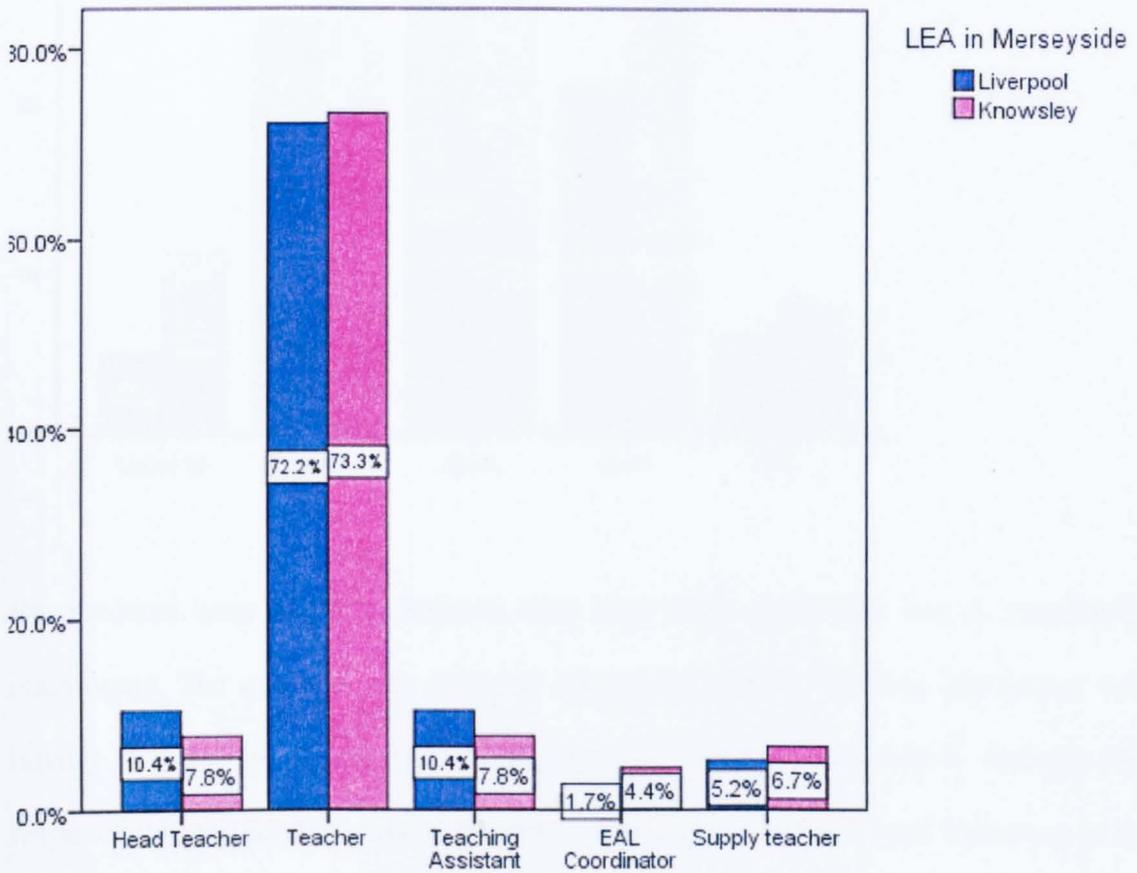
**Figure 5.6** Frequency Responses on Number of LMC/EAL Children in Schools



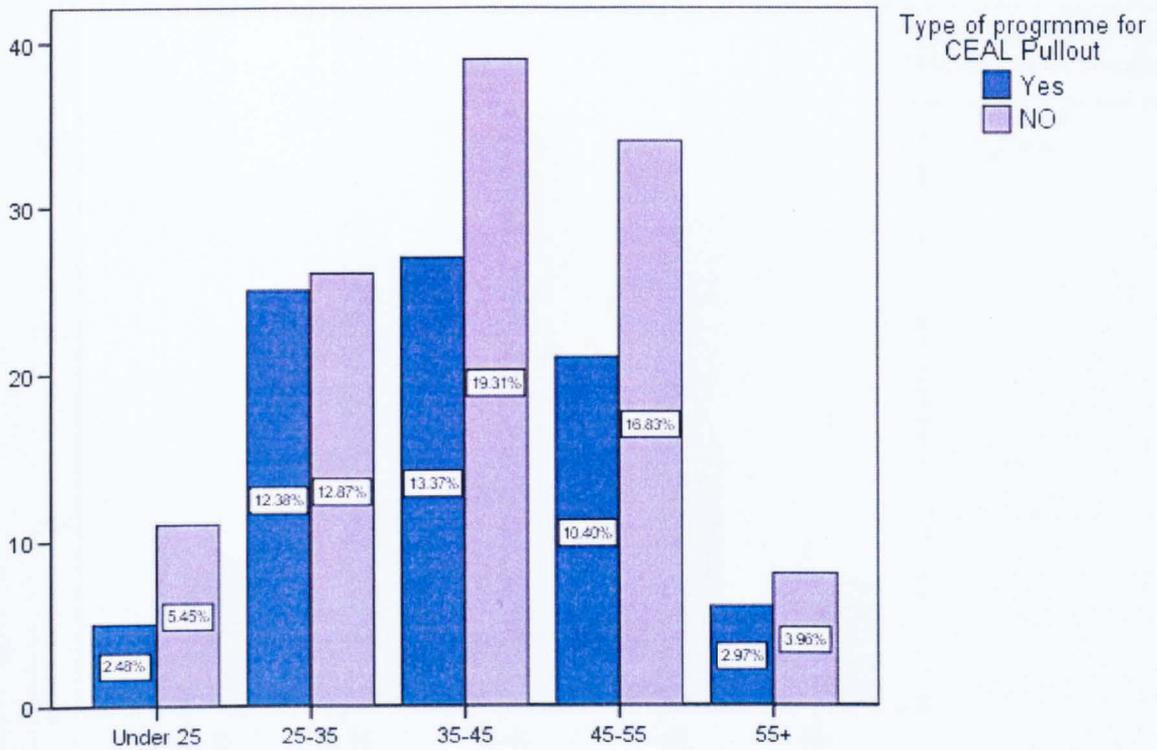
The following chart highlights the response of staffs in primary schools in two local authorities in Merseyside. The results indicate that majority of participants were teacher in Liverpool (72.2%) and in Knowsley (73.3%), head teachers in Liverpool (10.4%) and in Knowsley (7.8%), teaching assistants in Liverpool (10.4%) and in Knowsley (7.8%),

EAL Coordinators in Liverpool (1.75) and in Knowsley (4.4%), whereas supply teachers in Liverpool (5.2%) and in Knowsley (6.7%). The results also highlight that the majority of participants were mainstream teachers and there is no bilingual teacher/assistant to work on permanent contract in the schools (see figure 5.7 below).

**Figure 5.7 Frequency of Response of Participants' Position in two Local Authorities**

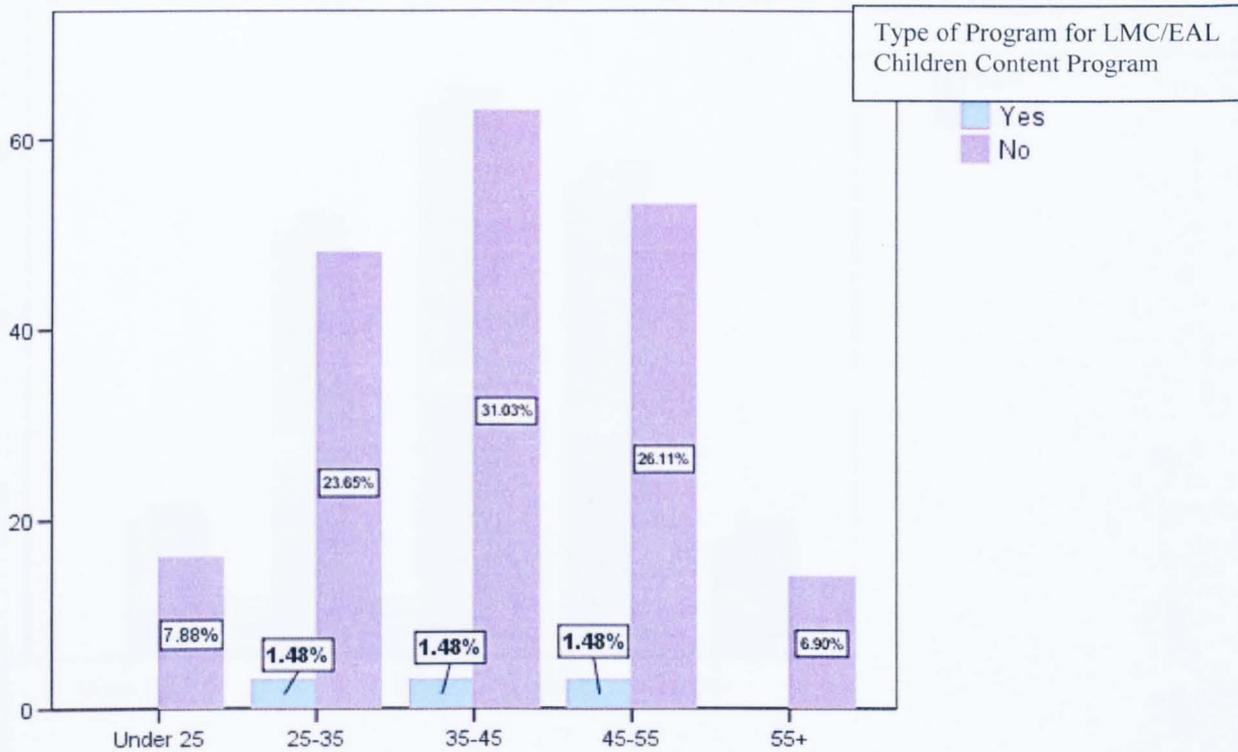


**Figure 5.8 Age of Respondent and Type of Program for LMC/EAL Children Pullout Program**



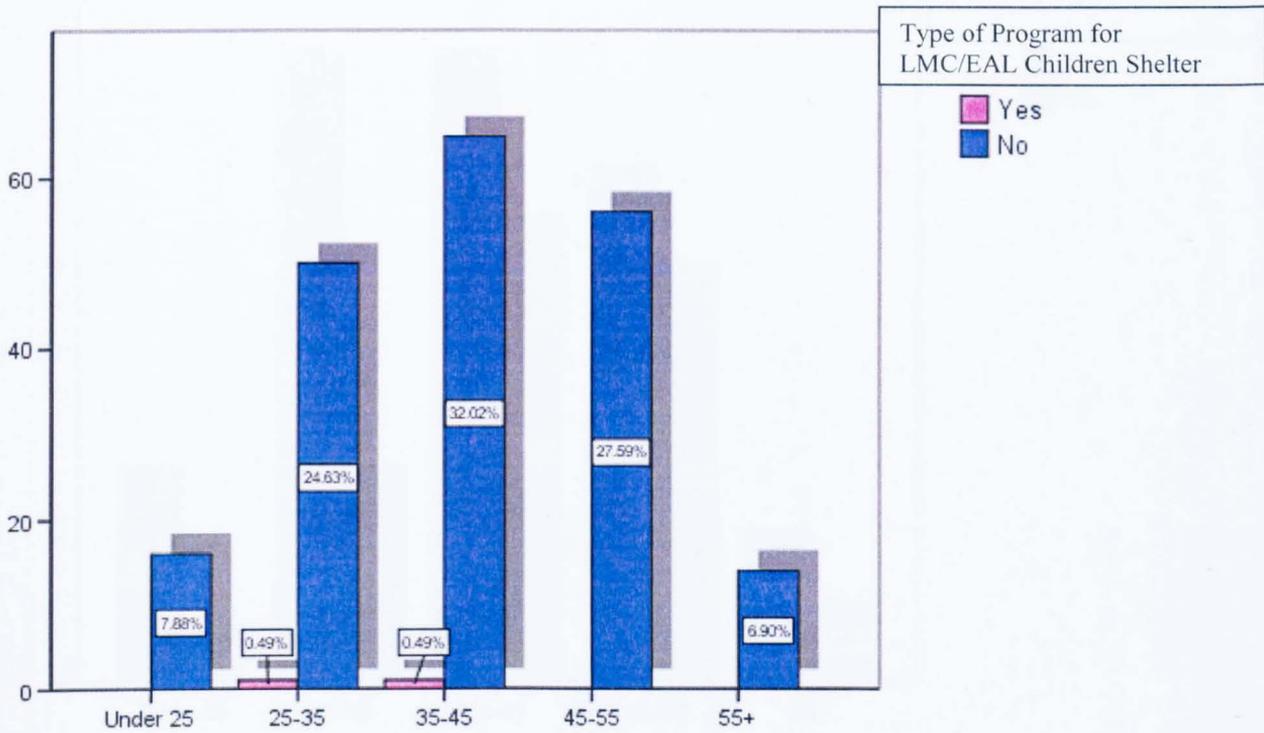
Respondents were asked to indicate what type of program they use in mainstream classrooms. The question was aimed at identifying current teaching approaches with having diverse socio-linguistic children in classrooms. The results indicate that respondents aged 35-45 followed by respondents aged 45-55 had high frequency in not using ‘pullout program’, whereas respondents aged 25-35 and over 55 had slightly the same frequency in using and not using ‘pull out program’, participants under 25 had high frequency in not using ‘pullout program’. The results indicate that the majority of participants are keen to follow routine classroom strategies and curriculum guidelines and or that there is no special program in place (see figure 5.8 above).

**Figure 5.9 Age of Respondent and Type of Program for LMC/EAL Children Content Program**



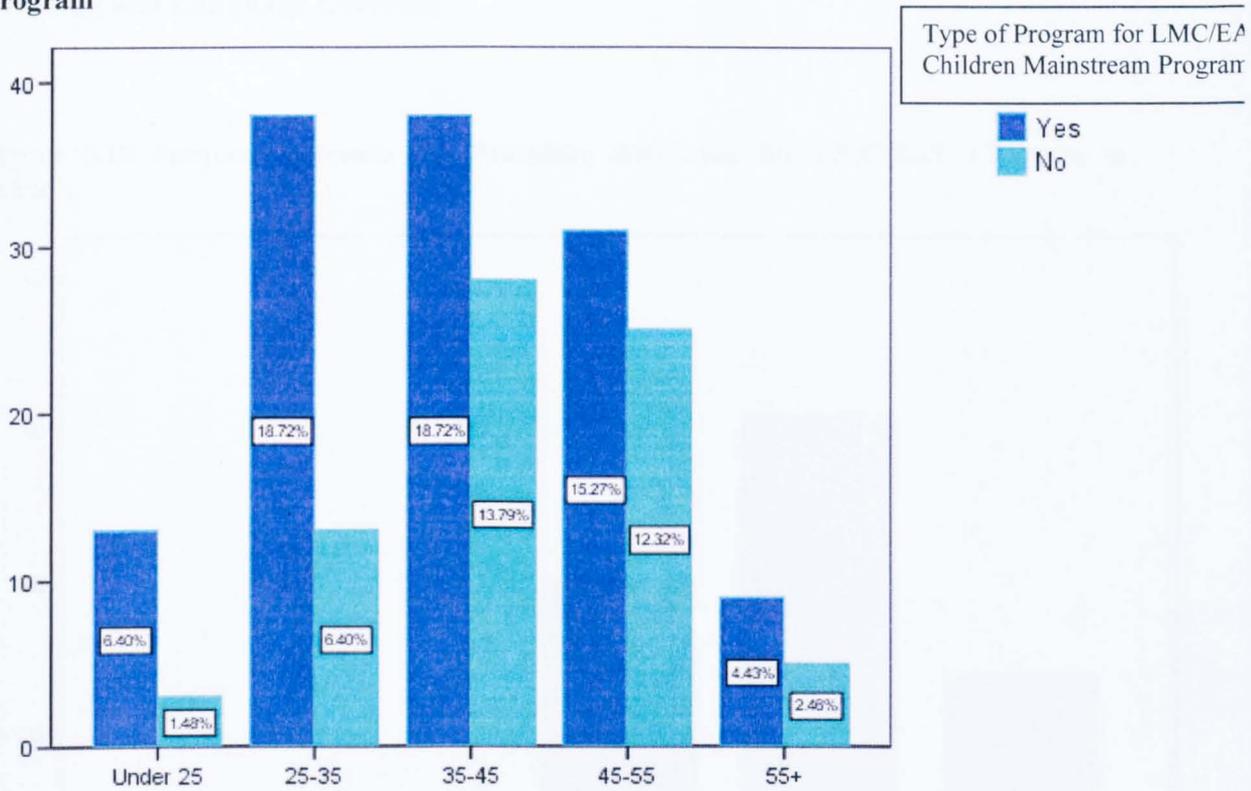
The results indicate that a high frequency of respondents aged 35-45 followed by respondents aged 45-55 had not used 'content program in their classrooms', also respondents aged 25-35 are third in the process not using 'content program', whereas respondents under 25 and over 55 had less frequency in not using 'content program'. The high frequency of respondents who even had more teaching experiences do not keen to use 'content program' and prefer to follow the routine classrooms strategies (see figure 5.9 above).

**Figure 5.10 Age of Respondent \* Type of Program for LMC/EAL Children Shelter Program**



Also the same result has been identified in figure 5.10 above, the high frequency of participants not using 'shelter program' as part of their teaching strategies in mainstream classroom and prefer to follow a set of guideline, which is already in place.

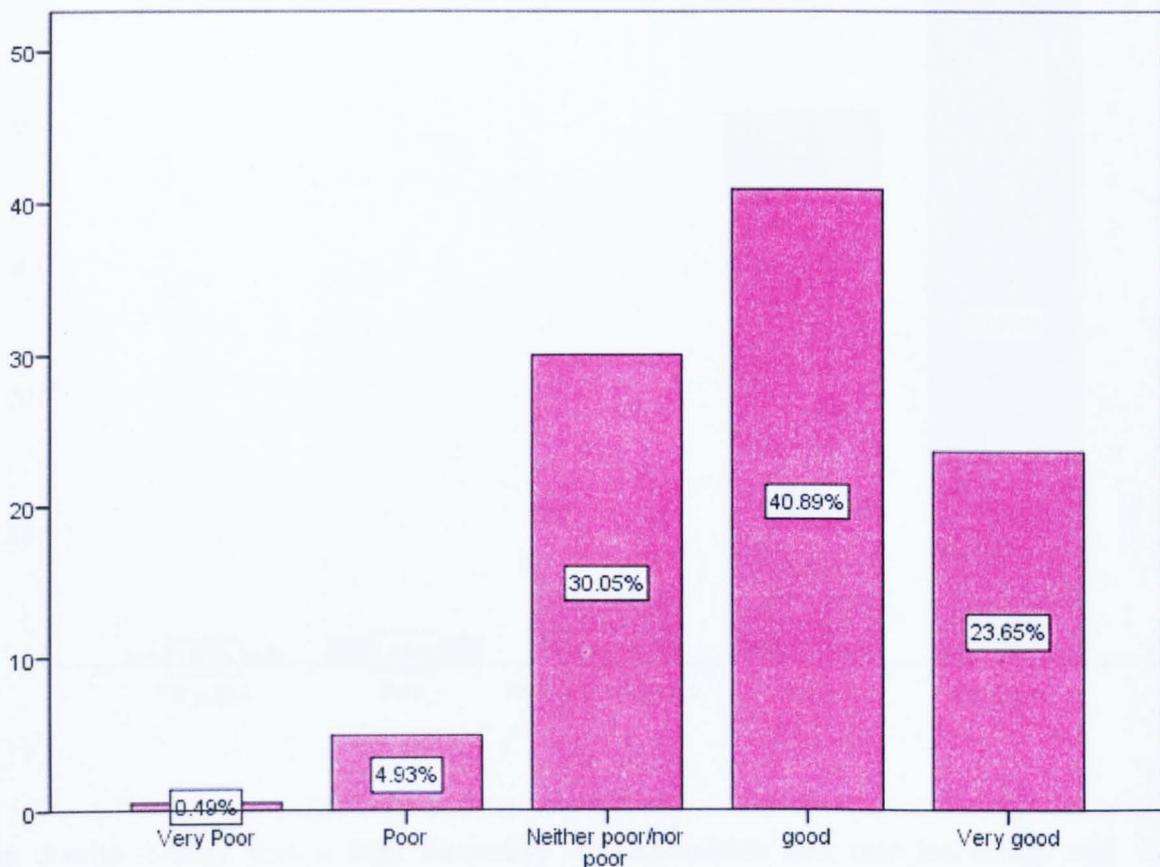
**Figure 5.11 Age of Respondent \* Type of Program for LMC/EAL Children Mainstream Program**



The results strongly support the mainstream program that is widely recommended in government policy. The results display respondents age 25-35 and age 35-45 had high frequency in using the ‘mainstream program’, followed by respondents age 45-55, whereas respondents aged under 25 and above 55 had less frequency in using the ‘mainstream program’ (see figure 5.11 above).

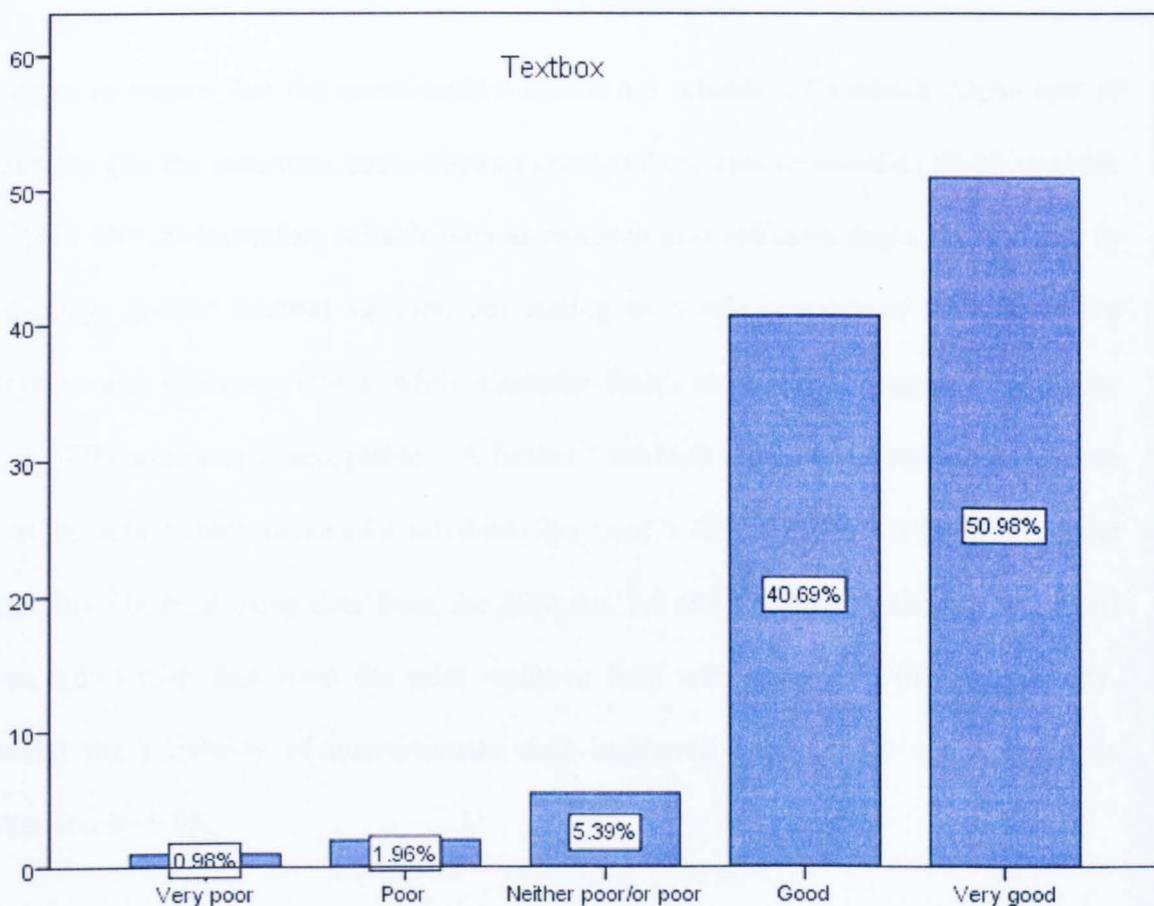
### 5.3.4 Attitudes and Perceptions Findings towards Resources, Mainstreaming, Training and Language Learning

Figure 5.12 Frequency Results for Providing Resources for LMC/EAL Children in Schools



The results display a strong acceptance by staff members of schools in Merseyside that resources are available widely within their schools for LMC/EAL children. The results indicate that the majority of respondents had rated their schools 'good' in providing resources for LMC/EAL children, followed by high frequency of respondents 'neither poor/nor poor', a slightly less frequency of respondents rate 'very good'. It is worthwhile highlighting that 'poor' and 'very poor' frequencies were the lowest (see figure 5.12 above).

**Figure 5.13 Frequency Responses on Managers' Support for LMC/EAL Children**



The results display that a high frequency of respondents had rate leadership and management in their schools ‘very good’, followed by a highly frequency ‘good’, whereas ‘neither poor/nor poor’, ‘poor’ and ‘very poor’ had the lowest frequencies. The results indicate that respondents were satisfied with head teacher/ schools managers’ support in term of resources and advice for all learners including LMC/EAL children (see figure 5.13 above).

## 5.4 Reliability

In order to ensure that the questionnaire results are reliable a Cronbach Alpha test of reliability (for the measures, scale data) was undertaken. This revealed a reliability score of 0.871 (N=15) indicating reliable data as research also indicates that a score closer to 1 displays greater internal validity, advocating as a rule a score of 0.8 and above (Bryman and Cramer, (1994), while Easterby-Smith et al. (2002) agree a reliability score of 0.6 and over is acceptable. A further Cronbach Alpha test obtained using data from the actual study revealed a reliability score of 0.729 (N=56), was higher than the reliability obtained using data from the pilot study 0.650 (N=43). Reliability increased from 0.650 with data from the pilot study to 0.72 with data from the actual study. Overall the reliability of questionnaire data improved from pre to actual response collection by 0.05.

**Table 5.9 Cronbach's Alpha Score**

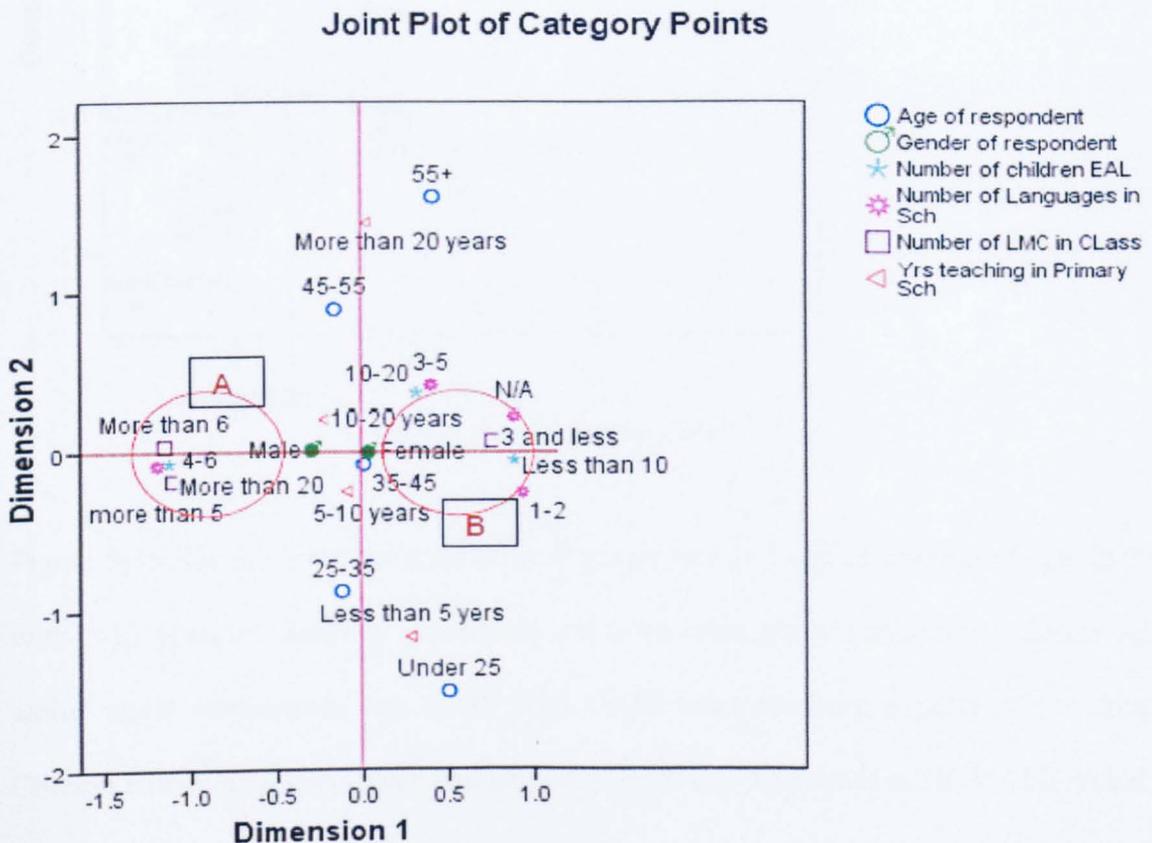
<b>Cronbach's Alpha Score</b>	<b>N of Items N=56</b>
Pilot	0.650 (N=43)
Actual	0.729
Scale data	0.871 (N=15)

A check for variances in Cronbach's Alpha values were undertaken in order to find out any changes if items were deleted. The result of the Cronbach's Alpha test revealed little variances, with a maximum change of 0.01 if item were deleted from the scale. So, the scale of 56 items was proven to be reliable via Cronbach's Alpha testing conditions (see table 5.9 above).

### 5.4a Multiple Correspondence Analysis Test (HOMALS)

A multiple correspondence analysis test additionally was undertaken on nominal (profiles) data to identify if possible correspondence existed between profiles providing a graphical representation through plotting related objects close to each other. MCA helps to reveal the structure of complex data that is categorical. The method is mainly an exploratory technique, it is similar to Factor Analysis (which is used on scale data) and uncovers clustering in the data that might not be obvious. The test was undertaken on the nominal data of age of respondents, gender, number of languages, number of LMC/EAL in schools, number of LMC/EAL in mainstream classroom and years of experience to identify visually, any existing correspondence.

**Figure 5.14 Multiple Correspondence Analysis between ‘Age of Respondent’, ‘Gender of Respondent’, ‘Number of EAL Children’, ‘Number of Language in Schools’**



Years of experience and number of LMC Pupils in school/class. HOMALS results illustrates the number of male participants of age of 20-35 with 5-10 years of teaching experience correspond to having 4-6 LMC pupils in their classrooms and more than 20 LMC in their schools. (Circle A), where as female participants of age 35-45 with 10-20 years teaching experience correspond to having 1-2 LMC pupils and less than 10 LMC pupils in their schools (Circle B).

Figure 5.15 Multiple Correspondence Analysis between ‘Age of Respondent’, ‘Ethnic origin of respondents’, ‘Gender of Respondent’, ‘Yrs of experiences’

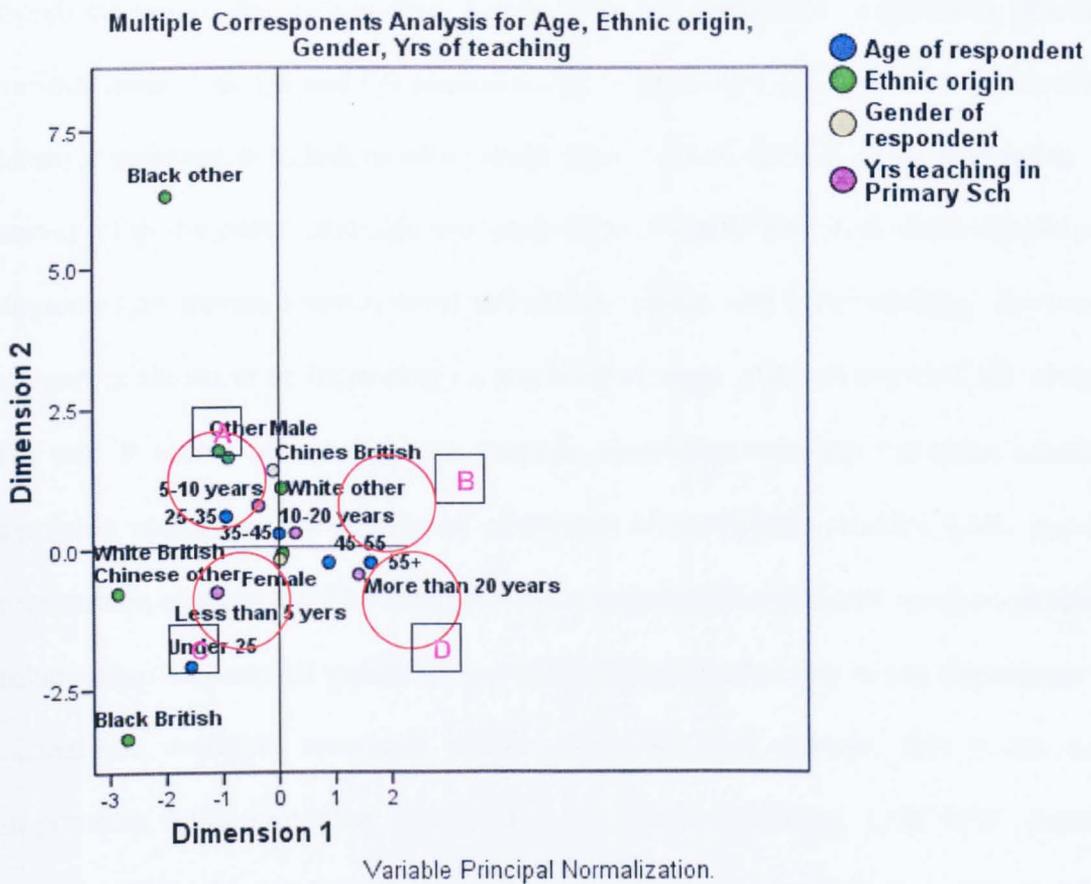


Figure 5.15 illustrates the number of male participants of age of 25-35 and age 35-45 with 5-10 years of teaching experience are from other black background (Circle A), while male respondents age 45-55 with 10-20 years teaching experience are from Chinese British and white other background (Circle B). The result of HOMALS reveals

that also female participants age under 25 with less than 5 years teaching experience are from white British and Chinese other background (Circle C), where as female participants age 55+ with more than 20 years teaching experience are from British background (Circle D).

#### **5.4b Bivariate Tests**

Bivariate tests were undertaken on interval scale attitudes and perceptions data questions within the quantitative survey, which examined the importance placed on various issues (see Q8 and Q9 questionnaire in appendix 2). These were undertaken to identify potential correlations of selected issues within interval scale data types. In a survey of participants' attitudes and perceptions towards resources and leadership and degree of awareness towards local authorities' policy and LMC children, the level of support is shown to be increasing so, the level of support in schools for LMC children. Q8 and 9 aimed to examine the Pearson correlation between variables related to available resources and degrees of awareness of participant towards LMC pupils in mainstream classrooms. The result reveals a statistically significant positive directional relationship between all variables ( $p < 0.05$ ). This indicates that strong importance was placed on available resources within classroom and schools, this infers strong importance upon providing support for all learner including LMC/EAL pupils in schools. While this relationship is present ( $r=.254$ ,  $p < 0.00$   $n=202$ ) the results indicate a positive correlation with both variables, therefore suggesting that increased importance in one results in increased prominence of the other. As such degree of awareness has a strong and positive effect on attitude in providing resources for LMC in schools ( $r=.259$ ,  $p < 0.00$   $n=203$ ). Similar positive relationships exist between degree of awareness of

local authorities' policy in term of LMC pupils and awareness of providing resources for LMC and all learners in the mainstream classrooms ( $r=.558$ ,  $p < 0.00$   $n=204$ ) (see table 5.10 below ).

**Table 5.10 Bivariate Results on Question 8 and 9**

	Attitude to Resources for LMC	Attitude to Lead/manager Learner	Degree of awareness of N and L P all L	Degree of awareness of LEA R all learner
Attitude to Resources for LMC	1			
Attitude to Lead/manager Learner	0.254(**)	1		
Degree of awareness of N and L P all L	0.142(*)	0.259(**)	1	
Degree of awareness of LEA R all learner	0.284(**)	0.098	0.558(**)	1

\*\*Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

\* Values in cells are coefficient r

Q13, Q20, Q21 and Q22 (see questionnaire in appendix 2) dealt with issues related to available resources, training for teachers and content curriculum in meeting needs of LMC pupils, to identify possible potential relationships and their strength against different elements of policy and external elements within schools and local authorities. The result indicates that there is a statistically significant positive relationship between all variables ( $p < 0.05$ ). Positive correlations were identified between effective teaching and having training to deal with LMC/EAL pupils in mainstream classrooms ( $r=.196$ ,  $p < 0.00$   $n=192$ ). This infers that as teacher receives more training and have more professional qualification in areas of bilingual education, they are more able to identify the needs of LMC children's using effective teaching structure and children home language in their instruction. There was further a positive relationship between available resources and level of training ( $r=.296$ ,  $p < 0.00$   $n=192$ .) which infers that more training and knowledge in area of LMC pupils can lead to more awareness of using right

resources in the classrooms. There was also a positive relationship between curriculum content and right resources in the classrooms ( $r=.217$ ,  $p < 0.00$   $n=199$ ) indicating the importance of placing right resources in classrooms may result in better services and support available in the classrooms (see table 5.11 below).

**Table 5.11 Bivariate between Q13, Q20, Q21 and Q22**

	Effective teaching in meeting all L	Training in area of LMC	Resources for teacher in Class	Rate Curriculum in meet needs of L
Effective teaching in meeting all L	1			
Training in area of LMC	0.196**	1		
Available resources for teacher in Class	0.059	0.296**	1	
Rate Curriculum in meet needs of L	0.269**	0.230**	.217**	1

\*\* Correlation is significant at the 0.01 level (2-tailed)  
 Values in cells are coefficient r

Q8, Q14, Q15, Q20, Q24 (see questionnaire in appendix 2) aimed to examine to find out performance of local authorities and degree of respondents awareness of their policy and resources available in mainstream classrooms for LMC/EAL children. The results indicate that there is a statistically significant positive relationship between all variables ( $p < 0.05$ ). Pearson Correlation tests reflected the issues highlighted within literature. The results reveal a positive relationship between Staffs' degree of awareness of local authorities' policy and performance of local authorities in term of availability of resources for all learners ( $r=.451$ ,  $p < 0.00$   $n=195$ ). Similar positive relationships also exist between training and degree of awareness and needs of all learners and LMC/EAL children in mainstream classrooms ( $r=.381$ ,  $p < 0.00$   $n=193$ ). Positive correlations were identified between attitude to resources for LMC/EAL and degree of awareness in mainstream classrooms ( $r=.520$ ,  $p < 0.00$   $n=192$ ). This infers to more training lead to

more awareness of using right resources in the classrooms ( $r=.227$ ,  $p < 0.00$   $n=193$ ). Overall, the results of Pearson correlation indicates the importance of placing on right resources in classrooms may result in better services and support available in the classrooms (see Table 5.12 below).

**Table 5.12 Bivariate between Q8, Q14,Q15, Q 20, Q24**

	Training in area of LMC	Performance of LEA for all Learners	Attitude to Resources for LMC	Degree of awareness of N and L P all L	Degree of awareness of LEA R all learner
Training in area of LMC	1				
Performance of LEA for all Learners	.451**	1			
Attitude to Resources for LMC	.520**	.319**	1		
Degree of awareness of N and L P all L	.227**	.202**	.142*	1	
Degree of awareness of LEA R all learner	.381**	.444**	.284**	.558**	1

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

Values in cells are coefficient r

The results (table 5.13 below) indicate positive directional relationship between all statistically significant variables ( $p < 0.05$ ). This indicates that strong importance was placed on local authorities' performance and rules within primary schools ensuring staff members are completely aware of language, culture diverse children in the classrooms. Furthermore local authorities are prepared to provide regular advice and training for staff members in schools. This indicates that when strong importance was placed on language awareness within the local authorities this resulted in strong importance placed upon culture awareness and level of training (Q24, Q25 and Q27 see questionnaire in

appendix 2). The results indicate a positive correlation with both variables, therefore suggesting the increased importance in one results in crease importance of the other language awareness ( $r=.631$ ,  $p < 0.00$   $n=199$ ), cultural awareness ( $r=.501$ ,  $p < 0.00$   $n=199$ ), teaching methods ( $r=.684$ ,  $p < 0.00$   $n=199$ ), regular advice ( $r=.555$ ,  $p < 0.00$   $n=199$ ) and performance of local authorities ( $r=.483$ ,  $p < 0.00$   $n=195$ ). There is another correlation between regular advise and language awareness ( $r=.767$ ,  $p < 0.00$   $n=199$ ), teaching methods ( $r=.776$ ,  $p < 0.00$   $n=199$ ), overall advice and support ( $r=.587$ ,  $p < 0.00$   $n=199$ ), performance of local authorities ( $r=.511$ ,  $p < 0.00$   $n=195$ ). Another positive relationship identified highlights importance of cultural awareness ( $r=.737$ ,  $p < 0.00$   $n=199$ ), importance of advise ( $r=.552$ ,  $p < 0.00$   $n=199$ ) and local authorities provide resources and support ( $r=.406$ ,  $p < 0.00$   $n=195$ ).

**Table 5.13 Bivariate between Q24, Q25, Q27**

	Agree LEA provide Training	Agree LEA provide Information Lang Awareness	Agree LEA provide information Culture Awareness	Agree LEA provide Regular Advise teaching Method	Overall Advice, service and support	Performance of LEA for all Learners
Agree LEA provide Training	1					
Agree LEA provide Information Lang Awareness	.631**	1				
Agree LEA provide information Culture Awareness	.501**	.767**	1			
Agree LEA provide Regular Advise teaching Method	.684**	.776**	.737**	1		
Overall Advice, service and support	.555**	.587**	.552**	.588**	1	
Performance of LEA for all Learners	.483**	.511**	.406**	.445**	.568**	1

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed)

Values in cells are coefficient r

### 5.4c T-Tests

T-tests were undertaken on interval data against the nominal variable of awareness of services provided by local authorities for LMC/EAL children in primary schools in order to identify if there were significant difference in mean scores of the following statement.

H0 There is no difference in mean attitudes to resources for language minority when grouped by awareness of resources

H1 There is a difference in mean attitudes to resources for language minority when grouped by awareness of resources

The following significant T-test results were found to have equal variance (see table 5.14 below)

This table provides useful descriptive statistics for the two groups that you compared including the mean and standard deviation. This question aimed to find out difference between awareness of resources and availability of resources for LMC/EAL children in schools.

**Table 5.14 Independent samples T-Test results on Availability of Resources and Awareness of Services**

Aware of Service LEA S for EAL		N	Mean	Std. Deviation	Std. Error Mean
Attitude to Resources for LMC	Yes	116	4.04	.785	.073
	No	84	3.52	.898	.098

The table 5.15 below provides the actual results from the independent t-test and Levene's (Testing for Equality of Variances).

**Table 5. 15 Significant Results of Independent Samples T-Test on Availability of Resources and Awareness of Services**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude to Resources for LMC	Equal variances assumed	7.635	.006	4.346	198	.000	.519	.119	.284	.755
	Equal variances not assumed			4.253	163.940	.000	.519	.122	.278	.760

Independent samples tests were conducted to compare the schools providing resources for language minority scores for awareness of resources provided by local authorities and not awareness of provided resources by local authorities. Significant value was less than .05 therefore the second line equal variances not assumed has been considered. There was no significant difference in scores for awareness (M=4.04, SD=.78) and no awareness M=3.52, SD= .89;  $t(163) = 4.34, p=0.00$  (two tailed) (see Q15 and Q16b questionnaire in appendix 2).

