A QUALITATIVE INQUIRY INTO PRIMARY STUDENT TEACHERS'
CONSTRUCTION OF KNOWLEDGE REGARDING TEACHING CHILDREN
LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE

by

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Abstract

In England, government policy for the education of children learning English as an Additional Language (EAL) is under-specified in the policy contexts of primary education and Initial Teacher Education (ITE). The system of teacher education is highly regulated by the Department of Education and Ofsted where student teachers are taught ideologically informed content during ITE. Student teachers spend the majority of their teacher education time in schools, privileging learning from practice defined by the local contexts of the practicum experience. The under-specification of EAL contributes to variability in EAL expertise and practice in schools and hence, student teachers' experiences of practice-based learning.

This small-scale study explores postgraduate student teachers' construction of knowledge for teaching children learning EAL for teaching in mainstream primary classrooms in England. In order to examine student teachers' navigation of their experiences, a bespoke theoretical framework was created to ensure a balance between trustworthiness and credibility while investigating the experiences contributing to student teachers' construction of knowledge. The theoretical framework sets out a rationale for the qualitative exploration of student teachers' cognition and, the influence of the relevant macro and micro contexts of their experience on their construction of knowledge of EAL pedagogy before and during ITE. The research design sits within an interpretivist paradigm and is structured using a Life History Research design frame. Purposive sampling was employed in the recruitment of six participants based on their interest in EAL pedagogy as part of ITE.

Data gathering was conducted at the beginning of the participants' PGCE programme (Phase 1) and towards the end of the programme (Phase 2) using questionnaires, reflective journals and semi-structured life history interviews. Data were analysed using thematic coding analysis and narrative analysis. Findings are presented in the form of life histories for three of the participating student teachers. Cross analysis of participants' data presents a holistic view of the data providing intersubjective themes that recover pedagogic discourses operating at macro levels of context from the participants' micro level experiences before and during ITE.

Analysis of the data employs an ecological view of student teachers' agency in the construction of knowledge of EAL pedagogy. Discussion refers to the presence and influence of powerful, ideologically informed, tightly regulated pedagogic discourses in shaping student teachers' teacher education experiences and hence, construction of knowledge of EAL pedagogy. The possibilities for constructing knowledge of EAL pedagogy, aligned to the professional knowledge base, in the middle ground of ITE are analysed citing the challenges and obstacles face by teacher educators and student teachers in the macro and micro contexts of ITE.

The study concludes with recommendations for teacher educators' practice including developing their own and their student teachers' capacity to engage in reflection on EAL pedagogy while attending to linguistically responsive teaching practices.

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Glossary of Terms and Abbreviations

EAL   English as an Additional Language

ESL   English as a Second Language

ITE   Initial Teacher Education

RJ   Reflective Journal

L1   First Language/Mother Tongue

LHR   Life History Research

NALDIC   National Association for Language Development in the Curriculum

Ofsted   The Office for Standards in Education, Children's Services and Skills

P1Q   Phase 1 Questionnaire

P1I   Phase 1 Interview

P2Q   Phase 2 Questionnaire

P2I   Phase 2 Interview

PCK   Pedagogical Content Knowledge

PGCE   Postgraduate Certificate in Education

PFRQ   Prima Facie Research Question

RQ   Research Question

SE   School Experience

Chapter 1: Introduction

1.1 Introduction to Chapter 1

It is my interest in student teachers' engagement with the content and delivery of English as an Additional Language (EAL) aspects of teacher education that has given rise to this study. This builds on my own interest in language-learning and the experiences of my employment. Having spent two years working in the Irish-medium education sector in Northern Ireland, I came to England to obtain my primary PGCE qualification. As a primary teacher I worked in schools with large percentages of children learning EAL in the West Midlands and this continued to foster my interest in children's language acquisition. After four years as a primary teacher, I began working in primary Initial Teacher Education (ITE) in universities in the West Midlands. My lecturing role has developed to include leading ITE content regarding EAL pedagogy for student teachers working in primary schools.

My work in the education system in England led me to notice the variability in teachers' preparation and confidence for teaching children learning EAL (Starbuck, 2018). As such, I have become interested in the body of knowledge associated with EAL pedagogy and how it can be effectively related to student teachers as they undertake their teacher preparation. When I became a lecturer, I noticed that student teachers brought a variety of experiences concerning primary teaching, learning languages and EAL to their ITE programme and that these experiences influenced the ways in which they engaged with EAL pedagogy. I also recognised at a national level there had been a trend of increasing numbers of multilingual children learning EAL in England and that student teachers were increasingly likely to experience teaching children learning EAL as part of their ITE programme of study (Safford and Drury, 2013; Foley *et al.*, 2021). This prompted me to ask the question: how do primary student teachers construct their knowledge about English as an Additional Language pedagogy?

1.2 The Research Context: Policy and Regulation for ITE and EAL

This thesis presents a qualitative inquiry into primary student teachers' construction of knowledge of EAL pedagogy. It aims to explore the influence of student teachers' lived experience on their construction of knowledge of EAL pedagogy before and during ITE. This relates a key focus of the research: the influence of context on the knowledge student teachers construct regarding EAL pedagogy, as it is this particular knowledge that is mobilised in their practice (Shulman, 1987; Clandinin, 2013; de Almeida et al., 2019).

In England, where this research took place, ITE policy is informed by the application of market-based ideology of neoliberalism to education (Childs and Menter, 2013; Ball, 2013). During the past 14 years, successive Conservative governments have presided over a series of reforms informed by this ideology, seeking to promote centralisation of policy, efficiency and accountability in teacher education, rather than drawing upon empirical research or sector expertise to inform the policies and practices of ITE (Beckett and Nuttall, 2017). Government policymakers draw upon market-based ideology to produce teacher education discourse, legitimising particular forms of education research and practice to inform the content of ITE

programmes (Mayer, 2021). The government's reforms to ITE shifts the balance in the theory-practice relation towards favouring practical modes of learning which in the context of developing professional knowledge outside of direct experience, is problematic (Helgetun and Dumay, 2021; Mincu and Davies, 2021).

Alongside direct experiences of practical learning, the content of ITE programmes is informed by the provision of a minimum content for ITE programmes devised centrally by the government: the Initial Teacher Training: Core Content Framework (ITT:CCF) (DfE, 2019a) (Anderson and Elms, 2022). Teacher education institutions' provision of the content of the ITT:CCF is regulated by Ofsted's Initial Teacher Education Inspection Framework (2024) and represents a means to closely monitor and regulate ITE content and provision in England (Brooks, McIntyre and Mutton, 2021). As a quality assurance mechanism of ITE, the extent of Ofsted's regulatory power and control means that teacher education providers respond with a high degree of compliance to government ITE policy and content (Brooks, 2021); non-compliance with government policy in this context is framed as an indication of lower quality teacher education provision and can lead to non-accreditation of the ITE programme (Cushing and Snell, 2023; Murtagh *et al.*, 2023). As such, regulation and quality assurance in ITE is a form of control that focuses on accountability and compliance rather than student teachers' learning (Brooks, 2021). Hence, ITE in England is informed by measures of success and quality that are defined ideologically and regulated by criteria set out by the DfE and Ofsted (Hulme, Meanwell and Bryan, 2023). The incontestability of government regulation means that the character and content of teacher education programmes draws upon an ideologically restricted concept of teacher values, skills and knowledge so that student teachers' experiences of ITE (and knowledge construction) are controlled and centrally regulated (Murtagh *et al.*, 2023).

This key focus of the research is of particular relevance to contemporary ITE EAL provision as the achievement of Qualified Teacher Status requires the student teacher to understand, "use and evaluate distinctive teaching approaches to engage and support" children learning EAL (DfE, 2011a, p. 12). In the context of a highly regulated and compliance-orientated system of teacher education, provision for EAL is diminished by its absence from the ITT:CCF. In this regard, the ITT:CCF does not purport to "set out the full ITT [Initial Teacher Training] curriculum" for student teachers (DfE, 2019a, p.4) and "deliberately does not detail approaches specific to particular additional needs" (DfE, ibid, p.5) depending instead on the concept of "quality first teaching" (DfE, ibid, p.5) and tailoring of curricula during ITE. Indeed, the means for developing an understanding of EAL pedagogy depends on the local contexts of particular university programmes and the individual student teacher's experiences of their school placements (Foley, 2019; Hall and Cunningham, 2020; McCloat and Caraher, 2020; White, Timmermans and Dickerson, 2020; Anderson and Elms, 2022). Accordingly there is a large degree of variation associated with EAL experiences and exposure to specialist teacher knowledge for EAL on ITE programmes (Safford and Drury, 2013; Costley, 2014; Flynn and Curdt-Christiansen, 2018; Flockton and Cunningham, 2021; Leung, Evans and Liu, 2021). This is

arguably because subjects of low prominence in the curriculum are afforded scant teaching time in a school-led system of ITE (Catling, 2017).

Confounding the variability in EAL provision in ITE is an under-specified approach to the education of children learning EAL in schools, which is of particular significance in a school-led system of ITE (Flynn and Curdt-Christiansen, 2018). In a similar manner to ITE, primary school education policy is ideologically informed, and compliance with centrally-defined concepts of effective teaching is tightly regulated (Voisin and Dumay, 2020). In this EAL policy context, local interpretation and (appropriate or inappropriate) application of government policy defines pedagogy rather than specifically defined national policy and practice (Foley *et al.*, 2018). This means that in the context of a school-led system of teacher training where practical forms of knowledge and skill are favoured as characteristics of effective teaching (Helgetun and Dumay, 2021), student teachers' construction of knowledge of EAL pedagogy is increasingly context-dependent (Foley *et al.*, 2018; Flockton and Cunningham, 2021).

Therefore, examining how and why student teachers construct their knowledge of EAL pedagogy as they do, may serve to illuminate further the influence of context on their developing knowledge of EAL pedagogy. As such, any new knowledge developed in this study may be applicable to the strategic planning and delivery of EAL content on ITE programmes.

In the following chapters I present the research study. I illustrate the development of a theoretical framework that allowed me to explore "What's going on here?" in relation to the contextual influences on student teachers' construction of knowledge of EAL pedagogy (Thomas, 2017, p. 11). I illustrate how pedagogic discourses influencing EAL pedagogy operating at macro levels of context may be interpreted and recovered from student teachers' micro level interactions and experiences before and during ITE (Bernstein, 2000; Goodson 2008). The Life History Research approach used invites participating student teachers to share those aspects of their life stories relevant to the research problem as they become a primary teacher.

1.3 Orientation to the Thesis

In chapter one I discuss the aim of the research as responding to the contemporary context of EAL provision on ITE programmes and the variability of student teacher experience in developing knowledge of EAL pedagogy. I explain that this research stems from my interest in language learning and the experiences of my employment that have focused on EAL in the primary and higher education sectors in England.

In chapter two I begin the construction of a theoretical framework appraising the systematic nature of this process so that it can be carried out in a trustworthy and credible way. I outline the process of searching for relevant literature that is of high quality. I discuss the inclusion and exclusion criteria applied to these searches and present a critical discussion of the theories, concepts and empirical research that comprise the theoretical framework. The structure of the theoretical framework is guided by three prima facie research questions (PFRQs) each with a distinct focus derived from my question of professional interest. The appraisal of each of these PFRQs builds critical understanding so that the theoretical framework culminates in

the conceptualisation of the research problem that allows me to move from a question of professional interest to a study with specific research questions and purpose.

In chapter three I explain how my approach to the research design is trustworthy and credible. I present the generation of design frame criteria informed by the theoretical framework, the research questions and the purpose of the study. I appraise Life History Research as a methodology that meets the design frame criteria and enables me to gather and interpret data applicable to answering my research questions. I present the chosen research methods: questionnaire, semi-structured interview and reflective accounts. This is followed by a presentation of the methods of data analysis: thematic coding analysis and narrative analysis. The ethical considerations taken in the conduct of the research are also reported.

In chapter four I present the research findings in responses to the research questions. Findings are presented in the form of three life histories. Each student teacher's life history comprises a thick description of those life experiences relevant to the construction of their knowledge of EAL pedagogy. The life histories are structured into themes that inform the meaning the student teacher gives to their construction of knowledge of EAL pedagogy before and during ITE.

In chapter five, a cross analysis of the findings from chapter four is presented so that significant themes evidenced from the data as a whole can be synthesised. Data from an additional three study participants is incorporated into this analysis. I return to the research questions to guide my presentation of those significant, synthesised themes. This critical discussion is supported by the theoretical framework and additional relevant empirical research so that my horizon of understanding is extended further.

In chapter six I present the conclusions to the study and reflect on the implications for teacher educators' work with student teachers regarding EAL on ITE programmes. As such, I discuss the possibilities for constructing knowledge of EAL pedagogy in the macro and micro contexts of ITE. A synthesis of relevant policy, theory and pedagogy is then presented so that the practice of educating student teachers about EAL can be recontextualised from the pedagogic discourses available during ITE.

Chapter 2: Theoretical Framework

2.1 Introduction to Chapter 2

The question of professional interest guiding this study is:

> How do primary student teachers construct their knowledge about English as an Additional Language pedagogy?

This research question has emerged from my experiences in working with primary student teachers learning about teaching EAL (Thomas, 2017). Having spent the majority of my professional career teaching children learning EAL and teaching about EAL pedagogy, I recognise that I already have a particular view or perspective on EAL pedagogy and how student teachers learn about it. My question is already laden with tendencies and biases toward particular ways of seeing, being and doing; hence I realise the need to exercise epistemological vigilance in shaping and carrying out this inquiry (Guzmán-Valenzuela, 2016). As such, I begin this research project with the construction of a theoretical framework that acknowledges my interpretivist approach and explicates the resources that I draw upon to carry out the research in a trustworthy and credible way (Lincoln and Guba, 1985). For this reason, I also offer a more comprehensive disclosure of my positionality and its relevance to the research in section 3.1.1.

The construction of a theoretical framework allows me to analyse theories, concepts and empirical research so that I can move from general interest to a specific statement of the research problem (Merriam and Tisdell, 2016). The construction of the theoretical framework is outlined below (section 2.2) and is then followed by the theoretical framework (section 2.3). The problem statement identifying gaps in the literature for research is formulated in section 2.4 and this is followed by a statement of purpose for the study and the research questions to be taken forward (section 2.5).

2.2 Constructing a Theoretical Framework

The process of constructing a theoretical framework engages the researcher with the "epistemological and ontological assumptions" they bring to their research project through critical examination of the origin of the investigation and literature relevant to the study (Hammond, 2020, p. 179). Similarly, Garvey and Jones (2021, p. 1) suggest reflexive awareness is developed in the construction of a theoretical framework through engaging with the concepts and relationships related to a given phenomenon which then provides "a map for qualitative exploration". The map analogy suggests navigation of an immutable landscape but I recognise that as I encounter ever more concepts and relationships related to student teachers' construction of knowledge of EAL pedagogy, my perspective on my research interest evolves. As such, I follow an iterative process as recommended by Thomas (2017), being both open to and doubtful of ideas as I reflexively construct my theoretical framework (Garvey and Jones, 2021).

Merriam and Tisdell (2016) conceive of theoretical frameworks as giving initial direction and explanatory power to research. The construction of such a framework enables me to analyse and sort contributing evidence for student teachers' knowledge construction of EAL pedagogy before and during ITE (Cohen, Manion and Morrison, 2018).

The question of interest is informed by my "disciplinary orientation" (Merriam and Tisdell, p.85), that is, my position as a university lecturer working in primary Initial Teacher Education (I appraise my positionality in section 3.1.1). As this role involves leading the EAL content for the primary ITE programmes at undergraduate and postgraduate levels, my responsibility stimulates my interest in how student teachers construct their knowledge of EAL pedagogy as part of the process of undertaking ITE.

As student teachers' professional development experience is complex and can be viewed through many theoretical lenses (Philpott, 2014) (see section 2.3.1.1), it is necessary to begin to distil what is relevant to the research problem at the centre of this inquiry (Merriam and Tisdell, 2016). To begin constructing a purposeful theoretical framework I seek to develop initial research questions that transform my professional interest into an inquiry with a specific and concrete direction (Thomas, 2017; Cohen, Manion and Morrison, 2018).

2.2.1 Prima Facie Research Questions

Thomas (2017) suggests developing prima facie, or initial questions, that permit an early focused exploration of the literature and ideas relevant to the research. This process is applicable to the present study as it permits me to critically unpack the meanings I bring to my question of professional interest into a form that is amenable to investigation (Cohen, Manion and Morrison, 2018). Indeed, as the research progresses this initial set of research questions is revisited as a part of an iterative process of building understanding and critical reflection so that I can refine the concepts and theories attending to student teachers' construction of knowledge of EAL pedagogy further (Robson and McCartan, 2016). This process aligns with Merriam and Tisdell's (2016) operationalisation of a theoretical framework to work towards clearly articulating the research problem and providing a specific, concrete purpose for the study.

In order to begin this process, the question of professional interest is first unpacked so that the ways of understanding student teachers' knowledge construction, within the contexts of their experience, regarding EAL pedagogy are clearly illustrated (Robson and McCartan, 2016). My prima facie research questions (PFRQs), below, facilitate this unpacking by explicating key elements of my professional interest, delineating relevant research contexts and germane concepts and theories (Thomas, 2017). The prima facie research questions (PFRQs) are developed from the question of professional interest guiding the study:

> How do primary student teachers construct their knowledge about English as an Additional Language pedagogy?

Thomas' question typology (2017, p. 11) characterises the above question as one falling into the category "*What's going on here?*". He suggests that this type of question requires the researcher to "*interpret* the situation in order to *illuminate* what is going on" and that this is done by attending to the people involved, the relevant contexts and the issue at hand (Thomas, 2017, p. 11). This structure informs the content of each of the PFRQs below:

The people involved

PFRQ 1: How and why do student teachers come to think those things they know about teaching – before and during Initial Teacher Education?

The relevant contexts

PFRQ2: How do the contexts in which student teachers learn and teach influence their growing knowledge of practice?

The issue at hand

PFRQ 3: How do student teachers learn to teach children learning EAL in ITE?

Cohen, Manion and Morrison (2018) advocate identifying the purpose and focus of the content of each research question and, the relationships between them. I therefore present an explanation of each of the prima facie research questions and the planned contribution to the theoretical framework.

PFRQ 1 focuses on the thinking involved when an individual becomes a teacher. Of interest are the ways in which knowledge is constructed before and during ITE.

PFRQ 2 seeks to explore the influence of context on student teachers' construction of knowledge before and during ITE. Of interest are macro contexts associated with the influence of education discourses and, the micro contexts of personal interactions for learning and teaching.

PFRQ 3 develops the framework further by investigating the possibilities for student teachers' construction of knowledge of EAL pedagogy. Of interest is the influence of contexts before and during ITE on the construction of knowledge of EAL pedagogy.

The PFRQs are used to structure and populate the content of the theoretical framework (Oliver, 2013). Prompted by these questions, I present a literature review below that incorporates relevant theory, concepts and empirical research.

2.2.2 Undertaking a Literature Review
According to Robson and McCartan (2016, p. 52) a review of the literature involves finding out "what is already known, and written down, relevant to your research project." The literature to be reviewed as part of the theoretical framework includes empirical research studies but also theoretical "think pieces" that critically explore the theories, concepts, practice and linkages of ideas associated with student teachers' learning about EAL pedagogy (Merriam and Tisdell, 2016, p.89). Liu *et al.* (2017, p. 379) argue that because of the limited scope of empirical research regarding EAL pedagogy in England, drawing upon the "large body of diverse work conducted by the EAL professional community" allows empirical research to tap into a collective memory of the history of EAL in this country. Those think pieces will be sourced from subject association websites and blogs, documents, reports and journal articles.

Borrowing from these think pieces extends my capacity to interpret the literature and ideas I encounter beyond my current disciplinary orientation potentially revealing new insights, adding to the originality of my inquiry (Peim, 2018). However I acknowledge that in consulting any literature, but in particular grey literature, "critical awareness" examination (Thomas, 2017, p. 63) of the quality and accuracy of the material and its relevance to the study is essential (Robson and McCartan, 2016;

Lewis, 2018). This informs part of my systematic approach to the construction of the content of the theoretical framework which is now discussed.

2.2.3 A Systematic Approach to the Literature Review

The PFRQs articulate the focus and scope of the literature to be explored regarding student teachers construction of knowledge of EAL pedagogy before and during ITE (Philpott and Poutney, 2018). The process of searching for building and analysing a collection of relevant literature involves the researcher participating in "a dialogue with previous studies and work in the area" (Merriam and Tisdell, 2016, p. 90). I anticipate that this back-and-forth process of literature engagement will enable me to develop insight into developing knowledge about EAL, beyond my disciplinary orientation, so that I can develop a richer understanding of the research problem (Philpott and Poutney, 2018).

The systematic approach taken to the literature review is outlined below after Oliver (2013). An account is given of the search terms and sources of literature used for collecting materials for the review. An assessment of the sources according to inclusion and exclusion criteria then follows.

2.2.4 Literature Search and Inclusion and Exclusion Criteria

Developing and unpacking my PFRQs allowed me to generate key words and phrases to survey the available literature regarding primary student teachers' learning to teach children learning English as an Additional Language (Oliver, 2013; Robson and McCartan, 2016). The literature searched for and analysed comprises the content of the study's theoretical framework.

This study takes a systematic approach to the literature because it identifies and synthesises sources based on their "relevance, topicality, accuracy, scope and coverage" to the research topic (Cohen, Manion and Morrison, 2018, p. 182). The scope of literature in a theoretical framework includes theoretical, conceptual and empirical research (Hammond, 2018) however the parameters governing the relevance and topicality of literature to the study for the particular content of each of the PFRQs is different. As such, each PFRQ has individual inclusion and exclusion criteria delineating, and offering a rationale, for the literature relevant to answering that particular question (Robson and McCartan (2016).

To begin this process, I follow Burton, Brundrett and Jones (2014, p. 39) who suggest devising "a set of explicit statements to assess each study found to see if it actually does address a review's research question." Hence, consideration of the PFRQs allowed me to produce the initial inclusion and exclusion statements set out in Tables 2.1- 2.3 enabling me to think more specifically about the literature deemed purposeful and relevant to investigating each PFRQ (Oliver, 2013).

Table 2.1: PFRQ 1: Inclusion and Exclusion Criteria

PFRQ1: How and why do student teachers come to think those things they know about teaching – before and during Initial Teacher Education?

	Inclusion Criteria	Exclusion Criteria	Rationale
Topic	Student teacher socialisation and cognition – knowledge	Focus on in-service teachers' professional knowledge development only	To understand the process of the student teacher's professional knowledge development
Focus	Development of knowledge about/for teaching and learning before and during ITE	Focus on teacher knowledge after ITE only	To reflect experiences and attributes of student teachers that influences their knowledge about teaching and learning
Sector	ITE	Does not include ITE	Reflects ITE, contexts, experience, policy and practice on
Date Range	Conceptual and Theoretical writing: Any year	Conceptual and Theoretical writing: Any year	To draw upon the theories that illuminate student teachers' experiences and thoughts about teacher education
	Empirical research studies: 2010 to January 2022	Empirical Research studies: Literature before 2010	To draw upon research relevant to contemporary socio-political contexts for ITE
Country of origin	England or countries with similar social, political and education systems (liberal democracies)	Countries that are not similar socially, politically and educationally to England	To reflect macro social and political experiences and contexts of learning to teach that are similar to those in England
Language of publication	English	Non-English language publications	Not immediately accessible; requires additional translation

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Table 2.2: PFRQ 2 Inclusion and Exclusion Criteria

PFRQ 2: How do the contexts in which student teachers learn and teach influence their growing knowledge of practice?

	Inclusion Criteria	Exclusion Criteria	Rationale
Topic	Influence of contexts before and during ITE on student teacher knowledge development	Does not attend to contextual factors influencing knowledge development	To develop understanding of socio-political contextual factors with theoretical, conceptual perspectives influencing the student teacher's knowledge development
Focus	Analysis of contextual factors influencing the student teacher's experiences before and during ITE – macro: policy context influences; micro: experiences of learning to teach and develop knowledge	Literature solely regarding in-service teachers' experiences	To acknowledge the role of context in knowledge development
Sector	ITE	Does not include ITE	Reflects ITE, contexts, experience, policy and practice on
Date Range	Macro contexts: Current UK government policy: 2010 to January 2022

Micro contexts: Empirical research conducted in contexts relevant to current government policy for education/ITE | Literature before 2010 | To analyse contemporary policy frameworks and contexts for ITE |
| **Country of origin** | Conceptual and theoretical perspectives that address England or countries with similar social, political and education systems (liberal democracies); Empirical research that focuses on UK context | Conceptual and theoretical perspectives from countries that are not similar socially, politically and educationally to England; Empirical research from outside the UK | To reflect experiences of student teachers similar to those undertaking ITE in England |
| **Language of publication** | English | Non-English language publications | Not immediately accessible; requires additional translation |

Table 2.3: PFRQ 3 Inclusion and Exclusion Criteria

PFRQ 3: PFRQ 3: How do student teachers learn to teach children learning EAL in ITE?

	Inclusion Criteria	Exclusion Criteria	Rationale
Topic	Student teachers learning about EAL as part of ITE	Studies with a non-EAL focus only i.e. English as a school subject teaching, English Language Teaching, English as a Second Language, English for Speakers of Other Languages or English as a Foreign Language teaching.	To focus on studies related to student teachers' learning about EAL teaching as part of ITE and to exclude other English-teaching teacher preparation sectors
Focus	Student teacher thinking about EAL: knowledge about the children learning EAL and EAL pedagogy	Studies that do not focus on EAL.	To reflect experiences and attributes of student teachers that influences their knowledge
Sector	Literature that includes initial teacher education in its scope	Literature with conclusions that attends only to in-service teachers	To provide focus for student teachers experiences of learning to teach
Date Range	2010 to January 2022	Literature before 2010	To work within contemporary government policy frameworks and contexts for EAL and ITE in England/UK
Country of origin	Conceptual and theoretical perspectives that address England or countries with similar social, political and education systems (liberal democracies); Empirical research that focuses on UK contexts	Conceptual and theoretical perspectives from countries that are not similar socially, politically and educationally to England; Empirical research from outside the UK	To reflect experiences of student teachers similar to those undertaking ITE in England
Language of publication	English	Non-English language publications	Not immediately accessible; requires additional translation

While searching for literature, a spreadsheet record (an example of which can be found in Appendix 1) was kept of the sources returned - those studies that were of sufficient quality, relevance and accuracy were maintained (Robson and McCartan, 2016; Cohen, Manion and Morrison, 2018).

It is worth noting my experience of searching for empirical studies regarding student teachers' experiences of EAL pedagogy in ITE using the University of Birmingham's

"FindIt@Bham" Advanced Search feature. The key words and terms used are presented in Table 2.4 below along with observations made of the literature returned.

Table 2.4: Key words and phrases used in the literature search

Search number	Key words and phrases	Observations made of the search and literature
1	Student teacher or pre-service teacher/ EAL or English as an Additional Language / knowledge	Too many search terms used resulting in broad scope of (many irrelevant) returned sources; literature not focused on EAL as other search terms generate research of little relevance
2	Student teacher or pre-service teacher/ "EAL" or "English as an Additional Language"/ knowledge	Search results increase in relevance i.e. student teachers' experiences of learning about EAL; new key words and terms generated based on those encountered frequently as key terms in relevant articles e.g. "teacher education"
3	Student teacher or pre-service teacher/ "EAL" or "English as an Additional Language"/ knowledge / "teacher education"	Most relevant results include "pre-service teacher" or "student teacher" or "teacher education" and, "English as an additional language" or "EAL". Few results returned with a focus on knowledge;

Based on my observations of the search and returned literature, I deployed an alternative strategy for qualitative literature using Mackay (2007, p. 237) who recommends "qualitative searching" as an alternative to the linear and structured quantitative search strategy initially employed. Mackay (ibid, p. 238) advises that like qualitative research methods, qualitative searches "are not so focused on objectivity and there is an understanding that searching can never be totally value free". I maintained "critical awareness" (Thomas, 2017, p.63) of the literature as I extended my search into the EAL Programme: Research section of the Bell Foundation's website. This provided me with empirical research specifically focused on the issue of constructing knowledge of EAL pedagogy in the context of ITE in the UK.

2.3 The Theoretical Framework

I now present the theoretical framework generated by and structured by the PFRQs which are built around Thomas' (2017) assessment of the question type "What's going on here?": the people involved, the relevant contexts and the issue at the centre of the inquiry.

The theoretical framework that follows represents my encounter with the theories, concepts and empirical research connected to the inquiry. The construction of the theoretical framework is narrative in style (Thomas, 2017) as it aims to summarise and discuss literature relevant to the content of each of the PFRQs as they arise.

This denotes an openness to the emergence of theory, concepts and empirical research used to develop a narrative so that the reader can perceive the iterative development of my analysis in preparing to conduct research (Garvey and Jones, 2021).

I also offer a visual representation in a series of self-developed figures to illustrate how I perceive, integrate and employ the literature in order to illuminate how student teachers learn to construct their EAL pedagogy knowledge. As the theoretical framework is developed, I enter into a process of dialogue with the theories, concepts and empirical research so that new thinking and perceptions might be made available to me regarding the object of my inquiry (Merriam and Tisdell, 2016).

2.3.1 The People Involved: Prima Facie Research Question 1

Student teachers, and specifically their construction of knowledge of EAL pedagogy, are at the centre of my inquiry. As such I seek to build this part of the theoretical framework focusing on student teachers' development of knowledge for teaching children learning EAL as per PFRQ 1:

> How and why do student teachers come to think those things they know about teaching – before and during Initial Teacher Education?

This section begins with a definition of knowledge in teaching and explores the possibilities for developing specific knowledge of EAL pedagogy. Then the sources of teacher knowledge before and during ITE are explored.

2.3.1.1 The Student Teacher's Knowledge Development

A range of theoretical propositions have been used to analyse student teachers' knowledge development drawing upon theories of learning through experience (Kolb, 1983), learning through reflection (Schön,1983) and in professional contexts (Eraut, 1994). In addition to this, the knowledge developed by student teachers is understood using a variety of terms including theoretical knowledge and practical knowledge (Calderhead, 1988) or subject knowledge (Ellis, 2007; Brown, Rowley and Smith, 2016). Because of the diverse ways in which teacher knowledge can be theorised as developing and categorised, it is germane to set out a particular view of student teacher knowledge development as well as the character of the knowledge developed (Puttick, 2018).

My understanding of student teachers' knowledge is guided by Shulman's (1986; 1987) theory of teacher cognition which takes a multi-faceted view of the knowledge base and professional expertise required to be an effective teacher (Brant, 2006). Because Shulman's (1986; 1987) teacher cognition theory represents a typology that can illustrate the character of a teacher's knowledge (Calderhead, 1993; Herold, 2019), it has particular relevance to the context of this inquiry in ITE as it is the development, education and qualification of novice teachers that motivates Shulman's (1986) original proposal:

> How does the successful college student transform his or her expertise in the subject matter into a form that high school students can comprehend? (Shulman, 1986, p.8)

Here, Shulman (ibid) considers how those who have developed knowledge of subject content, are enabled to effectively teach that knowledge in appropriate and relevant ways to pupils in school.

Shulman's (1986;1987) theory of teacher cognition has been influential in the conceptualisation of teacher education and teachers' thinking across subject areas, for example in mathematics knowledge development (Chick and Beswick, 2017) and effective science teaching (Meschede *et al.*, 2017). Furthermore, Shulman's theory of teacher cognition has been used to examine the influence of teacher preparation on student teachers' developing knowledge for additional language acquisition pedagogy in the United States (Galguera, 2011), Australia (Ollerhead, 2018) and Belgium (Evens *et al.*, 2019). Shulman's theory has also been operationalised to codify the professional knowledge base for teaching children learning EAL in England (Liu *et al.*, 2017). The professional knowledge base for EAL is unpacked in further detail in this study in section 2.3.1.2.

Despite the range of application, Shulman's typology of teacher knowledge is not unproblematic. Gess-Newsome *et al.* (2019) assess that since its inception, the range of responses and interpretations of Shulman's typology have contributed to a lack of clarity and consistency in an operational definition for research and measurement. Furthermore, Cochran-Smith and Lytle (1999) argue that Shulman's classification of knowledge may be too rigid; they suggest that the typology neglects teachers' integration of various categories of knowledge and their origins in experience, culture and context. In support of this, Ball and Forzani (2009) advise against the application of an overly compartmentalised approach to teacher knowledge, encouraging instead a more integrated concept of teacher knowledge that unveils the dynamism between pedagogy, content and context. As such, application and synthesis of Shulman's categories of teacher knowledge in this research acknowledges the multifaceted nature of teacher knowledge and engages with broader contextual and sociocultural elements that shape construction and mobilisation of knowledge in teaching and learning (Clandinin and Connelly, 1987; de Almeida *et al.*, 2019). Moreover, as this research focuses on the construction of knowledge of pedagogies of language acquisition, exclusively adhering to Shulman's categories of teacher knowledge could neglect aspects of student teachers' construction of knowledge regarding the social and cultural aspects of language use and learning (Gee, 2014). So as to include and attend to the influence of culture, community and identity on language acquisition, the application of Shulman's typology of teacher knowledge in this study acknowledges knowledge that the teacher can construct to navigate the diverse sociolinguistic contexts they encounter (Norton, 2013). Therefore, the explication of categories of teacher knowledge set out below incorporates linguistically responsive pedagogies as part of teacher knowledge of EAL (Lucas *et al.*, 2008; Lucas *et al.*, 2018; Mahalingappa, 2023).

I now return to Shulman's (1986;1987) theses seeking to operationalise the original definitions of the categories of teacher knowledge in order to achieve theoretical and practical clarity regarding the professional knowledge base for EAL pedagogy (Liu *et al.*, 2017).

The initial (Shulman, 1986) typology of teacher knowledge includes three forms: subject matter content knowledge, pedagogical content knowledge, and curricular knowledge. Shulman (1987, p.8) reviewed the categories and set about distinguishing seven types of teacher knowledge in total, namely: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of

educational contexts and, knowledge of educational ends, purposes, and values and their philosophical and historical grounds.

It is Shulman's revised categories from 1987 that I employ in this study. Section 2.3.1.2 sets out the detail of the character of each of the categories of knowledge (Shulman, 1987) and details the relevant knowledge within each category that student teachers can develop for their work with children learning EAL. Of those categories defined by Shulman, pedagogical content knowledge (PCK) has been most impactful in the field of teacher education as it locates teacher knowledge and pedagogical choices within specific subject content areas (Gess-Newsome *et al.*, 2019). In the context of this study, EAL PCK concerns the amalgamation of content knowledge of EAL with those specific pedagogical practices that organise and communicate EAL to multilingual pupils so that they can become proficient in English (Liu *et al.*, 2017).

There are, however, implications for student teachers' development of EAL PCK on ITE programmes as there is a large degree of variability in EAL provision on ITE programmes including access to EAL practicum experiences and university lecture content (Costley, 2014). The variation in provision contributes to student teachers' reported lack of confidence and knowledge for teaching children learning EAL when ITE is completed (Starbuck, 2018). This may be because PCK requires prolonged and active engagement with content and pedagogy, followed by deliberate reflection on teaching (Lucas *et al.*, 2008; Payant and Mason, 2018). As opportunities for EAL teaching experiences and reflection concerning EAL are not a reliable feature of contemporary English ITE (Foley *et al.*, 2018), the possibilities for developing EAL PCK are uncertain. This is in spite of the Teachers' Standards requiring qualified teachers to "be able to use and evaluate distinctive teaching approaches to engage and support" those with EAL (DfE, 2011a).

Consequently, before ITE I do not expect study participants to possess EAL PCK because PCK is a form of specialist knowledge unique to teachers (Shulman, 1986). Additionally, the uncertainty of developing EAL PCK during ITE, as discussed above, means it is more germane to explore the particular types of knowledge student teachers actually mobilise when expressing their thinking about teaching children learning EAL (de Almeida *et al.*, 2019). For these reasons student teachers' processes of cognition are explored in this study, and should particular teacher knowledge be expressed I will borrow Shulman's categories of teacher knowledge to delineate that knowledge in the research process (Clandinin and Connelly, 1987) (see section 2.3.1.2 below).

I acknowledge that the student teacher thinking I am interested in concerns the cognitive resources they use to construct their knowledge of EAL pedagogy (de Almeida *et al.*, 2019). I view student teachers' knowledge construction of EAL as a complex amalgamation of cognitive resources derived from their personal experiences, their background and their personal characteristics (Clandinin, 2013). Consequently in this study I am interested in how student teachers use their cognitive resources to construct their knowledge of EAL pedagogy. I now present an overview of teacher knowledge of EAL pedagogy, informed by the professional knowledge base, that the participants in this study may express. As noted above, the following categories attend to Shulman's proposition and are presented here for the purposes of delineation only; in this study an integrated and socio-linguistically responsive view of teacher knowledge of EAL pedgaogy is asserted.

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2.3.1.2 Teacher knowledge for EAL

Conteh (2019) argues for the evidence informing the teaching of children learning EAL to be co-constructed by researchers and practitioners, acknowledging that knowledge is sociocultural, developed through interaction and situated in socio-political contexts. As well as this, in order to avoid a narrow, policy-informed conception of EAL research within the field (Leung, 2016), the specialist professional knowledge base will be drawn from across a range of disciplines that "includes cultural, linguistic and cognitive dimensions" (Andrews, 2009, p. 8). Indeed as the field of EAL is an evolving body of knowledge more recent developments in the directions of research and practice will also be discussed. While the categories below are discussed as if they occur in separate domains and are the same for all teachers, teacher knowledge is acknowledged as being integrated and dynamic with all domains interrelated and influencing each other (Ball and Fozani, 2009). When attending to the sociolinguistic aspects of teacher knowledge of EAL pedagogy, teacher knowledge is linguistically responsive and acknowledges the influence of culture, community and identity on pedagogies of language acquisition (Norton, 2013; Gee, 2014). Lucas *et al.* (2008) and Lucas *et al.* (2018) argue for linguistically responsive teacher education so that classroom pedagogical practices answer EAL pupils' language and content requirements so that they have the support they need to succeed in school and their lives. In this regard, a typology of teacher knowledge of EAL pedagogy compiled from empirical research, journal articles, reports and material from subject association documentation is now presented.

EAL content knowledge

The content knowledge component of EAL pedagogy relates to the teacher's knowledge of subject matter content to be taught.

The practicalities of classroom practice begins with assessment of the child's English proficiency (Read, 2012) and knowledge of prior schooling and performance (Arnot *et al.*, 2014). However Viesca *et al.* (2019) warn of the complexities of both the diagnostic and ongoing assessment of children learning EAL. In this regard, Kelly (2014) asserts that teachers must be careful not to conflate their assessments of language proficiency with assessment of learning in particular subjects – employing suitable assessment tools that give children the capacity to understand and respond according to what is being assessed are essential. Indeed Liu *et al.* (2017) suggest that teachers should draw on professional expertise when making judgements about children's learning in both language and curriculum. In support of this, Bruce (2022) argues for between-staff moderation of English proficiency judgements as there is a strong influence of assessor bias in EAL assessment.

Read (2012) cites the use of Hester's (1990) "Stages of English" to characterise children's English language proficiency and adapt teaching input accordingly – these stages of English language understanding and use position children in a descriptive category that permits teachers to apply relevant and differentiated teaching strategies. However, Lucas *et al.* (2008) caution that linguistic terminology and approaches may be challenging for those inexperienced with linguistics and this could present a barrier to effective implementation of EAL content knowledge in the classroom. Demie and Lewis (2018) contend that close tracking of EAL learners' progress and making use of relevant targeted support increases the likelihood of

children's success within the schooling system. Similarly, The Bell Foundation (2022a) note that ensuring assessment and teaching input is appropriate is of immediate and future significance as English proficiency is closely linked to their academic success.

A significant amount of literature on effective EAL teaching strategies focuses on the use of children's first language (L1) in the classroom both for process-oriented, outcome driven conceptions of learning (Leung, 2016) but also in conceptualising bilingualism and multilingualism as an asset for wider conceptions of education and enrichment (Cummins, 2000; Thomas and Collier, 2002; Flynn, 2018; The Bell Foundation, 2022a). Arnot *et al.* (2014) and Liu *et al.* (2017) affirm that children should be supported with developing their L1 for both academic and social purposes.

In order to do this in practice, Lucas *et al.* (2008) advocate scaffolding both linguistic and academic aspects of EAL pupils' learning. Moreover, Chalmers (2017) presents a variety of strategies such as children previewing English texts with elements of L1 being used to support their understanding and making use of translation. Chalmers (ibid, p. 57) synthesises research on the use of L1 to claim that "using L1 might ease cognitive load and allow multilingual learners to concentrate on the main objectives of the lesson". However, Chalmers' (ibid, p. 57) conclusions are tentative in this regard as results are mixed with regard to process-oriented conceptions of effective teaching and learning and there is a "worryingly small empirical evidence base" to suggest this as an accepted principle for practice.

Liu *et al.* (2017) detail additional strategies to reduce the cognitive load for children learning EAL including the use of multimodal aids such as artefacts and visual supports. Liu *et al.* (ibid) also build on Cummins (1984) planning framework to promote teachers' thinking about task simplification and making use of contextual cues so that the challenge in children's learning is kept appropriately high (The Bell Foundation, 2022a).

EAL general pedagogical knowledge

This aspect of teacher's knowledge refers to the broad principles and strategies underpinning classroom management and organisation concerning EAL.

An essential component of the teacher's EAL general pedagogical knowledge is that children learning EAL should have access to meaningful social opportunities to use, engage with and practise English (Swain and Lapkin, 1995; Kotler, Wegerif and Le Voi, 2001; Wong Fillmore and Snow, 2005; Liu *et al.*, 2017; Flynn, 2018). Within the primary classroom the form, function and structure of the English language should be made explicit in children's experiences of learning (Gibbons, 2002; Gass and Varonis, 2008; NALDIC, 2011; The Bell Foundation, 2022a). In the context of the primary classroom, planning for productive talk and language learning should be done in carefully managed, dialogic, equitable interactions such as use of small, language-focused groups of children (Viesca *et al.*, 2022).

EAL curriculum knowledge

Curriculum knowledge for EAL attends to its management in programmes of study and their associated materials for teaching subjects and topics at particular levels.

In the context of additional language acquisition, Lucas *et al.* (2008) highlight the importance of language as the means through which pupils access the school curriculum. Thus, planning specifically for children's academic language development requires knowledge of how English language can be developed alongside subject knowledge through talk and having a knowledge of the purpose for which language is being used within that subject area (Tower Hamlets EMA team, 2009). Indeed, knowledge of how content and language can be integrated in learning is of relevance to EAL contexts as many schools work with children who are developing or have no proficiency in English (Genesee and Hamayan, 2016).

The field of Content and Language Integrated Learning (CLIL) is a burgeoning area of interest relevant to the current mainstreaming policy in England as it brings together pedagogical and methodological practices for the integration of curriculum content and strategies for language learning in the curriculum (Morton, 2018). However, the conclusions reached in the small body of empirical research informing these strategies must be accepted with caution as the contexts of the research such as the resource-rich and teaching support available for children learning in CLIL studies is unlike that available for children learning EAL in English schools (Morton, 2018). Ollerhead (2018) suggests that an off-shoot concept of knowledge of pedagogy specifically linked to the language and literacy skills demanded when interacting with content knowledge, remains an essential component of teachers' specialist professional knowledge for EAL: Galguera's (2011) Pedagogical Language Knowledge. Galguera's (2011) concept conceives of the language content and language learning in each subject as an opportunity to build both knowledge of content and language.

Another more recent development in the field of teaching children learning EAL is Baker's (2001) concept of translanguaging (Wei, 2019). Translanguaging concerns the maximisation of bilingual and multilingual learners' use of their entire linguistic repertoire in learning (Garcia, 2009). Wei (2019, p.71) argues that translanguaging "advocates a radically different view that the novice does not 'acquire' language, but rather they adapt their bodies and brains to the languaging activity that surrounds them." Wei (ibid, p.71) argues that employing translanguaging as a pedagogy requires developing critical language awareness – insight into the workings of ideology, power and the norms and values that govern learning and languages in the field of education.

EAL pedagogical content knowledge

Pedagogical content knowledge for EAL consists of the most useful means of representing and organising subject matter for learning.

Flynn (2018) cites an example of the necessity of teachers developing specialist knowledge for their practice that recognises the complexity of the EAL learner's task. She draws upon the work of Cummins (1980; 2008) to highlight the potential for teachers to misrecognise children's fluency in English in their Basic Interpersonal

Communicative Skills versus their Cognitive Academic Language Proficiency. This equates to teachers knowing that "children's conversational fluency is different to their academic proficiency and the latter takes longer to develop" (Flynn, ibid, p. 59).

While children learning EAL have, a heightened attention to the form of language, and typically score higher on measure of word reading accuracy compared to their monolingual peers, they have greater difficulties with their reading comprehension (McCartney, 2020). This may be a result of insufficient oral vocabulary, the presentation of language associated with an unfamiliar or unknown context, and issues with text structure (Hardy, 2015). In order to enhance children's understanding, McCartney (2020) advises that teachers employ follow-up questions that check for children's understanding even where decoding accuracy for the text is strong. In addition, Hardy (2015) highlights the difficulties for comprehension associated with the use of idiom and metaphors; she notes that meaning and content of idioms and metaphors may be different in children's L1 and in English. Indeed Miller (2020) argues for active teaching and assessment of understanding of idioms to EAL learners as in both spoken and written English pupils' understanding and use of idioms is a marker of linguistic competency.

Children learning EAL make grammatical errors in speech and writing (Evans *et al.*, 2016). Common errors include incorrect use of tense, the use of an incorrect form of an irregular verb and, subject-verb agreement (DFES, 2007). The Bell Foundation (2017) advocate for teachers' use of recasting the child's speech by repeating back the correct use of grammar for the particular phrase used. Sensitivity when recasting or correct errors is necessary as the social and emotional impact of error correction can inhibit participation in language learning (Borg, 2003).

Knowledge of EAL learners and their characteristics

This category concerns knowledge of the children learning EAL and their engagement with subject matter content.

Flynn (2018) argues that practice for working with children learning EAL should begin with safe and welcoming environments. In practical terms, children's understanding and participation can be supported with clear and explicit instructions for classroom tasks within a classroom environment that establishes and respects classroom rules and minimises competition (Lucas *et al.*, 2008). This is supported by Bailey and Sowden (2021) who contend that an inclusive environment reflects children's linguistic and cultural identity and responds to them as individuals as they learn English and develop curriculum knowledge.

Safford and Drury (2013) assert that practice with multilingual learners begins with teachers' cognisance of, and attention to children's funds of knowledge. This means working in ways that secures authentic engagement with and response to children's experiential knowledge and individual identity. So that children and their families can be supported appropriately, Vazquez (2019) discusses the principles of effective induction so that schools can assess children learning EAL and respond with appropriate pedagogical strategies to support language learning. Effective induction

should then be built upon by teachers where they develop productive relationships with families working with their distinctive characteristics (Flynn, 2018).

Teachers' knowledge of children learning EAL can also concern "risk factors" to their achievement (The Bell Foundation, 2022b). As well as the ways in which gender, season of birth, socio-economic background and SEN contribute to children's achievement in the English education system, Strand, Malmberg and Hall (2015) note that the region in which children learning EAL grow up impacts on their school achievement – where there is a high population of children learning EAL, achievement tends to be higher. They also note that lack of access to assessment information, joining primary school at an older age and moving between primary schools impacts negatively on school achievement.

Knowledge of EAL educational contexts

This category of knowledge concerns knowing the characteristics of the communities and cultures from which the children learning EAL are drawn and how this interacts with the education system and the dynamics and functioning of the classroom environment.

Some of the more complex aspects of teaching children learning EAL concerns the impact of social relationships on language learning. Liu *et al.* (2017) cite the necessity of teachers developing rapport with children learning EAL and attempting to resonate with them on a personal basis through the use of appropriate cultural references. Lucas *et al.* (2008) note that linguistically responsive teaching also incorporates cultural responsiveness that seeks to validate and integrate children's social, linguistic and cultural backgrounds into the educational experience but acknowledge the difficulty in navigating and leveraging these meaningfully in academic contexts (Safford and Drury, 2013).

Liu *et al.* (2017) recognise the impact of children's peer relationships on learning and for social support and integration. Lucas *et al.* (2018) disclose how similarly bilingual pupils can provide assistance through their shared L1 to children who are less proficient in English as a scaffold to their learning. However, Grieve and Haining (2011) note the challenges of supporting linguistically-isolated children, that is children who do not share their L1 with others in a particular context. They report that withdrawal from social aspects of learning and development can negatively impact (in the short and longer term) children's experiences of school.

In addition to this, knowledge of the complexities of social relationships are of relevance when promoting and making use of children's L1; Liu and Evans (2016) note that the attitudes of children and adults towards language use other than English can impact on children's language and social development. They report that some children have a reluctance to use their L1 for fear of appearing different and that bullying was reported as a concern in the schools that participated in their research.

In order to adequately prepare for the complexities of language learning and social relationships, Arnot *et al.* (2014) suggest that gaining initial knowledge of children and their family background should include gaining a sense of children and parents'

attitudes towards language learning. In this way misconceptions about language learning can be dispelled and strategies and mindsets (Flynn, 2018) for multilingualism be promoted (such as continuing to use L1 at home).

Knowledge of educational ends, purposes, and values and their philosophical and historical grounds regarding EAL

Knowledge of the meanings, intentions and goals in the education of children learning EAL and the sources of those ideas and practices comprises the last category of teacher knowledge of EAL pedagogy.

The initiation of the mainstreaming approach to the education of children learning EAL was developed to ensure equality of access to school provision (Leung, 2001). However, Conteh (2012, p. 105) cites tensions in conceptualising mainstreaming as equal or inclusive education noting that the approach "sits uncomfortably" beside classroom practices that work to secure the linguistic hegemony of English to the practical exclusion of children's first language.

To counter monolingual ideological concepts of education, Galguera (2011) promotes the development of critical language awareness so that teachers can examine their own attitudes towards language learning. He (ibid, p.88) identifies the misplaced belief that good teaching results in both academic learning *and* language learning for children learning EAL. Galguera (ibid) argues that the misconception of a "grand-unified theory" of "quality first teaching" undermines language acquisition pedagogy, discounting the complex and integrated knowledge base for additional language learning. Current policy for teacher education, the ITT:CCF (DfE, 2019a, p. 5) supports the idea of applying "quality first teaching" with adaptations made in practice for the individual child (e.g. the general theory of reduction in cognitive load as applied to children learning EAL) rather than developing specific specialist teaching knowledge. Mahalingappa (2023) argues that teacher education should incorporate elements of sociolinguistic consciousness-raising so that teachers can develop (self-)awareness of the social and cultural dimensions of language use, allowing them to positively perceive children's languages as assets to their education. Mahalingappa (ibid) argues that in this way, classroom environments promote and encourage inclusion and multilingualism.

Lucas *et al.* (2008) advocate for an educational context in which teachers are educated in linguistically responsive ways and that that education continues throughout their careers. The concept of linguistically responsive teaching responds to the above discussion in section 2.3.1.1 which inquires after the possibilities of teachers' development of evidence-informed EAL teacher knowledge. Lucas *et al.* (2018) note that by engaging practically in sustained and reflective professional development focusing on the specialised pedagogical knowledge of EAL, teachers can develop and apply a deep understanding of language-specific aspects of learning to their practice. This linguistic understanding sits within the broader macro, socio-cultural and political contexts of education, hence Lucas *et al.* (2018) argue for teachers' reflexive, inquiry-based knowledge development as a response to language as a social construct that reflects and shapes power relations. Mahalingappa (2023) terms this aspect of teacher education "Critical Language

Awareness" which entails learning about the sociopolitical aspects of language learning and usage, as well as the connections between language, culture, and identity. It promotes an asset-based viewpoint on students' identities, skills, languages, and knowledge bases, fostering an inclusive and multilingual classroom atmosphere.

In summary, EAL pedagogical knowledge can be seen to be derived from both research and practice. The content of the professional knowledge base meets at the intersection of socio-cultural, linguistic and cognitive knowledge and practice. EAL pedagogy requires teachers to develop a critical awareness of language, to be linguistically responsive and recognise the potential for language learning across subjects. The sources of teacher knowledge are now turned to in order to examine how teachers construct their knowledge of EAL pedagogy.

2.3.1.3 Formative Experiences of Learning to Teach

The application of Shulman's (1986) theory of teacher knowledge to this study responds to the chronological nature of PFRQ 1. The theory includes examination of student teachers' experiences of learning and being taught as a strategic site of source material in their "learning *for* teaching" (Shulman, 1986, p. 6). Consequently Shulman (ibid, p. 5) suggests inquiring after a student teacher's "intellectual biography": those formative experiences of education that influence their thinking about teaching.

Moodie (2016, p. 29) argues that formative education experiences serve as "an induction to the methods, norms, and discourse of an education system" acting as a culturally transmitted source of knowledge and lens through which teaching is perceived (especially by beginning teachers). This draws upon Lortie's (1975, p. 61) "apprenticeship-of-observation" where pupils naively theorise about their teachers' thinking and actions to construct their knowledge of teaching (Mewborn and Tyminski, 2006).

For those pupils seeking to become teachers themselves, knowledge of teaching is often based upon personality-informed constructs, rather than sound pedagogic principles, that the student teacher adopts or avoids in their practice (Moodie, 2016). As such, ITE must critically engage student teachers with their apprenticeship-of-observation so that their knowledge of teaching becomes more responsive to evidence-informed practices and less dependent on culturally transmitted views of teaching (Gray, 2020). Indeed, culturally transmitted notions about teaching are not solely the preserve of the education system; Sugrue (1997, p. 214) argues that student teachers draw uncritically upon "embedded cultural archetypes of teaching" to inform them of the various qualities and dispositions teachers can possess. Therefore McGarr and Gavaldon (2019) suggest that if the concept of intellectual biography is to be considered a source of teacher knowledge, it must be acknowledged as fallible and, having been constructed uncritically.

I acknowledge that the student teachers participating in this study may not be entirely, consciously aware of why they hold particular views of teaching and school subjects (Flanagan, 2020). In the context of EAL, Bacon (2020) cautions that teacher knowledge may be constructed around monolinguistic ideologies, elevating the status of English to the detriment of other languages. Investigating student teachers' construction of knowledge of EAL pedagogy therefore must acknowledge that it is

not a neutral undertaking; perceptions and knowledge of curriculum subjects should be viewed as being formed in response to student teachers' lived experience (Flanagan, 2020).

Figure 2.1 (a self-developed model) illustrates my thinking regarding the formative and ITE experiences influencing student teachers' construction of knowledge of EAL pedagogy before and then during ITE. The diagram is split in two (red dashed line) to delineate the construction of knowledge of EAL pedagogy (green semicircles) from particular positions in time and space (Gore *et al*., 2021) that is, before and then during ITE. The green semicircles are presented in different shades of green to differentiate between the types of knowledge constructed from different positions in time and space. The context of student teachers' temporality before ITE is represented by the blue semicircle while the yellow semicircle represents this position during ITE. The blue and yellow semicircles surround the green semi circles (Knowledge of EAL pedagogy) to indicate the influence of context on knowledge construction. The following section (2.3.2) addresses the influence of context on student teachers' construction of knowledge of EAL pedagogy.
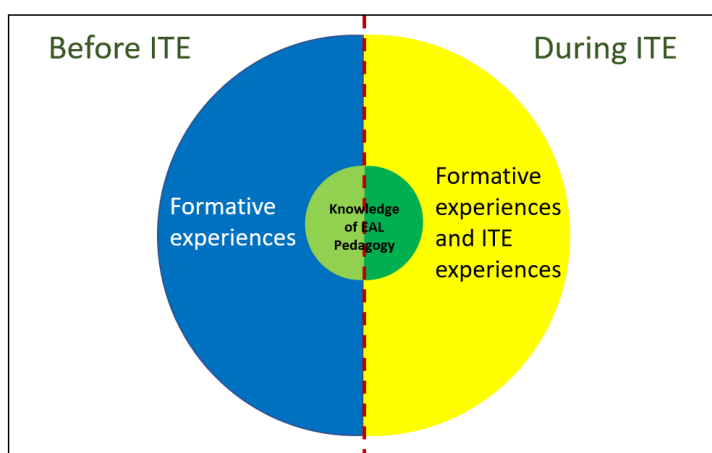
Figure 2.1: The influence of formative experiences on student teachers' construction of knowledge of EAL pedagogy before and then during ITE.

Shulman (1987) notes that knowledge for teaching is drawn from a wide disciplinary base. What concerns Shulman is how teachers acquire professional knowledge and put it to the most effective use in their teaching for their pupils' learning. However, as per the above discussion (Bacon, 2020; Flanagan, 2020) knowledge is not viewed as a neutral entity. The composition of professional knowledge is affected by the distribution of power and resources in the contexts of education and research communities, and then manner in which student teachers encounter this knowledge; this in turn affects how student teachers construct their knowledge of EAL pedagogy (Shulman, 1987; Clandinin, 2013). The influence of the contexts of student teachers' experiences on their construction of knowledge of EAL pedagogy is now discussed.

2.3.2 The relevant contexts: Prima Facie Research Question 2
2.3.2.1 Knowledge construction in context
PFRQ 2 asks:

How do the contexts in which student teachers learn and teach influence their growing knowledge of practice?

This section explores the relevant macro and micro contexts for student teachers' construction of knowledge of EAL pedagogy. The student teacher is viewed as an active agent who navigates the contexts of their lived experience (Biesta and Tedder, 2007; Goodson, *et al.*, 2010). Those contexts in turn shape and define the student teacher's experience influencing their ontological and epistemological relation to EAL pedagogy.

Goodson (1994) argues against the notion of objective knowledge as part of the lived reality of teaching, curriculum and education. He contends that teachers participate in an interplay between macro contextual influences (such as government policy) and micro contextual relationships (for example, their classroom interactions) and that this shapes how they construct their knowledge and practice for teaching (Goodson, 1994). Goodson (2008) argues that a teacher's knowledge for practice can be conceived of as an aggregation of the influences of their lived experience and, the social and political contexts within which they work. In this respect, construction of knowledge for teaching is an active experience where learning is constructed out of particular contexts and through human interaction (Clandinin, 2013; Anderson and Elms, 2022).

The individual's navigation of the macro and micro contextual influences is conceptualised by Goodson (2008, p. viii) with the term "middle ground" which he defines as:

> the arena between structural organization and policy of political contexts and the micro-detail of daily life in classrooms and teaching. (Goodson, 2008, p. viii)

The middle ground is a theory of the teacher's agency as they navigate the macro and micro contexts shaping that experience: a "theory of context that underpins action" (Goodson, 1994, p. 38). Middle ground theory has been used to inform empirical research in the context of ITE examining the influence of biography on teacher educators' practice (Cullen, 2011) and to identify how the black male primary school teacher's agency provides insight into the social and political contexts of their work (Callender, 2018). Moreover, Kontovourki, Philippou and Theodorou, (2018) mobilise the theory of the middle ground in exploring the professional lives of primary school teachers in Cyprus; their biographical approach accounts for formative experiences of education as well as the influences of teacher education on classroom practice.

Goodson's (2008) middle ground theory is applicable to the exploration of student teachers' construction of knowledge of EAL pedagogy because it provides a means of conceptualising the bridge between wider cultural and structural dynamics at macro contextual levels with micro contextual levels of interaction (Callender, 2018). The theory can be deployed to investigate the possibilities of student teachers' actions, including knowledge construction, as they navigate the contexts of their experience (Pacheco, 2011).

Figure 2.2 adds to the self-developed model shown in Figure 2.1. As well as delineating the temporality of student teachers' experience before and during ITE (red dashed line), the model also delineates the macro and micro contexts of

experience (pink dashed line). Depicting macro and micro contexts of experience separately allows me to distinguish between the influences of wider cultural and structural dynamics and, personal interactions and relationships, respectively, on student teachers' construction of knowledge of EAL pedagogy before and during ITE. The label 'middle ground before ITE' is applied to the blue semicircle to indicate the interplay between the macro and micro contexts of experience before ITE. In the same way, the label 'middle ground during ITE' is applied to the yellow semicircle to indicate that interplay during ITE. Having a model of the influence of context provides explanatory power to this research as it allows me to locate those influences at macro or micro levels while recognising the whole of the middle ground of experience (McDonnell, 2021). The application of Goodson's (2008) theory of the middle ground to this model also allows me to locate student teachers' construction of knowledge of EAL pedagogy (green semicircles) in their experience of navigating the interplay of macro and micro contexts of experience in the middle ground.
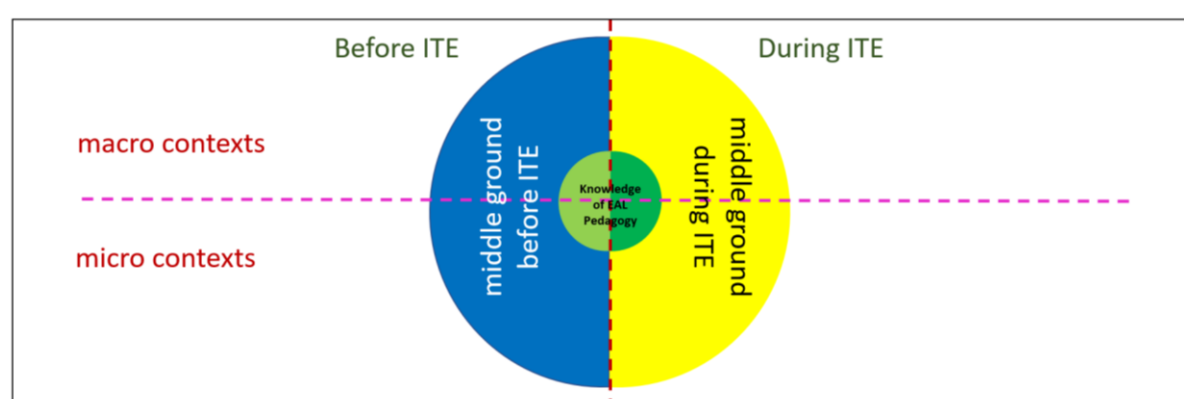
Figure 2.2: A delineation of the macro and micro contexts of experience before and during ITE influencing the construction of student teachers' knowledge of EAL pedagogy.

Goodson (2008, p. 14) argues that a teacher's socialisation into the profession is "systematic and invasive" and that the process of becoming a teacher is ontologically demarcated where possibilities for thinking and practice are institutionalised and pre-defined. When applied to this study, student teachers' knowledge construction is understood to be an active process influenced by the contexts of experience. Those contexts are both generative and limiting shaping the possibilities of being, thinking and knowing. Middle ground theory therefore offers a means of conceptualising the student teacher actively shaping their construction of knowledge of EAL pedagogy "albeit within the limits set in given contexts" (Kontovourki, Philippou and Theodorou, 2018, p. 258). Investigating student teachers' navigation of the contexts of their experience may illuminate the possibilities for being, knowing and thinking for those contexts.

Goodson's conceptualisation of teachers' lives and work resonates with Bernstein's (2000) theory of "pedagogic discourse" as Bernstein (2000, p.28) is interested in how the rules of social contexts regulate consciousness formation and knowledge acquisition. The theory of pedagogic discourse analyses the interaction between macro social systems, such as education policy, and micro arenas such as teachers' decision-making in classrooms (Neves and Morais, 2001). When utilised in the theoretical framework, analysis of pedagogic discourse in the middle ground

illuminates the system of rules, power and regulation at work – Bernstein (2000, p. xxvi) terms this "symbolic control". Bernstein (ibid) defines symbolic control as control of discursive resources in the symbolic field, much like physical and capital resources are controlled in the economic field. A field, for Bernstein is a social space of conflict and competition where participants vie for control (Singh, 2002). Hence, dominant social groups become the dominant agents in a field and dominate symbolic resources (for example, pedagogic discourses concerning EAL throughout the education system).

Bernstein (2000) characterises the middle-classes as dominating the symbolic field of education. Having power and control over the pedagogic discourse produced in the field of education legitimises middle-class ways of knowing and being and de-legitimises others (Moore, 2013). The macro and micro contexts of the education system, including ITE, become sites of social and cultural reproduction legitimising the knowledge and practices of the middle classes (Stirrup, 2020). Bernstein (2003) contends that the examination of the rules of social contexts reveals the ontological quality of pedagogic discourse, such that it frames being and reveals the possibilities of what is thinkable and unthinkable.

In the context of the student teacher's knowledge construction of EAL pedagogy before and during ITE, an examination of pedagogic discourse of the macro and micro contexts of the middle ground before and during ITE (discussed in section 2.3.3) allows me to illuminate the symbolic control influencing student teachers' construction of knowledge of EAL pedagogy. However, Penney (2013) argues that while the this allows the researcher to deal with the complexities of educational discourse, the "intangible" quality of discourses can lead to frustration if concepts are ungrounded. To ameliorate this she proposes that the researcher grounds their examination of the influences of pedagogic discourse on specific actions and practices. For the purpose of this inquiry those specific actions and practices are identified as contextual elements of the middle ground in Figure 2.3.

Figure 2.3 further develops the theoretical framework model so that the specific macro and micro contexts of each middle ground before and during ITE are depicted and labelled alphabetically. The delineation of temporality and context depicts four quadrants. While there is delineation in the context axis in the model, the concept of the middle ground is retained as both macro and micro contexts are conceptualised in a state of interplay (Goodson, 2008).

The blue semicircle representing the middle ground before ITE is delineated into two contextual aspects: Quadrant A, the macro contexts of the student teacher's position in time and space before ITE and; Quadrant B, the micro contexts of experience before ITE. The yellow semicircle representing the middle ground during ITE is also delineated into two contextual aspects: Quadrant C, the macro contexts of the student teacher's position in time and space during ITE and; Quadrant D, the micro contexts of experience before ITE. The quadrants are examined in detail the discussion that follows in section 2.3.3.

Each of the labelled quadrants is understood to have an influence on student teachers' construction of knowledge of EAL pedagogy (green semicircles). The label

'The field of education' is added to demarcate the symbolic field to which this study attends as well as citing the character of the pedagogic discourse at work (Bernstein, 2000).

Each of the alphabetically labelled contextual elements are explored further in the following discussion to gain a critical understanding of the possibilities of the student teachers' construction of knowledge of EAL pedagogy in response to PFRQ 3 (Section 2.3.3).
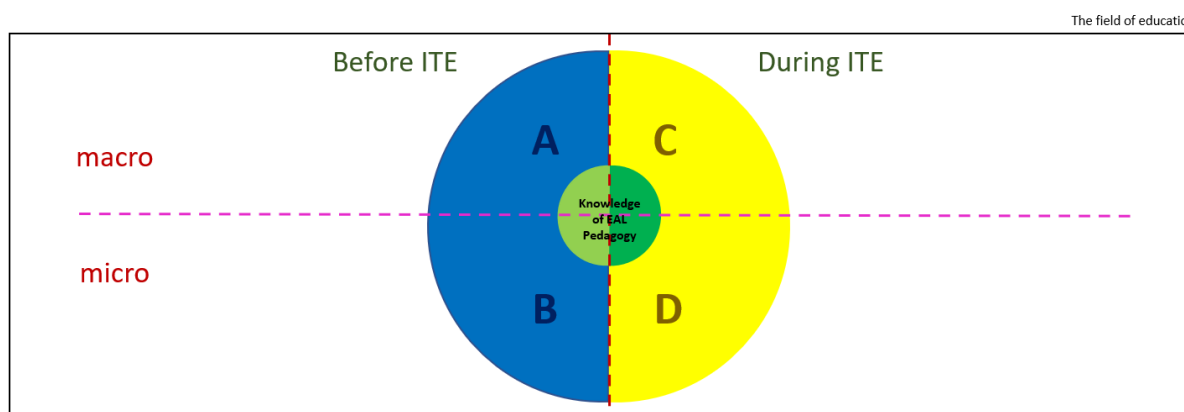
Figure 2.3: The macro and micro contextual elements: A, B, C and D, that influence student teachers' construction of knowledge of EAL pedagogy.

2.3.3 The issue: Prima Facie Research Question 3

The theoretical framework now seeks to ground the theory of pedagogic discourse to the micro and macro contexts of experience before and during ITE so that their influences on student teachers' construction of knowledge about EAL pedagogy can be illuminated further (Penney, 2013). As such, PFRQ 3 asks:

How do student teachers learn to teach children learning EAL in ITE?

Answering this question involves examining each of the quadrants of Figure 2.3. In doing so, student teachers' construction of knowledge in the middle ground before and during ITE can be illuminated.

Quadrant A (section 2.3.3.1), the macro contexts before ITE, explores the positioning of EAL policy at an ideological level, evaluating how perceptions of EAL may be shaped within the English education system. Following this, Quadrant B (section 2.3.3.2) the micro contexts before ITE, examines the influence of education pedagogic discourse on micro contextual relationships in schools and its impact on perceptions of EAL and language learning.

Quadrant C (section 2.3.3.3) the macro contexts during ITE, analyses contemporary ITE policy and its influence on the teacher education practices shaping student teachers' experiences of learning about EAL pedagogy. Lastly, Quadrant D (section 2.3.3.4) the micro contexts during ITE, comprises a literature review of contemporary empirical research regarding student teachers' experiences of EAL pedagogy as part of ITE. My analysis reveals gaps in the literature concerning the sources of student teacher knowledge regarding EAL pedagogy and the reasoning and meaning given to student teachers' construction of EAL pedagogy.

2.3.3.1 Quadrant A: pedagogic discourse shaping macro contexts before ITE

Quadrant A in Figure 2.3 represents the macro level contexts of student teachers' experience before ITE. This section details pedagogic discourses shaping student teachers' experiences before ITE.

In England pedagogic discourse is distributed in the education system via policy (such as the National Curriculum (DfE, 2013)) produced in macro contexts. Hall and Cunningham (2020, p.11) argue that educational discourse reveals how ideological beliefs about English as an additional language teaching have developed in the English education system. They contend that English educational discourse is represented by a "'one nation, one language' ideology" revealing the low value placed on languages other than English in England. Hall and Cunningham (2020) report that educators in their study believe in a hierarchy of languages where English is at the top. What is more, languages beyond English are believed to have a value associated with the perceived status of the nation and/or people they are connected to - for those learning EAL, their perceived status (a conflation of their first language/its connected nation) will always remain below native English identity.

May (2012) portrays the role of linguistic and cultural hegemony as particularly salient skirmishes in "the battle for nationhood". He illustrates the role of legitimation of language in education as being central to maintaining the culture and language of the nation state. May (ibid) links the subordination of particular languages to the stigmatization of particular societal groups in obtaining access to the public and civic realm; this boundary marking means that the full realization of an authentic, fully-participatory identity is not realised for children learning EAL in the English education system. Accordingly, EAL has had a history of connectedness to discourses of migration, multi-culturalism, and race (Leung, 2001; Costley, 2014; Flynn and Curdt-Christiansen, 2018). The connected nature of EAL pedagogy to wider social and cultural issues, not only informs the pedagogical practices (Andrews, 2009; Viesca *et al.*, 2022) but also invokes "the issue of national identity … and this shapes the ontological beliefs manifested" in mainstream English teachers regarding discourses of migration and language education (Hall and Cunningham, 2020, p.12). The implication of this concerns student teachers' use of the ideologically informed knowledge when they make decisions about multilingual children's education (Portolés and Martí, 2020). That ideologically informed knowledge may include misconceptions about language learning but; more significantly student teachers may act upon beliefs and knowledge "which perpetuate social injustice" (Hall and Cunningham, 2020, p.12).

2.3.3.2 Quadrant B: pedagogic discourse influencing micro contexts before ITE

Quadrant B in Figure 2.3 represents the micro level contexts of student teachers' experience before ITE. Prior to beginning ITE, student teachers' micro contextual experiences of schooling and education are shaped by the dominant principles of society and more specifically by the symbolic control exercised through pedagogic discourse in the policies and practices of education (Ferreira, Morais and Neves, 2011). As noted in section 2.3.1.2, the teaching knowledge that student teachers develop at this time may include unexamined tacit understandings of teachers'

labour rather than disciplined discourse (Hodern, 2015) including assumptions about curriculum, subjects and practice (Bagley and Beach, 2015).

As the majority of primary ITE student teachers in England come from white and monolingual backgrounds (Safford and Drury, 2013; Worth, McLean and Sharp, 2022, DfE, 2022a) personal experiences of bilingual education are therefore not likely to be a common feature of micro contextual experience before ITE. However, as the number of children learning EAL in English schools has grown from 7.6% (Strand, Malmberg and Hall, 2015) to 19.5% of pupils in 2022 (DfE, 2022b) the likelihood of learning alongside bilingual learners has increased for monolingual pupils in English schools (especially those in urban areas in the South East, the Midlands and North West, as the EAL learner population is not evenly spread (DfE, 2022b)). Despite the increase in EAL pupil numbers since 1997, Cajkler and Hall (2012) highlight the underrepresentation of individuals from ethnic and linguistic minorities in the teacher workforce in England. In 2010, 25.5% of primary pupils came from non-white backgrounds whereas this applied to only 6% of teachers (Cajkler and Hall, 2012); in 2022 there is an even greater divergence where 34.8% of primary pupils come from non-white backgrounds (DfE, 2022b) compared with 9.7% of teachers (DfE, 2022a).

These figures indicate that in the context of a monolingually-oriented education system (Hall and Cunningham, 2020), the likelihood of children from ethnic and linguistic minority backgrounds becoming a student teacher is increasing but at a much slower proportional rate than their white peers (Cajkler and Hall, 2012; DfE, 2022a; DfE, 2022b). This may be in part because applicants seeking to become teachers from non-white backgrounds are much less likely to be accepted onto ITT programmes (and then retained) than their white counterparts (Worth, McLean and Sharp, 2022).

Costley's (2014, p. 285) assertion that teachers of children learning EAL are positioned as "language teachers" suggests that student teachers' own experiences of language learning are relevant to their knowledge of EAL pedagogy. For those EAL learners that do choose to undertake teacher education, their formative experiences give them opportunities to develop knowledge of EAL pedagogy that is potentially useful to their future practice (Safford and Drury, 2013). Yet for EAL learners and non-EAL learners alike, their experiences of learning other languages also give them opportunities to develop knowledge of language teaching that can become influential throughout their professional lives (Borg, 2003; 2011; Lucas *et al.*, 2008).

Opportunities for developing language teaching knowledge, however, are restricted in the monolinguistic orientation of the English education system (Gogolin, 1997; Lanvers, 2020). The assumptions and misconceptions built into knowledge shaped by "monolingual mindsets, and the perception that 'everyone speaks English anyway'" suggest that the knowledge the student teacher develops regarding language is potentially problematic (Lanvers, 2020, p. 572). Borg (2011) and Mahalingappa (2023) cite the value of engaging pre-service teachers in purposeful, critical examination of their beliefs about language teaching as it can clarify their

understanding of what those beliefs are and where they have come from and, provide space to question and doubt the knowledge underpinning their practice.

2.3.3.3 Quadrant C: pedagogic discourses shaping macro contexts during ITE

Quadrant C in Figure 2.3 represents the macro level contexts of student teachers' experience during ITE. This section details pedagogic discourses shaping student teachers experiences during ITE.

Pedagogic discourses shaping ITE

Orchard and Winch (2015, p.10) argue that the current government initiated a period of "unprecedented change" in the preparation of teachers comprising increased centralisation of policy, disputing the role of Higher Education Institutions (HEIs) in teacher education with the introduction of diverse routes into becoming a teacher. The reforms to ITE policy are characterised by Beckett and Nuttall (2017) as more often being informed by political ideology than empirical research with significant neglect of sector expertise and experience. Beckett and Nuttall (2017) argue that ideological drivers of teacher education reform fall short of carefully considered and research-informed professional approaches to teacher education. Teacher education in this context is characterised by Mutton, Burn and Menter (2017) as a "policy problem" (borrowing Cohran-Smith's (2005, p. 4) terminology) that is defined and grappled with within the bounds of ideologically-conceived-of solutions.

Ball (2013) argues that education policy has increasingly been led by the economic-imperative, the idea that the perceived success of aspects of the national economy inform decision making surrounding policy intervention. In the United Kingdom teacher education policy is borrowed from other economically successful nations influenced by performative measures of their successes, such as PISA scores (Beauchamp *et al.*, 2013; Tatto and Furlong, 2015; Darling-Hammond, 2017). While successful policy from other countries can be presented by policy-makers as a viable solution to education issues in the UK, Conroy, Hulme and Menter (2013) argue for caution in the selection, decontextualization and deployment of ported policy; they claim that critical appraisal of travelling policy is not always exercised sufficiently to port policy to its new context.

Childs and Menter (2013) note that the current government's teacher education policy applies a marketised system to education which has destabilised teacher education provision and undermined universities' role in ITE. They resolve that the current Conservative party pair neo-liberalism and neo-conservatism to create an ideology based on three key themes of "diversification, freedom and accountability" (Childs and Menter, 2013, p.102). They propose that discourses of freedom and autonomy associated the marketisation of education are achieved via the "introduction of repressive and constraining regulations that actually place severe limits" on teacher educators (p.94); Unger (2005, p.1) theorises that the neoliberal ideological stance, characterised here, sustains a paradox of freedom-control in a "dictatorship of no alternatives".

In exercising symbolic control over ITE, government policy makers, as producers of teacher education discourse, legitimise particular forms of educational research and

practice for student teachers via ideologically-informed content for ITE programmes (DfE 2016; DfE, 2019a) (Mayer, 2021). Recent reforms to teacher education, characterised as a school-led approach, has had the effect of "ushering in the current form of theory-practice relation arguably in favour of the practical" (Helgetun and Dumay, 2021, p.87). This is problematic for student teachers' development of professional knowledge for contexts outside those they have directly focused on in placement experiences (Mincu and Davies, 2021).

In England, student teachers learn to teach in an increasingly school-led system of teacher education (White, Timmermans and Dickerson, 2020). In this context, student teachers' construction of knowledge is largely informed by the priorities that their host placement schools have for their local circumstances (McCloat and Caraher, 2020). Anderson and Elms (2022) argue that outside local contexts, opportunities for student teachers to engage in guided reflection so as to expand their pedagogical and content knowledge are being reduced by measures of compliance with the Initial Teacher Training: Core Content Framework (ITT:CCF). The provision of a minimum content of initial teacher training via the "know that" and "know how to" ITT:CCF statements for ITE programmes is regulated by the Ofsted Initial Teacher Education Inspection Framework (Ofsted, 2024). Brooks, McIntyre and Mutton (2021, p. 12) conceive of the ITT:CCF and inspection criteria for ITE as "policy technologies" that are deployed to "control the process, content and assessment of ITE". Their research with ITE leaders in England suggests that in the teacher education sector, compliance with regulatory and accountability frameworks is strong because of the high stakes associated with Ofsted judgements of quality of provision, for example, the allocation of teacher training places only to providers judged to be 'outstanding' (Brooks, McIntyre and Mutton, 2021).

Helgetun and Dumay (2021, p. 80) argue that the focus on practical experience and acquiring practical forms of knowledge has the effect of separating academia and teaching in schools so that the teacher is re-conceptualised as "professional craftsperson". In addition, the role of the teacher educator is also increasingly restricted by compliance measures so that official ITE policy is increasingly reproduced rather than recontextualised for student teacher acquisition (Hodern, 2015). As such, Brooks (2021, p.132) describes those institutions (like Ofsted) as part of the quality assurance mechanisms of the education system (rather than of student teachers' learning): "perform[ing] functions around accountability, control and compliance." The impact of the regulatory powers of Ofsted is such that it extends beyond the inspection event itself: institutions pre-emptively self-surveil so as to be "inspectorate ready" in order to maximise their successes if an inspection were to happen (Cushing and Snell, 2023, p. 364). This means that the day-to-day functioning of ITE Partnerships is an attempt at ongoing and constant compliance with official pedagogic discourse (Bernstein, 2000).

Turvey *et al.* (2019) express their concerns that the content of the ideologically-informed ITT:CCF sets low expectations for a majority graduate profession. They argue that the framework is based on "Conservative education policy's most obvious preoccupations: memory and, in particular, cognitive load theory" neglecting a wealth of essential associated and unattended to research. Concurring with this Helgetun

and Menter (2020 p.4) note that 'self-referral' is a "central characteristic of the English education policy environment" where decision-making looks increasing inwards to information constructed within the policy context rather than a plurality of research perspectives.

Jerome and Brook (2020) indicate that the ITT:CCF is part of the re-construction of teacher professionalism in England and an essential component of the wider apparatus of compliance now applied to ITE. Similarly Mayer and Mills (2021) argue that the regulation of teacher education since the Carter review (DfE, 2015), concerns the prioritisation of school-based practical learning over the wider philosophical, social and academic concerns of teaching and education creating a new form of teaching professional in English schools. Indeed, Mayer's (2021, p. 120) recent assessment of ITE reform in England echoes the lack of criticality and independence (UCET, 2021a; BERA, 2021) in informing teacher education policy:

> Teacher education is now a politically constructed and ideological policy problem and the associated discourses of evidence are contributing to disconnections between teacher education research and policy. (Mayer, 2021, p. 120)

In the disruptive context of the COVID-19 pandemic (the time in which this research took place), Brooks and Perryman (2023, p. 2) argue that the potential of a policymaking shift informed by the alternative voices and values of educators was merely a "pandemic mirage". They contend that in England the government's attending to the perspectives of teacher educators was only temporary and, as solutions were found to pandemic-induced crises in teacher education and supply, the government regressed to its pre-COVID stance. This return to the default pre-pandemic policy position is characterised by Nick Gibb's (Minister of State for School Standards) letter to ITE institutions regarding the instigation of the ITT:CCF and a new Ofsted inspection framework for ITE (Gibb, 2020). The sustained discourse of ITE as a 'policy problem' is conveyed by Ofsted's (2021a) assessment of provision of teacher education during the pandemic. While their findings praised the ITE sector's meeting of the challenges of remote teaching and learning and the support teacher educators provided for students' emotional and mental well-being, they decried a lack of ambition, range and depth of government-informed ITE curriculum provision among ITE partnerships (Ofsted, 2021):

> The ITE sector must now develop stronger and more ambitious ITE curriculums. This means developing curriculums that are better designed around subject and phase, more integrated across the partnership, and more informed by up-to-date and pertinent research. (Ofsted, 2021, p. 3)

The power and reach of Ofsted's review of ITE provision contributed to the recommendations of the DfE's (2021a; 2021b) ITT Market Review whose aims were to ensure a sustainable, accessible system of high-quality teacher training that benefits all schools. Teacher educators in England viewed the conclusions of the review and its recommendations as lacking robustness as an unjustified, ideologically-informed insult to their work and aspirations for teacher education (Brooks and Perryman, 2023). The Market Review instigated a period of re-

accreditation where ITE providers were required to demonstrate their fidelity to the ITT:CCF (Murtagh *et al.*, 2023). Following the ITT Market Review 25% of ITE providers were not granted or did not seek re-accreditation for the provision of teacher education (UCET, 2021b) contributing considerable volatility to the staffing base and stability of the sector (Hulme, Meanwell and Bryan, 2023).

Brooks and Perryman (2023, p. 9) assert that the significance of the DfE's policy position and Ofsted's evidence gathering as purveying "a series of 'alternative truths' deliberately constructed to sustain positions of privilege and power". Hulme, Meanwell and Bryan (2023, p. 1384) characterise contemporary ideologically driven ITE as a form of market contractualism that mimics business and managerial practices where the successes or performance of an ITE provider are defined by the criteria of regulatory bodies such as the DfE and Ofsted. The incontestability of government regulation places powerful restrictions on teacher educators' work and influence so that their autonomy, trust in their work and values are diminished (Murtagh *et al.*, 2023). In this way, ITE remains tightly contextualised under the pedagogic discourse of the already-powerful, while negating a plurality of alternative views and voices from the ITE sector (Bernstein, 2000).

The above analysis of the macro contexts of ITE in England discloses a sector inescapably liable to compliance with the ideologically informed position of the current Conservative government. School-based, practical experiences are favoured by policy for the construction of knowledge during ITE; and the role of the teacher educator is increasingly restricted to reproducer-of-government-policy. This depicts the macro context for student teachers' knowledge development as prescribed by government-devised content. Pedagogic discourse detailing EAL in ITE is now analysed.

Pedagogic discourses shaping EAL in ITE

Like ITE, EAL is also constructed as a "problem" within education pedagogic discourse in England (Safford and Drury, 2013, p. 79). This notion is entrenched as education policy provides little guidance for teachers in practical strategies for working with children learning EAL aside from those derived from principles of inclusion in the National Curriculum (DfE, 2013): "Setting suitable challenges" and; "Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils". In practice, the National Curriculum does not specify how challenges for and responses to children learning EAL might be provided (Foley *et al.*, 2018). However, Foley *et al.* (2018) appraise the move from an implicit to more explicit knowledge of language that the current National Curriculum documents – they report that "concentrating teachers' attention on the direct teaching of knowledge of language moves them away from a reliance on their implicitly acquired network of knowledge about English to a more explicit understanding of English morphology and grammar that can inform their work with EAL pupils". While this is not the explicit intention of the National Curriculum it has the effect of increasing student teachers' critical language awareness – an aspect of knowledge required for developing EAL PCK (Galguera, 2011; Wei, 2019; Mahalingappa, 2023).

In contemporary teacher education, knowledge development for teaching the subject English in the primary National Curriculum is dominated by an "obsession with synthetic phonics" and grammar ruling out a diversity of perspectives on English teaching and early reading narrowing student teachers' knowledge of language and its socio-cultural functions (UKLA, 2016, p. 4). Indeed Cushing (2022) argues that the government policy regarding teaching English contains racialised, colonial ideological beliefs about language. He argues that through the government's regulatory technologies in the National Curriculum, Teachers' Standards and the ITT:CCF, student teachers are coerced into reproducing raciolinguistic ideologies in their own practice so as to conceive of non-Standard English speaking pupils (or themselves as student teachers) as "displaying linguistic deficiencies which require remediation" (Cushing, 2022, p. 43). This is reinforced through the Ofsted inspection regime and its reports, which Cushing and Snell's (2023) analysis concluded to be operating on an idealised and correct form of spoken English language use where deviation from the standard form represents a deficit racial and/or class difference that should be eradicated. Cushing and Snell (2023) contend that Ofsted report that their own policy and practices promote social equality, inclusion and academic achievement which can be achieved by EAL learners and users of non-standard forms of English through the adoption of Standard English. However, Cushing and Snell (2023, p. 381) argue that this is a "meritocratic myth" as the predominantly white inspectorate (92%) "will continue to hear these students' language as insufficient".

Leung, Evans and Liu (2021) assert that current national policy for children learning EAL relies upon "the educational principle of inclusion" and the immersion of children in mainstream classes with their monolingual peers. Specific references to children learning EAL appear in three current government documents (2010- present): Developing Quality Tuition: Effective Practice in Schools – English as an Additional Language (DfE, 2011b); and briefly in both the Teachers' Standards (DfE, 2011a) and the National Curriculum (DfE, 2013). For this reason, Leung, Evans and Liu (2021, p. 297) contend that policy for EAL is under-specified and the government implement a "laissez faire" approach to the education of multilingual children. NALDIC (2021) criticise the removal of substantive references to EAL in Ofsted's inspection frameworks, as they argue that without explicit, research-informed strategies for multilingualism and intercultural learning, the capabilities, achievement and needs of EAL pupils as a group remain unseen.

Under-specification is reflected in ITE as the ITT:CCF does not contain guidance on educating children learning EAL. Instead, the notion of "quality first teaching" is endorsed while also permitting teacher education institutions in devising specific instruction on those particular "needs" (DfE, 2019a, p. 6). The invisibility of EAL leaves this aspect of education provision open to interpretation regarding the government's policy intent; as such, Flynn and Curdt-Christiansen (2018) argue that this will vary based upon the oversight of educators' interpretations and exercise of policy intent. In the context of ITE, Foley *et al.* (2018, p. 66) found in their study that a majority of teacher educators talked about approaches to teaching children learning EAL "in terms of principles and broader strategies, rather than specifics"

suggesting that as an area of knowledge on ITE, EAL aligns to a grand unified theory rather than EAL PCK.

Teacher educators' experience in working with children learning EAL, positively influences their decision-making regarding the quality of communication of EAL pedagogy to student teachers (Anderson *et al.*, 2016). However, the lack of experience among teacher educators leads Foley *et al.* (2018, p. 41) to note teacher educators' "lack of confidence in their own expertise in guiding their students in EAL." While the sample size in each study (n= 47 and; n= 16, respectively) means that the findings are not generalisable, the research studies illuminate the impact of teacher educators' knowledge, experience and confidence in particular ITE organisations. For those leading on EAL in teacher preparation organisations, the vast majority report that they are confident or very confident in teaching student teachers about EAL, however Flockton and Cunningham (2021) note that there is a mismatch between these teacher educators' confidence in their programmes' EAL content and the perceptions of their student teachers' about their EAL preparation.

In order to improve EAL provision, Flockton and Cunningham (2021, p.226) suggest that teacher preparation organisations should "move towards viewing the teaching of EAL pupils as 'good inclusive teaching practice' for mainstream classes." By this they mean student teachers should, as part of their instruction on addressing individual pupils' needs, learn to work with EAL children in similar ways (albeit with an acknowledgement of their linguistic and cultural repertoire). However, the concept of inclusive practice needs to be carefully managed as Essex, Alexiadou, and Zwozdiak-Myers (2021) report that student teachers' often interpret inclusion to mean working with ability-based differentiation (which is problematic given the historical equation of EAL and low ability in English schools (NALDIC, 2015)).

ITE guidance for EAL, based upon the content of the Teachers' Standards, has been available since 2006 from the National Association for Language Development in the Curriculum (NALDIC) (NALDIC, 2006; NALDIC, 2012) and more recently, The Bell Foundation (2020a) made EAL Content Recommendations responding to the ITT:CCF. However, a coherent, centralised government strategy for EAL during ITE is not available (Foley *et al.*, 2018). Indeed along with the de-centralisation of ITE towards school-based and school-led teacher ITE the abolition of specific government funding for specialist EAL teachers has compounded this effect even more (Foley *et al.*, 2018).

The policy lacuna of EAL in ITE may then represent a "crack" (Weber, 1997, p.9), an opportunity for the recontextualisation of official pedagogic discourse regarding teacher education concerning multilingual children in English schools (Bernstein, 2000; Cushing 2022). In the context of the "hostile policy architecture" for ITE, Cushing (2022, p. 57) argues that teacher educators still hold policy-resistant powers where they can unpick normative beliefs about language within the education system; as little is prescribed in policy text, teacher educators have some opportunity to see spaces for resistance with their student teachers and hence, their pupils. But the capacity and confidence that teacher educators have for recontextualising ITE

pedagogic discourse in the highly regulated context described above calls this into question (Foley *et* al., 2018; Flockton and Cunningham, 2021; Murtagh *et al.*, 2023)

2.3.3.4 Quadrant D: pedagogic discourse influencing the micro contexts during ITE

Quadrant D in Figure 2.3 represents the micro level contexts of student teachers' experience during ITE. This section details the character of student teachers' micro contextual interactions shaped by pedagogic discourses produced and regulated in macro contexts during ITE.

The quality of teaching that children learning EAL receive to increase their English language proficiency is vital as English proficiency is the strongest predictor of their academic achievement (Strand and Hessel, 2018). In light of this, the micro contexts of ITE and student teachers' professional development concerning EAL pedagogy is key as there is an established relationship between the quality of student teachers' knowledge (and practice) of EAL pedagogy, EAL learners' proficiency in English and EAL learners' academic achievement in school (Foley *et al.*, 2021).

While the micro contextual preparatory experiences of student teachers' learning to teach EAL are not extensively researched (Perumal *et al.,* 2020), research detailing student teachers' construction of pedagogical knowledge during ITE in England for other subject areas is better researched, for example in Geography (Catling, 2017), Science (Kind, 2019), Early Reading (Hendry, 2020) and Physical Education (Randall and Fleet, 2021). A critical reading of the above literature illuminates transferrable perspectives on student teachers' construction of knowledge for EAL pedagogy during ITE. Where the student teacher has little experience of being taught a subject at school, they are more likely to be assessed as having weaker knowledge for their own teaching (Catling, 2017). The implications for the student teacher's EAL knowledge are significant, where 9.7% of student teachers come from non-white backgrounds (DfE, 2022a), and where 58% of students do not learn languages after the age of 14 (Lanvers, 2020) – it is likely they will have weaker knowledge of EAL and related languages pedagogy.

During their programme of ITE, student teachers' knowledge construction is influenced by their placement school's subject provision (Hendry, 2020) and, their mentor's confidence for particular subjects (Randall and Fleet, 2021). As EAL is an underspecified policy area (Leung, Evans and Liu, 2021), and interpretations of EAL policy are highly localised (Flynn and Curdt-Christiansen, 2018) student teachers may develop highly localised EAL pedagogical knowledge that does not conform to the professional knowledge base for EAL outlined in section 2.3.1.2. Indeed specific pedagogical knowledge for EAL in ITE is not part of the ITT:CCF and so ITE providers must tailor a curriculum of EAL pedagogical knowledge informed by the principles of quality first teaching and adaptations made to the provision of the school curriculum (The Bell Foundation, 2020a).

Accountability for EAL provision is set out in Ofsted's (2024, p. 21) ITE inspection procedure which includes gathering evidence on the development of student teachers' "practice in meeting the needs of pupils who speak English as an additional language (EAL) throughout the ITE curriculums offered". While ITE providers may be able to indicate their compliance with ideologically-informed ITE curriculum provision for EAL, EAL content informed solely by principles of quality first teaching is problematic as it neglects the specialised knowledge required by

teachers to educate children EAL effectively (Galguera, 2011, Lucas *et al.*, 2018; Mahalingappa, 2023). Ideologically-informed EAL pedagogy, while potentially compliant with regulatory discourse, is not necessarily, according to evidence-based sources, an effective body of EAL pedagogical knowledge to be acquired by student teachers (Helgetun and Menter, 2020). In addition the school-led system of ITE means that university teaching time for pedagogy lectures for subjects of low prominence in the curriculum is short (Catling, 2017). As such, the time available to the tutor to engage critically with student teachers' construction of knowledge of EAL pedagogy is constrained which raises concerns for the consequences of further decline in the future teaching workforce's knowledge of EAL pedagogy. Indeed, the capacity of teacher educators to effectively and critically engage with their students' construction of knowledge of EAL pedagogy is uncertain as student teachers' perceptions of their programme's efficacy in EAL preparation does not match teacher educators' perceptions (Flockton and Cunningham, 2021).

In order to investigate the specific issue of student teachers' construction of knowledge of EAL pedagogy in the micro contexts of ITE, I undertook a literature search according to the criteria set out in Table 2.3. As noted in section 2.2.4 I faced challenges in obtaining relevant literature. Hence, the product of the key word and qualitative searches that I undertook to find literature are presented below in table 2.5.

Table 2.5: Literature underpinning the analysis of micro contexts of student teachers' experiences of learning to teach children learning EAL.

Search type	Literature	Author(s), Date, Title	Overview
Qualitative search	Think piece	Brazil (2016) The new landscape for Initial Teacher Education and EAL. EAL Journal	Comment on EAL in ITE
Qualitative search	Empirical research	Anderson, C., Sangster, P., Foley, Y. and Crichton, H. (2016) How are we training our mainstream teachers to meet the needs of EAL learners? The case of two University Schools of Education in Scotland. British Council EAL Nexus research.	Teacher educators' and secondary-level student teachers' views of preparing to teach children learning EAL across two universities in Scotland; takes a case study approach analysing programme documents, surveys, reflective journal entries and, evaluations of an intervention
Qualitative search	Think piece	Quinlan (2017) Talking about EAL with student teachers. EAL Journal	Reflective article concerning student teachers' perceptions of EAL pedagogy during ITE
Qualitative search	Empirical research	Foley, Y., Anderson, C., Hancock, J. and Conteh, J. (2018) Initial Teacher Education and English as an Additional Language. Language and Education	Teacher educators' and student teachers' views on preparation for meeting language and literacy needs of EAL learners; feelings of preparedness; evaluation of EAL ITE professional development materials
Qualitative search	Think piece	Cooper (2018) Trainee Teachers and EAL: having a go. EAL Journal	Reflective article concerning student teachers' philosophy for education and its incorporation of EAL learners
Qualitative search	Think piece	Foley (2019) Working with EAL learners: how ready are trainee teachers? EAL Journal	Summary article regarding studies the author participated in concerning EAL in ITE
Key word search	Empirical research	Foley, Y., Anderson, C., Hancock, J. and Conteh, J. (2021) Exploring the professional identity and agency of student teachers in multilingual classrooms	Student teachers' understanding of their responsibilities towards teaching EAL learners; perceptions of preparation and preparedness regarding EAL; constraints and opportunities encountered for EAL pedagogy; EAL pedagogy and student teachers' identity and agency

Each piece of literature included was reviewed for its "relevance, topicality, accuracy, scope and coverage" to the micro contextual experiences of the student teacher's knowledge construction during ITE (Cohen, Manion and Morrison, 2018, p. 182). To build understanding of literature I reviewed the each piece of literature several times and noted my observations of those key student teacher experiences regarding EAL that had been developed in my analysis of Quadrant C: student teacher challenges, tensions in mainstreaming policy and student teacher knowledge (Appendix 2). Subsequent analysis of the literature led to the emergence of three themes around which student teacher knowledge of EAL is constructed (Appendix 3). These themes structure the following literature review discussion.

2.3.3.4.1 The interaction of policy, experience and position
The three empirical studies selected analyse the views of student teachers and to explore how ITE in Scotland (Anderson *et al.*, 2016) and England (Foley *et al.*, 2018; Foley *et al.*, 2021) prepares student teachers for teaching children learning EAL in the context of mainstream classrooms that are becoming more culturally and linguistically diverse. The present study takes place at a university in the West Midlands where the context of ITE placements is culturally and linguistically diverse (DfE, 2022b). However the heterogeneity of the spread and makeup and characteristics of populations of children learning EAL across the United Kingdom means that I do not assume that the experiences of student teachers reported in each of the studies are directly relevant to the participants in my study (Strand, Malmberg and Hall, 2015; The Bell Foundation, 2023).

Despite the growth of cultural and linguistic diversity in mainstream classrooms, Brazil (2016) and Foley (2019) contend that student teachers undertake their PGCE school placements in impoverished micro contexts where there are few opportunities for professional development regarding EAL. Anderson *et al.* (2016), Foley *et al.* (2018) and Foley *et al.* (2021) highlight that their studies take place in an under-specified macro context of policy (Leung, Evans and Liu, 2021). Indeed student teachers in Anderson *et al.*'s (2016, p. 103) study cited a lack of educative experiences on school placements which led to them feeling "clueless" about children learning EAL. Similarly the participants in Foley *et al.*'s (2018) study reported few opportunities for EAL knowledge development citing few opportunities to observe EAL practice. The result of this, Foley *et al.* (2021, p. 3) argue, is to hinder student teachers' "development of culturally and linguistically responsive pedagogies".

The impact of the ITE programme specification and content for EAL pedagogy on the type of knowledge student teachers' acquire regarding EAL is noted as a finding by Anderson *et al.* (2016). Student teachers' participating in University A's planned EAL course were much less likely to agree that "English is best acquired by being immersed in an English speaking environment". 19.6% of University A and 54.4% of University B student teachers strongly agreed with this statement. Actively planning for children's language acquisition rather than passive immersion is a component of effective practice for children learning EAL (Viesca *et al.*, 2022) but Anderson *et al.* (ibid) suggest that the differences between the cohorts cannot be attributed to a planned EAL programme at University A. Other differences in the survey results between the University A and University B student teachers regarding additional aspects of EAL pedagogy were not as pronounced. Indeed, five months into their

programme a large proportion (30%+) of students in both universities were "unsure" about other aspects of language acquisition practice such as "explicit teaching of vocabulary", "participation in mainstream classes" and "out-of-class provision"- this followed a one-day intervention on EAL pedagogy at both universities (Anderson *et al.*, ibid, pp. 147-148). Anderson *et al.* (ibid, p.173) concluded that with limited opportunities and time to experience EAL pedagogy in mainstream classrooms, student teachers "are therefore perhaps not at the stage that they can be said to be making informed judgements" about EAL pedagogy.

Additional restriction to the development of pedagogical knowledge for EAL, Foley *et al.* (2018) argue, comes from the position that many student teachers occupy as monolinguals. The majority of students in Anderson *et al.'s* (2016) and Foley *et al.'s* (2018) samples of student teachers (64.9% and 62.1%, respectively) were reported as being monolingual. Foley *et al.* (ibid) argue that this impacts on appreciation for language practices, such as translanguaging, that multilingual children engage in while learning EAL. Foley *et al.* (2021) contend that student teachers need to acquire knowledge of language and a metalanguage for discussing their knowledge and the processes of language acquisition. However, developing "semiotic tools" for deep understanding of language acquisition and language teaching are restricted by student teachers' access to effective pedagogical practice for EAL while on school placement (Foley *et al.*, 2021, p. 110).

A key finding from Foley *et al.'s* (2018) study is that school placement cannot be relied upon as a source of knowledge for EAL pedagogy (Foley (2019). Foley *et al.* (2018) report that just under half of respondents (47.2%) did not experience school-based EAL education in their placement schools. However, for those that do experience teaching children learning EAL on placement, their capacity to develop deeper understanding of EAL pedagogy is not secured (McCloat and Caraher, 2020). Foley *et al.* (2021) found that the weaker position student teachers occupy within the context of placement school power structures influences their experience of developing knowledge of EAL; their capacity for enacting agency in these particular contexts is framed within the school's established practices for children learning EAL.

Cooper (2018), however, argues that the tensions that student teachers experience achieving agency does give them opportunities to widen their knowledge and experience of EAL pedagogy. Similarly Foley *et al.* (2018) conceive of student teacher navigation of micro level contexts is a site of "struggle" and while interactions are bounded by school polices and the availability of ways of thinking, student teachers bring knowledge, beliefs, values, ideas and intentions to those interactions.

2.3.3.4.2 Relational knowledge for culturally and linguistically diverse classrooms

The empirical studies included in this literature suggest that student teachers develop professional relationships with children learning EAL which prompts them to think about their practice (Anderson *et al.*, 2016; Foley *et al.*, 2018; Foley *et al.*, 2021).

An "encouraging picture" of the development of empathy with children learning EAL was noted in Anderson *et al.'s* (2016, p. 177) study. They indicate that the majority of student teachers (62.6%) saw themselves (i.e. class teachers of subjects other than English) as having a large or very large responsibility for meeting the needs of EAL

learners when they were five months into their ITE programme. Foley *et al.* (2018) also surveyed student teachers in England about their perception of various educators' responsibility for meeting the needs of EAL learners. At the midway point of their ITE programme 70.2% students perceived class teachers of subjects other than English to have a large or very large responsibility for meeting the needs of EAL learners, rising to 75.9% of student teachers possessing this viewpoint in Foley *et al.*'s (2018) end of ITE programme survey. Despite this increase, a significant minority of student teachers in both studies do not feel a large amount of responsibility for EAL learners.

As part of the encouraging picture presented by Anderson *et al.* (2016, p. 103), they note that student teachers presented a "sensitive appreciation of a wide range of difficulties that EAL students may face in their learning and life within school", including the challenges of social and cultural exclusion in relationships. Brazil (2016) contends that to effectively develop this critical perspective on EAL pedagogy, student teachers must be taught both subject and professional knowledge of EAL pedagogy during ITE to synthesise and critically reflect on the policies and practices they encounter for EAL learners. Similarly Quinlan (2017) contends that engaging student teachers with the "puzzles" for practice fosters a growing critical awareness of knowledge, and students' meta-cognition of the knowledge needed for working with children learning EAL.