**Table 5.16 Independent Samples T-Test Results on Availability of Resources and Awareness of Services**

		Aware of Service Bilingual Resources	Number	Mean	Std. Deviation	Std. Error Mean
Attitude to Resources for LMC	Yes		112	3.97	.854	.081
	No		91	3.64	.850	.089

This table provides useful descriptive statistics for the two groups the mean and standard deviation (see table 5.16 above).

**Table 5.17 Significant Results of Independent Samples T-Test on Availability of Resources and Awareness of Services**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Upper	Lower
Attitude to Resources for LMC	Equal variances assumed	.902	.343	2.793	201	.006	.336	.120	.099	.573
	Equal variances not assumed			2.794	192.919	.006	.336	.120	.099	.573

An independent samples test also was conducted to compare the schools providing resources for language minority scores for awareness of bilingual resources provided by local authorities and no awareness of resources provided by local authorities. There was no significant difference in scores for awareness of resources (M=3.97, SD=.85) and not awareness of bilingual resources M=3.64, SD= .85;  $t(201) = 2.7, p=0.00$  (two tailed) (see Q15 and Q16c questionnaire in appendix 2) (see table 5.17 above).

#### **5.4d ANOVA Statistical Tests**

One way ANOVA test was undertaken on the different profile (nominal) data to identify differences in means responses to the series of attitudinal statements. Participants were asked to rate from 1 strongly disagree to 5 strongly agree their agreement with a range of questions (see Q15, Q23, Q24, Q27a, Q27b, Q27c, Q27d in appendix 2).

Homogeneity of variance tests was undertaken on ANOVA data to ascertain if variances were to be assumed equal or unequal. A null hypothesis of equal variance assumption was tested against ANOVA values. A significant value of  $>0.05$  accepts this assumption where scores below would reject the hypothesis and show that variances are unequal requiring reporting of F-ratios under Brown-Forsythe assumptions.

Tukey post hoc test were also undertaken on statistically significant ANOVA variables identified to contain equal variances. All significant ANOVA results with equal variances are reported in the following sections. Significant results with unequal variances can be found in appendix 3).

#### **5 4.e ANOVA against Number of Language Minority in Primary Schools**

ANOVA tests were undertaken on interval data against the profile (nominal variable of number of language minority in primary schools in order to identify if there were significant difference in mean scores of the following statement.

- H0 There is no difference in means when factored by the different numbers of language minorities
- H1 There is a difference and at least one of groups have difference in means when factored by the different numbers of language minorities

In all cases, the Null hypotheses were rejected and therefore differences were observed. The following significant ANOVA results were found to have equal variance (see table 5.18 below).

**Table 5.18 Test of Homogeneity of Variances Results on ANOVA against Number of LMC/EAL Children**

	Levene Statistic	df1	df2	Sig.
Agree LEA provide Training	3.707	2	196	.026
Agree LEA provide Information Lang Awareness	3.706	2	196	.026
Agree LEA provide information Culture Awareness	3.039	2	196	.050
Agree LEA provide Regular Advice teaching Method	1.199	2	196	.304
Overall Advice, service and support	2.808	2	195	.063
Performance of LEA for all Learners	.581	2	192	.560
Degree of awareness of LEA R all learner	3.745	2	202	.025

Table 5.19 below indicates ANOVA results where equal variances are assumed with acceptance of the alternate hypothesis (H1), ie there are differences observed.

**Table 5.19 Significant ANOVA Results on Statement Against Resources Provided by local Authorities**

		df	F	Sig.	Hypothesis Accepted	Questions
Agree LEA provide Training	Between Groups	2	5.997	.003	H1	Q26a
	Within Groups	196				
Agree LEA provide Information Lang Awareness	Between Groups	2	4.713	.010	H1	Q26b
	Within Groups	196				
Agree LEA provide information Culture Awareness	Between Groups	2	4.142	.017	H1	Q26c
	Within Groups	196				
Agree LEA provide Regular Advise teaching Method	Between Groups	2	4.476	.013	Hi	Q26d
	Within Groups	196				
Overall Advice, service and support	Between Groups	2	4.750	.010	H1	Q27
	Within Groups	195				
Degree of awareness of LEA R all learner	Between Groups	2	3.241	.041	H1	Q15
	Within Groups	202				

A 'Post hoc' Tukey multiple range test was undertaken on these statements to identify the differences splits in the mean response scores of the different roles and responsibilities of local authorities in terms of funding, advice, training and resources (see table 5.19 above).

**Table 5.20 Tukey Results on Statement ‘Agree LEA Provide Training’**

Number of children EAL	N	Subset for alpha = 0.05	
		1	2
10-20	28	2.86	
More than 20	82	2.89	
Less than 10	89		3.39
Sig.		.986	1.000

The difference is between 10-20 and less than 10 Tukey *post hoc* test, indicates that schools with 10-20 and more than 20 language minority children in their schools differ from scores of the less than 10 LMC/EAL children (see table 5. above). A score of 3.39 indicates that staff members working within schools with fewer minority language children were close to agreeing with this statement, where those with 10-20 children had a mean score of 2.86 just off neutral and those with more 20 had a mean score of 2.89 just neutral to effect of training from local authorities (see table 5.20 above).

**Table 5.21 Tukey Results on the Issue of ‘Agree LA Provide Information Language Awareness’**

Number of children EAL	N	Subset for alpha = 0.05	
		1	
More than 20	82		2.76
10-20	28		3.11
Less than 10	89		3.17
Sig.			.059

This table has not discriminated so cannot comment. Staff members in schools with 10-20 LMC/EAL children scored 3.11 and staff members of schools with less than 10

scored 3.17, agree to the effect of information in term of language awareness, whereas staff members with more than 20 scored 2.76 just off neutral to information provided by local authorities in term of language awareness (see table 5.21 above).

**Table 5.22 Tukey Results on the Issue of ‘Cultural Awareness’**

Number of children EAL	N	Subset for alpha = 0.05	
		1	2
More than 20	82	2.87	
Less than 10	89	3.24	3.24
10-20	28		3.32
Sig.		.126	.894

The difference is between more than 20 and 10-20. Under Tukey *post hoc* test, the staff members in the schools with more than 20 scored 2.87, between neutral and agree with information provided by local authorities in term of cultural awareness. Whereas the staff in the schools with less than 10 scored 3.24 and the schools with 10-20 score 3.32 was highlighted a positive effect to information provided by local authorities in term of cultural awareness (see table 5.22 above).

**Table 5.23 Tukey Results on Statement ‘Regular Advice on Teaching by LA’**

Number of children EAL	N	Subset for alpha =
		0.05
		1
More than 20	82	2.88
10-20	28	3.21
Less than 10	89	3.29
Sig.		.065

Cannot discriminate cannot comment. For statement of regular advice on teaching mainstream classrooms, staff members in schools with more than 20 LMC/EAL children score 2.88, between neutral and disagree with above statement, where staff members in schools with less than 10 scored 3.29, neutral and just close to agree. Staff members with 10-20 had a mean score of 3.21 they were between neutral and agree (see table 5.23 above).

**Table 5.24 Tukey Results of Issue on ‘Overall Advice and Support’**

Number of children EAL	N	Subset for alpha = 0.05	
		1	
More than 20	79	3.25	
10-20	28	3.57	
Less than 10	91	3.66	
Sig.		.053	

Not differences under Tukey were observed for this statement (see table 5.24)

**Table 5.25 Tukey Results on ‘Performance of LA’**

Number of children EAL	N	Subset for alpha = 0.05	
		1	2
More than 20	79	3.22	
Less than 10	88		3.77
10-20	28		3.82
Sig.		1.000	.937

Difference is between More than 20 and all others. Tukey results from table 5.25 above display that the staff members in the schools are between neutral and agree to the statement on performance of LAs providing direct support and advice, scoring a mean of 3.82 for the staff members in the schools with 10-20 LMC/EAL children. Whereas

the staff members in the schools with less than 10 scored 3.77 and the staff members in the schools with more than 20 scored 3.22.

**Table 5.26 Tukey Results on ‘Information Provided by LA on Bilingualism’**

Number of children EAL	N	Subset for alpha = 0.05	
		1	2
More than 20	80	3.18	
Less than 10	88	3.49	
10-20	28		3.86
Sig.		.074	1.000

In term of the statement of information provided by local authorities, ANOVA results indicate a difference in means between 10-20 and others, Tukey post hoc tests reveal that the staff members in the schools with 10-20 LMC/EAL children scored 3.86 just agree, while the staff members in the schools with less than 10 scored 3.49, between neutral and agree. It was found that mean score for the staff members in the schools with more than 20 LMC/EAL children are different from mean score of two other groups a value slightly more than neutral 3.18 (see table 5.26 above).

**Table 5.27 Tukey results on ‘Degree of awareness of LA resources’**

Number of children EAL	N	Subset for alpha = 0.05	
		1	
More than 20	82		3.83
Less than 10	93		4.16
10-20	30		4.17
Sig.			.142

Cannot discriminate, cannot comment Tukey post hoc tests reveal that there is no difference in score mean between groups and staff members in schools are agree or strongly agree with statement of their awareness with local authorities' resources and support for all learners including LMC/EAL children (see table 5.27 above).

#### **5. 4.f Factor Analysis**

In this research factor analysis was undertaken on scale data (Q13, Q14, Q15, Q20, Q22, Q23, Q24, Q25a, Q25b, Q25c, Q25d, Q25e, Q26a, Q26b, Q26c, Q26d and Q27) to bring inter- correlated variables together under more general, underlying variables and identifying groupings and characteristics. Factors identified were effectiveness of teaching methods, awareness of policy, awareness of resources, training provided, available resources in classrooms, curriculum content to meet needs of diverse children, information provided by LA, attitudes towards achievement of LMC and agreement on all information provided by LA. The result obtained from sets of above questions revealed four archetypes or factors (see table 5.29 below).

The items of the agreement and attitude questions were subjected to principal components analysis for extraction (PCA) to produce a smaller number of linear combinations of the original variables, with all of the variance in the variables being used. Alongside the most commonly used orthogonal approach the varimax method was used for rotation, which attempts to minimise the number of variables that have high loading on each factors. Principal components analysis revealed the presence of four components with eigenvalues exceeding 1, explaining 35.3%, 16%, 9.8%, 6% of the variance respectively. These four factors explain a total of 67.30% of the variance. Prior

performing PCA, the suitability of data for factor analysis was assessed to ensure a reliable scale (Field, 2003). Cronbach's Alpha tests of reliability were undertaken on scale data within 17 items. The reliability test result showed a statistically reliable Cronbach's Alpha value of 0.871 for Q13, Q14, Q15, Q20, Q22, Q23, Q24, Q25a, Q25b, Q25c, Q25d, Q25e, Q26a, Q26b, Q26c, Q26d, Q27. In addition to, inspection of the correlation matrix revealed the presence of many coefficients of .3 and above. The Kaiser-Meyer-Okin value was 0.831, exceeding the recommended value of .6 (Kaiser 1970, 1974 cited in Pallant, 2007) and Bartlett's Test of Sphericity was conducted to examine the strength of the relationship between the variables. As Bartlett's test of sphericity reached statistical significance ( $p < 0.05$ ), supporting the factorability of the correlation matrix and identified relationship between tested variables demonstrated a strong association (see table 5.28 below)

**Table 5. 28 Cronbach Alpha Score and Bartlett's test of Sphericity on Q13, 14, 15, 20, 22, 23, 24, 25a, 25b, 25c, 25d, 25e, 26a, 26b,26c, 26d, 27**

Cronbach's Alpha	0.871 (n=17)
Barlett's Test of Sphericity	0.000 (df =120)

**Table 5.29 Factor Analysis Results on 17 Items**

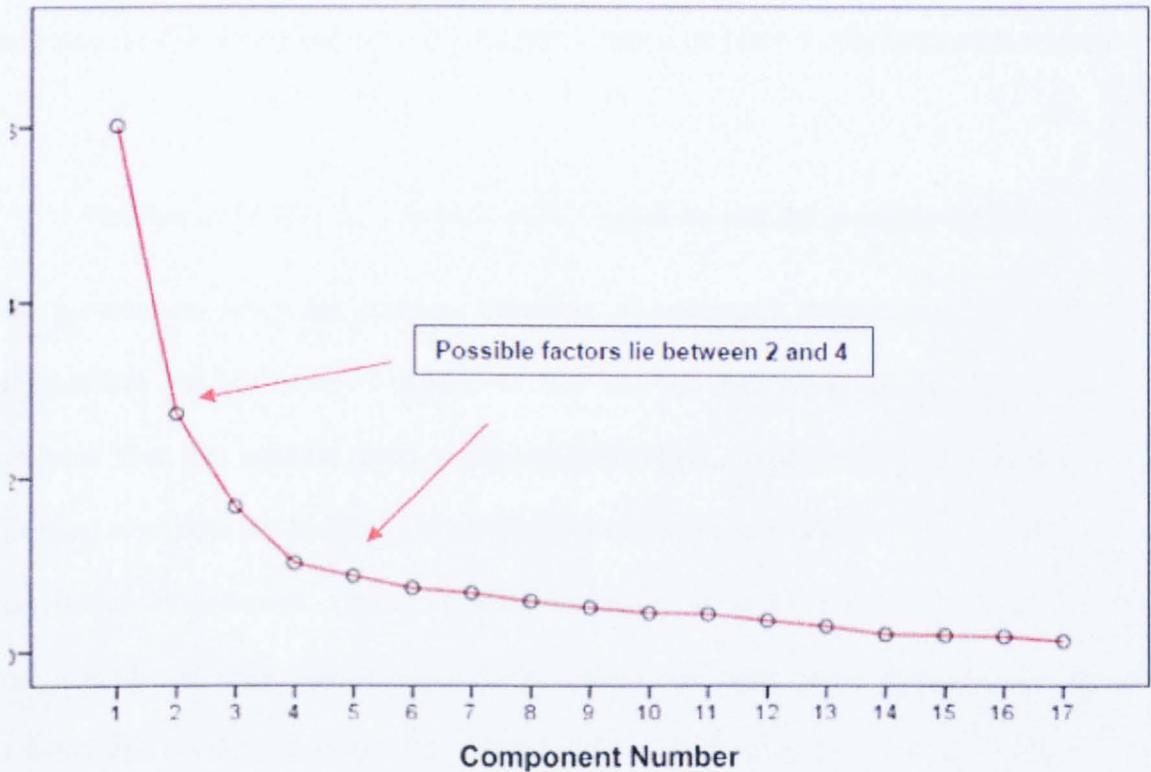
	LA Support	Available Resources	Awareness of needs of LMC	Curriculum and effective teaching
Agree LA provide Information Lang Awareness Q26b	.891			
Agree LA provide Regular Advise teaching Method Q 26d	.888			
Agree LA provide information Culture Awareness Q26c	.844			
Agree LA provided Training Q26a	.793			
Overall Advice, service and support Q27	.702			
Performance of LA for all Learners Q24	.530			
Training in area of LMC Q20	.486			
Available Resources access to people Q25b		.900		
Available resources access to Curriculum Q25c		.868		
Available Resources access to information Q25a		.855		
Available Resources Funds Q25d		.808		
Available Resources Other Q25e		.671		
Degree of awareness of LA R all learner Q15			.813	
Degree of awareness of N and L P all L Q14			.801	
Information provided LA in area of LMC Q23				
Rate Curriculum in meet needs of L Q22				.782
Effective teaching in meeting all L Q13				.769
	<b>FACT1</b>	<b>FACT2</b>	<b>FACT3</b>	<b>FACT4</b>

Four factors were identified which indicate in terms of finding as followings:

Factor 1 was concerned with agreement on local authority providing resources, information in term of language and culture awareness, regular advice, training, and overall support (explaining 35.3% of data). Factor 2 was concerned with availability of resources in term of access to bilingual assistant, curriculum, and information and funding (explaining 16% of data). Factor 3 was concerned with the awareness of the needs of LMC in mainstream classrooms and awareness of local and national policy for LMC (explaining 9.8% of data). Factor 4 was concerned with curriculum and teaching in meeting needs of LMC in term curriculum and teaching methods (explaining 6% of data).

A scree plot was undertaken to aid in identifying potential numbers of existing factors (see figure 5.16 below). Field, (2009) advises identifying the point at which the scree line is level. The plot displays two or four factors levelling off and reveals a clear break after the two components for further investigation. As such factor analysis provided the following results.

Figure 5.16 Scree Plot for Q13, Q14, Q15, Q20, Q22, Q23, Q24, Q25a, Q25b, Q25c, Q25d, Q25e, Q26a, Q26b, Q26c, Q26d, Q27



These include LA support, available resources, awareness of needs of LMC, Curriculum and effective teaching within schools. The results indicate that participants had a strong agreement with receiving information regarding second language and cultural awareness and in relation to service training and professional training whilst facilitating support and advice within schools and on the regular bases. This was alongside of the effectiveness of using appropriate teaching resources and awareness of head teachers of facilitating bilingual support in schools and across curriculum for LMC children. The strong emphasis was on the professional training for teachers. Overall participants strongly support the idea of having bilingual resources, training and having a clear policy and guidelines in term of planning activities in classrooms for individual pupils to promote bilingualism in school in which all pupils are value.

#### **5.4g Commentary on Results of Quantitative Data**

This section summarises the quantitative results drawn from the questionnaire phase of the research. The following conclusion can be identified from the findings of this stage.

- **Number of LMC/EAL children and bilingualism and the government policy**

The government language policies emphasis monolingual instructions and promote bilingualism and bi-literacy in education and also the data presented (in section 5.2.1) indicates that the schools even with less LMC/EAL children have no policy and bilingual resources not available or moderately available to teach LMC/EAL children in mainstream classrooms. Most of staff members in the schools are from British background and only 5% of the staff members are from other backgrounds. Data revealed that no clear direction had been given by local authorities to teach LMC/EAL children in mainstream classroom and native language support to these students. Respondents (see table 5.3) in the schools context in two local authorities are British and only speak English and English is the primary language of instruction throughout the primary schools and proficiency in English not other languages has continued to be a common problem for the majority of teachers. In some schools bilingual assistants are available not for all languages and not all the time but it is based on schools demands and not on the regular bases.

- **Teacher training and Resources**

Data shows that teachers feel they are not trained to cater for bilingual pupils. The lack of training and resources bilingual teachers/assistants, bilingual books in school and tight national curriculum guidelines have led them to carry on with routine mainstream

classrooms tasks. Data also reveals that teaching practices supporting LMC/EAL pupils is the norm in primary schools and most of teachers have to encounter LMC/EAL children at some point in their careers, but many feel poorly equipped to meet their needs in mainstream classrooms. The lack of a professional training route has obviously had a detrimental effect on their teaching strategies. Results also show that many schools are lacking in teaching experience of LMC/EAL pupils, in such situation schools have to work on changing their approach, with advisory staffs about language acquisition and ways of including bilingual pupils in the curriculum (see section 5.4a and 5.4f).

#### - Qualified Bilingual Teachers

Data revealed that it is expected to have native or high levels of linguistic competence staffs or qualified teachers from other backgrounds in the schools. Data about their bilingual status points out that most of them are not qualified bilingual support staff but only can speak another language (see section 5.5.1.1 , 5.3.3 and 5.4f)

#### - Language maintenance

Quantitative results display the importance of language and cultural awareness and teachers expect to use and emphasis on community languages/first languages and the linking between L1 and L2. Results show that overall participants strongly support the idea of the use of home language in classrooms, but most of them are not qualified or cannot speak other languages, so, LMC/EAL children in most schools in this study have

not had the opportunity to use their community languages or role models in the form of bilingual teaching staff.

- Funding and support

The results further highlighted that the importance of language and cultural awareness and teachers expect to use and emphasis on community the government clearly emphasises providing funding (resources, EAL specialist staff to train mainstream staff) to meet the needs of EAL pupils. Results highlight that also local authorities emphasis supporting schools to raise standards for language development, role of schools and instructional approaches to meet the immediate needs of LMC/EAL children (see section 5.4d).

- Instruction strategies and teaching materials

Results show that the teachers are used the most common teaching methods and own experiences that have proven record of success. It was observed that teaching materials do not reflect bilingualism. Although the classrooms teachers are generally aware of that but they found it difficult to accommodate learning needs of individual children in mainstream classrooms (see section 5.4a and 5.4b) with having the national curriculum guidelines. Since English is the only language of instruction in the primary schools, the teachers seem not to comply with that and bilingual children have to follow mainstream classrooms with no language support in place. Furthermore, the types of instructional services provided by the schools to LMC/EAL children vary and are dependent on several factors. These factors are related to the size of the linguistic diverse population

in schools, what resources are available locally, and whether or not teachers are qualified to teach mainstream classrooms.

**Table 5. 30 Summaries of Research Questions and Data Analyses Methods**

<b>Analysis Undertaken</b>	<b>Test/Measure</b>	<b>Key Findings</b>
Multiple Correspondence Analysis	on nominal data of age of respondents, gender, number of languages, number of EAL in schools, number of LMC/EAL in mainstream classroom and years of experience	- Provide a graphical representation through plotting related objects close to each other and to identify visually, any existing correspondence.
Bivariate tests	<p><b>Q8 and Q9</b> Attitude to availability of resources, degree of awareness of LMC /EAL children needs and degree of awareness of local authorities' support for all learners</p> <p><b>Q8, Q14, Q15, Q20, Q24</b> performance of local authorities and degree of respondents awareness of their policy and resources available in mainstream classrooms</p> <p><b>Q24, Q25 and Q27</b> strong importance was placed on local authorities' performance and rules within primary schools ensuring staff members are</p>	<p>- Positive correlations between effective teaching and having training to deal with LMC/EAL pupils in mainstream classrooms (<b><math>r=.196, p &lt; 0.00</math> n=192</b>)</p> <p>- Positive relationship between available resources and level of training (<b><math>r=.296, p &lt; 0.00</math> n=192,</b>)</p> <p>- Positive relationship between curriculum content and right resources in the classrooms (<b><math>r=.217, p &lt; 0.00</math> n=199</b>)</p> <p>- Positive relationship between staffs' degree of awareness of local authorities' policy and performance of local authorities in term of availability of resources for all learners (<b><math>r=.451, p &lt; 0.00</math> n=195</b>)</p> <p>- Positive relationships between training and degree of awareness and needs of all learners and LMC/EAL children in mainstream classrooms (<b><math>r=.381, p &lt; 0.00</math> n=193</b>)</p> <p>-Positive correlations between attitude to resources for LMC/EAL and degree of awareness in mainstream classrooms (<b><math>r=.520, p &lt; 0.00</math> n=192</b>)</p> <p>-Positive correlations between training and awareness of using right resources in the classrooms (<b><math>r=.227, p &lt; 0.00</math> n=193</b>)</p> <p>- Importance of the other language awareness (<b><math>r=.631, p &lt; 0.00</math> n=199</b>)</p> <p>- Importance of cultural awareness (<b><math>r=.501, p &lt; 0.00</math> n=199</b>)</p> <p>- Importance of teaching methods (<b><math>r=.684, p &lt; 0.00</math> n=199</b>)</p>

	completely aware of language, culture diverse children in the classrooms	<ul style="list-style-type: none"> <li>- Importance of regular advice (<math>r=555, p &lt; 0.00, n=199</math>)</li> <li>- Importance of performance of local authorities (<math>r=483, p &lt; 0.00, n=195</math>)</li> <li>- Importance of regular advice and language awareness (<math>r=.767, p &lt; 0.00, n=199</math>)</li> <li>- Importance of overall advice and support (<math>r=587, p &lt; 0.00, n=199</math>)</li> <li>- Importance of performance of local authorities (<math>r=511, p &lt; 0.00, n=195</math>)</li> </ul>
<b>T-Tests</b>	<p><b>H0</b> There is no difference in mean attitudes to resources for language minority when grouped by awareness of resources</p> <p><b>H1</b> There is a difference in mean attitudes to resources for language minority when grouped by awareness of resources</p>	<ul style="list-style-type: none"> <li>- No significant difference in scores for awareness (<math>M=4.04, SD=.78</math>)</li> <li>- No awareness <math>M=3.52, SD=.89; t(163) = 4.34, p=0.00</math></li> <li>- No significant difference in scores for awareness of bilingual resources (<math>M=3.97, SD=.85</math>)</li> <li>- No awareness of bilingual resources <math>M=3.64, SD=.85; t(201) = 2.7, p=0.00</math></li> </ul>
<b>ANOVA</b>	<p><b>H0</b> There is no difference in means when factored by the different numbers of language minorities</p> <p><b>H1</b> There is a difference at least one of groups have difference in means when factored by the different numbers of language minorities</p>	<p>Agree LEA provide Training <math>F(2,196) = 5.997, p=.003</math></p> <p>Agree LEA provide Information Lang Awareness <math>F(2,196) = 4.713, p=.010</math></p> <p>Agree LEA provide information Culture Awareness <math>F(2,196) = 4.142, p=.017</math></p> <p>Agree LEA provide Regular Advice teaching Method <math>F(2,196) = 4.476, p=.013</math></p> <p>Overall Advice, service and support <math>F(2,195) = 4.750, p=.010</math></p> <p>Performance of LEA for all Learners <math>F(2,192) = 15.139, p=.000</math></p> <p>Information provided LEA in area of LMC <math>F(2,193) = 10.295, p=.000</math></p> <p>Degree of awareness of LEA R all learner <math>F(2,202) = 3.241, p=.041</math></p>
<b>Factor analysis</b>	<p>Agree LEA provide Information Lang Awareness Q26</p> <p>Agree LEA provide Regular Advise teaching Method Q 26</p> <p>Agree LEA provide information Culture Awareness</p>	<p style="text-align: center;"><b>a = 0.871</b></p> <p><b>-Factor 1</b> LA support 891</p>

Q26	.888	
Agree LEA provided Training Q26	.844	
Overall Advice, service and support Q27	.793	
Performance of LEA for all Learners Q24 Training in area of LMC Q20	.702	
Available Resources access to people Q25	.530	
Available resources access to Curriculum Q25	.486	
Available Resources access to information Q25		<b>Factor 2</b>
Available Resources Funds Q25		Available resources
Available Resources Other Q25		.900
Degree of awareness of LEA R all learner Q15		.868
Degree of awareness of N and L P all L Q14		.855
Information provided LEA in area of LMC Q23		.808
Rate Curriculum in meet needs of L Q22		.671
Effective teaching in meeting all L Q13		
		<b>Factor3</b>
		Awareness of needs of LMC
		.813
		.801
		<b>Factor 4</b>
		Curriculum and effective teaching
		.782
		.769
		<b>Kaiser Meyer Olkin Measure of Sampling Adequacy = 0.831</b>
		<b>Bartlett's test of sphericity <math>p &lt; 0.05</math></b>

## 5.5 Interview Findings

### 5.5a Interview Findings from Staff Members of Primary Schools and Local Authorities

This section details interview findings of the research and thematic issues were found to exist between primary schools and local authorities. The findings were triangulated as highlighted in chapter 3. Interview findings were coded and analysed based upon the identified factors during the exploratory and quantitative research phase of the study which was the starting point in which appropriate content was coded. The section below examines the issues uncovered by staff in Merseyside primary schools and local authorities. Figure 5.17 below details participants' position from primary schools and local authorities.

**Figure 5.17** Below Details Number of Staff Members in Schools and Local Authorities who Took Part in Interview Phase of this Research

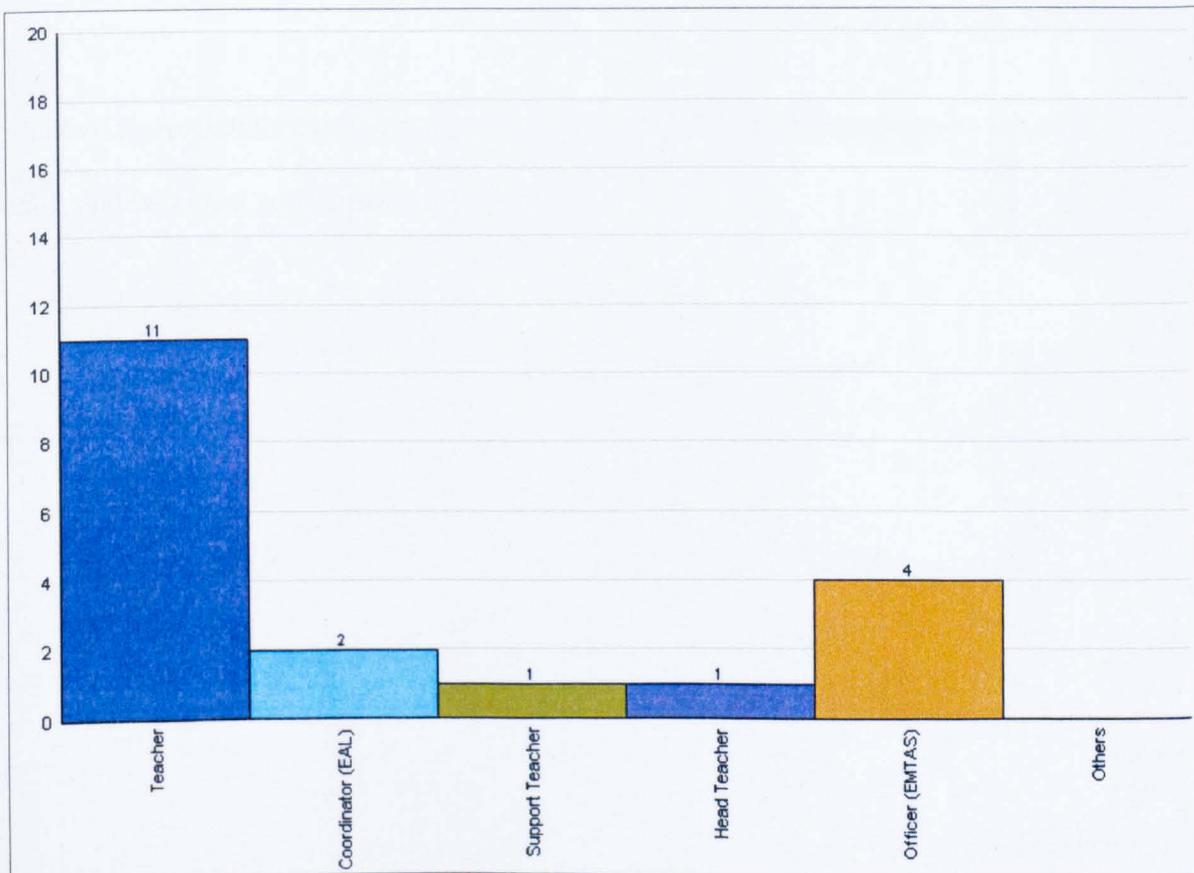
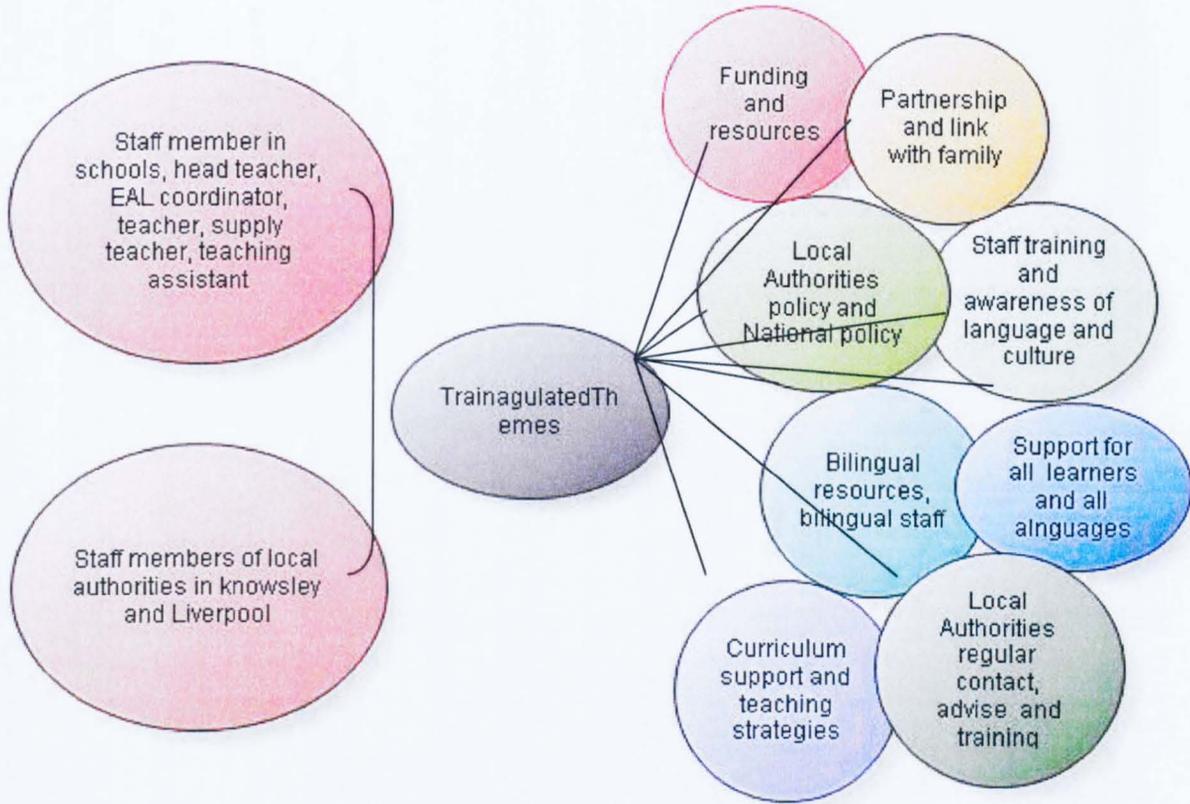


Figure 5.18 Below Interview Key Themes



The above figure details triangulated issues highlighted by all staff members in primary schools and two local authorities in Merseyside.

Figure 5.19  
Triangulated  
Interview findings

Support  
Provided  
by Schools  
for  
LMC/EAL  
Children

### Support Provided by Schools for LMC/EAL Children

-We don't have any bilingual helpers. Obviously I'm bilingual myself but it doesn't apply. Just because you can speak a language doesn't mean you are qualified. It's not just viable to employ someone with just one language. It doesn't work like that  
**"An adult speaks the same language as a child it doesn't qualify that person to be a support worker because sometimes it can cause more harm. That person needs to be specially trained."**

-Periodically meetings for specific language groups to explain to them how the national curriculum works, how the key stages work, how the children's needs are met and I think it's very challenging thing for someone from another country to actually take on board and understand.

- Although she wasn't in school she was preparing a resource which could potentially be used by twenty-five or thirty schools to support Arabic speaking students so that was quite easy to justify.

-There are other things where it's a bit greyer, not quite as easy to justify or work out which is the best thing to do

-The lessons are differentiated and planned according to their needs e.g. when as a whole class lesson, there is a teaching assistant and we might have a bilingual assistant as well to translate.

-There is a lot of children that we can't translate for so we can use older children to help.

-You do come across some children that will come in and there isn't anybody here but we've got other schools that we can go to in the network and also we've had experience ourselves.

- No language support

It's mainly linguistic because I think once the understanding of language comes then it's up to the intelligence to take over

They would be supported but it wouldn't be one-to-one

All that was provided, and this was through the Local Authority, was something like two hours a week and that was all that was funded for

-Not really, we don't have someone who speaks Arabic, we don't have someone who's Chinese so no there wouldn't be. We do have some set language books.

-If a child came over with English as an additional language he wouldn't be put straight into the work that we'd be doing. He'd have to learn the basics things first, and he won't do the work.

-Within the classroom and we use children to support children who go better English language skills

-The children help support each other. It's not all teacher child. It's the whole range of things.

-Depends if we have someone in the building that speak the language. If not then we try to get along and we give them time.

Not every single language

Every one of my children would have needed an individual with them

Not really, we don't have someone who speaks Arabic, we don't have someone who's Chinese so no there wouldn't be. We do have some set language books.

- We don't have a language support teacher

-We try to get along and we give them time. If not we get in touch with EMTAS and find out how else we can support them.

- They haven't got the capacity and also if you only have 3 children one school

- We don't have a set program because we have children from all over the place.

-The need is there then extra staff is the first thing and the most vital tool that we have.

-Good training for teachers and teaching support staff is crucial

**"Haven't had any official training, but that's due to the fact I've only been here a short length of time"**

Figure 5.20  
Triangulated  
Interview findings

Level of Training  
from Schools for  
Staffs

### Level of Training from Schools for Staffs

- It comes with the training we do not. All the training with EAL has got to be cultural awareness. I can't speak for school but it's part of the school's job to have that training for these teachers.
- We prefer to do is to train up staffing within the school to support the child, because it is within the capacity of the school so it means you are there full time. Someone from outside will spend half an hour a day with the child which isn't adequate
- No there is not any training. If the team comes in and sees the needs, then they will have training.
- We don't have a set program because we have children from all over the place.
- Good training for teachers and teaching support staff is crucial
- "Haven't had any official training, but that's due to the fact I've only been here a short length of time"**

**Figure 5.21**  
**Triangulated**  
**Interview findings**

**Strategy for**  
**LMC/EAL Children**

**Strategy for LMC/EAL Children**

- There wasn't a structured program in school
- We would spend the day with them.
- They would, if there was nobody else that spoke the language, we would go with them at dinnertime, and playtime, just help them to get into a routine.
- We have used the Talking Partners program
- We haven't yet found an effective resource specifically for pupils with EAL
- We have support through school and we use the documentation from the DfES
- We look at to find ways of supporting children with English as an additional language.
- Teachers tend to make sure that they have representative literature in the class in different home languages, dictionaries and things like that in home languages to support the children in their learning and also to support the staff in terms of teaching methods.
- We use the internet to do it. There's children's program on the internet that you can just type in and it will translate.
- The school has changed its entire staff. She's had a lot of EAL experience in Birmingham, we're learning from her and we're very open in that we say we've come across this, we don't know what to do with it, and we talk about it between us.

Figure 5.22  
Triangulated  
Interview findings

### Role of First and Community Language in Learning Second Language

-We are hoping to really open that up and build opportunities there, because we know for some of our children we really need them to maintain to their home language, to be strong in their home language not become isolated from their families in some ways, so there is a lot of work to be done to support that as well.

-We do encourage them to do it in their mother tongue, but Bengali teaching assistant can teach in Bengali, although that perhaps doesn't happen as often.

-It is important to recognise a child's mother tongue and it's one of the messages that we've been giving to schools over and over and over for many, many years and fortunately very many schools do now understand that it's really important to value that child's home language and they're doing a lot more, more and more all the time.

-We've bought computer support program that has lots of bilingual support in for different languages ad it called Espresso and it does Maths, literacy and science.

-Bringing their home languages into school so that not only the children coming into the school with those languages, but all children can value the different languages and enjoy and celebrate being part of a multicultural society

-Their social skills and their English will come naturally, socially, but they don't necessarily need to be educated in English. I think it would be an ideal world if we could have literature to match our curriculum in a dual language, and once children's vocabulary grew, their confidence will grow. I've seen how it's changed over when children start to think English rather than change it. I think it's fascinating how children and their language are social to literacy and numeracy, but I don't know; maybe that's an ideal world.

### Role of First and Community Language in Learning Second Language

**Figure 5.23 Triangulated  
Interview findings**

### **Teaching and Mainstream Strategies**

- We also have meetings to look at different ways to improve the way children learn. The teachers will identify if child needs actual support and we use lots of visual support
- Have support from the teaching assistants, who had their own methods of working with children was done with pictures, picture books
- Talking partners which help develop their mathematical vocabulary
- There's one with writing symbols which can be used by the children with no English to create a piece of writing using symbols.
- Visual using picture, object and actions.
- We use talking partners: I'm actually a talking partner
- A child who has very little English we don't want to withdraw them too much but we will help/teach the essential vocabulary it visual as possible
- But in general the language to be honest the language is the first thing that hits you in the face.
- we take it off the internet it would have English and their language as well to tell us what it was
- Every class room should have many dictionaries in different languages
- Using pictures and diagrams
- Yes, pictures, visual aids, make things, you know, step it down a level or two
- All children learn best through play. I think the children who speak other languages, by interacting with the children around them; they do pick up the language. And through play you're using actions, you're using things you can touch so they're learning alongside the other children just as much.
- We make visual aids as well and things like that.
- The strategies are for the classroom teacher to embed in their teaching
- Teachers need to be aware that those learners, although they maybe fluent right now, they needs those strategies n the classroom
- The primary national strategies tool kit have some good strategies which are recommended to be embedded in the normal day to day first teaching and learning within the classroom. That would come under the quality first teaching
- Spent time with other children and worked a lot with and with those resources and translation, working together as a team and including him in everything.

### **Teaching and Mainstream Strategies**

**Figure 5.24**  
**Triangulated**  
**Interview findings**

### **Cultural/Linguistic Awareness**

- Be aware of their needs. I don't really know what to say.
- Knowing children language and culture and ability
- I find out as much as I can about their previous educational experiences: whether or not they've been to school in their own country, how long they've been at school, whether they can read and write in their mother tongue, what they may have studied at home, you need to ask the parents, what they've been like as learners in their home country.
- Well using the Learning Networks where groups of schools are working together
- knowing your children language and culture and ability
- Explore the awareness of the social-cultural
- "I interact with the parents quite a lot"
- Creating a positive environment for children from different faiths, from different cultures, with different languages
- Really important because that's their identity, it's who they are and it's really important and basically just getting to know them and then things like.

**Cultural/  
Linguistic  
Awareness**

**Figure 5.25 Triangulated  
Interview findings**

### **Support in term of National Curriculum**

- Every body comes to work, and they have so many targets, teachers have targets and I have targets and I have to do attendance, and you have to lots of different things in your job
- Not necessarily just the LEA, but it's everybody's responsibility
- We have to access to specialist support  
They pick up very quickly, but not the academic language.  
Well that's they just get in class support or support from individuals who work with them, but not in their language
- If the child has good basic English but needs that extra bit of help to understand subject matter
- In terms of using someone to help interpret for them, its not really an EAL strategy. It is one of the strategies but it doesn't really help them in the future to stand on their own two feet
- I do think from a government's point of view more and more has to b invested in helping the minority ethnic children. That pack is an example of resources to use for those children hat have gone beyond the stages and helping them to learn the academic English. To help them acquire and use the English
- I couldn't see having qualified teachers happening at this point. I would hope that it happens in the future maybe. There would be a huge cost, apart from finding people who are qualified. We don't have huge numbers of people
- Yes inside the school, although you can probably do that through the LA. The one thing that worries me is the pressure put on those pupils to achieve very quickly though SATs. Suddenly they have to think in a different language. I mean children pick it up very well, but the expectation is made against their progress and ability. I don't think that's right

**Support in term  
of National  
Curriculum**

Figure 5.26  
Triangulated  
Interview findings

### Trained Bilingual Staff

That person needs to be specially trained

"we don't have any bilingual helpers". Obviously I am bilingual myself but it does not apply. Just because you can speak, a language does not mean you are qualified. It is not just viable to employ someone with just one language. It doesn't working like that."

"We don't have a learning support assistant"

- We don't have a language support teacher

**"Haven't had any official training, but that's due to the fact I've only been here a short length of time"**

Trained  
bilingual staff

**Figure 5.27**  
**Triangulated**  
**Interview findings**

**Community  
Involvement**

### **Community Involvement**

- We will use children and parents who are bilingual and w already know. It can make the parents more involve and also we have coffee afternoon for bilingual parents.
- We have a prospectus translated
- Get parents involved without them, it's a one sided battle
- Get parents inside the classroom
- The families are the most important part to get to them and build up the best type of dialogue with them. That support is then echoed in the children's progress.
- We have parents who need to understand what the children are learning. I think there is a real issue because the strategy isn't clear. The children need to find their own way.
- The parent needs instructions for parents to let them see and make connections.

Figure 5.28  
Triangulated  
Interview findings

## Funding

I'm afraid everything in schools is down to money.