Where student teachers "developed a growing awareness of difference", they considered the broader social and cultural aspects contributing to EAL learners' education (Foley *et al.*, 2018, p. 118), indicating that the development of critical thinking regarding EAL is a powerful teacher educator strategy. Indeed Foley (2019, p. 20) confirms that a key facet for EAL provision on ITE programmes is the development of a "socio-cultural consciousness" with student teachers so that they are enabled to "respond in pedagogically appropriate ways for diverse contexts".

However, while research suggests that the development of critical awareness acts as a catalyst for the development of EAL knowledge, the variability in programme content (Foley *et al.*, 2018) and teacher educator preparedness and confidence to educate student teachers about EAL may be a barrier. Indeed in Foley *et al.*'s (2021, p. 119) survey of student teachers' knowledge development for EAL pedagogy at the end of ITE, a quarter of those student teachers surveyed had "no/very little" increase in EAL teaching strategy knowledge, and a fifth had "little confidence" in their ability to teach EAL (Foley *et al.*, 2021, p. 119).

While relational knowledge can prompt student teachers to become aware of their need for further EAL pedagogical knowledge, as noted from this discussion, the opportunity to acquire and think about EAL pedagogical knowledge is not always possible for student teachers, making the picture less than encouraging (Payant and Mason, 2018). The following discussion relates student teachers' views on EAL pedagogical knowledge that they bring to and acquire during ITE.

2.3.3.4.3 A lack of consensus on effective EAL pedagogy
Anderson *et al.* (2016), Foley *et al.* (2018) and Foley *et al.* (2021) view student teachers' knowledge development for EAL pedagogy as contextually situated within their personal and professional experiences. Those experiences influence not only the development of their knowledge but also the practices that student teachers enact with children learning EAL in culturally and linguistically diverse contexts.

However, the micro level interactions that shape student teachers' knowledge construction precipitate encounters with "conflicting discourses" (Foley *et al.*, 2021, p. 115). In Anderson *et al.*'s (2016) Scottish study, secondary level student teachers were asked to respond to the statement 'EAL learners acquire language best through participating in mainstream classes'. While the majority (62.9%) of participants either agree or strongly agree with this statement a large minority (41.4%) of student teachers remain unsure about this national practice 5 months into their ITE programme, a small minority disagree or strongly disagree (5.8%). Foley *et al.*'s (2018) English study asked the same question of primary and secondary level student teachers towards the end of their ITE programme of study. While they found much higher levels of agreement (77.8% agree or strongly agree with the statement), a minority of students remained unsure about this pedagogical approach.

Neither Anderson *et al.* (2016) nor Foley *et al.* (2018) ask for their participants' reasoning on this nor does their research design permit them to inquire about the potential for individuals' change in perception about particular EAL pedagogical strategies. This indicates a gap in the literature regarding student teachers' knowledge construction for EAL pedagogy.

Furthermore, Foley *et al.* (2021) assert that student teachers hold conflicting discourses about language acquisition at the end of their ITE programme. They draw on Foley et al.'s (2018) data and find that student teachers' perceptions regarding 'recognizing and valuing home languages' and, 'using home languages in the classroom' aroused different levels of agreement at the end of their ITE programme (Foley *et al.*, 2021, p. 114). While the vast majority of student teachers strongly agree or agree that schools should recognise and value the languages their pupils speak at home and in their communities, the same body of students hold conflicting perceptions of children's L1 in the classroom.

While the student teachers in this study appear to have acquired the pedagogic discourse from the National Curriculum (DfE, 2013, p. 9) that teachers should "take account of the pupil's … ability in other languages", as EAL policy is under-specified (Leung, Evans and Liu, 2021), discourses regarding use of L1 become conflicting (Brazil, 2016; Cooper, 2018; Foley *et al.*, 2021). While Foley *et al.*'s (2021) quantitative data illustrates student teachers' conflicting EAL pedagogical knowledge, the authors do not explore the knowledge source nor the reasoning behind its construction. This represents another gap in this literature concerning student teachers' construction of EAL pedagogical knowledge during ITE.

The above analysis considers empirical research and think pieces concerning student teachers' micro level experiences of learning about and teaching children learning EAL in England and Scotland during ITE. As alluded to already, student teachers' construction of EAL pedagogy knowledge takes within an under-specified policy landscape. The consequence of this is that student teachers' knowledge is constructed from conflicting discourses regarding local knowledge on effective EAL pedagogy. Therefore, student teachers' construction of knowledge regarding the value and use of language in education is inconsistent and some student teachers remain unsure about how children learning EAL should be taught. However, the reasoning behind and sources for student teacher's construction of knowledge of EAL pedagogy is identified as a gap in the literature. The following problem statement concludes the theoretical framework, before I set out a clear purpose for the research.

2.4 Problem Statement

The theoretical framework was built in order to further understand the question of professional interest guiding this study:

> How do primary student teachers construct their knowledge about English as an Additional Language pedagogy?

The question of professional interest has been unpacked into three prima facie research questions that guided the construction of a theoretical framework that enabled me to analyse and sort the contributing evidence to the inquiry (Thomas, 2017; Cohen, Manion and Morrison, 2018). The theoretical framework permits me to move from general interest to a specific statement of the research problem; "it represents a gap in the knowledge base" (Merriam and Tisdell, 2016, p. 77).

Indeed, gaps in the literature remain because while Anderson *et al.* (2016), Foley *et al.* (2018), Foley *et al.* (2021) present data showing the kinds of knowledge the student teacher constructs regarding EAL pedagogy, they do not present qualitative analyses regarding the reasons behind the construction of this knowledge. Gaps in the literature concern the influence of the student teacher's prior educative and linguistic experiences on the construction of EAL knowledge and, the reasoning the student teacher gives for their construction of knowledge about EAL pedagogy while they navigate the conflicting discourses of ITE.

The problem statement represented by the theoretical framework is crafted from theories, concepts and empirical research. My understanding of the student teacher's knowledge is built upon Shulman's (1986; 1987) typology of teacher knowledge which acknowledges the influence of student teachers' intellectual biographies in knowledge construction. Teacher knowledge is sourced from a professional knowledge base (Shulman, 1987) as well as formative experiences of education (Lortie, 1975) and cultural archetypes (Sugrue, 2004). However, my analysis of how knowledge is constructed led me to explore how student teachers navigate macro and micro contexts that situate their knowledge construction in the middle ground before and during ITE (Goodson, 2008).

2.5 Purpose Statement and Research Questions

The purpose of this study is to understand how student teachers' navigation of the middle ground influences their construction of knowledge of EAL pedagogy. Thomas (2017) advises re-visiting one's prima facie research questions as part of an iterative process of thinking and progressing with the purpose of the research.

The research questions guiding this study are as follows:

1. How do student teachers' formative educative experiences before ITE influence their construction of knowledge of EAL pedagogy?

2. How do student teachers' navigation of macro and micro contexts during ITE influence their construction of knowledge of EAL pedagogy?

The questions pertain to gaps in the knowledge base as indicated by the theoretical framework and the problem statement. They also remain aligned to the original area of professional interest and build on the position developed to the research problem in developing the theoretical framework.

The research questions can continue to be categorised as "What's going on here?" type research questions as they explore how particular people engage with a particular issue within particular contexts (Thomas, 2017, p. 11). However, the contextual aspect of each question is what now distinguishes one question from another: this is along the dimension of time, before and during ITE. The next chapter, Methodology, sets out the thinking informing my approach and the methods used to gather and analyse data to answer my research questions.

Chapter 3: Methodology

3.1 Design of the Research

The purpose of the study which emerged from the theoretical framework, is to understand how student teachers' navigation of the macro and micro contextual experiences of their life before and during teacher education has influenced the construction of their knowledge of EAL pedagogy (Merriam and Tisdell, 2016). The research questions (section 2.5) indicate a qualitative research design set within an interpretivist philosophical paradigm as they focus on student teachers' sense-making in the social world (Robson and McCartan, 2016). Interpretivism regards the individual's experience as having meaning constructed through engaging in interactions and making sense out of the social situations in which they live (Thomas, 2017). Therefore, I seek to recognise and value student teachers' subjectivity for their construction of knowledge of EAL pedagogy and work with them to interpret their experience in the middle ground before and during ITE (Moriña, 2020).

The interpretivist approach eschews the notion of investigation of a single objective reality; instead, "the phenomena of interest tend to be fluid social constructions" which in the case of this study are the influences of experience on the construction of knowledge (Robson and McCartan, 2016, p. 25). Cohen, Manion and Morrison (2018, p. 324) argue that the individual's lived experience is "constituted through multiple refracting perspectives: one that is constantly changing, subject to variation over time as well as in space". This responds to Heidegger's (1953, p.334) concept of 'temporality' where interpretations of phenomena are made within the context of time and space. This relates a horizon for the meaning that participants give for their knowledge and understanding of the object of study – depending on where the subject is situated in space or time in relation to that object (Peim, 2018; Gore *et al.*, 2021).

Investigating student teachers' lived experience before and then during ITE relates a view of time as a social construct that contributes meaning rather than as a fixed and benign measure (Gore *et al.*, 2021). For this reason, Peim (2018, p. 29) argues that accounting for the "phenomenological dimension" of research, that is the history and contexts informing the position in which the object is interpreted from or at a particular time and place, is an exercise in rigour in the relation of developing research knowledge. Indeed my own position as an interpreter of student teachers' experiences is informed by the temporality of my experiences (Moriña, 2020); accordingly, I now present my positionality (Lincoln and Guba, 1986).

3.1.1 Positionality

I have used my experiences as a former primary school teacher and, teacher educator to engage in research about student teachers' construction of knowledge of EAL pedagogy as conceptualising influences in professional development is of interest to me. Engaging in the design of the research has enabled me to map out an interpretivist inquiry that expresses how I view and engage with the social world (Hammond, 2020); however, the thinking behind that expression has not yet been explicated. For this reason, Thomas (2017) suggests that the researcher discloses

their positionality so that their ontological and epistemological assumptions can be viewed as part of the process of the inquiry.

There is a phenomenological basis to the manner in which I view human experience and the social world: I see humans as being thrown into worlds not wholly of their making; and their task, is to contend with that at which they arrive (Heidegger, 1953). As a teacher educator I recognise that my role is informed by the ethics and responsibility I have in the pedagogic relationship student teachers and I cultivate with each other (van Manen, 1997). More specifically, it is informed by Moll *et al.'s* (1992, p. 134) "funds of knowledge for teaching" – the idea that those students I teach bring "ample cultural and cognitive resources with great, potential utility for classroom instruction". However, the nature of and power within the pedagogic relationship shifts in the context of the researcher-participant relationship, especially in the context of Life History Research (LHR) which is meant to be a collaborative endeavour, as noted in section 3.6.1 (Goodson and Sikes, 2001). Therefore, in undertaking LHR, it is germane to examine my position and how this affects the observations and interpretations that I make, as it is through participants' life histories that I actively discover situated knowledge (Bukamal, 2022).

As a teacher educator and researcher investigating the experiences of student teachers undertaking a PGCE in primary ITE, there are aspects of my biography that will affect the ways in which I see and understand the participants' navigation of the contexts that contribute to their knowledge of EAL pedagogy (Bukamal, 2022). In order to become more reflexively aware of my position in the research process, those biographical elements relevant to my role as a researcher are illustrated in Table 3.1: The consideration given to relevant biographical elements (e.g. job role, languages spoken, interest in EAL) will allow me to place myself as insider and outsider in relation to the research (Braun and Clarke, 2013).

Biographical element / role	insider	outsider	both	rationale
Teacher educator including responsibility for EAL in primary ITE			X	*Insider: knowledge of context and workings of EAL in ITE* *Outsider: investigating student teacher knowledge, not teacher educator knowledge*
PGCE route to qualified teacher status			X	*Insider: understanding of undertaking PGCE as student shared with all participants* *Outsider: elapsed time since my PGCE*
Teaching experience with EAL pupils			X	*Insider: knowledge of context of EAL or language learning in primary schools shared with some participants* *Outsider: not all participants have experience of working with pupils learning EAL or languages and; occupying different language educator roles*
Bilingual			X	*Insider: some bilingual participants* *Outsider: some participants monolingual*
EAL interest	X			*Purposive sample based on interest in EAL*

Table 3.1 Application of the terms insider and outsider to the relevant biographical elements of the research.

Table 3.1 details those aspects of my biography I consider pertinent to the current research project (Guba and Lincoln, 1985). I am a teacher educator, and have been for 13 years now, having previously worked as a primary school teacher in England

for 4 years. I undertook my PGCE focusing on primary education at an English university, following two years of work in the Irish-medium school sector in Northern Ireland as a classroom assistant and unqualified special educational needs teacher. As Irish is my second language, I am bilingual and I have maintained an interest in language education and language acquisition as part of my education and work experience. I studied Irish to A Level at school in Northern Ireland and theories of language acquisition and linguistics featured prominently as part of my degree in Psychology. I spent summers, while studying for my degree, undertaking work as a language assistant or language teacher with children and teenagers acquiring Irish in Northern Ireland and, English in Spain. As a primary teacher in the English West Midlands, I focused the context of my work experience in areas where there were high populations of children learning EAL as I had developed an interest in EAL during my PGCE placement experiences. As a teacher educator, I became responsible for organising and delivering the EAL content of primary ITE programmes at undergraduate and postgraduate levels. My interest continues with the current research project.

The overlapping aspects of my identity as shown in Table 3.1 suggests a "fuzzy" relationship between the insider and outsider roles that I occupy (Cohen, Mannion and Morrison, 2018, p. 62). I acknowledge that my positionality can both help and hinder access to participants' life experiences that they associate with learning about EAL in ITE (Yan, 2016). Maykut and Morehouse (1994, p.123) consider the complexity of the qualitative researcher's position in this regard:

> it is to be acutely tuned-in to the experiences and meaning systems of others—to indwell—and at the same time to be aware of how one's own biases and preconceptions may be influencing what one is trying to understand (Maykut and Morehouse, 1994, p.123)

As such, in a reflexive sense, I acknowledge that I am not neutral in my perceptions of EAL education and research - I appreciate that I have an understanding of relevant aspects of the concept under study from some perspectives but not from others (Dwyer and Buckle, 2009; Bukamal, 2022). And while, it is my intention to encounter the participants' perspectives on EAL, I recognise the potential of the influence of my own biases on the collection and analysis of data (Lodge, 2020; Gelir, 2021). In order to become aware of, and mitigate that bias as much as possible, I have taken steps to increase the trustworthiness and credibility of the research as shown in Table 3.3. As the sample of this study is purposive and made up of a group of student teachers, who like me, have an interest in EAL, I could be viewed as an insider. However, I acknowledge that I cannot presume the reason for those student teachers' interest; I am aware it is not an entirely mutual understanding (Maykut and Morehouse, 1994).

As part of my insider identity, I feel most "tuned-in" (Maykut and Morehouse, 1994, p.123) to the group being studied as they embark upon and progress through their PGCE programme – this is for two reasons: I gained my own teaching qualification via a PGCE and; I have worked with postgraduate students in the Higher Education sector for more than a decade. Having undertaken this route to Qualified Teacher

Status myself, I empathised with them with respect to the intensity and demands of the PGCE and can see that this has the potential to expedite my access to data which may be beyond an outsider researcher unfamiliar with the experience (Lodge, 2020). However, I acknowledge the temporality of this shared perspective where my grasp of the experience more than 17 years after my own experience is somewhat removed from my impressions of the lived experience at the time (Gelir, 2021). Hence, as a teacher educator and researcher, I see myself as an outsider too; the context of undertaking a PGCE has moved on and, and I do not share current student teachers' PGCE experiences from the same position which poses a challenge in representing their life histories (Callender, 2018).

3.1.2 Design frame criteria

In undertaking this study, I sought to produce new knowledge that maintains the possibility of transferability to other contexts (Lincoln and Guba, 1986). My interpretations of the student teacher's navigation of the middle ground and construction of EAL pedagogic knowledge have been given over to "thick description" (Geertz, 1973, p. 310) to communicate an interpretation of the individual and events in clear and precise ways. For this reason, this study was "flexible" in its design approach as the purpose of the research was speculative (Robson and McCartan, 2016, p. 146).

Flexible designs are characteristically adaptable to the context and nature of the research undertaking as it progresses (Cohen, Manion and Morrison, 2018). As such I was cognisant that the research design was more likely to be "emergent" than fully developed ahead of the research project (Thomas, 2017, p. 134) but this is not done at the expense of credibility and trustworthiness (Lincoln and Guba, 1985). Shenton (2004, p. 73) argues that trustworthiness can be established in one's research to produce a "convincing case" that one's work is academically sound; a summary of the strategies that I used to establish trustworthiness can be found in section 3.6.2.

As my approach to this study's research design was flexible and emergent, I conceived of my methodological task as explicating the criteria required of an appropriate design frame so that this could be subject to confirmability and peer scrutiny (Lincoln and Guba, 1986, Shenton, 2004). This explication permitted me to remain cognisant of the manner in which my positionality influenced the emergence of the research design.

Two design frame criteria were generated that attended to the purpose of the study and the research questions. The design frame criteria emerged from the iterative process of engagement with theoretical perspectives, empirical research and research questions in the construction of the theoretical framework from my particular position as a researcher (Thomas, 2017). In this way the design frame criteria illustrated an integrated application of the theoretical framework in the process of data collection and analysis (Cohen, Manion and Morrison, 2018). The process by which the design frame criteria were arrived at is set out in Figure 3.1 below.

Theoretical perspectives

- Shulman – intellectual biography
- Goodson – middle-ground
- Shulman – sources of professional knowledge
- Bernstein – pedagogic discourse & consciousness shaping
- Borg – language learning
- Sugrue – archetypes of teaching
- Lortie – apprenticeship-of-observation

RQ1. How do student teachers' formative educative experiences before ITE influence their construction of knowledge of EAL pedagogy?

Design frame criteria must engage with these aspects arising from theoretical perspectives:

- Student teacher biography – content relevant to constructing knowledge of EAL pedagogy
- Influence of student teacher biography on language learning and EAL pedagogy
- Student teacher agency in constructing knowledge

RQ2. How does student teachers' navigation of macro and micro contexts during ITE influence their construction of knowledge of EAL pedagogy?

Design frame criteria must engage with these aspects arising from empirical research:

- Sources, perceptions and influences of student teachers' EAL pedagogical knowledge & agency in deploying it
- Student teachers' personal knowledge of effective EAL pedagogy and practice
- The sources of meaning for student teachers' construction of EAL pedagogical knowledge

Design frame criteria

(i) A design frame that permits me to engage with and interpret student teachers' life experiences and personal influences (in macro and micro arenas) associated with constructing EAL pedagogical knowledge before and during ITE.

(ii) A design frame that permits access and the potential to analyse the individual student teacher's navigation of those macro and micro arenas and the influence this has, and the meanings they use, in the construction of their knowledge of EAL pedagogy before and during ITE.

Empirical research

- Theme: Interaction of policy, experience, position on student teachers' knowledge of EAL pedagogy
- Theme: Construction of EAL pedagogical knowledge via relational knowledge for culturally and linguistically diverse classrooms
- Theme: A lack of consensus on effective EAL pedagogy for individual student teachers
- Gap: Reasoning behind student teachers' change in perception EAL pedagogy during ITE
- Gap: Understanding where student teachers' conflicting knowledge of EAL pedagogy is sourced and constructed

The purpose of this study is to understand how consciousness shaping in the middle-ground influences the construction of student teachers' knowledge about EAL pedagogy.

Figure 3.1 The process of generating design frame criteria.

The design frame criteria, (i) and (ii) below, were taken from Figure 3.1 and set out what I perceive to be the distinct requirements of the design frame for this inquiry.

(i) A design frame that permits me to engage with and interpret the student teachers' life experiences and personal influences (in macro and micro arenas) associated with constructing EAL pedagogical knowledge before, and during ITE.

(ii) A design frame that permits access and the potential to analyse the individual student teacher's navigation of those macro and micro arenas and the influence this has, and the meanings they use, in the construction of their knowledge of EAL pedagogy before, and during ITE.

I acknowledge that these criteria are constructed from my particular position as a researcher and that that they are informed by the theoretical framework I have constructed regarding student teachers' construction of knowledge of EAL pedagogy (Goodson and Sikes, 2001). Thomas (2017, p. 133) notes that the choice of design frame provides a "superstructure" for an inquiry that can give clarity to the emergent nature and purpose of the research. The choice of design frame according to the criteria is Life History Research (LHR) (Goodson and Sikes, 2001). The following sections critically engage with the choice of LHR as a design frame as attending to the purpose of the research and assisting in answering the research questions.

3.2 Life History Research

The requirements of the design frame criteria are to engage with student teachers' life experiences before and during ITE so that the influence of these experiences on their construction of knowledge of EAL pedagogy may be interpreted. For this reason, Life History Research (LHR) has been selected as a design frame as it meets the criteria set out above. Goodson and Sikes (2001, p. 91) advise:

The fundamental reason why researchers choose to use a life history approach is because they believe that detailed, personal information about how people have perceived and experienced things that have happened in their lives will enable them to better understand whatever it is that they are studying (Goodson and Sikes, 2001, p. 91).

The use of LHR as a design frame in this study included attending to the relevant personal dimensions of the student teacher's life to understand the meanings they gave for their construction of knowledge of EAL pedagogy. I chose a design frame that engages with the personal as I view student teachers' knowledge construction of EAL as a complex amalgamation of cognitive resources derived from their personal experiences, their background and their personal characteristics (Clandinin, 2013). Because of the personal dimension of LHR, I viewed both procedural ethics and ethics in practice as essential considerations throughout the research process (Goodson and Sikes, 2001; Moriña, 2020) and demonstrate how I engaged with these in section 3.6.1.

LHR as a methodology is suitable for this study as it attends to the description and analysis of the student teacher's life lived in the relevant contexts of education and ITE, so that a deeper understanding of that culture and its influence on the construction of knowledge for EAL pedagogy can be revealed (Plummer, 2001). The research questions posed have a more general focus on the contribution of life experiences to the construction of knowledge of EAL pedagogy rather focusing on a very particular theme or event. Because of this, LHR as a design frame is more suited to the purpose of the study rather than narrative inquiry methodology which does focus on specific themes and responses (Hammond, 2020). LHR also shares methodological aims with ethnography where the researcher's interest lies in exploring lives and experiences (O'Reilly, 2012); indeed LHR is viewed as aligned to ethnography (Plummer, 2001; Goodson and Sikes, 2001). However, unlike ethnography, those engaging in LHR bring their interest and interpretation of the influence of relevant contexts to the data participants provide (Goodson and Sikes, 2001). LHR therefore poses ethical dilemmas associated with power, and engagement with personal and emotional aspects of researching the participant's life (Moriña, 2020). As such maintenance of research integrity and trustworthiness using LHR as a design frame is returned to in the discussion on ethical considerations in section 3.6.

The purpose of LHR as a methodology Dollard (1949, p. 4) argues, is that "detailed studies of the lives of individuals will reveal new perspectives on the culture as a whole which are not accessible when one remains on the formal cross-sectional plane of observation." The theoretical framework revealed that gaps in the knowledge base regarding how and why student teachers construct their knowledge of EAL pedagogy before and during ITE (section 2.4). By investigating the narrative of student teachers' thinking and experiences using biographical research methodologies, "sociocultural and historical echoes" may be revealed that illuminate how their cognition is shaped (Gill, 2014, p. 224). Miller (2000, p.22) proposes LHR involves exploring the "micro/macro interplay between motivations of the individual

actor and the social structure that provides opportunities and impediments to ambition and hopes inevitably moves to the fore."

This study's use of LHR, builds on the consciousness shaping influences of pedagogic discourse as navigated by individuals in the middle ground (section 2.3.2) but it also accounts for, and investigates, the meaning that the individual gives to this navigation through the narration of that experience over time (Gore *et al.*, 2021). Goodson (2008, p. 10) argues that as a research design frame, LHR "is concerned to listen to what the teacher says and to respect and deal seriously with the data which the teacher imports into accounts." As such, Goodson (2008, p. 11) endorses the teacher's *life* as a source of data; he reports that a teacher's sense of self is invested to some degree in their life: in their "teaching, experience and background". The epistemological position taken in the use of LHR is one that values the subjective and idiographic (Goodson, 2008) and as such LHR typically draws upon small sample sizes, as the research focuses on depth of experiences rather than breadth (McDonnell, 2021).

While LHR has not yet been used to explore the construction of knowledge of EAL pedagogy with student teachers, it has been used in the context of ITE with teacher educators to explore the impact of macro structural changes on the micro contexts of their work lives (Cullen, 2011). Perhaps more pertinently, LHR has been used with in-service teachers to explore the influence of their professional experiences, including formative education and ITE, for values-based curriculum making decisions (Kontovourki, Philippou and Theodorou, 2018).

Callender's (2018) research drew upon experiences of ITE when exploring how black male teachers' social and professional identities were shaped in English schools; she noted the value of LHR in exploring the intersection between race and ethnicity in teachers' professional experience. With its history of connectedness to race and ethnicity (Leung, 2001; Costley, 2014; Flynn and Curdt-Christiansen, 2018), Callender's study is salient in exploring the position of EAL and construction of knowledge in the complexity of intersectional contexts. Indeed, LHR's capacity to access the complexity of social contexts is cited by McDonnell (2021) as an advantage of the methodological approach. She argues that LHR is suitable for exploring the "unpredictable" in relationships, experiences and influences that inform a teacher's work and shape their professional development (McDonnell, 2021, p. 9). As there is little empirical research exploring the development of knowledge of EAL pedagogy during ITE (Perumal *et al.,* 2020), LHR can usefully continue to illuminate student teachers' navigation of the macro and micro contexts of their experiences in this regard.

LHR as a design frame encounters the participant's experiences in the form of the stories they tell about their lives (Goodson and Sikes, 2001). Story-telling within the LHR design frame can be regarded as an act of agency on behalf of the participant where they "apprehend" their meanings and actions in relating stories of their experience (Rapport, 1999, p. 4). Gill (2014, p. 225) terms this construction of knowledge within the narrative of a life story "narrative learning". Plummer (2001, p.402) however argues that participants are often dependent on the availability of

"social frameworks" of collective memory rather than being entirely introspective in what they reveal.

The credibility, or the truth, of the individual's narrated reality is raised when collective memory or the influence of powerful pedagogic discourse become part of the narrative they tell about their lives (Portelli, 2015). However, my encounter with the life story of the student teachers in this study was not to assess if the knowledge they possess about EAL was factually accurate but to interpret the reasons for the construction of that knowledge in a particular way – in this regard I sought a "narrative truth" (Plummer, 2001, p. 401). Thus, my engagement with and interpretation of each student teacher's life history was to represent the construction of knowledge the student teacher narrated as they mobilised their cognitive resources in expressing knowledge of EAL pedagogy (Clandinin, 2013).

As a design frame LHR offered me a way of encountering the narrated and navigated lived experience of the student teacher that shaped their consciousness and gave meaning to their construction of knowledge of EAL pedagogy over time (Gore *et al.*, 2021). The following sections detail the methods of data gathering and analysis, consistent with LHR, that I used for undertaking the study. Methods of data gathering, and data analysis are discussed in sections 3.3 and 3.4, respectively.

3.3 Methods of data gathering

Goodson and Sikes (2001, p. 20) note that, while there is not just "one 'proper' way" of doing LHR, the chosen research method must be appropriate to the enquiry in that it should be the "one most likely to produce data which address, answer or otherwise meet and fulfil the questions, aims and purposes of a specific enquiry." In the context of life history and biographical research Cohen, Mannion and Morrison (2018, p. 329) advocate for a range of data gathering methods so that the complexity of the life lived can be apprehended rather than "forc[ing] experiences into an oversimplified pattern." Therefore, the approach used for gathering data in this study used a combination of three complementary methods: questionnaire, reflective journalling and interview.

Goodson (2008, p. 24) views the use of complementary methods in LHR as analogous to the parts of a jigsaw puzzle noting that "there is always a better chance [of seeing the life] if all the pieces are used." A mixed methods approach also provides a means of data triangulation to enhance the rigour of the research, however with the qualitative nature of the data provided "possibilities of discrepancies and disagreements between the different sources" are opened up (Robson and McCartan, 2016, p.158). The practicalities of dealing with inconsistencies in participants' data are discussed in the context of the procedure of the study in section 3.5.

3.3.1 Methods of data gathering in the context of COVID-19

The time in which this study took place had a significant influence on the practicalities of carrying out the data collection (Gore *et al.*, 2021). As Phase 1 of the study was conducted in the context of COVID-19, online methods of data gathering were chosen over face-to-face methods as a pragmatic way of reducing the risk of spreading infection (Rudrum *et al.*, 2022). While I was aware of the challenges of

online data gathering tools (Robson and McCartan, 2016), this was a safer option. Methods of data collection and the impact on the sample in the context of COVID-19 are appraised further in the following sections.

3.3.2 Online Qualitative Questionnaire

The online qualitative questionnaire method was used as part of Phase 1 focusing on student teachers' life experiences before ITE and then as part of Phase 2, exploring student teachers' experiences during ITE. The online qualitative questionnaire is a type of self-administered survey that participants accessed using a link distributed to them via email (Robson and McCartan, 2016). While it is now the predominant mode of conducting surveys, I did not assume my participants' familiarity with the method (Cohen, Manion and Morrison, 2018) and so I ensured that the questionnaires had clear guidance for participants (Robson and McCartan, 2016) and were reviewed for clarity by disinterested professional colleagues (Lincoln and Guba, 1985) (Appendix 14).

Forced responses in online questionnaires can lead to questionnaire abandonment or cursory, non-sensical responses; as such, all questions were optional to answer (Cohen, Manion and Morrison, 2018). In addition to this, the online software (Microsoft Forms) enabled me to use a system of routing, or branching, so that only relevant questions were raised for each participant as they progressed through the questionnaire (Robson and McCartan, 2016). Participants were also given the opportunity to retain a copy of their submitted responses so that they could check that they were satisfied with the data they submitted; this ensured openness about the data gathered in the questionnaire aspects of the research process (Guba and Lincoln, 1985).

In Phase 1, the purpose of the qualitative questionnaire as a data gathering method in the study was two-fold: first, to scope the "spectrum" of participants' experiences within the sample (Goodson, 2008) and; second, to seed initial themes and questions relevant to the content of the theory and empirical research attended to in theoretical framework (Thomas, 2017). The two-fold nature of the questionnaire then informed the type of questions that were constructed in subsequent data gathering giving focus and specificity to the content of the questions (Cohen, Manion and Morrison, 2018).

The research questions, construction of the theoretical framework and analysis of empirical research informed the questions and content of the study's two questionnaires (this distribution of which is discussed in section 3.5: Procedure). Phase 1 and Phase 2 Questionnaires can be found in Appendices 5 and 6, respectively.

3.3.3 Reflective Journalling

The use of journal-based entries permits access to settings without changing the social dynamics of the context the researcher is interested in (Zimmerman and Wieder, 1977). The method's advantage is in its capacity to be "contemporaneous to the events and emotions recounted while capturing participant experiences over time" (Rudrum *et al.*, 2022, p. 2). Reflective journalling was used in this study to capture the temporality of participants' experiences regarding EAL pedagogy during

their ITE programme (Yee, Abdullah and Nawi, 2022). In a similar manner to the scoping activity employed with the questionnaires, the reflective journals contributed to the exploration of themes and topics that were then raised during Phase 2 data gathering. Analysis of the responses (discussed in section 3.4.1) then contributed to the content of questions asked in the Phase 2 questionnaire and interviews.

While reflection is an established component of professional development in teacher education (Day, Webster and Killen, 2022), it is germane to define the particular concept used in this study as various interpretations and nuances exist (Gadsby, 2022). The concept of reflection used in this study is:

> The process by which individuals make sense of their experiences by a consideration of, and possible change in, their own personal skills, knowledge and dispositions in light of the personal, professional and wider social contexts within which they, as practitioners, operate (Gadsby & Cronin, 2012, p. 2)

The reason for using this definition is the particular relation of meaning-making given in contexts that individuals experience. However, Yee, Abdullah and Nawi (2022) note that simply telling a student teacher to reflect on experience is not sufficient as reflective thinking is a particular skill to be taught: specific prompts are often required to initiate reflective modes of thought. Consequently prompts for reflection were provided in the distribution of the reflective journals; this focused participant attention on their EAL pedagogical knowledge rather than more general aspects of their experience at that time (see Appendix 7).

While an online method increases reach, the lack of personal relationship carries risks of attrition and non-participation limiting the data gathered (Rudrum *et al.*, 2022). To counter this, reflective journals were launched following Phase 1 interviews; during the interview rapport with participants was established building a more meaningful personal relationship (Slembrouck, 2011; Engward *et al.*, 2022).

3.3.4 Semi-structured life history interview
Interview was employed as a method in this LHR study to secure in-depth engagement with participants (Hammond, 2021). Kvale and Brinkmann (2009, p. 48) conceive of the interviewer as a miner seeking to unearth a wealth of riches in the interview scenario. However, in LHR the point of the interview is "to help the life storyteller to tell their story, not to get them to help you tell your story or answer your questions" (Goodson, 2008, p. 37) as the mining analogy implies; there is no foreclosed type of data or evidence sought.

Goodson (2008, p. 38) advises that in a life history interview, the aim is for the interviewer to tap into the storyteller's "ongoing narrative flow" and to allow the life story to unfold. This aligns more to Kvale and Brinkmann's (2009) second analogy: that of the traveller on a journey. Consequently, the interview process was something that unfolded in a manner that had some predictability, where I had an eye on a final destination but the routes I travelled with the student teachers and the manner in which we got there were not set in stone. This corresponds to Goodson's (2008, p. 37) assertion that the life history interviewer should refrain from over-

prescription or over-structuring their questions before the interview. For this reason, a semi-structured approach to interview was taken as the student teacher's life represented an "information-rich case" which required a method that facilitated the "pursuit of a depth of understanding that cannot be accessed through brief interaction" (Mears, 2012, p. 171).

Preparation for the semi-structured life history interviews in this study followed on from the scoping exercise approach represented in the use of the online qualitative questionnaire (Goodson, 2008) (Appendix 15). While the design of semi-structured questions help charted the interview's course I ensured that I allowed for deviations and probing open questions that were raised in an ad hoc fashion (Robson and McCartan, 2016). As a prepared interviewer, I recognised that high quality data from the interview would be gathered when I was "genuinely interested" in the topic and the participant's contributions (Sharp, 2009, p. 76) but; I also acknowledged that a degree of detached analysis was required so that I could pursue the purpose of the study (rather than pursuing unrelated interesting tangents).

The pursuit of high-quality data in the interview also relied on establishing rapport with the participants being interviewed (Slembrouck, 2011, p. 55). This required skills of interview maintenance denoted by my questioning and listening techniques and the atmosphere and conduct of the interview. As I had already taught the student teachers, the process of rapport building had begun by the time of interviews, but within a different situational context and relationship. Part of the establishment of rapport in the interviews in this study consisted of establishing a new type of relationship between researcher and participant; however, I recognised that I could not entirely bracket the reality of perceptions and relationships established prior to interview – this inevitably found its way into the interview. As such, I recognised the power imbalance created in this particular interview situation (Roulston, de Marrais and Lewis, 2003).

In order to address the power imbalance, during the interview preamble I reengaged each participant with the concept of informed consent for participation so that they were clear on the choices they could make for participation and contribution (Moriña, 2020). I also remained cognisant of the participant's contributions or lack thereof and was aware of their level of comfort with particular lines of inquiry which could have indicated unwanted discussion (Slembrouck, 2011). Additionally, I asked the participants to check transcripts and analysis made of their data (Kvale and Brinkmann, 2009) so that some of the power imbalances generated in the data collection were diffused (Guba and Lincoln, 1985). Member-checking responses can be found in Appendix 11.

Miller (2001) contends that as LHR methodology has a "situational and fluid" view of reality, the life history interview is a collaborative interplay between the researcher and participant. Additionally, Roulston, de Marrais and Lewis (2003) explain that reality is co-constructed within the interview situation itself. They argue that the data generated is a product of the interview situation itself and will be recognised as such during the interview while interpretations about the participant's responses are being made, and then after the interview in the processes of data analysis. While Mears

(2012) asserts that the interview situation is intrinsically messy, the life history interview appeared even more complex to me (Appendix 15). As Gill (2014) notes, data in LHR is generated through the relation of experience by participant to researcher, but also through the narrative the participant selects to tell their story.

Roulston, de Marrais and Lewis' (2003) then indicate an additional component to data generation in the interview – the co-construction of this data with the researcher. Goodson and Sikes (2001, p. 32) describe this co-constructive activity as "listening beyond"; a method of listening and thinking ahead in the interview-conversation so that lines of inquiry can be planned based on participant responses while the interview is taking place. The implications for use of interview in this study meant that I had to be reflexively aware of this during the interview and the processes of analysis but I also had to account for myself as a contributing to the data generated and the relations of power, as discussed above. Therefore, I have disclosed my positionality as part of the undertaking of this research (section 3.1.1) (Thomas, 2017); this is also discussed as part of the constructive nature of thematic analysis below (section 3.4.1).

The semi-structured life history interviews took place in Phase 1 and Phase 2 of the data gathering stage of the study. Data gathering happened during the context of COVID-19 where the university's policy stated that non-essential face-to-face meetings should take place online. Engward *et al.* (2022) note that in the context of COVID-19 the accessibility and convenience that online interviewing facilitates is an advantage of the method when social distancing is required. In addition, the voice transcription of Microsoft Teams reduced the time given over to transcription of interviews. However the issue of rapport in virtual space is also raised by Engward *et al.*, (2022). Therefore I recognised the need to take more care of this aspect of the interview in the preamble and closing stages as the abrupt nature of beginning and ending online interactions could have introduced feelings of separateness and finality, disrupting attempts at establishing and maintaining rapport.

3.4 Methods of data analysis

This study used a flexible design frame with mixed methods of data gathering; the methods of analysis emerged in response to the social reality of undertaking the research (see section 3.3.1 regarding the context of COVID-19) (Robson and McCartan, 2016). In this way the study contrasts with a fixed, positivistic design frame where data analysis appears as a separate stage in a sequential process. Instead, the present study acknowledges that qualitative research analysis is an iterative and integrated aspect of the research process rather than something that should be regarded as being fixed in a discrete stage (Thomas, 2017).

In the context of the LHR methodology design frame, data analysis emerges as a feature that works in tandem with data gathering as the researcher takes a reflexive-recursive approach to the life story of the participants (Goodson and Sikes, 2001; Plummer, 2001; Goodson, 2008). As such, the process of data analysis began in conjunction with thematically coding the responses received from participants through the scoping activities of the qualitative questionnaire and continued

thereafter for additional gathered data. A timeline of the process of data gathering and analysis (in the context of the PGCE programme) is shown in Figure 3.2 below.

Phase 1

time

Recruitment of participants

Phase 1 Questionnaire

Thematic coding analysis of questionnaire responses for Phase 1 semi-structured interview preparation.

Phase 1 Interviews

Thematic coding analysis of Phase 1 interview data.

Reflective Journalling

Reflective Journal Entry 1

Reflective Journal Entry 2

Reflective Journal Entry 3

Reflective Journal Entry 4

Phase 2

Thematic coding analysis of Phase 1 data (re-visit) and reflective journalling data for Phase 2 questionnaire preparation.

Phase 2 Questionnaire

Thematic coding analysis of Phase 1 data, reflective journalling data (re-visit) and Phase 2 questionnaire responses for Phase 2 semi-structured interview preparation.

Phase 2 Interview [Vincent]

Phase 2 Interviews [Danni & Susanna]

Thematic coding analysis and narrative analysis of study data. Writing of life histories.

Thematic coding analysis of life histories.

PGCE start

University lectures

School placement experience 1

University lectures

School placement experience 1

University lectures

School placement experience 2

University lectures

School placement experience 3

PGCE end

Figure 3.2: Timeline of Main Study data gathering and analysis in the context of the PGCE.

As a methodology, LHR seeks to investigate the relationship between the social contexts that participants navigate and the meanings that participants attend to through the choices they make in the narration of those experiences (Goodson, 2008). Because of the central role of narrative, narrative analysis was also evaluated for its suitability in this study.

Following analysis, my interpretations of participant data were presented in the form of written life histories for each participant. The epistemological, ethical and practical, considerations for composing a life history are discussed in section 3.6. The life histories are presented in Chapter 4.

3.4.1 Thematic coding analysis

Thematic coding analysis was employed in this research study as a method of data analysis for three purposes. The first purpose as a method of surveying emerging themes and lines of inquiry that could be used to prepare for later data collection in the study (Goodson, 2008) Those themes required transparent and systematic analysis in order to establish the rigour and trustworthiness of the research (Lincoln and Guba, 1985). The second purpose focused on the organisation of themes and topics from the analysis of the individual's data so that an individual life history could be presented for each student teacher (Gläser and Laudel, 2013). The third purpose concerned undertaking a cross analysis of the life histories written for participants so that intersubjective themes regarding the construction of knowledge of EAL, between student teachers, could be illuminated (Philippou, 2021).

Thematic coding involved examination and consideration of the participants' data so that sections of text, phrases or words could be labelled to indicate emphasis for a particular idea, or theme, indicated by that label (Cohen, Manion and Morrison, 2018). The method of thematic coding analysis used in this study is "constructionist" in that it "examines the ways in which events, realities, meanings and experiences are the effects of a range of discourses operating within society" (Robson and McCartan, 2016, p. 474). I documented the processes of data analysis for each participant throughout the research project, returning to the raw data and my interpretations of it so as to come to know the data more over time. In this section, I exemplify my work for the analysis process and its rationale for all participants' data using Susanna's contributions. An overview of the process of data analysis for each participant can be found in Appendix 12.

An example of the constructionist approach to data analysis can be seen in the process of thematic coding analysis applied to Susanna's Phase 1 Questionnaire data. The example shown in Figure 3.3 (below) reveals the nascence of the code 'Nurture' in my interpretation of Susanna's response to a question regarding languages spoken in her household. To me, this revealed a relationship for Susanna between the experience of language, learning and care for her child.

What other languages are spoken in the household?	Other than English, do you personally speak any other language(s) at home?	Which other language(s) do you personally speak at home?	Do you hold qualifications in the language(s) spoken in your household?
Spanish is my first language, I speak to my daughter in Spanish 24/7, her dad speaks English with her	Yes	Spanish	Yes

Gerard Doyle — V2 — Nurture

Gerard Doyle — 24/7 & Always - language learning is a constant effort

@mention or reply

Figure 3.3 An excerpt of thematic coding analysis from Susanna's Phase 1 Questionnaire responses.

A back-and-forth process of thematic coding analysis took place throughout the study so that my relationship with the data was strengthened over time (Miles and Huberman, 1984). This also reduced the risk of early coding too strongly influencing the production and status of later codes which I anticipated would emerge in response to interactions with participants' and their data (Cohen, Manion and Morrison, 2018).

This can be seen again in the development of my thematic coding analysis for Susanna's Phase 1 Questionnaire data in Figure 3.4 (below). The diagram shown is a map of the codes (see the black text boxes) applied to Susanna's responses to the first questionnaire and the evidence constructed from the data in support of these codes (brown text boxes). The code 'Nurture' was at this stage associated with 'Authority' to combine into one code 'Nurture / Authority'. Evidence for the code 'Nurture / Authority' was mapped onto Susanna's data in (brown text box) examples such as: 'T[eacher] characteristics: caring, engaging, firm but fair', 'Teacher role' and 'Teaching and learning policy in schools'. The mapping of Susanna's responses in this way also permitted me to interpret how evidence could support multiple codes so that a schema of her knowledge and understanding of EAL and language learning might emerge at this stage of data analysis; for example connecting 'Nurture / Authority' with 'Potential' via evidence that supported both codes.

EAL teaching is about seeing language learning as sitting within the circumstances of education and wider development, it requires a teacher to show leadership and care so that they can draw out children's potential. Learning is linked to emotions, perhaps sits within this aspect of development; emotions can cover potential for learning – empathy and shared experience can uncover the emotional barriers and create conditions for learning

P1Q T characteristics: caring, engaging, firm but fair

Nurture / Authority

P1Q Teaching and learning policy in schools – Ofsted 'high standard', 'expectations' CCF/NC

P1Q L1 > L2 'it could be easier to learn a third one'

P1Q Teaching and learning strategies: CPA to support 'all levels of attainment', technology = engaging, 'differentiating'

P1Q Teacher role as leadership/authority (contrast with TA role): confidence, at the front, delivering lessons rather than interventions, planning

P1Q Language T: T char PLUS 'have some fluency and culture Knowledge. Fun'

P1Q own experience languages learning: 'Songs, movies in English etc.' (Passive?)

Potential

P1Q Au pair/taught Spanish – 'I knew I wanted to become a teacher one day

Knowledge of practice from experience

P1Q language learning is constant/ Always on 'I speak to my daughter in Spanish 24/7, her dad speaks English with her'

P1Q TA role 'delivering interventions'

P1Q Teachers' strats for EAL: 'Repetition, giving instructions Practicing phonics Listening activities'

P1Q exceptional positivity towards EAL: (top, excellent, always willing, amazing experience)

P1Q Necessity of language learning 'having a second language opens up a huge range of work/life opportunities'

P1Q Empathy: 'I can completely empathise with them and their families'
'I can understand how they might be feeling in certain circumstances'
Learning nested in emotional world/empathy allows hidden emotion to be uncovered 'gives me an advantage while teaching them.' / 'I could empathise with them'

P1Q Progression in language learning from own experience: 'preschool, learning songs, colours etc. Moving on to grammar and vocabulary, having dialogues, listening to conversations, watching movies' dialogues vs conv (passive?)

P1Q T knowledge for working with EAL: family background, family type/home support, investigate L1, culture etc.

P1Q Language learning as constant 'Always willing'

P1Q Necessity of language learning 'lessons in English language, we were only speaking in Spanish when necessary. '

Nested nature of (language) learning

P1Q Teaching and learning sit within human development – 'Theories that support the way we teach, learn, reflect, plan etc. These theories also help us to understand human development particularly children.'

Figure 3.4 Susanna's Phase 1 questionnaire responses as evidence for (connecting) codes emerging from the data.

The coding of the data is acknowledged as being informed by my position as a researcher and the theoretical and empirical perspectives informing this study (Goodson and Sikes, 2001; Gläser and Laudel, 2013). As such, the thematic coding of the participants' data was generated via interpretations made with the theoretical framework and hence, the meanings inherent within the study's research questions (Cohen, Manion and Morrison, 2018). However, Robson and McCartan (2016) note that the process of thematic coding is critically reflective and at times intuitive; it is not solely pre-determined by theory and prior research. It was therefore useful to remain open to "hunches" regarding themes in the data (Robson and McCartan, ibid, p. 475) confirming or discounting hunches by the evidence of the data (Steeves, 2000).

I also recognised that there was a risk of losing temporality in the process of data analysis; and that this issue was particularly acute in a study that explored experience over time (Goodson and Sikes, 2001). Cohen, Manion and Morrison (2018, p. 673) advise that decontextualised coding runs the risk abstracting and fragmenting data so that the researcher loses of a sense of the "whole picture". To counter this, mapping constructs as they emerged facilitated interconnection between the themes and maintained oversight of interpretation of data over time (Thomas, 2017). In addition, maintenance of meaning and significance of data generated in different contexts of time and space was supported by writing thematic coding into narratives that draw upon the interpretation of data from across relevant contexts (Cohen, Manion and Morrison, 2018). As such, the purple text paragraph in Figure 3.4 illustrates my interpretation of Susanna's knowledge of EAL pedagogy at this stage of teacher education as associating 'Nurture / Authority' with the need for teachers to 'show leadership and care so that they can draw out children's potential'.

Figure 3.5 (below) illustrates another return to Susanna's data to gain further insight into her construction of knowledge of EAL pedagogy before ITE. The mapping that appeared in Figure 3.4 (above) was subsequently complemented with my conceptual understanding of the codes applied to Susanna's mental schema regarding EAL and language acquisition. Links that I have interpreted between codes were articulated, in various colours, so that themes that emerged from the data were recorded and clearly based upon a process of constructionist evidence gathering (Robson and McCartan, 2016). In the Figure 3.5 below I have recorded an emerging theme (using blue text) associated with the evidence gathered around the codes 'Nurture / Authority' and 'Potential' as the concept: 'There's a drive that comes from both nurture and authority that allows children to realise their potential.' Themes that conceptually linked codes and evidence were recorded as I reviewed participant data – these were recorded on the maps I constructed for the analysis of each participant's questionnaire data (see Appendix 12).

The analysis of Phase 2 Questionnaire data was conducted in the same way and, Phase 1 and Phase 2 Questionnaire analysis contributed to my writing of the participants' Life Histories (Goodson, 2008, Callender, 2018).

EAL teaching is about seeing language learning as sitting within the circumstances of education and wider development, it requires a teacher to show leadership and care so that they can draw out children's potential. Learning is linked to emotions, perhaps sits within this aspect of development; emotions can cover potential for learning – empathy and shared experience can uncover the emotional barriers and create conditions for learning

Nurture / Authority

P1Q T characteristics: caring, engaging, firm but fair

P1Q Teaching and learning policy in schools – Ofsted 'high standard', 'expectations' CCF/NC

P1Q L1 > L2 'it could be easier to learn a third one'

P1Q Teaching and learning strategies: CPA to support 'all levels of attainment', technology = engaging, 'different'

P1Q Language T: T char PLUS 'have some fluency and culture Knowledge. Fun'

P1Q own experience languages learning: 'Songs, movies in English etc.' (Passive?)

P1Q Teacher role is leadership/authority (contrast with TA role): confidence, at the front, delivering lessons rather than interventions, planning

Potential

P1Q Au pair/taught Spanish – 'I knew I wanted to become a teacher one day'

P1Q language learning as constant/ Always on 'I speak to my daughter in Spanish 24/7, her dad speaks English to her'

Knowledge of practice from experience

P1Q Teachers' strats for EAL: 'Repetition, giving instructions Practicing phonics Listening activities'

P1Q exceptional positivity towards EAL: (top, excellent, always willing, amazing experience)

P1Q Necessity of language learning: 'having a second language opens a huge range of work/life opportunities'

P1Q Empathy: 'I can completely empathise with families' 'I can understand how they might be feeling in certain circumstances'. Learning nested in emotional world/empathy allows hidden emotion to be uncovered 'gives me an advantage while teaching them' / 'could prepare resource for them'

P1Q Progression in language learning from own experience: 'preschool, learning songs, colours etc. Moving on to grammar and vocabulary, having dialogues, listening to conversations, watching movies' dialogues vs conv (passive?)

P1Q T knowledge for working with EAL: family background, family type/home support, investigate L1, culture etc.

P1Q Language learning as constant 'Always willing'

P1Q Necessity of language learning 'lessons in English language, we were only speaking in Spanish when necessary.'

Nested nature of (language) learning

P1Q Teaching and learning sit within human development – 'Theories that support the way we teach, learn, reflect, plan etc. These theories also help us to understand human development particularly children.'

Figure 3.5 Conceptual themes emerging from Susanna's coded data.

The analysis of the Phase 1 Questionnaire data contributed, as a scoping exercise, to the semi-structured interview also conducted in Phase 1. An example of how these emerging themes contributed to interview preparation is shown in a research diary extract in Figure 3.6. The question prompt (labelled with the number 7) indicates my preparation for Susanna's Phase 1 Interview where I sought to ask her about Pri[mary school teachers'] characteristics which included ideas around being 'caring' and 'firm but fair'. While I had connected these ideas to codes and themes in my own analysis ('Nurture / Authority'), I sought to reflect back the language Susanna had used in the questionnaire responses during the interview as part of

checking my interpretation of themes I had considered in the data (Goodson and Sikes, 2001; Lincoln and Guba, 1985, Shenton, 2004).

Figure 3.6 Phase 1 semi-structured interview preparation using emerging themes from Susanna's coded data.

Following transcription, data gathered in the Phase 1 Interview was first coded as shown in an example of initial coding around 'Potential' in Figure 3.7.

Figure 3.7 An example of initial coding work on Susanna's Phase 1 Interview.

Following the initial coding of the transcription of the Phase 1 interview, evidence from the interview was mapped against these initial codes and in some cases, codes were combined to denote the connectedness of ideas emerging from the data. An image of part of this process can be seen for Susanna in Figure 3.8. The evidence for a particular code (blue text boxes) coalesces around the code title (variously-coloured text boxes). For example, the code 'Potential' (orange text box) is located next to the evidence that supports the interpretation of this code as a recurring aspect of interview data. Other codes from the transcript such as 'realisation' and 'agency' appeared in evidence proximal to 'potential' so these codes were combined under 'Potential / realisation / agency' to denote the interconnectedness of these ideas in Susanna's data. Later these codes would be subsumed under 'Potential' as shown in Figure 3.9 below.

00:00:41.634 like since I was little I I wanted, I knew I wanted to be a teacher. Uh.But unfortunately in México, uh, uh, teaching is not like a a good job to have

00:01:48.301 I think it it was always there in me that like you know, teaching. Thing inside of me and um.

00:38:27.960 and hopefully she will be able to write as well in Spanish [humorous tone] and write, but that that's that will come, I I believe that will come.

00:10:47.180 When do you stop learning English or or when like when do your lessons finish?

00:11:40.170 In America I was uh just waiting to uh.To start um. My teacher- like start a career in in teaching. 00:12:06.820 I'm gonna do it here in England

00:12:29.280 To get experience why you don't start as a teaching assistant

00:08:46.232 England: 'a different world' 00:09:05.260 And then here is- it's basically learning a new language 00:09:20.612 'strong accents' 00:48:46.390: accent as personal barrier w/ L1 Eng 00:09:37.600 I'm gonna have to learn again a new English and I'm still learning 00:11:11.590 It's just. So different

00:10:47.180 When do you stop learning English or or when like when do your lessons finish?

00:41:19.794 And and the plan as well, it's to at least to spend a year in Country. So she will go to school' (Daughter to learn read/write)

00:26:31.600 Move to England - Coins/driving test : Yeah it is [stress] cool and it's amazing that you know you learn from cultural traditions. But it's also scary intimidating

00:43:25.850: Country Need to speak Eng. 'In order to get a good job'... 'good life' ... 00:46:30.203 personal and professional

00:55:10.300 + EAL PCK: Because you never know where You're gonna end up working

00:02:20.140 the families told me, uh or asked me or requested me to Teach Spanish to the children.

00:22:01.906: Portuguese boy learned English informally [Entirely]: 'Yeah, we didn't get any training'. School did not get opp for new learning –self-authority

Authority

00:23:09.450: Vested with authority by school as bilingual: 'Huh. I think it was to begin with I thought it was coin- coincidence, but no.' Empathy

00:17:36.030 TA Working with Portuguese boy Y5 'But I knew it. I mean, the writing wasn't going to happen. The reading wasn't going to like work because in my experience I knew it.'

New Contexts = new opportunities

00:40:40.008 I haven't researched anything about how to teach her how to write, how to read. .... Just keep talking to her and everything. Is it just natural as well. If I speak to her in English, it doesn't feel right. I'm like no.

00:03:56.050 I think the main strategy is just talk talking in the language you want to learn. That's why I went to America because when I finished university I didn't speak any [stress] English.

00:41:55.230 Opens doors to opportunities. Having a second language

00:44:36.020 That's why I went to America and I learn English basically in the street, like talking to people . 00:07:10.750 What I mean in the street is like you know, you learn all those slangs ... innit

00:07:50.762 I'm not gonna be talking to people likeoh present- uh talk to me in present progressive [puts on faux received pronunciation accent] like you don't talk to people like that

Potential / realisation / agency

00:48:07.790 I wish I had someone, Em. a teacher who went through the same

Informal and formal pedagogies

00:29:57.552 Automated Teaching vs being Human: It's just writing and your turn and then I'm gonna explain you

Authenticity vs inauthenticity

00:12:50.330 Unusual for a TA: I'm bilingual and I had my degree in economics

00:36:17.855 'I'm really hoping to get a job in a school where a multicultural school' with EAL Chn

00:28:27.023: Being approachable as a T but maintain authority: At the end of the day, you're a human.

00:26:44.930 Own challenges – empathy w/Y5 EAL Chn – ' I cannot even imagine what these Poor children are going through'

00:02:29.825 Teaching USA children Spanish – 'I'm just gonna speak to them' /play/ repetition/hearing/'just talking' 00:03:16.057 like just normal things [stress].

00:04:45.702 What my teachers used to do (formal: Missing word task listening exercise; Reading subtitles while watching films [listening/reading]; Grammar; Conjugation of verbs in different tenses; Reading books (does not work for S)

00:05:43.130 like talking to them and playing songs for them

00:13:34.306 TA experience: easier for me um now that I'm doing my PGCE

00:06:22.377 the English at school is more structured Formal = structured Informal = unstructured

00:03:17.956 I didn't make like a proper Spanish lesson 00:03:32.920 I start teaching those children Spanish.

00:35:05.774: cultural aspects: 'it gives you more motivation of learning the language'

00:42:27.820 Like I can understand how that little head brain can process the two languages and you can see her. She's she's thinking what I'm saying in Spanish. But then she answers in English

00:24:26.147 Frustration/Empathy: 'I don't wanna speak English today like' –Portuguese boy's frustration

Empathy and emotional/ cognitive labour

00:47:26.200 Feels confident re: teaching EAL: Because, uh again I em- empathise with them. 00:21:46.131 eventually learned the language just being with his friends.

00:06:35.920 And then you you learn a lot, like grammatical. facts that you know you Won't learn in the streets.

00:54:46.700 Learn more EAL PCK strategies: OK, I'm gonna teach those children the way I did or what it worked for me, but it might not work for them

Language PCK

00:39:06.652 Simultaneous bilingual knowledge re: word capacity: 'OK, with her English language I mean OK like. 'cause I know she's gonna be a little bit [stress] behind'

00:31:58.850 Daughter Country Nursery: Again, practical and talking, so I think that's the best way to teach a language. 00:32:30.452 Au pair experience USA lang teaching: 'I mean, yes, you understand more.[brief pause] Language and where everything comes from I I don't know it clicks on on your head.'

00:35:36.540 CT to S: you make you make it look really easy. And I was like, no, it's not [distressed tone]

00:15:34.480 many times he was upset because he knew really easy. And I was like, no, it's not [distressed tone]

00:14:46.562 Teacher planned for TA work w/Portuguese boy: She used to give me uh specific tasks for him, a bright boy. He was amazing in maths

00:17:59.185 if we keep giving him the meaning in his first language, he's just gonna get lazy

00:52:42.975 Pedagogical strategies for EAL: Conversations; Demonstrating belief in the pupil ; Approachability, care and get to know pupil ; Do not overwhelm pupils; Apply cognitive challenge but make this manageable ; Be clear about the task ; Acknowledge their stage of development ; Be approachable, empathetic and fair

00:37:42.444My husband is all ready now. He understands everything as well. Only because he listens to me and my daughter talking.

00:34:45.871 Experience of British Citizenship test + 'submerging' children's holiday language; 'what is just amazing it's another world it's I guess that's how you.You get to know what what is out there, what what the world is like

00:30:42.212: Daughter story Country day in Nursery: 'you can put songs and and dance and bringing the like traditional or cultural things'

00:20:55.874 that's the real world we live in a multicultural um world society

00:29:26.350 Emo Lab w/daughter reading/writing: 'I don't wanna confuse her and I know sometimes I feel I'm confusing her. But I'm not.' 00:40:27.367 main thing is just don't stop talking (Self-soothing)

00:30:26.540 Own Bad Eng. Teacher couldn't speak English: 'Fluent like uh because that will help you with your lesson and then to have that engagement with the children um'

00:22:26.400: No training – school EAL system: 'she managed and I think she did really well and the children did as well. It was a good team effort from her from home as well and for their children.They were all willing to help and support. ' Home substitutes for lack of macro PD?

00:37:59.050 So when we go to Country I want her to be able to understand and to talk to them.

00:18:21.852 SEN department was involved [stress] – mental health

00:15:01.108 Portuguese boy Y5: Translation of key vocab

00:48:52.510 We get shy when we have to speak

00:16:14.620 TA: EAL children – read to them + immediate needs cards 00:16:44.550 Basic vocab – comprehensible input

00:50:45.306 L1 Eng Ts – intimidate by teaching Languages – prior inauthentic experiences – they don't know if they are natural: I mean some people are. They're just natural naturally. A skill learning languages

00:01:00.464: School more multicultural 5 years later: 'so it's good to have. Different people ... There's nothing wrong.

Relationships

EAL PCK

00:36:35.480 Knowledge that children's parents know she is bilingual T/Country: 'The parents as well. I think they're a key.' Form good relat.

00:17:33.961 TA: 'strategies I got them from her.' (Class T) CONFLICT with official PCK 00:17:43.500 because in my experience I knew t. It's just talking to him just talking to him and he will get used to that

00:54:59.766 + EAL PCK: approach to parents as well.

00:19:05.540 To be totally honest [upward inflection] I don't think she had any training [slight humorous tone] – researched online resources

00:16:14.620 TA: EAL children – read to them + immediate needs cards 00:16:44.550 Basic vocab – comprehensible input

00:49:49.440 Advice to peers: To learn how second language. No, I'm joking'

a monolingual culture / cultural knowledge

00:43:06.250 And I mean if if Mom and Dad can also join and speak the language, that's. Amazing.

00:20:14.550 Lack of training/experience CT: There's no, It's not a multicultural school

00:46:35.156 it's not like you're gonna damage yourself or something by learning trying to learn a second language

Figure 3.8 Codes emerging from the data gathered during Susanna's Phase 1 Interview.

As evidence and codes were mapped onto the diagram, their positions were in a state of flux; I actively moved codes and their overlapping evidence to form conceptually similar jurisdictions as my immersion in the data and interpretation proceeded. In practical terms, this means that the codes that had similar evidence sources came to be located near to each other and their shared evidence. As the map evolved, I recognised that it would be useful to illustrate shared-evidence clustering and evidence-overlap visually to myself. This shown in Figure 3.9.
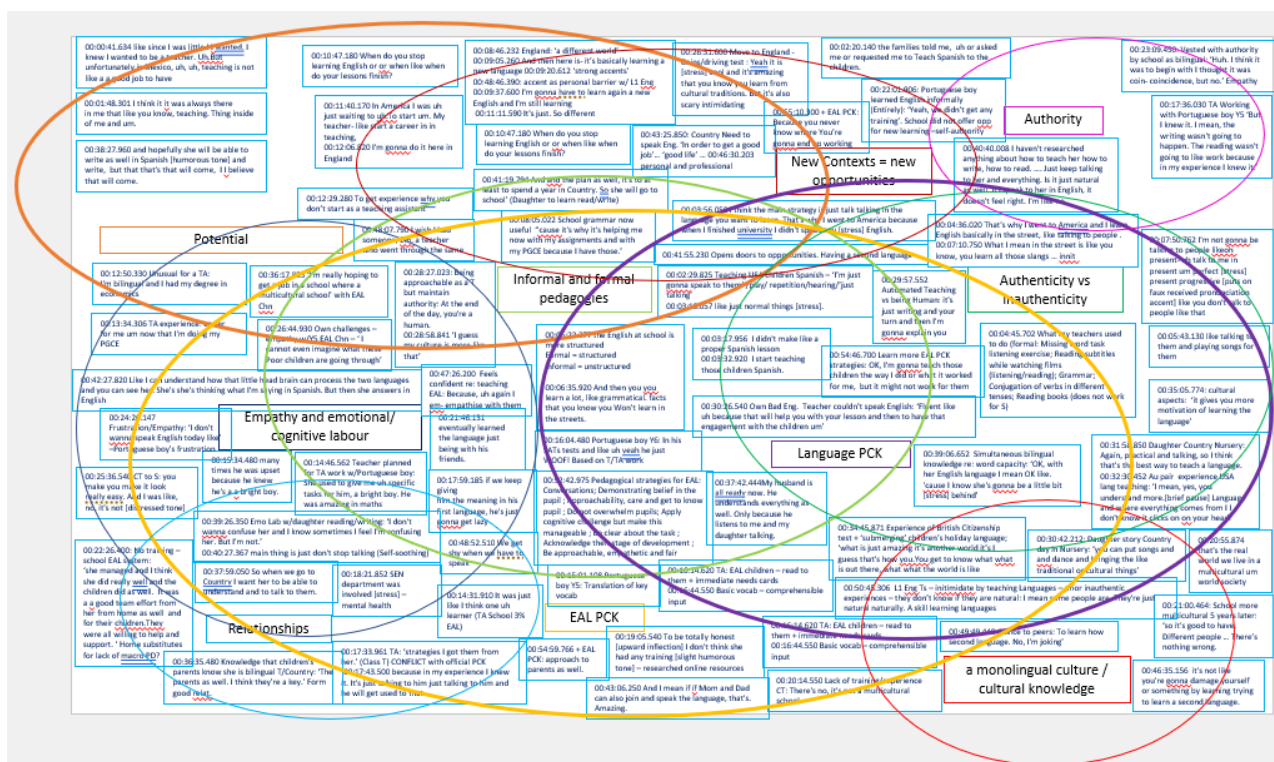
Figure 3.9 An illustration of the clustering and overlapping of evidence around particular codes in Susanna's Phase 1 Interview data.

The act of visualising the clusters and overlap had the effect of revealing the codes against which significant amounts of evidence were located, and the extent of their conceptual hinterlands. For example, in Figure 3.9 the code 'Potential' (orange text box and orange oval) shares a significant amount of evidence with the code 'New contexts = new opportunities' (red text box and red oval). This is visualised on the map with colour-coded ovals and circles that encompass much of the evidence of their respective colour-coded codes. That is, the orange and red ovals encompass some of the same evidence.

Elsewhere, significant concepts began to emerge in Susanna's Phase 1 Interview data as the extent of the hinterland of particular codes and their territorial dominance could also be interpreted. This can be seen in how the evidence for the code 'Informal and formal language pedagogies' (lime-green oval) is largely subsumed by the evidence that is also apparent for Susanna's knowledge of language acquisition that contributes to 'EAL PCK' (yellow oval). Examination of the evidence clusters permitted me to visualise themes emerging from Susanna's Phase 1 Interview data. The thematic coding analysis for Phase 2 Interviews was conducted in the same way and, the analysis of both Phase 1 and Phase 2 Interviews contributed to my writing of Life Histories for the participants (Goodson, 2008, Callender, 2018).

Data gathered from Reflective Journals were similarly analysed: initial coding (Figure 3.10) was followed by mapping the evidence (Figure 3.11) to discern emerging and significant themes. In the examples shown in these figures, I interpreted the theme of 'Oppositional spaces' regarding home and school to emerge from the data – having made sense of this in my initial coding of Susanna's second Reflective Journal entry

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(29.12.21) (Figure 3.10) and the way in which this links conceptually for Susanna in the use of children's L1 and English as illustrated in Figure 3.11.

Figure 3.10 Initial coding activity on Susanna's Reflective Journal entries.
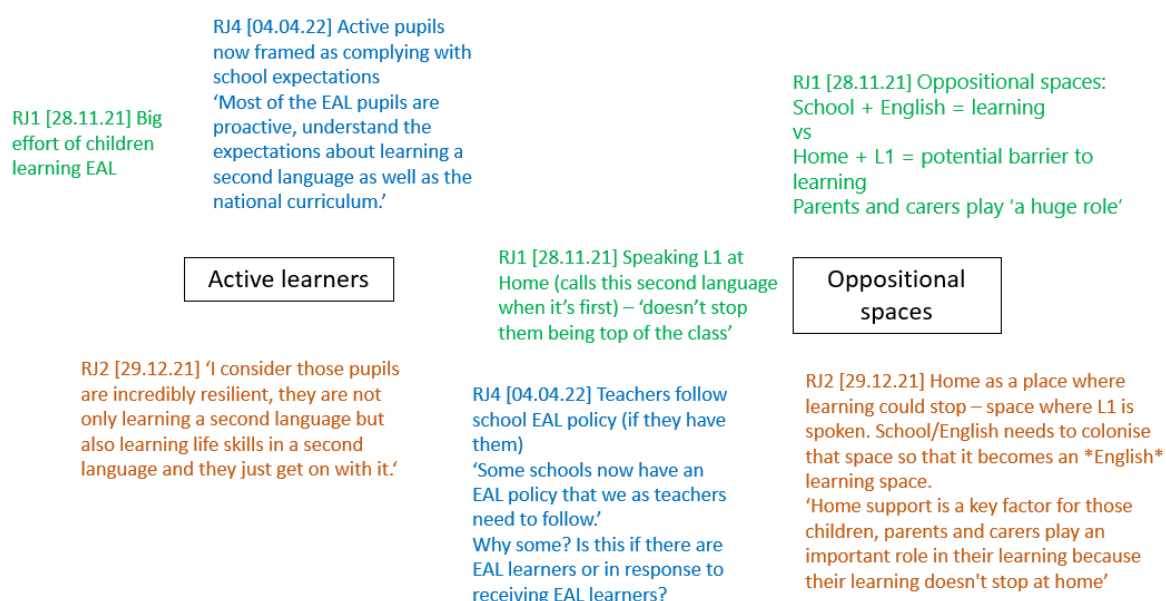
Figure 3.11 Gathering evidence for significant themes in Susanna's Reflective Journal entries.

For each participant, this approach to thematic coding analysis was used for analysis of the Reflective Journals that they had contributed. The themes garnered from the participants' entries contributed to the writing of Life Histories (Goodson, 2008, Callender, 2018).

In addition to thematic coding analysis, participants' interview transcripts and reflective journals also underwent narrative analysis. This approach was taken so that the manner in which student teachers constructed stories about their experiences could contribute to my sense making regarding their construction of knowledge of EAL pedagogy.

3.4.2 Narrative analysis

The narrative I was concerned with in the interpretation of participants' data related to the stories they shared during interview that encompassed life experiences regarding their construction of knowledge for EAL pedagogy (Kvale and Brinkmann, 2009). Narrative analysis is central to LHR as it engages with the subjectivity of the participant as they narrate those relevant experiences of their lives (Moriña, 2020). Hence, my analysis of the participants' shared stories took account of how they chose to sequence the story and the manner in which they shared the consequences of the experience with me (Robson and McCartan, 2016, p. 374).

The objective of narrative analysis in the context of this study was to recover pedagogic discourses operating at macro levels of context from the narration of the individual's micro level experiences (Goodson 2008). That is: the ways in which the student teacher chose to tell the story of their navigation of the contexts that led them to construct EAL pedagogical knowledge reveals their interaction with the pedagogic discourses available to them for constructing knowledge in a particular way (Goodson *et al.*, 2010). The negotiation is related through the selection of a particular narrative form; this is the focus of the analysis (Miller, 2001). However, as previously discussed (section 3.3.4) gathering participant data in interview is a form of co-construction of data (Roulston, de Marrais and Lewis, 2003); the narrative analysis I undertook then included an account for my contribution to the participant's selection of narrative form in an epistemological sense.

The method of narrative analysis employed in this study focuses on the particular structures employed by story tellers to relate and evaluate their experiences. (Labov, 1972). Labov's (1972; 1997) narrative analysis was employed to investigate the characteristics of discourse the student teacher used as part of oral exchanges during a semi-structured interview. For Labov, narrative analysis focuses on the examination of "meaningful units of language and social action" within the discourse of personal narratives (Mishler, 2009, p.342). Labov's (1972) framework examines the structures of narrative and the specific functions of each of those structures in accomplishing the overall narrative. Labov (ibid) represents the features of narrative as being socially situated. This means as part of their functioning, sequences of narrative clauses (or stories) attend to social structures and convention to construct plots and meaning (Kvale and Brinkmann, 2009).

In the context of LHR several layers of complexity are associated with stories told during interviews; the first is it is acknowledged that during qualitative interviews and LHR data gathering, data is viewed as being co-constructed by the researcher and the participant in the research (Kvale and Brinkmann, 2009) therefore the narrative can be seen to have been constructed as part of the data gathering process. The second is that in constructing narratives, storytellers employ culturally available "social frameworks" (Plummer, 2001, p. 402) or "storylines" (Goodson and Sikes, 2001, p.46) in order to accomplish storytelling and represent themselves in a particular way in its telling. The third is that the storyteller's thinking and practice is regulated by pedagogic discourses related to EAL in fields from which the experiences narrated are drawn – the narrative is constructed as the relation of the experience of navigating pedagogic discourse in the middle ground (Goodson, 2008). When examining narrative in the context of LHR, the complexity of the co-construction of the data within the relevant contexts must be acknowledged; in the following critical evaluation, the suitability of Labov's (1972) narrative analytic framework for this particular study is discussed.

The analytic framework comprises six narrative schema: the "*abstract*", a summary indicating what the story is about; the "*orientation*", "the time, place, persons, and their activity in the situation"; the "*complicating action*" indicates the detail of the narrative plot; the "*evaluation*" which is a signal from the teller to their listener indicating why the story is being told; the "result or *resolution*" detailing what "finally

happened" and; the "*coda*" returns the narrative to the time of speaking and indicates that the story has now closed (Labov, 1972, p. 363). Labov (1972) contends that a narrative sequence works through the order of the six narrative clause types but Mishler (2009, p.343) disputes this in the context of LHR interviews, noting that participants "rarely" provide chronological accounts; instead, accounts reflect "affective experiences or the impact of events of extended duration". In light of this, Kvale and Brinkmann's (2009, p.222) assertion that where, in an interview situation, stories are not told automatically, "a coherent narrative may be constructed from the many episodes spread throughout an interview" was employed. Therefore, I recognised the possibility that I needed to go looking for the stories participants told in "episodes" throughout the interview. An example of where I went looking for stories can be seen in notes from my research diary in Figure 3.12. This image illustrates my analytic engagement with Susanna's Phase 1 Interview transcript and my highlighting (in yellow) of elements of the interview that could potentially form significant stories contributing to my understanding of how Susanna constructed her knowledge of EAL Pedagogy before embarking on the PGCE programme.
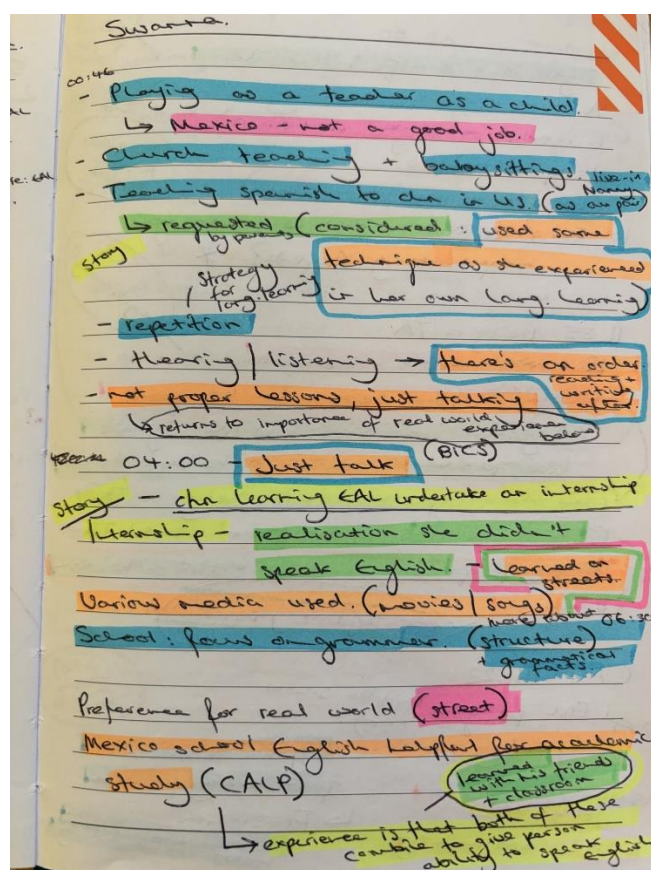
Figure 3.12 An image that illustrates the act of looking for stories in a Susanna's interview transcript

In order to discern what was and was not a story I returned to Labov's (1972) affirmation about the "essential" structural clause needed in any narrative: the *complicating action* whose function is the relation of "what happened" in the story (Labov, 1972, p. 370). In this study, the *complicating action* signals the student teacher's navigation of the middle ground in some way. In my interpretation of the

data, it related something that happened within their experience relevant to the construction of knowledge of EAL pedagogy. After Kvale and Brinkmann (2009), additional clauses from the analytic framework related to "what happened" were constructed around the *complicating action* to discern a sequence of events (as shown in Figure 3.13 below).

00:04:03.450 --> 00:04:05.322
That's why I went to America

00:04:05.322 --> 00:04:07.031
because when I finished university

00:04:07.031 --> 00:04:09.006

I didn't speak any [stress] English.

Gerard Doyle
Self- assessment of English speaking ability as zero.
@mention or reply
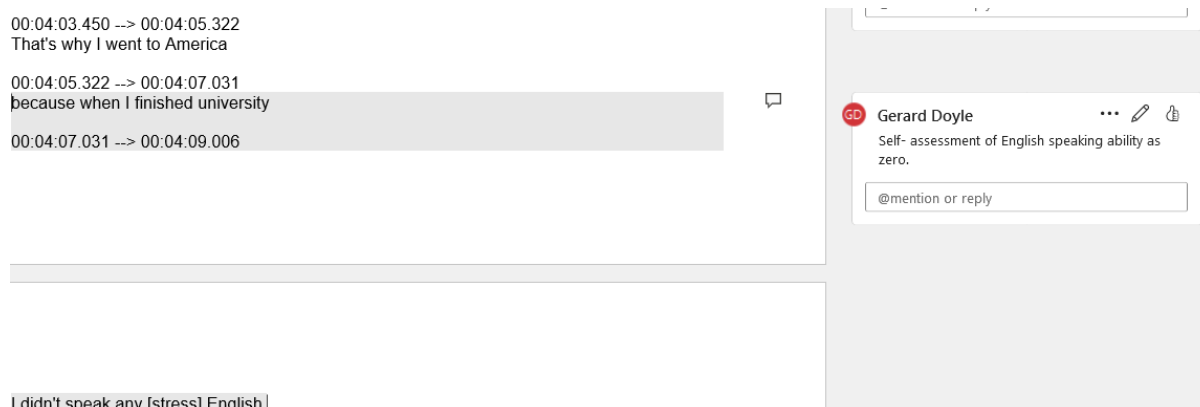
Figure 3.13 The *complicating action* in Susanna's story regarding the need to speak English to become successful in her career.

Having apprehended a *complicating* action, I then searched for other narrative schema that illuminated other aspects of the participant's story. Labov (1972, p.366) cites *evaluation* as "perhaps the most important element" of story-telling; it provides the "So what?": the point of the story. The *evaluation* clause of the narrative gives the listener a reason for listening; if *complicating action* signals the essential component of the sequence of events, *evaluation* is the essential clause for the consequences of that experience.

My return to Susanna's Phase 1 Interview transcript allowed me to perceive the reason for Susanna's telling of the story. Figure 3.14 shows an image of my engagement with Susanna's Phase 1 interview transcript with narrative analysis where Susanna's *evaluation* of her experience is included as part of the story she related.

00:04:09.010 --> 00:04:12.624
Uh, I was doing my um, my internship,

00:04:12.624 --> 00:04:17.503
or my apprenticeship in a American company.

00:04:17.510 --> 00:04:19.256
And, uh, in the finance department

00:04:19.256 --> 00:04:21.057
and I couldn't get a job

00:04:21.057 --> 00:04:22.507
because I didn't speak English.

Gerard Doyle
Necessity of speaking English for employment.
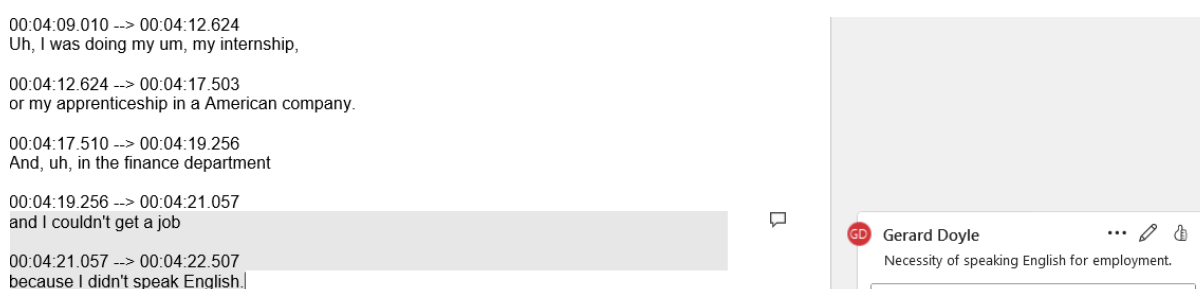
Figure 3.14 The *evaluation* in Susanna's story about needing to speak English to become successful in her career.

Labov (1972) reports that *evaluation* can be external, where the narrator interrupts the story to tell the listener what the point is or, it can be related as an internal feature of the story through the use of reported speech and actions. While Labov focuses on spoken utterances alone, Goodson (2008) offers additional in-interview

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indicators that a participant has something significant they wish to impart in the narrative – the narrator's use of pauses and conjunctions can be considered as indicating the function of the proceeding narrative clause as having a form of external evaluation - a form of interruption that provides an important element as to the point of telling the story. As such, features of speech such as stress, laughter, pauses and conjunctions were noted in the transcription of interviews so that I could give additional attention to the ideas and themes that emerged around them (Cohen, Manion and Morrison, 2018). In this regard, Figure 3.13 includes an additional annotation on the transcript in the *complicating action* schema which indicates the '[stress]' Susanna gave to the word 'any' in the clause, 'because when I finished university I didn't speak any [stress] English.'

Goodson (2008, p. 41) also considers the idea of silence within narrative– "the parts of the life and work that are omitted in the descriptions given by the life history teller". In this case, the absence of speech or action indicating an important element about the way the narrator is storying their life or choosing to present the story or themselves to their audience. However, this may also indicate the absence of an available social framework with which to story a narrative. Having awareness of narrative silence had implications for data gathering in this study as I engaged reflexively with in-the-moment-analysis through "listening beyond" (Goodson and Sikes, p.32). While I did not rush to fill silences, remaining cognisant of their occurrences in the moment and in later analysis added value to the composition of participants' life histories (Goodson, 2008).

As part of the narrative analysis process, I extracted the stories that participants told in their interviews and placed them into a format following Labov's (1972) six narrative schema as shown in Figure 3.15. In this figure, I exemplify Susanna's story regarding her recognition of the need to speak English to become successful in her career and the consequences of this. Figure 3.15 also illustrates my sense-making as part of the narrative analysis by giving the story a title (the heading of the image), a plot (a social framework (Plummer, 2001), its relevance to the construction of knowledge of EAL pedagogy and, highlighting the rationale in the participant's *evaluation* of the story.
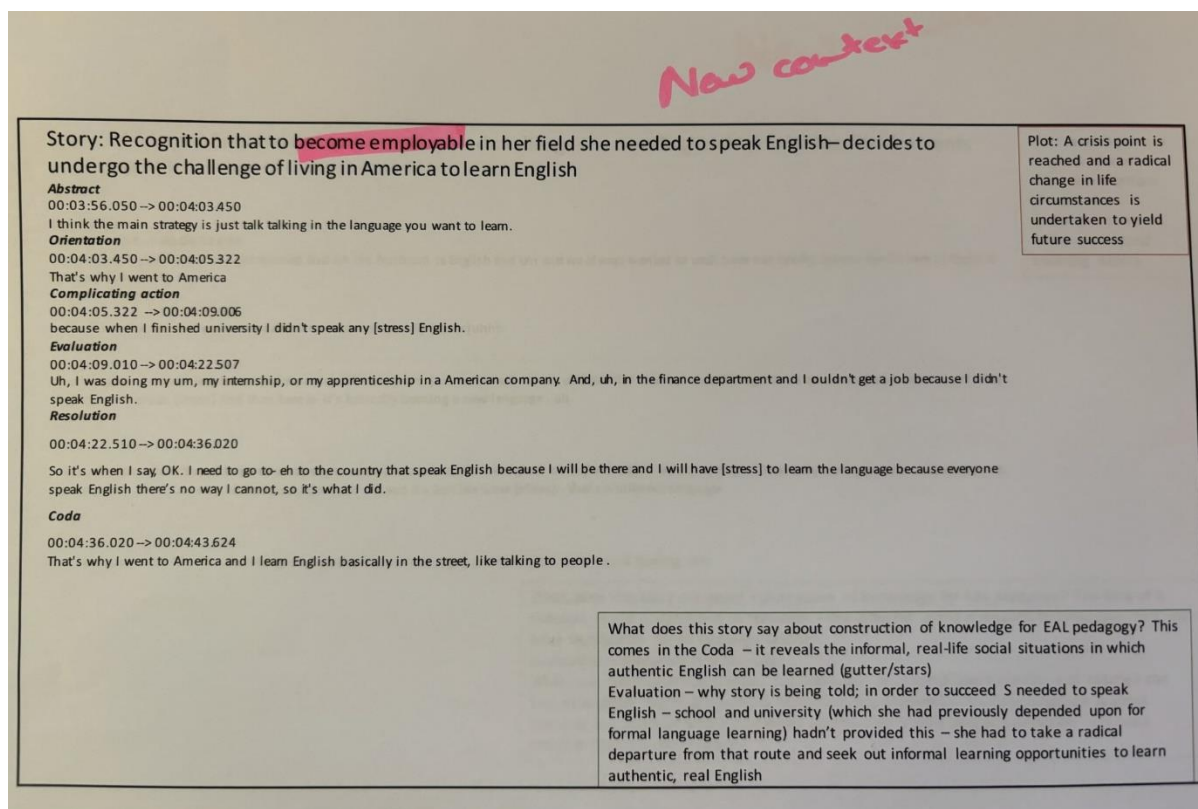
Figure 3.15 A record of the narrative analysis conducted on one of Susanna's Phase 1 Interview stories.

Each of the stories that participants told were analysed in this way and later returned to discern how the features of the narrative, the content of the stories and the themes raised within the stories were illustrative of, or how they further illuminated themes in the data the participant had shared. Figure 3.15 includes pink text and highlighting that draws attention to my interpretation of 'New context' being a theme that connected this story to a code I had generated from thematic coding analysis of the interview transcript (Figure 3.7). The narrative analysis of participants' stories, along with the thematic coding analysis, contributed to the writing of the participants' life histories to which I now turn (Goodson, 2008, Callender, 2018).

3.4.3 Data presentation: Writing Life Histories

LHR is a collaborative endeavour between the researcher and their participant – the participant provides data: stories of their life relevant to the researcher's topic of interest, and the researcher interprets this data within the contexts of time and space they see as relevant to their topic of interest and the participant's story, to create a life history (Miller, 2000). Goodson and Sikes (2001, p. 48) contend that writing a life history is an attempt by the researcher to "offer an interpretation through their writing and spell out the influences that may have coloured both the teller's story and their interpretation of it." The life histories in this study are therefore a form of interpretation of the student teacher's life story as connected with their construction of knowledge of EAL pedagogy (Goodson, 2008).

The life histories written in this study are reflective of a reflexive-recursive style (Plummer, 2001) as questions that were asked of participants were deliberately

fashioned to initiate reflective modes of thinking on topics relevant to the study (Rapport, 1999). While the life histories are organised into a form that allows significant themes and periods of time to be apprehended by the reader, the approach to biographical data gathering is holistic as it focused on the participant's experiences relevant to the construction of knowledge of EAL pedagogy before ITE at Phase 1 and then, those experiences relevant to the construction of knowledge of EAL pedagogy during ITE at Phase 2 (Miller, 2000, p. 74). Hence the thematic coding analyses and narrative analyses were returned to in order to formulate a coherent life history, before and during ITE, for each participant. An example of this part of the analysis, using analysis drawn from Susanna's data, is shown in Figure 3.16 (for before ITE) and Figure 3.17 (for during ITE).

EAL teaching is about seeing language learning as sitting within the circumstances of education and wider development, it requires a teacher to show leadership and care so that they can draw out children's potential. Learning is linked to emotions, perhaps sits within this aspect of development; emotions can cover potential for learning – empathy and shared experience can uncover the emotional barriers and create conditions for learning

P1Q Teaching and learning policy in schools – Ofsted 'high standard', 'expectations' CCF/NC

P1Q T characteristics: caring, engaging, firm but fair

Nurture / Authority

P1Q Language T: T char PLUS 'have some fluency and culture Knowledge. Fun'

P1Q own experience languages learning: 'Songs, movies in English etc.' (Passive?)

P1Q L1 > L2 'it could be easier to learn a third one'

P1Q Teaching and learning strategies: CPA to support 'all levels of attainment', technology = engaging, 'differentiating'

P1Q Teacher role as leadership/authority (contrast with TA role): confidence, at the front, delivering lessons rather than interventions, planning

Knowledge of practice from experience

P1Q Teachers' strats for EAL: 'Repetition, giving instructions Practicing phonics Listening activities'

Potential

P1Q Au pair/taught Spanish – 'I knew I wanted to become a teacher one day

P1Q language learning is constant/ Always on 'I speak to my daughter in Spanish 24/7, her dad speaks English with her'

P1Q TA role 'delivering interventions'

P1Q exceptional positivity towards EAL: (top, excellent, always willing, amazing experience)

P1Q Necessity of language learning 'having a second language opens up a huge range of work/life opportunities'

P1Q Empathy: 'I can completely empathise with them and their families' 'I can understand how they might be feeling in certain circumstances' Learning nested in emotional world/empathy allows hidden emotion to be uncovered 'gives me an advantage while teaching them.' / 'I could empathise with them'

P1Q Progression in language learning from own experience: 'preschool, learning songs, colours etc. Moving on to grammar and vocabulary, having dialogues, listening to conversations, watching movies' dialogues vs conv (passive?)

P1Q T knowledge for working with EAL: family background, family type/home support, investigate L1, culture etc.

P1Q Language learning as constant 'Always willing'

P1Q Necessity of language learning. 'lessons in English language, we were only speaking in Spanish when necessary. '

Nested nature of (language) learning

P1Q Teaching and learning sit within human development – 'Theories that support the way we teach, learn, reflect, plan etc. These theories also help us to understand human development particularly children.'

Phase 1 Questionnaire
Initial analysis – read through responses devised follow-up questions for interview
Re-approach with TCA framework: looked at responses again – tried to perceive significant terms/phrase used or how responses were interpreted to mean something and where this may have come from – considered these as starting themes – made notes as comments
Reapproached starting themes – noted where starting themes appeared in other responses – saw connections between responses where similar ideas/themes/words/phrases were used – commented/noted thoughts/questions on each of the starting themes and brought amalgamated themes to this slide
Brought evidence to the themes from the questionnaire and began making connections

Impressions from gathering the themes: EAL teaching is about seeing language learning as sitting within the circumstances of education and wider development, it requires a teacher to show leadership and care so that they can draw out children's potential. Learning is linked to emotions, perhaps sits within this aspect of development; emotions can cover potential for learning – empathy and shared experience can uncover the emotional barriers and create conditions for learning.

Themes
3/4: Potential realised through Nurture and Authority ⟩→ Potential (later)
2. Nested nature of language learning – EAL PK
1. New Contexts – New Opportunities. (Number 1)
3/4: Informal/formal pedagogies /authenticity (later) : EAL/Language PK

Figure 3.16 An excerpt of the analysis work done for bringing together themes and stories for writing the section of Susanna's life history before ITE and what this means for her construction of knowledge of EAL pedagogy.

Reflective Journals: TCA

Two main themes have arisen – most significantly the role of language in spaces children encounter: school is associated with English and learning while Home and L1 is conceived of as a potential barrier to learning. Schools must get parents to play 'a huge role' in understanding the value of English as a learning language. This idea is prevalent on SE1 (Autumn term). Children learning EAL can occupy the zenith of the classroom space 'top of the class' even when they are not learning all of the time – this constant learning theme was mentioned in perceptions of learning a language the word/idea 'constant' or 'always' was used in Phase 1 data

The other themes is the idea of an active learner – initially this was a type of unconditional positive regard RJ1, framed through resilience in RJ2 and then the expectations of second language acquisition alongside the NC – there is progression in this idea as time goes on Nov-Apr. By RJ4 a proactive learner is one that understands expectations about their learning as an EAL pupil and the NC (not simply making a big effort – the activity must be specifically directed to the intended outcomes as defined by the school system.

Professional development looks like it is about adopting the language of education

During themes:
Spaces for learning: school / home / parents / languages / colonisation / heterotopia
ITE professionalism: reframing of knowledge / adopting identity / shifting currents of middle
(underspecified EAL pedagogy)
Absence of EAL PD.

1

Figure 3.17 An excerpt of the analysis work done for bringing together themes and stories for writing the section of Susanna's life history during ITE and what this means for her construction of knowledge of EAL pedagogy.

In both Figures 3.16 and 3.17, the processes undertaken for thematic analysis and narrative analysis can be seen, as described in sections 3.4.1 and 3.4.2 of this chapter. In addition, my preparation for organising the life histories is apparent in red handwritten text which details those themes that I interpreted as being significant, and therefore illustrative, of Susanna's construction of her knowledge of EAL pedagogy before and during ITE. The red handwritten text in Figures 3.16 and 3.17 draws upon data analysis performed on questionnaires and interviews in their respective phases and, reflective journals which contributed to the construction of knowledge of EAL pedagogy during ITE. Therefore, writing the life histories represented a holistic approach that involved recalling cross-references used in interviews, reflective journals entries and questionnaires; these cross-references were then brought together, where appropriate, in writing the life histories (Miller, 2000). The aim of writing the life history for each participant was to represent a coherent life history in the context of constructing knowledge of EAL pedagogy (Goodson, 2008). As such writing each life history produced a rich, full, understandable narrative grounded in the relevant macro and micro contexts of participants' life histories impinging on the study or a "thick description" of data (Geertz, 1973, p. 310).

The holistic approach (Miller, 2000) and reflexive-recursive approach (Plummer, 2001) involve ongoing interpretation of the interplay between the participant and the contexts they experience, as such this can raise questions around power and representation in the writing of life histories. Goodson and Sikes (2001, p. 109) note the dilemma of representing a participant's story in writing a life history: "life histories can be seen as taking the account that bit further away from the life as lived." In order to counter some of the questions around power in the presentation of participants' lives when writing the life histories, I engaged with each participant asking them for their judgments in the plausibility and authenticity of interpretations made of their data/life stories (Goodson and Sikes, 2001; Lincoln and Guba, 1985, Shenton, 2004).

Goodson and Sikes (2001) argue that because LHR centres on a participant's life as data, the methodology favours the representation of the individual's lived experience rather than accepting, at a cross-sectional level, the views of more powerful groups or more visible institutions within society. As such, Goodson and Sikes (ibid) contend that LHR as a research methodology has the capacity to give voice to the silenced and to minority groups. This also put a great responsibility on me as a researcher to take an authentic and trustworthy approach in the way that I represented the individuals taking part in this study (Goodson, 2008). I have a responsibility to show the appealing aspects of life as well as the less appealing when reporting the student teacher's life history (Hammond, 2020). The ethics of undertaking LHR with student teachers and representing their lives are discussed further in section 3.6.

Life histories were written for Susanna, Danni and Vincent as they had contributed data for Phase 1 and Phase 2 questionnaires and interviews and at least half of reflective journal entries (as can be seen in Table 3.3). Three other participants for whom data was gathered in Phase 1, did not have life histories composed as they

chose not to contribute to Phase 2 data gathering. However, their data contributed to the cross analysis of data to which I now turn.

3.4.4 Cross analysis of life histories and participant data

In order to maintain an overview of all data gathered in the study, I employed thematic coding analysis to facilitate connections and themes between life histories and additional participant data that were not written into life histories (Philippou, 2021). A cross analysis of all the life histories and data in the study, presented in Chapter 5, drew upon multiple perspectives of EAL pedagogy knowledge construction, triangulating theory (Robson and McCartan, 2016) of pedagogic discourse concerning EAL pedagogy before and during ITE.

This meta-thematic interpretation reflects my phenomenological view of the social world as a shared intersubjective reality where there is a commonality to meaning-making and consciousness-formation (Heidegger, 1953; Bernstein, 2000; Peim, 2018). Looking across the life histories in this way permitted me to take account of the whole of the data gathered rather than becoming reductionist about an individual's experience (Steeves, 2000). Further holistic analysis also brought the findings of the study to a space of possible transferability that may connect the experiences of student teachers participating in this study to those student teachers who may be learning about EAL in similar ITE contexts (Lincoln and Guba, 1985).

I began by re-examining the themes of the three life histories I had written so that connections or shared influences in meaning-making between participants' experiences of constructing knowledge of EAL pedagogy could be interpreted. Figure 3.18 illustrates my re-engagement with the themes, stories and content of Susanna's life history. I undertook the same process with Danni and Vincent's life histories; this can be found in Appendix 13.
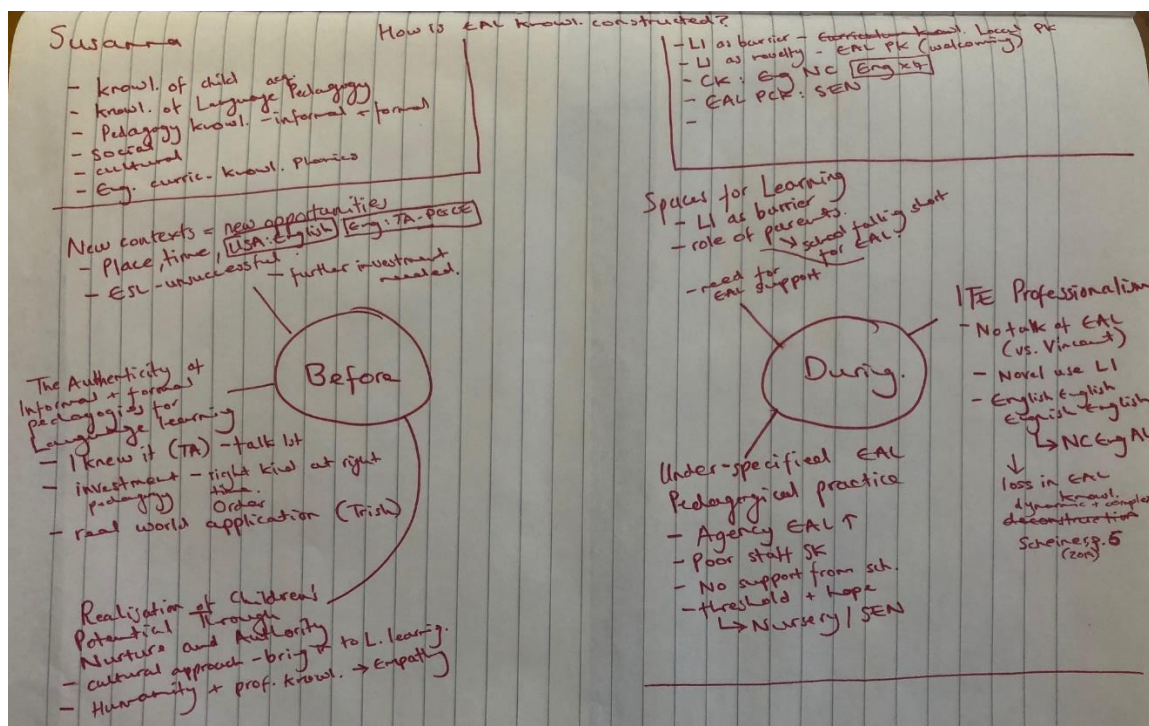
Figure 3.18 Re-examining the themes, stories and content of Susanna's life history before and, during ITE.

For each phase, before or during ITE, the key themes of all the participants' life histories were set out as shown in Figure 3.19 so that connections and shared concepts around the construction of knowledge of EAL pedagogy could be apprehended, if any were to exist. In Figure 3.19, the themes contributed by Susanna are represented by red text, Danni with black text and Vincent with blue text. I remained cognisant of my knowledge of the data and participants' life histories while examining and bringing together themes so as not to become overly reductionist in my approach in the cross analysis (Steeves, 2000).

Where I perceived connections to exist between the themes the participants drew upon in constructing their knowledge of EAL pedagogy, I inserted contrasting coloured lines so that the connection could be made visible. In Figure 3.19 the yellow lines joining Susanna's theme of 'New contexts = new opportunities', Danni's theme of 'Active exploration and discovery' and, Vincent's theme of 'Investment' suggested to me that an intersubjective theme concerning a 'change of space, people and place reveals new perspectives for learning about [one's] own and children's learning'. The commentary below the diagram in Figure 3.19 indicates my sense-making of evidence from each participant that was relevant to the intersubjective theme I came to interpret for experiences influencing student teachers' construction of knowledge of EAL pedagogy before ITE; I named this 'Change of Context'. Within the concept of each intersubjective theme, I explicated my thinking in the text below the diagram as I returned to my first research question: How do student teachers' formative educative experiences before ITE influence their construction of knowledge of EAL pedagogy?

The text below the diagram in Figure 3.19 indicates how I began to synthesise the categories of teacher knowledge of EAL pedagogy, discussed in section 2.3.1.2, while attending to the experiences the participants' had that prompted them to mobilise and construct more knowledge (Shulman, 1987; Clandinin, 2013; de Almeida *et al.*, 2019).

This thinking is also captured diagrammatically in Figure 3.20 for the intersubjective theme 'Change of Context'. Figure 3.20 illustrates how the participants were prompted by experiences before ITE to engage with the knowledge the possessed relevant to EAL pedagogy and how they were spurred into further action to construct further knowledge relevant to EAL pedagogy.

For each intersubjective theme, before and during ITE, I used the same thematic coding analysis approach. As explicated for Susanna and the intersubjective theme 'Change of Context', the analysis for each participant's contribution and the construction of the intersubjective themes, respectively, can be found in Appendix 13.

Yellow lines joining – change of space, people and place reveals new perspectives for learning about own and children's learning

Purple line – authenticity and connection with children and their learning

Pink lines joining – teachers' professional knowledge underscore the quality of learning that happens with children

What are the experiences before the PGCE that influence the knowledge that contributes towards understanding of EAL?

- **Change of Context** (Yellow) For each of the participants, there is a realisation that in order to further one's learning it is necessary to change the place and people one has learned with so far. Actively moving somewhere new provides opportunities to engage with new contexts and new perspectives. The participants encounter this idea in different ways – Danni by chance, Susanna actively sought this and Vincent is beginning this process as part of his move to England. Micro contextual change but that leads to encounters with macro contextual ideas? The change of context and people is an anticipation of knowledge, knowing and learning – the anticipation that it will lead to **new consciousness – new ways of knowing and new ways of being**. Expression of individual agency i.e. changing the micro contexts we encounter.

➤ Danni's knowledge (Active Exploration and Discovery) –PROMPT: *knowledge of learners and their characteristics* (Australian au pair); SUBSEQUENT ACTION: seeks to develop *curriculum knowledge* and *general pedagogical knowledge* (Voluntary experience)
➤ Susanna's knowledge (New Contexts = New Opportunities) – PROMPT: *knowledge of educational contexts* as lacking in acquiring fluent English; *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* in US/England to become fluent; SUBSEQUENT ACTION: move to US - *general pedagogical knowledge* of ESL –real-world language acquisition; Move to England TA role draws on *curriculum knowledge* and *content knowledge* for ESL - develops *knowledge of learners and their characteristics*, and *curriculum knowledge* of the English primary school system; including some *general pedagogical knowledge* for EAL; *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* real-world acquisition of language influence EAL pedagogy.
➤ Vincent's knowledge (Investment) –PROMPT: *knowledge of educational contexts* as lacking in acquiring fluent English – indicates inequality of system with 'valid' teachers - *knowledge of educational ends, purposes, and values, and their*

   philosophical and historical grounds; SUBSEQUENT ACTION: university languages -acquire *content knowledge*, develop *general pedagogical knowledge* for languages teaching before beginning a PGCE.