-Government funding doesn't provide, its all grant funded, its what we call funding the unfunded and we struggle every year to make sure that we know we can sustain that team

- So the funding has to be there

-Part of your funding, surely, is to advertise and distribute

-I just think if there was funding, and obviously there is funding, available to our school or if it was sent to us, for children too

-There's not enough money, there's very little money paid to us

"Because government funding doesn't provide, its all grant funded, and we struggle every year to make sure that we know we can sustain that team because I think schools would miss it if it wasn't there. The other big piece of work that they are doing, we've done a lot of work to promote community languages

Funding

**Figure 5.29**  
**Triangulated**  
**Interview findings**

### **Best Practice**

I think partnership – establish a good, sound, meaningful partnership – that is the best way for any child.

Well we're not going to know straight away but you're working on two things together. You're working on language but actually putting them into a group. We watch them taking part in a science activity and talk to them but also using resources. They can respond well to picture cards, showing actions which help them understand what to do and also listing the support of adults. If we have another child they would come and help.

Well best practice is all about inclusion and seeing these children as assets rather than problems

-that personalisation has driven teachers to look at tailoring the curriculum to meet the needs of those individual children, challenging them where is appropriate and picking out the skills and abilities where that is the case

-I will say more staff.

-More money would be very helpful indeed

-Good training for teachers and teaching support staff is crucial.

-By working closely with the community

-Involving parents in the learning process.

-Bringing in expertise when necessary and pointing parents in the right direction when support is needed

-I think partnership – establish a good, sound, meaningful partnership – that is the best way for any child

-Inclusion of all pupils in the mainstream curriculum and close links with the family and other supporting agencies

-Having the appropriate support staff with the children

-Ensuring that activities that are set are for their level

-More training

-I think well-equipped staff to deal with them

**Best Practice**

**Figure 5.30**  
**Triangulated**  
**Interview findings**

**Schools' Staffs**  
**View about**  
**Local Authorities**

### **Schools' Staffs View about Local Authorities**

- It is the Local Government and Local Authority's duty to tell us what they want to do  
I think that's really interesting, because I don't mean to sound negative about anybody, because I can pick up the telephone and say, 'what have you got to support this family or this language, or the resources for it', so I can do that, but I would do that because I am that sort of person, that is my personality.
- Over the LEA there are shortages in support in terms of staffing
- No, because our number is so small. I don't think any nearby authority that has this facility even if they have a large number
- Local authorities should raise awareness. The main thing is to identify the issue, the members of the team and make sure the schools have that info in there. That would be the best way.
- I don't think that there's enough of EMTAS. I don't want to sound negative but I think that we've tried to get the support; it's hard for them to always bring it to you.
- Their team is small, so I don't know if the LEA is trying to put a big
- I don't know what they've got
- And it is the Local Government and Local Authority's duty to tell us what they want to do for our children – not for me.

## Resources and Support from Local Authorities

### Figure 5.30a Triangulated Interview findings

- They have many staff titles. Like coordinator of EAL children, but nothing in term of support.
- We are trying very hard to address the issues, but we still need to carry on. It's not enough
- Will meet regularly with the head EMTAS team and they discuss how the schools use the EMAG Fund.
- You'd need to book them in. for example, if you don't have a big number of children, its about how you access the people. We don't get that for all the languages
- in every team there will be someone who will be able to offer advice and expertise and skill in supporting children with English as an additional language as well as other minority children
- Schools now know that our service provides training so whenever there is any need for staff training they will contact us
- Yes, all the popular languages and quite a few others as well and so we always try to offer our staff when we can.
- Do advice visits to schools where we can with any school which perhaps needed to improve its results in terms of EAL or BRM children
  
- Well I actually wouldn't have anything to do with that, if that was needed I would have to go to the SENCO and then she would get in touch with the agencies that we needed to deal with.
- Sometimes it's difficult to get them, we had an interpreter and it wasn't easy but we got one.
- We've got so few children who are in that position we probably would say, "We need help and we need it more or less all the time".
- Whereas if lots of people were having lots of difficulties I think you would have to call more on their resources, if it was a bigger problem.
- I think we really need, because we all have busy lives, if a child is happy and they're just plodding along, that's not good enough. They're plodding along, because they have to, not because they necessarily are enjoying themselves, because they've got no other resources.
- Whereas if I picked up a document that came from the LA or EMTAS, not to keep saying EMTAS because it's not just them, but if they sent things constantly that could be put up in the staffroom
- The problem has been, I mean the head has bent over backwards trying to get help and it is very difficult at times, but she has really tried to get them but we had difficulty trying to get the interpreter,

### Resources and Support from Local Authorities

#### Level of Training from Local Authorities' officer

- When the children come into the country, we do not know that child exists so schools need to let us know that that child is in their school because even if we are aware that a child/ new family.
- There are a number of ways. Schools now know that our service provides training so whenever there is any need for staff training they will contact us.
- Pick of the phone and say we have this new language in, have you got such a language, do you have such a resource.
- Just half an hour a day
- Well it depends on needs and on how many children there are in the authority and how many schools.
- We would meet up with local authorities' advisors and they would train up the TA to work alongside that child.
- We also have training, as well, so this will either be training that we go to schools to deliver
- Either a whole day or half a day or a staff meeting – and then we also offer training that we hold centrally that schools can apply to join
- One of the training I give to the school does base on the BICS and CALP. So schools do know there is a difference between the

Figure 5.30b  
Triangulated  
Interview findin

Local  
Authorities'  
view about  
schools

### **Local Authorities' View about Schools**

- Well I would say, by and large, that is the schools responsibility to met the needs of every individual child, the responsibility
- We do as much as we can, which is actually quite a lot
- The responsibility lies with schools to let them have a look what is there, because sometime schools are critical and say we access things, sometimes its because they don't always take responsibility to see what's out there
- We're close to those schools
- We provide lots of support
- They know we are on call so if they have any problem with any existing children, its always brought to our notice, we do keep track of how the children are progressing.

### **Local Authorities Awareness of Schools' Needs**

- It is very difficult to get them. We have tried to get interpreters in the past but it is very difficult.
- The problem has been, I mean the head has bent over backwards trying to get help and it is very difficult at times, but she has really tried to get them but we had difficulty trying to get the Chinese interpreter.
- Some schools where there's a good chance that a child could come to school with no knowledge of English at all, and that poor child had to sit down in class in the same classroom, and just needed help on the children's side
- When school improvement partners go into schools or when the Learning Network Coordinators go in they are aware of the services that EMTAS can provide so if the schools taking to the school improvement partner they can refer them and say there is a source of support here for you if you need
- We tend to do it with school rather than EMTAS. If it is something serious a big concern then we would contact EMTAS

## **5. 5b Commentary on Results of Interview Findings**

### **5.5.b1 Members of Staff in Schools**

Staff members highlighted the key issues that they confronted in mainstream classrooms. Staffs member expressed an increase growth in linguistic and cultural diversity, need for recognised and practical approaches to help LMC/EAL children along with all learners in mainstream classrooms. Schools have to identify more systematically the needs of LMC/EAL children including newly arrived pupils in order to support children and put emphasis on the enjoyment and engagement of all pupils in the learning process, and personalising education to meet the individual needs of all children more effectively in mainstream classroom. They highlighted the need for trained and qualified support or bilingual workforce in the context of their work with key partner to develop classrooms and raise educational standards and improved all learners' life. Alongside of development in training for both mainstream and specialist staff there has been an emphasis on expansion of having diverse expertise and skilful staffs for schools in order to focus on teaching and learning activities and to allow schools to extend the curriculum, and provide more guidance and support for all pupils. Schools need to improve their performance and provide each child with an education that is tailored to their unique learning needs; and schools' workforce need to be equipped well to work effectively together to raise standards. Teaching assistants have to have a mainly pedagogical role and the presence of a teaching assistant in the classroom helped maximize pupils and teachers' attention to work.

### **5.5.b2 Members of Staff in Local Authorities**

There was strong support for training to support schools in raising the achievement of minority ethnic pupils to be embedded within the national primary strategy. Local authorities' officers highlighted that schools should be enabled to develop their own approaches and share good practice. The provision of regular training was seen by some respondents as a key role for the local education authority. It is been highlighted that schools need to engage with local communities to understand and resolve the issues.

Key role of local authorities' highlighted:

- Providing consistent training in term of both cultural and language awareness,
- Sharing good practice to enable schools to raise standards and
- Providing advice and support
- Working with parents given a higher priority within the strategy
- Needing strategy to address the specific issues faced by schools
- Needing strategy to take account of wider issues that impact on pupil achievement
- Improving services and opportunities, for learners should be at the heart of their agenda
- Improving Partnership with schools

It has been highlighted that local authorities with sufficient resources enable to play an effective role in supporting schools.

### **5.6 Summary**

This chapter details the presentation of data collected from primary schools in Merseyside in connection with the evaluative analysis of the government policy and language planning implementation. The data was presented in accordance with the research methods for data collection. The discussion was organised around the principles of bilingual education as suggested by García (1997). The principles together

with theories of bilingual education as put forward by Cummins (1978 & 1981) played a significant role in the discussion and interpretation of the data. Furthermore, the study hypotheses contributed to shedding light in the presentation and discussion of the data. Generally the study has confirmed through the study hypotheses, theories of bilingual education that the education system in raising achievement of bilingual learner still need some real consideration in term of planning and concept of bilingual education. Poor implementation of the policy and not having clear understanding of resources are the key issues in mainstream. Based on these results, the researcher has aimed to testify the hypothesis as well as to make further recommendations, which shall be furthered, in the next chapter.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter draws conclusion the major findings of the research in the light of related literature and discusses the external factors influencing teachers' strategies. It introduces a brief summary of findings, discusses the research objectives and concludes with recommendations for future research.

The research objectives were:

- To provide a critical overview of current language policy in connect with language minority children in mainstream Merseyside primary classrooms.
- To identify and review guidelines for best practice available to schools and analyse the implementation of bilingual education policy in Merseyside primary classrooms.
- To disseminate research findings and to make recommendations on language policy, practice for schools management and policy makers.

A more detailed explanation of each objective and its intentions is detailed in chapter 1 which provides an overview of the scope of aims of this study.

## **6.2 Brief Summary of Findings**

As discussed in chapter 5, analysis of literature, documentary data, descriptive test, bivariate tests, T-tests, ANOVAs, factor analysis and interviews led to the following major findings:

### **Funding**

To raise achievement of LMC/EAL children, training and professional development is an essential factor for all members of a school as emphasised on National Strategy. Findings indicated that long term funding is essential to be successful in narrowing achievement gaps for minority ethnic pupils. Funding would enable local authorities and schools to maintain staffing levels and employ qualified teachers to enhance their capacity to meet the needs of each individual child. The results further revealed that training should focus on the following areas:

- Training is required for all teachers on teaching in multilingual/multicultural environments
- Training for school governors is required on the needs of LMC/EAL children in order to raise standards for minority ethnic pupils
- Training or National Professional Qualification for schools and local authorities' management teams is required, focused on leading and managing LMC/EAL children

### **Schools' staff members, their support, knowledge and skills**

Findings identified that training on strategies to support LMC/EAL children is required.

- To equip staffs with support, knowledge and skills
- To engage teaching staff and non-teaching staff
- To inform methods of delivery
- To address schools with particular needs

The collection and sharing of good practice was seen as an important and effective way of supporting and developing schools' staff members.

### **Promoting schools approach to LMC/EAL teaching**

- A majority of respondents considered that EAL training should be available for all staff, not just for specialists.
- Some respondents favoured the introduction of a national LMC/EAL strategy with clear guidance on teaching and learning and pupil entitlement to support.
- Respondents suggested that good practice ought to be incorporated into national guidance and training materials.
- Schools should be developing their own approaches and share good practice. The provision of regular training was seen by some respondents as a key role for the local education authority.

There was general support for LMC/EAL children to raise their achievement.

Respondents highlighted the key themes from which are identified below:

- There is a need for more qualified bilingual teachers (of other ethnic background) in schools, as both mainstream teachers and teaching assistants
- A more culturally relevant curriculum is required for all learners
- Schools should be encouraged to work more closely with communities in order to raise awareness of language and culture
- Funding is needed to address issues of teacher recruitment and training
- Involvement of parents and communities
- Professional development for mainstream teachers is required.

## **Local authorities' roles in Supporting Schools**

There was strong support for a local authority role in both local allocation and a challenge and support function to schools. Local authorities' role was seen as particularly important in areas of low ethnic minority population, and it was observed and triangulated that funding should reflect this. Findings highlighted the need for local authorities to play a monitoring role to ensure that schools were making effective progress in raising the achievement of minority ethnic pupils.

Triangulation showed that respondents highlighted key roles for local authorities in:

- Sharing good practice to enable schools to raise standards
- Providing advice and support to schools.
- Training for both mainstream and specialist staff

## **Resources Allocated through EMAG and the National Strategy to Raise the Achievement of Minority Ethnic Pupils**

Findings of this study revealed that the government must provide local authorities with sufficient resources in order to play an effective role in supporting and raising standards in particularly local authorities with relatively small numbers of LMC/EAL children.

- Improving services and opportunities for all learners should be at the heart of everything an Education Improvement Partnership
- The specific issues influence pupil achievement and schools
- A higher priority within the strategy given to work with parents

## **6.3 Discussion of Findings in Relation to Related Literature**

### **6.3.1 The Role of L1 in Teaching L2 Effectively**

The review of literature and current theories of second language acquisition highlighted that the first language has an important role to play in communicating meaning, content and learning process. Moreover, research showed that the first language has a necessary and facilitating role in all aspects of language instruction. In other word in process of teaching second language, incorporating the learners L1 can play as a facilitator for an efficient communication. It was observed that use of home language in early schooling promotes basic language development and creates a strong foundation that facilitates second language learning (Cummins, 1991; Nieto, 1992; Olsen and Mullen, 1990; Wong Fillmore and Meyer, 1992). This research study has clearly shown that the use of L1 in the class generally supports and facilitates the language learning experience. The teachers participating in the research indicated that the translation of many words, complex ideas or even the whole passages is a good way to learn a second language. Further, the findings clearly showed that there are not great facilities and resources available to be effective in mainstream classrooms a little or no opportunity available to meet and use L1 in teaching content of curriculum area while L2 use is maximized in the classroom.

### **6.3.2 Classrooms' Strategies**

It was observed that classroom management requires a careful thought by the teachers in a structured, planned and consistent way in order to provide effective opportunity for learning through meaning focused input. Mainstream teaching involves interaction

between teachers and learners, explaining activities, vocabulary and structures, talk or talking partner, high frequency words and grammatical structures and visual techniques. In circumstances when more than one language is present in the classroom comprehension is promoted by multiple teaching methods, using picture, demonstration, experiences and other methods that second language educators refer to these rich forms of communication as “comprehensible inputs” (Krashen, 1991). According to this author’s hypothesis, the learner improves and progresses along the ‘natural order’ when he/she receives second language ‘input’ that is one step beyond his/her current stage of linguistic competence. Therefore, teaching methods using comprehensible input, promote pupils’ academic achievement while preserving their connection to the language, culture and society that are part of their identity (Conteh, 2008; Miller, 2009). It suggests that learning is strongly socially situated in specific contexts and develops from and within the relationship between teacher and learners. As well as showing the importance of talk for learning it emphasises Krashen (1981) natural order theory of learning L2 which clearly defined that language is learned by natural and orderly ways the same order that a child learns L1 (see chapter 2).

### **6.3.3 Link between Home and School Supports**

In reflecting on the value of the link between school and home, this study evidences the importance of interaction of schools and particularly educators with LMC/EAL children and their family and community in empowering such children in their learning. Cummins (1984, 1996) has also emphasised this framework and reinforces the contention of the importance of interaction of the school with language minority children and their families in facilitating their learning process. The use of home

language (L1) should be encouraged as a means of access to knowledge. Local authorities and schools have a duty to facilitate support for developing heritage language should be available throughout their education and not on a short-term basis.

This study also highlights the need to understand the bi-literacy development of children who are in the process of becoming bilingual and proposes that with the right support and values applied, children can become bi-literate in quite a short time. Language is an important signifier at personal, social and cultural identity and the recognition of the child's first language within the classroom and, for many years, has been shown to be an equally powerful way of showing to the child that "you are of value and so your cultural identity" (Thomas and Collier 1997:77).

This study has demonstrated that the teachers who have an understating of first and second language acquisition and importance of home language and culture are more successful in their teaching. Parents and teachers who were particularly committed to strengthening the links between home and schools supported their children in sharing and taking pride in home language and culture at schools. Having developed their first language vocabulary and concepts it has been shown that they are more likely to be better prepared to become integrated and learn the majority language and succeed educationally.

#### **6.3.4 Educational linguistics**

The findings revealed that the majority of teachers are not qualified to teach bilingual classroom and mainly have an experience of mainstream classrooms with no or little

training available to them. Research evidence that teacher need to have more essential training in language and have linguistic awareness about language structure and use of language in educational settings to address the needs of English learners (Fillmore and Snow (2000). Teachers also must understand the difference between basic conversational and academic language in the learning process. As the review detailed in chapter two, children learn to understand and apply conversational English quickly, but it takes longer for an English learner to acquire the type of proficiency necessary to understand the academic language found in textbooks. As our schools are becoming increasingly diverse, it is necessary that teacher education programs prepare qualified bilingual teachers to address the needs of culturally and linguistically diverse learners in mainstream classrooms setting. The educators need to have background experience working and interacting with culturally and linguistically diverse children, thus as earlier researchers have outlined and they can begin to prepare for diverse needs of LMC/EAL children in mainstream classrooms (Thomas and Collier, 1997). Teachers also need training and support to be able to identify the linguistic needs of LMC/EAL children to access content. Therefore, the findings reached in this study suggest teachers must enable English learners to participate actively and productively in schooling and to achieve the academic success.

### **6.3.5 Cultural Diversity and Teachers' Preparation and Professional Development**

Having had diverse population it is important that teachers have or develop an understanding of the linguistically diverse society. It is imperative for schools to meet the needs of all learners. Schools' fund and teachers' training are closely tied to how well teachers learn to meet the needs of these pupils in mainstream classrooms. Training and experience are essential for teachers since, as has been recently observed, "no one-

stop shop can teach an educator what type of curriculum is needed in a diverse classroom” (Block, 2007:58).

Government policy, the DFES (2001) National Standards for Initial Teacher Training require that all teachers and new teachers, need to improve their competence in planning for mainstream classrooms. These requirements ensure that all teacher-training providers included planning work on meeting the needs of bilingual learners into their curricula and find appropriate ways of giving trainees’ teachers appropriate experience. Schools and local authorities have responsibility for students’ achievement and providing resources and the quality education leading to the overall success. Long-term professional development is essential and seems to facilitate networking, sharing materials and good practice for instructional strategies in mainstream contexts.

#### **6.4 Summary of Findings**

The results identified that most of schools had a high percentage of LMC/EAL children and home languages (L1). It identified that teachers also prefer to have less LMC/EAL in their classrooms and small size of classrooms identified to be more management. In other words, the higher the percentage of LMC/EAL enrolled in a school the less likely were teachers to use different strategies that are known to help LMC/EAL children in mainstream classrooms (see HOLMES results in chapter 5 section 5.4 b figure 5.15 and 5.16).

Explanation for these findings showed that there were limited resources available to some schools with large populations of LMC/EAL. One of the findings of this study

shows that the majority of schools are serving higher percentages of LMC/EAL children have lower socioeconomic status and located in the deprived areas. Research findings show that the majority of LMC/EAL children are in mainstream classrooms with little or no support at all and in those settings, mainstream teachers are typically not qualified and have received very little information to meet the needs of EAL pupils (see figure 5.3 and interview findings in section 5.5 in chapter 5) . In reality most of the teachers who do not have any qualifications or training to teach diverse classrooms and have difficulty understanding the language of children they are teaching. In some cases, it has been shown, that teachers can feel the presence of such children in their classroom 'is tantamount to admitting that they cannot carry out their fundamental role competently' (Bourne, 2001: 258). It has also been perceived that it is much harder for them to accept that another adult, entering their space, may be able to meet the needs of those children in ways which are not available to them (Conteh, 2007 cited in Hua, 2007: 190). Findings showed that teachers in some schools had no professional development or little training in the area of bilingual education (see interview data in section 5.5 in chapter 5 and table 5.15)

Findings also triangulated that in planning for curriculum base or academic language, the teacher needs to consider how they connect with pupils' families and communities in order to understand their cultural and linguistic experiences at a broader level (Ofsted, 2005). It is important to link between the cultures and languages of both home and school as it has been shown that schools need to consider the ways in which training can encourage reflection on multilingual teaching and pedagogy (Kotler, et al., 2001). Findings in this work endorse this (see section 5.3b and table 5.14 in chapter 5).

The findings show that use of L2 assists and facilitates the teaching and learning process. Based on this hypothesis it demonstrated that the use of L1 in the classrooms plays a useful role in learning/acquiring L2. Learner transfer their skills and L1 rules in learning/acquiring L2 process. This study shows bilingualism has an important role in learning process and communicating meaning and form. Data shows that children/learners have little opportunity in classrooms to use L1 and classrooms instruction is in English where there is no or little opportunities for LMC/EAL children to use their L1. Furthermore bilingual support is mainly not available or little available through translator/ unqualified support assistant that just they speak the same language (see interview data 5.5 in chapter 5).

Another explanation related to the level of teachers' experience explicitly revealed that teachers tended to be less qualified in term of teaching and preparation for bilingual classrooms. Similarly, teachers in schools with higher percentages of LMC/EAL children are less well qualified and are typically from a white British background and cannot speak other languages except English. In most schools, the bilingual assistants work in more than one classroom and are primarily expected to work with individual children on the margins of the class to provide support rather than working 'alongside' the class teacher. It was observed that very few bilingual assistants were involved in joint planning of classroom activities with the teacher, so, from day to day bilingual assistants could not anticipate the demands that might be placed on them (see interview data in section 5.5 in chapter 5).

The results of this study show that teachers' the lack of experience, lack of preparation, lack of teachers per-services and in-service training and professional development are

variables that influence strategies in use. Findings from other works have shown that teacher in-service programs are not effective unless they are sustained, and targeted to the teachers' classroom and professional knowledge needs," (Echevarria et al., 2004). Findings of this study also revealed that short-term training without follow-up is not effective. Also those teachers who have varying levels of English competence and different languages use more traditional teaching methods and strategies and do follow national curriculum guidelines. Theoretically, children who speak little or no English present greater challenges to teachers than those who have beginning levels of English proficiency (see section 5.4d in chapter 5).

This study identified that a range of practices were in place in primary schools in two local authorities where the research was carried out. Many teachers were uncertain about the bilingual support and they mainly followed mainstream curriculum. In most schools, LMC/EAL pupils had to follow the same structure without any language support available in the classrooms, however, teachers in some cases provided some resources (e.g. picture book and using other children who speak the same language to help EAL pupils) It was triangulated that the majority of the teachers have found very difficult to get support from minority and traveler achievement services (EMTAS) or local authorities. The findings revealed that only a few schools had the bilingual assistants (in some cases those who only speak English while the others came from ethnic minority language groups) and such language support or bilingual assistant were not available all the time for each individual language and for pupils in the schools (see interview data in section 5.5 in chapter 5). In terms of awareness, participants felt local authorities had become less accessible when it is important to be able to access professional advice from local authorities or colleagues outside their own establishment.

There was virtually no in-service support for the staff, and no forum for discussing ways of working in the classroom that would facilitate the use of the children's home language. This positioning took various forms in different schools, but it included decisions about the duties that bilingual assistants were required to make, the extent to which they were involved in curriculum planning meetings, and the way in which the scope of their work was defined within the school (see section 5.4d and table 5.29 in chapter 5).

## **6.5 Contribution to Knowledge**

This study aims to contribute to knowledge and practice through providing a holistic picture of not only the different issues but also the perceptions and attitudes that exist within the varying school types and staff demographic groups. The results of this study provided policy makers and educators within the local authorities and the schools' staff members with a set of strategy and tool in order to better prepare for linguistic and cultural diversity within mainstream classrooms.

The results of the study provided insights into the different staff groups within schools and local authorities, academic and administrators to not only recognise but also further identify the varying needs and values within multicultural settings. The research has allowed for an understanding and the appreciation of the different viewpoints and has created a starting point by which harmony and closer links amongst the top tiers and the bottom tiers of the educational spectrum can achieve better understanding of multicultural issues. It is felt this can provide a situation where everyone is valued and

“Every Child Matters” in informing government strategies that are promoted and applied in classroom settings.

The contrasting results against the different approaches applied within individual schools further provide a valuable insight into varying practices, concerns and strategies as well as effective methods that benefit the individual teachers and schools and local authorities. This can enable institutions to learn from the fallacies and successes of their counterparts. The problems and issues identified in this work can also be utilised as a means to measure the extent of forces and external factors on individual local authorities and schools providing management teams with important indicators by which to undertake informed decision-making.

## **6.6 Areas for Further Research**

The findings of this study whilst generalisable and valid could further benefit from more replication and further testing against other local authorities and schools in future research. This would build on the findings of the current research. The factor analysis results indicate strong associations of levels of local authorities support and schools and teachers strategies and satisfaction with provided resources. These results whilst reliable are exploratory and mainly provide insights to different levels of support and performance of local authorities in schools. Moreover the result of this research have indicated concern on level support and availability of resources, information in terms of language and culture awareness, regular advice and training. The statistical limitations of some reliability scores have discounted the results of performance of local authorities and level of training in area of LMC/EAL or bilingualism knowledge (see factor

analysis chapter 5.4.f). Therefore, the issue of these two factors would benefit from further research. Another approach to expanding on the current study would be to compare the attitudes of teachers who are native speakers of a second language with those of teachers who speak English only in schools. This might give researchers and policy makers' insight into the extent to which requiring pre-service teachers to learn foreign languages might be an effective way for working with LMC/EAL children. Furthermore, this research makes comparisons by studying the use of strategies in schools where LMC/EAL children mostly speak the same language in schools and where LMC/EAL speak many different native languages. Therefore, it would be worthwhile to apply findings of this research to a number of specific but diverse ranges of schools from the different local authorities utilising perhaps case study or action research methodologies. This would build upon the exploratory nature of findings to test its effectiveness and reliability in the setting for each individual local authorities and schools.

It is likely that the external factors identified by this research affecting classrooms strategies in Merseyside would be replicable on a national level. Whilst the thematic groupings of national mainstream curriculum, bilingual resources, funding, training and professional development found in this research could be examined on a national scale, examination of these factors at schools within other local authorities may further provide interesting and useful identification of these dominant forces. Moreover, examination of these issues may reveal potential suggestions for improvement and better understanding and clearer causal effects of these factors. In line with findings of this research, it would be worthwhile to undertake more research interviews with a larger group of respondents and initiate classroom observations on regular bases for a

definite period in order to investigate the impact of education programs that incorporate preparation for working with LMC/EAL children and to study the impact of intense preparation related to the instruction of LMC/EAL on the strategies that teachers use with these children.

## **6.7 Limitations**

This section is presented the limitation of study and an evaluation of the strength of the evidence in light of these limitations. The first recommendation is for researchers to conduct studies in wider area with more representative samples. The participants were representative of all primary schools staff and two local authorities' advisors in Merseyside. However, the teachers were selected based on their willingness to share their experiences and participate until the end of the study. Members of staff were invited to participate but most were not willing to commit their time. The researcher also had issues with obtaining access to each individual member of staff's email in order to administer an online survey.

The interviews were semi-structured, with 15 questions. The researcher worked to accommodate the teachers' schedules to avoid disturbing and attempt to elicit deep responses from the teachers and advisors within only one hour. All interviews were audio-recorded, and subsequently transcribed and interpreted by the researcher and a private company. Although this study attempted to survey a representative sample of staff members of schools and local authorities, considering several circumstances, there were 20 schools from two local authorities with only 205 participants in the study. In

the district with the largest LMC/EAL population, only schools from two local authorities participated in the study.

As such whilst the research cannot accurately verify or claim the application of the findings and concepts argued by this study in a wider population, nuances and suggestions of similarities do exist in an international perspective. This research cannot accurately generalise its findings to the wider global perspective but nonetheless it sets the scene for future examination of these forces on an international scale.

Of particular interest, possible replications of the study might be in the other parts of UK which have the largest population of LMC/EAL children. Repeating the study in London, Birmingham, Coventry, Glasgow, Leeds and Bradford might be also warranted because these are cities where LMC/EAL populations may be more focused than they are on other cities. In choosing the region for this study it was felt the chosen region best represented the general population.

In addition to this, as noted the exploratory factor analysis findings in chapter 5.4 of the study identified different structural archetypes against the different levels of support and performance of local authorities. These findings were exploratory rather than confirmatory. This sets this scene for future research to replicate and confirm the factorial findings of this research. Moreover, the result of this study can indicate characteristics and similarities in approaches, the findings are generalised to schools and local authorities as a whole rather than individual schools and local authorities. Therefore, the results of this study resemble the schools setting, more detailed and

school specific examination would be required to more adequately match governance methodologies.

## **6.8 Summary**

In this study, raising language and cultural awareness of socio-linguistic issues was an important first step in guidance on meeting the needs of English learners and their academic success. In reflection a recommendation for future practice is that schools with high populations of LMC/EAL children should provide training to teachers who are in contact with children in mainstream classrooms. Moreover, cultural sensitivity and diversity training should be provided to pre-service teachers and educators who currently work with LMC/EAL children. Based on findings of this study, recommendations for clarity and changes in schools and local authorities' policies and in teacher preparation programs should be considered.

This study has shown that professional development and training program to prepare teachers to meet the needs of English learners is an essential requirement. It has also triangulated that teachers must have an understanding of language, awareness and knowledge of linguistics to implement instruction strategies that are incorporated into their lessons in order to make academic content comprehensible to LMC/EAL children in mainstream classrooms. Teachers who are working within the educational system in Britain are appointed to mainstream teaching posts for the most part, they occupy low-status positions that have become even more precarious as funding has been cut back. The survey revealed that this form of educational support is provided by low-status staff or in a few cases 'bilingual teaching assistants' who mainly speak English and in some

cases the language of the LMC/EAL children. Practices vary from school to school, but for the most part, bilingual teaching assistants are positioned as marginal to the main function of the classroom.

By growing LMC/EAL population it is essential that educational programs develop their approaches to pose demands of diversity in the classrooms and simply make school comprehensible, enabling the language minority students to do academic work appropriate to their age, ability and grade. language-rich environment in which teachers use language that encourages both comprehension and production skills; and discussions with, or perhaps training of, English-speaking children in the classroom to help provide socially appropriate language partners. Therefore, knowledge about language or language awareness of bilingual children is a significant step forward in valuing children's language in the curriculum. It is clearly obvious that children have unique and urgent needs, beginning with though not limited to language. Language minority children need to overcome language barriers that block full access to the curriculum which is the same way as native peers in the classrooms.

Historical research has suggested that the teachers have concerns about curriculum (subject and content) and lack of time to address LMC/EAL children educational and unique classroom needs in mainstream classrooms. This research has also suggested that teachers' workload is affected when LMC/EAL children are enrolled in mainstream classrooms and there is also a lack of professional training to work with LMC/EAL children in mainstream classrooms (Conteh, 2003; Gibbons, 2002). Integrating LMC/EAL pupils can also slow down the class progression through curriculum or result in inequalities in education opportunities for all students. Other work suggested that

transitional bilingualism is playing a key role in the interaction amongst support assistants, pupils and class teacher and social transition to school, as well as access to an English medium education (Martin-Jones and Saxena, 1996).

Bilingual support as part of educational provision has been put into place in some schools and local authorities in Britain to facilitate and develop LMC children home language, or community language or both along with English across the curriculum, but there is variation in practice in term of bilingual support from one school to another and even from some specific local authorities to another. Having bilingual learners who have different level of competencies, therefore different educational needs has resulted in the emergence a new educational provision from 1966 onward. British schools formed a specific program that of withdrawing pupils from the mainstream classroom into special language classes where EAL pupils taught English through the different audio-lingual and visual methods. In these withdrawal classes, emphasis was on the forms of language and the correct use of language forms on drilling in the correct use of language forms, and in the most cases staff who had no bilingual expertise and training (Bourne, 1991; Martine- Jones, 1996). Martin-Jones and Saxena (2003) have also argued that each school with large numbers of language minority children should have bilingual resources, someone who could ‘help with transitional needs of the non-English speaking children starting school’. In order to aid and facilitate the language learning process with the help of first language, there are certain recommendations for the teachers, which have been and can be drawn from the current research study.

The recommendation for the teachers is that they should maintain and develop their first language, and to use it to continue their cognitive and academic development, while

they are learning English. Teachers should tap into the potential that the pupils have developed in their first language as a resource for learning. Schools need to support children's learning, not by ignoring their L1 but by using it as a vehicle for acquiring knowledge.

Teachers should help children retain and develop their L1 by communicating to them strong affirmative messages about the value of knowing additional languages and the fact that multilingualism is an important linguistic and intellectual accomplishment. The following findings that contributed to the literature on the education of LMC/EAL children:

- The greater LMC/EAL population in the schools, the less likely are teachers going to use particular instructional strategies for these children in mainstream classrooms.
- The level of support and funds that are available to schools is positively associated with teachers' attitude using different instructional strategies in classrooms.
- The amount of professional development that teachers have received might be a predictor of using different strategies for teaching LMC/EAL children.

Based on the result of this study and on similar findings from previous related research, and following recommendations that have been offered for future research. The recommendations from this study are as follows:

- (1). a study replicating the current study should be undertaken covering a wider area with a larger identified population of LMC/EAL children;

(2) a study should be undertaken in areas that have normally distributed population of LMC/EAL children;

(3) a study should be initiated concerning the strategies for teaching LMC/EAL used by teachers and influenced by level funds, support, teachers' years of experiences, the amount of relevant professional development required, awareness of bilingual education, bilingualism.

This chapter also offered recommendations for practice and policy. In terms of practice the study has supported the provision of levels of training and professional development to all staff members teaching multilingual/cultural classrooms. In terms of policy, the study has supported in-service and qualified bilingual teachers to be trained and available in all schools and classrooms permanently.

## **6.9 Conclusions and Implications**

The following conclusions can be made concerning with the findings of the research study:

1. The first language (L1) and the target language (L2) are complementary rather than mutually exclusive.
2. Greater elaboration and stronger L1 language proficiency language results in more efficient acquisition/learning of L2 language.
3. Bilingual and bicultural home/school liaison officers are in an ideal position to understand the needs of families and the wider community.

This study has identified the importance of planning for the educational needs of LMC/EAL children as well as planning for the cognitive and academic language skills in mainstream classrooms. Triangulated findings show that teachers need to consider how they will connect with pupils' families and wider communities in order to understand their cultural and linguistic experiences at a broader level (Ofsted, 2005). Results show that school and home should not represent two separate cultures to establish a bridge between home and school is via both the home language(s) and the majority language. This supports earlier work that shows policies, schools and teacher training institutions play a fundamental role in preparing and educating pupils to learn within a culturally diverse society. This can be through initial teacher training programmes (Conteh, 2006).

This research also demonstrates that the education system offers insufficient opportunities for children to build on and expand their existing linguistic knowledge, and also to explore their complex cultural identities. Earlier studies have shown other L1 promotion in the schools helps in developing not only the mother tongue but also children's abilities in the majority school language (Kenner, 2004). This is clearly has impact on valuing children's identities so that they feel empowered to use a wide range of language and made them feel special for being bilingual, rather than viewing it as problem (Mills, 2001). Classrooms are more likely to achieve this goal "where cultural diversity is seen as a resource" by the teacher and much to be done in terms of raising their status as "proper teachers" and also meeting their training needs (Cummins, 1996: 224; Conteh, 2007).

This research clearly indicates that no single programme, method or approach has been identified as the perfect model or even as the most effective for all bilingual children. Since all schools and minority communities vary greatly in terms of their characteristics and their particular needs, no single type of educational programme or method will suit every situation. This work has attempted to quantify and understand some of the issues that can inform policy and practice in this area

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**APPENDIX  
ONE**

**APPENDIX  
TWO**

**APPENDIX  
THREE**

**APPENDIX  
FOUR**

# **Appendices**

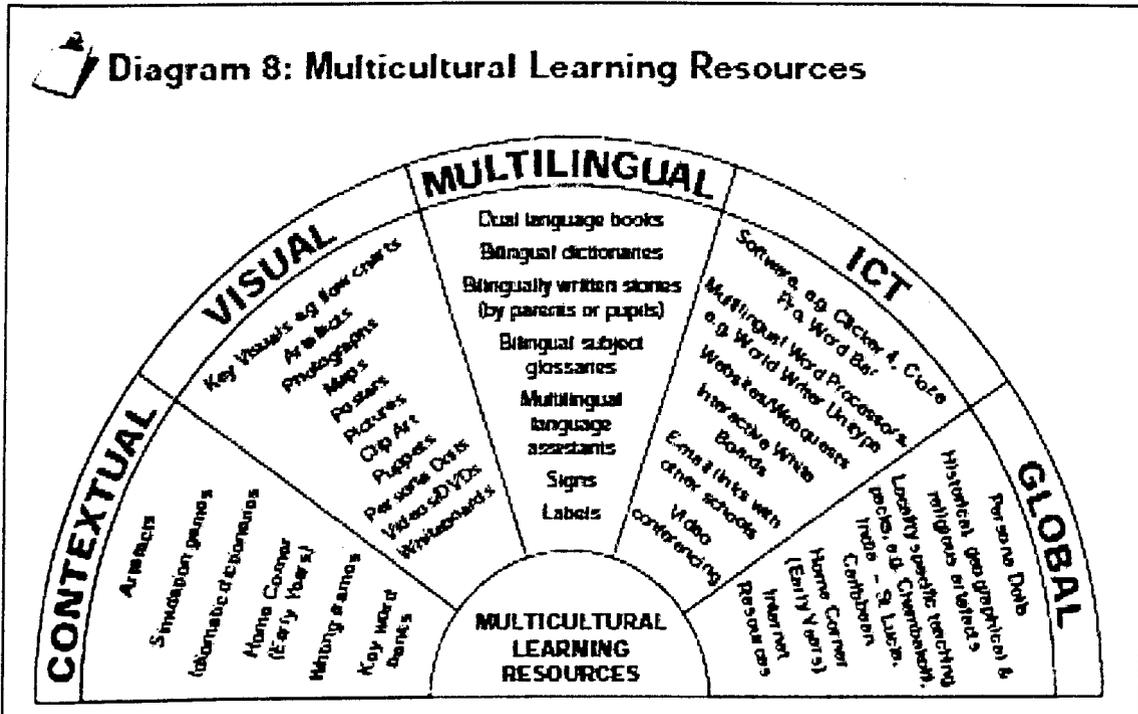
**APPENDIX**

**ONE**

**APPENDIX: ONE**

Diagram: Specific Strategies for more advanced EAL learners 1  
Higher Standards, Better Schools for All 2  
Educational Establishments List 3

There is a wide range of contextual, visual, ICT, multilingual and global resources, which reflect the cultural, linguistic and religious needs of the minority ethnic pupils in Milton Keynes. A selection of these resources is represented in Diagram 8. Many are available from the Multicultural Resource Centre, at The Queensway Centre, Bletchley, MK2 2HE. Tel: 01908 270409.



## Specific strategies for more advanced EAL learners

As outlined in the introduction, research has shown that it is possible for EAL pupils to be conversationally fluent within two years. It takes between five and seven years for them to operate on a par with their monolingual peers. It may take longer to become proficient in using academic English. It is fundamental that language development needs are not masked by competence in oral language. Ongoing planning for English language acquisition is essential for more advanced EAL learners to achieve their full potential.

The Key Visual in Diagram 7 provides the most effective strategies to use with more advanced learners of English as an Additional Language, along with the actions which can be used in learning and teaching.

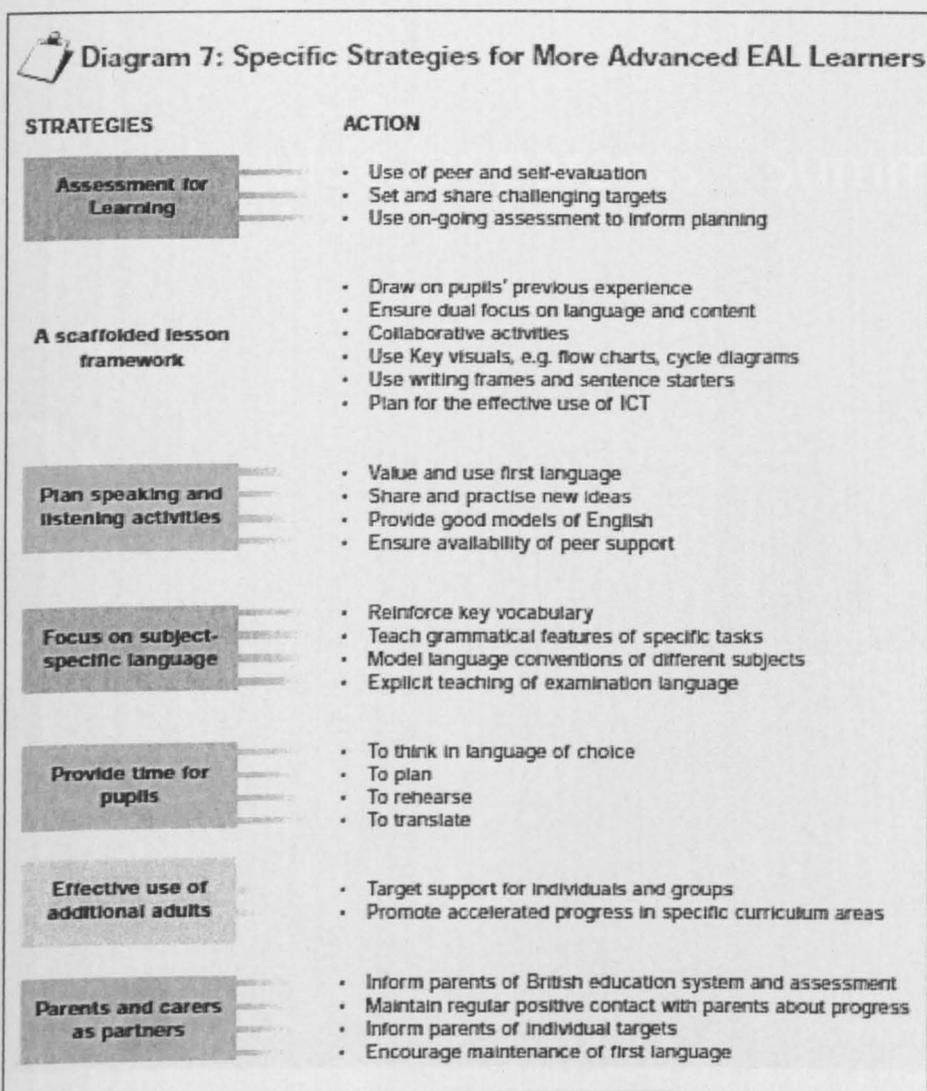


## Diagram 7: Specific Strategies for More Advanced EAL Learners

### Specific strategies for more advanced EAL learners

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Summary

# Higher Standards, Better Schools For All

More choice for parents and pupils

A guide for parents – Summary

Department for

**education and skills**

creating opportunity, releasing potential, achieving excellence

# Summary

**Our aim is to create a school system where every child receives an excellent education – whatever their background and wherever they live. Once the Government's plans are in place, you as a parent will get:**

- more regular information from school on your child's progress and how you can support their learning at home;
- additional opportunities to express your views and work with your child's school;
- more personalised learning for all children, with extra help for your child if they need it;
- extra measures to help tackle poor behaviour in your child's school;
- more rapid turnaround if your child's school is failing;
- better information about choosing a school for your child;
- the chance to speak to independent advisers who can explain the choices available and help you decide which school best meets your child's needs;
- introductory sessions for you when your child starts primary and secondary school;
- improved home school agreements so you and your child's school are clearer on your responsibilities to each other and your child's education;
- a chance to tell your local authority about the type of school places you think your area needs, with an obligation on them to respond;
- an opportunity to complain directly to Ofsted if your concerns about school standards aren't being resolved satisfactorily by the school or local authority.

## HIGHER STANDARDS, BETTER SCHOOLS FOR ALL

### *More choice for parents and pupils*

#### **Involvement with your child's learning and development**

Being a parent is a big job, and as a parent, you'll already know that you are your child's most valuable teacher. What your child learns at home helps them become more confident with others, better behaved and keener to find out more about the world.