- **Professional knowledge** (Pink) The quality of the teacher's professional knowledge underpins how effective they are in leading children to learn. That knowledge must have breadth, the capacity to address diversity in the pupil population and progressively lead to authentic learning outcomes. Realisation of this among the participants comes from teachers they have been taught by (Vincent), their own language learning experiences (Susanna) and the regard for observed expertise (Danni). **Recognition/Awareness of powerful knowledge.**

➤ Dani's knowledge (Reverence for professional knowledge in teaching) - awareness of *pedagogical content knowledge* for EAL through observation of expertise
➤ Susanna's knowledge (The Authenticity of Informal and Formal Pedagogies for Language Learning) - *knowledge of educational contexts* and their attendant pedagogies, *knowledge of learners and their characteristics* recognition of absence of *pedagogical content knowledge* for EAL.
➤ Vincent's knowledge (Teacher Quality) – comparison of *pedagogical content knowledge* for ESL between own teachers

- **Pupil-teacher relationships** (Purple) Learning happens with authentic pedagogical relationships. The **authenticity of the relationship** relies upon the teacher's knowledge of how to work with children. At this stage the most significant aspect of **teaching knowledge** is the knowledge of learners and their characteristics and how one establishes a productive working relationship. Does this contribute to the focus many student teachers have on behaviour management. Could it be the **naivety of the perspective** as the only perspective aside from content that pupils will have had prior to learning to teach is their own teacher-pupil relationships? For Dani it was the lack of equity and her response to this as helping people, for Susanna it's the behind the scenes work – a relationship is behind the scenes?, for Vincent, cultural study approach – do I need to change this to valid?

➤ Dani's knowledge (Drive to become a knowledgeable teacher) -*knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* – sense of equity and justice for all children in their learning;
➤ Susanna's knowledge (Realisation of Children's Potential Through Nurture and Authority) - *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* – the teacher who couldn't engage/she couldn't learn – injustice
➤ Vincent's knowledge (Connection) – empathy with the learner – disconnection with languages/EAL in English system – lack of *knowledge of educational contexts* means a lack of *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* is apparent (negation of connection)

Figure 3.19 Cross analysis of themes, before ITE, from participants' life histories.
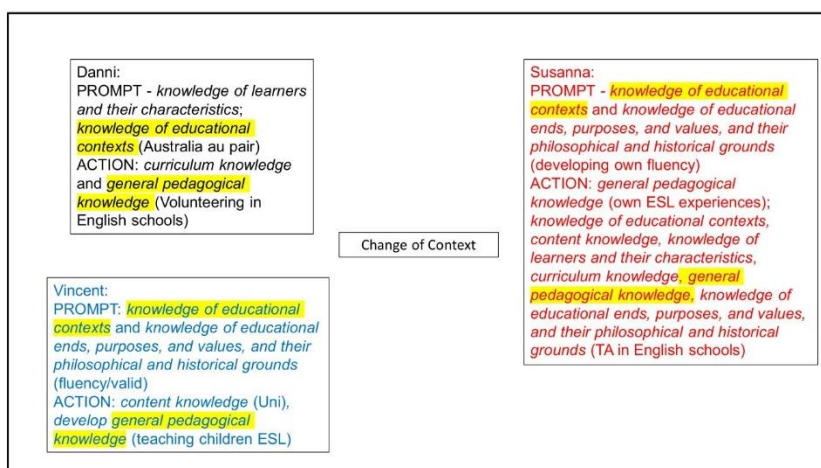
Figure 3.20 Synthesis of the categories of knowledge of EAL pedagogy and the intersubjective theme 'Change of Context'.

So as to promote the possibility of transferability of the intersubjective themes when ported to other ITE contexts, I sought to draw upon the thematic coding analysis and narrative analysis I had conducted on those participants for whom I did not write a life history: Michelle, Trish and Ciara, when presenting the intersubjective themes in the thesis. Figure 3.21 exemplifies, for the participant Trish, how I brought together the thematic coding analysis and narrative analysis performed on Trish's data in a single slide summary and made connections to themes I interpreted as being shared with other participants. This brought the analysis of Trish's data to a space of utility for writing the intersubjective themes I had sourced from the analysis of Susanna, Danni and Vincent's life histories. I undertook the same intersubjective theme analysis work for Michelle and Ciara, this can be found in Appendix 13.
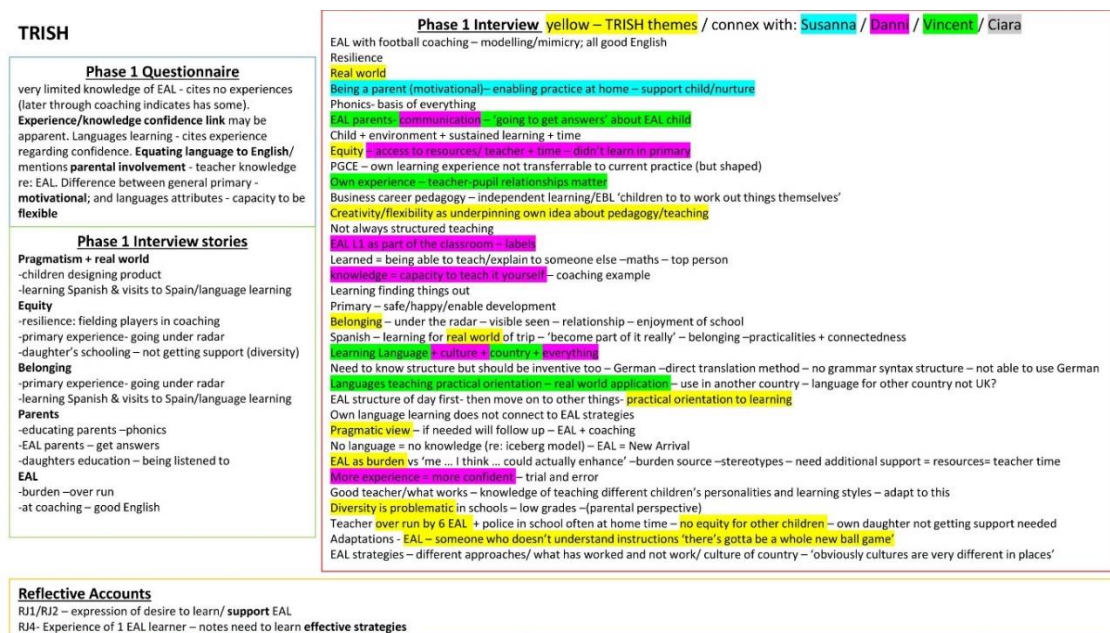
Figure 3.21 A summary of the thematic coding analysis and narrative analysis of Trish's data with connections made to the themes shared by other participants.

In preparation for writing about each of the intersubjective themes, I sought to articulate how participants' life experiences had contributed to my interpretation as influencing student teachers' construction of knowledge of EAL pedagogy. Figure 3.22 exemplifies this for the construction of knowledge underpinning EAL pedagogy before ITE.

Danni: Reverence for professional knowledge in teaching
Susanna: The Authenticity of Informal and Formal Pedagogies for Language Learning
Vincent: Teacher Quality
Supporting data: Ciara [absence of local EAL support]/Michelle [Middle East]

Before ITE Theme:
Awareness of Powerful Knowledge for ESL/EAL

Construction of knowledge underpinning
EAL pedagogy before ITE

Before ITE Theme: A Change of Macro
Context Offers New Possibilities for
Construction of Knowledge of EAL Pedagogy

Before ITE Theme:
Learning as Something that Happens within
Authentic Pupil-Teacher Relationships

Danni: Active Exploration and Discovery
Susanna: New Contexts = New Opportunities
Vincent: Investment
Supporting data: Michelle [Middle East]

Danni: Drive to become a knowledgeable teacher
Susanna: Realisation of Children's Potential Through Nurture and Authority
Vincent: Connection
Supporting data: Ciara [authenticity + pedagogic relationships]/
Trish [belonging]

Figure 3.22 The intersubjective themes before ITE, and their sources in the analysis of participants' data that contributes to the construction of knowledge underpinning EAL pedagogy before ITE.

The same process was undertaken for the student teacher's construction of knowledge of EAL pedagogy during ITE and this can be found in Appendix 13.

3.5 Procedure

3.5.1 Pilot Study

A pilot study took place with a group of four student teachers in June 2021, as they completed their PGCE at the end of the academic year 2020-2021. Recruitment was advertised based on a criterion of similarity: stimulated interest in EAL pedagogy in the process of becoming a primary teacher (Cohen, Mannion and Morrison, 2018). This also gave an indication of the likely response rate to the call for a purposive sample of participants in the main study (Gudmundsdottir and Brock-Utne, 2010). This followed the ethical procedures set out in this study (Appendix 8). The pilot study permitted me to mobilise the emerging theoretical framework and methods of data gathering (interview and questionnaire) (Robson and McCartan, 2016).

The pilot study served as a preliminary exploration of data gathering methods within a life history research design frame (Goodson, 2008). The pilot study had two overall purposes: the first of which was to explore the relevance of theoretical perspectives I had encountered in analysing student teachers' experiences of becoming primary teachers and learning about EAL pedagogy (Cohen, Mannion and Morrison, 2018).

The second was to evaluate the capacity of the chosen design, and the data gathering methods, to elicit rich data from the student teachers regarding their construction of knowledge of EAL pedagogy (Malmqvist *et al.*, 2019).

In order to seek a critical response to the aims of the pilot study I presented what I had learned at a national conference on EAL pedagogy in November 2021. The communication of the purpose of my study, data gathering and analysis became influential in how I visually constructed and communicated the sense of the theoretical framework for this inquiry. I saw my voice as a researcher develop in the presence of my peers – I drew upon this extensively when I faced a particularly challenging period in the research process in late 2021 and early 2022.

Learning from the pilot study also fed into the construction of the data gathering tools and analysis of the inquiry – most significantly maintaining a reflexive mindset for questionnaire construction and, engaging with disinterested professional colleagues in the data gathering and analysis processes. The procedure did not include reflective journalling based on time available. This is discussed with reference to limitations of the study (section 3.5.4). The procedure for undertaking data gathering for the inquiry, which took place during the academic year 2021-2022, is set out below.

3.5.2 Main Study: data gathering and analysis
This section describes the procedure for the main study as set out in Table 3.1: Timeline of Main Study data gathering and analysis in the context of the PGCE.

The sample of participants was purposive as they were recruited from a cohort of postgraduate student teachers undertaking a Primary PGCE programme at a university in the English West Midlands in the academic year 2021-22 (Robson and McCartan, 2016). Student teachers were recruited based on a criterion of similarity: their interest in taking part in a study focused on EAL pedagogy (Cohen, Mannion and Morrison, 2018). As the university has a large teacher education department, recruiting students nationally and internationally, there was an increased likelihood of drawing a sample of student teachers with a variety of life experiences and approaches to the construction of knowledge of EAL (Goodson and Sikes, 2001; Carter and Darling-Hammond, 2016).

The initial information sharing and participant recruitment session took place at a whole-cohort online lecture on child development in mid-October 2021 (according to the university's policy for COVID-19 safe teaching). This was followed by a reminder of the study on a PowerPoint at the beginning of a face-to-face curriculum lecture in late October 2021. All student teachers had access to the Participant Information Sheet (Appendix 9) via the university's virtual learning environment platform. A subsequent reminder about participating in the research was also issued in the PGCE programme leader's weekly newsletter in early November 2021.

Before the study began, participants were fully informed about the aims of the study and details of their involvement. The participants' informed consent was then obtained (Appendix 10). As a member of staff working at the university, access to participants was gained via face-to-face discussions and email contact with the Head

of Department for Primary ITE. I provided the Head of Department with the ethical clearance documentation, a schedule for the proposed research and the information that would be given to student teachers that chose to participate in the study.

Data were gathered over a 10-month period from October 2021 until July 2022. Data gathering took place in three stages: Phase 1 Questionnaire and Interview in the period October until December 2021; Reflective Journalling from November 2021 until April 2022 and; Phase 2 Questionnaire and Interview in the period May 2022 until July 2022.

During Phase 1 participants were issued with a link to an online Microsoft Forms questionnaire (Appendix 5). Following the submission each participant's questionnaire was initially analysed. This analysis generated questions for the semi-structured interview schedule for that participant. The interview also served as a way to member-check factual information provided and my initial interpretations of the participants' data with them (Appendix 11).

As the participants were committed full-time to their PGCE programme of study and placement, the organisation of suitable times and dates for interviewing was challenging (questionnaires and reflective journals could be responded to online when convenient for the participant). As such, some interviews took place at weekends and in the evenings to suit participants. All interviews lasted at least 45 minutes including the preamble and closure. Interviews were recorded, transcribed and transcriptions returned by email where I sought to check the accuracy of the transcription of the data with each participant.

From November 2021 until April 2022 participants were prompted to contribute to a Reflective Journal of their thinking regarding EAL pedagogy. Prompts were sent via email and Reflective Journals and participants completed their reflections using Microsoft Forms (Appendix 7).

The data gathered from Phase 1 and Reflective Journals were analysed following this period of data gathering so that this could be fed into the Phase 2 data gathering tools. The Phase 2 Questionnaire (Appendix 6) was launched in May 2022 and again, an initial analysis of the responses was undertaken. This analysis, along with data from Phase 1 and participants' Reflective Journal entries contributed to the questions that I put together for each participant's Phase 2 Interview. This interview, like the Phase 1 interview was used to check my interpretations and to check for factual clarity with participants. Again, it was challenging to arrange interviews in the period May until June as this was an intense period of placement experience for participants. I was able to interview Vincent in late May 2022, but it was not until after the completion of the PGCE programme in mid-July that I was able to interview Danni and Susanna.

Following data gathering in Phase 2, participants were emailed with the transcript of the interview in order to check for accuracy of data. This was followed by a period of further analysis of Phase 2 Interview data, then returning to analyse all of the data gathered over several visits before the life histories were planned and written (Appendix 12). My analysis and life history writing was reviewed by a disinterested

professional colleague (Appendix 14), with particular focus on the evidence contributing to interpretations of data. Each participant was sent their particular life history and they were asked to check for accuracy of factual information included, to comment on my interpretations of their data and to add to or subtract detail from the life history. Two of the three participants, for whom life histories were written, responded to this request for checking the composition of their life history.

Cross analysis following the writing of the life histories, resulted in the generation of intersubjective themes collectively sourced from Danni, Susanna and Vincent's life histories (Appendix 13). The distillation of intersubjective themes from the rich and thick life histories is a '*selective* process' both in respect of the data that participants have provided and the patterns of meaning I have inferred from that data (Miles and Huberman, 1994, p. 55). Intersubjective themes are qualified using data from those contributing Life Histories (Danni, Susanna, Vincent) as well as participants involved in the study before Phase 2 (Ciara, Michelle, Trish).

3.5.3 Characteristics of the sample

Six participants were recruited to the study based on their interest in being part of a study on the student teacher's knowledge of EAL pedagogy. The characteristics of the sample are outlined in Table 3.2 below. As the focus of this study is the construction of EAL pedagogy, it is useful to acknowledge that two participants were from non-English speaking countries outside of the United Kingdom and had learned English as a second language as part of their primary and post-primary education; both of these participants had experience of English as a second language teaching before joining the PGCE Primary programme. The remaining four participants were from England and spoke only English fluently. Only one of the four monolingual English-national participants had experience of English language teaching before undertaking ITE.

Table 3.2: Characteristics of the sample

Participant pseudonym, nationality and relevant experience of employment/ interest before ITE	*Susanna* – International student (experience of informal first language teaching in an English-speaking country as a nanny and; supporting EAL learners as a non-specialist TA in England) *Vincent* – International student (experience of formal English language teaching and sports coaching in non-English-speaking home country) *Danni* – English-national (Au pair in English-speaking country and voluntary school experience in England; no experience of teaching language) *Ciara* - English-national (Degree-placement experience in SEND settings; no experience of teaching language) *Trish* - English-national (Sports coach; no experience of teaching language) *Michelle* – English-national (Higher Level Teaching Assistant with experience of teaching French in England; experience of formal English language teaching in a non-English speaking country)
Sample characteristics	5 females and one male 2 international students and 4 English-nationals All participants have experience working with children prior to beginning the PGCE 3 participants have experience of language teaching 1 participant has experience working with children learning EAL in England 5 participants are on the PGCE primary university-based route and 1 participant is on a school-based route (*Michelle*)

Data was gathered from the same participants over a period of time: the year in which they undertook their pre-service teacher education. Cohen, Mannion and Morrison (2018, p.348) term this type of sample a "panel study" which can yield benefits of rich, purposeful data but are prone to attrition of participants. Indeed, of the six participants that contributed data to the study at the beginning of Phase 1, three of those participants contributed their data during Phase 2. A summary of participants' data contributions to each phase of the research is outlined in Table 3.3.

Table 3.3: Participants' data contributions

Participant pseudonym	Phase 1 questionnaire	Phase 1 interview	Reflective Journal 1	Reflective Journal 2	Reflective Journal 3	Reflective Journal 4	Phase 2 questionnaire	Phase 2 interview
Susanna	✓	✓	✓	✓		✓	✓	✓
Vincent	✓	✓	✓	✓	✓	✓	✓	✓
Danni	✓	✓	✓	✓			✓	✓
Ciara	✓	✓				✓		
Trish	✓	✓	✓	✓		✓		
Michelle	✓							

Thomas (2017) notes that while the loss of participants is undesirable, it may be of interest to the researcher to reflect on their shared characteristics and reflect on what this contributes to understanding their particular data. As such, the characteristics of the three participants in the sample that were able to contribute data throughout Phase 1, through their reflective journals and, into Phase 2 do not share any defining similar characteristics compared to other student teachers in the sample. It may be noteworthy to mention that two of these three were international students who had learned English as a second language in their home country. The participant Michelle is also noteworthy as she contributed only questionnaire responses in Phase 1: Michelle is the only student teacher in the sample on a school-based route into teaching and I did not teach her in face-to-face seminars where I am more confident in developing rapport with students (Fattore, 2022). Michelle did not give any reason for her non-participation after the Phase 1 questionnaire; this aligned with the Participant Information Sheet given to all participants where they were informed that they could withdraw from, or not contribute to, the study at any time.

Of the five participants who contributed data for both the questionnaire and interview at Phase 1 and through reflective journalling, two would not contribute data during Phase 2. Trish, who was able to contribute fully in Phase 1 and submitted brief reflective journal accounts, did not go on to complete her PGCE within the 2021-22 academic year having taken a temporary leave of absence. Ciara did remain on programme but did not contribute to Phase 2. Of the three student teachers that did contribute to the Phase 2 questionnaire and interview, email communication indicated that they were experiencing high workloads and had little time for additional commitments.

Goodson and Sikes (2001) endorse establishing and maintaining positive and trusting relationships with participants for LHR, however I was aware that

researcher-participant was not the only relationship at work in the study as a lecturer to all student teachers on the PGCE programme (see section 3.6.1 ethics and; 3.1.1 positionality). In order to maintain credibility in the research and demonstrate the professional nature of my relationships as researcher and lecturer with the student teachers, I regularly updated the Head of Department with the progress of the data gathering for the research (Guba and Lincoln, 1985).

3.5.4 Limitations to the study

As discussed above in section 3.5.3 the sample of the study is small which may speak to the degree of power of pedagogical discourses surrounding EAL in English society (Hall and Cunningham, 2020) and within the education system (Leung, Evans and Liu, 2021) as discussed in section 2.3.3.1. Undertaking a flexible design approach means generalisability is not appropriate to this study (Thomas, 2017). Instead, LHR as a methodological approach is used in order to satisfy "deep, case-oriented analysis" (Sandelowski, 1995, p. 183) where small sample size is appropriate (Goodson, 2008). However, this contributes a risk to the theoretical outcomes of the study as it draws upon the life histories of three student teachers, two of whom are not from England (Robson and McCartan, 2016). While the purposive sample is informed by an interest criterion, the variation in life experience before ITE and then during ITE contributing to theoretical outcomes is illustrated in Table 3.2, including both similarity and dissimilarity of student teachers' navigation of contexts in the study (Shenton, 2004). In addition, the analysis of data was scrutinised by a disinterested colleague so that an evidence-led approach to interpretations were challenged and justified (Guba and Lincoln, 1985; Steeves, 2000).

Reflective journals, as a data gathering tool, were not consistently adopted by all participants, a risk that I was aware of before their launch (Rudrum *et al.*, 2022). This may be because participants were asked to contribute to these while on teaching placement which is a highly pressured time leaving little room for other commitments. The depth and breadth of data obtained was not as anticipated (Yee, Abdullah and Nawi, 2022). To mitigate this, the Phase 2 questionnaire (Appendix 6) presented questions to participants specifically related to experiences that were aligned to fixed periods of time during the PGCE year; the responses to these questions and any reflective journal material was addressed further during Phase 2 interviews in order to triangulate data (Robson and McCartan, 2016).

3.6 Ethics

Consideration of ethics is fundamental to the process of planning and carrying out research (Robson and McCartan, 2016). My responsibilities to the participants in the inquiry were informed by the British Educational Research Association's (BERA) (2018) Ethical Guidelines for Educational Research and ethical approval for the inquiry was achieved from the University of Birmingham ahead of the Pilot Study in June 2021 (Appendix 8).

It was my responsibility as a lecturer and researcher to ensure that ethical approval for the study provided participants with reliable information about the nature of the inquiry, the commitment required for participation, the confidentiality afforded and the

security of participants' data. The data gathered was stored securely on a password protected computer and to ensure anonymity, participants were referred to with an ID code. Participants were also given guidance about withdrawal of their data from the study and that if they chose to do this, this would not affect assessments made of the student teacher during their PGCE programme. As such each participant was informed about the research as part of a dedicated information session and then provided with a Participant Information Sheet (Appendix 9). As part of the process of obtaining informed consent, the sensitivity of participating in educational research was highlighted to student teachers. The host university's student support resources were made available on the Participant Information Sheet. Each participant was asked to consent to their participation in the study having acknowledged their understanding of what was involved (Appendix 10).

3.6.1 Specific Ethical Considerations of Life History Research

Moriña (2020) argues that because of the complex nature of interpersonal relations between the researched and the researcher in LHR, additional considerations must be given to LHR studies. The key ethical consideration of this study concerns respect for the student teachers whose "experiences, perceptions, behaviours, attitudes, or whatever, are the focus of the study" while the research is being carried out and into the future when the research is published (Goodson and Sikes, 2001, p. 90). As LHR includes a personal dimension to the data that is gathered, analysed and presented for each participating student teacher, I was aware that as a researcher my questioning must be justified as related to the declared focus of the study rather than solely to satisfy my own curiosity about the participants' lives (Goodson and Sikes, 2001). As a researcher I ensured that I did not make malicious use of the information shared with me by participants, I have maintained the anonymity and confidentiality of participants and I have not shared personal information about them (Moriña, 2020).

As a lecturer working and researching with student teacher participants on their programme of teacher education, I recognise the imbalance of power within research study - emanating both from the lecturer-student teacher dynamic and, that I had solely conceived of the research problem for the study (Mockler, 2014). In order to confront this power imbalance, my communication with student teachers involved being "open and honest" about the nature of the research and requirements for participation as presented in the information given to participants (Appendix 9) (Goodson and Sikes, 2001, p.92). The idea of informed-consent was not viewed as closed once the participant had signed the consent form, discussions of consent and sharing information with the participants were ongoing features of the study for example, during interview preambles (Moriña, 2020).

Remaining cognisant of power dynamics in the lecturer-student: researcher-participant relationship also contributed tension to the ways in which I interpreted and represented structure and agency for each individual (Moriña, 2020). I recognise that I had an epistemic duty to represent participants' lives in a credible sense so that there was transparency in the process of my undertaking of the research and demonstrating the congruence of my findings with a reality recognised by the participant (Lincoln and Guba, 1986; Scott, 1998). Goodson (2009, p. 42) notes that

the process of data gathering, analysis, interpretation and subsequent writing of the life history involves the feedback of the participant. Indeed where opportunities arose "member checking" formed part of the methods presented for data gathering and analysis for this study (Lincoln and Guba, 1986).

Goodson and Sikes (2001, p.104) suggest a "collaborative" approach to the interpretation of life history data so that the responsibility for the interpretation does not rest solely with the researcher – it is shared with the participant. As such, the life histories were shared with the student teachers and they had opportunity to modify them (Germeten, 2013). This was important for the trustworthiness of the research, as participant validation of my interpretation had to be accurate and resonate with their experiences (Birt *et al.*, 2016).

3.6.2 Trustworthiness in the Research

In undertaking this LHR study I collated the following "criteria for adequacy" (Goodson and Sikes, 2001 p. 56) that disclose the trustworthiness and credibility of this study. The paradigmatic, practical and ethical considerations of this LHR study were informed by Lincoln and Guba's (1985) criteria for trustworthiness. Following Lincoln and Guba (1985) and Shenton (2004) a series of strategies that seek to position the study as academically sound and critically contestable were undertaken throughout the research process. These have been discussed throughout this chapter but are collated in the following table.

Table 3.3: Strategies undertaken to ensure trustworthiness in the research process

Aspect	Strategies taken in this study to ensure trustworthiness and location of evidence
Credibility	*Truth value – believability – congruence of findings with reality* • A clear rationale for the adoption of established qualitative research methods (sections 3.1- 3.4.3) • Prolonged engagement within the fields of ITE and EAL pedagogy (section 3.1.1) • Regular peer-debriefing with disinterested professional colleagues concerning the emergent nature of the study (Appendix 14) • Triangulation of methods of data gathering using questionnaires, reflective accounts and semi-structured interviews (Section 3.3) • Member-checks with participants to secure their judgments in the plausibility and authenticity of interpretations made of their data/life histories (Appendix 11)
Transferability	*Applicability/fit of findings to other relevant contexts* • Produce a rich, full, understandable narrative grounded in the relevant macro and micro contexts of participants' life histories impinging on the study: "thick description" of data (Geertz, 1973, p. 310) (Chapter 4 Life Histories; Chapter 5 Data Analysis; Appendix 15)
Dependability	*Detailed description of processes and methods of data gathering and analysis – towards reliability/replicability* • Keeping and reflecting on a research diary throughout the study (Appendix 15) • Clearly setting out the process of planning for, and undertaking data gathering and analysis (sections 3.3 and 3.4; Appendix 15)
Confirmability	*Ensure findings are result of experiences and ideas of informants (not characteristics and preferences of researcher)* • Disclosure of positionality (section 3.1.1; Appendix 14; Appendix 15) • Provision of a critical and reflective commentary of decisions made and methods employed in the research (sections 3.1 – 3.4.3; Appendix 14; Appendix 15) • Scrutiny of research data by disinterested colleague using a challenge-led and evidence-based approach (Appendix 14)

Chapter 4: Life Histories

4.1 Introduction to Chapter 4: Life Histories

This chapter presents the findings of the study in the form of life histories corresponding to the theoretical framework and research methodology. The three life histories presented here are constructed from the data gathered from Danni, Susanna and Vincent. The life histories are a collaboration between each participant and me as I analysed and interpreted each participant's life story relevant to the topic of interest for this study (Miller, 2000; Goodson and Sikes, 2001; Goodson, 2008). As such, the life histories explore how student teachers' agentic navigation of the middle ground influences their construction of knowledge of EAL pedagogy before and during ITE (Goodson, 2008, Goodson, *et al.*, 2010).

4.1.1 Agency

The idea of a life history as a student teacher's agentic navigation of the middle ground draws upon Biesta and Tedder's (2007) use of the term agency as an ecological approach to action rather than as an individual power that people possess. Agency, in this study, is viewed as the student teacher's response to the situations they have encountered in life, taking account of the dynamic interplay between the micro and macro contexts shaping experiences, as well as, the temporality of those experiences (Gore *et al.*, 2021). Accordingly, agency is interpreted as constantly refracting within the context of time and space and, it is interpreted through the meaning that participants give to their experiences relevant to their construction of knowledge of pedagogy for EAL (Heidegger, 1953, Peim, 2018). This particular concept of agency was made explicit to the participants in the gathering of data via the Phase 2 Questionnaire (question 4) (Appendix 6) where they were asked to reflect on the extent of agency they felt during their school placement experiences. I engaged the participants with Foley *et al.*'s (2021, p. 110) definition of agency, which draws upon Biesta and Tedder's ecological approach. Agency, according to Foley *et al.* (ibid):

> emerges through the interaction of the beliefs, values and attributes that an individual brings to bear on the possibilities for action in a particular context (Foley *et al.*, 2021, p. 110)

In this sense, agency is something student teachers do and achieve through active engagement within a particular ecology (Biesta and Tedder, 2007). The middle ground represents the ecology in which the student teachers participating in this study achieve agency (Goodson, 2008), that is, the micro and macro contexts before and then during ITE (see Figure 2.3). Goodson's (1994) definition of the middle ground resonates with Biesta and Tedder's (2007) ecological conceptualisation of agency as the middle ground is a "theory of context that underpins action" (Goodson, 1994, p.38). Goodson *et al.*, (2010) argue that agency is achieved by making choices in the navigation of the contexts of one's experiences; those choices are adaptations to contexts where agents conform to, or resist, the pedagogic discourses shaping the possibilities of their interactions (Bernstein, 2000; Goodson and Sikes, 2001; Foley, *et al.*, 2018). Cooper (2018, p. 39) asserts that adaptation to contextual tensions is a fundamental aspect of knowledge construction during teacher

education as student teachers "negotiate a landscape filled with demands from a range of influences". Therefore, teacher education involves the student teacher's mobilisation of their personal and professional identity and qualities to construct knowledge in contexts where ideologies are at play (Cooper, 2018; Foley *et al.*, 2021).

Biesta and Tedder (2007) contend that inquiring after participants' life stories can be a form of biographical, narrative learning for the researcher and their participants. In this study, the concept of agency is explicated in participants' life histories so that the active role the student teachers played, over time, in constructing their knowledge of EAL pedagogy, through making meaning of their experiences in various contexts can be apprehended (Goodson *et al.*, 2010).

This study inquires after the student teacher's construction of knowledge of EAL pedagogy before and during ITE and recognises how "agency emerges through the interaction of the beliefs, values and attributes that an individual brings to bear on the possibilities for action in a particular context" (Foley *et al.*, 2021, p.110). As discussed in the theoretical framework (section 2.3.1.3), student teachers' beliefs, values and attributes are components of teacher cognition that may be brought to bear on their construction of knowledge of EAL pedagogy prior to ITE (Portolés and Martí, 2020). They are sourced from formative education experiences and cultural and ideological transmission (Lortie, 1975; Sugrue, 1997; Moodie, 2016).

Fenstermacher (1978) contends that researching teachers' personal standards, beliefs and values in the education of their pupils and understanding the rationale behind teachers' work is an essential aspect of knowing what can make that work effective. Beliefs are episodic in structure and they are derived from "personal experience or from cultural or institutional sources of knowledge transmission" and as such, beliefs are constructed by our experience of being in the world (Nespor, 1987, p.320). Pajares (1992, p.307) reports that "beliefs are the best indicators of the decisions individuals make throughout their lives" but when considered within the context of teacher education, the beliefs that student teachers develop prior to ITE do not always correspond to evidence-based professional knowledge and so, need examination (Holt-Reynolds, 1992). Tigchelaar and Korthagen (2004) reveal the bidirectionality of this relationship – beliefs can inform teaching but so too can teaching inform beliefs. They advise that working with student teachers to critically reflect on their experiences, and beliefs they have given rise to, can give them insight into the conscious and unconscious motivations they have for their classroom actions (Tigchelaar and Korthagen, 2004; McGarr and Gavaldon, 2019).

Borg (2011, p.370) asserts that beliefs provide teachers with a basis for pedagogical action and that "teacher education is more likely to impact on what teachers do if it also impacts on their beliefs" but he also notes beliefs are resistant to change. Kartchava *et al.* (2020) suggest that the examining the relationships between stated belief about teaching and the act of teaching itself can serve as a useful teacher educator strategy for identifying gaps in student teachers' understanding and develop their professional knowledge. However Kartchava *et al.* (ibid) acknowledge that stated beliefs and observed practices are not always coherent, especially

concerning less experienced teachers' practice of language teaching. For this reason, Portolés and Martí (2020, p.251) suggest that for language-based pedagogical education, ITE is a crucial stage in "reshaping prospective teachers' perceptions and/or misconceptions"; it is a site where the examination of beliefs and attitudes can be influenced by scholarly sources of knowledge for teaching.

4.1.2 Presentation of the Life Histories

The life histories are organised according to the student teachers' experiences before and then during ITE in accordance with the RQs:

> 1. How do student teachers' formative educative experiences before ITE influence their construction of knowledge of EAL pedagogy?

> 2. How does student teachers' navigation of macro and micro contexts during ITE influence their construction of knowledge of EAL pedagogy?

Each participant's life history is presented in themes emerging from thematic coding analysis and narrative analysis of data (Appendix 12). Each of the life histories presents an "intellectual biography" of the student teacher's construction of teacher knowledge of EAL pedagogy before and during ITE (Shulman, 1986, p. 5). The life histories focus on the mobilisation of Shulman's categories of knowledge, and their sources, so that the meaning of each student teacher's construction of knowledge of EAL pedagogy can be apprehended (de Almeida *et al.*, 2019).

4.2 Danni's Life History

4.2.1 Before ITE: The Drive to Become a Knowledgeable Teacher

Danni is an English female student teacher in her late twenties undertaking a university-led PGCE programme. She speaks only English fluently and has encountered language learning in secondary school with French. Danni attended primary school from 1992 to 1998 and then secondary school from 1998 until 2003. Danni professes that her experience of schooling '*wasn't a very good one*' [Phase 1 Interview Danni (P1ID): 00:01:39.360], putting this down to the lack of technological resources and teachers' pedagogical choices which Danni felt '*didn't really help me to learn*' [P1ID: 00:02:36.750]. While Danni admits that she couldn't '*really remember much about primary*' [P1ID: 00:03:05.910], her experience of secondary was memorable for the wrong reasons, in that it was marred by '*pupils who were disruptive*' [P1ID: 00:02:47.240]. This disruption took time, and the teacher, away from learning which '*didn't really sit well*' [P1ID: 00:02:47.240] with Danni – consequently Danni's knowledge of educational contexts is constructed around ideas of fairness and justice (Dalbert, 2011).

Learning languages at secondary school was not memorable for Danni and she expresses a drive to begin '*working on my subject knowledge and exploring different languages*' [P1QD] to become more assured of the task of teaching National Curriculum Languages. Danni's perspective is unusual as Maynard (2011) argues that while confidence is a fundamental aspect of language teaching, primary teachers are more like to neglect rather than focus on developing their teaching capacity. A story Danni relates gives insight into her construction of the content knowledge and general pedagogical knowledge for languages:

Orientation

00:05:36.730 --> 00:05:47.680

Oh we had em a French, French teacher who was actually from France, UM? Because she was native in that tongue, UM.

Complicating action

00:05:48.580 --> 00:05:54.380

But she would just stand at the front of the classroom, repeat the words, and then we'd have to repeat after her and.

Evaluation

00:05:54.970--> 00:06:00.990

I don't remember doing. Like much fun stuff like games or anything like that [P1ID]

Danni's story orientates us towards a teacher in possession of as much subject knowledge for languages as one might possibly have as a '*native in that tongue*' [P1ID: 00:05:36.730]. The *complicating action*: the ineffective pedagogical choices of the content knowledge-rich French teacher indicates Danni's perception that content knowledge is not enough. Pupils' languages learning requires teachers to possess general pedagogical knowledge for usefully sharing that knowledge with children (*evaluation*) (Burch and Vare, 2020). As such, during the first interview Danni characterises knowledge for effective teaching as:

> *So it's just like being able to get our own subject knowledge up to date as well, UM? And then also being able to share that with children* [P1ID: 00:03:48.000]

4.2.2 Before ITE: Active exploration and discovery

Following school Danni achieved a Law Degree, but did not commit to a related career pathway (Parfitt, 2020); instead, Danni began a period of exploration and discovery which was to influence her to become a primary school teacher [P1QD]. It was while working '*as an au pair in Australia for a couple of years*' [P1QD] that Danni realised that teaching was something she was '*passionate about and could relate to*' [P1QD]. Education reflected Danni's values (Özçelik, 2015) and she found her responsibilities illuminating; she recalls how learning about the education system in Australia '*enlightened something inside of me*' [P1ID: 00:01:01.480].

Her duties as an au pair included taking children to and from school, getting them to their before and after school activities and, helping them with their homework. Danni gained '*a lot of satisfaction*' (P1ID: 00:01:08.090) in sharing the experience of the children's care and education, expressing resonance with her life's ambition as having '*always been someone who wants to help people*' [P1ID: 00:01:44.500] (Parfitt, 2020). Indeed the epiphany of the au pair role began to integrate Danni's self-concept with her view of teacher identity (Edwards and Edwards, 2017): '*patience, being approachable and being supportive*' [P1QD].

4.2.3 Before ITE: Reverence for Professional Knowledge in Teaching

Danni then returned to England, and prior to beginning the PGCE in September 2021, she volunteered in two different, local primary schools [P1QD]. At one of the schools where Danni volunteered '*there were quite a few children with from different countries*' [P1ID: 00:11:54.540]. Danni expressed that teachers' professional knowledge for EAL should attend to learners and their characteristics: '*find out essential background information such as how they like to learn, where are they in terms of their learning*' and the languages they speak [P1QD] (Foley *et al.,* 2021). Danni suggests mobilising general pedagogical knowledge and knowledge of educational contexts for EAL pedagogy by '*using visuals, celebrating the child's culture, using local support that is available*' [P1QD] (Chalmers, 2017; Bailey and Sowden, 2021).

Danni relates one of the sources of her knowledge of EAL pedagogy recounting the experience of observing an EAL teacher:

Orientation

00:12:25.840 --> 00:12:45.020

Yes, so the school actually had um someone come in each week to help work with them and based on ELA [sic]. UM, somebody who had more expertise. And they will go out every week and have a session with her.

Complicating action

00:12:45.800 --> 00:12:58.630

Uh, and then. When they were in class with us, we would use the strategies that this lady came in and told us about. Uhm? And with this g-.

Evaluation

00:13:00.200 --> 00:13:16.510

So I'm just trying to think with this little girl what I did 'cause she was quite a bubbly little thing. Em [laughs] Yeah, so I'd use like the everyday words so we could get that into her language, UM?

Resolution

00:13:17.590 --> 00:13:21.760

Uh, and encouraged her UM? Uh, and encouraged her just to participate in things. [P1ID]

The *orientation* of the story locates EAL expertise with an expert reflecting Leung, Evans and Liu's (2021) assertion that the quality of EAL provision is teacher dependent. Danni indicates that EAL practice makes its way into the classroom through teacher/volunteer adoption of '*the strategies that this lady came in and told us about*' (*complicating action*). When relating this story during the Phase 1 Interview Danni perceives EAL pedagogy to be those strategies that get '*everyday words*' into children's language (*evaluation*) but she does not refer to the simultaneous need for

academic language development (Arnot *et al.,* 2014; Liu *et al.,* 2017). This suggests that the lack of EAL policy within the English education system, and subsequently in those schools that Danni volunteered in, gave Danni an impoverished perspective of the scope and rationale of EAL pedagogical practice (Leung, Evans and Liu, 2021). The *resolution* of the story reveals Danni's perception of the lack of agency children learning EAL have in their education where they must be encouraged through teachers' use of English to '*participate in things*' (Safford and Drury, 2013).

Foley *et al.* (2018) indicate that pre-ITE EAL experiences should be treated with caution as access to high quality EAL knowledge is not a guaranteed feature of the experience. Indeed Danni specifies that she is '*not at all confident*' in teaching children learning EAL at the beginning of her PGCE; she puts this down to '*Not having much experience working with children with EAL* '[P1QD]. However, Danni indicates that she is '*slightly aware*' of the theory and research regarding EAL but confirms '*this is an area I need to develop*' [P1QD]. This stands in contrast to Danni's expression of awareness of theory and research informing teaching (generally) in primary schools; she signals that she is '*extremely aware*' of this type of professional knowledge and details six theorists' work including Sweller's cognitive load theory (notably found in the ITT:CCF (DfE, 2019a)) in her response to the Phase 1 Questionnaire. This may indicate that the regulation of teacher education content not only impacts on ITE providers but also on candidates for teacher education programmes prior to their start (Cushing and Snell, 2023).

Hodern (2015) contends that ITE content and school policy are increasingly entwined providing fewer opportunities for the recontextualisation of pedagogic discourse with student teachers. The PGCE programme's policy focus and Danni's knowledge of educational contexts via policy projects a sense of assuredness in her placement practice as she recognises her adherence to the discourse of ITE (Helgetun and Dumay, 2021). During the Phase 1 Interview she refers to her policy knowledge for '*doing things the right way*' [P1ID: 00:24:31.240] and, '*making sure that I'm progressing in the right way with the children's learning*' [P1ID: 00:25:25.620].

Danni identifies that she is '*slightly aware*' of EAL policy, constructing this knowledge around her reading of the SEND Code of Practice (DfE, 2014): '*I am not sure if it would be under the SEND provisions and policies*' [P1QD]. What I had perceived to be Danni's possession of a commonly held misconception regarding EAL pedagogy and its conflation with SEND (Kelly, 2014; Murphy and Unthiah, 2015), was dispelled when I asked her to elaborate on her reasons for mentioning EAL and SEND together:

> *if they're not progressing as they should be um. It's about looking at why this is not happening. If there's something happening at home. Uhm Is it something within the school and it's working out the reasons why and putting something in place to help them to move forward.* [P1QD: 00:26:47.750]

Danni verbalises a facet of pedagogical content having paraphrased paragraph 6.24 of the SEND Code of Practice which details the process of Identifying SEN in schools where children are learning EAL. The absence of policy for EAL in the

English education system sees Danni construct knowledge from sources that make brief referrals to children learning EAL (Leung, Evans and Liu, 2021). Danni's construction of knowledge of EAL pedagogy before ITE suggests that she will require experiences of practice with children learning EAL and deliberate reflection on that practice so that she can be in possession of EAL pedagogical content knowledge (Payant and Mason, 2018; Anderson and Elms, 2022).

4.2.4 During ITE: Potential Knowledge for the Future

Danni did not experience working with children learning EAL in School Experience 1 (SE1) (40 days of practicum experience in autumn term) or School Experience 2 (SE2) (39 days of practicum experience in spring term). Danni recorded the percentage of children learning EAL in each of these schools' as zero percent [Phase 2 Questionnaire Danni: P2QD]. However, Danni's Reflective Journal entries show how she remained mindful of developing her professional knowledge when not actively acquiring this through direct experience. Danni's initial reflective journal entry [Reflective Journal 1 Danni: 29.11.21 (RJ1D)] written during SE1, gives insight into her thinking about professional knowledge development regarding EAL pedagogy:

> *there is still a lot I need to research and learn about teaching children with English as an Additional Language … I do not feel confident enough to teach children with EAL.* [RJ1D]

When the SE1 placement was complete Danni made a further reflective journal entry where she reflected on the use of her own initiative in '*slowly developing my understanding surrounding teaching children with English as an Additional Language*' [Reflective Journal 2 Danni: 31.12.21 (RJ2D)]. Danni's investment in her EAL experience illustrates further the connection she makes between possession of content knowledge for EAL and confidence in teaching: '*Compared to my first reflective journal, I can say that I am starting to grow in confidence and becoming more aware of how I would teach effectively*' [RJ2D].

As such, Danni's construction of knowledge of EAL pedagogy is future-oriented and an act of preparation. This is consistent with research reported elsewhere; Edwards and Edwards (2017, p.206) cite time as a dimension of professional identity formation integrating "a historical, current and future focus". Danni describes how her attendance at a webinar prompted her to prepare for future teaching by making '*a list of strategies that I can use when I am teaching children with English as an Additional Language*' [RJ2D]. These strategies refer to knowledge of educational contexts (Bailey and Sowden, 2021), content knowledge (Liu *et al.*, 2017) and general pedagogical knowledge (Chalmers, 2017) respectively: '*welcome and celebrate other languages, making use of the child's first language in the classroom and providing visual prompts*' [RJ2D].

4.2.5 During ITE: Pedagogical Relationship

Danni held onto her understanding of what she had learnt from the webinar as potential knowledge for the future and was afforded the opportunity of working with children learning EAL in School Experience 3 (SE3) (43 days of practicum experience in summer term) [P2QD]. In the context of a Year 1 class, Danni recognised that she was able to practise celebrating other languages as she had

observed her class teacher when '*she took the register in the morning and afternoon*' [Phase 2 Interview (P2ID)]: 0:3:52.850]. Danni reports how she demonstrated her appreciation for the first language (L1) of the pupils learning EAL through the creation of '*opportunities for the children to teach the rest of the class some words and phrases in their home languages*' [Phase 2 Questionnaire (P2QD)] in a history lesson:

Orientation

0:5:49.940 --> 0:6:3.30

Yeah. Uh, so when I first started on SE3, they were doing history and it was um holidays through time. Umm, and one of the lessons I was teaching was on international travel.

Complicating action

0:6:4.50 --> 0:6:12.100

So during the input because everybody knew that these two pupils were from a different country I brought them up to the front.

Evaluation

0:6:12.200 --> 0:6:22.310

Umm. And we got to learn a different phrase in their home language and just to set the scene for international travel and how it could be different to holidaying in this country. [P2ID]

The *complicating action* of the story details how Danni reifies EAL content knowledge within relationships of the SE3 classroom: she sees her ethic as a teacher as making relationships with EAL learners pedagogical (Anderson *et al.,* 2016). In particular, this illustrates Danni's deployment of two strategies from her webinar EAL pedagogy list which she had recorded as '*welcome and celebrate other languages, making use of the child's first language in the classroom*' [RJ2D], however it appears that she has conflated the appreciation of L1 with its use for academic purposes, revealing a lack of critical language awareness (Galguera, 2011; Lucas *et al.*, 2018; Mahalingappa, 2023) and her response to the conflicting discourses encountered regarding children's L1 (Brazil, 2016; Cooper, 2018; Foley *et al.*, 2021) (*evaluation*). Danni's construction of knowledge of EAL pedagogy in the localised context of her SE3 placement school did not offer an opportunity for her to engage in guided reflection in order to increase her pedagogical and content knowledge of EAL. This reflects Anderson and Elms (2022) assertion that the contemporary school-led approach and compliance with the ITT:CCF restricts student teachers' opportunities to reflect outside of local contexts which negatively impacts on their capacity to develop pedagogical knowledge beyond ideology-informed policy.

Danni communicated that she felt her sense of agency in her teaching had developed over the course of the PGCE programme: she felt this '*to a moderate extent*' on SE1 and SE2; and '*to a very large extent*' on SE3 [P2QD]. During the

Phase 2 Interview Danni's rationale for this was based on the positive influence of the supportive character of her class teacher (school-based mentor). Following a period where her '*confidence was low*' after SE2, Danni reports a return to enjoying learning again (Crowhurst and Cornish, 2020) such that her confidence '*skyrocketed over SE3*' [P2QI: 0:14:0.840]. Danni's agency was resourced in the value attributed the professional relationship she had with her class teacher (Heikonen, 2020). She valued her mentorship and respected her knowledge of the pupils. In this respect, Danni's construction of knowledge of EAL pedagogy responds to sharing her class teacher's knowledge of educational ends, purposes, and values and their philosophical and historical grounds.

The sense of agency that Danni felt for working with children learning EAL was also recorded as being of '*a very large extent*' [P2QD]. Danni qualified the nature of EAL knowledge in this relationship by citing the class teacher's knowledge of children and their characteristics: ''*cause like I say she obviously knows them a whole lot better than I did when I first went in.*' [P2ID: 0:14:34.290].

The practicalities of adaptive teaching strategies, as EAL pedagogy, were then affirmed in discussions with other class teachers in the SE3 school. Danni summarises their advice as, '*it was about first identifying what the gap was. Why that gap might be there and then trying to work out solutions how I could close that gap in effect*' [P2ID: 0:16:8.20]. As such, Danni shares that she '*didn't really plan any language acquisition*' [P2ID: 0:6:42.880] into her curriculum teaching; rather, EAL learning in the school was viewed as part of teachers' content knowledge of the National Curriculum English programme of study (DfE, 2013) (Leung, Evans and Liu, 2021). Danni's adoption of this view of EAL is presented in the following theme.

4.2.6 During ITE: National Curriculum English; as an Additional Language
Danni took account of the school's general inclusion policy and its general teaching and learning policy; but she was '*not sure*' if the school had a specific EAL policy [P2QD] having not been able to find it in her policy searches. Danni related her approach to working with a child of east African heritage whose parents had not registered him as being an EAL learner during his school enrolment. Flynn (2018) cites a lack of teacher knowledge regarding EAL proficiency assessments; this is reflected in Danni's misrecognition of '*phonics screening*' [P2ID: 0:8:35.870], as the school's EAL assessment tool. Consequently, confirming the child's status as an EAL learner was drawn from Danni's and the class teacher's curriculum and content knowledge for English with a particular focus on phonics (Safford and Drury, 2013; UKLA, 2016).

Danni took an intervention-type approach with one-to-one support, to '*close the gap*' for this particular child [P2ID: 0:16:19.200] as she recognised that '*his writing and his letter formation and his phonics, wasn't that great*' [P2ID: 0:16:40.180]. While less intensive, the same interventionist approach was used for the other children learning EAL:

Orientation

0:17:5.310 --> 0:17:27.860

They were starting to

Complicating action

0:17:5.310 --> 0:17:27.860

and then like with their English when they were writing sentences, they had, like the phonics sound maps as well. And like I'll get that child to tell me the sentence they wanted to write, and then I'd help them sound it out em and then get them to point to whatever digraph or trigraph or letter it was on the sound mat so that they could try and form it correctly.

Evaluation

0:17:29.20 --> 0:17:34.920

I mean, it was a work in progress. It wasn't like completely closing the gap

Resolution

0:17:32.510 --> 0:17:38.170

but it was starting. Starting to make progress in effect [short laugh]. [P2ID]

In this story Danni is operating within a narrow conception of English provision for EAL learners (Safford and Drury, 2013). Danni's *evaluation* that the intervention used was not wholly successful but making progress (*resolution)* reveals her acceptance of the norms of the school's provision for EAL (Goodson *et al.*, 2010; Cruess and Cruess, 2016; Twiselton and Goepel, 2018).

4.2.7 During ITE: Pedagogical Reasoning
While Danni accepted the norms of her SE3 school for her construction of knowledge of EAL pedagogy, she also accessed and engaged materials from a specialist source of EAL pedagogical knowledge, the Bell Foundation:

> *there's some great resources on there that I didn't get chance to use but I've saved them ready for when I have my own class or going on supply. At least I've got those available to me.* [P2ID: 0:21:34.60]

The situated nature of knowledge development for EAL (Foley *et al.*, 2021) suggests that Danni's application of knowledge of EAL is aligned or compartmentalised according to the local circumstance (McCloat and Caraher, 2020). Indeed, having not taught many children learning EAL over the PGCE programme year, Danni noted that she wanted to prepare herself for working in schools with much higher percentages of children learning EAL:

> *I want to continue to develop 'cause all teachers have to develop You can't just say you you're finished. You have to continue to develop in your- in yourself as well as in your teaching methods* [P2ID: 0:53:53.60]

Thinking about and with pedagogy, for Danni, is often projected to a future sense of self: a teacher who is knowledgeable and confident and ready to teach all children (Edwards and Edwards,2017). Danni expresses this more succinctly in the way she

conceives of herself first as a learner who is '*enthusiastic about improving and challenging myself*' and; as a teacher, '*I am a positive person with a growth mindset, resilient and adaptable, always wanting to improve professionally and personally*' [P2QD]. Danni achieves agency by bring her beliefs, values and attributes regarding teaching to bear on contexts outside of those immediate to her in time and space (Biesta and Tedder, 2007). This means Danni accesses and interacts with ecologies, and their pedagogic discourses, beyond the local context so that her construction of knowledge of EAL pedagogy is beyond the macro and micro contexts of ITE (Goodson, *et al*., 2010; Gore *et al*. 2021). However, the overriding pedagogic discourses and lack of guided reflection available during ITE caused Danni to develop and mobilise misconceptions regarding EAL pedagogy in her teaching practice (McCloat and Caraher, 2020; Helgetun and Dumay, 2021; Anderson and Elms, 2022)

4.2.8 Conclusion to Danni's Life History
Danni's construction of knowledge of EAL pedagogy originates in her general teacher identity – a motivation to be a knowledgeable teacher. Danni's construction of knowledge of EAL pedagogy concerns knowledge of learners and their characteristics and knowledge of educational contexts. Danni's value of her relationship with her class teacher influences her construct EAL pedagogy knowledge around her adoption of the class teacher's knowledge of educational ends, purposes, and values and their philosophical and historical grounds. Indeed this relationship and the dominance of National Curriculum English as a pedagogic discourse in the placement school context, means that Danni's knowledge of EAL pedagogy is constructed around National Curriculum English curriculum knowledge and content knowledge. Danni also experiences conflicting discourses sourced from self-study and placement experience; Danni's conflation of utilising and celebrating L1 following the practices of placement school staff illustrates the way she has navigated the pedagogic discourse available for EAL.

4.3 Susanna's Life History
4.3.1 Before ITE: New Contexts = New Opportunities
Susanna is a female student teacher in her early thirties undertaking a university-led primary PGCE programme. Having grown up in a central American country, Susanna speaks Spanish as her first language (L1) and has been learning English since the age of four. Susanna's personal experiences of language learning before the PGCE make her '*somewhat confident*' [Phase 1 Questionnaire Susanna (P1QS)] regarding teaching children learning EAL '*Because English is my second language too, I can understand how they might be feeling in certain circumstances, which gives me an advantage while teaching them*' [P1QS].

Susanna's formal education in English began in her home country in the early 1990s. Susanna expresses content knowledge of English as a Second Language (ESL) teaching by recalling her primary school experiences of '*learning songs, colours etc.*' and; in secondary school she recalls the expansion of teaching strategies used as including '*Moving on to grammar and vocabulary, having dialogues, listening to conversations, watching movies*' [P1QS].

After completing secondary school Susanna chose to continue her education by studying for a degree in Economics at her local state university [P1QS]. Upon completion of her degree, Susanna undertook an internship with a United States-based finance company in her home country but found she could not secure a full-time job as she did not speak English fluently [Phase 1 Interview Susanna (P1IS)]. This marked a turning point (Négroni, 2012) in Susanna's life; she believed the only course of action was to move to the United States to learn to speak English.

Susanna cites English language learning as '*a necessity*' [P1QS] in her home country in order to have '*a good life*' [P1IS: 00:44:09.562] by which she means '*you have money for to pay your house, your mortgage, your car uh, your health insurance and all those things*' [P1IS: 00:44:15.800]. This indicates a normative life course transition as this recognition is shared by Susanna's extended family ((Négroni, 2012). Susanna relates her family's encouragement for her to return home as they believe she will be an appealing English-speaking employee: '*ooh everyone will everyone will get you*' [P1IS: 00:44:26.740].

In order to fund her stay in the USA Susanna was employed as '*an au pair for 2 years and a nanny/babysitter for another 2 years*' [P1QS]. These roles offered Susanna a disruptive potential (Négroni, 2012) to engage in thinking about and practising what had previously only been a childhood dream: becoming a teacher:

Orientation

00:02:13.190 --> 00:02:20.140

When I am well, I was a nanny. Uhm, and I was a live-in nanny. I was living with them so

Complicating action

00:02:20.140 --> 00:02:29.825

the families told me, uh or asked me or requested me to. Teach Spanish to the children. So I was like oh how am I gonna do this

Evaluation

00:02:29.825--> 00:02:38.689

like so I thought OK I'm learning English and the way I'm learning English is like this so I'm just gonna do the same to the children so I'm just gonna speak to them.

Resolution

00:02:38.690 --> 00:02:40.690

Coda

00:03:32.920 --> 00:03:36.778

I start teaching those children Spanish. [P1IS]

The *evaluation* of the story illustrates the sense that Susanna had made of the request to teach the children in her care Spanish, '*I'm just gonna speak to them*' as at the time this is how she is learning English. Susanna mobilises her ESL content knowledge beginning with the idea of comprehensible input (Krashen, 1982) by teaching the children '*normal things*' through play and their daily lives (*resolution*). These experiences in the USA confirmed to Susanna that teaching was something she wanted to do and that she was also prepared to begin her career as a teacher: '*I was ready to do it*' [P1IS: 00:12:05.012].

4.3.2 Before ITE: The Authenticity of Informal and Formal Pedagogies for Language Learning

Susanna then moved to England and quickly became employed as a Teaching Assistant (TA). After five years as a Key Stage 2 TA, Susanna felt prepared to transition to a teaching role. Susanna's views of the teaching profession are similar to those of other TAs seeking to become teachers: perceiving the TA role as '*behind the scenes*' [P1QS], while the teacher is '*on stage*' and has more responsibility and autonomy (DfE, 2019b). Indeed, part of Susanna's TA work gave her experience of working with children learning EAL, from which she formed an asset-based view of English language learners (Lucas *et al.*, 2018; Mahalingappa, 2023).

Susanna describes this experience as '*amazing*' [P1QS] as the children were '*very clever students, top of the class most of them, excellent in Maths. Always whiling* [sic] *to learn and try*' [P1QS]. However, when first tasked with educating children learning EAL Susanna gauges her employing school's readiness as poor, and she judges the class teacher's pedagogical approach as inappropriate:

Abstract

00:17:08.870 --> 00:17:17.529

I don't think the school was prepared to have children with English as a second language

Orientation

00:17:17.530 --> 00:17:26.270

so it was like, Oh yeah, we having this boy. He's coming from Portugal, no English.

Complicating action

00:17:26.270 --> 00:17:31.490

Um So you're having him in your class and the teacher went like- oh what we gonna do? [high pitched tone] so.

Evaluation

00:17:31.490 --> 00:18:13.260

It was her basically was all the strategies I got them from her. But I knew it. I mean, the writing wasn't going to happen. The reading wasn't going to like work because in my experience I knew it. It's just talking to him just talking to him and he will get used

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to that. And then one day he's just gonna come and like, oh, I put these two words together and I make a sentence ta-dah so I knew It's just talking to him like because I thought if we could if we keep giving him the meaning in his first language, he's just gonna get lazy and he's just gonna be expecting everyone just to speak in my language. Translate it in my language we we need to push him

Resolution

00:18:13.260 --> 00:18:16.240

You can understand you know what it means you know.

Coda

00:18:16.240 --> 00:18:21.852

But yeah, everything came from. For my teacher. [P1SI]

Susanna makes her *evaluation* based upon her life experiences (Kakos, 2022). She assesses the class teacher's strategies for EAL as inappropriate but perceived the decision-making power was not hers to exert in her marginal TA position (Kakos, 2022). This insight is expressed in the phrase '*I knew it*' which is used three times in this part of the narrative illuminating an absence of EAL pedagogical knowledge with qualified teachers in this local context (Wardman, 2013; Flynn and Curdt-Christiansen, 2018) . By contrast, Susanna expresses general pedagogical knowledge, knowledge for EAL of the stages of early language acquisition (Krashen and Terrell, 1983) and its application to the classroom context (Hester, 1990).

Susanna also recognises the ongoing need for high cognitive challenge (Cummins, 2000) and the long-term impact of low cognitive challenge where constant translation is supplied in the child's L1, '*he's just gonna get lazy*' [P1SI: *00:17:31.490*]. She views the cognitive challenge of not always having translation as a '*push*' for the child (*resolution*). This also recalls the disruptive potential of Susanna's own migration story: '*because I will be there and I will have [stress] to learn the language because everyone speak English there's no way I cannot*' [P1IS: 00:04:22.510] (Négroni, 2012).

4.3.3 Before ITE: Realisation of Children's Potential Through Nurture and Authority

Susanna believes that primary school teachers should be '*caring, engaging [and] firm but fair*' [P1QS]. Susanna's perspective encounters the primary teacher holistically and as someone who is approachable to children but that they must also know and apply their authority when appropriate; she says:

> *[Y]ou're the teacher and you're there like to control the class and you're the boss basically. But as well, you have that human side.* [P1IS: 00:28:15.650]

And when required to teach languages Susanna expresses teachers should have '*have some fluency and culture knowledge*' of the target language as well as being '*fun*' [P1QS]. Susanna recalls that when she was learning English in school, '*it was just boring [stress]*' [P1IS: 00:29:53.622]. In particular, she recalls being a pupil with a particular teacher whose '*English wasn't like the greatest to teach*' [P1IS:

00:30:10.720]. This impacted on Susanna's English language education to such an extent that:

> *you couldn't even engage because it didn't make sense what she was saying and like which language are you speaking now? Spanish English? You're mixing both.* [P1IS: 00:30:15.520]

Susanna's view of the language teacher's pedagogical perspective and clarity is signalled by Martell (2022) as an essential component of their professional knowledge. However for Susanna, feelings are also closely connected to teacher knowledge. She signals the continuing influence of her own education on her construction of teacher knowledge (Korthagen, 2017) when she laments:

> *I wish I had a teacher like me who understands uh how hard it is at times.* [P1IS: 00:48:07.790]

This reflection also presents Susanna's hope for her own role as a teacher in the future (Edwards and Edwards, 2017) as someone who can empathise with the learner. As well as empathy, Susanna is recognised by her employing school to have insider knowledge. Susanna shares her realisation of the school's strategy of placing children learning EAL in her class:

> *Huh. I think it was to begin with I thought it was coin- coincidence, but no I then I learned that yeah I was there with them and um because I think they could like relate it to like oh [Susanna] as well like she understands us.* [P1IS: 00:23:09.450]

While the school used Susanna's insider knowledge and capacity for empathy strategically (Kakos, 2022), the marginal status of EAL in the curriculum was made apparent to Susanna through a lack of professional development (Leung, Evans and Liu, 2021). She recalls, '*there was no training, no for me. Not for her, uh, they just put the boy in our class [brief laugh] and, uh, and off you go like figure it out*' [P1IS: 00:19:44.726]. As a TA, Susanna's school therefore relied on the knowledge she had constructed for EAL pedagogy sourced from life experience (Kakos, 2022). In the role of TA and in spite of the EAL policy lacuna of the context of the English education system and her employing school, Susanna began developing the pre-requisite skills and knowledge associated with becoming a linguistically responsive teacher (Mahalingappa, 2023).

4.3.4 During ITE: Spaces for Learning
Occupying positions as both TA and teacher, and manoeuvring from one role to the other transformed Susanna's perception of what it means to educate children learning EAL:

> *I I used to see it as uh when I was a TA and I was able to provide one-to-one support to those children. But now that I'm a teacher, I I can see the whole umm approach, that is, unless you get help and another adult support in the classroom, you can't actually provide quality effective uh support to those children.* [Phase 2 Interview (P2IS): 0:0:17.200]

Susanna's prior behind-the-scenes work: the perspective taken from interventions and one-to-one support she gave, has expanded to include 'the whole' now that she is positioned as centre-stage. An extract from Susanna's reflective journal illustrates the construction of her knowledge of educational contexts for EAL during her first placement in the autumn term:

> *In my placement there are a few children that speak a second language and I can't praise them enough for the big effort they made on their lessons. At home they speak their second language but still that doesn't stop them for being the top of the class in English, Maths and other subjects.* [Reflective Journal 1 Susanna: 28.11.21 (RJ1S)].

Thinking about what goes on in EAL learners' homes is shown to develop further in Susanna's second reflective journal entry. Susanna believes that where EAL is concerned, '*Home support is a key factor for those children, parents and carers play an important role in their learning because their learning doesn't stop at home*' [Reflective Journal 2 Susanna: 29.12.21 (RJ2S)]. While Susanna misconceives of pupils' use of L1 at home as a potential barrier to learning (Anderson *et al.*, 2016; Flynn, 2018) her desire to connect school and home is framed as a support for children's learning (Martell, 2022).

In her second placement, Susanna mobilises this aspect of knowledge of educational contexts for EAL through her work with the parents of children learning EAL:

Orientation

0:7:55.940--> 0:8:18.210

Because this particular family, they're really, really supportive. They really want their children to, you know, catch up with the rest of the of the students, with the class. Eh my thoughts were like I'm so proud of them because I know they came to this country to have a better life, to provide the children a better life.

Complicating action

0:8:19.300 --> 0:8:48.650

Um. They're just looking for help like no, not over the top. But they were there like like how can we support at home?

Evaluation

0:8:19.300 --> 0:8:48.650

And I was just like, this is brilliant.

Resolution

0:8:19.300 --> 0:8:49.580

Like I wish we had more parents like like them and not just English as a second language people but more parents in general that uh want to support, want their children to achieve their targets their goals and just do better. [P2IS]

Having parents approach her as a teacher to ask what they can do to support their children's education, is something that has happened rarely for Susanna (*resolution*), and she would like this to happen more. The parents' engagement removes a potential barrier to Susanna's teacher role and illustrates her growing knowledge of educational contexts for EAL. However, Evans *et al*., (2016) report that school staff see English-speaking parents of children learning EAL as more concerned with their children's academic performance than those parents who are not able to communicate well in English. A lack of guided reflection regarding EAL pedagogy and working with parents of English language learners in Susanna's placement experience suggests that reflections on EAL pedagogy were not a significant component of the mentoring Susanna received (Anderson and Elms, 2022).

4.3.5 During ITE: Underspecified EAL Pedagogical Practices

Susanna rates her own subject knowledge of EAL as '*fair*' [P2QS] during the PGCE year (the second lowest rating on a 5-point scale). She rates the EAL subject knowledge among school staff in School Experience 2 (SE2) (39 days of practicum experience in spring term) and School Experience 3 (SE3) (43 days of practicum experience in summer term), using the lowest rating available: '*poor*' [P2QS]. Susanna attributes the lack of support for developing EAL knowledge to the school's circumstances and : '*98% is British: White British people [upward inflection]. It's not a multicultural school so they are not used to having children like that*' [P2IS: 0:15:13.940] (Anderson *et al*., 2016*)*. Susanna estimated that there were just four children in the school learning EAL, a percentage that is '*well below the national average*' [P2QS]. While the school '*staff used positive terms*' [P2QS] regarding EAL, Susanna's perception of the school's management of bilingual children's education is similar to Foley *et al*.'s (2018) findings where student teachers report a lack of educative EAL experiences on placement. Susanna specifies how two refugee children '*were just thrown into the classrooms*' [P2IS: 0:15:43.980] and that there was no requirement to make adaptations for children learning EAL in school [P2QS] reflecting an absence of policy in the education system as a whole (Leung, Evans and Liu, 2021).

When reflecting on the lack of recognition of EAL provision in the education system, Susanna considers that staff's lack of knowledge and attention for EAL may be down to the training they receive and that training does not include EAL provision because, as she reflects, '*[I]t's not all that important, I guess*' [P2IS: 0:24:57.870] re-asserting her knowledge of the marginal status of EAL (Leung, Evans and Liu, 2021) and the injustices that arise in children's education (Ehrhardt-Madapathi, Pretsch, Schmit, 2018). Susanna expresses knowledge of educational contexts that where '*there's no money*' [P2IS: 0:25:4.190] there has to be a particular threshold over which the amount of children learning EAL warrants investment: '*I think it goes down to that and because they don't have that, most of them, they don't have a an additional language*' [P2IS: 0:25:9.340]. Susanna's recognition of an education system that is organised according to managerial and business practices through its (non-

)attendance to particular groups and teaching practices based on their commercial viability is supported by Hulme, Meanwell and Bryan (2023) who contend that contemporary ITE is driven ideologically by neoliberal, market-based principles for education.

4.3.6 During ITE: Initial Teacher Education Professionalism

Susanna re-evaluates the knowledge she has for teaching children learning EAL at the end of the PGCE programme: '*I've never seen anything, so I don't think I know much about it*' [P2IS: 0:41:56.990]. The lack of exposure Susanna had to specific EAL teaching strategies and professional knowledge in the context of placement (McCloat and Caraher, 2020) gives her cause to re-position herself as lacking teacher knowledge. The invisibility of EAL children as a pedagogical concern in policy and provision therefore has implications for Susanna's construction of knowledge of EAL pedagogy (Foley *et al.*, 2018; Flynn and Curdt-Christiansen (2018).

During her last placement, Susanna's pedagogical focus for children learning EAL was to supress their L1 use in the classroom:

> *because I thought she's gonna rely on just talking in her language when she gets frustrated. Stuck, you know? I mean, so I was like. No, no, I need to push her like English, English, English, English.* [P2IS: 0:12:59.420]

A shift is marked in Susanna's perspective on the education of bilingual children during her teacher education contrasting with the linguistically responsive stance Susanna expressed before ITE (Lucas *et al.*, 2018; Mahalingappa, 2023). In the absence of EAL policy, local interpretations of pedagogic discourse sourced from the National Curriculum influences Susanna's decision-making regarding EAL (Flynn and Curdt-Christiansen, 2018). Susanna's last-submitted reflective account regarding children learning EAL puts this in relief:

> *Most of the EAL pupils are proactive, understand the expectations about learning a second language as well as the national curriculum.* [Reflective Journal 4 Susanna: 04.04.21 (RJ4S)].

Susanna's adoption of pedagogic discourse for ITE also appears to have been influential in her construction of knowledge regarding good practice for EAL. There is no mention of supporting children's L1 suggesting Susanna has adopted the monolingual pedagogic discourse of the education system and this has shaped her orientation to teaching (Bacon, 2020).

Indeed as a topic, EAL was not something that Susanna, her bilingual or monolingual peers ever ventured to speak about with one another when they got together between lectures at the university (Safford and Kelly, 2010). When asked about her perception of what her peers had been learning about regarding EAL, Susanna reflected:

> *And I have in my group in my university group. I think it's another two girls which English is second languages language. Em. And I I need to, obviously we're we have been really busy em I wanna text them and see how they're*

doing. And that side of like how you experience in with your EAL children you being one em that has English as a second language. [P2IS: *0:33:45.890*]

The dominant monolingual ideology is also reflected in a complete absence of student-teacher-talk regarding EAL at university (Lanvers, 2020; Worth, McLean and Sharp, 2022). The realisation prompts Susanna to reflect on contacting other bilingual students about their experiences as bilinguals on a teacher education programme. Bilingual identity and EAL provision are not prominent topics in primary ITE in Susanna's experience. Instead, conversations track school curriculum focus areas: maths and English – dominant forms of pedagogic discourse (Foley *et al.*, 2018). Mahalingappa (2023) suggests that when educating teachers from diverse backgrounds, including multilingual individuals and those from racial or ethnic minority groups, tailored support should be made to address the specific needs and backgrounds of these student teachers concerning critical language awareness and the functional and communicative aspects of language. In this way, ITE can become a linguistically responsive and inclusive learning environment.

4.3.7 Conclusion to Susanna's Life History

Susanna's construction of knowledge for teaching children learning EAL is influenced by her curriculum knowledge and content knowledge for ESL from her home country. Susanna is prompted to develop her proficiency in English beyond that of her school experiences based on her knowledge of educational contexts in her home country where she perceives English as a necessity in having a good life. Susanna's general pedagogical knowledge of languages grows upon reflection on the formal language pedagogies she encountered in school versus the informal pedagogies she experienced on the streets.

Susanna's knowledge of educational contexts develops further upon moving to England and taking up the post of TA. When working with children learning EAL, she develops a linguistically responsive stance with knowledge of learners and their characteristics, and curriculum knowledge of the English primary school system. However, Susanna's acquisition of general pedagogical knowledge and curriculum knowledge development for the National Curriculum influences her construction of knowledge EAL, as she notes an absence of mentoring in this respect on school placements. She begins to recognise children's L1 as a barrier to learning and seeks to apply her content knowledge and curriculum knowledge of National Curriculum English to her work with children learning EAL.

4.4 Vincent's Life History

4.4.1 Before ITE: Investment

Vincent is a male student teacher in his mid-twenties undertaking a university-led primary PGCE programme. He was born and raised in a continental European country and he speaks the country's official language as his first language (L1). Vincent started to learn English as a second language when he began primary school in 2002 at the age of six; he continued to learn L1, English and other ancient and modern European languages until the age of 19 [Phase 1 Questionnaire Vincent (P1QV)]. At university in his home country, Vincent achieved a degree in '*Foreign*

Languages and Literatures'; this continued Vincent's formal education in English as well as adding Mandarin to his linguistic repertoire [P1QV].

Vincent's own experiences of language learning have been '*extremely influential*' [P1QV] in his decision to become a primary school teacher. From an uncritical perspective at the beginning of the he feels '*extremely confident*' about teaching children learning EAL citing personal English language experiences as giving him insight into '*what they are going through*' [P1QV] (Martell, 2022).

Vincent recalls the diversity of English learning experiences English for him and his peers: '*[e]very teacher and every student had their own method*' [P1QV]. By Vincent's estimation, his primary English school teacher '*wasn't really prepared*' [P1IV: 00:06:14.860] as she didn't know how to speak, write or read English '*in the best way*' [P1IV: 00:06:17.730]. However, when Vincent got to lower secondary school there was a focus on phonics and an '*absolutely amazing*' teacher teaching him English (P1IV: 00:08:01.470]. Vincent relates a story about this period of his English learning:

Abstract

00:08:01.470 --> 00:08:17.870

as soon as I got to middle school, so the one that- it's called secondary here in England, I got the method changed

Orientation

00:08:01.470 --> 00:08:17.870

'cause I had a really really good teacher for secondary in secondary school and she was absolutely amazing [stress].

Complicating action

And she spent a few years in England [stress] to learn how to teach English [inflection]. So she had this completely different approach [stress] and she started from phonics. [longer pause]. So basically I had no idea about like English phonics when I finish primary school [inflection] and this new teacher told me and obviously the rest of the class how to uhm pronounce like, uh, I don't know the first word I have in my mind is the article the

Evaluation

00:08:58.740 --> 00:09:21.020

Yeah, and- obviously I still don't pronounce it as an English person, but [stress] before getting to secondary school I used to pronounce it as the [stress – slight 'z' sound merged with 'th']. I don't know if it's- So I had no idea about how to pronounce words and moving to secondary the approach to English changed a lot [slight inflection].

Resolution

00:09:22.850 --> 00:09:50.650

m-buh- I think it's- it was also because of the [home country's] national curriculum we can consider. Yeah changed in the- during the years and ehm and so we had to start from, phonics again [stress and inflection]. And I think that helped me a lot, especially when I started university to understand what I was listening or what to express what I wanted to say

Coda

00:09:50.650 --> 00:10:01.890

'cause I knew how to pronounce a bit better. Uhm, every word. [P1IV]

The lower secondary phase teacher is described very positively (*orientation*) having invested in herself by living in England and undertaking her teaching qualification there (*complicating action*). Her first-hand experience of learning and communicating using English in England fostered an authentic language learning experience for Vincent (Mercer, 2013). She did this by combining content knowledge and demonstrating a genuine interest in her pupils as speakers of English (*evaluation*). This particular teacher's influence was of benefit at university (*resolution*) and pays longer term dividends in his pronunciation of '*every word*' [P1IV: 00:09:50.650] in English (*coda*).

Vincent's experiences of learning English have been '*extremely influential*' in his decision to become a teacher; he communicates that those formative experiences of learning means teaching '*has always been my dream*' [P1QV]. Vincent's choice of travelling to England to achieve his teaching qualification draws upon his past but looks towards his future; in this sense, he is now making an investment in himself and his future students, as his middle-school teacher did (Edwards and Edwards, 2017).

4.4.2 Before ITE: Teacher Quality

Vincent's construction of knowledge of EAL pedagogy attends to knowledge of educational ends, purposes, and values and their philosophical and historical grounds. The quality of being authentic as a language teacher matters a great deal to Vincent as it requires the teacher to have an appreciation of the meaning pupils give to their personal language experiences (Mercer, 2013; Lucas *et al.*, 2018). Vincent relates his realisation his upper secondary school English teacher's lack of capacity for engaging him in authentic language learning in the following story:

Orientation

00:13:18.940 --> 00:13:48.860

[S]o basically I had a girlfriend from [another county] and she was really, really good with languages. And I started questioning myself 'cause I had really good marks in English, but I couldn't have a conversation with an English person at all. So I started questioning myself about like, what to do to learn English in a better way, in order to have conversations

Complicating action

00:13:50.080 --> 00:14:45.030

And I remember then going to class one day, and I explicitly asked her [the English teacher] in private for some methods to [longer pause] to learn English in a better way, in a more like appropriate way to like go abroad and have conversation with people without feeling like, ashamed or self-conscious about my English. And eh basically she told me that [pause] she had no clue [inflection] because she only she only studied English when she was a student. [inhalation] And that she got put into like English teaching because I-I have no idea just 'cause she was one of the few at like the the academic level to teach it but

Evaluation

00:14:45.850 --> 00:15:01.580

Her lessons were absolutely horrible [inflection] 'cause she just she used to open the book [quicker tempo and inflection] and just read every single sentence without even trying to make it more interesting or more engaging [inflection].

Resolution

00:15:02.550 --> 00:15:17.230

We had no chance to use English because we couldn't [longer pause] chat [stress] with each other, we couldn't chat with her in English 'cause she she wasn't interested in us talking [inflection] in in a foreign language.

Coda

00:15:45.150 --> 00:16:16.820

And I think it was in that moment that I realised I really that I was sure about my choice [stress] for university [inflection] 'cause I've always dreamed to be a teacher and I've always liked English language. But I think that, in the fourth year of high school, I really realised that it was what I wanted to do because I was that I can't stand that a language is taught that way. [P1IV]

Vincent expresses a teacher-personality informed view of teaching and learning by assessing the teacher's lessons as not only 'absolutely horrible' (*evaluation*) but her lack of interest in English (*resolution*) means that Vincent cannot develop in his English conversational skills how he would like to (Moodie, 2016). The *coda* of the story illustrates the pause for thought this gives Vincent: in order to teach languages properly you ought make an authentic effort by investing in your own education and experiences so you can be a teacher of high quality for your pupils (Brady, 2019). In this sense, Vincent's own language learning experiences give him insight into aspects of linguistically responsive teacher qualities such as inquiry into their own practice, and learning about one's students, the curriculum and school contexts for language learning (Lucas *et al.*, 2018).

4.4.3 Before ITE: Connection
A very early PGCE programme experience (prior to data collection) offered Vincent the opportunity to spend two weeks in a primary school. In this context, he gains an

impression of second or additional language acquisition in the English schooling system:

Abstract

00:30:34.610 --> 00:30:46.880

To be honest, I moved here just not long ago. And [pause] so I don't really know the policy behind teaching English as an additional language. [long pause]

Orientation

00:30:48.770 --> 00:31:21.370

And so I've seen a few lessons of foreign languages but [stress] to be honest, I don't really get what the policy is [stress], what the goals are [stress]. And so yeah, I think that's [pause and inhalation] Uh - that was one of the things that [tut] left me a bit left me a bit more confused [inflection].

Complicating action

00:31:22.430 --> 00:31:35.140

I don't know, sometimes, especially like in primary schools. It looks like there's n- not a lot of subject knowledge while teaching an add- an additional language.

Evaluation

00:31:36.240--> 00:31:56.440

And [long pause] I don't know. I don't really get [pause] the English policy with teaching English as an additional language or second langu- second languages to students and pupils and children in general. [P1IV]

For Vincent, a feeling of connection is one of the reasons why he feels '*positive*' about learning languages [P1QV]. The sense that language gives him a reason for being in contact with another culture; this is again linked to Vincent's knowledge of educational ends, purposes, and values and their philosophical and historical grounds. The lack of connection Vincent expects to have with EAL or languages policy and practice in the placement experience is confusing as he had expected to be able to feel this (Brady, 2019). However as a multilingual student teacher in a monolingual institutional environment Vincent is prevented from activating his expertise and achieving the agency he seeks in this context for constructing new pedagogical knowledge for EAL (*evaluation*) (Safford and Kelly, 2010; Goodson, *et al.*, 2010). Vincent encounters the absence of EAL policy in the context of the English education system as he does not '*really get*' [P1IV] how pupils learning EAL should be taught based on this short practicum experience (Leung, Evans and Liu, 2021).

4.4.4 During ITE: Mission
Undertaking ITE as part of his experience of living in England influences Vincent in seeing himself and his teaching differently:

> *[I]n an environment where everyone speak everyone speaks English 24/7 [stress]. Uh, makes you change [pronounced inflection]. Uh, because obviously you get all the cultural features more ingrained in you. And you, yeah, you understand that you need to uh, like, adapt yourself a little bit [inflection]. Obviously I haven't lost my roots. But I'm I feel like I'm becoming more English and I'm trying to teach oral English in the way th- that an English teacher would do [inflection].* [Phase 2 Interview Vincent (P2IV): 0:40:20.840]

Vincent has changed by living in England – this process is conceived of as agentic navigation of cultural features and experiences (Biesta and Tedder, 2007; Goodson *et al.*, 2010). However Vincent's core mission remains – to invest in himself as a teacher (Korthagen and Vasolos, 2005) – his intention is to bring his belief, values and attributes regarding language learning to bear on the experiences on offer in ITE to construct further knowledge of language learning pedagogy (Foley *et al.*, 2018).

During the fourth week of School Experience 1 (SE1) (40 days of practicum experience in autumn term), Vincent considered himself '*nearly ready to teach*' children learning EAL. He put this down to his own experience of learning English in his home country and being able to draw upon his experiential knowledge of '*the best way*' for teaching English [Reflective Journal 1: 20.11.21 (RJ1V)]. However, Vincent did not get the opportunity to meaningfully extend his content knowledge for teaching children learning EAL on his first placement. He noted that the staff in the school made no reference to children learning EAL with him during SE1; indeed, Vincent's rating of the school staff's EAL subject knowledge is '*poor*' for this particular placement [P2QV]. He offers a rationale for his assessment in the following story detailing an exchange with school staff:

Abstract

0:30:16.100 --> 0:30:30.000

For examp- I I was placed in a class where the teacher [stress] in my opinion, wasn't really trying their best to try and support EAL.

Orientation

0:30:31.000 --> 0:31:11.200

So there was this young girl who was a EAL, in my first placement and she was really, really [stress] struggling. And yeah, she was, I mean, the only moment [stress] during the week where she could like relax a little bit and try and be more opened [stress] to learn English [stress] was when she had this half an hour every Wednesday if I'm not wrong where she had and an external person [stress]. So a person coming not from a school context was coming into school to try and like, help her with the transition [inflection].

Complicating action

0:31:12.900 --> 0:31:48.520

And yeah, I had the conversation with the teacher of the class [brief pause] about that and was like, I mean, why can't we not support the student [inflection] this young

girl trying to understand more? [inflection] But like I don't know, doing something and like basically both the class teacher and the the TA said that, I mean, they couldn't really do anything because they were not informed enough to provide enough help for her.

Evaluation

0:31:49.870 --> 0:32:3.170

So, and that's why I put that the em the subject knowledge about that was, I mean, in my opinion is a bit poor, isn't it? Because they couldn't really. Support the young girl. [brief pause]

Resolution

0:31:49.870 --> 0:32:16.540

And she was struggling as she couldn't progress a lot. [Gerard: hm] Because of that, because she couldn't. Uh make links before be- between the two languages and she had nobody who could who could help her [inflection]. [P2IV]

Vincent's evaluation that the situation is '*a bit poor*' contrasts the staff's lack of ambition with his own mission. The *resolution* to the story reveals the extent of Vincent's agency in the circumstance, '*she had nobody who could help her*'; as to challenge the practice of a host school is a high risk activity for a student teacher, even when that challenge is justified (McCloat and Caraher, 2020). To keep on his mission, Vincent employed his capacity for recognising when he could or, could not, affect change (Goodson *et al.*, 2010). Opportunities to extend his professional knowledge for EAL are closed off (Safford and Kelly, 2010) but he is not deterred by the experience (Korthagen and Vasolos, 2005).

4.4.5 During ITE: Openness

Vincent's engagement with his academic assignments and the university aspects of his PGCE experience illuminates the contribution academic research made to his developing knowledge of EAL pedagogy. Vincent singled out Aberdeen's (2015, p. 329) 'longitudinal comparative study of the use of target language in the MFL classroom by native and non-native student teachers' as influential in his second written assignment and for practice during School Experience 1 (SE1) (40 days of practicum experience in autumn term) and School Experience 3 (SE3) (43 days of practicum experience in summer term), when he was working with children learning EAL:

Orientation

0:13:9.860 --> 0:13:22.890

So for the Aberdeen one, so I was at uni one day and I was having lunch [stress] with some of my mates and yeah, we were talking about like h- how I like approached university [stress] cause, obviously being the only one in the group who was not speaking his own language was obviously a bit different and we spoke quite a bit about that.

Complicating action

0:13:42.350 --> 0:13:51.180

And they were like, constantly asking me if I could understand what what they were saying. We're talking and everything.

And I was like, yeah.

And then they were like, ohh, do you think there's like [inflection] I mean, what you what would you have done differently in like your years of study [inflection] if you could like go back and like try and approach it differently [inflection] and like learn English differently to be like more to be like quicker to pick it up [stress].

And I was like, oh, there's a really nice question.

And like the following afternoon, I'm trying to have a look online and I found this article in the in the school in the [university] online library [inflection].

Evaluation

0:14:25.0 --> 0:14:28.980

And also, that's really, really interesting [inflection]. I read it all. And I was like, wow, that's I mean [pause] that's really good research and I could use it while I'm teaching as well [inflection].

Resolution

0:14:38.450 --> 0:14:50.000

So I mean, it's been like basically my mates [humorous tone] try to like ask me a question and I use their question to like develop as a teacher [inflection]. [P2IV]

Aberdeen's (2015) research with a small group of native and non-native student teachers learning to teach languages in England, focuses on the reasons they give for using and not using target language in their foreign language lessons. Vincent's evaluation that the research was '*really interesting*' speaks to his non-native teacher identity. Indeed for teaching English this was a pronounced difference that Vincent felt (Mahalingappa, 2023):

> *To be honest, teaching English as a non native speaker, is sometimes challenging. I have tried to be prepared to any kind of spelling/meaning question possible (I spend a good amount of time during the planning trying to be sure that I am ready to answer to everything). My main concern is to know every single definition (I know it might sound strange but that is how I prepare myself for every lesson) and to be prepared and deliver the lesson with a progressive difficulty of grammar, spelling, punctuation and "level of English", adding more synonims [sic], antonyms etc as I get into the lesson.*
>
> *I tend to put a good focus on new vocabulary because in my opinion, having the chance of using lots of difference words can make a big difference in the*

future, not just in the academic life of every student but also in normal life kinds of situations. [RJ2V]

Vincent's mission is to give children the best English-language learning experiences that he can possibly accomplish with them (Lucas *et al*, 2018). This once again links his construction of knowledge of EAL pedagogy to his knowledge of educational ends, purposes, and values and their philosophical and historical grounds, characterised by Mahalingappa (2023) as part of linguistically responsive teaching. For Vincent, this equates to investment in himself as a teacher and in his pupils; an investment conceived of in extended time for both Vincent as teacher and his pupils (Edwards and Edwards, 2017).

4.4.6 During ITE: Re-framing Teaching Multilingual Learners
Vincent's primary PGCE experience in England involves reconciling two identities: a foreign ESL learner and, a student teacher:

> *I'm trying to become an English teacher so I- a proper English teacher, but at the same time to keep [stress] uh, to keep the good [stress] from my experience [stress] as an EAL [inflection]. So I'm trying to combine both things and create a new like a third eh wider [stress], bigger [stress] uh perspective to give to all my pupils.* [P2IV: 0:41:49.850]

The tension that Vincent feels, and the challenges he has, in becoming a '*proper English teacher*' gives rise to the construction of a '*third*' perspective that he feels he can pass on as an investment in his pupils' education [P2IV: 0:41:49.850] (Brady, 2019; Mahalingappa, 2023). Vincent's adoption of English education pedagogic discourse re-frames his multilingual teacher identity; however, the pedagogic discourse also re-frames his knowledge of multilingual pupils within the monolingual education system (Safford and Kelly, 2010; Bacon, 2020). Vincent frames children's learning within the curriculum knowledge and content knowledge he has of the National Curriculum and comes to perceive multilingual children's L1 as a potential barrier to their learning:

> *During this placement in Y1 I had the chance of teaching 2 children with EAL. Their situation was completely different: one of the two had a really collaborative family and they were working at home in order to support their child to learn English, their child was in fact brilliant and spoke and wrote an amazing English, exceeding Y1 expectations; the other child instead had a non-collaborative family, they only spoke their native language at home and everything was clear looking at their child's results. This pupil really struggled with their phonics, English (both written and oral) and also consequently in every other subject.*
>
> *What I figured out during this placement is the enormous difference that having a collaborative family makes.*

> [Reflective Journal 4 Vincent: 02.04.22 (RJ4V)]

While Vincent has developed knowledge of educational contexts where he sees home and school connections as productive for children learning EAL (Martell,

2022), he frames his assessment of the children's progress within a monolingual ideology (Flynn, 2019). He uses the term '*collaborative*' [RJ4V] to refer to the ways in which schools and families with children learning EAL can work together but the collaboration is regulated by the monolingual ideological pedagogic discourse of the education system (Neves and Morais, 2001; Hall and Cunningham, 2020). The '*collaborative family*' are virtuous: working at home to support their child to learn English. Meanwhile the '*non-collaborative family*', whose chief characteristic is '*they only spoke their native language at home*', have a negative educational impact on their struggling offspring [RJ4V]. Evans *et al*., (2016) assert that school staff can interpret the lack of achievement by children learning EAL as a lack of parental interest in their child's education; Vincent's perception of the extent of parental collaboration mirrors these findings.

Vincent's values, beliefs and attributes regarding language learning allows him to recognise that there is something lacking for children learning EAL within regular school provision (Foley *et al*., 2018). The available pedagogic discourse within the context of his placement leads him to conceive of the need for parental collaboration rather than an omission in EAL policy or provision; this marks the regulatory power of the discourse of ITE and primary education (Bernstein, 2000). The solution Vincent constructs attends to the 'discursive gap' (Bernstein, 2000) of the pedagogic discourse available for EAL: it is a recontextualised pedagogic practice that is regulated within consciousness-shaping influences of National Curriculum English pedagogy in the primary school (Safford and Drury, 2013). A lack of policy for EAL means that a gap exists in the pedagogic discourse which is readily filled by powerful but inappropriate discourses from other aspects of primary education and ITE (Leung, Evans and Liu, 2021); this precludes the deficiency in EAL policy as being a problem attributable to the producers of official pedagogic discourse (Moore, 2013).

4.4.7 Conclusion to Vincent's Life History
Vincent's construction of knowledge for teaching children learning EAL is influenced primarily by his secondary school language learning experiences giving him insight into aspects of linguistically responsive teaching practices. Vincent possesses a degree level content knowledge of English language and, curriculum knowledge for ESL that is relevant to his home country. Vincent's general pedagogical knowledge upon entering the PGCE programme is expressed in relation to ESL but his knowledge of educational contexts outside of his home country is limited. Despite this, he conveys confidence for teaching children learning EAL– his knowledge of learners and their characteristics is based on the insight he believes his own ESL experiences have given him.

During the PGCE, Vincent's perception of himself and English teaching in England changes as his knowledge of educational contexts grows. He combines this new knowledge with his knowledge of educational ends, purposes and values, and their philosophical and historical grounds to create a 'third' perspective. Having initially tried projecting his general pedagogical knowledge of learning English, the PGCE experience gives him an opportunity to re-consider his language teaching approach for children learning EAL. Vincent's focus for children's acquisition of English becomes centred on knowledge of learners and their characteristics specifically the

degree to which the parents of the children learning EAL are known to 'collaborate' with the aims of the school. Vincent's recognition and expression of the progress of children learning EAL is constructed around content knowledge and curriculum knowledge of National Curriculum English rather than proficiency in English.

4.5 Conclusion to Chapter 4: Life Histories

In response to the RQs, the life histories of three student teachers have been presented. The life histories explored the influences which have shaped the construction of the student teachers' knowledge of EAL pedagogy in the middle ground before and during ITE. Each student teacher's "intellectual biography" (Shulman, 1986, p. 5) has been explored through themes shaping the meaning of teaching and EAL pedagogy for the student teacher. Shulman's (1987) categories of teacher knowledge illuminate the type of knowledge being mobilised by each student teacher as they construct their knowledge of EAL pedagogy over time and across contexts. The presentation of each life history is now followed by a cross-case analysis synthesising the main themes that have emerged in the three life histories.

Chapter 5: Cross Analysis of Data

5.1 Introduction

This chapter presents a cross-case analysis of the participating student teachers' construction of knowledge of EAL pedagogy before, and during their PGCE primary programme.

The procedure for the analysis of the data is outlined in Chapter 3 Methodology, section 3.4. It details the process of thematic coding analysis and narrative analysis that led to the writing of the life histories in Chapter 4. Following this, further analysis was undertaken to distil themes pertinent to student teachers' construction of knowledge of EAL pedagogy in the middle ground before, and during ITE as per the research questions (section 2.5). Section 3.4.4 illustrates the work done with the participants' data to produce an evidence-based approach to the generation of codes, narratives and the emergence of themes, while remaining faithful to the participants' experiences (Steeves, 2000); Appendix 13 details the thematic coding analysis undertaken for each participant in the study.

Intersubjective themes emerging from student teachers' navigation of the middle ground influencing their construction of knowledge of EAL pedagogy before ITE are presented in section 5.2, these are:

- A Change of Macro Context Offers New Possibilities for Construction of Knowledge of EAL Pedagogy;
- Authentic Pupil-Teacher Relationships; and
- Awareness of Powerful Knowledge for ESL/EAL.

Following this, section 5.3 details intersubjective themes emerging from student teachers' navigation of the middle ground influencing their construction of knowledge of EAL pedagogy during ITE, these are:

- National Curriculum English; as an Additional Language,
- The Recognition, Use and Value of L1; and
- Re-locating Responsibility for EAL.

5.2 Presentation of Intersubjective Themes Before ITE: Student Teachers' Construction of Knowledge Underpinning EAL Pedagogy Before ITE

RQ1 asks, How do student teachers' formative educative experiences before ITE influence their construction of knowledge of EAL pedagogy?

Throughout data gathering and analysis I began to recognise that while my focus was the participant's knowledge of EAL pedagogy, the responses and stories shared reflected much wider personal and professional life experiences not immediately or directly associated with EAL pedagogical knowledge construction (Korthagen, 2017). Rather than dismissing what initially seemed like irrelevant data, I recognised that participants were expressing constituents of their consciousness (Radford, 2013); they were sharing the routes to meanings they connected with EAL pedagogy (Barcelos and Kalaja, 2011).

With increased familiarisation with the data, I gradually developed awareness of the mechanisms that participants used to articulate complex personal and professional experiences related to the questions I was asking (Goodson, 2008). In response to this, it is appropriate to re-phrase RQ1 as:

> How do student teachers' formative educative experiences before ITE influence their construction of knowledge *underpinning* EAL pedagogy?

This phraseology allows me to include in the analysis those experiences, in the minds of participants, not explicitly associated with EAL but nevertheless exert an influence upon student teachers' construction of EAL pedagogical knowledge. Within the professional discourse of EAL and ITE, Quinlan (2017) and Foley *et al.* (2021) contend that knowledge for teaching children learning EAL can be drawn from pragmatic responses to practice rather than being directly related to specific EAL pedagogical knowledge development. Building upon this understanding, the interpretations made in this study refer to pragmatic responses in the whole of the middle ground. This also reflects the broad, theoretical tri-component view of EAL pedagogical knowledge expressed by Andrews (2009, p. 8) who cites a knowledge base drawing upon "cultural, linguistic and cognitive dimensions" and that knowledge drawn from each of these dimensions constitutes a linguistically responsive form of pedagogy (Norton, 2013; Lucas *et al.*, 2018). A pragmatic view of teacher knowledge for EAL reflects the integrated and dynamic view of teacher knowledge employed in this study where construction and deployment of teacher knowledge is interrelated and types of knowledge influence other types of knowledge (Ball and Forzani, 2009).

Evidence of instances of construction of knowledge for teaching children learning EAL is drawn from participant data and life histories so as to ground claims made in the participants' lived experiences (Steeves, 2000). The application of Shulman's categories of teacher knowledge and their relation to EAL pedagogy (Section 2.3.1.2) are referred to so that a relationship with the professional knowledge base for EAL pedagogy can be illuminated in the discussion of participant data.

The intersubjective themes Before ITE thus reflect the non-linear, dynamic and temporal nature of knowledge construction of EAL pedagogy across time and space (Gore *et al.*, 2021). Construction of knowledge of EAL pedagogy before ITE is considered to be an act of agency that the student teacher achieves through active engagement with the discourses of the macro and micro contexts of their experiences prior to undertaking teacher education (Bernstein, 2000; Biesta and Tedder, 2007; Goodson 2008).

Each of the intersubjective themes that contribute to the meaning making of knowledge underpinning EAL pedagogy before ITE of the participants in this study are presented in Figure 5.1. This analysis incorporates data contributed by all participants contributing to Phase 1 data gathering relating to their navigation of the middle ground before ITE as described in Section 3.4.4.

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┌─────────────────────────────────────────────────────────────┐
│ Danni: Reverence for professional knowledge in teaching       │
│ Susanna: The Authenticity of Informal and Formal Pedagogies   │
│          for Language Learning                                │
│ Vincent: Teacher Quality                                      │
│ Supporting data: Ciara [absence of local EAL support]/        │
│                  Michelle [Middle East]                       │
└─────────────────────────────────────────────────────────────┘
                           ⇩
            ┌──────────────────────────────────┐
            │ Before ITE Theme:                │
            │ Awareness of Powerful Knowledge  │
            │ for ESL/EAL                      │
            └──────────────────────────────────┘
                           ⬇
            ┌──────────────────────────────────┐
            │ Construction of knowledge        │
            │ underpinning EAL pedagogy        │
            │ before ITE                       │
            └──────────────────────────────────┘
         ⬈                              ⬉
┌──────────────────────────────┐   ┌──────────────────────────────┐
│ Before ITE Theme: A Change of│   │ Before ITE Theme:            │
│ Macro Context Offers New     │   │ Learning as Something that   │
│ Possibilities for            │   │ Happens within Authentic     │
│ Construction of Knowledge of │   │ Pupil-Teacher Relationships  │
│ EAL Pedagogy                 │   │                              │
└──────────────────────────────┘   └──────────────────────────────┘
              ⬆                                  ⬆
┌──────────────────────────────┐   ┌──────────────────────────────┐
│ Danni: Active Exploration and│   │ Danni: Drive to become a     │
│        Discovery             │   │        knowledgeable teacher │
│ Susanna: New Contexts = New  │   │ Susanna: Realisation of      │
│          Opportunities       │   │   Children's Potential       │
│ Vincent: Investment          │   │   Through Nurture and        │
│ Supporting data: Michelle    │   │   Authority                  │
│                  [Middle East]│  │ Vincent: Connection          │
│                              │   │ Supporting data: Ciara       │
│                              │   │  [authenticity + pedagogic   │
│                              │   │  relationships]/             │
│                              │   │  Trish [belonging]           │
└──────────────────────────────┘   └──────────────────────────────┘
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Figure 5.1: Intersubjective Themes related to student teachers' construction of knowledge underpinning EAL pedagogy before ITE

5.2.1 Before ITE - Intersubjective Theme 1: A Change of Macro Context Offers New Possibilities for Construction of Knowledge of EAL Pedagogy

The data indicate that for participants there is a realisation that in order to further one's learning (to achieve agency in construction of knowledge) it is necessary to move to new macro contexts to open possibilities for new micro contextual interactions (and therefore confirm or reject different forms of pedagogic discourse) (Bernstein, 2000; Goodson *et al.*, 2010).

Across the life histories and data, participants' changing macro contexts offer possibilities for engaging with new ways of knowing and being: new forms of consciousness (Radford, 2013). Participants relate experiences where they are prompted by their knowledge of educational contexts they had originally occupied to make decisions that mark a turning point in the course of their lives (Négroni, 2012). They undertake a change of macro context that leads them to achieve agency in constructing (among other forms of knowledge) general pedagogical knowledge associated with children learning ESL/EAL (Biesta and Tedder, 2007). The present intersubjective theme signals that student teachers' experiences of change in educative contexts contributes to the knowledge they draw upon for thinking about their work with children learning EAL. This is supported by Foley *et al.* (2018) who note that experiencing diverse linguistic and cultural contexts prior to beginning ITE positively influences student teachers' perceptions of multilingualism and children from diverse backgrounds. While the present study did not specifically measure attitudes towards children learning EAL, it can contribute towards understanding the nature of the positive influences that can come from experiencing diverse sociolinguistic education contexts. Indeed Lucas *et al.* (2018) suggest that forming an asset-based view of children learning English is crucial for creating linguistically inclusive, supportive and respectful environments where children's self-esteem and

confidence in their abilities can lead to improved academic success. In the following analysis, I present relevant data from across the sample of participants to evidence the intersubjective themes.

Danni's change of macro context is a move from England to Australia and back to England again. While undertaking the role of au pair in Australia, Danni noted that the experience '*enlightened something inside of me*' [P1ID: 00:01:01.480] realising that teaching was something she was '*passionate about and could relate to*' [P1QD]. On her return to England, while volunteering in a primary school that had '*quite a few children with from different countries*' [P1ID: 00:11:54.540], Danni constructed curriculum knowledge for the English primary school, and general pedagogical knowledge through observing teachers' work with children learning EAL in mainstream classrooms (Liu *et al.*, 2017). However, the knowledge that Danni develops through observation must be treated with caution as it may have been constructed uncritically; Danni does not disclose taking part in critically reflective discussions regarding her knowledge with the school's teachers (McGarr and Gavaldon, 2019).

Michelle's change of macro context involved moving from England to a Middle Eastern country to take on the role of a teaching assistant; she then moved back to England. The experience of working at a primary school in the Middle East where '*the majority of children spoke English as a second language*' [Phase 1 Questionnaire Michelle (P1QM] gave her knowledge of educational contexts for English-medium immersion education. In this context, Michelle's general pedagogical knowledge grew regarding the separation of languages for learning (Macaro, 2018) rather than a translanguaging approach (Wei, 2019). She reports strategies used in the school for learning English: '*We sang lots of songs, and ensured instructions were simple and routines were well embedded*' [P1QM]. Upon her return to England, Michelle applied her knowledge to her work as a Higher Level Teaching Assistant for a Reception class. indicating content knowledge of the cognitive demands of EAL and use of L1: '*Working memory is going to be under pressure, as there is so much more processing required. A very basic phrase in the child's mother tongue can help the child feel welcome*' [P1QM] (Chalmers, 2017).

For the bilingual participants in the study, Susanna and Vincent, their motivation to become fluent speakers of English gave them cause to reflect on their knowledge of educational contexts of their respective home countries. For Susanna, the failure of her home country's education system in securing English fluency for her prompted her to seek an English-speaking macro context. This reflects an informed judgement concerning her knowledge of educational ends, purposes, and values, and their philosophical and historical grounds regarding the capacity of ESL education in her home country (Aberdeen, 2015). Susanna asserts the '*necessity*' [P1QS] of speaking English fluently in order to secure well-paid work there. This assessment prompted her to move to the USA where she decided to learn English '*in the street*' [P1IS: 00:04:36.020]. While in the USA, Susanna took on work as an au pair for an English speaking family who '*asked me or requested me to teach Spanish to the children*' [P1IS: 00:02:20.140]. In doing so, Susanna revisited the methods for ESL from her own education and combined this with the informal pedagogies of learning English

through '*talking to people*' [P1IS: 00:04:36.020]. The experience of '*teaching those children Spanish*' [P1IS: 00:03:32.920] by '*just talking, practising*' [P1IS: 00:02:38.690] influenced Susanna's construction of general pedagogical knowledge for language-teaching as a combination of formal and informal pedagogical practices anchored by comprehensible input (Krashen, 1982).