But your influence doesn't have to stop once your child is at school. Children whose parents take an active interest in their school education are more likely to be successful, both at school and in later life. Schools achieve most when they involve parents in their own children's education, and when parents are confident about how best to play their part – parental involvement is good for everyone.

In October 2005, the Government published the Schools White Paper *Higher Standards, Better Schools for all* which sets out its plans to radically improve the school system. You will be glad to know that these plans put you, and your children's needs, at the heart of the school system. This pamphlet explains how.

#### **More regular information on your child's progress**

We know it's important that you receive regular and high quality information about how and what your child is being taught, how they are progressing and where they need to develop. By law, schools must give you a written report once a year but many already do far more than this.

If they aren't already, we want your child's school to give you more information at more regular intervals. This will generally mean information each term on progress and targets on top of the annual report. This will help when talking to your child's teacher about how you can best support your child.

#### **Schools listening to parents**

Under the new plans, all school governing bodies will have to consult you as a parent before making decisions about things like travel arrangements, school meals or the curriculum. It will be up to your child's school to decide the best way to do this. Some schools already use regular questionnaires or workshops while others rely on face-to-face meetings with teachers. Schools which have set up Parent Councils have found this works well and we will encourage more to follow their lead.

As well as having a bigger voice in the day-to-day running of your child's school, we want you to help extend the role of the school, so they serve better your community. Schools will, in future, open earlier and later to provide new opportunities for their pupils but also parents and the whole community. Your input can help them ensure the right services and activities are provided.

### **Parent support advisers**

Some schools already have people working in them who support children and families who want or need additional help. These advisers might arrange more support for your child in class, or put you in touch with a parenting group to get advice and support from other parents.

We plan to introduce a number of dedicated parent support advisers in schools. We'll look at examples of where schools are already using them effectively, and put different sorts of advisers in other schools to test out how these might work.

### **More personalised learning**

Every child has different needs when it comes to their education and these needs will change over time. We want you to be confident that your child is receiving the support they need to fulfil their potential and that their education is tailored as much as possible to their individual needs.

Teachers will be given extra guidance, from experts, to help them more quickly identify if your child is falling behind, or is not being sufficiently stretched. This will ensure the right support can be given as early as possible.

There will be extra catch up lessons if your child is struggling, with one to one tuition where needed. If your child can do more, he or she will be given extra opportunities to step up their learning – both in and out of school hours. These will include the introduction of new, non-residential, summer schools.

There will also be more support if your child has particular difficulties – because, for example, English is not their first language or there are problems at home.

To support these changes, teachers will need to make regular accurate assessments which will add to the information you get from the school on your child's progress.

### **Ensuring good behaviour**

The last thing you want is for your child's education to suffer because they are being bullied, playing truant or getting distracted by other children misbehaving.

We've worked hard with teachers to reduce disruption in schools. We've also made parents more responsible for their own children's behaviour, by introducing parenting contracts and orders. The latest Ofsted report showed that two-thirds of schools now have good behaviour, or better.

To build on this improvement, we're now introducing new measures to help ensure no child's education is undermined by bad behaviour, bullying or truancy:

- working with senior teachers to introduce a new set of guidelines that clearly state how and when teachers and support staff can discipline a child;
- making more use of parenting contracts to tackle bad behaviour – enabling them to be brought in before a child is excluded and allowing schools, and not just local authorities, to apply for them;
- providing further advice to parents, schools and pupils on how to reduce and respond to bullying, and encouraging teachers to punish bullying.
- ensuring parents face up to their duties when a child is excluded by making them responsible for their supervision for their first five days out of school with fines if they fail to do so;
- compelling parents to attend a meeting when an excluded child returns to school to discuss how problems can be resolved.

### Turning around failing schools faster

We know that one of your biggest concerns is that there should be prompt action if your child's school isn't performing well. So we need to make sure local authorities react quickly and positively to address any shortcomings.

If your child's school is found to be failing its pupils, we will give the local authority a particular duty to seek your views, and a power for parents to appoint a champion to support parents and carers. The parent champion will consult you about the local authority's plans for the school and will keep you informed about the changes being made.

When a school has a very poor inspection, Ofsted may place it in what is called "special measures". This means there are serious educational issues to address, and the school will have just 12 months to demonstrate to inspectors it has made progress. If not, there is a strong possibility it will be closed. If the school's problems are not quite as serious, but still inadequate, it could get a "Notice to Improve" from Ofsted. In this case, it must have improved when re-inspected after 12 months, or it will go into special measures.

When a failing school is closed, it will probably be replaced by a Trust school, or an Academy – these are similar to Trust schools, but are independent and manage their own curriculum. While the change is taking place, arrangements will be made for pupils at the school to continue with their lessons, to make sure their education isn't disrupted.

### Help with choosing a school

One of the most important decisions you will make as a parent is choosing the right school for your child. There is a great deal of information available already to help you make the right choice. But we are working with local authorities to continue improving it so this information is comprehensive and easy to understand. You can find out more about school admissions at [www.parentscentre.gov.uk/choosingaschool/](http://www.parentscentre.gov.uk/choosingaschool/)

For those of you who want additional personal help and advice, we will give you the chance to talk to new choice advisers. They will be completely independent of any particular school so can offer impartial advice on the choices available and which school might be best for your child. A national network of choice advisers will be in place by 2008.

### Information when your child starts or moves school

Starting or moving school can be a testing time for you and your child. So we want to encourage schools to provide the information and support you need to help your child make a really successful start. From September 2006 we will be working with a number of schools to develop information sessions for new parents and share what we learn from these sessions with other schools.

Over time, all schools will offer these information sessions as well as other types of advice and support for parents, including:

- how you can help your child do well – at home and at their new school;
- information on helplines, websites, and local groups so that you can get information and help more easily;
- access to parenting groups, offering the chance to discuss hints and tips for dealing with typical situations with experts and other parents;
- access to specialised support if you have particular worries about your child – for example if they are playing truant or getting in trouble at school.

## Home School Agreements

The Government introduced Home School Agreements in 1999 to help you play a bigger role in your child's education. But while all schools must have HSAs, some are not using them very effectively. Through examples of schools that are making the most out of these agreements, we will show just how valuable a method of communication with you they can be. This is so that you as a parent can:

- have a clearer understanding of what the expectation is between you, your child and your child's school
- use the agreement as a line of communication with your school, particularly if problems arise.

You can get more out of these agreements if you discuss them with your child's school. It's a good idea to involve your child in these discussions, as it will give them a clearer idea of what they can expect from their own education.

## Influencing the school system in your area

You will also have a bigger opportunity to influence your local school system, local authorities have overall responsibility for planning school places, based on the needs of parents and the wider community. We want to give you the chance to have a say about the sorts of schools that are available in your area. For example, if you feel there is a lack of specialist, faith or single-sex places in your area, you will be able to share your concerns with the local authority that will have to respond. If you are not satisfied with their reply, you can complain to a new Schools Commissioner.

## Trust schools

The White Paper introduces a new type of school – Trust schools. These are government-funded schools that receive additional support from a charitable trust which could be formed by a local business, for example, or by a community group, university or educational charity. Members of the Trust lend their expertise to help govern the school, encouraging flexibility, innovation and helping to create an environment in which pupils have access to a wider range of opportunities.

The Trust will appoint Governors to oversee the running of the school, some of whom must be parents of the children there. You or any other parent can also be elected as Parent Governors by other parents. Where the Trust appoints a majority of the governors of a school, the school will also set up a Parent Council. This will include at least one parent from every year group, who will represent the views of all parents to the governing body.

### The right to complain to Ofsted

Ofsted monitors standards in our schools by carrying regular inspections. We will give you the right as a parent to ask Ofsted to investigate if you feel standards are slipping across the school and neither the school or local authority are taking complaints seriously. Ofsted, where they feel it is necessary, will be able to investigate and, in the most extreme cases, carry out a snap inspection of the school.

### More Information

If you'd like to know more about the Government's plans, you can find the Schools White Paper at [www.dfes.gov.uk/publications/schoolswhitepaper/](http://www.dfes.gov.uk/publications/schoolswhitepaper/)

# EDUCATIONAL ESTABLISHMENTS LIST

OCTOBER 2006



The City of Liverpool

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The e-mail addresses listed are for the Admin Officers – to contact Headteachers substitute ao for ht in the address.

*Although every effort has been made to ensure the accuracy of this publication it would be appreciated if heads of establishments would inform Angela Doherty or Kim Brown, PLG Team (Tel: 233 2819) of any errors or amendments as they arise.*

## NURSERY SCHOOLS

5 Schools

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>ABERCROMBY NURSERY</b> Falkner Street, L8 7QA <a href="mailto:abercromby-ao@abercromby.liverpool.sch.uk">abercromby-ao@abercromby.liverpool.sch.uk</a>	709 5114 Fax 707 2497	EANAB	1006	Mrs Edna Hunter  Chair of Governors: Ms Sue King
<b>CHATHAM PLACE NURSERY</b> Chatham Place, L7 3HD <a href="mailto:chatham-ao@chathamplace.liverpool.sch.uk">chatham-ao@chathamplace.liverpool.sch.uk</a>	709 3559 Fax 707 8256	EANCH	1001	A Foundation Stage Consultant is covering the Headteacher's absence  Chair of Governors: Reverend Michael Fry
<b>EAST PRESCOT ROAD NURSERY</b> East Prescott Road, L14 1PW Louise Boyd's e-mail address: <a href="mailto:prescot-ht@eastprescotroad.liverpool.sch.uk">prescot-ht@eastprescotroad.liverpool.sch.uk</a>	228 4672 Fax 254 2746	EANEA	1002	Mrs Louise Boyd  Chair of Governors: Mrs Barbara Smith
<b>ELLERGREEN EARLY YEARS CENTRE</b> Ellergreen Road, L11 2RY <a href="mailto:ellergreen-ao@ellergreen.liverpool.sch.uk">ellergreen-ao@ellergreen.liverpool.sch.uk</a>	233 4594	EANST	1005	Ms Helen Carless  Chair of Governors: Mr Stephen Restorick
<b>EVERTON CHILDREN &amp; FAMILY CENTRE</b> Spencer Street, L6 2NP <a href="mailto:evertonecc@talk21.com">evertonecc@talk21.com</a>	233 1969 Fax 233 1960	EANEV	1003	Mrs Lesley Curtis  Chair of Governors: Ms Joyce Humphries

## COMMUNITY PRIMARY SCHOOLS

71 Schools

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>ANFIELD INFANT</b> Anfield Road, L4 0TN <a href="mailto:anfieldi-ao@anfield-inf.liverpool.sch.uk">anfieldi-ao@anfield-inf.liverpool.sch.uk</a>	233 5252 263 1541 Fax 261 1951	EBBAN	2002	Mrs L Williams [Temp]  Chair of Governors: Mr Walter Newton
<b>ANFIELD JUNIOR</b> Anfield Road, L4 0TN <a href="mailto:anfieldj-ao@anfield-jun.liverpool.sch.uk">anfieldj-ao@anfield-jun.liverpool.sch.uk</a>	233 5251 263 6418 Fax 261 1806	EBHAX	2000	Mr Allan Lund  Chair of Governors: Mr Walter Newton
<b>ARNOT COMMUNITY PRIMARY</b> Arnot Street, L4 4ED <a href="mailto:arnot-ao@arnot.liverpool.sch.uk">arnot-ao@arnot.liverpool.sch.uk</a>	233 6871 286 1400 Fax 286 1497	EBNAR	2003	Mr Neil Shenton  Chair of Governors: Mr Charles Ransome
<b>BANKS ROAD JUNIOR MIXED INFANTS PRIMARY</b> Banks Road, L19 8JZ <a href="mailto:banksroad-ao@banksroad.liverpool.sch.uk">banksroad-ao@banksroad.liverpool.sch.uk</a>	233 6542 427 4360 Fax 494 9716	EBNBN	2008	Mrs Susan Devereux  Chair of Governors: Mr Peter Hepple
<b>BARLOWS PRIMARY</b> Barlows Lane, L9 9EH <a href="mailto:barlows-ao@barlows.liverpool.sch.uk">barlows-ao@barlows.liverpool.sch.uk</a>	525 2751 Fax 525 8310	EBNBR	2010	Mrs Jan Taylor  Chair of Governors: Mrs Dola Adegbenro

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
Users on the 233 Network dialing a 225 number should dial 79 and the last 4 digits  
Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>BEAUFORT PARK PRIMARY</b> Upper Essex Street, L8 6QB <a href="mailto:beaufort-ao@beaufortpark.liverpool.sch.uk">beaufort-ao@beaufortpark.liverpool.sch.uk</a>	708 6466 Fax 283 4905	<b>EBNBP</b>	2224	Ms Caroline Wheatley  Chair of Governors: Mr John Millington
<b>BELLE VALE COMMUNITY PRIMARY</b> Besford Road, L25 2QF <a href="mailto:bellevale-ao@bellevale.liverpool.sch.uk">bellevale-ao@bellevale.liverpool.sch.uk</a>	487 8571 Fax 283 4395	<b>EBNBE</b>	2014	Mrs Janet Potter  Chair of Governors: Mrs Nicki Blackburne
<b>BLACKMOOR PARK INFANT</b> 45/65 Leyfield Road, L12 9EY <a href="mailto:blackmoorparki-ao@blackmoorpark-inf.liverpool.sch.uk">blackmoorparki-ao@blackmoorpark-inf.liverpool.sch.uk</a>	233 6155 228 8576 Fax 259 8495	<b>EBBBL</b>	2171	Ms Judith Salmon  Chair of Governors: Mr Peter Killeen
<b>BLACKMOOR PARK JUNIOR</b> Leyfield Road, L12 9HB <a href="mailto:blackmoorparkj-ao@blackmoorpark-jun.liverpool.sch.uk">blackmoorparkj-ao@blackmoorpark-jun.liverpool.sch.uk</a>	233 6154 228 3250 Fax 228 8828	<b>EBHBL</b>	2017	Mr Martin Davies  Chair of Governors: Ms Sally Price
<b>BLUEBERRY PARK PRIMARY</b> Ackers Hall Avenue, L14 2DY <a href="mailto:blueberrypark-ao@blueberrypark.liverpool.sch.uk">blueberrypark-ao@blueberrypark.liverpool.sch.uk</a>	233 2480 Fax 233 2490		3025	Mr Bernard Lawton  Chair of Governors: Miss Elsie Newton
<b>BOOKER AVENUE INFANT</b> Booker Avenue, L18 9SB <a href="mailto:bookeri-ao@bookeravenue-inf.liverpool.sch.uk">bookeri-ao@bookeravenue-inf.liverpool.sch.uk</a>	233 5982 724 1997 Fax 724 5527	<b>EBBBK</b>	2172	Mrs Esther Gibson  Chair of Governors: Mr I Brellisford
<b>BOOKER AVENUE JUNIOR</b> Booker Avenue, L18 9SB <a href="mailto:bookerj-ao@bookeravenue-jun.liverpool.sch.uk">bookerj-ao@bookeravenue-jun.liverpool.sch.uk</a>	233 5981 724 2941 Fax 729 0046	<b>EBHBK</b>	2019	Mr Jonathan McCausland  Chair of Governors: Mr J Rafferty
<b>BRECKFIELD COMMUNITY PRIMARY</b> Venice Street, L5 1TZ <a href="mailto:breckfieldp-ao@breckfield-pri-liverpool.sch.uk">breckfieldp-ao@breckfield-pri-liverpool.sch.uk</a>	263 1728 Fax 261 0966	<b>EBNCX</b>	2022	Mrs Ruth Town  Chair of Governors: Mrs N Smith
<b>BROADGREEN PRIMARY</b> Oakhill Road, L13 5UE <a href="mailto:machellc@broadgreenprimary.org.uk">machellc@broadgreenprimary.org.uk</a>	233 6162 228 6692 Fax 221 0656	<b>EBNDG</b>	2215	Ms Carol Machell  Chair of Governors: Mr Malcolm Dixon
<b>BROAD SQUARE PRIMARY</b> Broad Square, L11 1BS <a href="mailto:broadsquarej-ao@broadsquare-jun.liverpool.sch.uk">broadsquarej-ao@broadsquare-jun.liverpool.sch.uk</a>	226 1117 Fax 256 0848	<b>EBHBS</b>	3023	Ms Elaine Spencer  Chair of Governors: Reverend Mark Coleman
<b>CHILDWALL VALLEY PRIMARY</b> Craighurst Road, L25 1NW <a href="mailto:childwallvalley-ao@childwallvalley.liverpool.sch.uk">childwallvalley-ao@childwallvalley.liverpool.sch.uk</a>	722 2544 Fax 738 1664	<b>EBNCV</b>	2001	Mr Kevin Basnett  Chair of Governors: Mr John Owen
<b>CORINTHIAN COMMUNITY PRIMARY</b> Inigo Road, L13 6SH <a href="mailto:corinthian-ao@corinthian.liverpool.sch.uk">corinthian-ao@corinthian.liverpool.sch.uk</a>	233 6157 228 5806 Fax 280 3243	<b>EBNAJ</b>	2039	Mr Gary Crockett  Chair of Governors: Mr Jeff Stone

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
Users on the 233 Network dialing a 225 number should dial 79 and the last 4 digits  
Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>CROSS FARM COMMUNITY PRIMARY</b> Victoria Falls Road, L27 4BD <a href="mailto:crossfarm-ao@crossfarm.liverpool.sch.uk">crossfarm-ao@crossfarm.liverpool.sch.uk</a>	233 1385 487 8882 Fax 488 6210	EBNCS	2202	Mrs Carol Lashley  Chair of Governors: Mrs Sandra Baker-Meacock
<b>CROXTETH COMMUNITY PRIMARY</b> Moss Way, L11 0BP <a href="mailto:croxtethp-ao@croxteth-pri.liverpool.sch.uk">croxtethp-ao@croxteth-pri.liverpool.sch.uk</a>	546 3140 Fax 546 3809	EBHCT	2216	Mrs Frances Harrison  Chair of Governors: Reverend Ian Brooks
<b>DOVECOT PRIMARY</b> Grant Road, L14 0LH <a href="mailto:dovecot-ao@dovecot.liverpool.sch.uk">dovecot-ao@dovecot.liverpool.sch.uk</a>	259 4065 Fax 259 4064	EBNDC	2218	Mrs Gillian Jones  Chair of Governors: Mr Robert Lett
<b>DOVEDALE INFANT</b> Herondale Road, L18 1JX <a href="mailto:dovedalei-ao@dovedale-inf.liverpool.sch.uk">dovedalei-ao@dovedale-inf.liverpool.sch.uk</a>	733 4232 Fax 733 1954	EBBDD	2047	Mrs J Noble  Chair of Governors: Ms Judith Todd
<b>DOVEDALE JUNIOR</b> Herondale Road, L18 1JX <a href="mailto:dovedalej-ao@dovedale-jun.liverpool.sch.uk">dovedalej-ao@dovedale-jun.liverpool.sch.uk</a>	225 8921 733 2713 Fax 735 0941	EBHDD	2046	Mr Steven Flynn  Chair of Governors: Mr Harry Moore
<b>FAZAKERLEY PRIMARY</b> Formosa Drive, L10 7LD <a href="mailto:fazakerleyp-ao@fazakerley-pri.liverpool.sch.uk">fazakerleyp-ao@fazakerley-pri.liverpool.sch.uk</a>	474 3060 Fax 330 0375	EBNFK	2230	Mr Gwilym Jones  Chair of Governors: Mr Stuart Carroll
<b>FLORENCE MELLY PRIMARY</b> Bushey Road, L4 9UA <a href="mailto:florencej-ao@florencemelly-jun.liverpool.sch.uk">florencej-ao@florencemelly-jun.liverpool.sch.uk</a>	233 1306 226 9806 Fax 256 1983	EBHFL	3022	Mr Alan Reeves  Chair of Governors: Mr John Southern
<b>GILMOUR INFANT</b> South Bank Road, L19 9AR <a href="mailto:gilmours-ao@gilmoursouthbank.liverpool.sch.uk">gilmours-ao@gilmoursouthbank.liverpool.sch.uk</a>	427 6306 Fax 494 9106	EBBGL	2064	Mrs Elizabeth Wylie  Chair of Governors: Mr S Athans
<b>GILMOUR JUNIOR</b> Whitehedge Road, L19 1RD <a href="mailto:gilmourj-ao@gilmour-jun.liverpool.sch.uk">gilmourj-ao@gilmour-jun.liverpool.sch.uk</a>	233 6534 427 4682 Fax 494 0905	EBHGL	2063	Mr Peter Gibbons  Chair of Governors: Mr K Sloan
<b>GREENBANK PRIMARY</b> Mossley Avenue, L18 1JB <a href="mailto:greenbank-ao@greenbank.liverpool.sch.uk">greenbank-ao@greenbank.liverpool.sch.uk</a>	522 5748 Fax 522 5749	EBNGB	2235	Ms Debra Mendy  Chair of Governors: Mrs Anne Pope
<b>GWLADYS STREET PRIMARY AND NURSERY</b> Walton Lane, L4 5RW <a href="mailto:gwlady-ao@gwladysstreet.liverpool.sch.uk">gwlady-ao@gwladysstreet.liverpool.sch.uk</a>	233 6863 525 0843 Fax 530 1453	EBNGW	2214	Mrs Kate M Maunder  Chair of Governors: Mr Alan Garner
<b>HEY GREEN COMMUNITY PRIMARY</b> Taunton Street, L15 4ND <a href="mailto:heygreen-ao@heygreen.liverpool.sch.uk">heygreen-ao@heygreen.liverpool.sch.uk</a>	733 1719 Fax 734 2883	EBHHE	2076	Mrs Shelagh Sutcliffe  Chair of Governors: Mr Neil Lewis

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
Users on the 233 Network dialing a 225 number should dial 79 and the last 4 digits  
Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>HOPE VALLEY COMMUNITY PRIMARY</b> Walton Breck Road, L5 0PA <a href="mailto:hopevalley-ao@hopevalley.liverpool.sch.uk">hopevalley-ao@hopevalley.liverpool.sch.uk</a>	263 4038 Fax 260 7257	EBNHV	2222	Ms Elva Boutflower  Chair of Governors: Mr Adrian Simmons
<b>HUNTS CROSS</b> Kingsthorne Road, L25 0PJ <a href="mailto:huntscross-ao@huntscross.liverpool.sch.uk">huntscross-ao@huntscross.liverpool.sch.uk</a>	233 8770 486 1777 Fax 448 1245	EBNHN	2084	Mrs Judith Jackson  Chair of Governors: Mr Graham Hogarth
<b>KENSINGTON INFANT</b> Brae Street, L7 2QG <a href="mailto:kensingtoni-ao@kensington-inf.liverpool.sch.uk">kensingtoni-ao@kensington-inf.liverpool.sch.uk</a>	263 6429 Fax 260 0298	EBBKE	2021	Mrs Jennifer Comish  Chair of Governors: Mrs Monica Mason
<b>KENSINGTON JUNIOR</b> Brae Street, L7 2QG <a href="mailto:kensingtonj-ao@kensington-jun.liverpool.sch.uk">kensingtonj-ao@kensington-jun.liverpool.sch.uk</a>	263 1911 Fax 261 0337	EBHKE	2206	Mr Bryn Gorry  Chair of Governors: Mrs Monica Mason
<b>KINGSLEY COMMUNITY PRIMARY</b> Eversley Street, L8 2TU <a href="mailto:kingsley-ao@kingsley.liverpool.sch.uk">kingsley-ao@kingsley.liverpool.sch.uk</a>	709 6727 Fax 708 5105	EBNKG	2229	Ms Elaine Rees  Chair of Governors: Councillor Gideon Ben-Tovin
<b>KNOTTY ASH PRIMARY</b> Thomas Lane, L14 5NX <a href="mailto:knottyash-ao@knottyash.liverpool.sch.uk">knottyash-ao@knottyash.liverpool.sch.uk</a>	228 4222 Fax 230 0401	EBNKN	2086	Mrs Annie Bennett  Chair of Governors: Mrs Alison Comerford
<b>LAWRENCE COMMUNITY PRIMARY</b> Lawrence Road, L15 0EE <a href="mailto:lawrence_school_uk@yahoo.co.uk">lawrence_school_uk@yahoo.co.uk</a>	733 2556 733 3558 Fax 734 2366	EBHLX	2221	Mr Mark Rigby  Chair of Governors: Mrs Marlene Taylor
<b>LEAMINGTON PRIMARY</b> Leamington Road, L11 7BT <a href="mailto:leamingtoni.ao@leamington-inf.liverpool.sch.uk">leamingtoni.ao@leamington-inf.liverpool.sch.uk</a>	284 7848 Fax 284 7849	EBNLE	3021	Ms Marie Egerton-Jones  Chair of Governors: Ms Bronagh Purcell
<b>LISTER INFANT</b> Green Lane, L13 7DZ <a href="mailto:listerdrivei-ao@listerdrive-inf.liverpool.sch.uk">listerdrivei-ao@listerdrive-inf.liverpool.sch.uk</a>	228 4069 Fax 228 2031	EBBLS	2093	Mrs Jean McEwan  Chair of Governors: J McGinty
<b>LISTER JUNIOR</b> Green Lane, L13 7DZ <a href="mailto:listerdrivej-ao@listerdrive-jun.liverpool.sch.uk">listerdrivej-ao@listerdrive-jun.liverpool.sch.uk</a>	228 4196 Fax 221 0838	EBHLS	2092	Mr John Cain  Chair of Governors: Mrs Anne Butler
<b>LONGMOOR PRIMARY</b> Longmoor Lane, L9 0EU <a href="mailto:longmoorp-ao@longmoor-pri.liverpool.sch.uk">longmoorp-ao@longmoor-pri.liverpool.sch.uk</a>	521 5511 Fax 521 5171	EBHLN	2241	Mrs Alison Johnson  Chair of Governors: Mrs Dot Hart
<b>MAB LANE JUNIOR MIXED AND INFANT</b> Mab Lane, L12 6QL <a href="mailto:mablane-ao@mablane.liverpool.sch.uk">mablane-ao@mablane.liverpool.sch.uk</a>	233 1622 259 4282 Fax 259 4284	EBHMB	2226	Mrs June Todd  Chair of Governors: Mr David Barlow
<b>MATTHEW ARNOLD PRIMARY</b> Dingle Lane, L8 9UB <a href="mailto:arnold-ao@matthewarnold.liverpool.sch.uk">arnold-ao@matthewarnold.liverpool.sch.uk</a>	233 4900 Fax 233 4901	EBNMH	2098	Mr Gary Mason  Chair of Governors: Doctor William Chambers

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
Users on the 233 Network dialing a 225 number should dial 79 and the last 4 digits  
Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>MIDDLEFIELD PRIMARY</b> Alderwood Avenue, L24 2UG middlefield-ao@middlefield.liverpool.sch.uk	233 8767 486 4106 Fax 448 0987	<b>EBNML</b>	2170	Mrs Paula Judd  Chair of Governors: Mrs Elizabeth Hall
<b>MONKSDOWN PRIMARY</b> Frinstead Road, L11 1HJ monksdown-ao@monksdown.liverpool.sch.uk	226 1606 Fax 256 6281	<b>EBNMN</b>	2240	Mr Anthony Davies  Chair of Governors: Cn William Todd
<b>MOSSPITS INFANT</b> Mossfits Lane, L15 6UN mossfitsi-ao@mossfits-inf.liverpool.sch.uk	233 6429 722 2122 Fax 722 2833	<b>EBBMS</b>	2105	Mrs Barbara Woosey  Chair of Governors: Mr P Foster
<b>MOSSPITS JUNIOR</b> Mossfits Lane, L15 6UN mossfitsj-ao@mossfits-jun.liverpool.sch.uk	233 6429 722 1716 Fax 738 0309	<b>EBHMS</b>	2104	Mr James Milne  Chair of Governors: Mrs Erini Cheliotis
<b>NEW PARK PRIMARY</b> Butler Street, L6 9EU newpark-ao@newpark.liverpool.sch.uk	263 4447 Fax 260 9493	<b>EBNNE</b>	2223	Ms Karen Hutchings  Chair of Governors: Mr John Snape
<b>NORMAN PANNELL PRIMARY</b> Brownbill Bank, L27 7AE norman-ao@normanpannell.liverpool.sch.uk	487 7718 Fax 488 6843	<b>EBNNP</b>	2199	Mr Alan Price  Chair of Governors: Mr John Williams
<b>NORTHCOTE PRIMARY</b> Cavendish Drive, L9 1HW northcote-ao@northcote.liverpool.sch.uk	233 6867 284 1919 Fax 284 1920	<b>EBNNR</b>	2110	Mr Roy Morgan  Chair of Governors: Mr Brian Lawless
<b>NORTHWAY PRIMARY</b> Northway, L15 7JQ northway-ao@northway.liverpool.sch.uk	722 3540 722 1024 Fax 283 3473	<b>EBNNT</b>	2113	Mr Paul Anderson  Chair of Governors: Mrs Sylvia Donnelly
<b>PHOENIX PRIMARY</b> Birchfield Road, L7 9LY phoenixp-ao@phoenix-pri.liverpool.sch.uk	228 3831 Fax 475 2705	<b>EBNPX</b>	3026	Mr Chris Muscatelli  Chair of Governors: Mr Terence Sweeney
<b>PINEHURST PRIMARY</b> Pinehurst Avenue, L4 7UF pinehurstj-ao@pinehurst-jun.liverpool.sch.uk	233 4917 263 1300 Fax 260 4561		3961	Mr James Jolley
Pinehurst Road, L4 2TY pinehursti-ao@pinehurst-inf.liverpool.sch.uk	286 3040 Fax 286 3041		3961	Mr Jim Jolley  Chair of Governors: Mr John McGowan
<b>PLEASANT STREET PRIMARY</b> Pleasant Street, L3 5TS pleasant-ao@pleasantstreet.liverpool.sch.uk	709 3802 Fax 707 1145	<b>EBNPL</b>	2123	Ms Margaret Cunningham  Chair of Governors: Mr Paul Fillis

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
Users on the 233 Network dialing a 225 number should dial 79 and the last 4 digits  
Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>RANWORTH SQUARE PRIMARY</b> Ranworth Square, L11 3DQ Fax <a href="mailto:ranworth-ao@ranworthsquare.liverpool.sch.uk">ranworth-ao@ranworthsquare.liverpool.sch.uk</a>	233 1305 226 1740 256 5952	EBNRA	2130	Mrs Eryl Owen  Chair of Governors: Mr Clive Jervis
<b>RICE LANE INFANT</b> Lynwood Road, L9 3AE Fax <a href="mailto:ricelanei-ao@ricelane-inf.liverpool.sch.uk">ricelanei-ao@ricelane-inf.liverpool.sch.uk</a>	525 9776 284 7321	EBBRC	2160	Mrs Lynda Robinson  Chair of Governors: Mrs Julie Haywood
<b>RICE LANE JUNIOR</b> Brookenhurst Road, L9 3BU Fax <a href="mailto:ricelanej-ao@ricelane-jun.liverpool.sch.uk">ricelanej-ao@ricelane-jun.liverpool.sch.uk</a>	525 3356 284 7323	EBHRC	2158	Mr Michael Ledsham  Chair of Governors: Mrs Julie Haywood
<b>ROSCOE INFANT</b> Alison Road, L13 9AD Fax <a href="mailto:roscoei-ao@roscoe-inf.liverpool.sch.uk">roscoei-ao@roscoe-inf.liverpool.sch.uk</a>	233 1357 226 1536 256 5614	EBBRS	2137	Mrs Yvonne Owen  Chair of Governors: Mr Peter Skinley
<b>ROSCOE JUNIOR</b> Ballantyne Road, L13 9AL Fax <a href="mailto:roscoej-ao@roscoe-jun.liverpool.sch.uk">roscoej-ao@roscoe-jun.liverpool.sch.uk</a>	233 1311 226 1118 256 1188	EBHRS	2136	Mrs Amanda Anders  Chair of Governors: Mr Peter Skinley
<b>RUDSTON INFANT</b> Rudston Road, L16 4PQ Fax <a href="mailto:rudstoni-ao@rudston-inf.liverpool.sch.uk">rudstoni-ao@rudston-inf.liverpool.sch.uk</a>	722 2435 281 5770	EBBRT	2195	Mrs Lyn Stembalski  Chair of Governors: Mr Chris Ball
<b>RUDSTON JUNIOR</b> Rudston Road, L16 4PQ Fax <a href="mailto:rudstonj-ao@rudston-jun.liverpool.sch.uk">rudstonj-ao@rudston-jun.liverpool.sch.uk</a>	722 7595 722 3309	EBHRT	2139	Mr Anthony McKee  Chair of Governors: Mrs Kathy Wall
<b>ST MICHAEL-IN-THE-HAMLET PRIMARY</b> Neilson Road, L17 7BA Fax <a href="mailto:michaelhamlet-ao@st-michaelhamlet.liverpool.sch.uk">michaelhamlet-ao@st-michaelhamlet.liverpool.sch.uk</a>	727 3215 726 0522	EBNSH	2237	Mr Paul Fleming  Chair of Governors: Mr David Patmore
<b>SMITHDOWN PRIMARY</b> Chatsworth Drive, L7 6LJ Fax <a href="mailto:smithdown-ao@smithdown.liverpool.sch.uk">smithdown-ao@smithdown.liverpool.sch.uk</a>	709 6229 709 5020	EBNM	2227	Mrs Robina Crowe  Chair of Governors: Mr Norman Christian
<b>SPRINGWOOD HEATH PRIMARY</b> Danefield Road, L19 4TL Fax <a href="mailto:springwood-ao@springwood.liverpool.sch.uk">springwood-ao@springwood.liverpool.sch.uk</a>	427 7759 494 3452	EBNSP	2065	Mr Phillip Daniels  Chair of Governors: Mrs Averil Mooney
<b>STOCKTON WOOD PRIMARY</b> All Saints Road, L24 3TU Fax <a href="mailto:stocktonwoodj-ao@stocktonwood-jun.liverpool.sch.uk">stocktonwoodj-ao@stocktonwood-jun.liverpool.sch.uk</a>	486 1778 486 1778 486 2471 486 3408	EBNSK	2238	Mrs Susannah Stacey  Chair of Governors: Mr Martin Higgins
<b>SUDLEY INFANT</b> Dundonald Road, L17 0AE Fax <a href="mailto:sudleyi-ao@sudley-inf.liverpool.sch.uk">sudleyi-ao@sudley-inf.liverpool.sch.uk</a>	727 1139 726 8935	EBBSD	2149	Ms Ruth Thomas  Chair of Governors: Mr Gerry Galloway

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
Users on the 233 Network dialing a 225 number should dial 79 and the last 4 digits  
Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>SUDLEY JUNIOR</b> Aigburth Road, L17 6BH Fax <a href="mailto:sudleyj-ao@sudley-jun.liverpool.sch.uk">sudleyj-ao@sudley-jun.liverpool.sch.uk</a>	225 6535 427 2941 494 9995	EBHSD	2180	Miss Marilyn Underwood  Chair of Governors: Mr Richard Nutter
<b>WELLESBOURNE PRIMARY</b> Abbotsford Road, L11 5BA Fax <a href="mailto:wellesbourne-ao@wellesbourne.liverpool.sch.uk">wellesbourne-ao@wellesbourne.liverpool.sch.uk</a>	226 9765 226 9781	EBNWB	2236	Mrs Glenys Daniels  Chair of Governors: Dr A Qualter
<b>WHITEFIELD PRIMARY</b> Boundary Lane, L6 2HZ Fax <a href="mailto:whitefield-ao@whitefield.liverpool.sch.uk">whitefield-ao@whitefield.liverpool.sch.uk</a>	233 4981 263 5976 260 8571	EBNWH	2128	Ms Helen O'Donnell  Chair of Governors: Mr David Hoare
<b>WINDSOR COMMUNITY PRIMARY</b> Upper Hill Street, L8 8JE Fax <a href="mailto:windsor-ao@windsor.liverpool.sch.uk">windsor-ao@windsor.liverpool.sch.uk</a>	709 6769 707 8309	EBNWN	2166	Ms Ann Elford  Chair of Governors: Mr David Goodhall
<b>WOOLTON INFANT</b> Out Lane, L25 5NN Fax <a href="mailto:wooltoni-ao@woolton-inf.liverpool.sch.uk">wooltoni-ao@woolton-inf.liverpool.sch.uk</a>	428 3066 428 8973	EBBWL	2196	Mrs Barbara North  Chair of Governors: Mrs Sheila Adams
<b>WOOLTON JUNIOR</b> Out Lane, L25 5NN Fax <a href="mailto:woolton-ao@woolton-jun.liverpool.sch.uk">woolton-ao@woolton-jun.liverpool.sch.uk</a>	428 3235 428 9947	EBHWL	2174	Mr Kevin Nolan  Chair of Governors: Mr Derek Dotti

## VOLUNTARY AIDED CHURCH OF ENGLAND PRIMARY SCHOOLS

7 Schools

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>BISHOP MARTIN CHURCH OF ENGLAND PRIMARY</b> Church Road, Woolton, L25 5JF Fax <a href="mailto:bishopmartin-ao@bishopmartin.liverpool.sch.uk">bishopmartin-ao@bishopmartin.liverpool.sch.uk</a>	428 6295 421 1519	EBPBS	3306	Mr D McBride  Chair of Governors: Mr Tim Warn
<b>CHILDWALL CHURCH OF ENGLAND PRIMARY</b> Woolton Road, L16 0JD Fax <a href="mailto:childwallp-ao@childwall-pri.liverpool.sch.uk">childwallp-ao@childwall-pri.liverpool.sch.uk</a>	722 1553 281 8718	EBPCH	3329	Mrs Diane Shaw  Chair of Governors: Dr Ian Sharpe
<b>GARSTON CHURCH OF ENGLAND PRIMARY</b> Holman Road, L19 5NS Fax <a href="mailto:garston-ao@garstoncofe.liverpool.sch.uk">garston-ao@garstoncofe.liverpool.sch.uk</a>	233 6541 427 7517 494 2078	EBPGA	3302	Mr Rick Widdowson  Chair of Governors: Mrs Evelyn Lyons
<b>KIRKDALE, ST LAWRENCE CHURCH OF ENGLAND PRIMARY</b> Fonthill Road, L4 1QD Fax <a href="mailto:kirkdale-ao@kirkdale.liverpool.sch.uk">kirkdale-ao@kirkdale.liverpool.sch.uk</a>	922 2775 922 3961	EBPSB	2232	Mrs Jenny Forshaw  Chair of Governors: Reverend Mike Griffin

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
 Users on the 233 Network dialing a 225 number should dial 79 and the last 4 digits  
 Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
 Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>ST ANNE'S [STANLEY] CHURCH OF ENGLAND PRIMARY</b> Prescot Road, L13 3BT <a href="mailto:stanley-ao@st-annesstanley.liverpool.sch.uk">stanley-ao@st-annesstanley.liverpool.sch.uk</a>	228 1506 Fax 228 1506	EBPSA	3310	Mr Paul Bolger  Chair of Governors: Father Myles Davies
<b>ST MARGARET OF ANTIOCH CHURCH OF ENGLAND PRIMARY</b> Upper Hampton Street, L8 1TR <a href="mailto:antioch-ao@st-margaretofantioch.liverpool.sch.uk">antioch-ao@st-margaretofantioch.liverpool.sch.uk</a>	709 7719 Fax 709 8393	EBPSG	3321	Mr James Craig  Chair of Governors: Mr Peter Kennerley
<b>ST MARY'S [WEST DERBY] CHURCH OF ENGLAND PRIMARY</b> Meadow Lane, L12 5EA <a href="mailto:marys-ao@st-maryswestderby.liverpool.sch.uk">marys-ao@st-maryswestderby.liverpool.sch.uk</a>	226 2038 Fax 256 5963	EBPWE	3327	Miss Pauline James  Chair of Governors: Reverend Roger Wikeley

## CHURCH OF ENGLAND PRIMARY SCHOOLS [CONTROLLED]

6 Schools

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>ST CLEOPAS' CHURCH OF ENGLAND PRIMARY</b> Beresford Road, L8 4RP <a href="mailto:cleopas-ao@st-cleopas.liverpool.sch.uk">cleopas-ao@st-cleopas.liverpool.sch.uk</a>	233 8730 727 1725 Fax 726 1817	EBQSC	3001	Miss Jaqueline Fleetwood  Chair of Governors: Mrs Lynn Dodson
<b>ST MARGARET'S [ANFIELD] CHURCH OF ENGLAND PRIMARY</b> Lower Breck Road, L6 4BX <a href="mailto:margarets-ao@st-margaretsanfield.liverpool.sch.uk">margarets-ao@st-margaretsanfield.liverpool.sch.uk</a>	260 5522 Fax 287 2891	EBQMA	2004	Mrs Mary McLellan  Chair of Governors: Reverend Peter Winn
<b>ST SILAS' CHURCH OF ENGLAND PRIMARY</b> High Park Street, L8 3TR <a href="mailto:silas-ao@st-silas.liverpool.sch.uk">silas-ao@st-silas.liverpool.sch.uk</a>	233 8731 727 6067 Fax 726 0625	EBGJS	3011	Mrs Jane Ngenda  Chair of Governors: Mr James Doran
<b>THE BEACON CHURCH OF ENGLAND PRIMARY</b> Heyworth Street, L5 3QG <a href="mailto:beacon-ao@beacon.liverpool.sch.uk">beacon-ao@beacon.liverpool.sch.uk</a>	263 4206 Fax 263 1583	EBQBE	3020	Ms Sally Aspinwall  Chair of Governors: Ms Ann Hoyland
<b>WALTON ST MARY CHURCH OF ENGLAND PRIMARY</b> Bedford Road, L4 5PU <a href="mailto:walton-ao@walton-st-mary.liverpool.sch.uk">walton-ao@walton-st-mary.liverpool.sch.uk</a>	525 2498 Fax 287 0001	EBQSW	3018	Ms Ann Grey  Chair of Governors: Reverend Trevor Latham
<b>WAVERTREE CHURCH OF ENGLAND PRIMARY</b> Rose Villas, L15 8HH <a href="mailto:wavertree-ao@wavertree.liverpool.sch.uk">wavertree-ao@wavertree.liverpool.sch.uk</a>	733 1231 Fax 733 7895	EBQTT	3015	Mr Maurice Challenor  Chair of Governors: Reverend Janet Eastwood

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
 Users on the 233 Network dialing a 225 number should dial 79 and the last 4 digits  
 Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
 Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