Upon moving to England, Susanna took up a role as a Teaching Assistant (TA) to prepare for beginning ITE in England (DfE, 2019b). This role developed her knowledge of educational contexts in England but it also allowed her to apply her content knowledge and general pedagogical knowledge for ESL to EAL in mainstream provision (Lucas *et al.*, 2018). While EAL shares a pedagogical history with ESL in England they differ in their purpose where ESL focuses on teaching language for the successful navigation of social situations (Mohan, Leung and Davison, 2013; Costley, 2014), EAL pedagogy focuses on social and academic language acquisition for the purpose of academic achievement (Arnot *et al.*, 2014; Liu *et al.*, 2017). Susanna's knowledge of English for the '*street*' [P1IS: 00:04:36.020] attends to competency in Basic Interpersonal Communicative Skills rather the classroom regarding Cognitive Academic Language Proficiency (Cummins, 2008).

Susanna's role as a TA was not always clearly defined; her employing school relied on her life experience and a linguistic status similar to that of her students to inform the specialist knowledge required for her work with children learning EAL (Kakos, 2022). Susanna asserts her general pedagogical knowledge of ESL (from the formal and informal contexts of her English-language education) and concentrated on pedagogical strategies that attended to the negotiation of meaning through dialogue (Wardman, 2013). This contrasted with the EAL practice of the teacher she worked with who, by Susanna's estimation, was inappropriately focusing on reading and writing activities that the EAL learner would have no concept of; '*I knew it,*' [P1IS: 00:17:31.490] Susanna exclaims when the class teacher's efforts bore little fruit and her capacity to achieve agency in directing appropriate pedagogy was limited by her role (Goodson *et al.*, 2010). Lorenz, Krulatz and Torgersen (2021) note that teachers who had until recently worked in culturally and linguistically homogenous classrooms with little opportunity for accessing professional development for multilingual contexts (as in this case) can be challenged when presented with EAL learners. In this context Susanna's application of ESL knowledge to EAL provision, was unlikely to afford opportunities for critical reflection on her construction of knowledge for EAL pedagogy (Moodie, 2016). This has implications for ITE as the lack of professional development for school staff for EAL may negatively impact on pre-course work experiences that give those seeking to become teachers opportunities to develop those constituents of knowledge of linguistically responsive pedagogy such as understanding second language learning and its demands, linguistic features and scaffolding and developing asset-based views of children learning additional languages (Lucas *et al.*, 2018). There may also be implications for teacher education placement experiences if student teachers are unable to critically reflect on EAL pedagogy with knowledgeable others so that the knowledge they construct regarding EAL pedagogy may not necessarily attend to the professional, evidence-informed

knowledge base (Randall and Fleet, 2021; Krulatz *et al.*, 2022; Anderson and Elms, 2022).

The macro contextual change for Vincent was to move from his European home country to England to undertake ITE. For Vincent actively changing one's context for learning is part of a language teacher's professional investment in their teaching. In order to make this assessment Vincent draws upon his knowledge of educational contexts in his home country which offers private and public schooling. His judgement is also informed by his knowledge of educational ends, purposes, and values, and their philosophical and historical grounds to describe the teachers working within the education system as '*valid*' [P1IV: 00:17:04.340] or not. '*Valid*' teachers invest in themselves professionally by engaging in educative experiences that lead to the development of specialist knowledge and skills for the benefit of their pupils – these teachers are valued by the education system and much more likely to work at private schools; in public schools this relies on good fortune: '*You can be lucky and get really valid teachers*' [P1IV: 00:17:49.570]. Vincent's beliefs about what is required to be a valid language teacher himself rest upon the beliefs he developed as part of his formative language education (Borg, 2011). Vincent's identity as '*valid*' teacher rests on those values, beliefs and attributes he brings to bear on the possibilities for action in the course of teacher education he has chosen to move to (Foley *et al.*, 2021).

In order to become a '*valid*' teacher (for the education of children in the public school system) Vincent decided to become a teacher expressing his views of poor language teaching: '*I can't stand that a language is taught that way*' [P1IV: 00:16:07.020]. The process of investing in his own professional development began in the context of studying languages at university developing content knowledge of English and Mandarin. He subsequently developed general pedagogical knowledge for ESL by teaching primary-aged children in his home town and felt confident about applying this knowledge to his work with children learning EAL in England.

The intersubjective theme A Change of Macro Context Offers New Possibilities for Construction of Knowledge of EAL Pedagogy explores how a change of macro context changes the ecology of the student teacher's middle ground (Biesta and Tedder, 2007; Goodson, 2008). As macro contexts regulate the possibilities of interaction in micro contexts via pedagogic discourse (Bernstein, 2000), the student teachers encounter possibilities for agency to emerge in their construction of knowledge underpinning EAL pedagogy (Quinlan, 2017, Foley *et al.*, 2021). The beliefs, values and attributes they brought to bear on the possibilities for action in the new macro context provides new opportunities for conforming to, or resisting, the pedagogic discourses of the context and therefore the type of knowledge being constructed (Goodson *et al.*, 2010).

The participants in this study developed a form of, albeit uncritically examined (Moodie, 2016), general pedagogical knowledge associated with language acquisition emerging from their own beliefs, values and attributes interacting with a change of macro context (Foley *et al.*, 2021). This has implications for teacher educators' critical engagement with student teachers' formative experiences

concerning EAL and languages pedagogies during ITE as the nature of ideology within the contexts informing student teachers' knowledge influences the type of knowledge constructed (Bacon, 2020). In the provision of EAL pedagogy on ITE critical engagement with student teachers' knowledge of educational ends, purposes, and values and their philosophical and historical grounds regarding EAL offers possibilities for student teachers examining their own experiences and the beliefs, values and attributes they bring to bear on language learning (Galguera, 2011, Foley *et al.*, 2021). However if teacher educators are to guide student teachers' critical reflections, Pring (2012) argues that those educators should develop awareness of their own subjective biases so that the critical perspectives they encourage their students to develop have an educational rather than ideological outcome; however these perspectives may be informed or unchallenged by the regulated content of teacher education provision (Murtagh, *et al.*, 2023).

5.2.2 Before ITE - Intersubjective Theme 2: Learning as Something that Happens within Authentic Pupil-Teacher Relationships

Analysis of data suggests that participants in this study position learning as something that happens with authentic pupil-teacher relationships (van Manen, 1997). Participant construction of the meaning of authentic relationships is interrelated with and influenced by their knowledge of educational ends, purposes, and values, and their philosophical and historical grounds (Ball and Forzani, 2009). The influence of formative experiences that underpins this knowledge is highlighted by Shulman (1987). He states:

> Perhaps the most enduring and powerful scholarly influences on teachers are those that enrich their images of the possible: their visions of what constitutes good education, or what a well-educated youngster might look like if provided with appropriate opportunities and stimulation. (Shulman, 1987, p. 10)

Prior to beginning ITE, participants related educative experiences that influenced their perception of a "good education" for the pupils they teach (Lortie, 1975). And while Moodie (2016) cautions that the construction of any pedagogical knowledge is done so from the perspective of the uncritical and personality-informed pupil-position, this perspective nevertheless is influential in forming knowledge underpinning EAL pedagogy. The participants' sense of a good education is related to their beliefs and values regarding education an these may be brought to bear on the experiences that afforded them possibilities of constructing knowledge of how and why learning happens (Portolés and Martí, 2020).

Danni constructs knowledge regarding authentic pupil-teacher relationships based on her experiences of inequitable pupil-teacher relationships she faced in primary and secondary school:

> *And a lot of the time I was in classes that had pupils who were disruptive. So a lot of the teacher's time was spent on them. UM, so yeah, it it didn't really sit well with me.* [P1ID: 00:02:47.240].

The lack of time with the teacher, combined with their choice of teaching methods that Danni perceived as unsuitable for her led Danni to conclude '*I felt that didn't*

really help me to learn.' However, Dalbert (2011) notes that the majority of students claim to have been treated unfairly in school so Danni's experience is not entirely unusual. Danni focuses in particular on the concept of interactional justice (Vermunt and Steensma, 2016) – the quality and suitability of interactions – in this case a combination of perceived ineffective teaching methods and attention directed towards pupils causing disruption.

In a similar manner to Danni, Trish expressed the centrality of equitable and productive pupil-teacher relationships in her own sense of teacher-knowledge development. Trish states that she too 'kind of went under the radar' [Phase 1 Interview Trish (P1IT): 00:23:57.680] at primary school. This leads Trish to resolve that openness and enjoyment of learning should be at the heart of pupil-teacher relationships:

> *I want them all to a to be able to talk and and and chat about anything they need to and some. Yeah, enjoy school. And the learning.* [P1IT: 00:24:10.330]

Susanna also reflects on the injustice she encountered in her own educative experience in learning English. Susanna recalls a feeling of being excluded from learning because of an English teacher whose 'English wasn't like the greatest to teach' [P1IS: 00:30:10.720]. This combined with their '*boring*' [P1IS: 00:29:53.622] teaching strategies meant that '*you couldn't even engage*' [P1IS: 00:30:15.520] which left Susanna feeling this had contributed to a deficit in her English proficiency. Susanna's sense of injustice is defined by Ehrhardt-Madapathi, Pretsch and Schmitt (2018) as a form of procedural justice as it involves the processes that lead to a particular outcome. Susanna's perception of the teacher in this particular relationship is of someone not capable of doing their job properly based on the outcome for her learning.

Throughout Vincent's Phase 1 data there was a strong sense of empathy with the position of the child learning EAL as he had perceived similarities with these children's task in his own experience of ESL (Anderson *et al.*, 2016): '*I am an EAL so I could use my personal experience to help children to understand better*' [P1QV]. Based on the experience of an early PGCE placement, Vincent notes that he feels '*confused*' [P1IV: 00:30:48.770] about the provision of EAL and languages in the English education system. Vincent's emotional response illuminates his early idealism (Furlong and Maynard, 1995) around the opportunities a new macro context would afford for his EAL and languages pedagogical knowledge and, the empathy he anticipated in the pupil-teacher relationship. It represents a moment of tension where he cannot conceive of establishing authentic pupil-teacher relationships in his practice as a primary teacher (Rodrigues and Mogarro, 2019).

Remaining authentic to one's self as the teacher in the pupil-teacher relationship a concern also expressed by Ciara. Ciara conceives of remaining authentic as '*battling*' [Phase 1 Interview Ciara (P1IC): 00:19:36.000] between the expectations she perceives of ITE and schools and the qualities she believes define a teacher: 'patience, an ability to model kindness and excitement for knowledge, [and] understanding of difference' [Phase 1 Questionnaire Ciara (P1QC)]. Ciara expresses concern at the displacement of her own values and philosophy for education based

on her growing knowledge of educational ends, purposes, and values, and their philosophical and historical grounds of the education system she is going to be a teacher in. The actions Ciara describes are the emergence of agency as resistance to the ecological value system of the educative experience that she recognises as different and asserting dominance over her own beliefs and values (Goodson, 2010). Zhu (2017) notes that it is not unusual for student teachers to feel anxious when beginning ITE; concern for relationships with pupils and their impact on learning is one of the key dilemmas experienced.

The intersubjective theme of Learning as Something that Happens within Authentic Pupil-Teacher Relationships concerns student teachers' navigation of relationships and interactions in the middle ground (Goodson, 2008). Student teachers in this study constructed knowledge of educational ends, purposes, and values, and their philosophical and historical grounds regarding EAL. This knowledge is drawn largely from the values about a "good education" (Shulman, 1987, p.10) that the student teachers develop prior to beginning ITE and bring to bear on the possibilities for action (such as constructing knowledge) in contexts they have experienced (Goodson *et* al., 2010; Foley *et al.*, 2021). However, this knowledge must be treated with caution as student teachers can possess idealised or binary concepts of their own pupil-teacher relationships (McGarr and Gavaldon, 2019). There are implications for EAL provision on ITE programmes as the pupil-teacher relationship is fundamental to the process of developing knowledge of working with children learning EAL (Foley *et al.*, 2021). When engaging student teachers in critical reflection regarding relationships and life experiences, teacher educators must take a sensitive approach as this is not always a comfortable experience, especially where challenge arises regarding (potentially deeply held) beliefs and values (McNiff, 2012). Although beliefs give teachers a foundation for pedagogical activity, according to Borg (2011, p. 370), "teacher education is more likely to impact on what teachers do if it also impacts on their beliefs." However, he also points out that beliefs are hard to modify. According to Kartchava *et al.* (2020), one effective teacher educator technique for spotting student teachers' knowledge gaps and advancing their professional development is to look at the connections between their professed beliefs about teaching and the act of teaching itself. However, professed beliefs and observed actions are not always consistent, as acknowledged by Kartchava *et al.* (ibid), particularly when it comes to the language teaching methods of less experienced teachers. Because of this, Portolés and Martí (2020, p. 251) propose that ITE is appropriate for language-based pedagogical education. Indeed critical reflection could be usefully returned to throughout ITE as student teachers' knowledge construction regarding aspects of educating diverse linguistic and cultural populations develops over time according to the learning experiences, opportunities and targeted coursework they meet during ITE (Tangen and Beutel, 2017; Mahalingappa, 2023).

5.2.3 Before ITE - Intersubjective Theme 3: Awareness of Powerful Knowledge for ESL/EAL

Across participant data, the student teachers' capacity to recognise "powerful knowledge" (Young and Muller, 2013, p. 231) for children's language acquisition is

apparent. Powerful knowledge indicates a "specialisation or the differentiation of knowledge" (Young and Muller, 2013, p. 235) associated with the responsibilities afforded by the teacher's role in teaching particular content to pupils. In the context of EAL, powerful knowledge are those integrated aspects of the professional knowledge base for EAL pedagogy that are apparent by their visible presence or visible absence in the language education of children acquiring an additional language. As participants' knowledge construction is likely to be undertaken from their largely uncritical perspective (Moodie, 2016), it is not yet appropriate to apply the term pedagogical content knowledge as this refers to the specialist professional knowledge that teachers gain through practice and reflection (Shulman, 1986). The data suggests that participants were intercepting features of pedagogical knowledge for ESL and EAL in their pre-course experiences. Perceptions of powerful knowledge regarding language teaching emerged from data concerning teachers' successes in language education (Galguera, 2011).

Danni's awareness of powerful knowledge for language teaching emerged through her observations of a peripatetic EAL teacher's expertise during her voluntary work experiences prior to beginning ITE, although the EAL expertise observed is not known to be officially verified (and nor is it required to be) (Wardman, 2013). Danni described observing the EAL teacher *'who had more expertise'* [P1ID: 00:12:30.080] working with children outside of the classroom. Danni's perception of this work as increasing the number of '*everyday words*' [P1ID: 00:13:12.220] the children have in their English lexicon suggests that she had a restricted or misconceived view of the purpose of EAL pedagogy as closing a word gap (Arnot *et al.*, 2014; Liu *et al.*, 2017). Danni recalled observing the EAL teacher use a reading strategy with a child learning EAL and mirrored her understanding of the strategy in the classroom with the child who had worked with the EAL teacher. Danni assessed the impact of the EAL strategies she used with regard to the increase in children's everyday words: '*It definitely helped, UM, because by the time we finished up in July, she had a few more words that she didn't have before*' [P1ID: 00:14:31.920]. While Danni's description of the EAL teacher's work evidences her awareness of that powerful knowledge for EAL is part of school experience, the lack of prolonged and active engagement with EAL content and pedagogy, followed by deliberate reflection on teaching does not permit Danni to develop powerful knowledge of EAL pedagogy herself (Payant and Mason, 2018). There are implications for ITE as Wardman (2013) argues that there is often a lack of opportunity for accessing expert knowledge for EAL in schools; this concerns the capacity of school staff to develop EAL knowledge and in turn, their competence for mentoring students while they undertake placement (Randall and Fleet, 2021). An ecological view of agency suggests that actions such as knowledge construction happen in response to the situations people encounter in their lives (Biesta and Tedder, 2007); where that ecology offers few opportunities to respond to evidence-informed pedagogy, possibilities for agency in constructing knowledge of effective EAL pedagogy may be restricted (Foley *et al.*, 2021; Leung, Evans and Liu, 2021).

Prior to beginning ITE, Susanna found herself positioned as the default expert on EAL during her employment as a TA, which rested entirely on her bilingual status.

This reflects the assumption that non-native English speakers working in education roles know how to teach language effectively (Dubiner, 2018). The placement of children learning EAL in her classroom seemed at first to be unstrategic - '*I thought it was coin- coincidence, but no*' [P1IS: 00:23:12.129]. This indicates Susanna's recognition of the school's assumption of powerful knowledge in her possession by virtue of her bilingualism. While Susanna had asserted that her role as the school's multilingual teaching assistant was blurring the boundaries between expertise in teaching and her assisting role (Kakos, 2022), it also suggested the visible absence of powerful knowledge in that context (Gogolin, 1997; Cunningham, 2019). This was evident in the initial reaction Susanna described her class teacher had to the placement of a non-English speaking child in her class: '*the teacher went like – oh what we gonna do?*' [P1IS: 00:17:29.222]. Consequently, they were left to employ strategies found online to support children learning EAL which were evaluated by Susanna as ineffective. Susanna reported that her class teacher had received no training during her PGCE and neither the class teacher nor Susanna received training from the school regarding EAL in the course of Susanna's employment there despite the known impact of professional competency for EAL on these children's academic success (Strand and Hessel, 2018).

The visible absence of powerful knowledge regarding EAL is also reported by Ciara; she had learned alongside other pupils learning EAL [P1QC]. Ciara's awareness of powerful knowledge regarding pupils learning EAL is focused on social and cultural factors impacting on those children's education. She recognised the challenges faced by her peers regarding integration into a monolingual, culturally-strange community in a new school, making meaningful friendships and the shift to learning a different country's curriculum. However, from her perspective as a fellow-pupil, Ciara acknowledges that she could not be sure of the support offered for those children she had learned alongside. She notes that she '*certainly didn't see any additional physical support*' [P1IC: 00:31:16:000] for the pupils and that '*they were treated just like everybody else*' [P1IC: 00:31:35:000]. Cunningham (2019, p. 287) reports that while research shows that "teachers are rhetorically supportive" of pupils learning EAL, this work is challenging due to a lack of expertise and knowledge for practice in the classroom. Ciara's awareness that powerful knowledge about EAL can be a feature of teachers' professional knowledge is based upon the lack of support her peers encountered with their teacher through their practice in the classroom.

While section 2.3.1.3 of theoretical framework established that prior experiences of being taught influence student teachers' conceptions of teaching and learning (Lortie, 1975; Mewborn and Tyminkski, 2006, Gray, 2020), the specific experiences of being taught another language are also used as a reference point for those going on to teach languages (Leung, 2021). Vincent's awareness of powerful knowledge for ESL comes from his comparison of the knowledge and skill for teaching English language that his own teachers had. He compares the '*absolutely amazing*' [P1IV: 00:08:01.470] middle school teacher to the '*absolutely horrible*' [P1IV: 00:14:45.850] lessons of his high school English teacher (that curtailed his fluency). A difference is attributed to the quantity of powerful knowledge in their possession and the source of that knowledge: the high school teacher '*had no clue because she only she only*

studied English when she was a student [P1IV: 00:14:16.240], while; the middle school teacher had '*spent a few years in England to learn how to teach English. So she had these completely different approach and she started from phonics*' [P1IV: 00:08:18.740]. Vincent's beliefs about ESL teaching are informed by the quality of teaching he perceives in his own ESL education (Borg, 2011); the differences in quality inform his conception of powerful knowledge of ESL that he thinks is transferrable to EAL contexts. It may be that Vincent implicates phonics as powerful knowledge for language teaching during the Phase 1 Interview as the interview took place in the third month of the PGCE programme. This may be Vincent's response to the focus on phonics in primary teacher education programmes (UKLA, 2016) and a reproduction of the discourse of the ITT:CCF that regulates what can be considered powerful knowledge (Brooks, McIntyre and Mutton, 2021).

The portability of experiential knowledge to the context of EAL is echoed by Michelle. Michelle's recognition of powerful knowledge is constructed in the context of immersive education in the Middle East, however she misconceives the applicability of knowledge for immersive contexts as being readily transferrable to EAL education in mainstream primary classrooms in England (Ó Ceallaigh, Hourigan and Leavy 2021). When responding to the Phase 1 Questionnaire question: Teachers teach children learning English as an Additional Language in different ways - note down two or three teaching strategies you know about, Michelle responded:

> *Immersion - Children were immersed in English in an English speaking school.*
>
> *Bilingual Class - French and English taught side by side (in some cases Arabic as well). Core subjects were taught in English, Foundation subjects were taught in French.* [P1QM]

Michelle's response indicates that her awareness of powerful knowledge for language immersion contexts forms part of the construction of her EAL pedagogical knowledge. Barcelos and Kalaja (2011, p. 286) refer the contribution to knowledge of second language acquisition from interpretating experience as "under-standings"; awareness of powerful knowledge can be viewed as an under-standing that contributes to student teachers' construction of knowledge of EAL pedagogy.

The intersubjective theme of Awareness of Powerful Knowledge for ESL/EAL concerns the pedagogic discourses related to ESL and EAL that student teachers develop recognition of in their navigation of the middle ground before ITE (Bernstein, 2000; Goodson, 2008). Before ITE student teachers construct knowledge as they navigate their experiences of learning and teaching languages but that knowledge is not necessarily interrogated or reflected upon, with guidance on constructing knowledge of effective pedagogy, by the student teachers at this stage (Gray, 2020). Indeed its construction can be influenced by the regulated pedagogic discourses available to the student teacher (Brooks, McIntyre and Mutton, 2021). The participants' knowledge can be thought of as proto-conceptual and expressed as "under-standings" rather than as specific and defined professional knowledge for EAL pedagogy (Barcelos and Kalaja, 2011, p. 286).

The implications for ITE therefore concerns further developing student teachers' knowledge of EAL pedagogy in a way that critically engages with their under-standings (Moll *et al.*, 1992; Moodie, 2016) and permits the construction of powerful knowledge of EAL pedagogy, defined by the professional knowledge-base, during ITE (Foley *et al.*, 2018). Foley *et al.* (2018) suggest integrating the professional knowledge base into curriculum subject pedagogies so that EAL pedagogical knowledge is encountered as a wider curriculum concern, rather than as a separate entity. Indeed, as Ofsted (2024) ITE inspections assess ITE provision for children learning EAL as a part of the adaptations for curriculum subjects, the accountability and compliance regime associated with this assessment (Brooks, 2021) may impact on ITE programmes provision for EAL. However, this may lead to attention given to EAL for the sake of compliance rather than the development of meaningful and effective pedagogical knowledge (Cushing and Snell, 2023).

5.3 Presentation of Intersubjective Themes Part 2: Student Teachers' Construction of Knowledge of EAL Pedagogy During ITE

RQ2 asks 'How does student teachers' navigation of macro and micro contexts during ITE influence their construction of knowledge of EAL pedagogy?'

In developing and deploying knowledge of EAL during ITE, *what* knowledge the student teacher possesses (and/or comes to possess) and *how* they teach with that knowledge is contextually dependent on the agency that the student teacher feels they are able to exert in the micro contexts of ITE (Scheiner, 2022). The possibilities for student teachers' agency in developing pedagogic knowledge of EAL during ITE can be thought of as a process of negotiation (Foley *et al.*, 2021). As such, Cruess and Cruess (2016), writing in the context of professional development in medicine, suggest that qualifying-professionals enter into the norms of a community of practice for a particular role; qualification for that role entails adapting to those norms. Adaptation to the norms of the communities of practice of teacher education requires student teachers to negotiate the micro contexts of ITE (Twiselton and Goepel, 2018). The norms of the professional community of practice can be accepted or, accommodated for with compromise or, rejected; as such, the agency the student teacher exerts contributes to who they become as a teacher (Goodson, *et* al., 2010; Cruess and Cruess, 2016; Twiselton and Goepel, 2018).

Bernstein (2000) refers to the agentic process as pedagogic recontextualisation, but acknowledges this is controlled by the producers and regulators of pedagogic discourse in the field of education i.e. government policy makers and Ofsted. In the contemporary context of ITE in England opportunities to compromise with or reject official pedagogic discourse are increasingly limited (Helgetun and Dumay, 2021; Murtagh *et al.*, 2023). Indeed, within the restricted ITE context, student teachers' capacity to exert agency is governed by circumstances of their school placement, potentially diminishing opportunities for negotiation further still (McCloat and Caraher, 2020). In the context of constructing knowledge of EAL pedagogy, the negotiation of norms surrounding the practices of working with children learning EAL contributes to the student teacher's knowledge (Cooper, 2018). However, taking an ecological view of agency, Foley *et al.* (2018) suggest that knowledge construction

depends on the ways of thinking about EAL made available to student teachers during their experience of ITE. As such, the process of construction of knowledge of EAL pedagogy is influenced by the availability of pedagogic discourse in the micro and macro contexts of the student teacher's experience (Bernstein, 2000; Helgetun and Dumay, 2021; Murtagh *et al.*, 2023).

The three intersubjective themes presented in Figure 5.2 attend to the participants' navigation and negotiation of the middle ground during ITE and illuminate the meaning making for student teachers' construction of knowledge of EAL pedagogy in the middle ground. This analysis incorporates data contributed by student teachers who contributed reflective journal entries during their programme and, the three participants for whom life histories were written as described in Section 3.4.4.
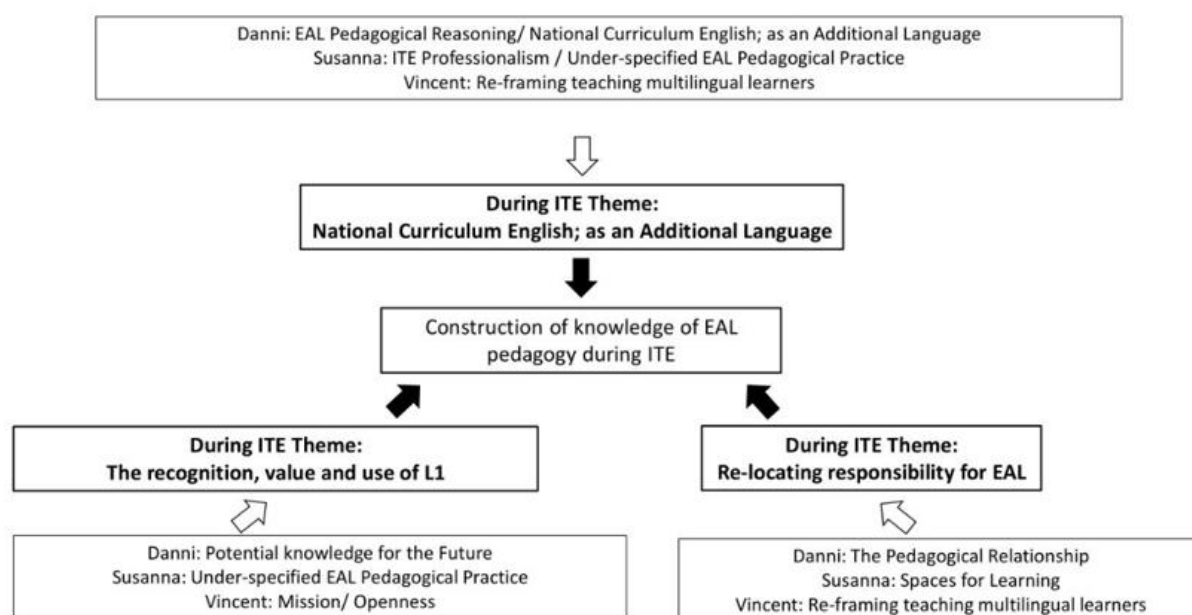
Figure 5.2 Intersubjective Themes related to student teachers' construction of knowledge of EAL pedagogy during ITE

5.3.1 During ITE - Intersubjective Theme 1: National Curriculum English; as an Additional Language

The dynamic formed between the under-specification of EAL policy and practice at a macro level (Leung, Evans and Liu, 2021) and the application of more generalised principles of mainstream inclusive practice in school-based micro interactions (Foley *et al.*, 2018) influences this study's participants' construction of knowledge of EAL pedagogy. The influences are sourced from pedagogic discourse regarding what it means to become a teacher in the context of contemporary ITE (Anderson and Elms, 2022) and the local recontextualisation of pedagogic discourse regarding EAL that student teachers encounter during their practicum experiences (Flynn and Curdt-Christiansen, 2018). The availability of particular forms of pedagogic discourse in the context of teaching children learning EAL sets the parameters of how a student teacher can navigate the middle ground of their experience of ITE (Bernstein, 2000; Goodson, 2008).

Danni's construction of knowledge of EAL pedagogy can be traced through her preparation for and navigation of school placements. Having not experienced teaching children learning EAL during School Experience 1 (SE1) (40 days of practicum experience in autumn term), Danni did '*not feel confident enough to teach children with EAL*' [RJ1D] however later in SE1 she increased her knowledge of EAL pedagogy by participating in a National Association for Primary Education SEN-focused webinar where she picked up EAL strategies including '*ensuring that I welcome and celebrate other languages, making use of the child's first language in the classroom and providing visual prompts*' [RJ2D]. Danni did not teach children learning EAL on School Experience 2 (SE2) (39 days of practicum experience in spring term) and this also marked a challenging time for her professional development. However, Danni did experience working with children learning EAL during School Experience 3 (SE3) (43 days of practicum experience in summer term). Danni's appreciation of the class teacher's knowledge of the pupils in her class and the resonance she feels with the ethos of her SE3 placement school strongly influences her acceptance of the norms of this particular community of practice (Heikonen, 2020). Danni describes her approach to children learning EAL in terms of broader strategies in line with the school's application of curriculum knowledge (Foley *et al.*, 2018):

> *it was about first identifying what the gap was. Why that gap might be there and then trying to work out solutions how I could close that gap in effect*' [P2ID: 0:16:8.20]

As well as this, her assessment of the children learning EAL in the SE3 school was framed within the content knowledge of National Curriculum English with a particular focus on phonics (UKLA, 2016): '*his writing and his letter formation and his phonics, wasn't that great*' [P2ID: 0:16:40.180]. As the National Curriculum does not include EAL as subject, children learning EAL in Danni's SE3 context faced the same curriculum requirements and assessment benchmarks as their monolingual peers in the subject 'English' (as do children nationwide) (Leung, Evans and Liu, 2021).

Consequently, the pedagogical practice for children learning EAL was a recontextualised form of English subject pedagogy meant to '*close the gap*' [P2ID: 0:16:19.200] through intervention work. The pedagogical practice for EAL in the SE3 school: a recontextualised version of National Curriculum English led Danni to position bilingual learners as requiring remedial intervention as a form of inclusive practice (Essex, Alexiadou, and Zwozdiak-Myers, 2021). When asked if she had had the opportunity to deploy the EAL knowledge she had developed prior to beginning ITE and from the webinar she attended during School Experience, Danni replied: '*I didn't get chance to over these placements*' [P2ID: 0:49:36.660] reflecting her diminished capacity for agency in the context of this particular school placement (McCloat and Caraher, 2020). This suggests that Danni had accepted, or been enculturated, into local EAL practice norms as part of her navigation of SE3 rather than accepting norms that serve EAL learners' education (Mincu and Davies, 2021). Measures of conformity with the ITT:CCF, according to Anderson and Elms (2022), are reducing possibilities for student teachers to engage in guided reflection outside of local contexts in order to increase their pedagogical and content expertise.

On school placement during SE2 and SE3, Susanna voiced a lack of mentoring regarding her construction of knowledge of EAL pedagogy: '*I didn't get any support from my head or anyone, any other member of staff about how to support my EAL [firm tone]*' [P2IS: 0:5:19.980]; Reflecting a wider issue regarding the availability of EAL expertise in schools (Wardman, 2013) and teacher educators' confidence (Flockton and Cunningham, 2021) in supporting students with EAL or their capacity for addressing content outside of the ITT:CCF (Murtagh *et al.*, 2023).

Susanna's lack of mentoring support for EAL and the agency she had felt for EAL practice during that particular placement ('*to an extremely large extent*' [P2QS]) gave her capacity to make decisions on children's language use but this was within the available local pedagogic discourse (Bernstein, 2000; McCloat and Caraher, 2020). As the school's approach to language development was framed within the National Curriculum subject English, Susanna's interpretation and practice for children learning EAL followed suit and had included a remedial, interventionist aspect (Bailey and Marsden, 2017). This reflects Flynn's (2013, p. 238) assertion that "wanting to 'do the right thing' is not the same as knowing how to do the right thing or even being in a position to do the right thing" where teaching children learning EAL is concerned. Hence, Susanna's knowledge of EAL pedagogy towards the end of ITE included:

> *interventions, phonics/reading, use of resources in classroom, word mats, dictionaries, pictures related to essential equipment etc., reading at home (practice), where possible*' [P2QS].

For Susanna, the contexts of ITE contributed to her feeling that she gained no knowledge regarding EAL theory, research and policy as part of her ITE experience. She stated that towards the end of the PGCE programme that she was '*not at all aware*' [P2QS] of theory, research and policy regarding EAL pedagogy. The lack of supportive placement contexts for EAL pedagogical knowledge development contributed to this: '*I've never seen anything, so I don't think I know much about it*' [P2IS: 0:41:56.990]. Susanna's experience of ITE reflects the "conflicting discourses" surrounding effective EAL pedagogy during ITE (Foley *et al.*, 2021, p. 115); Susanna's socialisation into her placement school's community of practice led her to accept content knowledge and curriculum knowledge for National Curriculum English as an appropriate pedagogy for EAL as in this particular context EAL pedagogical discourse was under-specified (Goodson *et al.*, 2010; Leung, Evans and Liu, 2021).

Flynn (2019a) suggests that the National Curriculum for English responds to a monolingual view of assessment, teaching and learning and as such this ostensibly removes the requirement for professional knowledge of multilingual pedagogy. For Vincent, evidence of the consciousness-shaping effect of ITE pedagogic discourse is apparent as having already possessed ESL pedagogic knowledge, this is no longer part of his 'thinkable' pedagogic repertoire in the context of the practicum (Bernstein, 2000). He describes his new consciousness as a third way of being:

> *I'm trying to become an English teacher so I- a proper English teacher, but at the same time to keep [stress] uh, to keep the good [stress] from my experience [stress] as an EAL [inflection]. So I'm trying to combine both things*

and create a new like a third eh wider [stress], bigger [stress] uh perspective to give to all my pupils. [P2IV: 0:41:49.850]

Cooper (2018, p. 39) claims that when student teachers "negotiate a landscape filled with demands from a range of influences," adaptability to contextual tensions is a vital component of knowledge formation. While Vincent espouses beliefs that are wider and bigger, his description of practice is defined within the thinkability and monolinguistic habitus of the pedagogic discourses of primary education and ITE (Bernstein, 2000; Biesta and Tedder, 2007; Gorter and Arocena, 2020). During ITE, the regulation of pedagogic discourse available regarding English language teaching is defined within the terms of the National Curriculum, supporting the view of an ecological conceptualisation of student teacher agency in construction of knowledge regarding EAL and shaping of personal and professional identity (Goodson *et al.*, 2010; Foley *et al.*, 2021).

The intersubjective theme of National Curriculum English; as an Additional Language captures the regulatory effect of dominant pedagogic discourses concerning teachers' knowledge and practice regarding EAL in ITE and schools (Mincu and Davies, 2021). For participants in this study, knowledge of EAL pedagogical practice for the acquisition of English is framed within the requirements of the National Curriculum English programme of study rendering knowledge of EAL pedagogy an interpreted subset of English policy (Flynn and Curdt-Christiansen, 2018). As knowledge of EAL pedagogy is derived from content knowledge and curriculum knowledge for National Curriculum English, specialist knowledge is interpreted in local contexts as not being required for EAL (Flynn, 2019a). Instead, the principles of adaptation and inclusion are applied to the immersion of EAL learners in mainstream classes (Leung, Evans and Liu, 2021).

During ITE, student teachers' construction of knowledge of EAL pedagogy may be usefully reflected upon with teacher educators so that knowledge of EAL may be critically informed with respect to the professional knowledge-base and beyond solely local practice-based contexts (Leung, Evans and Liu, 2021; Anderson and Elms, 2022). However, the complexity of an ecological view of agency in the construction of knowledge regarding EAL pedagogy in ITE must be acknowledged (Biesta and Tedder, 2007). The capacity and confidence of teacher educators in critically engaging with student teachers' knowledge of EAL pedagogy is reduced by their confidence in the subject and the close regulation of ITE (Flockton and Cunningham, 2021; Murtagh *et al.*, 2023). Within the school-led approach to ITE, this study illuminates how the pendulum's sway toward practice in the theory-practice relation, can have a potentially mis-educative effect regarding EAL pedagogical knowledge construction, in the absence of knowledge of the professional knowledge base informing guided reflection on pedagogy schools (Wardman, 2013; Anderson *et al.*, 2016; Leung, Evans and Liu, 2021; Anderson and Elms, 2022).

5.3.2 During ITE - Intersubjective Theme 2: The Recognition, Value and Use of L1
In the English primary classroom, mainstreaming as a national pedagogy for EAL has the impact of "positioning all teachers as language teachers" (Costley, 2014,

p.285). Yet Crisfield (2017) argues that while teachers are *positioned* as language teachers this does not recognise nor equate to those teachers possessing the knowledge and skill for language teaching. To assume that because "all teachers are *language users* does not automatically mean that they are qualified, or comfortable, in the role of *language teacher*" (Crisfield, ibid, p. 7).

Cunningham (2019) suggests that the exclusion of languages beyond English from mainstream education both in the sense of their value and their presence in the classroom perpetuates the English monolingual habitus (Gogolin, 1997). Within the English school system this particular discourse exerts "power and control over the children's own linguistic repertoires" and for student teachers that discourse regulates what the children learning EAL that they teach "can do and should do" (Cunningham, ibid, p. 297).

Susanna's experience of ITE illustrates the regulatory effect of the English monolingual habitus in the micro contextual interactions with fellow student teachers at university and interactions of school-placement. In the context of her university-based micro contextual interactions Susanna's bilingual identity was subordinated to such an extent that she had not discussed the impact of being bilingual, with her bilingual peers, on teaching children learning EAL (Lanvers, 2020; Worth, McLean and Sharp, 2022):

> *Like I feel it's just left on the side and I have in my group in my university group I think it's another two girls which English is second languages language. Em. And I I need to, obviously we're we have been really busy em I wanna text them and see how they're doing. And that side of like how you experiencing with your EAL children you being one.* [P2IS: 0:33:19.590]

As a TA, this had been an important facet of Susanna's professional identity, she had drawn upon children's L1 and she had developed knowledge of its value (Cummins, 2005; Chalmers and Crisfield, 2019). However, during School Experience 2 (SE2) (39 days of practicum experience in spring term) and School Experience 3 (SE3) (43 days of practicum experience in summer term) Susanna accepted the National Curriculum English curriculum knowledge and content knowledge approach to EAL pedagogy used by her placement school. In doing so she noted how she came to deliberately exclude a particular child's L1 from their interactions. Susanna reported thinking, '*I need to push her like English, English, English, English.*' [P2IS: 0:12:59.420]. Like Susanna, Ganuza and Hedman (2016) argue that exclusive use of the target language in the ESL classroom is beneficial for learning, however where EAL is concerned including children's L1 as part of their available linguistic repertoire for learning is essential "as prior knowledge could be encoded in the L1" (Krulatz *et al.*, 2022, p. 2). As Susanna expresses not having been mentored to develop knowledge of EAL pedagogy during SE2 and SE3 [P2IS: 0:5:19.980], she appears to be reverting to the general pedagogical knowledge for ESL she constructed before ITE rather than deploying social and academic language acquisition for the purpose of academic achievement (Arnot *et al.*, 2014; Liu *et al.*, 2017; Payant and Mason, 2018). In this vignette, Susanna appears to be conforming to the pedagogic discourse available for teaching children learning EAL in line with the National

Curriculum. However, she brings her prior knowledge regarding ESL to bear on the actions she takes within this particular context (and the absence of opportunities for guided reflection) to construct knowledge of EAL pedagogy (Goodson *et al.*, 2010; Anderson and Elms, 2022).

The centrality of the National Curriculum and its conception of language learning as learning English, gives languages beyond English a marginal status (Bailey and Marsden, 2017). For the majority of participants, the status and utility of children's L1 beyond English in their placement schools (and thus the practice they accepted) tended to be for novel, welcoming or relationship-development purposes (Cunningham, 2019). Vincent also cited L1 use to establish relationships with children during his placement experience where he and a child who was new to English swapped words and phrases in English and Polish each morning:

> *she was just amazing 'cause like every morning she would come in. Coming to class and tell me, uh, good morning or like a different word every day basically in Polish. So we could like work together because she was like telling me to know, like, good morning is I think it's something like dzień dobry or something like that. And yeah, basically she was teaching me I was teaching her [stress] and this [brief pause tut] constant, like uh, supporting each other helped her a lot.* [P2IV: 0:3:37.900]

Vincent's approach represents an attempt to bring the resources of the child's lived experience to the school context (Safford and Drury, 2013; Lucas *et al.*, 2018) as well as demonstrating care and sensitivity to the needs of the EAL learner (Anderson *et al.*, 2016; Mahalingappa, 2023). However, the practice is oriented solely towards early relationship work rather than use of L1 for academic purposes as this particular pedagogic discourse may be absent in the local context of Vincent's placement experience so restricting the possibilities for what is thinkable in the context (Bernstein, 2000).

Danni's pedagogical engagement with children's L1 reveals how she supported bilingualism in the context of her SE3 practicum. Danni had attended a webinar that included strategies for welcoming, supporting and using L1 in the classroom. Danni noted how the school's welcome poster was being shared in an interaction she observed between a class teacher and a newly arrived EAL learner:

> *she pointed to his home language um and was saying the greeting to him and trying to get him to talk back to her with different greetings so she could learn the language.* [P2ID: 0:33:0.270]

Danni also adopted her class teacher's practice of taking the register in different languages:

> *It was really good because the teacher also incorporated it into like the register, and she took the register in the morning and afternoon. And so the children obviously learnt like hello or good morning in other languages and so like they knew guten tag for in German and then you bonjourno in Italian and they knew bonjour in French and they would answer the register that way.* [P2ID: 0:3:52.850]

And as part of a history lesson Danni also asked two of her bilingual pupils to share their L1:

> *during the input because everybody knew that these two pupils were from a different country I brought them up to the front. Umm. And we got to learn a different phrase in their home language and just to set the scene for international travel and how it could be different to holidaying in this country.* [P2ID0:6:4.50]

Danni does not take into account the full linguistic repertoire of children learning EAL (Flynn, 2019a). My interpretation of L1 use in Danni's school is for the purposes of welcoming and valuing their identity as multilingual pupils (Flynn, 2018; Bailey and Sowden, 2021). Despite Danni's assertion that she did not get the chance to use the knowledge she gained from the webinar in her placements [P2ID: 0:49:36.660], this is evident in this particular practice for working with EAL learners. However, the elements of EAL content knowledge associated with L1 (Chalmers, 2017) use in the curriculum were conflated with welcoming and celebrating children's L1 by Danni. The positive rhetoric surrounding use of languages beyond English in the placement school (Cunningham, 2020) the position of English as the dominant language of curriculum provision (Catalano and Hamann, 2016), and the lack of local mentoring expertise concerning EAL and guided reflection on pedagogy (Wardman, 2013; Anderson and Elms, 2022) led Danni to construct a misconception regarding her use of L1 in the mainstream primary classroom.

The intersubjective theme of The Recognition, Value and Use of L1 reveals a tension student teachers encounter within the pedagogic discourse regarding the use of EAL learners' L1 in mainstream education in England. Student teachers in this study are positioned as language teachers for children learning EAL in their placement schools (Costley, 2014). Their experiences of constructing knowledge about EAL pedagogy is informed by the monolingual ideology of the English education system and the pedagogic discourse of the National Curriculum for English (Catalano and Hamann, 2016; Lanvers, 2020). The student teachers draw their knowledge of EAL pedagogy from their practice and observations of curriculum teaching rather than language teaching (Crisfield, 2017). Consequently, during ITE student teachers experience "conflicting discourses" regarding EAL (Foley *et al.*, 2021, p. 115) which in this study were found to focus on the use of L1 as an aspect of pedagogical relationship development (Flynn, 2018; Bailey and Sowden, 2021) but neglecting the use of L1 for educative purposes (Chalmers, 2017).

The implications for teacher educators' practice with student teachers regarding EAL is to ensure that provision of knowledge regarding L1 is clear with opportunities to engage critically with student teachers' knowledge construction of L1 use (Tangen and Beutel, 2017; Lucas *et al.*, 2018). In this respect, Mahalingappa (2023) also advocates for mainstream teachers should be educated to become linguistically responsive to English language learners in the mainstream classroom. She argues for student teachers' professional development on the education of English language learners by advancing teachers' linguistic understanding and pedagogical repertoire, emphasising linguistic diversity and the sociopolitical nature of language and

providing opportunities for collaborative reflection to improve teaching. However this poses a challenge as school-led approaches to ITE restrict opportunities for student teachers' acquisition of professional knowledge for contexts other than those that they have directly experienced (Mincu and Davies, 2021) and content outside the ITT:CCF (Murtagh *et al.*, 2023).

5.3.3 During ITE - Intersubjective Theme 3: Re-locating Responsibility for EAL

In their survey of student teachers' perceptions of educators' roles regarding EAL, Foley *et al.*'s (2021) respondents saw class teachers, as well as school management and English teachers, as having much of the much of the responsibility for supporting children learning EAL. Indeed in that particular survey student teachers demonstrated an inclusive teacher identity and had "a sense of responsibility and commitment to meeting the needs of pupils learning EAL" (Foley *et al.*, 2021, p. 119). While the qualitative data of the present study supports student teachers' responsibility-taking for EAL and can locate the sources of pedagogical practice within the school environment (as per Foley *et al.*'s (ibid) findings), it is notable that participants also perceived responsibility for EAL to be located with the parents of multilingual children (Cunningham, 2020).

Vincent, Susanna and Danni evaluated parental support for and the impact they perceived this to have on EAL learners' education. Vincent noted a clear-cut binary position in his reflective journal entry:

> *During this placement in Y1 I had the chance of teaching 2 children with EAL. Their situation was completely different: one of the two had a really collaborative family and they were working at home in order to support their child to learn English, their child was in fact brilliant and spoke and wrote an amazing English, exceeding Y1 expectations; the other child instead had a non-collaborative family, they only spoke their native language at home and everything was clear looking at their child's results. This pupil really struggled with their phonics, English (both written and oral) and also consequently in every other subject.*
>
> *What I figured out during this placement is the enormous difference that having a collaborative family makes* [RJ4V]

Evans *et al.* (2016) found that teachers sometimes misinterpret a lack of children's achievement in school as a lack of parental interest in their children's academic performance. Vincent's assessment of the children learning EAL of both non-collaborative and collaborative families is couched in terms of their proficiency in English rather than aligned to bilingualism (Flynn, 2019a). L1 in this view becomes an impediment to children's transition to English (Cunningham, 2020) and a problematic aspect of the children's home lives and education rather than an asset (Safford and Drury, 2013; Mahalingappa, 2023). In this regard, Vincent's data suggests, at this time, he does not hold an asset-based view of L1 in the context of English language learners' primary education which Lucas *et al.* (2018) and Mahalingappa (2023) note is required for the linguistically responsive teacher.

Danni also reflected upon a particular placement experience where parents of a suspected EAL learner of East African heritage had not identified their EAL status:

> *one hadn't actually put down on his form that he was English as additional language, but you could see that he was* [DP2I*: 0:2:12.300]*

In this circumstance, Danni's deductions and her conversation with the class teacher led her to conclude that the child was an EAL learner. Evans *et al.* (2016) point out that parents of pupils learning EAL, particularly those with low English proficiency and those who are unfamiliar with the English school system, encounter a number of barriers such as a lack of knowledge about the English school system and, consequently, challenges in helping children with assignments and assessments. Danni's placement experience suggests procedures for gaining initial knowledge of children and their family background did not capture potentially valuable information about the children learning EAL (Arnot *et al.*, 2014). This suggests that Danni and her class teacher's capacity to support a linguistically-isolated child is diminished. This may then have had the effect of the child withdrawing from social aspects of learning and development (Grieve and Haining, 2011) as Danni related the character of the EAL learner and her interactions with them:

> *Oh well he- this child was quite shy um and he didn't really speak that loudly, so it was quite difficult to understand, understand him at times, but I could tell just from like talking to him and like if I'd asked him something, it would be really hard for me to hear what he was saying.* [P2ID: 0:9:13.390]

In this particular narrative the onus is on the parents of children learning EAL to identify them as such even if there are barriers to sharing vital information such as having little knowledge of the workings of the English education system (The Bell Foundation, 2020b).

The data suggests that during her experience of ITE Susanna, came to develop a binary view of parents' responsibility for EAL pedagogy. She noted during School Experience 1 (SE1) (40 days of practicum experience in autumn term): '*I believe parents and careers [sic] play a huge role on* [sic] *this as well*' [RJ1S]. Then when reflecting on parents' roles during her second and third placements:

> *Because this particular family, they're really, really supportive … Like I wish we had more parents like like them.* [P2IS: 0:7:55.940]

Susanna's assessment of parents' role in their children's education perhaps does not account for the capacity of parents to support their children in terms of the variation in English proficiency nor other educationally relevant social capital (Flynn, 2019a). Indeed by locating responsibility for English-language education with parents with low levels of proficiency in English the quality of English spoken may be "attenuated" to such a degree as being unproductive for effective English-acquisition (Cunningham, 2020, p. 222). Mahalingappa (2023, p. 6) proposes that teachers become linguistically responsive to the education of multilingual learners through raising their "sociolinguistic consciousness" and "critical language awareness". In this regard, Mahalingappa (ibid) advocates for teachers increasing their knowledge of the sociopolitical background of language as well as the social and cultural

aspects of language use and the interconnectedness of language, culture, and identity. It's argued that linguistically responsive teachers develop an asset-based perspective on their pupils, their languages, their identities and funds of knowledge so that multilingualism in the classroom is encouraged.

Ollerhead (2018, p. 265) concedes that in the context of contemporary education, "responsibility to attend to students' language and literacy needs has added a significant new component to the current role and identity of content teachers"; for the student teacher re-locating part of the responsibility for EAL may also be one less thing to have to worry about in terms of workload. However, Lucas and Villegas (2013) contend that student teachers can develop space in their practice for advocacy for EAL learners through "community-based learning experiences accompanied by facilitated discussions … [to] develop a more nuanced, contextualized understanding" of multilingual children, their families and communities.

The intersubjective theme of Re-locating Responsibility for EAL concerns student teachers' navigation of the middle ground during ITE and illuminates their agency regarding the location of responsibility for children learning EAL (Goodson *et al.*, 2010). While Anderson *et al.* (2016) and Foley *et al.* (2018) found that student teachers see themselves, among education staff, as having increasing levels of responsibility for EAL learners during ITE, they do not consult their participants about their views on responsibility of children's parents.

Data from the participants in this study suggests that their experience of ITE influences their allocation of responsibility for English language learning from the student teacher to the parents of children learning EAL. Lucas *et al.* (2018) and Mahalingappa (2023) advocate for developing linguistically responsive teachers and teaching proposing that teaching English language learners can be improved through critical engagement with the lived reality of non-English language use, and language learning, in society and education. Doing so, fosters the development of knowledge, beliefs and practices that promote linguistic understanding, asset-based views of children learning EAL and the potential for creating inclusive and supportive classroom environments for learner.

There are implications for ITE where student teachers' should develop recognition for their responsibilities towards all children and their learning (DfE, 2011a). As EAL is not specifically mentioned in the ITT:CCF (DfE, 2019a), teacher educators are required to go beyond the minimum content for teacher education regarding EAL. The Bell Foundation (2020a) sets out how student teachers may be engaged with knowledge of EAL pedagogy that demonstrates their responsibility for children learning EAL. They also include specific reference to removing barriers when working with the parents of EAL learners (The Bell Foundation, 2020b).