# VOLUNTARY AIDED CATHOLIC PRIMARY SCHOOLS

48 Schools

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>ALL SAINTS' CATHOLIC PRIMARY</b> Townsend Lane, L6 0BD <a href="mailto:allsaintsj-ao@allsaints-jun.liverpool.sch.uk">allsaintsj-ao@allsaints-jun.liverpool.sch.uk</a>	263 7732 Fax 260 2511	EBRAA	2006	Mr Jeremy Barnes  Chair of Governors: Monsignor Austin Hunt
<b>BLESSED SACRAMENT CATHOLIC INFANT</b> Hunslet Road, L9 9JQ <a href="mailto:blessedi-ao@blessedsacrament-inf.liverpool.sch.uk">blessedi-ao@blessedsacrament-inf.liverpool.sch.uk</a>	233 6868 525 3528 Fax 525 2998	EBDAB	3598	Mrs Catherine Dolley  Chair of Governors: Reverend Michael Garvey
<b>BLESSED SACRAMENT CATHOLIC JUNIOR</b> Cedar Road, L9 9AF <a href="mailto:blessedj-ao@blessedsacrament-jun.liverpool.sch.uk">blessedj-ao@blessedsacrament-jun.liverpool.sch.uk</a>	525 9600 Fax 523 7618	EBKAB	3597	Mrs Ann Daly  Chair of Governors: Reverend Michael Garvey
<b>CHRIST THE KING CATHOLIC PRIMARY</b> Meadway, L15 7LZ <a href="mailto:christ-ao@christtheking.liverpool.sch.uk">christ-ao@christtheking.liverpool.sch.uk</a>	722 3462 Fax 722 2980	EBRCK	3507	Mr Michael Jones  Chair of Governors: Mr Peter Campbell
<b>HOLY CROSS CATHOLIC PRIMARY</b> Fontenoy Street, L3 2DU <a href="mailto:holycross-ao@holycross-st-marys.liverpool.sch.uk">holycross-ao@holycross-st-marys.liverpool.sch.uk</a>	236 9505 Fax 233 4237	EBRHC	3512	Ms Angela Holleran  Chair of Governors: Mr Mark Smith
<b>HOLY NAME CATHOLIC PRIMARY</b> Mosspsits Lane, L10 9LG <a href="mailto:holyname-ao@holyname.liverpool.sch.uk">holyname-ao@holyname.liverpool.sch.uk</a>	233 6860 525 3545 Fax 525 6292	EBRHN	3513	Ms Anne Radford  Chair of Governors: Mr George Mothers
<b>HOLY TRINITY CATHOLIC PRIMARY</b> Banks Road, L19 8JY <a href="mailto:holytrinity-ao@holytrinity.liverpool.sch.uk">holytrinity-ao@holytrinity.liverpool.sch.uk</a>	427 7466 Fax 494 1946	EBRHT	3514	Mr Liam Mulcahy  Chair of Governors: Mr Mark Fagan
<b>MUCH WOOLTON CATHOLIC PRIMARY</b> Watergate Lane, L25 8QH <a href="mailto:muchwoolton-ao@muchwoolton.liverpool.sch.uk">muchwoolton-ao@muchwoolton.liverpool.sch.uk</a>	428 6114 Fax 428 7753	EBRJM	3516	Mr James Keogh  Chair of Governors: Mrs P Parker
<b>OUR LADY AND ST PHILOMENA'S CATHOLIC PRIMARY</b> Sparrow Hall Road, L9 6BY <a href="mailto:philomenas-ao@ourlady-st-philomenas.liverpool.sch.uk">philomenas-ao@ourlady-st-philomenas.liverpool.sch.uk</a>	525 8552 523 2499 Fax 523 2499	EBRTX	3960	Ms Maria Michniewski  Chair of Governors: Miss Sheila Jones
<b>OUR LADY AND ST SWITHIN'S CATHOLIC PRIMARY</b> Parkstile Lane, L11 0BQ <a href="mailto:swithin-ao@ourlady-st-swithin.liverpool.sch.uk">swithin-ao@ourlady-st-swithin.liverpool.sch.uk</a>	546 3868 Fax 546 3868	EBRLW	3511	Mr Tony McCaul  Chair of Governors: Mrs Jane Troy
<b>OUR LADY'S BISHOP ETON CATHOLIC PRIMARY</b> Green Lane, L18 2EP <a href="mailto:bishopeton-ao@ourladysbishopeton.liverpool.sch.uk">bishopeton-ao@ourladysbishopeton.liverpool.sch.uk</a>	722 2982 Fax 737 2503	EBRLB	3541	Mrs Debbie Bostock  Chair of Governors: Mr Charles Boulton

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
 Users on the 233 Network dialing a 225 number should dial 79 and the last 4 digits  
 Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
 Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>OUR LADY IMMACULATE CATHOLIC PRIMARY</b> Northumberland Terrace, L5 3QF <a href="mailto:immaculate-ao@ourladyimmaculate.liverpool.sch.uk">immaculate-ao@ourladyimmaculate.liverpool.sch.uk</a>	233 5247 260 8957 Fax 260 6786	EBRLM	3523	Mrs Aine Brodie  Chair of Governors: Bishop Thomas Williams
<b>OUR LADY OF GOOD HELP CATHOLIC PRIMARY</b> South Drive, L15 8JL <a href="mailto:goodhelp-ht@ourladyofgoodhelp.liverpool.sch.uk">goodhelp-ht@ourladyofgoodhelp.liverpool.sch.uk</a>	733 6937 Fax 280 0430	EBRLG	3599	Mrs Susan Horncastle  Chair of Governors: Mr N Henwood
<b>OUR LADY OF MOUNT CARMEL CATHOLIC PRIMARY</b> North Hill Street, L8 8BQ <a href="mailto:carmel-ao@ourladymountcarmel.liverpool.sch.uk">carmel-ao@ourladymountcarmel.liverpool.sch.uk</a>	233 8732 727 5336 Fax 727 3196	EBRLC	3526	Mr Joe Welsh  Chair of Governors: Father John Southworth
<b>OUR LADY OF THE ASSUMPTION CATHOLIC PRIMARY</b> Hedgefield Road, L25 2RW <a href="mailto:ourladyp-ao@ourlady-pri.liverpool.sch.uk">ourladyp-ao@ourlady-pri.liverpool.sch.uk</a>	487 9301 Fax 487 0024	EBRLP	2239	Mrs Christine Kirk  Chair of Governors: Miss Dorothy Short
<b>SACRED HEART CATHOLIC PRIMARY</b> Hall Lane, L7 8TQ <a href="mailto:sacred-ao@sacredheart.liverpool.sch.uk">sacred-ao@sacredheart.liverpool.sch.uk</a>	233 4659 709 1782 Fax 709 5646	EBKPA	3528	Mr Charles Daniels  Chair of Governors: Mrs A O'Connell
<b>ST AMBROSE'S CATHOLIC PRIMARY</b> Alderfield Drive, L24 7SF <a href="mailto:ambrose-ao@st-ambrose.liverpool.sch.uk">ambrose-ao@st-ambrose.liverpool.sch.uk</a>	233 8775 425 2306 Fax 425 2167	EBKPE	3528	Mr Anthony Buckley  Chair of Governors: Reverend Fr Edward Cain
<b>ST ANNE'S CATHOLIC PRIMARY</b> Overbury Street, L7 3HJ <a href="mailto:annes-ao@st-annes.liverpool.sch.uk">annes-ao@st-annes.liverpool.sch.uk</a>	709 1698 Fax 708 9619	EBKPG	3644	Mrs Janice Shields  Chair of Governors: Mrs Aileen Jones
<b>ST ANTHONY OF PADUA CATHOLIC PRIMARY</b> Sands Road, L18 8BD <a href="mailto:padua-ao@st-anthonypadua.liverpool.sch.uk">padua-ao@st-anthonypadua.liverpool.sch.uk</a>	724 3233 Fax 724 6911	EBSRN	3631	Mrs Paula Jacobs  Chair of Governors: Father Gerald Hicks
<b>ST AUSTIN'S CATHOLIC PRIMARY</b> Riverbank Road, L19 9DH <a href="mailto:austins-ao@st-austins.liverpool.sch.uk">austins-ao@st-austins.liverpool.sch.uk</a> <a href="mailto:staustins-ht@st-austins.liverpool.sch.uk">staustins-ht@st-austins.liverpool.sch.uk</a>	427 1800 Fax 494 9804	EBRSS	3543	<b>[Headship Team]</b> Mr Noel Vincent O'Neill Mr John Carney Chair of Governors: Mr Mike McGuinness
<b>ST CECILIA'S CATHOLIC INFANT</b> Snaefell Avenue, L13 7HB <a href="mailto:ceciliasi-ao@st-cecilias-inf.liverpool.sch.uk">ceciliasi-ao@st-cecilias-inf.liverpool.sch.uk</a>	233 6160 220 2153 Fax 259 0365	EBDPL	3632	Mrs Margaret Buckley  Chair of Governors: Father Mark Madden
<b>ST CECILIA'S CATHOLIC JUNIOR</b> Green Lane, L13 7EA <a href="mailto:ceciliasj-ao@st-cecilias-jun.liverpool.sch.uk">ceciliasj-ao@st-cecilias-jun.liverpool.sch.uk</a>	233 6159 228 1760 Fax 230 0232	EBKPL	3547	Mr Charles Coyne  Chair of Governors: Miss Beryl Pemberton

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
 Users on the 233 Network dialing a 225 number should dial 79 and the last 4 digits  
 Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
 Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>ST CHARLES' CATHOLIC PRIMARY</b> Tramway Road, L17 7JA charles-ao@st-charles.liverpool.sch.uk	233 8733 727 5830 Fax 475 3436	EBRTC	3548	Ms Anne Firkin [Acting]  Chair of Governors: Mr Ian Kellgren
<b>ST CHRISTOPHER'S CATHOLIC PRIMARY</b> Tarbock Road, L24 0SN christophersj-ao@st-christophers-jun.liverpool.sch.uk	233 8772 486 2835 Fax 448 0778	EBRPN	3024	Mr Peter Price  Chair of Governors: Mr Paul Mannings
<b>ST CLARES CATHOLIC PRIMARY</b> Garmoyle Close, L15 0DW clares-ao@st-clar.es.liverpool.sch.uk	733 4318 Fax 735 0172	EBRTD	3550	Mr Michael Hennessey  Chair of Governors: Father Aidan Prescott
<b>ST CUTHBERT'S CATHOLIC PRIMARY</b> Aviemore Road, L13 3BB cuthberts-ao@st-cuthberts.liverpool.sch.uk	228 4137 Fax 228 4137	EBRTE	3551	Mr Dennis Hardiman [Executive Headteacher]  Chair of Governors: Mrs Marie Melia
<b>ST FINBAR'S CATHOLIC PRIMARY</b> South Hill Road, L8 9RY finbars-ao@st-finbars.liverpool.sch.uk	233 8734 727 3963 Fax 726 9950	EBRPT	3527	Mrs Rita Bibby  Chair of Governors: Father John Southworth
<b>ST FRANCIS DE SALES CATHOLIC INFANT AND NURSERY</b> Margaret Road, L4 3RX desalesi-ao@st-francisdesales-inf.liverpool.sch.uk	525 8489 Fax 525 9345	EBDRB	3553	Ms Liz Lennox [Temp]  Chair of Governors: Father John Thompson
<b>ST FRANCIS DE SALES CATHOLIC JUNIOR MIXED</b> Hale Road, L4 3RL desalesj-ao@st-francisdesales-jun.liverpool.sch.uk	233 6816 525 7602 Fax 521 3380	EBKRD	3552	Mrs Ellen Seymour  Chair of Governors: Father John Thompson
<b>ST FRANCIS OF ASSISI CATHOLIC PRIMARY</b> Earp Street, L19 1RT assisi-ao@st-francisofassisi.liverpool.sch.uk	233 6543 427 7515 Fax 280 0012	EBRGA	3510	Mrs Frances Fraser  Chair of Governors: Mr Philip Fitzpatrick
<b>ST GREGORY'S CATHOLIC PRIMARY</b> Montreal Road, L27 7AG gregory-ao@st-gregorys.liverpool.sch.uk	498 4313 Fax 487 3794	EBRRH	3633	Mrs Patricia Melia  Chair of Governors: Mr John Owen
<b>ST HUGH'S CATHOLIC PRIMARY</b> Earle Road, L7 6HE hughs-ao@st-hughs.liverpool.sch.uk	733 2899 Fax 280 0184	EBRTH	3558	Mrs Collette Denby  Chair of Governors: Ms Angela Glanville
<b>ST JOHN'S CATHOLIC PRIMARY</b> Sessions Road, L4 1SR johnsi-ao@st-johns-inf.liverpool.sch.uk	922 1924 Fax 933 0915	EBSK	2234	Mrs Eileen McBirnie  Chair of Governors: Mr Bob Gittins
<b>ST MALACHY'S CATHOLIC PRIMARY</b> Park Street, L8 6XJ malachys-ao@st-malachys.liverpool.sch.uk	709 3682 Fax 709 7842	EBKSA	3563	Mrs Pat Speed  Chair of Governors: Miss Patricia Mullin

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
Users on the 233 Network dialing a 225 number should dial 79 and the last 4 digits  
Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>ST MATTHEW'S CATHOLIC PRIMARY</b> Queens Drive, L4 8UA <a href="mailto:matthewsj-ao@st-matthews-jun.liverpool.sch.uk">matthewsj-ao@st-matthews-jun.liverpool.sch.uk</a>	226 1871 Fax 226 2419	<b>EBRSX</b>	2233	Mrs Veronica McDonnell  Chair of Governors: Mr David Keane
<b>ST MICHAEL'S CATHOLIC PRIMARY</b> Guion Street, L6 9DU <a href="mailto:michaels-ao@st-michaels.liverpool.sch.uk">michaels-ao@st-michaels.liverpool.sch.uk</a>	263 8460 263 2995 Fax 260 5308	<b>EBKSG</b>	3571	Mr Anthony Hegarty  Chair of Governors: Mr Frank Dwyer
<b>ST NICHOLAS' CATHOLIC PRIMARY</b> Orthes Street, L3 5XF <a href="mailto:Nicholas-ao@st-nicholas.liverpool.sch.uk">Nicholas-ao@st-nicholas.liverpool.sch.uk</a>	233 4650 709 5532 Fax 708 8330	<b>EBRSJ</b>	3573	Mrs Anne Edmondson  Chair of Governors: Professor Kenneth Holden
<b>ST OSWALD'S CATHOLIC INFANT</b> St Oswald Street, L13 5SB <a href="mailto:oswaldi-ao@st-oswalds-inf.liverpool.sch.uk">oswaldi-ao@st-oswalds-inf.liverpool.sch.uk</a>	233 1621 228 8436 Fax 280 3760	<b>EBDSL</b>	3579	Miss J Mosinski  Chair of Governors: Mrs Val Amos
<b>ST OSWALD'S CATHOLIC JUNIOR</b> Montague Road, L13 5TE <a href="mailto:oswaldj-ao@st-oswalds-jun.liverpool.sch.uk">oswaldj-ao@st-oswalds-jun.liverpool.sch.uk</a>	259 4580 Fax 228 4512	<b>EBKSL</b>	3576	Miss Sue Jones  Chair of Governors: Mrs Nora Warburton
<b>ST PASCHAL BAYLON CATHOLIC PRIMARY</b> Chelwood Avenue, L16 2LN <a href="mailto:paschalbaylon-ao@st-paschalbaylon.liverpool.sch.uk">paschalbaylon-ao@st-paschalbaylon.liverpool.sch.uk</a>	233 6438 722 0464 Fax 722 1712	<b>EBRTP</b>	3635	Mrs Paula Aziz  Chair of Governors: Mr Paul McLachlan
<b>ST PATRICK'S CATHOLIC PRIMARY</b> Upper Hill Street, L8 5UX <a href="mailto:patricksj-ao@st-patricks.liverpool.sch.uk">patricksj-ao@st-patricks.liverpool.sch.uk</a>	709 1062 Fax 707 9367	<b>EBKTB</b>	3582	Mr Terence Kirwan  Chair of Governors: Miss Shirley Conway
<b>ST PAUL'S CATHOLIC JUNIOR</b> Spring Grove, L12 8SJ <a href="mailto:pauls-ao@st-pauls.liverpool.sch.uk">pauls-ao@st-pauls.liverpool.sch.uk</a>	233 6163 228 1159 Fax 259 3045	<b>EBKTD</b>	3584	Mr Paul Ward  Chair of Governors: Mr Steven Roche
<b>ST PAUL'S AND ST TIMOTHY'S CATHOLIC INFANT</b> South Parkside Drive, L12 8RP <a href="mailto:paultimothy-ao@st-pauls-st-timothys.liverpool.sch.uk">paultimothy-ao@st-pauls-st-timothys.liverpool.sch.uk</a>	228 2114 Fax 228 2114	<b>EBDTD</b>	3606	Mrs Maria Eves  Chair of Governors: Mr James McCoy
<b>ST SEBASTIAN'S CATHOLIC JUNIOR MIXED AND INFANT</b> Holly Road, L7 0LH <a href="mailto:sebastians-ao@st-sebastians.liverpool.sch.uk">sebastians-ao@st-sebastians.liverpool.sch.uk</a>	260 9697 Fax 260 5679	<b>EBRTS</b>	3588	Mr Dennis Hardiman [Executive Headteacher]  Chair of Governors: Father Patrick Kelly
<b>ST TERESA'S CATHOLIC JUNIOR</b> Utting Avenue East, L11 1DD <a href="mailto:teresasj-ao@st-teresas-jun.liverpool.sch.uk">teresasj-ao@st-teresas-jun.liverpool.sch.uk</a>	233 1330 226 5020 Fax 270 3100	<b>EBKTL</b>	3591	Mr David O'Brien  Chair of Governors: Mr Francis McGurk

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
Users on the 233 Network dialing a 225 number should dial 79 and the last 4 digits  
Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>ST TERESA OF LISIEUX CATHOLIC INFANT</b> Utting Avenue East, L11 1DD <a href="mailto:stol-ao@st-teresaoflisieux.liverpool.sch.uk">stol-ao@st-teresaoflisieux.liverpool.sch.uk</a>	226 5018 / 270 2689 Fax 233 1302	EBDAL	3962	Miss Angela Williams  Chair of Governors: Reverend Dennis Connor
<b>ST VINCENT DE PAUL CATHOLIC PRIMARY</b> Pitt Street, L1 5BY <a href="mailto:vincent-ao@st-vincentdepaul.liverpool.sch.uk">vincent-ao@st-vincentdepaul.liverpool.sch.uk</a>	709 2572 Fax 707 8942	EBRTV	3594	Mr Philip Stewart  Chair of Governors: Miss Patricia Mullin
<b>THE TRINITY CATHOLIC PRIMARY</b> Eldon Place, L3 6HE <a href="mailto:trinity-ao@thetrinity.liverpool.sch.uk">trinity-ao@thetrinity.liverpool.sch.uk</a>	207 2304 Fax 207 0840	EBRTY	3963	Mrs Patricia Deus  Chair of Governors: Mr Alf Westwell

## CHURCH OF ENGLAND & CATHOLIC PRIMARY [AIDED] 2 Schools

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>EMMAUS CHURCH OF ENGLAND AND CATHOLIC PRIMARY</b> Fir Tree Drive South, L12 0JE <a href="mailto:emmaus-ao@emmaus.liverpool.sch.uk">emmaus-ao@emmaus.liverpool.sch.uk</a>	233 1414 233 1414 Fax 233 1416	EBREM	3956	Mr Frank Maguire  Chair of Governors: Mr Reg Towner
<b>FAITH PRIMARY</b> Bute Street, L5 3LA <a href="mailto:faith-ao@faith.liverpool.sch.uk">faith-ao@faith.liverpool.sch.uk</a>	207 1083 Fax 207 4993	EBKFA	3964	Sister Moira Meeghan  Chair of Governors: Dr Brian Denton

## OTHER VOLUNTARY AIDED [HEBREW] 1 School

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>KING DAVID PRIMARY</b> Beauclair Drive, L15 6HX <a href="mailto:kingdavidp-ao@kingdavid-pri.liverpool.sch.uk">kingdavidp-ao@kingdavid-pri.liverpool.sch.uk</a>	722 3372 722 3469 Fax 738 0136	EBMSK	5200	Mrs Elizabeth Spencer  Chair of Governors: Mr Richard Lewis

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
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 Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
 Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

# COMMUNITY SECONDARY SCHOOLS

12 Schools

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>BROADGREEN HIGH</b> [Technology College] Queens Drive, L13 5UQ <a href="mailto:enquiries@broadgreenhigh.org.uk">enquiries@broadgreenhigh.org.uk</a>	228 6800 Fax 220 9256	ECBBH	4425	Mr Ian Andain  Chair of Governors: Mr Peter Farrelly
<b>CALDERSTONES</b> [Quarry Bank Wing] Harthill Road, L18 3HS  [Morrison Wing] Harthill Road, L18 3HS  [Calder Wing] Calderstones Road, L18 3HS <a href="mailto:admin@mail.calderstones.co.uk">admin@mail.calderstones.co.uk</a>	233 8049 724 2087 Fax 729 0093  225 8026  233 8000 to 8030 inc. 724 1747 233 8020	ECBDL	4427	Mr Brian Davies     Chair of Governors: Professor Alfred Zack-Williams
<b>CHILDWALL SPORTS COLLEGE</b> Queens Drive, L15 6XZ <a href="mailto:admin@childwallsc.co.uk">admin@childwallsc.co.uk</a>	722 1561 Fax 737 1698 233 8020	ECBEH	4426	Mr Dewi Phillips  Chair of Governors: Mrs Susan Griffiths
<b>CROXTETH COMPREHENSIVE</b> Parkstile Lane, L11 0BD <a href="mailto:morans@croxteth.biblio.net">morans@croxteth.biblio.net</a>	546 4168 Fax 548 4347	ECBGS	4423	Mr Richard Baker  Chair of Governors: Mr Philip Knibb
<b>FAZAKERLEY HIGH</b> Sherwoods Lane, L10 1LB  <a href="mailto:fazakerleyh-ao@fazakerleyhigh.liverpool.sch.uk">fazakerleyh-ao@fazakerleyhigh.liverpool.sch.uk</a>	524 4530 524 4531 Fax 524 4532	ECBKF	4420	Mr Nicholas Fleming  Chair of Governors: Mr Sean Doherty
<b>GATEACRE COMMUNITY COMPREHENSIVE</b> [Centre of Excellence for Humanities] Grange Lane, L25 4SD <a href="mailto:gateacre-ao@gateace.liverpool.sch.uk">gateacre-ao@gateace.liverpool.sch.uk</a>	233 8056 428 1569 Fax 421 1349	ECBLG	4429	Mr Gerard Lonergan  Chair of Governors: Mr Derek Brown
<b>HOLLY LODGE GIRLS' COLLEGE</b> [A Centre for Excellence for the Arts] Queens Drive, L13 0AE <a href="mailto:hollylodge@hollylodge.liverpool.sch.uk">hollylodge@hollylodge.liverpool.sch.uk</a> website: <a href="http://www.hollylodge.liverpool.sch.uk">www.hollylodge.liverpool.sch.uk</a>	228 3772 Fax 228 0161	ECCHP	4404	Ms Julia Tinsley  Chair of Governors: Mr Peter Killeen
<b>NEW HEYS COMMUNITY COMPREHENSIVE</b> Heath Road, L19 4TN <a href="mailto:newheyschool@hotmail.com">newheyschool@hotmail.com</a>	427 6482 Fax 494 2841	ECBPA	4428	Ms Ann Stahler  Chair of Governors: Mr Ian Henderson
<b>NORTH LIVERPOOL ACADEMY</b> Priory Road, L4 2SL <a href="mailto:admin@northliverpoolacademy.co.uk">admin@northliverpoolacademy.co.uk</a>	260 4044 Fax 263 5665	ECBRP	4416	Mrs K Askew  Chair of Governors:

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
 Users on the 233 Network dialing a 225 number should dial 79 and the last 4 digits  
 Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
 Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>PARKLANDS HIGH</b> Gamworth Road, L24 2RZ <a href="mailto:parklands.hs@parklands.liverpool.sch.uk">parklands.hs@parklands.liverpool.sch.uk</a>	486 2612 Fax 728 4333	ECBTP	4431	Mr Alan Smithies  Chair of Governors: Mr Steve Gershman
<b>SHOREFIELDS</b> [Technology College] Dingle Vale, L8 9SJ <a href="mailto:shorefields@shorefields.com">shorefields@shorefields.com</a>	727 1387 Fax 728 9805	ECBSS	4419	Mr John Charnock  Chair of Governors: Mr Roger Lafferty
<b>THE ALSOP HIGH</b> [Technology College] Queens Drive, L4 6SH <a href="mailto:administrator@alsophigh.biblio.net">administrator@alsophigh.biblio.net</a>	525 2600 Fax 521 1044	ECBWP	4421	Mr Phil Jamieson  Chair of Governors: Councillor Marilyn Fielding
<b>WEST DERBY COMPREHENSIVE</b> [Quarry Wing] Quarry Road, L13 7DB  [Bankfield Wing] Bankfield Road, L13 0BE <a href="mailto:westderby-ao@westderby.liverpool.sch.uk">westderby-ao@westderby.liverpool.sch.uk</a>	228 7915 Fax 259 4711  233 8539 228 8628	ECCWQ	4306	Mrs Margaret Rannard  Chair of Governors: Mr Lionel Bivon

## VOLUNTARY SECONDARY SCHOOLS

2 Schools

### OTHER VOLUNTARY AIDED HIGH

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>KING DAVID HIGH</b> Childwall Road, L15 6UZ <a href="mailto:kingdavid-ao@kingdavidhigh.liverpool.sch.uk">kingdavid-ao@kingdavidhigh.liverpool.sch.uk</a>	722 7496 Fax 738 0259	ECFKX	4690	Mrs Brigid Smith  Chair of Governors: Mr Max Steinberg OBE
<b>THE BLUE COAT</b> Church Road, L15 9EE <a href="mailto:m.doran@bluecoat.liverpool.sch.uk">m.doran@bluecoat.liverpool.sch.uk</a>	733 1407 Fax 734 0982	ECFLX	5404	Mr M Tittershill  Chair of Governors: Mr Chris Hallows

### CHURCH OF ENGLAND HIGH

3 Schools

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>ARCHBISHOP BLANCH CHURCH OF ENGLAND HIGH</b> [Technology College] Mount Vernon Road, L7 3EA <a href="mailto:admin@blanch.org.uk">admin@blanch.org.uk</a>	709 1452 Fax 709 2940	ECDAR	4781	Mr Stephen Brierley  Chair of Governors: Cn Noel Vincent
<b>ST HILDA'S CHURCH OF ENGLAND HIGH</b> Croxteth Drive, L17 3AL <a href="mailto:info@st-hildas.com">info@st-hildas.com</a>	733 2709 Fax 735 0530	ECDSH	5403	Mr J C Yates  Chair of Governors: Mrs J Stein
<b>ST MARGARET'S CHURCH OF ENGLAND HIGH</b> Aigburth Road, L17 6AB <a href="mailto:stmargaretsadmin@merseymail.com">stmargaretsadmin@merseymail.com</a>	427 1825 Fax 427 9430	ECDSM	5402	Dr David Dennison  Chair of Governors: Mr Brian Ricketts

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
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 Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
 Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

# CATHOLIC HIGH

11 Schools

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>ARCHBISHOP BECK CATHOLIC HIGH [Sports College]</b> Cedar Road, L9 9AF Fax	233 6862 525 6326 524 2465	ECEAS	4796	Mr Andy Traynor
<a href="mailto:beck-ao@archbishopbeck.liverpool.sch.uk">beck-ao@archbishopbeck.liverpool.sch.uk</a>	525 1308	ECEAE Chair of Governors:		Councillor Joe Hanson
<b>BELLERIVE FCJ CATHOLIC COLLEGE</b> Windermere Terrace, L8 3SB <a href="mailto:bellerive@btconnect.com">bellerive@btconnect.com</a> Fax	727 2064 727 8242	ECEMB	4787	Sister Brigid Halligan
		Chair of Governors:		Mrs Pamela Thornton
<b>BROUGHTON HALL CATHOLIC HIGH [Technology College]</b> Yew Tree Lane, L12 9HJ <a href="mailto:admin@broughtonhall.com">admin@broughtonhall.com</a> Fax	233 1620 228 3622 228 1980	ECEBC	4792	Mr Gerard Murphy
		Chair of Governors:		Mr Joseph Hartley
<b>CAMPION CATHOLIC HIGH</b> Prince Edwin Street, L5 3RW <a href="mailto:campion-s1@campion.liverpool.sch.uk">campion-s1@campion.liverpool.sch.uk</a> Fax	207 1685 207 2996	ECECA	4783	Mr Anthony Phillips
		Chair of Governors:		Mrs Claire Potter
<b>CARDINAL HEENAN CATHOLIC HIGH</b> Honeysgreen Lane, L12 9HZ <a href="mailto:cardinal.heenan@merseymail.com">cardinal.heenan@merseymail.com</a> Fax	233 6161 228 3472 252 1246	ECEDA	4793	Mr Dave Forshaw
		Chair of Governors:		Dr Monica Nurnberg
<b>DE LA SALLE CATHOLIC HIGH [Centre of Excellence for Humanities]</b> Carr Lane East, L11 4SG <a href="mailto:delasalle.admin@merseymail.com">delasalle.admin@merseymail.com</a> Fax	546 3134 548 4146	ECEED	4795	Mr Patrick Ferguson
		Chair of Governors:		Brother Thomas Campbell
<b>NOTRE DAME CATHOLIC COLLEGE [Specialist School for the Arts]</b> Everton Valley, L4 4EZ <a href="mailto:cbm4782@aol.com">cbm4782@aol.com</a> Fax	263 3104 260 1849	ECEND	4782	Ms Christine McCann
		Chair of Governors:		Mr Alf Westwell
<b>ST BENEDICT'S COLLEGE [The Mixed Catholic College for South Liverpool]</b> Horrocks Avenue, L19 5PF <a href="mailto:st-benedicts-ht@stbenedictscollege.liverpool.sch.uk">st-benedicts-ht@stbenedictscollege.liverpool.sch.uk</a> Fax	427 5302 494 3244	ECELM	4788	Mr James McTague
		Chair of Governors:		Mrs Rosemary Doman
<b>ST EDWARDS COLLEGE</b> Sandfield Park, L12 1LF <a href="mailto:principal@st-edwards.liverpool.sch.uk">principal@st-edwards.liverpool.sch.uk</a> Fax	281 1999 281 1909	ECESE	5900	Mr J E Waszek
		Chair of Governors:		Mrs Eileen Melville
<b>ST JOHN BOSCO ARTS COLLEGE</b> Stonedale Crescent, L11 9DQ <a href="mailto:johnbosco-ao@st-johnbosco.liverpool.sch.uk">johnbosco-ao@st-johnbosco.liverpool.sch.uk</a> Fax	546 6360 548 5949	ECESM	4794	Mrs Anne Pontifex
		Chair of Governors:		Mr J Gibbons
<b>ST JULIE'S CATHOLIC HIGH</b> Speke Road, L25 7TN Fax	233 8095 428 6421 421 1399	ECEJN	4790	Sister Ann Gammack
<a href="mailto:reception@st-julies.liverpool.sch.uk">reception@st-julies.liverpool.sch.uk</a>		Chair of Governors:		Mrs Geraldine Poole

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
 Users on the 233 Network dialing a 225 number should dial 79 and the last 4 digits  
 Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
 Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

**FOUNDATION**

1 School

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>ST FRANCIS XAVIER'S COLLEGE</b> [Centre of Excellence for Maths and Computing] Beaconsfield Road, L25 6EG <a href="mailto:admin@sfx.liverpool.sch.uk">admin@sfx.liverpool.sch.uk</a>	288 1000 Fax 288 1001	ECEFX	5400	Mr Leslie Rippon
				Chair of Governors: Mr N King

**SPECIAL EDUCATION**

13 Schools

**DAY SPECIAL SCHOOLS**

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>ASHFIELD SECONDARY</b> Alice Elliott Site Childwall Abbey Road, L16 5EY <a href="mailto:ashfield-ao@ashfield.liverpool.sch.uk">ashfield-ao@ashfield.liverpool.sch.uk</a>	722 6199 Fax 722 0802	EDDDA	7069	Mrs Paula Fitzpatrick [Temp]
				Chair of Governors: Mr Joe Hay
<b>BANK VIEW HIGH [NORTH]</b> Sherwoods Lane, L10 1LW <a href="mailto:meadowbank-ao@meadowbank.liverpool.sch.uk">meadowbank-ao@meadowbank.liverpool.sch.uk</a>	525 3451 Fax 524 1284		7070	Mr Ian Wright
				Chair of Governors: Mrs Janet Pollard
<b>BANK VIEW HIGH [SOUTH]</b> Minehead Road, L17 6AX <a href="mailto:merseyview-ao@merseyview.liverpool.sch.uk">merseyview-ao@merseyview.liverpool.sch.uk</a>	427 1863 Fax 494 3091	EDMDR	7070	Mr Ian Wright Mrs M Williams [Temp]
				Chair of Governors: Mrs Tracey McLoughlin
<b>CLIFFORD HOLROYDE</b> Thingwall Lane, L14 7NX <a href="mailto:clifford-ao@cliffordholroyde.liverpool.sch.uk">clifford-ao@cliffordholroyde.liverpool.sch.uk</a>	Fax 228 9500 228 9318	EDEDC	7042	Miss Elaine Dwyer
				Chair of Governors: Mr Terence Sweeney
<b>ERNEST COOKSON</b> Mill Lane, L12 7JA <a href="mailto:ernest-ao@ernestcookson.liverpool.sch.uk">ernest-ao@ernestcookson.liverpool.sch.uk</a>	220 1874 Fax 252 1238	EDEDE	7045	Mr Stephen Roberts
				Chair of Governors: Mr Peter Trewin
<b>GREENWAYS</b> Dingle Lane, L8 9UB <a href="mailto:greenways-ao@greenways.liverpool.sch.uk">greenways-ao@greenways.liverpool.sch.uk</a>	233 4925 Fax 233 4926	EDADG	7040	Mrs Dorothy Williams
				Chair of Governors: Mrs Maureen Berry
<b>HOPE</b> Naylorfield Drive, L27 0YD <a href="mailto:hope-ao@hope.liverpool.sch.uk">hope-ao@hope.liverpool.sch.uk</a>	498 4055 Fax 498 4868	EDEDW	7065	Mr Rohit Naik
				Chair of Governors: Ms Rachel Roberts
<b>MILLSTEAD SPECIAL NEEDS PRIMARY</b> Old Mill Lane, L15 8LW <a href="mailto:millstead.ao@millstead.liverpool.sch.uk">millstead.ao@millstead.liverpool.sch.uk</a>	722 0974 Fax 722 5852	EDSMD	7054	Ms Shirley Jones
				Chair of Governors: Mr Chris Doran
<b>PALMERSTON</b> Beaconsfield Road, L25 6EE <a href="mailto:palmerston-ao@palmerston.liverpool.sch.uk">palmerston-ao@palmerston.liverpool.sch.uk</a>	428 2128 Fax 421 0985	EDSPM	7051	Ms Alison Burbage
				Chair of Governors: Mr John Dennis

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
 Users on the 233 Network dialing a 225 number should dial 79 and the last 4 digits  
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 Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>PRINCES PRIMARY</b> Selborne Street, L8 1YQ <a href="mailto:princes-ao@princes.liverpool.sch.uk">princes-ao@princes.liverpool.sch.uk</a>	709 2602 Fax 709 2627	EDSPS	7063	Mrs Val Healy  Chair of Governors: Dr Peter Hawkins
<b>REDBRIDGE HIGH</b> Sherwoods Lane, L10 1LN <a href="mailto:redbridge-ao@redbridge.liverpool.sch.uk">redbridge-ao@redbridge.liverpool.sch.uk</a>	525 5733 Fax 524 0435	EDSRB	7052	Mr Paul Cronin  Chair of Governors: Mrs Norma Georgeson
<b>SANDFIELD PARK</b> Sandfield Walk, L12 1LH <a href="mailto:sandfield-ao@sandfieldpark.liverpool.sch.uk">sandfield-ao@sandfieldpark.liverpool.sch.uk</a>	228 0324 Fax 252 1273	EDPDS	7059	Mr John Hudson  Chair of Governors: Mrs Mary Coghlan
<b>WHITE THORN at Barlows Primary School</b> Barlows Lane, L9 9EH <a href="mailto:whitethorn-ao@whitethorn.liverpool.sch.uk">whitethorn-ao@whitethorn.liverpool.sch.uk</a>	525 2751 Fax 525 8310	EDADW	7041	Miss Julia Roberts  Chair of Governors: Mrs Catherine Geogheghan-Breen

## RESIDENTIAL SPECIAL SCHOOLS

2 Schools

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>ABBOT'S LEA</b> Beaconsfield Road, L25 6EE <a href="mailto:abbotslea-ao@abbotslea.liverpool.sch.uk">abbotslea-ao@abbotslea.liverpool.sch.uk</a>	233 8085 428 1161 Fax 428 6180	EDDRA	7025	Mrs Margaret Lucas  Chair of Governors: Ms Wendy Simon
<b>LOWER LEE</b> Beaconsfield Road, L25 6EF <a href="mailto:lowerlee-ao@lowerlee.liverpool.sch.uk">lowerlee-ao@lowerlee.liverpool.sch.uk</a>	233 8089 428 4071 Fax 428 4737	EDERL	7039	Mr Adrian Larkin  Chair of Governors: Mr William Skelton MBE

## DAY & RESIDENTIAL SPECIAL UNIT

1 Unit

Name and Address	Tel. 0151 -	Site Code	DfES	Headteacher
<b>GLADSTONE HOUSE</b> Higher Lane, L9 7HB <a href="mailto:dysonhall-ao@dysonhall.liverpool.sch.uk">dysonhall-ao@dysonhall.liverpool.sch.uk</a>	233 1470	EDXDH		Terry Feeley

## CHILD DEVELOPMENT CENTRE

1 Centre

Name and Address	Tel. 0151 -	Site Code	DfES	Contact
<b>ALDER HEY HOSPITAL</b> Child Development Centre Eaton Road, West Derby, L13 [Administered by Sandfield Park School]	228 4811 (Ext. 2326)			Mrs P Alty

Users on the 233 Network dialing another 233 number should dial the last 4 digits  
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 Schools on the 225 Network dialing a 233 number should dial 7779 and the last 4 digits

# ACADEMY

1 Academy

Name and Address	Tel. 0151 -	Site Code	DfES	Contact
THE ACADEMY OF ST FRANCIS OF ASSISI Gardeners Drive, L6 7UR <a href="mailto:academy@rcaol.co.uk">academy@rcaol.co.uk</a>	260 7600 Fax 260 9222		6905	Mr J Burke

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Users on the 233 Network dialing another 233 number should dial the last 4 digits  
Users on the 233 Network dialing a 225 number should dial 79 and the last 4 digits  
Schools on the 225 Network dialing another 225 number should dial 77 and the last 4 digits  
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## OTHER EDUCATIONAL ESTABLISHMENTS

### PROVISION & RE-ENGAGEMENT SERVICE [PARS]

<b>HEAD OF PARS</b> [Parent Partnership Service] Key Stage 3 Centre Montague Road L13 5TE	233 1411 Fax 233 1449	Rosaline O'Hanlon
<b>KEY STAGE 2 CENTRE</b> (DfES No: 3411106) Mill Road, L6 2AS	233 6467 Fax 263 9440	Mrs Christine Morgan [Head]
<b>KEY STAGE 3 CENTRE</b> Montague Road L13 5TE	233 1406 Fax 233 1405	Vacancy [Head of Centre]
<b>KEY STAGE 4 CENTRE</b> 38 Princes Road, L8 1TH	708 9556 Fax 709 4107	Mr Keith Clarke [Acting Head of Centre]

### SPECIAL EDUCATIONAL NEEDS SUPPORT SERVICES

<b>FAMILY, CHILD AND EDUCATIONAL ADVISORY CENTRE</b> 1-7 Brougham Terrace, L6 1AE	225 6664 Fax 225 4911	Mr J Swinson [Acting] [Principal Educational Psychologist]
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### SENISS [Special Educational Needs Integrated Support Service]

<b>c/o HAROLD MAGNAY SCHOOL</b> Woolton Hill Road, L25	233 1619 Fax 233 1646	
<b>SENSORY TEAM</b>	233 5295 233 5296	Mrs J Wilson [Acting] [Section Head]
<b>SCHOOL SUPPORT TEAMS</b>	Team 1 Team 2 Team 3	Mrs M Gogarty [Acting] Mrs C Gaffney

### PUPIL & STUDENT SERVICES - PUPIL SUPPORT

<b>EARLY YEARS BEHAVIOUR TEAM</b> c/o Kensington Infant School Brae Street, L7	Teacher Co-ordinator Key Workers	233 1112	Penelope Moon Moyra Bradley Anne Melia Wendy Little
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### ETHNIC MINORITY & TRAVELLER ACHIEVEMENT SERVICE [EMTAS]

Toxteth Annexe, Aigburth Road, L17 7BN	233 3901
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## PUPIL ATTENDANCE & EDUCATION WELFARE SERVICE [PAEWS]

<b>DIVISION 1 [NORTH]</b> Customer Focus Centre Spellow Lane, L4 4DE	233 3114	[Div. AWO] Mr J Walker
<b>DIVISION 2 [CENTRAL]</b> Montague Road, L13 5TE	233 1406	[Div. AWO] Mrs C Burleigh
<b>DIVISION 3 [SOUTH]</b> Customer Focus Centre Parklands, Conleach Road, L24 2RZ	233 2326	[Principal AWO] Mr R Collinson

## YOUTH & COMMUNITY PROVISION

### YOUTH & COMMUNITY CENTRES

<b>CHINESE PAGODA YOUTH AND COMMUNITY CENTRE</b> Henry Street, L1 5BU.	233 8833 Fax 233 8839	Mrs P Green
<b>CROXTETH YOUTH CENTRE</b> Gillmoss Lane, L11 0DZ	546 3604	Ms C Cox
<b>CURRICULUM DEVELOPMENT PROJECT</b> Everton Sports Centre Great Homer Street, L5	233 1053	Paddy Logan
<b>DOORWAY PROJECT</b> Norris Green Youth Centre Townsend Avenue, L11 5AF	226 0817	Ms L Waywell Mr M Hughes
<b>DUKE OF EDINBURGH AWARD SCHEME / OUTSIDE EDUCATION UNIT</b> Everton Sports Centre Great Homer Street, L5	233 1058 233 1056 233 1055	Ian Cassidy Frank Edwards Jane Parkinson
<b>GATEACRE YOUTH CENTRE</b> St Stephen's Close, L25 2PQ	233 2021 488 0366	Mr C Speare Ms C Murphy
<b>KIRKDALE COMMUNITY CENTRE</b> Briar Street, L5 7QP	922 1125	Mr M Conroy
<b>KNOTTY ASH VILLAGE CENTRE</b> East Prescot Road, L14 5NA	228 8554	Mr B O'Hara
<b>LYNDENE YOUTH AND COMMUNITY CENTRE</b> Lyndene Road, L25 1NG	722 7395	Ms M Wallenfang
<b>MAB LANE YOUTH CENTRE</b> Croxdale Road, L14 8UA	220 7283	Colette Daley
<b>SHOREFIELDS SCHOOL YOUTH CENTRE</b> Dingle Vale, L8 9SJ	727 1387	Miss L Dove Mr G Brooks
<b>SPEKE COMMUNITY CENTRE</b> North Parade, L24 2XE	233 2077	Mr I Marquis
<b>YOUTH LINE</b> 1 Kenley Parade, L6	263 1316 Fax 261 1508	Mrs P McAdam

## COMMUNITY PLAY CENTRES

<b>CHINA STREET PLAY CENTRE</b> China Street, L5 3NE	207 2472	Barbara Fitzsimmons
<b>DINGLE PLAY CENTRE</b> Dingle Vale, L8 9SJ	728 7983	Steve Miller
<b>EPSOM STREET PLAYING CENTRE</b> Epsom Way, L5 2SE	207 1804	Val Clinton
<b>KIRKDALE PLAY CENTRE</b> Melrose Road, L4 1SR	933 8676	Dawn Lee
<b>QUEENS ROAD PLAY PROJECT</b> Barnes Street, L6 2AS	260 1098	Tony Mathewson

## ADULT LEARNING SERVICE

### NEIGHBOURHOOD LEARNING CENTRES [FULL-TIME]

	Tel. – 0151	Co-ordinator	Guidance Officer
<b>GRANBY NLC</b> Granby Street, L8 2TU	233 2400	Moira Callow [Centre Co-ordinator]	
<b>NEWSHAM DRIVE NLC</b> 83 Newsham Drive, L6 7UH	263 5153 233 1873 263 1548	Dave Ellwand [Centre Co-ordinator]	Nicky Highton [Guidance Officer]
<b>PARK ROAD NLC</b> Park Road, L8 5SU	233 2430 233 2428 727 7762	Alma Phizaklea [Centre Co-ordinator]	Joe Robinson [Guidance Officer]

### NEIGHBOURHOOD LEARNING CENTRES [PART-TIME]

	Tel. 0151	Admin Officer(s)	Centre Manager
<b>ALSOP</b> The Alsop High School Queens Drive, L4 6SH	525 2600	Mrs M Kearney Mr B McKernan	Mrs S Luft Mr P Bull
<b>BROADGREEN</b> Broadgreen High School Queens Drive, L13 5UQ	228 6800	Miss L Williams Miss K Killey	Mr A Macauley Mr P Donnelly
<b>CALDERSTONES</b> Calderstones School Harthill Road, L18 3HS	724 1747	Mrs J Weadock	Mr G Turner Mrs M Byrne
<b>CARDINAL HEENAN</b> Cardinal Heenan Catholic High School Honeysgreen Lane, L12 9HZ	228 3472	Ms Lucy Johnston Ms Laura Johnston Ms J Bramhall	Mrs R Johnston

<b>CHILDWALL</b> Childwall Sports College Queens Drive, L15 2XZ	722 1561	Miss C Parker Mr M Maher	Mr P Williams Mr A McLaughlin
<b>CROXTETH</b> Croxteth Comprehensive School Parkstile Lane, L11 0BD	546 4168	Mrs B Kershaw	Ms K Short
<b>DE LA SALLE</b> De La Salle Catholic High School Carr Lane East, L11 4SG	546 3134	Mr P Crowe	Mr P Jones
<b>FAZAKERLEY</b> Fazakerley High School Sherwoods Lane, L10 1LB	525 2870	Mrs S Upton	Mrs A McKenzie
<b>GATEACRE</b> Gateacre Community Comprehensive School Grange Lane, L25 4SD	428 1569	Nargis Anwar	Mrs A McKenzie Mrs S Trevaskis
<b>HOLLY LODGE</b> Holly Lodge Girls' College Queens Drive, L13 0AE	228 3722	Mrs S Humphries	Mrs L Grenville
<b>KINGSLEY</b> Kingsley Community Primary School Granby Street, L8 2TU	709 6727	Ms B Escoffery	Mrs M Calrow
<b>NEW HEYS</b> New Heys Community Comprehensive School Heath Road, L19 4TN	427 6482	Mr P Garnett	Mr J Fry Mrs M Maloney
<b>PARKLANDS</b> Parklands High School Gamworth Road, L24 2RZ	486 2612	Mrs S Hurst	Ms C Farrell Mr G Smith
<b>SHOREFIELDS</b> Shorefields School Dingle Vale, L8 9SJ	727 1387 727 5984	Ms B Escoffery	Mr M Jones Mrs V Costain
<b>VAUXHALL ADULT CENTRE</b> Sylvester Street, L5 8SE	298 1544 or 233 1630		Ms L Davies

## NEIGHBOURHOOD LEARNING CENTRES IN PRIMARY SCHOOLS [DAY]

<b>ANFIELD CENTRE</b> 125 Anfield Road, L4 0TN	260 5673	<b>Wendy Maudsley</b> [Centre Co-ordinator]
<b>BLUEBERRY PARK CENTRE</b> Ackers Hall Avenue, L14 2DY	221 0262	<b>Margaret Kelso</b> [Centre Co-ordinator]
<b>CAMPION CENTRE</b> Prince Edwin Street, L5 3RW	207 2489	<b>Frances Rourke</b> [Centre Co-ordinator – Cover]
<b>CHILDWALL VALLEY</b> Craighust Road, L25 1NW	738 0012	<b>Pauline Rose</b> [Outreach Co-ordinator]
	738 0012	<b>Frances Pownall</b> [Centre Co-ordinator - via Childwall Valley Primary School]
<b>CROXTETH CENTRE</b> Moss Way, L11 0BP	549 0864	<b>Margaret Kehoe</b> [Centre Co-ordinator]
<b>GWLADYS STREET CENTRE</b> Watlon Lane, L4 5RW	525 5293	<b>Janet Linnett</b> [Acting Co-ordinator]
<b>MIDDLEFIELD</b> Alderwood Avenue, L24 2UG	486 5200	<b>Karyn Brown</b> [Centre Co-ordinator P/T]
<b>SACRED HEART</b> Hall Lane, L7 8TQ	709 2522	<b>Teresa Cassidy</b> [Early Years Co-ordinator]
		<b>Janice Brown</b> [Peripatetic Teacher]
		<b>Marian Whittington</b> [Peripatetic Teacher]

## NEIGHBOURHOOD OUTREACH WORKERS

<b>JOB BANK</b> 4 Tunnel Road, L7 6QD	233 6158	<b>Phil McCarthy</b> [Guidance Delivery Co-ordinator]
		<b>Val Costain</b> [Neighbourhood Outreach Worker]
		<b>Andy Parkinson</b> [Neighbourhood Outreach Worker]
<b>Mobile:</b>	07739869744	
<b>Fax</b>	233 6155	

# GUIDANCE OFFICERS

Tel. 0151

<b>BELLE VALE SHOPPING CENTRE</b> Childwall Valley Road, L25 2RQ	Fax	233 1615 233 1615	<b>John Barends</b> [Guidance Officer]
<b>DOVECOT MULTI ACTIVE CENTRE</b> East Prescot Road, L14 2LN	Fax	233 1617 233 1617	<b>Vacant</b> [Guidance Officer]
<b>ETHNIC MINORITIES EMPLOYABILITY PROJECT</b> Bridge Chapel Centre, Heath Road, Allerton, L19 4XR		233 1868	<b>Zahra Sabbagh</b> [Project Delivery Co-ordinator]
		233 1869	<b>Pat Sumner</b> [Admin Support]
	Fax	233 1876 233 1870	<b>Kamaram Mustafa</b> [Guidance Officer]
<b>NORRIS GREEN LIBRARY, INTEGRAL LEARNING CENTRE</b> Townsend Avenue, L11 5AF		233 1618	<b>Beth Parker</b> [Guidance Officer]
		233 1900	<b>Louise Harrickie</b> [Guidance Officer]
		233 1900	<b>Karen Doyle</b> [Information Officer]
	Fax	233 1608 233 1618	<b>Joan Heron</b> [Lead Tutor: Community Matters]
<b>SMITHDOWN</b> Chatsworth Drive, L7 6LJ		709 9488	<b>Kath Gilbert</b> [Tutor working with Bilingual Families]
			<b>Rachel Stevenson</b> [Tutor working with Bilingual Families]
<b>STOCKTON WOOD CENTRE</b> Stockton Wood Road, L24 3TU		486 9723	<b>Jacqueline Rotherham</b> [Centre Co-ordinator]
<b>ST ANNE'S CENTRE</b> Overbury Street, L7 3HJ		709 6307	<b>Johanna Carter</b> [Acting Centre Co-ordinator]
<b>ST ANNE'S (STANLEY) CENTRE</b> Prescot Road, L133BT		228 8581	<b>Gwen Shan</b> [Centre Co-ordinator]
<b>ST SILAS CENTRE</b> High Park Street, L8 3TR		727 0991	<b>Barbara Tasker</b> [Centre Co-ordinator]
<b>ICT BUS</b>		0773 983 4636	<b>Bob Heath</b> [Driver / Tutor]
		0773 983 4636	<b>Steve Connell</b> [Driver / Tutor]

## MISCELLANEOUS EDUCATION CENTRES & UNITS

<b>ARCHDIOCESAN CENTRE FOR EVANGELISATION</b> Croxteth Drive, L17 1AA	522 1071 Fax 522 1082	<b>Frank Cogley</b> [Director of Schools]
<b>BURTON MANOR RESIDENTIAL COLLEGE OF ADULT EDUCATION</b> Neston, South Wirral, Merseyside, L64 5S	336 5173	<b>Keith Chandler</b> [Principal]  <b>Councillor Mike Storey</b> [Chair of Governors]
<b>CHURCH OF ENGLAND DIOCESAN BOARD OF EDUCATION</b> 1 Hanover Street, L1 3DW	709 9722	<b>Jon Richardson</b> [Diocesan Director of Education]
<b>COLOMENDY CENTRE FOR OUTDOOR EDUCATION</b> Loggerheads, Near Mold, Clwyd, CH7 5LB	01352 810 381 Fax 01352 810 670	<b>Mr Colin Porter</b> [Director]
<b>EXCELLENCE IN LIVERPOOL TEACHER RESOURCE CENTRE</b> The Sheppard-Worlock Library, Liverpool Hope University, Taggart Avenue, L16 9JD	291 2041	<b>Brenda Muller</b>
<b>LIVERPOOL CITY OF LEARNING</b> Hope at Everton, 1 Haigh Street, L3 8QB	291 3608 Fax 291 3617	
<b>LIVERPOOL COMPACT</b> The Annexe, Shorefields CCS and Adult Centre Aigburth Road, L17 7BN	728 9454 Fax 728 8149	<b>Mike Corley</b>
<b>NETHERLEY AND VALLEY PARTNERSHIP</b> Unit E, Room 1 Upper Level Belle Vale Shopping Centre Childwall Valley Road, L25 2RO	487 7726 Fax 487 7792	<b>Ms D McArdle</b> [Programme Manager]
<b>WORK EXPERIENCE UNIT</b> The City of Liverpool Work Experience Unit The Annexe Shorefields School Aigburth Road, L17 1BN	728 9454	<b>John Pritchard</b>

## SCHOOL EMPLOYMENT ADVISORY TEAM [SEAT]

EMPLOYMENT SOLICITOR	Jim Wardle	225 3020
SCHOOL EMPLOYMENT ADVISER	John Barry	225 3265
SCHOOL EMPLOYMENT ADVISER	Katie Dean	225 3025
SCHOOL EMPLOYMENT ADVISER	Katherine Gittins	225 2475
SCHOOL EMPLOYMENT ADVISER	Jacquie Snowdon	225 3223

## TOTAL NUMBER OF LIVERPOOL SCHOOLS

		Number of Schools
Nursery		5
Community	Infant	13
	Junior	13
	Primary	45
C of E (Aided)	Primary	7
C of E (Controlled)	Primary	6
Catholic (Aided)	Infant	6
	Junior	6
	Primary	37
Joint Denominational	Primary	2
Hebrew		1
<b>Totals</b>		<b>141</b>

SECONDARY	
Community Secondary	12
Voluntary High	2
Church of England High	3
Catholic High	11
Foundation	1
<b>Total</b>	<b>29</b>

SPECIAL	
Day	13
Residential	2
Day & Residential	1
<b>Total</b>	<b>16</b>

ACADEMY	
Academy	1
<b>Total</b>	<b>1</b>

**APPENDIX**

**TWO**

**APPENDIX: TWO**

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My Mphil Scheduel

Oct-Dec 05   Jan-July 06   July-Sept 06   Sept-Dec 06   Jan-July 07   July-Sept 07

Scop of research

Reading and planning for registration

Identification of case study school,

Literature review

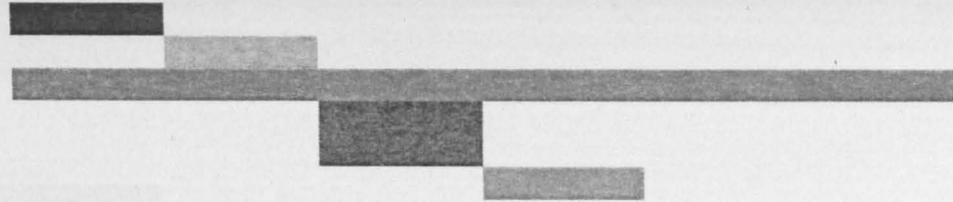
Collection of Ofsted reports

Establish a database of schools

Analysis of Ofsted inspection reports

Interview with key players

Devise and test questionneries



My PhD Scheduel

Oct-Dec 06 Jan-July 07 July-Sept 07 Sept-Dec 07 Jan-July 08 July-Sept 08 Sept-Dec 08 Jan-July 09 July-Sept 09 Sept-Dec 09 Jan-July 10 July-Sept 10 Sept-Dec 10 Jan-July 11

Literature review to continue  
Further involvement with DfES the Standards Sites  
Involvement with Local Education Authorities and case studies schools and also EMAS key player



Designing Questionnaire to management team of case study schools



Detailed interviews (stucture interview)  
Design and pilot a survey of senior management in schools



Carry out and analyse a survey of senior management in schools



Design and pilot a log/ diary for a sample schools



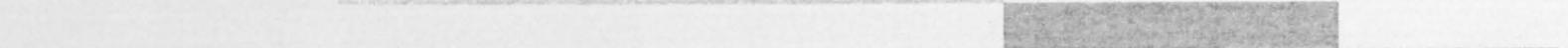
Visit selected number of schools  
Investigate the usefulness, and use by school managers, of relevant guidelines for practice



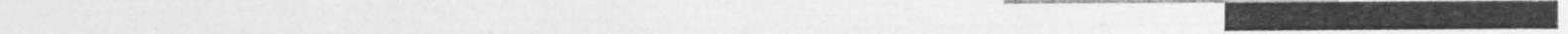
Further interviews with key players, key organisations



Analyse data synthesise findings from various methods



Writing up



**Note for the Head Teacher:**

**Please copy the attached page and distribute it between members of staff in the school. Please return the completed pages in the prepaid envelope.**

**Thank you for your assistance with this project.**

Week 1 St Nicholas First Primary school								Week 2 St Nicholas first primary scl							
03-Sep								10-Sep							
Monday								Monday							
9.00-10.00	10.00-11.00	11.00-12.00	12.00-13.00	13.00-14.00	14.00-15.00	15.00-16.00		9.00-10.00	10.00-11.0	11.00-12.00	12.00-13.00	13.00-14.00	14.00-15.00		
04-Sep								11-Sep							
Tuesday								Tuesday							
13.30-14.30	16.10-17.10							13.30-14.3	14.30-15.3	15.30-16.30					
05-Sep								12-Sep							
Wednesday								Wednesday							
9.30-10.30	10.30-11.30	11.30-12.30						9.30-10.30	10.30-11.3	11.30-12.30					
06-Sep								13-Sep							
Thursday								Thursday							
9.30-10.30	10.30-11.30	11.30-12.30						9.30-10.30	10.30-11.3	11.30-12.30					
07-Sep								14-Sep							
Friday								Friday							
13.30-14.30	14.30-15.30	15.30-16.30						13.30-14.3	14.30-15.3	15.30-16.30					
Week 3 Greenbank Second Primary school								Week 4 Greenbank Second Primary school							
17-Sep								24-Sep							
Monday								Monday							
9.00-10.00	10.00-11.00	11.00-12.00	12.00-13.00	13.00-14.00	14.00-15.00			9.00-10.00	10.00-11.0	11.00-12.00	12.00-13.00	13.00-14.00	14.00-15.00		
18-Sep								25-Sep							
Tuesday								Tuesday							
13.30-14.30	16.10-17.10							13.30-14.3	16.10-17.10						
19-Sep								26-Sep							
Wednesday								Wednesday							
9.30-10.30	10.30-11.30	11.30-12.30						9.30-10.30	10.30-11.3	11.30-12.30					
20-Sep								27-Sep							
Thursday								Thursday							
9.30-10.30	10.30-11.30	11.30-12.30						9.30-10.30	10.30-11.3	11.30-12.30					
21-Sep								28-Sep							
Friday								Friday							
13.30-14.30	16.10-17.10							13.30-14.3	16.10-17.10						
Week 5 Lawrence Third Primary school								Week 6 Lawrence Third Primary sch							
01-Oct								08-Oct							
Monday								Monday							
9.00-10.00	10.00-11.00	11.00-12.00	12.00-13.00	13.00-14.00	14.00-15.00			9.00-10.00	10.00-11.0	11.00-12.0	12.00-13.00	13.00-14.00	14.00-15.00		
02-Oct								09-Oct							
Tuesday								Tuesday							
13.30-14.30	16.10-17.10							13.30-14.3	16.10-17.10						
03-Oct								10-Oct							



Group Discussion Primary Schools														
<b>Week 11</b>							<b>Week 12</b>							
012/11/2007							19-Nov							
	Monday							Monday						
	9.00-10.00	10.00-11.00	11.00-12.00	12.00-13.00	13.00-14.00	14.00-15.00		9.00-10.00	10.00-11.0	11.00-12.0	12.00-13.00	13.00-14.00	14.00-15.00	
13-Nov								20-Nov						
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14-Nov								21-Nov						
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16-Nov								23-Nov						
	Friday							Friday						
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Interview Liverpool LEA														
<b>Week 13</b>							<b>Week 14</b>							
26-Nov							03-Dec							
	Monday							Monday						
	9.00-10.00	10.00-11.00	11.00-12.00	12.00-13.00	13.00-14.00	14.00-15.00		9.00-10.00	10.00-11.0	11.00-12.0	12.00-13.00	13.00-14.00	14.00-15.00	
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28-Nov								05-Dec						
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29-Nov								06-Dec						
	Thursday							Thursday						
	9.30-10.30	10.30-11.30	11.30-12.30					9.30-10.30	10.30-11.3	11.30-12.30				
30-Nov								07-Dec						
	Friday							Friday						
	13.30-14.30	16.10-17.10						13.30-14.3	16.10-17.10					
Group Discussion Liverpool LEA														
<b>Week 15</b>							<b>Week 16</b>							
010/12/2007							17-Dec							
	Monday							Monday						
	9.00-10.00	10.00-11.00	11.00-12.00	12.00-13.00	13.00-14.00	14.00-15.00		9.00-10.00	10.00-11.0	11.00-12.0	12.00-13.00	13.00-14.00	14.00-15.00	

11-Dec								18-Dec							
	Tuesday								Tuesday						
	13.30-14.30	16.10-17.10							13.30-14.3	16.10-17.10					
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13-Dec								20-Dec							
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	9.30-10.30	10.30-11.30	11.30-12.30						9.30-10.30	10.30-11.3	11.30-12.30				
14-Dec								21-Dec							
	Friday								Friday						
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Week 1 St Nicholas First Primary school							Week 2 St Nicholas first primary school						
03-Sep							10-Sep						
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Thursday							Thursday						
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03-Oct							10-Oct						



Group Discussion Primary Schools													
Week 11 012/11/2007							Week 12						
							19-Nov						
Monday							Monday						
9.00-10.00 10.00-11.00 11.00-12.00 12.00-13.00 13.00-14.00 14.00-15.00							9.00-10.00 10.00-11.0 11.00-12.0 12.00-13.00 13.00-14.00 14.00-15.00						
13-Nov							20-Nov						
Tuesday							Tuesday						
13.30-14.30 16.10-17.10							13.30-14.3 16.10-17.10						
14-Nov							21-Nov						
Wednesday							Wednesday						
9.30-10.30 10.30-11.30 11.30-12.30							9.30-10.30 10.30-11.3 11.30-12.30						
15-Nov							22-Nov						
Thursday							Thursday						
9.30-10.30 10.30-11.30 11.30-12.30							9.30-10.30 10.30-11.3 11.30-12.30						
16-Nov							23-Nov						
Friday							Friday						
13.30-14.30 16.10-17.10							13.30-14.3 16.10-17.10						
Interview Liverpool LEA													
Week 13							Week 14						
26-Nov							03-Dec						
Monday							Monday						
9.00-10.00 10.00-11.00 11.00-12.00 12.00-13.00 13.00-14.00 14.00-15.00							9.00-10.00 10.00-11.0 11.00-12.0 12.00-13.00 13.00-14.00 14.00-15.00						
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Tuesday							Tuesday						
13.30-14.30 16.10-17.10							13.30-14.3 16.10-17.10						
28-Nov							05-Dec						
Wednesday							Wednesday						
9.30-10.30 10.30-11.30 11.30-12.30							9.30-10.30 10.30-11.3 11.30-12.30						
29-Nov							06-Dec						
Thursday							Thursday						
9.30-10.30 10.30-11.30 11.30-12.30							9.30-10.30 10.30-11.3 11.30-12.30						
30-Nov							07-Dec						
Friday							Friday						
13.30-14.30 16.10-17.10							13.30-14.3 16.10-17.10						
Group Discussion Liverpool LEA													
Week 15 010/12/2007							Week 16						
							17-Dec						
Monday							Monday						
9.00-10.00 10.00-11.00 11.00-12.00 12.00-13.00 13.00-14.00 14.00-15.00							9.00-10.00 10.00-11.0 11.00-12.0 12.00-13.00 13.00-14.00 14.00-15.00						

11-Dec	Tuesday						18-Dec	Tuesday						
	13.30-14.30	16.10-17.10						13.30-14.3	16.10-17.10					
12-Dec	Wednesday						19-Dec	Wednesday						
	9.30-10.30	10.30-11.30	11.30-12.30					9.30-10.30	10.30-11.3	11.30-12.30				
13-Dec	Thursday						20-Dec	Thursday						
	9.30-10.30	10.30-11.30	11.30-12.30					9.30-10.30	10.30-11.3	11.30-12.30				
14-Dec	Friday						21-Dec	Friday						
	13.30-14.30	16.10-17.10						13.30-14.3	16.10-17.10					

**Note for the Participants:**

**Please fill the following forms by selecting an appropriate time, and providing your name. Please pass the completed form to the Head Teacher. You will be contacted shortly. Thank you for your assistance with this project.**

**Week 5**

Week 1 and 2	Date	Day	Time	Nominated School	One Hour Slot time Available	Name
1	2 March 09	Monday	Between 10-12	St Margaret Mary's Junior School		
1	6 March 09	Friday	Between 13.30 - 14.30	St Margaret Mary's Junior School		
2	9 March 09	Monday	Between 11-13	St Margaret Mary's Junior School		
2	13 March 09	Friday	Between 13.30 - 14.30	St Margaret Mary's Junior School		

**Note for the Head Teacher:**

**Please copy the attached page and distribute it between members of staff in the school. Please return the completed pages in the prepaid envelope.**

**Thank you for your assistance with this project.**

**Note for the Participants:**

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**Week 3**

Week	Date	Day	Time	Nominated School	One Hour Slot time Available	Name
1	29 Oct 07	Monday	Between 9.30 - 14.30	Smithdown Primary School		
1	30 Oct 07	Tuesday	Between 13.30 - 14.30	Smithdown Primary School		
1	31 Oct 07	Wednesday	Between 9.30 - 12.30	Smithdown Primary School		
1	01 Nov 07	Thursday	Between 9.30 - 12.30	Smithdown Primary School		
1	2 Nov 07	Friday	Between 13.30 - 14.30 Or 16.10 - 17.10	Smithdown Primary School		

**Week 4**

Week	Date	Day	Time	Nominated School	One hour Slot time Available	Name
2	06 Nov 07	Tuesday	Between 13.30 - 14.30	Smithdown Primary School		
2	07 Nov 07	Wednesday	Between 9.30 - 12.30	Smithdown Primary School		
2	08 Nov 07	Thursday	Between 9.30 - 12.30	Smithdown Primary School		
2	09 Nov 07	Friday	Between 13.30 - 14.30 Or 16.10 - 17.10	Smithdown Primary School		

**Note for the Head Teacher:**

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**Note for the Participants:**

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**Week 7**

Week	Date	Day	Time	Nominated School	One Hour Slot time Available	Name
1	15 Oct 07	Monday	Between 9.30 -14.30	Longmoor Community Primary School		
1	16 Oct 07	Tuesday	Between 13.30 - 14.30 Or 16.10 - 17.10	Longmoor Community Primary School		
1	17 Oct 07	Wednesday	Between 9.30 - 12.30	Longmoor Community Primary School		
1	18 Oct 07	Thursday	Between 9.30 – 12.30	Longmoor Community Primary School		
1	19 Oct 07	Friday	Between 13.30 – 14.30 Or 16.10 – 17.10	Longmoor Community Primary School		

**Note for the Head Teacher:**

**Please copy the attached page and distribute it between members of staff in the school. Please return the completed pages in the prepaid envelope.**

**Thank you for your assistance with this project.**

**Note for the Participants:**

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**Week 7**

Week	Date	Day	Time	Nominated School	One Hour Slot time Available	Name
1	29 Oct 07	Monday	Between 9.30 -14.30	St Anne's Catholic Primary School		
1	30 Oct 07	Tuesday	Between 13.30 - 14.30 Or 16.10 - 17.10	St Anne's Catholic Primary School		
1	31 Oct 07	Wednesday	Between 9.30 - 12.30	St Anne's Catholic Primary School		
1	01 Nov 07	Thursday	Between 9.30 - 12.30	St Anne's Catholic Primary School		
1	2 Nov 07	Friday	Between 13.30 - 14.30 Or 16.10 - 17.10	St Anne's Catholic Primary School		

**Week 8**

Week	Date	Day	Time	Nominated School	One hour Slot time Available	Name
2	05 Nov 07	Monday	Between 9.30 -14.30	St Anne's Catholic Primary School		
2	06 Nov 07	Tuesday	Between 13.30 - 14.30 Or 16.10 - 17.10	St Anne's Catholic Primary School		
2	07 Nov 07	Wednesday	Between 9.30 - 12.30	St Anne's Catholic Primary School		
2	08 Nov 07	Thursday	Between 9.30 - 12.30	St Anne's Catholic Primary School		
2	09 Nov 07	Friday	Between 13.30 - 14.30 Or 16.10 - 17.10	St Anne's Catholic Primary School		

This is the range of questions which will be asked in Interview/Focus group with teachers, heads and other members of staff in the selected primary schools



## Faculty of Business and Law

1. Explore the levels of pupils who speak English as additional language.
2. Explore the number of languages in the school.
3. Explore the awareness of sociocultural /sociolinguistic variables that appear to influence language minority student achievement.
4. Explore clear policies in the school for language minority children.
5. Gauge (member of staff, parents) awareness of the school policy.
6. Gauge awareness of LEA's policy of school effectiveness for language minority children.
7. Examine relationships with local education Authority.
8. Examine LEAs support in term of funding, resources etc.
9. Examine LEAs' aware of your school's needs.
10. Outline how you might assess language minority children upon their entry? Please define your criteria.
11. Has there been any types of special programmes provided in your school for language learners upon entry?
12. What types of program or instructional strategies are used in classroom and within your school for language minority children?
13. Do you have any other resources available for language minority children such as support teacher, language support etc.?
14. What type of resources are available for parents who have little or no Knowledge of English upon their children entry to school, in term of best support and supporting curriculum?
15. How do you think schools can work most effectively with families to help raise standards for all?

16. In what ways can schools develop to ensure that all learners have access to resources equally? How can your school raise the achievement of minority language pupils?

17. What is your school prepared to do in order to better meet the needs of language minority children in the area of curriculum adjustment?

18. What are the main characteristics of effective program, and how can they best be encouraged?

**Note for the Manager:**

**Please copy the attached page and distribute it between members of staff. Please return the completed pages in the prepaid envelope.**

**Thank you for your assistance with this project.**

**Interview's Timetable with Liverpool LEA (EMTAS):**

**Please fill the following forms by selecting an appropriate time and providing your name. Please pass the completed form to your Manager. You will be contacted shortly. Thank you for your assistance with this project.**

**Week 8**

Week	Date	Day	Time	Nominated School/LEA	One hour Slot time Available	Name
2	22 Oct 07	Monday	Between 9.30 -14.30			
2	23 Oct 07	Tuesday	Between 13.30 - 17.30			
2	24 Oct 07	Wednesday	Between 9.30 - 12.30			
2	25 Oct 07	Thursday	Between 9.30 – 12.30			
2	26 Oct 07	Friday	Between 13.30 – 17.30			

**Group Discussion/Focus Group Timetable's with Liverpool LEA (EMTAS):**

**Please select an hour slot that suitable for the majority member of staffs who would like to take part in group discussion.**

**Week 13**

Week	Date	Day	Time	Nominated School/LEA	One Hour Slot time Available	Name
1	26 Nov07	Monday	Between 9.30 -14.30			
1	27 Nov 07	Tuesday	Between 13.30 - 14.30			
1	28 Nov 07	Wednesday	Between 9.30 - 12.30			
1	29 Nov 07	Thursday	Between 9.30 – 12.30			
1	30 Nov 07	Friday	Between 13.30 – 14.30 Or 16.10 – 17.10			

**Note for the Manager:**

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**Thank you for your assistance with this project.**

Please fill the following forms by selecting an appropriate time and providing your name. Please pass the completed form to your Manager. You will be contacted shortly. Thank you for your assistance with this project.

**Week 14**

Week	Date	Day	Time	Nominated School	One hour Slot time Available	Name
2	3 Dec 07	Monday	Between 9.30 -14.30			
2	4 Dec 07	Tuesday	Between 13.30 - 14.30 Or 16.10 – 17.10			
2	5 Dec 07	Wednesday	Between 9.30 - 12.30			
2	6 Dec 07	Thursday	Between 9.30 – 12.30			
2	7 Dec 07	Friday	Between 13.30 – 14.30 Or 16.10 – 17.10			

**Week 15**

Week	Date	Day	Time	Nominated School	One Hour Slot time Available	Name
1	10 Dec 07	Monday	Between 9.30 -14.30			
1	11 Dec 07	Tuesday	Between 13.30 - 14.30			
1	12 Dec 07	Wednesday	Between 9.30 - 12.30			
1	13 Dec 07	Thursday	Between 9.30 – 12.30			
1	14 Dec 07	Friday	Between 13.30 – 14.30 Or 16.10 – 17.10			

**Group Discussion/Focus Group Timetable's with Liverpool LEA:**

Please select an hour slot that suitable for the majority of member of staffs who would like to take part in discussion group.

**Week 16**

Week	Date	Day	Time	Nominated School	One hour Slot time Available	Name
2	17 Dec 07	Monday	Between 9.30 -14.30			
2	18 Dec 07	Tuesday	Between 13.30 - 17.30			
2	19 Dec 07	Wednesday	Between 9.30 - 12.30			
2	20 Dec 07	Thursday	Between 9.30 – 12.30			
2	21 Dec 07	Friday	Between 13.30 – 17.30			

**APPENDIX**  
**THREE**

**APPENDIX: THREE**

Frequency Table All Questions	1
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**TEXT BOUND INTO**

**THE SPINE**

# Frequency Table

## School Survey

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	St. Anne Primary School	14	7.7	7.7	7.7
	Lawrence Community Primary School	13	7.1	7.1	14.8
	St Nicholas Catholic Primaery School	6	3.3	3.3	18.1
	Longmoore Communtiy Primary School	10	5.5	5.5	23.6
	Kensington Community Junior Primary School	13	7.1	7.1	30.8
	Kensington Infant School	10	5.5	5.5	36.3
	Prescott Primary School	12	6.6	6.6	42.9
	St Luke's Primary School	14	7.7	7.7	50.5
	St Brigid's Catholic Primary school	18	9.9	9.9	60.4
	St Mark's Catholic Primary School	10	5.5	5.5	65.9
	Evelyn Community Primary	9	4.9	4.9	70.9
	Walton St Mary Primary School	7	3.8	3.8	74.7
	Halewood CofE Primary School	6	3.3	3.3	78.0
	St Leo's Catholic Primary School	15	8.2	8.2	86.3
	Kingsley Community School	3	1.6	1.6	87.9
	Springwood Primary school	10	5.5	5.5	93.4
	New Park Primary School	11	6.0	6.0	99.5
	18	1	.5	.5	100.0
	Total	182	100.0	100.0	

## LEA in Merseyside

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Liverpool	113	62.1	62.1	62.1
	Knowsley	69	37.9	37.9	100.0
	Total	182	100.0	100.0	

## Gender of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	20	11.0	11.0	11.0
	Female	162	89.0	89.0	100.0
	Total	182	100.0	100.0	

### Age of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 25	16	8.8	8.8	8.8
	25-35	48	26.4	26.4	35.2
	35-45	55	30.2	30.2	65.4
	45-55	50	27.5	27.5	92.9
	55+	13	7.1	7.1	100.0
	Total	182	100.0	100.0	

### Ethnic origin

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White British	171	94.0	94.0	94.0
	White other	4	2.2	2.2	96.2
	Black British	1	.5	.5	96.7
	Black other	1	.5	.5	97.3
	Chines British	1	.5	.5	97.8
	Chinese other	1	.5	.5	98.4
	Other	3	1.6	1.6	100.0
	Total	182	100.0	100.0	

### Nmber of children EAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 10	86	47.3	47.3	47.3
	10-20	16	8.8	8.8	56.0
	More than 20	80	44.0	44.0	100.0
	Total	182	100.0	100.0	

### Number of Languages in Sch

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2	65	35.7	35.7	35.7
	3-5	41	22.5	22.5	58.2
	more than 5	75	41.2	41.2	99.5
	N/A	1	.5	.5	100.0
	Total	182	100.0	100.0	

### Size of Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 15	2	1.1	1.1	1.1
	15-30	169	92.9	92.9	94.0
	more than 30	10	5.5	5.5	99.5
	6	1	.5	.5	100.0
	Total	182	100.0	100.0	

**Number of LMC in Class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 and less	100	54.9	55.6	55.6
	4-6	50	27.5	27.8	83.3
	More than 6	30	16.5	16.7	100.0
	Total	180	98.9	100.0	
Missing	99	2	1.1		
Total		182	100.0		

**Yrs teaching in Primary Sch**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 yrs	47	25.8	25.8	25.8
	5-10 years	47	25.8	25.8	51.6
	10-20 years	50	27.5	27.5	79.1
	More than 20 years	37	20.3	20.3	99.5
	5	1	.5	.5	100.0
Total		182	100.0	100.0	

**Type of programme for CEAL Pullout**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	71	39.0	39.0	39.0
	NO	111	61.0	61.0	100.0
	Total	182	100.0	100.0	

**Type f programme for CEAL Content**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	4.4	4.4	4.4
	No	174	95.6	95.6	100.0
	Total	182	100.0	100.0	

**Type of programme for CEAL Shelter**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	1.1	1.1	1.1
	No	180	98.9	98.9	100.0
	Total	182	100.0	100.0	

**Type of programme for CEAL Mainstra**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	124	68.1	68.1	68.1
No	58	31.9	31.9	100.0
Total	182	100.0	100.0	

**Type of programe for CEAL Other**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	29	15.9	15.9	15.9
No	153	84.1	84.1	100.0
Total	182	100.0	100.0	

**Qualification to teach Mnstream**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	114	62.6	62.6	62.6
No	68	37.4	37.4	100.0
Total	182	100.0	100.0	

**Qualification to teach Bilingual**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	4	2.2	2.2	2.2
Np	178	97.8	97.8	100.0
Total	182	100.0	100.0	

**Qualification to teach Engilsh**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	36	19.8	19.8	19.8
No	146	80.2	80.2	100.0
Total	182	100.0	100.0	

**Qualification to teach Another L**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	8	4.4	4.4	4.4
No	174	95.6	95.6	100.0
Total	182	100.0	100.0	

**Aware of Services other**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	32	17.6	17.6	17.6
No	150	82.4	82.4	100.0
Total	182	100.0	100.0	

**Instrucional strategy pair/small**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	166	91.2	91.2	91.2
No	16	8.8	8.8	100.0
Total	182	100.0	100.0	

**Instructional strategy Visuala**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	164	90.1	90.1	90.1
No	18	9.9	9.9	100.0
Total	182	100.0	100.0	

**instrucional Connect to Stu Experi**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	140	76.9	76.9	76.9
No	42	23.1	23.1	100.0
Total	182	100.0	100.0	

**instrucional Commu Parent Know R**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	115	63.2	63.5	63.5
No	66	36.3	36.5	100.0
Total	181	99.5	100.0	
Missing System	1	.5		
Total	182	100.0		

**Instructional Bilingual Knowledge**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	54	29.7	29.7	29.7
No	128	70.3	70.3	100.0
Total	182	100.0	100.0	

**Instructional Discover Learnng**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	79	43.4	43.4	43.4
No	103	56.6	56.6	100.0
Total	182	100.0	100.0	

**Instruc Whole Language**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	64	35.2	35.2	35.2
No	118	64.8	64.8	100.0
Total	182	100.0	100.0	

**Instruc Other**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	41	22.5	22.5	22.5
No	141	77.5	77.5	100.0
Total	182	100.0	100.0	

**Insruccion ELL all day in mainclass**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	127	69.8	69.8	69.8
No	55	30.2	30.2	100.0
Total	182	100.0	100.0	

**Insruccion Interact at Lunch time**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	79	43.4	43.4	43.4
No	103	56.6	56.6	100.0
Total	182	100.0	100.0	

**Instruction Interact all day in two Lan**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	20	11.0	11.0	11.0
No	162	89.0	89.0	100.0
Total	182	100.0	100.0	

**Instruction Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	5.5	5.5	5.5
	NO	171	94.0	94.5	100.0
	Total	181	99.5	100.0	
Missing	System	1	.5		
Total		182	100.0		

**Trainig to develop your skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every month	24	13.2	13.3	13.3
	Every3 months	22	12.1	12.2	25.6
	Every 6 motnhs	16	8.8	8.9	34.4
	Every 12 Months	40	22.0	22.2	56.7
	Never	63	34.6	35.0	91.7
	N/A	15	8.2	8.3	100.0
	Total	180	98.9	100.0	
Missing	99	2	1.1		
Total		182	100.0		

**Available Resources Funds**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unavailable	18	9.9	10.1	10.1
	Little available	47	25.8	26.4	36.5
	Moderately available	61	33.5	34.3	70.8
	widely available	12	6.6	6.7	77.5
	N/A	40	22.0	22.5	100.0
	Total	178	97.8	100.0	
Missing	99	4	2.2		
Total		182	100.0		

**Available Resources Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unavailable	30	16.5	16.9	16.9
	Little aailable	16	8.8	9.0	25.8
	Moderately available	40	22.0	22.5	48.3
	Widely available	8	4.4	4.5	52.8
	N/A	84	46.2	47.2	100.0
	Total	178	97.8	100.0	
Missing	99	4	2.2		
Total		182	100.0		

# Frequency Table

## School Survey

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	St. Anne Primary School	14	7.7	7.7	7.7
	Lawrence Community Primary School	13	7.1	7.1	14.8
	St Nicholas Catholic Primaery School	6	3.3	3.3	18.1
	Longmoore Communtiy Primary School	10	5.5	5.5	23.6
	Kensington Community Junior Primary School	13	7.1	7.1	30.8
	Kensington Infant School	10	5.5	5.5	36.3
	Prescott Primary School	12	6.6	6.6	42.9
	St Luke's Primary School	14	7.7	7.7	50.5
	St Brigid's Catholic Primary school	18	9.9	9.9	60.4
	St Mark's Catholic Primary School	10	5.5	5.5	65.9
	Evelyn Community Primary	9	4.9	4.9	70.9
	Walton St Mary Primary School	7	3.8	3.8	74.7
	Halewood CofE Primary School	6	3.3	3.3	78.0
	St Leo's Catholic Primary School	15	8.2	8.2	86.3
	Kingsley Community School	3	1.6	1.6	87.9
	Springwood Primary school	10	5.5	5.5	93.4
	New Park Primary School	11	6.0	6.0	99.5
	18	1	.5	.5	100.0
	Total	182	100.0	100.0	

## LEA in Merseyside

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Liverpool	113	62.1	62.1	62.1
	Knowsley	69	37.9	37.9	100.0
	Total	182	100.0	100.0	

**Number of Languages in Sch**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-2	65	35.7	35.7	35.7
3-5	41	22.5	22.5	58.2
more than 5	75	41.2	41.2	99.5
N/A	1	.5	.5	100.0
Total	182	100.0	100.0	

**Size of Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 15	2	1.1	1.1	1.1
15-30	169	92.9	92.9	94.0
more than 30	10	5.5	5.5	99.5
6	1	.5	.5	100.0
Total	182	100.0	100.0	

**Number of LMC in CClass**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3 and less	100	54.9	55.6	55.6
4-6	50	27.5	27.8	83.3
More than 6	30	16.5	16.7	100.0
Total	180	98.9	100.0	
Missing 99	2	1.1		
Total	182	100.0		

**Yrs teaching in Primary Sch**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 5 yers	47	25.8	25.8	25.8
5-10 years	47	25.8	25.8	51.6
10-20 years	50	27.5	27.5	79.1
More than 20 years	37	20.3	20.3	99.5
5	1	.5	.5	100.0
Total	182	100.0	100.0	

**Type of progrmme for CEAL Pullout**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	71	39.0	39.0	39.0
NO	111	61.0	61.0	100.0
Total	182	100.0	100.0	

**Type f programme for CEAL Content**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	4.4	4.4	4.4
	No	174	95.6	95.6	100.0
	Total	182	100.0	100.0	

**Type of programme for CEAL Shelter**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	1.1	1.1	1.1
	No	180	98.9	98.9	100.0
	Total	182	100.0	100.0	

**Type of programme for CEAL Mainstra**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	124	68.1	68.1	68.1
	No	58	31.9	31.9	100.0
	Total	182	100.0	100.0	

**Type of programe for CEAL Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	29	15.9	15.9	15.9
	No	153	84.1	84.1	100.0
	Total	182	100.0	100.0	

**Qualification to teach Mnstream**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	114	62.6	62.6	62.6
	No	68	37.4	37.4	100.0
	Total	182	100.0	100.0	

**Qualification to teach Bilingual**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	2.2	2.2	2.2
	Np	178	97.8	97.8	100.0
	Total	182	100.0	100.0	

**Qualification to teach English**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	19.8	19.8	19.8
	No	146	80.2	80.2	100.0
	Total	182	100.0	100.0	

**Qualification to teach Another L**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	4.4	4.4	4.4
	No	174	95.6	95.6	100.0
	Total	182	100.0	100.0	

**Qualification to teach Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	3.3	3.3	3.3
	No	175	96.2	96.7	100.0
	Total	181	99.5	100.0	
Missing	System	1	.5		
	Total	182	100.0		

**Aware of Service LEA S for EAL**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	101	55.5	55.5	55.5
	No	78	42.9	42.9	98.4
	3	1	.5	.5	98.9
	5	2	1.1	1.1	100.0
	Total	182	100.0	100.0	

**Aware of Service support Teacher**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	118	64.8	64.8	64.8
	No	64	35.2	35.2	100.0
	Total	182	100.0	100.0	

**Aware of Service Bilingual Resources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	104	57.1	57.1	57.1
	No	78	42.9	42.9	100.0
	Total	182	100.0	100.0	

**Aware of Service LEA policy for EAL**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	82	45.1	45.1	45.1
	No	100	54.9	54.9	100.0
	Total	182	100.0	100.0	

**Aware of Services Interpreter**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	87	47.8	47.8	47.8
	No	95	52.2	52.2	100.0
	Total	182	100.0	100.0	

**Aware of Services other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	17.6	17.6	17.6
	No	150	82.4	82.4	100.0
	Total	182	100.0	100.0	

**Instructional strategy pair/small**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	166	91.2	91.2	91.2
	No	16	8.8	8.8	100.0
	Total	182	100.0	100.0	

**Instructional strategy Visuals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	164	90.1	90.1	90.1
	No	18	9.9	9.9	100.0
	Total	182	100.0	100.0	

**Instructional Connect to Stu Experi**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	140	76.9	76.9	76.9
	No	42	23.1	23.1	100.0
	Total	182	100.0	100.0	

**Instructional Commu Parent Know R**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	115	63.2	63.5	63.5
	No	66	36.3	36.5	100.0
	Total	181	99.5	100.0	
Missing	System	1	.5		
Total		182	100.0		

**Instructional Bilingual Knowledge**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	54	29.7	29.7	29.7
	No	128	70.3	70.3	100.0
	Total	182	100.0	100.0	

**Instructional Discover Learning**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	79	43.4	43.4	43.4
	No	103	56.6	56.6	100.0
	Total	182	100.0	100.0	

**Instruc Whole Language**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	64	35.2	35.2	35.2
	No	118	64.8	64.8	100.0
	Total	182	100.0	100.0	

**Instruc Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	41	22.5	22.5	22.5
	No	141	77.5	77.5	100.0
	Total	182	100.0	100.0	

**Insruction ELL all day in mainclass**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	127	69.8	69.8	69.8
	No	55	30.2	30.2	100.0
	Total	182	100.0	100.0	

**Insruction Interact at Lunch time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	79	43.4	43.4	43.4
	No	103	56.6	56.6	100.0
	Total	182	100.0	100.0	

**Instruction Interact all day in two Lan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	11.0	11.0	11.0
	No	162	89.0	89.0	100.0
	Total	182	100.0	100.0	

**Instruction Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	5.5	5.5	5.5
	NO	171	94.0	94.5	100.0
	Total	181	99.5	100.0	
Missing	System	1	.5		
Total		182	100.0		

**Trainig to develop your skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every month	24	13.2	13.3	13.3
	Every3 months	22	12.1	12.2	25.6
	Every 6 motnhs	16	8.8	8.9	34.4
	Every 12 Months	40	22.0	22.2	56.7
	Never	63	34.6	35.0	91.7
	N/A	15	8.2	8.3	100.0
	Total	180	98.9	100.0	
Missing	99	2	1.1		
Total		182	100.0		

**Available Resources Funds**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unavailable	18	9.9	10.1	10.1
	Little available	47	25.8	26.4	36.5
	Moderately available	61	33.5	34.3	70.8
	widely available	12	6.6	6.7	77.5
	N/A	40	22.0	22.5	100.0
	Total	178	97.8	100.0	
Missing	99	4	2.2		
Total		182	100.0		

**Available Resources Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unavailable	30	16.5	16.9	16.9
	Little available	16	8.8	9.0	25.8
	Moderately available	40	22.0	22.5	48.3
	Widely available	8	4.4	4.5	52.8
	N/A	84	46.2	47.2	100.0
	Total	178	97.8	100.0	
Missing	99	4	2.2		
Total		182	100.0		

**Gender of respondent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	20	11.0	11.0	11.0
	Female	162	89.0	89.0	100.0
	Total	182	100.0	100.0	

**Age of respondent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 25	16	8.8	8.8	8.8
	25-35	48	26.4	26.4	35.2
	35-45	55	30.2	30.2	65.4
	45-55	50	27.5	27.5	92.9
	55+	13	7.1	7.1	100.0
	Total	182	100.0	100.0	

**Ethnic origin**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White British	171	94.0	94.0	94.0
	White other	4	2.2	2.2	96.2
	Black British	1	.5	.5	96.7
	Black other	1	.5	.5	97.3
	Chines British	1	.5	.5	97.8
	Chinese other	1	.5	.5	98.4
	Other	3	1.6	1.6	100.0
	Total	182	100.0	100.0	

**Nmber of children EAL**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 10	86	47.3	47.3	47.3
	10-20	16	8.8	8.8	56.0
	More than 20	80	44.0	44.0	100.0
	Total	182	100.0	100.0	

### Number of Languages in Sch

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-2	65	35.7	35.7	35.7
3-5	41	22.5	22.5	58.2
more than 5	75	41.2	41.2	99.5
N/A	1	.5	.5	100.0
Total	182	100.0	100.0	

### Size of Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 15	2	1.1	1.1	1.1
15-30	169	92.9	92.9	94.0
more than 30	10	5.5	5.5	99.5
6	1	.5	.5	100.0
Total	182	100.0	100.0	

### Number of LMC in CClass

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3 and less	100	54.9	55.6	55.6
4-6	50	27.5	27.8	83.3
More than 6	30	16.5	16.7	100.0
Total	180	98.9	100.0	
Missing 99	2	1.1		
Total	182	100.0		

### Yrs teaching in Primary Sch

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Less than 5 yrs	47	25.8	25.8	25.8
5-10 years	47	25.8	25.8	51.6
10-20 years	50	27.5	27.5	79.1
More than 20 years	37	20.3	20.3	99.5
5	1	.5	.5	100.0
Total	182	100.0	100.0	

### Type of programme for CEAL Pullout

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	71	39.0	39.0	39.0
NO	111	61.0	61.0	100.0
Total	182	100.0	100.0	

**Type f programme for CEAL Content**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	4.4	4.4	4.4
	No	174	95.6	95.6	100.0
	Total	182	100.0	100.0	

**Type of programme for CEAL Shelter**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	1.1	1.1	1.1
	No	180	98.9	98.9	100.0
	Total	182	100.0	100.0	

**Type of programme for CEAL Mainstra**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	124	68.1	68.1	68.1
	No	58	31.9	31.9	100.0
	Total	182	100.0	100.0	

**Type of programe for CEAL Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	29	15.9	15.9	15.9
	No	153	84.1	84.1	100.0
	Total	182	100.0	100.0	

**Qualification to teach Mnstream**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	114	62.6	62.6	62.6
	No	68	37.4	37.4	100.0
	Total	182	100.0	100.0	

**Qualification to teach Bilingual**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	2.2	2.2	2.2
	Np	178	97.8	97.8	100.0
	Total	182	100.0	100.0	

**Qualification to teach English**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	36	19.8	19.8	19.8
	No	146	80.2	80.2	100.0
	Total	182	100.0	100.0	

**Qualification to teach Another L**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	4.4	4.4	4.4
	No	174	95.6	95.6	100.0
	Total	182	100.0	100.0	

**Qualification to teach Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	3.3	3.3	3.3
	No	175	96.2	96.7	100.0
	Total	181	99.5	100.0	
Missing	System	1	.5		
Total		182	100.0		

**Aware of Service LEA S for EAL**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	101	55.5	55.5	55.5
	No	78	42.9	42.9	98.4
	3	1	.5	.5	98.9
	5	2	1.1	1.1	100.0
	Total	182	100.0	100.0	

**Aware of Service support Teacher**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	118	64.8	64.8	64.8
	No	64	35.2	35.2	100.0
	Total	182	100.0	100.0	

**Aware of Service Bilingual Resources**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	104	57.1	57.1	57.1
No	78	42.9	42.9	100.0
Total	182	100.0	100.0	

**Aware of Service LEA policy for EAL**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	82	45.1	45.1	45.1
No	100	54.9	54.9	100.0
Total	182	100.0	100.0	

**Aware of Services Interpreter**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	87	47.8	47.8	47.8
No	95	52.2	52.2	100.0
Total	182	100.0	100.0	

**Aware of Services other**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	32	17.6	17.6	17.6
No	150	82.4	82.4	100.0
Total	182	100.0	100.0	

**Instrucional strategy pair/small**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	166	91.2	91.2	91.2
No	16	8.8	8.8	100.0
Total	182	100.0	100.0	

**Instructional strategy Visuala**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	164	90.1	90.1	90.1
No	18	9.9	9.9	100.0
Total	182	100.0	100.0	

**Instructional Connect to Stu Experi**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	140	76.9	76.9	76.9
No	42	23.1	23.1	100.0
Total	182	100.0	100.0	

**Instructional Commu Parent Know R**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	115	63.2	63.5	63.5
No	66	36.3	36.5	100.0
Total	181	99.5	100.0	
Missing System	1	.5		
Total	182	100.0		

**Instructional Bilingual Knowledge**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	54	29.7	29.7	29.7
No	128	70.3	70.3	100.0
Total	182	100.0	100.0	

**Instructional Discover Learning**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	79	43.4	43.4	43.4
No	103	56.6	56.6	100.0
Total	182	100.0	100.0	

**Instruc Whole Language**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	64	35.2	35.2	35.2
No	118	64.8	64.8	100.0
Total	182	100.0	100.0	

**Instruc Other**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	41	22.5	22.5	22.5
No	141	77.5	77.5	100.0
Total	182	100.0	100.0	

**Insruction ELL all day in mainclass**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	127	69.8	69.8	69.8
	No	55	30.2	30.2	100.0
	Total	182	100.0	100.0	

**Insruction Interact at Lunch time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	79	43.4	43.4	43.4
	No	103	56.6	56.6	100.0
	Total	182	100.0	100.0	

**Instruction Interact all day in two Lan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	11.0	11.0	11.0
	No	162	89.0	89.0	100.0
	Total	182	100.0	100.0	

**Instruction Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	5.5	5.5	5.5
	NO	171	94.0	94.5	100.0
	Total	181	99.5	100.0	
Missing	System	1	.5		
Total		182	100.0		

**Trainig to develop your skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every month	24	13.2	13.3	13.3
	Every3 months	22	12.1	12.2	25.6
	Every 6 motnhs	16	8.8	8.9	34.4
	Every 12 Months	40	22.0	22.2	56.7
	Never	63	34.6	35.0	91.7
	N/A	15	8.2	8.3	100.0
	Total	180	98.9	100.0	
Missing	99	2	1.1		
Total		182	100.0		

**Available Resources Funds**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unavailable	18	9.9	10.1	10.1
	Little available	47	25.8	26.4	36.5
	Moderately available	61	33.5	34.3	70.8
	widely available	12	6.6	6.7	77.5
	N/A	40	22.0	22.5	100.0
	Total	178	97.8	100.0	
Missing	99	4	2.2		
Total		182	100.0		

**Available Resources Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unavailable	30	16.5	16.9	16.9
	Little available	16	8.8	9.0	25.8
	Moderately available	40	22.0	22.5	48.3
	Widely available	8	4.4	4.5	52.8
	N/A	84	46.2	47.2	100.0
	Total	178	97.8	100.0	
Missing	99	4	2.2		
Total		182	100.0		

**T-Tests**

**Group Statistics**

Aware of Service Bilingual Resources		N	Mean	Std. Deviation	Std. Error Mean
Attitude to Resources for LMC	Yes	112	3.97	.854	.081
	No	91	3.64	.850	.089

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude to Resources for LMC	Equal variances assumed	.902	.343	2.793	201	.006	.336	.120	.099	.573
	Equal variances not assumed			2.794	192.919	.006	.336	.120	.099	.573

**Group Statistics**

Aware of Service LEA policy for EAL		N	Mean	Std. Deviation	Std. Error Mean
Attitude to Resources for LMC	Yes	91	4.07	.841	.088
	No	112	3.63	.840	.079

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude to Resources for LMC	Equal variances assumed	1.198	.275	3.719	201	.000	.441	.119	.207	.675
	Equal variances not assumed			3.719	192.486	.000	.441	.119	.207	.675

**Group Statistics**

Aware of Service support Teacher		N	Mean	Std. Deviation	Std. Error Mean
Attitude to Resources for LMC	Yes	138	3.97	.854	.073
	No	65	3.51	.812	.101

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Attitude to Resources for LMC	Equal variances assumed	.962	.328	3.663	201	.000	.463	.127	.214	.713
	Equal variances not assumed			3.729	131.310	.000	.463	.124	.218	.709

Group Statistics

Aware of Service LEA S for EAL		N	Mean	Std. Deviation	Std. Error Mean
Attitude to Resources for LMC	Yes	116	4.04	.785	.073
	No	84	3.52	.898	.098

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Attitude to Resources for LMC	Equal variances assumed	7.635	.006	4.346	198	.000	.519	.119	.284	.755
	Equal variances not assumed			4.253	163.940	.000	.519	.122	.278	.760

Group Statistics

Aware of Services Interpreter		N	Mean	Std. Deviation	Std. Error Mean
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Attitude to Resources for LMC	Yes	89	4.07	.823	.087
	No	114	3.63	.855	.080

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Attitude to Resources for LMC	Equal variances assumed	1.886	.171	3.664	201	.000	.436	.119	.201	.670
	Equal variances not assumed			3.681	192.367	.000	.436	.118	.202	.669

Group Statistics

Instructional strategy pair/small	N	Mean	Std. Deviation	Std. Error Mean
Available resources for teacher in Class	187	3.07	.699	.051
No	13	3.00	.577	.160

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Available resources for teacher in Class	Equal variances assumed	2.048	.154	.377	198	.707	.075	.199	-.317	.467
	Equal variances not assumed			.445	14.563	.663	.075	.168	-.284	.434

Group Statistics

Instructional strategy Visual	N	Mean	Std. Deviation	Std. Error Mean
Available resources for teacher in Class	183	3.06	.697	.052
No	17	3.18	.636	.154

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Available resources for teacher in Class	Equal variances assumed	.006	.940	-.663	198	.508	-.116	.175	-.462	.230
	Equal variances not assumed			-.716	19.745	.483	-.116	.163	-.456	.223

**Group Statistics**

Instructional Connect to Experiences	N	Mean	Std. Deviation	Std. Error Mean
Available resources for teacher in Yes Class	154	3.10	.693	.056
No	46	2.98	.683	.101

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Available resources for teacher in Class	Equal variances assumed	.218	.641	1.026	198	.306	.119	.116	-.110	.348
	Equal variances not assumed			1.035	74.896	.304	.119	.115	-.110	.349

**Group Statistics**

Instructional Community Parent Know R		N	Mean	Std. Deviation	Std. Error Mean
Available resources for teacher in Yes		127	3.12	.697	.062
Class	No	72	2.97	.671	.079

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Available resources for teacher in Class	Equal variances assumed	.656	.419	1.438	197	.152	.146	.101	-.054	.346
	Equal variances not assumed			1.453	152.376	.148	.146	.100	-.052	.344

**Group Statistics**

Instructional Bilingual Knowledge		N	Mean	Std. Deviation	Std. Error Mean
Available resources for teacher in Yes		55	3.09	.701	.095
Class	No	145	3.06	.689	.057

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Available resources for teacher in Class	Equal variances assumed	.010	.921	.263	198	.793	.029	.110	-.187	.245
	Equal variances not assumed			.261	96.027	.795	.029	.111	-.191	.248

**Group Statistics**

Instructional Discover Learning		N	Mean	Std. Deviation	Std. Error Mean
Available resources for teacher in Yes		92	3.13	.714	.074
Class	No	108	3.02	.670	.064

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Available resources for teacher in Class	Equal variances assumed	1.291	.257	1.142	198	.255	.112	.098	-.081	.305
	Equal variances not assumed			1.137	188.419	.257	.112	.098	-.082	.306

**Group Statistics**

Instruction Whole Language		N	Mean	Std. Deviation	Std. Error Mean
Available resources for teacher in Yes		69	3.13	.746	.090
Class	No	131	3.04	.661	.058

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Available resources for teacher in Class	Equal variances assumed	2.067	.152	.897	198	.371	.092	.103	-.111	.295
	Equal variances not assumed			.864	124.745	.389	.092	.107	-.119	.304

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude to Resources for LMC	Equal variances assumed	.962	.328	3.663	201	.000	.463	.127	.214	.713
	Equal variances not assumed			3.729	131.310	.000	.463	.124	.218	.709

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude to Resources for LMC	Equal variances assumed	1.198	.275	3.719	201	.000	.441	.119	.207	.675
	Equal variances not assumed			3.719	192.486	.000	.441	.119	.207	.675

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude to Resources for LMC	Equal variances assumed	7.635	.006	4.346	198	.000	.519	.119	.284	.755
	Equal variances not assumed			4.253	163.940	.000	.519	.122	.278	.760

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude to Resources for LMC	Equal variances assumed	1.886	.171	3.664	201	.000	.436	.119	.201	.670
	Equal variances not assumed			3.681	192.367	.000	.436	.118	.202	.669

Group Statistics

Aware of Service Bilingual Resources		N	Mean	Std. Deviation	Std. Error Mean
Attitude to Resources for LMC	Yes	112	3.97	.854	.081
	No	91	3.64	.850	.089

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Attitude to Resources for LMC	Equal variances assumed	.902	.343	2.793	201	.006	.336	.120	.099	.573
	Equal variances not assumed			2.794	192.919	.006	.336	.120	.099	.573

**Excluded variable are: 3, 4,5,6,7,10,18,19**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.774	49

**Reliability Statistics**

Cronbach's Alpha	N of Items
.704	50

**Reliability Statistics**

Cronbach's Alpha	N of Items
.774	49

**Reliability Statistics**

Cronbach's Alpha	N of Items
.771	51

**Reliability Statistics**

Cronbach's Alpha	N of Items
.753	52

## ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Training in area of LMC	Between Groups	.280	4	.070	.069	.991
	Within Groups	189.275	188	1.007		
	Total	189.554	192			
Effective teaching in meeting all L	Between Groups	7.726	4	1.931	2.827	.026
	Within Groups	135.936	199	.683		
	Total	143.662	203			
Degree of awareness of N and L P all L	Between Groups	4.494	4	1.123	1.338	.257
	Within Groups	167.050	199	.839		
	Total	171.544	203			
Degree of awareness of LEA R all learner	Between Groups	3.372	4	.843	.978	.421
	Within Groups	172.452	200	.862		
	Total	175.824	204			
Available resources for teacher in Class	Between Groups	1.789	4	.447	.935	.445
	Within Groups	93.231	195	.478		
	Total	95.020	199			
Rate Curriculum in meet needs of L	Between Groups	.932	4	.233	.443	.777
	Within Groups	104.063	198	.526		
	Total	104.995	202			
Information provided LEA in area of LMC	Between Groups	.537	4	.134	.235	.918
	Within Groups	108.989	191	.571		
	Total	109.526	195			
Performance of LEA for all Learners	Between Groups	2.105	4	.526	.908	.460
	Within Groups	110.080	190	.579		
	Total	112.185	194			

## ANOVA

Effective teaching in meeting all L

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.773	3	1.591	2.291	.079
Within Groups	138.889	200	.694		
Total	143.662	203			

## Multiple Comparisons

Effective teaching in meeting all L

Tukey HSD

(I) Yrs teaching in Primary School	(J) Yrs teaching in Primary School	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Less than 5 years	5-10 years	.404	.163	.068	-.02	.83
	10-20 years	.246	.160	.416	-.17	.66
	More than 20 years	.334	.172	.213	-.11	.78
5-10 years	Less than 5 years	-.404	.163	.068	-.83	.02
	10-20 years	-.158	.160	.756	-.57	.26
	More than 20 years	-.070	.172	.977	-.51	.38
10-20 years	Less than 5 years	-.246	.160	.416	-.66	.17
	5-10 years	.158	.160	.756	-.26	.57
	More than 20 years	.088	.168	.953	-.35	.52
More than 20 years	Less than 5 years	-.334	.172	.213	-.78	.11
	5-10 years	.070	.172	.977	-.38	.51
	10-20 years	-.088	.168	.953	-.52	.35

Effective teaching in meeting all L

Tukey HSD

**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
Available resources for teacher in Class	Between Groups	4.485	3	1.495	3.237	.023
	Within Groups	90.535	196	.462		
	Total	95.020	199			
Training in area of LMC	Between Groups	2.773	3	.924	.935	.425
	Within Groups	186.781	189	.988		
	Total	189.554	192			

**Effective teaching in meeting all L**

Tukey HSD<sup>a,b</sup>

Yrs teaching in Primary School	N	Subset for alpha = 0.05
		1
5-10 years	52	4.00
More than 20 years	43	4.07
10-20 years	57	4.16
Less than 5 years	52	4.40
Sig.		.074

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 50.466.

Tukey HSD<sup>a,b</sup>

Yrs teaching in Primary School	N	Subset for alpha = 0.05
		1
5-10 years	52	4.00
More than 20 years	43	4.07
10-20 years	57	4.16
Less than 5 years	52	4.40
Sig.		.074

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 50.466.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

	Number	% (5)
Pupils of compulsory school age and above	6,549,300	100.0
Pupils whose first language is known or believed to be English	5,711,110	87.2
Pupils whose first language is known or believed to be other than English	815,450	12.5
Pupils whose first language is unclassified (6)	22,730	0.3

Of the pupils whose first language is known or believed to be other than English, specific language was provided for almost **79% of pupils**. (7)

For these 79% of pupils, some **240 different languages were recorded**.

**Main languages reported for those pupils whose first language is OTHER THAN ENGLISH:**

	Number	% (5)		Number	% (5)
<b>Other than English - specific language not provided</b>	175,680	2.7	<b>Greek</b>	4,010	0.1
<b>Panjabi</b>	102,570	1.6	<b>Russian</b>	3,840	0.1
<b>Urdu</b>	85,250	1.3	<b>Kurdish</b>	3,740	0.1
<b>Bengali</b>	70,320	1.1	<b>Lingala</b>	2,850	0.0
<b>Gujarati</b>	40,880	0.6	<b>Vietnamese</b>	2,790	0.0
<b>Somali</b>	32,030	0.5	<b>Caribbean Creole English</b>	2,670	0.0
<b>Polish</b>	26,840	0.4	<b>Igbo</b>	2,610	0.0
<b>Arabic</b>	25,800	0.4	<b>Dutch/Flemish</b>	2,530	0.0
<b>Portuguese</b>	16,560	0.3	<b>Slovak</b>	2,510	0.0
<b>Turkish</b>	16,460	0.3	<b>Serbian/Croatian/Bosnian</b>	2,170	0.0
<b>Tamil</b>	15,460	0.2	<b>Czech</b>	1,870	0.0
<b>French</b>	15,310	0.2	<b>Japanese</b>	1,700	0.0
<b>Yoruba</b>	13,920	0.2	<b>Thai</b>	1,570	0.0

<b>Chinese</b>	13,380	0.2	<b>Pahari (Pakistan)</b>	1,490	0.0
<b>Spanish</b>	10,000	0.2	<b>Luganda</b>	1,470	0.0
<b>Persian/Farsi</b>	8,510	0.1	<b>Korean</b>	1,430	0.0
<b>Albanian/Shqip</b>	8,350	0.1	<b>Romanian</b>	1,420	0.0
<b>Other Language</b>	8,160	0.1	<b>Tigrinya</b>	1,310	0.0
<b>Tagalog/Filipino</b>	7,990	0.1	<b>Sinhala</b>	1,260	0.0
<b>Akan/Twi-Fante</b>	7,230	0.1	<b>Bulgarian</b>	1,220	0.0
<b>Pashto/Pakhto</b>	7,090	0.1	<b>Caribbean Creole French</b>	1,120	0.0
<b>Hindi</b>	6,740	0.1	<b>Katchi</b>	1,050	0.0
<b>Italian</b>	5,090	0.1	<b>Amharic</b>	1,050	0.0
<b>Nepali</b>	4,860	0.1	<b>Malay/Indonesian</b>	1,020	0.0
<b>German</b>	4,500	0.1			
<b>Shona</b>	4,420	0.1	Other language codes (189 categories, each recording less than	20,860	0.0
<b>Lithuanian</b>	4,350	0.1	1,000 pupils)		
<b>Swahili/Kiswahili</b>	4,180	0.1			
<b>Malayalam</b>	4,030	0.1	<b>TOTAL</b>	<b>815,450</b>	<b>12.5</b>

Source: School Census

*Pupil numbers have been rounded to the nearest 10.*

Table 22

**MAINTAINED PRIMARY SCHOOLS (1): CLASSES AS TAUGHT BY KEY STAGE OF PUPILS**

January 2007

By Local Authority Area and Government Office Region in England

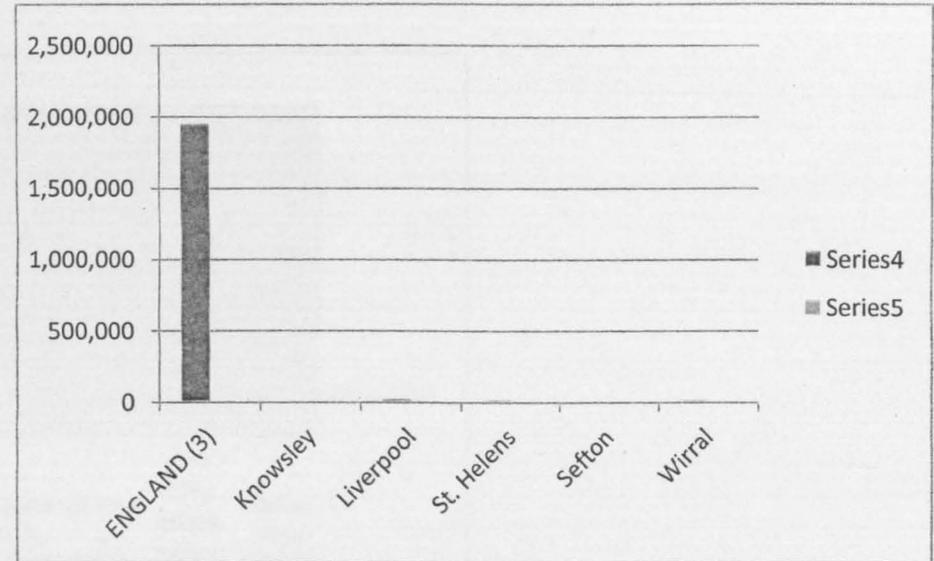
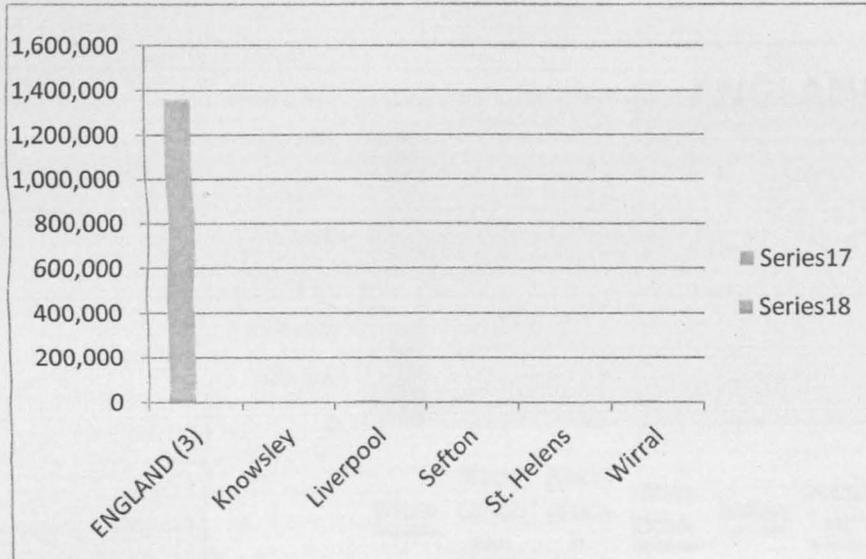
Table 22

**MAINTAINED PRIMARY SCHOOLS (1): CLASSES AS TAUGHT BY KEY STAGE OF PUPILS**

January 2007

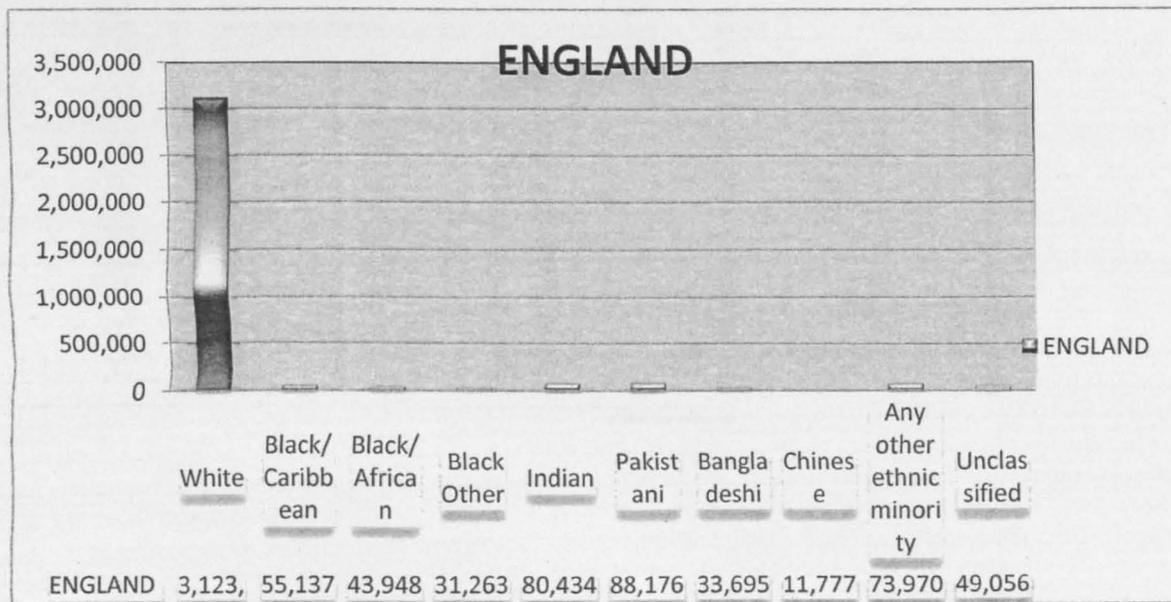
By Local Authority Area and Government Office Region in England

	Taught by 1 Teacher			Taught by 1 Teacher	
	Key Stage 1			Key Stage 2	
	All classes			All classes	
	No. of pupils	Average Class Size		No. of pupils	Average Class Size
<b>ENGLAND (3)</b>	<b>1,364,960</b>	<b>25.6</b>	<b>ENGLAND (3)</b>	<b>1,952,130</b>	<b>27.2</b>
340 Knowsley	4,790	24.9	340 Knowsley	7,240	27.4
341 Liverpool	12,320	24.8	341 Liverpool	18,340	25.7
343 Sefton	7,440	24.9	342 St. Helens	11,620	26.3
342 St. Helens	4,900	25.9	343 Sefton	6,910	28.7
344 Wirral	9,210	24.3	344 Wirral	13,160	26.6



Pupils of compulsory school age

	White	Black/Caribbean	Black/African	Black Other	Indian	Pakistani	Bangladeshi	Chinese	Any other ethnic minority	Unclassified	All pupils
<b>ENGLAND</b>	<b>3,123,424</b>	<b>55,137</b>	<b>43,948</b>	<b>31,263</b>	<b>80,434</b>	<b>88,176</b>	<b>33,695</b>	<b>11,777</b>	<b>73,970</b>	<b>49,056</b>	<b>3,589,329</b>
Knowsley	13,559	11	10	30	17	#	#	20	33	540	14,228
Liverpool	34,187	64	227	624	92	122	104	308	484	87	36,299
St. Helens	14,051	#	9	14	14	11	6	35	33	0	14,177
Sefton	21,712	13	15	37	21	13	23	70	68	1	21,973
Wirral	24,186	23	15	33	30	27	38	89	93	637	25,171



	Number	% (5)
Pupils of compulsory school age and above	6,549,300	100.0
Pupils whose first language is known or believed to be English	5,711,110	87.2
Pupils whose first language is known or believed to be other than English	815,450	12.5
Pupils whose first language is unclassified (6)	22,730	0.3

Of the pupils whose first language is known or believed to be other than English, specific language was provided for almost 79% of pupils. (7)

For these 79% of pupils, some 240 different languages were recorded.

**Main languages reported for those pupils whose first language is OTHER THAN ENGLISH:**

	Number	% (5)		Number	% (5)
Other than English - specific language not provided	175,680	2.7	Greek	4,010	0.1
Punjabi	102,570	1.6	Russian	3,840	0.1
Urdu	85,250	1.3	Kurdish	3,740	0.1
Bengali	70,320	1.1	Lingala	2,850	0.0
Gujarati	40,880	0.6	Vietnamese	2,790	0.0
Somali	32,030	0.5	Caribbean Creole English	2,670	0.0
Polish	26,840	0.4	Igbo	2,610	0.0
Arabic	25,800	0.4	Dutch/Flemish	2,530	0.0
Portuguese	16,560	0.3	Slovak	2,510	0.0
Turkish	16,460	0.3	Serbian/Croatian/Bosnian	2,170	0.0
Tamil	15,460	0.2	Czech	1,870	0.0
French	15,310	0.2	Japanese	1,700	0.0
Yoruba	13,920	0.2	Thai	1,570	0.0
Chinese	13,380	0.2	Pahari (Pakistan)	1,490	0.0
Spanish	10,000	0.2	Luganda	1,470	0.0
Persian/Farsi	8,510	0.1	Korean	1,430	0.0
Albanian/Shqip	8,350	0.1	Romanian	1,420	0.0
Other Language	8,180	0.1	Tigrinya	1,310	0.0
Tagalog/Filipino	7,990	0.1	Sinhala	1,260	0.0
Akan/Twi-Fante	7,230	0.1	Bulgarian	1,220	0.0
Pashto/Pakhto	7,090	0.1	Caribbean Creole French	1,120	0.0
Hindi	6,740	0.1	Katchi	1,050	0.0
Italian	5,090	0.1	Amharic	1,050	0.0
Nepali	4,860	0.1	Malay/Indonesian	1,020	0.0
German	4,500	0.1			
Shona	4,420	0.1	Other language codes (189 categories, each recording less than 1,000 pupils)	20,860	0.0
Lithuanian	4,350	0.1			
Swahili/Kiswahili	4,180	0.1			
Malayalam	4,030	0.1	TOTAL	815,450	12.5

Source: School Census

Number of ethnic minority children in Liverpool & Knowsley Local Authorities' primary schools

**MAINTAINED PRIMARY SCHOOLS (1): NUMBER AND PERCENTAGE OF PUPILS BY ETHNIC GROUP**

January 2006

By Local Authority Area and Government Office Region in England

	White British/Any other White Background	Irish/Trave ller of Irish	White & Black Caribbean	White & Black African	White Asian/Any other Asian backgroun d	Black/Any other Black Backgroun d	Mixed/Any other Mixed Backgroun d	Gypsy/Roma	Any other ethnic group	Classified (2)
Knowsley	11,081	17	22	26	148	64	157	0	20	11,320
Liverpool	26,700	57	152	234	1,197	2,083	1,141	0	620	29,789

### School total and EAL populations; by school type

school_type	Headcount	EAL	% EAL
Community Primary	21552	1291	6.0
Community Secondary	16118	783	4.9
Community Special	1112	24	2.2
Foundation Secondary	1340	11	0.8
Nursery	342	11	3.2
Voluntary Primary	18683	734	3.9
Voluntary Secondary	16044	273	1.7
PRU	144	0	0.0

<b>LEA</b>	<b>75335</b>	<b>3127</b>	<b>4.2%</b>
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### School total and EAL populations; by school phase

school_phase	Headcount	EAL	% EAL
NURSERY	342	11	3.2
PRIMARY	40235	2025	5.0
SECONDARY	33502	1067	3.2
SPECIAL	1112	24	2.2
PRU	144	0	0.0

<b>LEA</b>	<b>75335</b>	<b>3127</b>	<b>4.2%</b>
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EAL = English as an additional language

LEA = Liverpool Education Authority

PRU = Pupil referral unit

Minority Group Populations; distribution by school type

school_type	Headcount	Asian - Bangladeshi		Asian or Asian British - Indian		Asian or Asian British - Any
		No	%	No	%	No
Community Primary	21513	111	0.5	63	0.3	61
Community Special	1111		0.0	3	0.3	2
Nursery	301		0.0	2	0.7	2
Voluntary Primary	18629	22	0.1	125	0.7	55
<b>Liverpool Local Authority</b>	<b>41554</b>	<b>133</b>	<b>1</b>	<b>193</b>	<b>2</b>	<b>120</b>

Minority Group Populations; distribution by school phase

school_phase	Headcount	Asian - Bangladeshi		Asian or Asian British - Indian		Asian or Asian British - Any
		No	%	No	%	No
NURSERY	301		0.0	2	0.7	2
PRIMARY	40142	133	0.3	188	0.5	116
SPECIAL	1111		0.0	3	0.3	2
<b>Liverpool Local Authority</b>	<b>41554</b>	<b>133</b>	<b>0.331324</b>	<b>193</b>	<b>1.402816</b>	<b>120</b>

other Asian Background	Asian or Asian British - Pakistani		Other Black African		Black or Black British - Caribbean		Ghanaian	
	No	%	No	%	No	%	No	%
0.3	111	0.5	131	0.6	30	0.1	7	0.0
0.2	3	0.3	4	0.4	6	0.5		0.0
0.7	1	0.3	1	0.3		0.0	6	2.0
0.3	22	0.1	126	0.7	28	0.2	5	0.0
1	137	1	262	2	64	1	18	2

other Asian Background	Asian or Asian British - Pakistani		Other Black African		Black or Black British - Caribbean		Ghanaian	
	No	%	No	%	No	%	No	%
0.7	1	0.3	1	0.3		0.0	6	2.0
0.3	133	0.3	257	0.6	58	0.1	12	0.0
0.2	3	0.3	4	0.4	6	0.5		0.0
1.133444	137	0.933577	262	1.332489	64	0.684541	18	2.023249

Nigerian		Black or Black British - Any other Black Background		Somali		Chinese		Mixed/Dual Background -
No	%	No	%	No	%	No	%	No
11	0.1	333	1.5	222	1.0	208	1.0	157
1	0.1	15	1.4	4	0.4	6	0.5	9
	0.0	8	2.7		0.0	1	0.3	5
14	0.1	218	1.2	76	0.4	123	0.7	97
26	0	574	7	302	2	338	2	268

Nigerian		Black or Black British - Any other Black Background		Somali		Chinese		Mixed/Dual Background - Any other
No	%	No	%	No	%	No	%	No
	0.0	8	2.7		0.0	1	0.3	5
25	0.1	551	1.4	298	0.7	331	0.8	254
1	0.1	15	1.4	4	0.4	6	0.5	9
26	0.152288	574	5.380569	302	1.102401	338	1.696853	268

Any other mixed background		Mixed/Dual Background - White and Asian		Mixed/Dual Background - White and Black African		Mixed/Dual Background - White and Black Caribbean		Dual - Chinese/White British	
%	No	%	No	%	No	%	No	%	No
0.7	70	0.3	210	1.0	118	0.5	70	0.3	
0.8	1	0.1	14	1.3	5	0.5		0.0	
1.7	1	0.3	6	2.0	1	0.3		0.0	
0.5	35	0.2	98	0.5	84	0.5	42	0.2	
4	107	1	328	5	208	2	112	1	

Any other mixed background		Mixed/Dual Background - White and Asian		Mixed/Dual Background - White and Black African		Mixed/Dual Background - White and Black Caribbean		Dual - Chinese/White British	
%	No	%	No	%	No	%	No	%	No
1.7	1	0.3	6	2.0	1	0.3		0.0	
0.6	105	0.3	308	0.8	202	0.5	112	0.3	
0.8	1	0.1	14	1.3	5	0.5		0.0	
3.103964	107	0.683806	328	4.020758	208	1.285485	112	0.27901	

Information not yet obtained		South/Central American		Any Other Ethnic Group		Yemeni		Information
No	%	No	%	No	%	No	%	No
2	0.0	2	0.0	289	1.3	191	0.9	93
3	0.3		0.0	11	1.0	4	0.4	
	0.0		0.0	1	0.3	1	0.3	
2	0.0	9	0.0	165	0.9	82	0.4	78
7	0	11	0	466	4	278	2	171

Information not yet obtained		South/Central American		Any Other Ethnic Group		Yemeni		Information
No	%	No	%	No	%	No	%	No
	0.0		0.0	1	0.3	1	0.3	
4	0.0	11	0.0	454	1.1	273	0.7	171
3	0.3		0.0	11	1.0	4	0.4	
7	0.279992	11	0.027403	466	2.45331	278	1.372348	171

Withheld	White - British		White European		White - Irish		White - Traveller of Irish Heritage	
	No	%	No	%	No	%	No	%
0.4	18771	87.3	145	0.7	11	0.1	6	0.0
0.0	1011	91.0	5	0.5	1	0.1		0.0
0.0	261	86.7	2	0.7		0.0	1	0.3
0.4	16894	90.7	78	0.4	34	0.2	34	0.2
<b>1</b>	<b>36937</b>	<b>356</b>	<b>230</b>	<b>2</b>	<b>46</b>	<b>0</b>	<b>41</b>	<b>1</b>

Withheld	White - British		White European		White - Irish		White - Traveller of Irish Heritage	
	No	%	No	%	No	%	No	%
0.0	261	86.7	2	0.7		0.0	1	0.3
0.4	35665	88.8	223	0.6	45	0.1	40	0.1
0.0	1011	91.0	5	0.5	1	0.1		0.0
<b>0.425988</b>	<b>36937</b>	<b>266.5572</b>	<b>230</b>	<b>1.670025</b>	<b>46</b>	<b>0.202111</b>	<b>41</b>	<b>0.431872</b>

White Non European		White - Gypsy/Roma	
No	%	No	%
85	0.4	5	0.0
3	0.3		0.0
1	0.3		0.0
81	0.4	2	0.0
<b>170</b>	<b>1</b>	<b>7</b>	<b>0</b>

White Non European		White - Gypsy/Roma	
No	%	No	%
1	0.3		0.0
166	0.4	7	0.0
3	0.3		0.0
<b>170</b>	<b>1.015785</b>	<b>7</b>	<b>0.0</b>

# Coding Summary Report

Project: My PhD data  
 Generated: 05/10/2011 04:02

Coding By

Name

**Initials**

H

HS

WHSARG

H

Initial Users

3

Internals\Interview for Liverpool City Council\Liverpool City Council Interview Document  
 (Sue Shinkfield)

Coding	References	Coverage
Gender	1	0.03%

Coding	References	Coverage
LA resources for school (2)\Liverpool City Council Interview 1(Sue Shinkfield)	1	1.97%

Coding	References	Coverage
LA resources for school\Liverpool City Council Interview 1(Sue Shinkfield)	1	1.97%

Coding	References	Coverage
Liverpool City Council Interview 1(Sue Shinkfield)	1	100%

Coding	References	Coverage
Number of languages	1	1.28%

Coding	References	Coverage
School name	1	0.16%

Coding	References	Coverage
Teaching Year	1	0.38%

Coding	References	Coverage
Nodes\Avaible Funding and resources	4	7.10%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual resources and staff	8	10.77%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Curriculum and Teaching strategies	3	4.64%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Every Child Matter Policy	2	2.23%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Funding LA	13	34.53%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\language and Culural awareness	2	5.18%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Language support	18	29.17%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\LMC language support in term of curriculum	6	9.89%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Local authorities policy and National policy	1	1.98%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\ort for all language	12	18.35%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Other Comments	1	3.50%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Partnership and family support	3	3.47%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Provide resources for schools with LMC	4	4.14%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Regular contact	5	4.74%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Schools' awareness and LA facilities and	2	2.35%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Training	2	2.92%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources	1	3.83%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources from LA	8	24.48%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources in schools for bilingual	2	4.56%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Awareness of LA policy and support	1	2.51%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual language support in term of	5	10.83%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Effective programme in mainstream classroom	4	12.17%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA resources	1	1.77%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA support for school	6	12.61%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA support on demand or regular contact	2	4.76%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Language support for schools from LA	12	27.36%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Link between family and schools	3	1.39%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC	4	12.00%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC\summaery of nodes	32	72.02%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\National policy	1	1.97%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Partnership with school	5	6.58%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Satisfaction with LA support provided for parents and schools	3	8.02%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\School contact LA for resources	2	2.97%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\School Policy for LMC	1	1.90%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\School responsibility to provide support	1	0.56%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Social and cultural background	1	3.51%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support for all languages	6	16.23%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support in term of Curriculum	2	5.30%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Supporting home language from LA	1	1.36%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Training and resources and regular meeting school	6	5.15%

<b>Total References</b>	<b>203</b>
<b>Coverage</b>	<b>10.52%</b>
<b>Total Users</b>	<b>2</b>

Nodes\Interview for Liverpool City Council\Liverpool City Council Interview 2 (Julie Spencer) Document

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Gender	1	0.02%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Liverpool City Council Interview 2 (Julie Spencer)	1	100%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Number of languages	1	0.90%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\School name	1	0.13%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Teaching Year	1	0.08%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Every Child Matter Policy	6	5.74%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Funding LA	24	37.82%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Other Comments	1	2.14%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA resources for school\Liverpool City Council Review 2 (Julie Spencer)	1	1.18%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources from LA	10	16.94%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Avaliable resources in schools for bilingual men	1	0.96%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual language support in term of curriculum	5	6.66%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Effective programme in mainstream classroom	11	15.70%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA Policy for school	10	15.10%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA resources	6	9.14%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA support for school	12	19.70%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\LA support on demand or regular contact	1	1.80%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Language support for schools from LA	27	36.44%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Link between family and schools	4	4.19%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Meeting needs of LMC	3	4.64%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Meeting needs of LMC\summaery of nodes	49	65.80%
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Nodes\Partnership with school	5	4.33%
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Nodes\Satisfaction with LA support provided for parents and schools	1	2.31%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\School responsiblity to provide support	2	4.00%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Socal and cultural background	3	4.70%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Support for all languages	12	14.04%

# Coding Summary

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support in term of Curriculum	6	10.77%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Supporting home language from LA	7	8.25%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Training and resources and regular meeting School	13	17.49%

<b>Total References</b>	<b>225</b>
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<b>Total Users</b>	<b>2</b>

# Coding Summary Report

Project: My PhD data  
 Generated: 05/10/2011 04:02

Coding By

Initials  
 H  
 HS  
 H  
 3

Documents\Interview for Knowsley city council\Interview to knowsley (interview 1Nerissa) amendd 2009 Document

**Coding**  
 Gender  
References    Coverage  
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**Coding**  
 Interview to knowsley (interview 1Nerissa) amendd  
References    Coverage  
 1    100%

**Coding**  
 LA resources for school (2)\Interview to knowsley (interview 1Nerissa) amendd 2009  
References    Coverage  
 1    2.93%

**Coding**  
 LA resources for school\Interview to knowsley (interview 1Nerissa) amendd 2009  
References    Coverage  
 1    2.93%

**Coding**  
 Longmoore Primary school (interview 3) amended  
References    Coverage  
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**Coding**  
 Teaching Year  
References    Coverage  
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**Coding**  
 Roles\Bilingual assistant in the classroom  
References    Coverage  
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**Coding**  
 Roles\Every Child Matter Policy  
References    Coverage  
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Nodes\Available resources from LA	3	12.98%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources in schools for bilingual en	1	5.40%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA Policy for school	2	5.06%
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Nodes\LA resources	4	11.00%
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Nodes\LA support for school	8	26.10%
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Nodes\Language support for schools from LA	7	23.59%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
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Nodes\National policy	1	2.93%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
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Nodes\School contact LA for resources	5	16.05%
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Nodes\School Policy for LMC	1	5.39%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
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Nodes\Support for all languages	2	4.40%
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**Total References** 96  
**Coverage** 14.79%  
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Internals\Interview for Knowsley city council\Knowsley City Council (Interview 2 Document  
amended 2009

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Nodes\Longmoore Primary school (interview 1) amended	1	0.20%
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Nodes\Other Comments	1	4.25%
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Nodes\LA resources for school\Knowsley City Council (Interview 2 Gill)amended 2009	1	4.25%
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Nodes\Available resources from LA	8	24.51%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Avaliable resources in schools for bilingual children	3	6.28%
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Nodes\LA awarence of schools' need	4	10.25%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA Policy for school	2	6.90%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA resources	4	11.08%
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Nodes\LA support for school	11	24.97%
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Nodes\Language support for schools from LA	9	30.85%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Link between family and schools	1	3.44%
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Nodes\Meeting needs of LMC	3	3.59%
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Nodes\Meeting needs of LMC\summaery of nodes	27	60.16%
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Nodes\National policy	1	5.40%
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Nodes\School contact LA for resources	2	2.97%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
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<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support in term of Curriculum	1	1.72%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Training and resources and regular meeting school	7	10.02%

**Total References**                    125  
**Coverage**                                13.97%  
**Total Users**                            2

# Coding Summary Report

Project: My PhD data  
 Generated: 05/10/2011 04:03

Coding By

Name

HSARG

Total Users

Initials

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HS

H

3

Interview for Longmore school\Longmoor Primary School (interiew 2) Document  
 amened 2009

Coding	References	Coverage
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Coding	References	Coverage
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Coding	References	Coverage
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Coding	References	Coverage
School name	1	0.29%

Coding	References	Coverage
Teaching Year	1	0.13%

Coding	References	Coverage
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Coding	References	Coverage
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Coding	References	Coverage
Nodes\Bilingual resources and staff	3	2.39%

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Nodes\Available resources from LA	5	100%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources in schools for bilingual	4	100%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Awareness of LA policy and support	1	100%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual language support in term of	10	100%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Effective programme in mainstream classroom	4	100%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA awareness of schools' need	2	100%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA Policy for school	1	100%
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Nodes\LA support for school	1	100%
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Nodes\LA support on demand or regular contact	1	100%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Language support for schools from LA	1	100%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Link between family and schools	6	100%
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Nodes\Meeting needs of LMC	4	100%
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Nodes\Meeting needs of LMC\summaery of nodes	1	100%
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Nodes\National policy	1	100%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
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<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Satisfaction with LA support provided for parents and schools	4	100%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\School contact LA for resources	1	100%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\School Policy for LMC	3	100%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\School responsibility to provide support	1	100%
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Nodes\Support for all languages	10	100%
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<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Supporting home language from LA	1	100%
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<b>Total References</b>	<b>110</b>
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Internals\Interview for Longmore school\Longmoore Primary School (interview Document amended 2009

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<u>Coding</u>	<u>References</u>	<u>Coverage</u>
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School name	1	0.24%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Teaching Year	1	0.10%

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<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual resources and staff	11	10.78%

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Nodes\Curriculum and Teaching strategies	9	11.59%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Funding LA	7	16.33%

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Nodes\language and Culural awareness	1	0.94%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Language support	8	10.06%
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Nodes\Availiable resources in schools for bilingual children	4	12.47%
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Nodes\Effective programme in mainstream classroom	6	20.79%

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Nodes\Meeting needs of LMC	5	9.24%
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Nodes\Available resources in schools for bilingual men	5	14.95%
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Nodes\Bilingual language support in term of curriculum	7	17.79%
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Nodes\Effective programme in mainstream classroom	1	4.40%
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Nodes\LA awareness of schools' need	4	14.49%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Link between family and schools	3	7.89%
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Nodes\Meeting needs of LMC\summaery of nodes	26	74.60%
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Nodes\School Policy for LMC	2	4.03%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
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ournals\Interview for Longmore school\Longmoore Primary school (interview 3 Document  
ended 2009

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Teaching Year	1	0.06%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
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Nodes\Bilingual language support in term of	7	34.03%
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Nodes\Effective programme in mainstream classroom	3	13.22%
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Nodes\LA awareness of schools' need	2	7.47%
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Nodes\Link between family and schools	1	2.90%
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<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC\summaery of nodes	25	70.16%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Satisfaction with LA support provided for	1	5.69%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\School Policy for LMC	2	0.87%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Socal and cultural background	3	17.19%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support for all languages	5	20.22%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support in term of Curriculum	11	32.39%

<b>Total References</b>	<b>85</b>
<b>Coverage</b>	<b>18.68%</b>
<b>Total Users</b>	<b>2</b>

Internals\Interview for Longmore school\Longmoore Primary School (interview 4 Document amended 2009

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Gender	1	0.02%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Interview 1 Lawrence Primary School (amended 06)	1	0.97%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Interview 2 Lawrence Primary School (amended 06)	4	1.58%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Interview 4 Lawrence Primary School (amended 06 Needs to be completed)	5	2.73%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Interview 5 Lawrence Primary School (amended 06)	4	4.07%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Interview to knowsley (interview 1Nerissa) amendd	4	4.50%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Knowsley City Council (Interview 2 Gill)amended	3	1.25%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Liverpool City Council Interview 1(Sue Shinkfield)	4	7.18%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Liverpool City Council Interview 2 (Julie Spencer)	3	3.32%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Longmoor Primary School (interview 2) amended 2009	3	3.00%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Longmoore Primary School (interview 5) amended	5	4.09%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Longmoore Primary school (interview 1) amended	7	8.54%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Longmoore Primary school (interview 3) amended	9	8.14%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Longmoore Primary School (Interview 4) amended	9	100%
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Number of LMC in the school	1	0.01%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
School name	1	0.10%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
St Anne Catholic Primary School (interview 2) amended 2009	1	1.37%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
St Anne Catholic Primary School (interview 3) amended 2009	1	1.19%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
St Nicholas Primary School (Interview 3) amended	3	2.48%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
St Nicholas Primary School (Interview 2) amended	3	2.68%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\St Nicholas Primary School.doc (interview1) amended	1	0.69%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Teaching Year	1	0.04%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Avaible Funding and resources	10	4.94%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual assistant in the classroom	4	1.20%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual resources and staff	13	6.55%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Curriculum and Teaching strategies	9	4.78%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Every Child Matter Policy	2	1.29%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Funding LA	40	33.33%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\language and Culural awareness	3	3.07%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Language support	24	14.07%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\LMC language support in term of curriculum	4	2.27%

<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\ort for all language	2	1.60%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Other Comments	1	0.67%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Partnership and family support	2	1.30%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Provide resources for schools with LMC	2	1.50%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Regular contact	1	0.63%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Training	1	0.86%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\years of teaching experience	1	0.21%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Available resources	7	5.37%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Available resources from LA	19	14.37%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Avaliable resources in schools for bilingual en	11	8.31%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Awareness of LA policy and support	1	0.40%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual language support in term of curriculum	34	22.14%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Effective programme in mainstream classroom	16	15.18%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA awareness of schools' need	5	4.58%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA resources	1	0.49%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA support for school	3	3.76%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA support on demand or regular contact	1	0.39%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Language support for schools from LA	4	8.19%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Link between family and schools	12	3.88%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC	77	61.63%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC\summaery of nodes	107	70.68%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Partnership with school	1	0.98%

# Coding Summary Report

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Satisfaction with LA support provided for users and schools	3	3.53%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\School contact LA for resources	2	0.84%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\School Policy for LMC	4	2.30%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Social and cultural background	4	3.89%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support for all languages	22	16.72%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support in term of Curriculum	32	25.13%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Supporting home language from LA	2	2.65%

**Total References**            561  
**Coverage**                        8.53%  
**Total Users**                    2

# Coding Summary Report

Project: My PhD data  
 Generated: 05/10/2011 04:05

Coding By  
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 HS  
 H  
 SARG  
 Users  
 3

Files\Interview for St Anne school\St Anne Catholic Primary School  
 Interview2)amened 2009 Document

Coding	References	Coverage
Gender	1	0.04%

Coding	References	Coverage
Number of languages	1	0.02%

Coding	References	Coverage
Number of LMC in the school	1	0.02%

Coding	References	Coverage
School name	1	0.22%

Coding	References	Coverage
St Anne Catholic Primary School Interview2)amened 2009	1	100%

Coding	References	Coverage
Teaching Year	1	0.09%

Coding	References	Coverage
Nodes\Avaible Funding and resources	3	3.19%

Coding	References	Coverage
Nodes\Bilingual assistant in the classroom	1	0.16%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual resources and staff	8	11.41%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Curriculum and Teaching strategies	9	8.88%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Funding LA	11	31.15%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\language and Culural awareness	6	9.32%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Language support	7	8.77%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Other Comments	2	8.87%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Partnership and family support	2	0.99%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\School policy for all learners	1	0.12%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Social and academic language	1	0.30%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources	5	18.66%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources from LA	1	0.82%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Avaliable resources in schools for bilingual	4	11.17%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual language support in term of	8	40.23%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Effective programme in mainstream classroom	7	33.38%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA awarence of schools' need	2	5.94%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC	1	3.10%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC\summaery of nodes	26	73.32%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Satisfaction with LA support provided for	2	5.94%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\School Policy for LMC	1	0.46%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Socal and cultural background	1	5.73%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support for all languages	6	27.54%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support in term of Curriculum	7	25.61%

<b>Total References</b>	<b>128</b>
<b>Coverage</b>	<b>14.51%</b>
<b>Total Users</b>	<b>2</b>

ournals\Interview for St Anne school\St Anne Catholic Primary School  
 Interview 3) amened 2009

Document

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Gender	1	0.16%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
School name	1	0.83%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
St Anne Catholic Primary School (interview 3) ened 2009	1	100%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Teaching Year	1	0.80%

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<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual resources and staff	5	19.63%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Curriculum and Teaching strategies	7	31.70%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Every Child Matter Policy	1	5.85%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Funding LA	3	27.06%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Language support	8	31.44%

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Nodes\ort for all language	1	6.17%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Partnership and family support	2	8.31%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\School policy for all learners	2	9.29%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Social and academic language	1	5.85%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources	1	8.39%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources from LA	2	18.67%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual language support in term of alum	3	18.75%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Effective programme in mainstream classroom	3	18.08%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Link between family and schools	2	11.65%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC	1	12.21%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC\summaery of nodes	12	61.24%

# Coding Summary Report

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support for all languages	1	5.80%

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<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support in term of Curriculum	2	13.65%

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<b>Total References</b>	<b>65</b>
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# Coding Summary Report

Project: My PhD data  
 Generated: 05/10/2011 04:06

Coding By

Initials  
 H  
 HS  
 H  
 3

Internals\Interview for St Nicholas school\St Nicholas Primary School  
 Interview 3) amened 2009 Document

Coding  
 Gender  
 References Coverage  
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Coding  
 Number of languages  
 References Coverage  
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Coding  
 Number of LMC in the school  
 References Coverage  
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Coding  
 School name  
 References Coverage  
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Coding  
 St Nicholas Primary School (Interview 3) amened  
 References Coverage  
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Coding  
 Teaching Year  
 References Coverage  
 1 0.17%

Coding  
 Nodes\Avaible Funding and resources  
 References Coverage  
 7 14.09%

Coding  
 Nodes\Bilingual assistant in the classroom  
 References Coverage  
 7 12.83%

<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Bilingual resources and staff	9	16.35%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Curriculum and Teaching strategies	7	14.66%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Every Child Matter Policy	1	0.85%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Funding LA	11	20.74%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\language and Culural awareness	8	21.12%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Language support	17	40.54%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\ort for all language	8	20.37%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Other Comments	3	7.20%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Partnership and family support	4	6.24%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\School policy for all learners	1	0.34%
<b>Coding</b>	<b>References</b>	<b>Coverage</b>
Nodes\Social and academic language	1	1.65%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Training	3	5.88%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\years of teaching experience	1	3.76%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources from LA	3	4.33%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources in schools for bilingual men	6	12.59%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual language support in term of curriculum	3	11.19%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Effective programme in mainstream classroom	3	9.18%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA awareness of schools' need	3	7.67%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Link between family and schools	4	10.69%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC	3	10.73%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC\summaery of nodes	27	65.61%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support for all languages	6	17.17%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support in term of Curriculum	3	12.90%

<b>Total References</b>	<b>155</b>
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<b>Total Users</b>	<b>2</b>

Internals\Interview for St Nicholas school\St Nicholas Primary School (Interview Document amended 2009

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Gender	1	0.08%

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Number of languages	1	0.05%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
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School name	1	0.43%

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<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Teaching Year	1	0.32%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Avaible Funding and resources	10	19.78%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual assistant in the classroom	2	4.62%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual resources and staff	10	18.71%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Curriculum and Teaching strategies	6	16.97%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Funding LA	9	26.55%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\language and Culural awareness	3	7.41%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Language support	16	45.78%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LMC language support in term of curriculum	11	22.25%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Partnership and family support	2	7.18%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\School policy for all learners	1	0.66%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources	3	8.32%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources from LA	2	3.51%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Avaliable resources in schools for bilingual en	6	15.88%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual language support in term of ulum	3	15.17%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Effective programme in mainstream classroom	1	4.88%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA awarence of schools' need	1	2.95%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Link between family and schools	3	10.62%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC	3	10.66%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC\summaery of nodes	26	71.74%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Satisfaction with LA support provided for ers and schools	2	6.17%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\School Policy for LMC	4	5.66%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Socal and cultural background	2	4.55%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support for all languages	7	27.48%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support in term of Curriculum	6	18.42%
<b>Total References</b>	<b>145</b>	
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<b>Total Users</b>	<b>2</b>	

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Gender	1	0.04%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Number of languages	1	0.07%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Number of LMC in the school	1	0.01%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
School name	1	0.25%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
St Nicholas Primary School.doc (interview1) amended	1	100%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Teaching Year	1	0.09%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Available Funding and resources	9	17.36%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Bilingual assistant in the classroom	2	4.00%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Bilingual resources and staff	12	19.01%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Curriculum and Teaching strategies	4	8.65%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Every Child Matter Policy	1	0.23%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Funding LA	21	41.51%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\language and Culural awareness	1	0.49%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Language support	21	34.04%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\LMC language support in term of curriculum	7	11.09%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Local authorities policy and National policy	1	0.11%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\ort for all language	3	5.35%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Other Comments	1	3.87%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Partnership and family support	1	1.13%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Social and academic language	1	2.97%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Available resources	3	6.09%
<b>Code</b>	<b>References</b>	<b>Coverage</b>
Nodes\Available resources from LA	3	7.96%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources in schools for bilingual	13	28.47%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual language support in term of	6	13.78%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Effective programme in mainstream classroom	3	17.12%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA awarence of schools' need	2	3.81%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Link between family and schools	4	7.02%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC	1	1.68%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC\summaery of nodes	38	70.87%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Satisfaction with LA support provided for	1	0.51%
Nodes\School Policy for LMC	1	0.29%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support for all languages	10	23.73%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support in term of Curriculum	5	12.93%

<b>Total References</b>	<b>181</b>
<b>Coverage</b>	<b>13.47%</b>
<b>Total Users</b>	<b>2</b>

# Coding Summary Report

Project: My PhD data  
Generated: 05/10/2011 04:00

Coding By

Name

## Initials

H

HS

H

Users

3

Files\Interview for Lawrence school\Interview 1 Lawrence Primary School Document  
(ended 2009.06)

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Gender	1	0.07%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Interview 1 Lawrence Primary School (amended (6)	1	100%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Number of languages	1	0.13%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Number of LMC in the school	1	0.25%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
School name	1	0.25%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Teaching Year	1	0.15%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
odes\Bilingual resources and staff	7	5.18%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
odes\Curriculum and Teaching strategies	3	2.54%



<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Effective programme in mainstream classroom	10	31.68%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA awareness of schools' need	3	7.00%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Link between family and schools	4	9.22%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC	1	4.06%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC\summaery of nodes	27	62.52%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Socal and cultural background	1	1.91%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Socal and cultural background\Using first age	2	4.52%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support for all languages	5	11.43%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support in term of Curriculum	3	11.35%
<b>Total References</b>	<b>118</b>	
<b>Coverage</b>	<b>12.90%</b>	
<b>Total Users</b>	<b>2</b>	

ernals\Interview for Lawrence school\Interview 2 Lawrence Primary School Document  
(ended 2009.06)

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
s\Gender	1	0.07%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Interview 2 Lawrence Primary School (amended 2006)	1	100%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Number of LMC in the school	1	0.09%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\School name	1	0.45%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Teaching Year	1	0.19%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Year of teaching experience	1	0.13%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual resources and staff	8	9.98%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Curriculum and Teaching strategies	4	8.08%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Every Child Matter Policy	1	3.79%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Funding LA	5	18.31%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Language support	2	2.02%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\ort for all language	1	0.28%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Partnership and family support	1	2.06%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\School policy for all learners	1	0.74%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources from LA	1	5.09%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources in schools for bilingual children	5	18.31%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Awareness of LA policy and support	1	5.74%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual language support in term of curriculum	6	25.75%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Effective programme in mainstream classroom	11	38.27%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Link between family and schools	1	2.08%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC	4	7.47%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC\summaery of nodes	26	62.91%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Satisfaction with LA support provided for teachers and schools	1	2.18%



<u>Code</u>	<u>References</u>	<u>Coverage</u>
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<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Funding LA	1	1.38%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\language and Culural awareness	1	3.68%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Language support	2	4.60%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Number of LMC or EAL children in schools	1	1.64%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Awarence of LA policy and support	1	6.07%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual language support in term of Curriculum	7	33.62%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Effective programme in mainstream classroom	6	31.67%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC\summaery of nodes	16	62.04%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Satisfaction with LA support provided for teachers and schools	1	6.07%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\School Policy for LMC	2	6.15%
Nodes\Social and cultural background	1	14.27%
Nodes\Support for all languages	3	19.96%
Nodes\Support in term of Curriculum	7	37.01%

<b>Total References</b>	<b>58</b>
<b>Coverage</b>	<b>16.33%</b>
<b>Total Users</b>	<b>2</b>

**Interview for Lawrence school\Interview 4 Lawrence Primary Document**  
**ool (ameneded 2009.06 Needs to be completed)**

<u>Code</u>	<u>References</u>	<u>Coverage</u>
Gender	1	0.10%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
Interview 4 Lawrence Primary School (ameneded 2009.06 Needs to be completed)	1	100%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
Number of languages	1	0.26%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
Number of LMC in the school	1	0.62%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
School name	1	0.46%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
Teaching Year	1	0.31%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Funding LA	6	15.28%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Other Comments	1	2.51%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Avaliable resources in schools for bilingual men	3	6.86%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Awarence of LA policy and support	1	0.23%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual language support in term of ulum	7	19.59%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Effective programme in mainstream classroom	11	26.92%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA awarence of schools' need	3	8.42%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Link between family and schools	4	13.55%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC	5	12.57%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC\summaery of nodes	31	59.42%
<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Satisfaction with LA support provided for pers and schools	2	6.62%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\School Policy for LMC	2	0.10%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Social and cultural background	1	0.73%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support for all languages	7	12.32%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Support in term of Curriculum	11	29.03%
<b>Total References</b>	<b>101</b>	
<b>Coverage</b>	<b>15.04%</b>	
<b>Total Users</b>	<b>2</b>	

**Journals\Interview for Lawrence school\Interview 5 Lawrence Primary School Document (ended 2009.06)**

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Gender	1	0.08%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Interview 5 Lawrence Primary School (amended .06)	1	100%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Number of languages	1	0.04%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
School name	1	0.38%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Teaching Year	1	0.06%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual resources and staff	2	1.36%

<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Funding LA	10	36.77%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Language support	3	4.55%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources from LA	1	1.33%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Available resources in schools for bilingual men	9	35.43%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Awareance of LA policy and support	1	3.90%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Bilingual language support in term of ulum	9	34.44%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Effective programme in mainstream classroom	5	26.72%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\LA awareance of schools' need	1	3.90%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Link between family and schools	1	1.70%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC	4	16.20%
<u>Coding</u>	<u>References</u>	<u>Coverage</u>
Nodes\Meeting needs of LMC\summaery of nodes	24	53.33%

<u>Code</u>	<u>References</u>	<u>Coverage</u>
Nodes\Satisfaction with LA support provided for teachers and schools	2	0.11%
Nodes\School Policy for LMC	2	0.59%
Nodes\Social and cultural background	1	1.51%
Nodes\Support for all languages	7	27.89%
Nodes\Support in term of Curriculum	10	41.90%

**Total References**                    **97**  
**Coverage**                                **17.83%**  
**Total Users**                            **3**

# Node Summary Report

Project: My PhD data  
 Generated: 05/10/2011 04:07

## Role Funding and resources Free Node

Created On 06/07/2011 14:19 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Users 2  
 Pages 10

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	10	63	2285	62			0

## Equal assistant in the classroom Free Node

Created On 09/09/2010 12:57 By H  
 Modified On 26/07/2011 08:13 By HS  
 Users 3  
 Pages 8

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	8	20	557	20			0

## Equal resources and staff Free Node

Created On 06/07/2011 15:28 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Users 2  
 Pages 13

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	13	106	3558	83			0

## Curriculum and Teaching strategies Free Node

Created On 06/07/2011 15:27 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Users 2  
 Pages 13

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	13	66	2444	62			0

Child Matter Policy

Free Node

Created On 06/09/2010 12:02 By H  
 Modified On 26/07/2011 08:13 By HS  
 Sources 2  
 Pages 11

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	9	17	669	29			0

ing LA

Free Node

Created On 06/07/2011 14:52 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Sources 1  
 Pages 21

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	19	236	15119	299			0

# Node Summary Report

Project: My PhD data  
 Generated: 05/10/2011 04:09

## Learning LA Free Node

Created On 06/07/2011 14:52 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Sources 1  
 Pages 21

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
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## Page and Cultural awareness Free Node

Created On 06/07/2011 15:54 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Sources 2  
 Pages 8

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	8	25	1194	24			0

## Page support Free Node

Created On 09/09/2010 12:53 By H  
 Modified On 26/07/2011 08:13 By HS  
 Sources 3  
 Pages 17

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	15	138	5853	128			0

## Language support in term of curriculum Free Node

Created On 12/07/2011 13:42 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Sources 1  
 Pages 6

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	4	28	1248	31			0

**Authorities policy and National policy** Free Node

Created On 06/07/2011 15:36 By HS  
 Modified On 12/07/2011 14:35 By HS  
 Users 2  
 Pages 6

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	4	4	108	4			0

**Number of LMC or EAL children in schools** Free Node

Created On 06/07/2011 15:53 By HS  
 Modified On 06/07/2011 15:53 By HS  
 Users 1  
 Pages 1

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	1	1	10	1			0

**For all language** Free Node

Created On 06/07/2011 15:18 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Users 1  
 Pages 9

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	7	28	1391	29			0

**For Comments** Free Node

Created On 06/09/2010 12:03 By H  
 Modified On 26/07/2011 08:13 By HS  
 Users 2  
 Pages 11

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	11	15	1396	18			0

**Partnership and family support** Free Node

Created On 06/07/2011 15:23 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Users 2  
 Pages 12

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	12	26	751	26			0

Resources for schools with LMC

Free Node

Created On 12/07/2011 14:21 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Users 1  
 Pages 2

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	2	6	268	6			0

Regular contact

Free Node

Created On 12/07/2011 14:19 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Users 1  
 Pages 2

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	2	6	245	7			0

LA support Query

Free Node

Created On 26/07/2011 07:40 By HS  
 Modified On 26/07/2011 07:40 By HS  
 Users 0  
 Pages 0

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total			0	0		00:00:00	0

Policy for all learners

Free Node

Created On 06/07/2011 15:38 By HS  
 Modified On 12/07/2011 13:41 By HS  
 Users 2  
 Pages 7

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	7	9	164	9			0

Parents' awareness and LA facilities and support

Free Node

Created On 12/07/2011 14:23 By HS  
 Modified On 12/07/2011 14:24 By HS  
 Users 1  
 Pages 1

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	1	2	98	2			0

and academic language Free Node

Created On 06/07/2011 15:22 By HS  
 Modified On 12/07/2011 13:55 By HS  
 Users 1  
 Issues 5

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	5	5	182	7			0

ing Free Node

Created On 12/07/2011 13:24 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Users 1  
 Issues 3

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	3	6	265	5			0

of teaching experience Free Node

Created On 10/07/2011 13:53 By H  
 Modified On 26/07/2011 08:13 By HS  
 Users 2  
 Issues 3

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	3	3	87	3			0

# Node Summary Report

Project: My PhD data  
 Generated: 05/10/2011 04:09

## Learning LA Free Node

Created On 06/07/2011 14:52 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Authors 1  
 Issues 21

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	19	236	15119	299			0

## Language and Cultural awareness Free Node

Created On 06/07/2011 15:54 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Authors 2  
 Issues 8

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	8	25	1194	24			0

## Language support Free Node

Created On 09/09/2010 12:53 By H  
 Modified On 26/07/2011 08:13 By HS  
 Authors 3  
 Issues 17

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	15	138	5853	128			0

## Language support in term of curriculum Free Node

Created On 12/07/2011 13:42 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Authors 1  
 Issues 6

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	4	28	1248	31			0

**Local authorities policy and National policy** Free Node

Created On 06/07/2011 15:36 By HS  
 Modified On 12/07/2011 14:35 By HS  
 Authors 2  
 Pages 6

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	4	4	108	4			0

**Number of LMC or EAL children in schools** Free Node

Created On 06/07/2011 15:53 By HS  
 Modified On 06/07/2011 15:53 By HS  
 Authors 1  
 Pages 1

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	1	1	10	1			0

**For all language** Free Node

Created On 06/07/2011 15:18 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Authors 1  
 Pages 9

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	7	28	1391	29			0

**Comments** Free Node

Created On 06/09/2010 12:03 By H  
 Modified On 26/07/2011 08:13 By HS  
 Authors 2  
 Pages 11

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	11	15	1396	18			0

**Partnership and family support** Free Node

Created On 06/07/2011 15:23 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Authors 2  
 Pages 12

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	12	26	751	26			0

Free resources for schools with LMC Free Node

Created On 12/07/2011 14:21 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Users 1  
 Pages 2

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	2	6	268	6			0

Regular contact Free Node

Created On 12/07/2011 14:19 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Users 1  
 Pages 2

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	2	6	245	7			0

LA support Query Free Node

Created On 26/07/2011 07:40 By HS  
 Modified On 26/07/2011 07:40 By HS  
 Users 0  
 Pages 0

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total			0	0		00:00:00	0

Policy for all learners Free Node

Created On 06/07/2011 15:38 By HS  
 Modified On 12/07/2011 13:41 By HS  
 Users 2  
 Pages 7

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	7	9	164	9			0

Teachers' awareness and LA facilities and support Free Node

Created On 12/07/2011 14:23 By HS  
 Modified On 12/07/2011 14:24 By HS  
 Users 1  
 Pages 1

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	1	2	98	2			0

al and academic language Free Node

Created On 06/07/2011 15:22 By HS  
 Modified On 12/07/2011 13:55 By HS  
 Authors 1  
 Sources 5

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	5	5	182	7			0

ing Free Node

Created On 12/07/2011 13:24 By HS  
 Modified On 26/07/2011 08:13 By HS  
 Authors 1  
 Sources 3

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	3	6	265	5			0

of teaching experience Free Node

Created On 10/07/2011 13:53 By H  
 Modified On 26/07/2011 08:13 By HS  
 Authors 2  
 Sources 3

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	3	3	87	3			0

# Node Summary Report

Project: My PhD data  
 Generated: 05/10/2011 04:13

Available resources from LA							Tree Node
Created On	06/09/2010 12:00		By	H			
Modified On	26/07/2011 08:13		By	HS			
Users	2						
Pages	23						
Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	17	77	7648	272			0

Available resources							Tree Node
Created On	06/09/2010 11:59		By	H			
Modified On	26/07/2011 08:13		By	HS			
Users	2						
Pages	14						
Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	10	36	4831	219			0

Available resources in schools for bilingual children							Tree Node
Created On	06/09/2010 12:02		By	H			
Modified On	26/07/2011 08:13		By	HS			
Users	2						
Pages	21						
Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	17	88	7674	280			0

Availability of LA policy and support							Tree Node
Created On	06/09/2010 12:01		By	H			
Modified On	26/07/2011 08:13		By	HS			
Users	2						
Pages	12						
Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	8	8	3065	191			0

Equal language support in term of curriculum							Tree Node
Created On	06/09/2010 12:00		By	H			
Modified On	26/07/2011 08:13		By	HS			
Pages	3						
Pages	21						
Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	17	139	11085	320			0

Active programme in mainstream classroom							Tree Node
Created On	06/09/2010 12:02		By	H			
Modified On	26/07/2011 08:13		By	HS			
Pages	2						
Pages	21						
Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	17	105	10083	284			0

Awareness of schools' need							Tree Node
Created On	06/09/2010 12:00		By	H			
Modified On	26/07/2011 08:13		By	HS			
Pages	2						
Pages	16						
Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	12	32	4610	226			0

Policy for school							Tree Node
Created On	09/09/2010 12:40		By	H			
Modified On	13/07/2011 13:55		By	HS			
Pages	2						
Pages	8						
Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	4	15	3699	196			0

Sources							Tree Node
Created On	09/09/2010 12:41		By	H			
Modified On	26/07/2011 08:13		By	HS			
Pages	2						
Pages	10						
Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	6	17	3730	205			0

Created On 09/09/2010 12:44 By H  
 Modified On 26/07/2011 08:13 By HS  
 Users 2  
 Pages 10

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	6	41	5588	231			0

# Node Summary Report

Project: My PhD data  
 Generated: 05/10/2011 04:14

## Support on demand or regular contact Tree Node

Created On 09/09/2010 13:22 By H  
 Modified On 26/07/2011 08:13 By HS  
 Users 2  
 Issues 9

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	5	9	3147	196			0

## Language support for schools from LA Tree Node

Created On 09/09/2010 12:53 By H  
 Modified On 26/07/2011 08:13 By HS  
 Users 2  
 Issues 12

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	6	60	7419	260			0

## Between family and schools Tree Node

Created On 06/09/2010 11:59 By H  
 Modified On 26/07/2011 08:13 By HS  
 Users 2  
 Issues 20

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	16	57	4865	241			0

## Meeting needs of LMC Tree Node

Created On 06/09/2010 12:37 By H  
 Modified On 26/07/2011 08:13 By HS  
 Users 3  
 Issues 22

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	18	140	10636	340			0

**Personal policy** Tree Node

Created On 09/09/2010 12:54 By H  
 Modified On 13/07/2011 13:55 By HS  
 Sources 2  
 Pages 14

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	4	4	2920	188			0

**Partnership with school** Tree Node

Created On 09/09/2010 12:42 By H  
 Modified On 26/07/2011 08:13 By HS  
 Sources 2  
 Pages 12

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	6	17	3565	199			0

**Participation with LA support provided for teachers and schools** Tree Node

Created On 06/09/2010 12:03 By H  
 Modified On 26/07/2011 08:13 By HS  
 Sources 2  
 Pages 18

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	14	30	4591	221			0

**Request to contact LA for resources** Tree Node

Created On 09/09/2010 12:49 By H  
 Modified On 26/07/2011 08:13 By HS  
 Sources 2  
 Pages 9

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	5	12	3268	200			0

**Local Policy for LMC** Tree Node

Created On 06/09/2010 12:44 By H  
 Modified On 26/07/2011 08:13 By HS  
 Sources 2  
 Pages 19

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	15	30	3495	222			0

**Responsibility to provide support** Tree Node

Created On 10/09/2010 09:57 By H  
 Modified On 13/07/2011 13:55 By HS  
 Authors 2  
 Issues 7

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	3	4	2870	188			0

**and cultural background** Tree Node

Created On 06/09/2010 11:58 By H  
 Modified On 26/07/2011 08:13 By HS  
 Authors 2  
 Issues 19

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	15	32	4503	209			0

# Node Summary Report

Project: My PhD data  
 Generated: 05/10/2011 04:16

## Report for all languages Tree Node

Created On 06/09/2010 11:58 By H  
 Modified On 26/07/2011 08:13 By HS  
 Users 3  
 Issues 23

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	19	133	10442	337			0

## Report in term of Curriculum Tree Node

Created On 06/09/2010 12:20 By H  
 Modified On 26/07/2011 08:13 By HS  
 Users 3  
 Issues 23

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	19	139	11262	330			0

## Reporting home language from LA Tree Node

Created On 10/09/2010 10:08 By H  
 Modified On 26/07/2011 08:13 By HS  
 Users 2  
 Issues 8

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	4	11	3291	193			0

## ing and resources and regular meeting with school Tree Node

Created On 09/09/2010 12:45 By H  
 Modified On 13/07/2011 13:55 By HS  
 Users 2  
 Issues 9

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	5	32	4357	220			0

Created On 06/09/2010 12:24 By H  
 Modified On 13/07/2011 13:55 By HS  
 Users 2  
 Pages 6

Type	Sources	References	Words	Paragraphs	Region	Duration	Rows
Total	2	3	2725	185			0

# Project Summary Report

Project: My PhD data  
 Generated: 05/10/2011 03:39

Name	Initials
HS	H
LAWHSARG	H
P	HS

Created On 06/09/2010 11:38 By H  
 Modified On 26/07/2011 08:36 By HS  
 Location E:\Hosni\My PhD Chapters\Codes for my phd.nvp

Attributes	
Sub-folders	0
Items	3
Gender	Attribute
Position	Attribute
Year Teacher	Attribute

Cases	
Sub-folders	0
Items	34
Gender	Case
Interview 1 Lawrence Primary School (amended 2009.06)	Case
Interview 2 Lawrence Primary School (amended 2009.06)	Case
Interview 3 Lawrence Primary School (amended 2009.06 Incompleted)	Case
Interview 4 Lawrence Primary School (amended 2009.06 Needs to be completed)	Case
Interview 5 Lawrence Primary School (amended 2009.06)	Case
Interview to knowsley (interview 1 Nerissa) amended 2009	Case
Interview to knowsley (interview 1 Nerissa) amended 2009	Case
Interview to knowsley (interview 1 Nerissa) amended 2009	Case
Knowsley City Council (Interview 2 Gill) amended 2009	Case
Knowsley City Council (Interview 2 Gill) amended 2009	Case
Knowsley City Council (Interview 2 Gill) amended 2009	Case
LA resources for school	Case
LA resources for school (2)	Case
Liverpool City Council Interview 1 (Sue Shinkfield)	Case
Liverpool City Council Interview 1 (Sue Shinkfield)	Case
Liverpool City Council Interview 1 (Sue Shinkfield)	Case
Liverpool City Council Interview 2 (Julie Spencer)	Case
Longmoor Primary School (interview 2) amended 2009	Case
Longmoor Primary School (interview 5) amended 2009	Case
Longmoor Primary school (interview 1) amended 2009	Case
Longmoor Primary school (interview 3) amended 2009	Case

Longmoore Primary School (interview 4) amended 2009	Case
Number of languages	Case
Number of LMC in the school	Case
School name	Case
St Anne Catholic Primary School (interview2)amened 2009	Case
St Anne Catholic Primary School (interview 3) amened 2009	Case
St Anne Catholic Primary School (interview1) amened 2009	Case
St Nicholas Primary School (Interview 3) amened 2009	Case
St Nicholas Primary School (Interview 2) amened 2009	Case
St Nicholas Primary School.doc (interview1) amened 2009	Case
Teaching Year	Case
Year of teaching experience	Case

**Journals**

folders	0
ms	0

**Free Nodes**

folders	0
ms	22

Available Funding and resources	Free Node
Bilingual assistant in the classroom	Free Node
Bilingual resources and staff	Free Node
Curriculum and Teaching strategies	Free Node
Every Child Matter Policy	Free Node
Funding LA	Free Node
Language and Culural awareness	Free Node
Language support	Free Node
LMC language support in term of curriculum	Free Node
Local authorities policy and National policy	Free Node
Number of LMC or EAL children in schools	Free Node
Part for all language	Free Node
Partner Comments	Free Node
Partnership and family support	Free Node
Provide resources for schools with LMC	Free Node
Regular contact	Free Node
Result LA support Query	Free Node
School policy for all learners	Free Node
Schools' awareness and LA facilities and support	Free Node
Social and academic language	Free Node
Training	Free Node
Years of teaching experience	Free Node

**Journals**

folders	6
ms	0

**Interview for Lawrence school**

Interview folders 0

Interviews 5

Interview 1 Lawrence Primary School (amended 2009.06) Document

Interview 2 Lawrence Primary School (amended 2009.06) Document

Interview 3 Lawrence Primary School (amended 2009.06 Incompleted) Document

Interview 4 Lawrence Primary School (amended 2009.06 Needs to be completed) Document

Interview 5 Lawrence Primary School (amended 2009.06) Document

**Interview for Knowsley city council**

Interview folders 0

Interviews 2

Interview to knowsley (interview 1 Nerissa) amended 2009 Document

Knowsley City Council (Interview 2 Gill) amended 2009 Document

**Interview for Liverpool City Council**

Interview folders 0

Interviews 2

Liverpool City Council Interview 1 (Sue Shinkfield) Document

Liverpool City Council Interview 2 (Julie Spencer) Document

**Interview for Longmore school**

Interview folders 0

Interviews 5

Longmoor Primary School (interview 2) amended 2009 Document

Longmoore Primary School (interview 5) amended 2009 Document

Longmoore Primary school (interview 1) amended 2009 Document

Longmoore Primary school (interview 3) amended 2009 Document

Longmoore Primary School (interview 4) amended 2009 Document

**Interview for St Anne school**

Interview folders 0

Interviews 2

St Anne Catholic Primary School (interview 2) amended 2009 Document

St Anne Catholic Primary School (interview 3) amended 2009 Document

**Interview for St Nicholas school**

Interview folders 0

Interviews 3

St Nicholas Primary School (Interview 3) amended 2009 Document

St Nicholas Primary School (Interview 2) amended 2009 Document

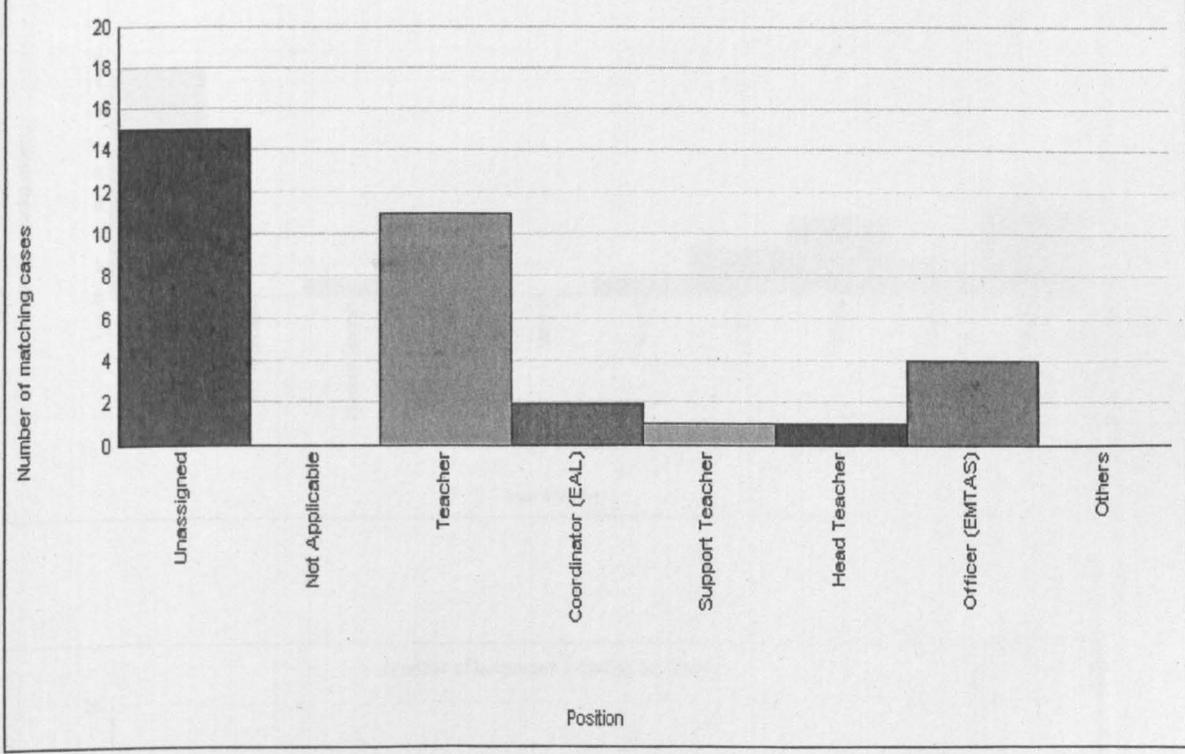
St Nicholas Primary School.doc (interview 1) amended 2009 Document

**Interviews**

Sub-folders	0	
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Sub-folders	0	
Items	0	
<b>Models</b>		
Sub-folders	0	
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Interview Findings all schools		Dynamic Model
Model for lawrence primary school		Dynamic Model
Staff members		Dynamic Model
<b>Queries</b>		
Sub-folders	0	
Items	1	
LA resources for school		Coding Query
<b>Relationship Types</b>		
Sub-folders	0	
Items	1	
Associated		Relationship Type
<b>Relationships</b>		
Sub-folders	0	
Items	0	
<b>Results</b>		
Sub-folders	0	
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Knowsley City Council (Interview 2 Gill)amended 2009		Tree Node
LA resources for school		Tree Node
Liverpool City Council Interview 2 (Julie Spencer)		Tree Node
<b>Sets</b>		
Sub-folders	0	
Items	3	
Name of school		Set
Node group for Funding and resources		Set
Teaching year		Set
<b>Tree Nodes</b>		
Sub-folders	0	
Items	27	

available resources	Tree Node
available resources from LA	Tree Node
available resources in schools for bilingual children	Tree Node
awareness of LA policy and support	Tree Node
bilingual language support in term of curriculum	Tree Node
effective programme in mainstream classroom	Tree Node
LA awareness of schools' need	Tree Node
LA Policy for school	Tree Node
LA resources	Tree Node
LA support for school	Tree Node
LA support on demand or regular contact	Tree Node
language support for schools from LA	Tree Node
link between family and schools	Tree Node
meeting needs of LMC	Tree Node
national policy	Tree Node
partnership with school	Tree Node
satisfaction with LA support provided for teachers and schools	Tree Node
school contact LA for resources	Tree Node
school Policy for LMC	Tree Node
school responsibility to provide support	Tree Node
social and cultural background	Tree Node
summary of nodes	Tree Node
support for all languages	Tree Node
support in term of Curriculum	Tree Node
supporting home language from LA	Tree Node
training and resources and regular meeting with school	Tree Node
using first language	Tree Node

Position - Cases by Attribute Value



Gender - Cases by Attribute Value