5.4 Conclusion to Chapter 5

The cross analysis of participant data has recovered the pedagogic discourse produced in the macro contexts influencing student teachers' experiences before and during ITE in the micro contexts of their interactions and relationships (Goodson, 2008). This chapter presented those pedagogic discourses in the form of intersubjective themes representing a phenomenological view of the social world as

a shared intersubjective reality where there is a commonality to meaning-making and consciousness-formation (Heidegger, 1953; Bernstein, 2000; Peim, 2018).

The data suggest that before ITE, student teachers' construction of knowledge underpinning EAL pedagogy draws upon their recognition of contexts for learning, authentic learning relationships and awareness of powerful knowledge regarding language learning. The implications of this for teacher educators' work with student teachers during ITE concerns critical engagement with student teachers' experiences of learning and, opportunities for reflection on the role of languages in and beyond the classroom. However, the nature of a heavily prescribed and regulated school-led system of ITE in England presents challenges regarding opportunities for reflection beyond the ITT:CCF.

During ITE, participants in this study brought their prior experiences, beliefs, values and attributes to bear on their construction of their knowledge of EAL pedagogy from the available pedagogic discourses of their school-led experiences of ITE. The cross analysis illuminated the role of National Curriculum English as providing a source of pedagogy and content in the under-specified policy context of EAL in the English education system. The student teachers' knowledge of EAL was constructed in this context suggesting it framed their perceptions of the value and use of languages, other than English, within a monolingual habitus. Participants also expressed views on parents of children learning EAL as facilitating or inhibiting their children's academic performance according to their language use at home. There are implications for provision of EAL during ITE where the majority of student teachers' time is spent developing practice knowledge of EAL influenced by local contexts. The findings suggest that opportunities for student teachers' access to guided critical reflection regarding effective EAL pedagogy would be of benefit. However, the lack of expertise and confidence regarding effective EAL pedagogy among teacher educators could limit the value of thinking critically together.

Chapter 6 discusses the findings and implications of this research in greater depth.

Chapter 6: Conclusion

6.1 Conclusions from the findings

This study set out to explore student teachers' construction of knowledge of EAL pedagogy before and during their experience of primary ITE. The development of a theoretical framework elucidated the complexity of the contextual influences on student teachers' navigation of the middle ground of life experiences and hence construction of knowledge of EAL pedagogy (Goodson, 2008). The theoretical framework incorporated an ecological view of agency that illuminated the process of knowledge construction as an active and agentic social process regulated by the pedagogic discourses reproduced and recontextualised in the contexts of student teachers' experiences before and during ITE (Bernstein, 2000). This chapter seeks to draw together the findings of the research and raise possibilities for the construction of knowledge of EAL pedagogy in the middle ground of ITE.

The conclusions made in this study acknowledge the limitations of the Life History Research methodology used. The sample of participants is purposive, where the six participating student teachers were recruited based on an expression of interest in EAL at beginning of their PGCE programme (indicating awareness of EAL pupils (Lucas *et al.*, 2018). While this enabled me to elicit rich data from the student teachers regarding their construction of knowledge of EAL pedagogy, it does not account for the experiences of those student teachers who express no interest in EAL at the beginning of an ITE programme (Malmqvist *et al.*, 2019). Interest in EAL represents an aspect of the cognitive attributes a student teacher brings to bear on their agentic navigation of the middle ground of EAL, (Biesta and Tedder, 2007; Goodson, 2008; Foley *et al.*, 2018). The absence of this interest represents a potentially different navigation of the middle ground of ITE and hence, construction of knowledge of EAL pedagogy. Further research with student teachers recruited on a non-expressed interest criterion regarding EAL could further illuminate "What's going on here [*with EAL in ITE*]?" (Thomas, 2017, p.11).

The study asked two research questions pertinent to the contexts of contemporary ITE and student teachers' engagement with EAL pedagogy as part of it:

RQ 1 asked:

> How do student teachers' formative educative experiences before ITE influence their construction of knowledge *underpinning* EAL pedagogy?

 and RQ 2 asked:

> How does student teachers' navigation of macro and micro contexts during ITE influence their construction of knowledge of EAL pedagogy?

These questions were developed as a result of devising a theoretical framework that sought to engage with the complexity of the contextual influences student teachers navigated before and during ITE (Goodson, 2008). The development of the theoretical framework revealed gaps in the literature that attended to the temporal nature of student teachers' construction of knowledge of EAL pedagogy across macro and micro contexts of experience. Gaps in the literature attended to were the

influence of student teachers' educative and linguistic experiences before ITE and; the reasoning student teachers give for their construction of knowledge about EAL pedagogy while they navigate the conflicting discourses during ITE (Anderson *et al.*, 2016; Foley *et al.*, 2018; Foley *et al.*, 2021).

Discourse surrounding EAL pedagogy is complex, especially within the framework of initial teacher education, where regulatory policies shape the boundaries of discussion and practice (Flynn and Curdt-Christiansen, 2018; Foley *et al.*, 2018; Cushing and Snell, 2023; Murphy *et al.*, 2023). This study's findings indicate that a vacuum in policy space for EAL pedagogy is filled by alternative, powerful discourses aligned with local school practices that include pedagogic discourse concerning National Curriculum English and; in the context of ITE, the ITT:CCF rather than the specialised knowledge for teaching children learning EAL (Flynn and Curdt-Christiansen, 2018; Leung, Evans and Liu, 2021). Drawing upon their prior experiences, beliefs, values, and attributes, student teachers navigate the regulated discourse of teacher education while mobilising and integrating their prior knowledge underpinning EAL pedagogy with the available pedagogic discourses of ITE (Shulman, 1987; Foley *et al.*, 2018; de Almeida *et al.*, 2019).

The significance of micro contextual interactions during initial teacher education cannot be understated, as these interactions provide insights into the ways in which student teachers engage with and make meaning of macro level pedagogic discourse surrounding EAL pedagogy (Goodson, 2008; Clandinin, 2013). The Life History Research design frame employed in this study allowed for the recovery of macro level pedagogic discourse from these micro interactions, shedding light on the complexities inherent in EAL pedagogy knowledge construction (Goodson, *et al.*, 2010). Engaging with the student teacher's intellectual biography in this way illuminated the influence of temporality on their construction of knowledge of EAL pedagogy (Gore *et al.*, 2021).

Danni's life history richly describes her appreciation of developing knowledge for teaching and the power of placement experiences in shaping knowledge of EAL pedagogy. The disruptive potential afforded in seeking out new contexts is evidenced in Susanna's life history which shows the influence of her personal experiences of ESL are found in her construction of EAL pedagogy during ITE. Vincent's life history illustrates how the formative years of his education shaped his perceptions of teachers and teaching; his experience of constructing knowledge of EAL pedagogy during ITE is a reconciliation of his own teacher identity within the pedagogic discourse he navigates in the middle ground. The cross analysis of the three life histories and the data of all other participants was undertaken to facilitate answering the above research questions and illuminated intersubjective themes that revealed comparability in the student teachers' navigation of the middle ground before and during ITE.

Figure 6.1 brings together the findings from the life histories and cross analysis to theorise how student teachers in this study constructed their knowledge of EAL pedagogy before and during ITE. This illustration further develops the model of student teachers' construction of knowledge of EAL pedagogy set out in Chapter 2.
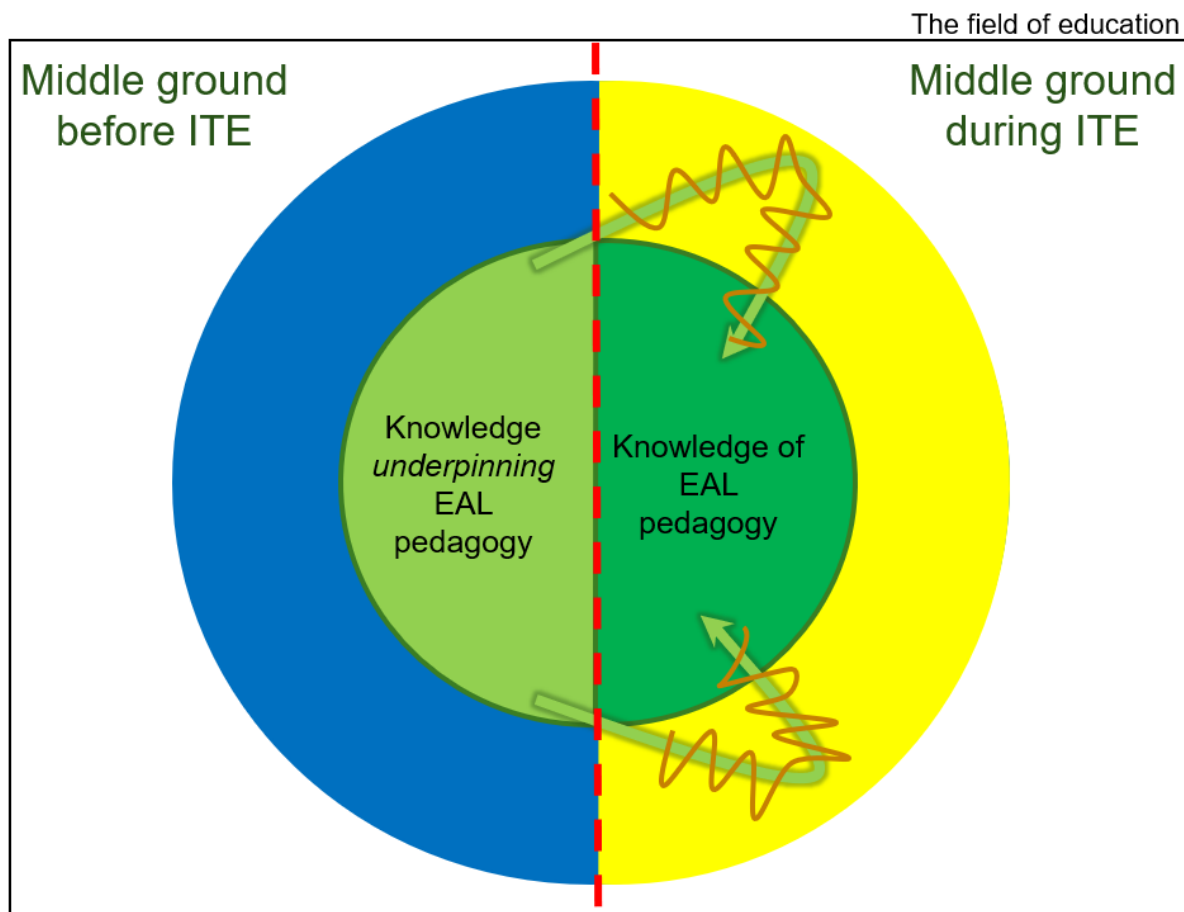
Figure 6.1: A model of ecological agency of student teachers' construction of knowledge of EAL pedagogy during ITE: The interaction between student teachers' knowledge *underpinning* EAL pedagogy before ITE and the construction of knowledge of EAL pedagogy in the middle ground during ITE.

The red dashed line down the centre of the model represents a delineation in time and space for the student teacher, dividing the middle ground before and the middle ground during their experience of ITE. Goodson (1994; 2008) describes the middle ground as a theory of agency of teachers' navigation of the arena between macro policy and structural contexts and the micro personal interactions of life in teaching. The label 'Middle ground before ITE' is applied to the blue semicircle to indicate the interplay between the macro and micro contexts of experience before ITE. In the same way, the label 'Middle ground during ITE' is applied to the yellow semicircle to indicate that interplay during ITE.

The light green semicircle is labelled 'Knowledge *underpinning* EAL pedagogy' as this part of the model indicates the student teacher's achievement of agency in the expression of the meanings they connect to EAL pedagogy in their navigation of the middle ground before ITE (see section 5.2). The dark green semicircle represents the student teacher's achievement of agency for the construction of 'Knowledge of EAL pedagogy' during ITE. The model sits within 'The field of education' indicating the symbolic field to which this study attends as well as citing the character of the pedagogic discourse at work (Bernstein, 2000).

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The model is further developed with the addition of light green arrows that navigate from 'Knowledge *underpinning* EAL pedagogy' through the 'Middle ground during ITE' to 'Knowledge of EAL pedagogy' in the 'Middle ground during ITE'. The light green arrows represent the beliefs, values and attributes (from the student teacher's knowledge *underpinning* EAL pedagogy, constructed before ITE) that are brought to bear on their construction of knowledge of EAL pedagogy during ITE (Foley *et al.*, 2018). The light green arrows are entangled with orange lines, which represent macro and micro contextual influences, as the student teacher navigates the middle ground during ITE to construct knowledge of EAL pedagogy (Goodson *et al.*, 2010).

In Figure 6.1 student teachers in this study are portrayed as active agents in the construction of their pedagogical knowledge of EAL, drawing upon their prior experiences, as well as their beliefs, values, and attributes (Biesta and Tedder, 2007; Barcelos and Kalaja, 2011). However, their agency is tempered by the regulatory power of institutional discourses encountered during ITE, the under-specification of EAL policy and the confines of the local practicum contexts of school-led ITE (Helgetun and Menter, 2020; McCloat and Caraher, 2020). These discourses, while not always aligned with the professional knowledge base of EAL pedagogy, exert a significant influence on the participants' construction of knowledge in this arena (Foley *et* al., 2018; Helgetun and Dumay, 2021).

This study sheds light on the entanglement of student teachers' knowledge underpinning EAL constructed before ITE, with the pedagogic discourses encountered during ITE (Gray, 2020). This entanglement highlights the regulatory power of institutional discourse and its impact on the construction of knowledge in EAL pedagogy (Flanagan, 2020; Mayer and Mills, 2021). Importantly, the study underscores the need for critical reflection and engagement with these discourses to ensure that student teachers develop knowledge that is informed by the professional knowledge base and the need for student teachers to be guided to critically reflect upon the relationship between theory and practice regarding EAL (Anderson and Elms, 2022).

Guided critical reflection enables student teachers to expand the temporality of contexts, bridging theoretical propositions with practical experiences in school placements (Gore *et al.*, 2021). However data from this study suggests that challenges persist where guided reflection is concerned, including a lack of evidence-informed mentoring concerning EAL pedagogy during placement (Wardman, 2013; Jerome and Brook, 2020; Randall and Fleet, 2021) and the restricted scope of regulated ITE content concerning EAL (Hall and Cunningham, 2020; Leung, Evans and Liu, 2021). This study highlights similar concerns to those found by Foley *et al.* (2018) who noted that opportunities for guided reflection concerning EAL teaching experiences are not a reliable feature of contemporary English ITE. When this is added to the lack of expertise and confidence among university-based teacher educators regarding EAL (Flockton and Cunningham, 2021), the supporting contexts influencing student teachers' construction of knowledge of EAL pedagogy aligned to the professional knowledge base (as set out in section 2.3.1.2) remain problematic.

The challenge of preparing teachers to educate children learning EAL has endured in England over the past two decades despite in-service teachers' increased experience and awareness of EAL pedagogical strategies (Murakami, 2008; Costley, 2014; Foley *et al.*, 2018; Starbuck, 2018). In an increasingly school-led system of ITE, addressing the lack of professional expertise and mentoring capacity for student teachers' development of knowledge regarding EAL pedagogy in the micro and macro contexts of teacher education remains a concern (Leung, Evans, Liu, 2021).

The following sections address the possibilities for student teachers' construction of knowledge of EAL pedagogy, aligned to the professional knowledge base, at both the macro and micro contextual levels. These possibilities are not a wish list; they take a research-informed perspective, drawing on the theoretical framework (Chapter 2), the findings of the research (Chapters 4 and 5) and contemporary literature to discern possible ways forward and while acknowledging the obstacles that may be encountered. Accordingly, the possibilities for constructing knowledge of EAL pedagogy regarding the macro and micro contexts of ITE is a form of recontextualisation of the pedagogic discourses available to me; they offer the potential for action regarding what is "yet to be thought" (Bernstein, 2000, p. 30). The possibilities put forward here acknowledge the control and regulation of pedagogic discourse associated with ITE but offer a challenge so as to create a potential discursive gap regarding EAL and ITE (Moore, 2013).

6.2 Possibilities for constructing knowledge of EAL pedagogy regarding the macro contexts of ITE

The findings of this study suggest how pedagogic discourse produced in macro level contexts for teacher education, influences student teachers' construction of knowledge of EAL during ITE (see Figure 6.1). The participants' data indicates that a lack of specific macro level pedagogic discourse for EAL pedagogy creates a vacuum which is filled by powerful ITE pedagogic discourse that becomes (mis-)appropriated by student teachers for their construction of knowledge of EAL pedagogy. Analysis of research on contemporary ITE suggests that teacher education providers focus the content and experiences of their programmes of study on those aspects of pre-service teacher preparation that demonstrate compliance with government and Ofsted regulation (Murtagh *et al.*, 2023) – the findings of this study suggest that the pedagogic discourses associated with regulated ITE content and experiences fill the vacuum of under-specified EAL pedagogy in the English education system.

Both the DfE and Ofsted, the producers of current pedagogic discourse regarding EAL in ITE, do not specify pedagogy informed by the professional knowledge base, rather, the policy intent is left open to interpretation (Flynn and Curdt-Christiansen, 2018) and confers broader principles and strategies when working with children learning EAL (Foley *et al.*, 2018). This study's findings suggest that pedagogic discourse concerning EAL, informed by the professional knowledge base, that operates at macro contextual levels in policy, content and regulation of ITE is required so that student teachers encounter knowledge of EAL pedagogy that influences their construction of knowledge of effective ways to teach children

learning EAL. However, the contemporary policy for education is more often informed by political ideology than empirical research with significant neglect of sector expertise and experience (Beckett and Nuttall, 2017). In the current English education policy environment, decision-making looks increasing inwards to information constructed within the policy context rather than a plurality of research perspectives so that powerful producers of policy (DfE and Ofsted) are unlikely to deviate from their ideological stance (Helgetun and Menter, 2020).

In January 2024 the government published the Initial teacher training and early career framework (ITTECF) (DfE, 2024), a revised version of the ITT:CCF that will inform the content and experiences of student teachers in ITE from September 2025. While the ITTECF maintains its predecessor's stance on general principles of high quality teaching, it now names children learning EAL as a group to which novice teachers must direct their attention when considering Teachers' Standard 1: High Expectations. From 2025 teacher education should include opportunities to

> Learn that… Pupils' experiences of school and their readiness to learn can be impacted by their home life and circumstances, particularly for EAL pupils, young carers, and those living in poverty (DfE, 2024, p. 12)

This particular point of learning in the framework recognises EAL learners and their characteristics and acknowledges the broader ecology of pupil experience and its impact on cognition. However as a targeted group, the possibility remains that broader principles and strategies (Foley *et al.*, 2018) concerning "readiness to learn" for all targeted children is focused upon as EAL pupils are grouped with other pupils who may also encounter contextual challenges outside of school that impact on their learning in school. In this respect, Burn (2024, p. 1) notes that the ITTECF adopts a position that there is a "single guaranteed method of teaching every topic to every child" negating the requirement for teachers to become informed and think critically about responding with specialised knowledge to individual learners and the contexts of their lived reality.

Furthermore, Virgo and Robertson (2024) criticise the evidence base for the ITTECF as "incomplete and thin" and overlooking the expertise of authoritative UK education research institutes. Hence, while the framework does now make reference to specific research that concerns the education and experiences of children learning EAL in English schools (Hall, 2019), it neglects reference to the rich corpus of research and practice specified by NALDIC and The Bell Foundation as leading authorities on EAL education.

The legitimation of particular forms of educational research and practice for student teachers' construction of knowledge of EAL pedagogy in ITE can be viewed as a form of ideological play enacted by Ofsted and the DfE (Bernstein, 2000; Hodern, 2015). As regulators, Ofsted and the DfE control which meanings concerning teacher education can be put together and which are to be kept apart (Moore, 2013). In the middle ground of ITE, both university and school-based teacher educators play a significant role in shaping the accepted ways of teaching that student teachers experience. As teaching methods move from broader (macro) educational frameworks to (micro) specific classroom settings, there is an opportunity to

transform these methods through recontextualisation because movement creates "a space in which ideology can play" (Bernstein, 2000, p. 32). Recontextualisation transforms how teaching is understood because it opens up space for different ideas and interpretations regarding the pedagogic discourse to be considered. However, there is competition for control over which meanings can be put together and which are to be kept apart (Moore, 2013). The compliance-oriented middle ground of ITE therefore represents a site of struggle for power for the recontextualisation of official pedagogic discourse concerning EAL for teacher educators (Hodern, 2015; Helgetun and Menter, 2020). The findings of this study suggest that in the under-specified policy context of EAL, separating meanings such as the pedagogic discourse of National Curriculum English from effective EAL pedagogy may be one of the key sites of struggle for guiding student teachers to construct effective knowledge of EAL pedagogy (Leung, Evans and Liu, 2021).

As a university-based teacher educator I recognise the limited extent of my power in disputing and challenging policy concerning EAL in ITE (and the wider education system) at macro contextual levels. And while I would recommend specific policy for EAL in ITE that is informed by the professional knowledge base for the instruction of linguistically responsive teachers (Lucas *et al.*, 2018; Mahalingappa, 2023), I see the possibilities of my power as located in the recontextualisation of official pedagogic discourse through dissemination of practice and research in the micro contexts of ITE. As such, the possibilities for student teachers' construction of knowledge of EAL pedagogy regarding the micro contexts of ITE, acknowledging the macro contexts and possibilities for recontextualisation are now discussed.

6.3 Possibilities for constructing knowledge of EAL pedagogy regarding the micro contexts of ITE

Figure 6.1 attends to the interaction between student teachers' knowledge underpinning EAL pedagogy before ITE and the construction of knowledge of EAL pedagogy in the middle ground during ITE. The model theorises that the experiences, beliefs, values and attributes that student teachers bring to bear on their construction of knowledge of EAL pedagogy are entangled in the powerful and increasingly regulated pedagogic discourses of ITE. The theoretical framework and the findings of this research indicate that in the micro contexts of ITE, teacher educators' engagement with student teachers' formative experiences of education is essential for the development of critically informed practice (Moodie, 2016; Gray, 2020). However the findings of this research suggest that for the construction of knowledge of EAL pedagogy, aligned to the professional knowledge base, there is a lack of guided reflection available for student teachers to develop knowledge and practice of effective pedagogy for children learning EAL. This supports the claim made by Anderson and Elms (2022) that the ITT:CCF and the contemporary school-led approach limit student teachers' ability to critically reflect outside of local contexts, which has a detrimental effect on their ability to develop pedagogical knowledge that goes beyond ideologically informed policy.

By contrast, the professional knowledge base (section 2.3.1.2) advocates for the development of critical language awareness (Galguera, 2011; Ollerhead, 2018) as part of a linguistically responsive approach to teaching (Lucas *et al.*, 2008; Lucas *et al.*, 2018). This entails equipping student teachers with the ability to recognize the

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contextual influences on language knowledge they have acquired and fostering an understanding of how sociopolitical understandings of language shapes educational experiences and teacher knowledge (Mahalingappa, 2023). However, analysis of the field of education reveals the perpetuation of monolingual discourses in policy informing mainstream education in England (Gogolin, 1997; Cunningham, 2019). Therefore, the education system's monolingual ideology (Catalano and Hamann, 2016; Lanvers, 2020) represents an obstacle in developing a linguistically responsive teacher identity (Crisfield, 2017; Lanvers, 2020; Worth, McLean, and Sharp, 2022).

As there is an under-specification of EAL policy and practice in policy text, Cushing (2022) argues that teacher educators have a potential advantage in being able to see spaces for resistance in ITE with their student teachers with regard to EAL knowledge. This potential for resistance in the under-specified policy context uncovers a space for recontextualisation: an opportunity to challenge received pedagogic discourses about language within the educational system (Moore, 2013; Leung, Evans and Liu, 2021). But as noted in section 6.2, contesting meanings in the compliance-oriented macro contexts of ITE is challenging.

In order to appraise the meaning in received pedagogic discourse regarding EAL in teacher education, Mahalingappa (2023) contends that teacher educators must critically engage with student teachers' pre-existing understandings of EAL pedagogy and provide opportunities for them to explore linguistically responsive approaches to teaching. Without reflection on their knowledge and experiences of EAL within the framework of linguistically responsive teaching, student teachers may default to practices developed before initial teacher education or accept inappropriate but powerful pedagogic discourse from local practicum contexts (McCloat and Caraher, 2020), rather than integrating knowledge of effective teaching strategies for children learning EAL.

To ensure that the critical perspectives their students cultivate have an educational rather than ideological end, teacher educators must also exercise epistemological vigilance in exploring their own subjective biases (Pring, 2012; Guzmán-Valenzuela, 2016) as they too may have acquired knowledge of EAL pedagogy within a monolingual-ideologically informed system of education. By integrating principles of linguistically responsive teaching into their pedagogical approach, teacher educators can guide student teachers in recognising and addressing the linguistic and cultural diversity present in their classrooms (Mahalingappa, 2023). Nevertheless, Flockton and Cunningham (2021) note that teacher educators express varying levels of confidence in the educating student teachers about EAL. Indeed between providers of ITE there is a large degree of variation associated with EAL experiences and exposure to specialist teacher knowledge for EAL on ITE programmes (Safford and Drury, 2013; Costley, 2014; Flynn and Curdt-Christiansen, 2018; Flockton and Cunningham, 2021; Leung, Evans and Liu, 2021). Flockton and Cunningham (2021) also report that a lack of professional development opportunities for teacher educators regarding EAL means that there is a variability in preparedness and confidence among teacher educators for guiding student teachers' reflections on EAL pedagogy.

Recontextualisation of pedagogic discourse for EAL pedagogy in the micro contexts of ITE must then acknowledge the monolingual ideology regulating the field of education in England, the under-specification of EAL pedagogy and the policy/pedagogy vacuum this creates, the influence of local practicum contexts in a school-led system of ITE, the subjective biases of both student teachers and teacher educators in critically reflecting on EAL pedagogy and, the variation in confidence and professional development support for teacher educators with regard to EAL pedagogy. Hence, in the micro contexts of ITE, facilitating student teachers' construction of knowledge of effective EAL pedagogy calls for pedagogical approaches that engage both teacher educators and student teachers.

Mahalingappa (2023) argues that aside from their own reading and conference or workshop attendance, teacher educators can best develop knowledge of pedagogy for educating multilingual learners through collaboration and knowledge exchange with colleagues as part of a focused professional learning community. In consideration of this, Flynn (2019b) advocates for communal constructivism as a pedagogy that can build understanding between researchers and practitioners on how practice can become research-informed. Teachers and Teaching Assistants in Flynn's (ibid) study developed pedagogical and practical knowledge for working with children learning EAL as well as research and knowledge exchange skills. And while the practitioner group did not comprise teacher educators, communal constructivism's emphasis on collaborative construction of knowledge within a community or group setting through joint exploration and discovery (Leask and Younie, 2013) could be mobilised within a teacher education department or as part of an ITE programme of study.

The possibilities for teacher educators' and student teachers' collaboration to build expertise regarding EAL pedagogy aligned to the professional knowledge base has been explored by Foley *et al.* (2018). They designed activities that allowed teacher educators and student teachers to reflect together on the cultural experiences and knowledge embedded in classroom texts and vocabulary. The goal of the activities was to increase awareness and knowledge of the diverse interpretations and meanings present in texts for different student teachers so that student teachers are equipped with skills for engaging sensitively with text perceptions they encounter with their pupils. Foley *et al.* (ibid) contend that by critically reflecting on literacy practices met across curriculum subjects, knowledge of EAL pedagogy and effective practice can permeate the core demands of time-poor ITE programmes where EAL is often a peripheral feature. However this requires a shift in teacher educator mindset and requires consultation with teacher educators about how EAL-awareness-raising and professional development input could be best met (Foley *et al.*, 2018).

Analysis of the participants' life histories and data in this study has also raised specific issues that may be confronted with the adoption of a communal constructivist approach for linguistically responsive teacher education (Lucas *et al.*, 2008; Lucas *et al.*, 2018; Mahalingappa, 2023). In this study, student teachers developed deficit-based views of EAL pupils and their parents, they had misunderstandings of second language learning and they misappropriated

pedagogic discourse concerned with National Curriculum English in seeking to support English language proficiency for EAL pupils. Mahalingappa (2023) argues that linguistically responsive teacher education that includes targeted activities and experiences can increase student teachers' perceptions and readiness to support multilingual learners. Targeted linguistically responsive teacher education builds student teachers' knowledge of the socio-cultural aspects of language use in communication and meaning making, it builds knowledge of incorporating multilingual activities in the classroom and student teachers' beliefs in their self-efficacy for achieving this.

Based on the analysis of the findings and acknowledge the complexity of the micro contexts of ITE, a communal constructivist approach for teacher educators and student teachers building knowledge of EAL pedagogy (Flynn, 2019b) combining Foley *et al.*'s (2018) integrated approach to EAL across ITE programmes and Mahalingappa's (2023) targeted coursework for linguistically responsive teacher education is recommended. In order to evaluate the success of the approach and make effective EAL pedagogy a more visible feature of ITE (NALDIC, 2021) teacher educators' should also consider the assessment of student teachers' capability for critical reflection on acquiring knowledge pedagogy outside of their own experiences. This is particularly salient for developing critically informed knowledge of EAL pedagogy, aligned to the professional knowledge base, as geographical variations in populations of EAL pupils means that not all student teachers have the opportunity to gain practicum experience with children learning EAL (Tangen and Beutel, 2017; Foley, 2019).

As a teacher educator and researcher, I recognise that this research contributes to an under-researched area of student teachers' experiences of teacher education in England. It is my intention that it contributes to the recontextualisation of EAL in ITE and that it can be part of communal constructivist approach for teacher educators and student teachers building knowledge of EAL pedagogy. As such, I intend to disseminate the findings from this study through publication.

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Appendices

Appendix 1: Example of literature database kept

Quality?	Reference	Focus of study	Research methodology and methods used	Country	School phase
✓	Barbara Skinner (2010) English as an Additional Language and initial teacher education: views and experiences from Northern Ireland, Journal of Education for Teaching, 36:1, 75–90	Primary and secondary student teracher perspectives on ITE EAL preparation -variation. Need adavanced strategies + theory	Semi-structured interviews	Northern Ireland	Primary & Secondary
✓	Christopher J Hall & Clare Cunningham (2020) Educators' beliefs about English and languages beyond English: From ideology to ontology and back again, Linguistics and Education 57, pp. 1-14	Ontological beliefs and persistence of ideological beliefs about languages in educational systems: monolingual habitus - English = language. Ontological interpretation in ITE -narrative challenging	Semi-structured/unstructured interviews	England	Primary
✓	Louise Bailey & Hannah Sowden (2021): Reflective accounts of teaching literacy to pupils with English as an additional language (EAL) in primary education, English in Education	Focus on qualified teachers - pedagogical knowledge - implications for 'training' in ITE + CPD	Semi-structured interviews (1st and follow-up one month later) with NQTs to management level - themes extracted around practice	England	Primary
✓	Naomi Flynn & Xiao Lan Curdt-Christiansen (2018) Intentions versus enactment: making sense of policy and practice for teaching English as an additional language, Language and Education, 32:5, 410-427	Relationship between EAL policy and practice + how teachers' prof knowledge re: EAL develops; how EAL learners received and perceived against migration discourses	Policy analysis & Survey	England	Primary & Secondary
✓	Yongcan Liu, Linda Fisher, Karen Forbes & Michael Evans (2017) The knowledge base of teaching in linguistically diverse contexts: 10 grounded principles of multilingual classroom pedagogy for EAL, Language and Intercultural Communication, 17:4, 378-395	Defining the knowledge base for EAL - felxibility and differentiation; situated, child-dentred approach. Refs to primary + ITE	Interviews	England	Secondary
✓	Yvonne Foley, Pauline Sangster & Charles Anderson (2013) Examining EAL policy and practice in mainstream schools, Language and Education, 27:3, 191-206	Is policy happening in practice? Student teachers as informed observers of EAL practice on placement - EAL learners' access to curriculum	Student teacher perceptions - semi-structured interviews	Scotland	Secondary
✓	Krishan Sood & Malini Tina Mistry (2011) English as an Additional Language: is there a need to embed cultural values and beliefs in institutional practice?, Education 3–13, 39:2, 203–215	Differences in practices among professionals - inc. teachers re: EAL. Lack of expertise + awareness. Need for training strategy.	Questionnaire/semi-structured interviews	England	Primary
✓	Yvonne Foley, Charles Anderson, Jean Conteh, Jonathan Hancock (2018) Initial Teacher Education and English as an Additional Language Research Report. The University of Edinburgh	Surveys of teacher educators views and student teacher knowledge of EAL during ITE	Surveys/interviews	England	Primary & Secondary

Appendix 2: Literature Review Categories

Categories emerging from literature	Author(s)
Student teacher challenges: Prior experience and knowledge affects confidence/competence; time pressures of additional workload; support available; cultural responsiveness	Anderson, C., Sangster, P., Foley, Y. and Crichton, H. (2016)
Tensions in mainstreaming policy: dispersed teaching responsibility; subject-specific challenges; social and cultural challenges for children; assessment unfairness and limitations	
Student teacher EAL Knowledge: personalised understanding and empathy; develops with new to English strategies; support for immersion/mainstreaming; L1 use and support tensions; develops in interaction with EAL learners	
Student teacher challenges: monolingual ITE; knowledge and strategies for supporting L1; assessment of bilingual learners; workload; politicisation of identity; gaps in cultural knowledge; feelings of diminished agency with poor knowledge; confidence post-ITE did not increase for 1/5; student in subordinate placement position regarding EAL	Foley, Anderson, Hancock and Conteh (2018)
Tensions in mainstreaming policy: mainstreaming and withdrawal; system constrains multilingual potential; dispersed responsibility; supporting and valuing L1; school policy limitations; broader principles of inclusion vs specifics of EAL; discrimination because of lack of teacher knowledge	
Student teacher EAL Knowledge: subject specific vocabulary and language across curriculum; theories of multilingualism and language acquisition; diversity awareness; cognitive demands; learning Englishes; openness to aspects of EAL identity; understanding and empathy; placement schools not sites of EAL knowledge development; lack of centralised guidance; EAL as career-long-learning theme	
Student teacher challenges: Shifting demographics and student teacher identity; required to be knowledgeable of EAL; ITE policy of generalised adaptations vs specific knowledge; school vs university discourses; vulnerability and inefficacy; agency; personal responsibility vs dispersed responsibility; confidence to support and enact inclusive teacher identity; constraining school policy; competing discourses on language; ITE provision; ambiguities and tensions in policy	Foley, Anderson, Hancock and Conteh (2021)
Tensions in mainstreaming policy: lack of EAL guidance; culturally responsive pedagogies hindered; valuing L1 and use of L1; responsibility for EAL	
Student teacher EAL Knowledge: Strategies and ideas; cultural perspectives; ethically aware teaching and identity; awareness of difference; 1/4 no or very little knowledge of strategies and ideas; 1/5 low confidence post-ITE	
Student teacher challenges: need for EAL subject knowledge and EAL professional knowledge	Brazil (2016)
Tensions in mainstreaming policy: Failing ethnolinguistic complexity; geo-political impact on classroom; increase in EAL pupils; diffuse curriculum concern or English curriculum concern?	
Student teacher knowledge: lowest rated area of ITE on NQT surveys; critical position on policy	

Student teacher challenges: communication with parents of EAL learners for support; being observed and guided for EAL pedagogy; lack of time for planning and discussion	**Quinlan (2017)**
Student teacher knowledge: low ratings in QTS surveys for EAL; understanding language development; EAL and SEND; critical reflection on effective pedagogy; high challenge - high support environments	
Student teacher challenges: availability of EAL placement experiences; placement as an identity shaping experience - priorities of schools vs own priorities	**Cooper (2018)**
Tensions in mainstreaming policy: influence of directives from government on EAL learning	
Student teacher knowledge: influence of values and identity and philosophy of education on EAL knowledge - identity text; reflection on EAL experience; EAL knowledge constructed within inclusive practice	
Student teacher challenges: ITE university and school preparation for EAL relatively under-researched; schools' lack of preparation to support EAL knowledge development; variability in EAL input on ITE; low experience among teacher educators regarding EAL - lack of confidence and knowledge; need to re-envision EAL as part of subject pedagogies; reconceptualisation of ITE for diversity	**Foley (2019)**
Tensions in mainstreaming policy: rarity of culturally and linguistically homogenous classrooms;	
Student teacher knowledge: framed within equity and social justice in education; need for comprehensive programme of EAL education; EAL knowledge related to confidence to teach; need for practical strategies	

Appendix 3: Themes emerging from Literature Review Categories

Interaction of policy, experience and position	
cultural and linguistic diversity of mainstream	(Anderson *et al.*, 2016) (Foley *et al.*, 2018) (Foley *et al.*, 2021) (Brazil, 2016) (Foley, 2019)
Under-specification of EAL policy and practice from central government	(Anderson *et al.*, 2016) (Foley *et al.*, 2021)
impoverished professional development for EAL	(Anderson *et al.*, 2016) (Foley *et al.*, 2018) (Foley *et al.*, 2021)
poor experiences of EAL on placement	(Anderson *et al.*, 2016) (Foley *et al.*, 2021)
Variability of experience of EAL on ITE	(Anderson *et al.*, 2016) (Cooper, 2018) (Foley, 2019)
Influence of prior experience working with EAL on ITE experience - knowledge source	(Anderson *et al.*, 2016) (Foley *et al.*, 2018) (Foley, 2019)
Language learning experience influence on knowledge and placement teaching- majority monolingual	(Anderson *et al.*, 2016) (Foley *et al.*, 2018) (Foley *et al.*, 2021)
Agency on placement	(Cooper, 2018) (Foley *et al.*, 2021)
Relational knowledge for culturally and linguistically diverse classrooms	
Developing empathy and understanding of EAL learners	(Anderson *et al.*, 2016) (Foley *et al.*, 2018) (Foley *et al.*, 2021)
social, cultural and linguistic aspects of learning for EAL learners	(Anderson *et al.*, 2016) (Foley *et al.*, 2018) (Foley *et al.*, 2021)
synthesis of subject and professional knowledge	(Brazil, 2016) (Quinlan, 2017)
responsibility, inclusion and diversity for teacher identity	(Anderson *et al.*, 2016) (Foley *et al.*, 2018) (Foley *et al.*, 2021) (Cooper, 2018) (Foley, 2019)
A lack of consensus on effective EAL pedagogy	
experience of conflicting discourses regarding EAL	(Foley *et al.*, 2021) (Brazil, 2016) (Cooper, 2018)
persistent low ratings of confidence and knowledge for EAL with student teachers	(Anderson *et al.*, 2016) (Foley *et al.*, 2018) (Foley *et al.*, 2021) (Brazil, 2016) (Quinlan, 2017)

Appendix 4: The process of generating design frame criteria

Theoretical perspectives

- Shulman – intellectual biography
- Goodson – middle-ground
- Shulman – sources of professional knowledge
- Bernstein – pedagogic discourse & consciousness shaping
- Borg – language learning
- Sugrue – archetypes of teaching
- Lortie – apprenticeship-of-observation

RQ1. How does a student teacher's formative educative experiences before ITE influence their construction of knowledge of EAL pedagogy?

RQ2. How does a student teacher's navigation of macro and micro contexts during ITE influence their construction of knowledge of EAL pedagogy?

Design frame criteria must engage with these aspects arising from theoretical perspectives:

- Student teacher's biography – content relevant to constructing knowledge of EAL pedagogy
- Influence of student teacher's biography on language learning and EAL pedagogy
- Student teacher's agency in constructing knowledge

Design frame criteria

(i) A design frame that permits me to engage with and interpret the student teacher's life experiences and personal influences (in macro and micro arenas) associated with constructing EAL pedagogical knowledge before and during ITE.

(ii) A design frame that permits access and the potential to analyse the individual student teacher's navigation of those macro and micro arenas and the influence this has, and the meanings they use, in the construction of their knowledge of EAL pedagogy before and during ITE.

Design frame criteria must engage with these aspects arising from empirical research:

- Sources, perceptions and influences of the student teacher's EAL pedagogical knowledge & agency in deploying it
- Student teacher's personal knowledge of effective EAL pedagogy and practice
- The sources of meaning for the student teacher's construction of EAL pedagogical knowledge

Empirical research

- Theme: Interaction of policy, experience, position on student teacher's knowledge of EAL pedagogy
- Theme: Construction of EAL pedagogical knowledge via relational knowledge for culturally and linguistically diverse classrooms
- Theme: A lack of consensus on effective EAL pedagogy for individual student teachers
- Gap: Reasoning behind student teachers' change in perception EAL pedagogy during ITE
- Gap: Understanding where student teachers' conflicting knowledge of EAL pedagogy is sourced and constructed

The purpose of this study is to understand how consciousness shaping in the middle-ground influences the construction of student teachers' knowledge about EAL pedagogy.

Appendix 5: Phase 1 Primary EAL Questionnaire

PHASE 1 Primary EAL Questionnaire

&o

This is a questionnaire about PGCE students' knowledge for teaching English as an Additional Language (EAL).

The questionnaire consists of a mix of multiple choice and open questions. The questionnaire branches according to the answers given. It takes between fifteen and thirty minutes to complete.

There are five sections:
Section 1: Becoming a primary school teacher (*maximum* 12 questions)
Section 2: English as an Additional Language in education (*maximum* 28 questions)
Section 3: English as an Additional Language: knowledge and beliefs (6 questions)
Section 4: Learning languages (*maximum* 15 questions)
Section 5: Personal information (4 questions)

Upon completion of the questionnaire the option of receiving a copy of responses via email and, printing/saving to a pdf file is available.

Becoming a primary school teacher

1. What are the factors or life experiences that influenced you becoming a primary school teacher? [Choose all that apply]

- ☐ Curriculum subject(s)

- ☐ School teacher(s)

- ☐ Family

- ☐ Friend(s)

- ☐ Significant people [real or fictional]

- ☐ Particular life experience(s)

- ☐ Something or someone else

2. In particular, what were the specific factors or life experiences and, how did they influence you in becoming a primary school teacher?

3. Did you work/volunteer with children before starting the PGCE Primary programme?

- ○ Yes

- ○ No

4. What did you do in your job/voluntary role?

5. Theory and research is used to inform teaching in primary schools. How would you rate your level of awareness of this?

- ( ) not at all aware

- ( ) slightly aware

- ( ) somewhat aware

- ( ) moderately aware

- ( ) extremely aware

6. What are the theories and research for teaching and learning in primary schools that you know of?

   Or, if you do not know of any specifically, what are the theories and research that you think are connected to teaching and learning in primary schools?

7. The government devises policy directing schools and teachers to work and teach in particular ways. How would you rate your level of awareness of this?

○ not at all aware

○ slightly aware

○ somewhat aware

○ moderately aware

○ extremely aware

8. What are the government policies for teaching and learning in primary schools that you know of?

Or, if you do not know of any specifically, what are the government policies that you think are connected to teaching and learning in primary schools?

[ ]

9. List three personal qualities or attributes you think primary school teachers should have.

[ ]

10. Primary school teachers teach children in different ways - note down two or three teaching strategies you know about.

11. How do you feel about teaching children at primary school?

○ not at all confident

○ slightly confident

○ somewhat confident

○ moderately confident

○ extremely confident

12. Give reasons for your choice

13. Are you aware that there are children in English primary schools whose first language is not English i.e. they are also learning English as an Additional Language (EAL)?

   ⭕ Yes

   ⭕ No

14. What do you think teachers need to know about children who are learning English as an Additional Language in primary school? List three things.

   [   ]

15. Now that you are aware of children learning English as an Additional Language, what do you think teachers might need to know about them? List three things.

   [   ]

16. Do you come from a multilingual household?

   ⭕ Yes

   ⭕ No

17. What other languages are spoken in the household?

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18. Other than English, do you personally speak any other language(s) at home?

○ Yes

○ No

19. Which other language(s) do you personally speak at home?

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20. Do you hold qualifications in the language(s) spoken in your household?

○ Yes

○ No

21. What are the qualifications you hold, in which language(s) and where did you obtain them?

<div style="border:1px solid #ccc; height:3em;"></div>

22. Did you learn English as an Additional Language at school?

  ◯ Yes

  ◯ No

23. At what age did you start to learn English as an Additional Language at school?

  [   ]

24. Describe the experience of being taught to learn English as an Additional Language at school.
    For example, what were the strategies and approaches that you experienced as a learner?

  [   ]

25. To what extent did your own experiences of learning English as an Additional Language influence your decision to become a primary school teacher?

  ◯ not at all influential

  ◯ slightly influential

  ◯ somewhat influential

  ◯ very influential

  ◯ extremely influential

26. Give reasons for your choice

[text box]

27. Did you have experience at school of learning alongside other students who were learning English as an Additional Language?

○ Yes

○ No

○ Not sure

28. What makes you unsure? Include some detail of the learning experiences that contribute to this.

[text box]

29. Describe, if you can, how those children that you were learning alongside were taught to learn English as an Additional Language at school.
For example, what were the strategies and approaches that you noticed they experienced as learners?

[text box]

30. To what extent did your experiences of learning alongside English as an Additional Language learners influence your decision to become a primary school teacher?

- ○ not at all influential

- ○ slightly influential

- ○ somewhat influential

- ○ very influential

- ○ extremely influential

31. Give reasons for your choice

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32. Do you have experience of working or volunteering with children learning English as an Additional Language?

- ○ Yes

- ○ No

- ○ Not sure

33. What makes you unsure? Include some detail of the work/voluntary
    experiences that contribute to this.

34. Describe the experience you had of working/volunteering with
    children learning English as an Additional Language.
    What were the approaches you took when working with the children?

35. To what extent did working/volunteering with children learning
    English as an Additional Language influence your decision to become
    a primary school teacher?

    ○ not at all influential

    ○ slightly influential

    ○ somewhat influential

    ○ very influential

    ○ extremely influential

36. Give reasons for your choice

37. Do you have any other additional language acquisition experiences in a school/education setting?

○ Yes

○ No

38. Describe the additional language acquisition experience and the approaches taken to learning additional languages.

[ ]

39. To what extent did your role in additional language acquisition settings influence your decision to become a primary school teacher?

○ not at all influential

○ slightly influential

○ somewhat influential

○ very influential

○ extremely influential

40. Give reasons for your choice

[ ]

41. Teachers teach children learning English as an Additional Language in different ways - note down two or three teaching strategies you know about.

42. Theory and research is used to inform teaching children learning English as an Additional Language in primary schools. How would you rate your level of awareness of this?

- ◯ not at all aware

- ◯ slightly aware

- ◯ somewhat aware

- ◯ moderately aware

- ◯ extremely aware

43. What are the theories and research for teaching and learning English as an Additional Language that you know of?

Or, if you do not know of any specifically, what are the theories and research that you think are connected to teaching and learning English as an Additional Language?

44. The government devises policy directing schools and teachers to work and teach children learning English as an Additional Language in particular ways. How would you rate your level of awareness of this?

○ not at all aware

○ slightly aware

○ somehwat aware

○ moderately aware

○ extremely aware

45. What are the government policies for teaching and learning English as an Additional Language that you know of?

Or, if you do not know of any specifically, what are the government policies that you think are connected to teaching and learning English as an Additional Language?

46. How do you feel about teaching children learning English as an Additional Language at primary school?

- ◯ not at all confident
- ◯ slightly confident
- ◯ somewhat confident
- ◯ moderately confident
- ◯ extremely confident

47. Give reasons for your choice

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48. Choose all that apply to you:

- [ ] I learned languages at primary school

- [ ] I learned languages at secondary school

- [ ] I learned languages at further education/sixth form college

- [ ] I learned languages at university

- [ ] I did not learn languages at any time in my formal education

- [ ] I learned languages outside of formal education

49. How did you learn languages? (e.g. paired speaking work, learning grammar rules, learning vocabulary off-by-heart, using apps etc.)

50. What are the qualification(s) you hold in languages? [Choose all that apply]

☐ GCSE

☐ A or AS level

☐ Degree

☐ Other

☐ None

51. How do you feel about learning languages?

◯ very negative

◯ negative

◯ neutral

◯ positive

◯ very positive

52. Give reasons for your choice

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53. Do you have any experience of language teaching?

　　○　Yes

　　○　No

54. Describe the language teaching experience and the approaches taken to teaching languages in that particular experience.

55. To what extent did your language teaching experience influence your decision to become a primary school teacher?

　　○　not at all influential

　　○　slightly influential

　　○　somewhat influential

　　○　very influential

　　○　extremely influential

56. Give reasons for your choice

57. Do you have any language teaching qualifications?

○ Yes

○ No

58. What are the language teaching qualifications you have?

[   ]

59. Teachers teach children languages in different ways - note down two
or three teaching strategies you know about.

[   ]

60. List three personal qualities or attributes language teachers should
have.

[   ]

61. Languages is a National Curriculum subject at Key Stage 2. How do you feel about teaching languages to primary school children?

- ○ not at all confident

- ○ slightly confident

- ○ somewhat confident

- ○ moderately confident

- ○ extremely confident

62. Give reasons for your choice

63. Where, and during which period of time did you attend primary school? (E.g. England 2000-2007)

[   ]

64. Where, and during which period of time did you attend secondary school? (E.g. England 2007-2014)

[   ]

65. What was/were your degree subject(s) at undergraduate level?

[   ]

66. Which PGCE Primary route and pathway are you on?

○ School-based PGCE Primary 3-7

○ School-based PGCE Primary 5-11

○ University-based PGCE Primary 3-7

○ University-based PGCE Primary 5-11

Appendix 6: Phase 2 Primary EAL Questionnaire

PHASE 2 Primary EAL Questionnaire ⅋

This is the second questionnaire about PGCE students' knowledge for teaching English as an Additional Language (EAL).

The questionnaire consists of a mix of multiple choice and open questions. The questionnaire branches according to your personal experience of learning to become a teacher. It takes between 20 and 40 minutes to complete.

There are six sections:
Section 1: Becoming a primary school teacher (7 questions)
Section 2: PGCE University sessions and EAL (*maximum* 18 questions)
Section 3: PGCE School Experiences and EAL (1 question)
Section 4: PGCE School Experience 1 and EAL (*maximum* 24 questions)
Section 5: PGCE School Experience 2 and EAL (*maximum* 24 questions)
Section 6: PGCE School Experience 3 and EAL (*maximum* 24 questions)
Section 7: Becoming a teacher of children learning English as an Additional Language (1 question)

Upon completion of the questionnaire the option of receiving a copy of responses via email and, printing/saving to a pdf file is available.

Becoming a primary school teacher

1. How would you rate your level of awareness of **theory and research** used to inform teaching in primary schools?

   ○ not at all aware

   ○ slightly aware

   ○ somewhat aware

   ○ moderately aware

   ○ extremely aware

2. How would you rate your level of awareness of **government policy** directing schools and teachers to work and teach in particular ways?

   ○ not at all aware

   ○ slightly aware

   ○ somewhat aware

   ○ moderately aware

   ○ extremely aware

3. How confident has the university aspect of your PGCE programme made you feel about teaching in primary schools?

   ○ not at all confident

   ○ slightly confident

   ○ somewhat confident

   ○ moderately confident

   ○ extremely confident

4. *The next few questions explore your sense of "agency" on School Experience placements.*

   Agency emerges through the interaction of the beliefs, values and attributes that an individual brings to bear on the possibilities for action in a particular context.

   For student teachers, a sense of agency might be connected to the extent to which they feel they can make their own decisions and act upon them on School Experience placements.

   To what extent did you feel a sense of agency in your teaching **on SE1**?

   ◯ To an extremely large extent

   ◯ To a very large extent

   ◯ To a large extent

   ◯ To a moderate extent

   ◯ To a small extent

   ◯ To a very small extent

   ◯ To an extremely small extent

5. To what extent did you feel a sense of agency in your teaching **on SE2**?

○ To an extremely large extent

○ To a very large extent

○ To a large extent

○ To a moderate extent

○ To a small extent

○ To a very small extent

○ To an extremely small extent

6. To what extent did you feel a sense of agency in your teaching **on SE3**?

○ To an extremely large extent

○ To a very large extent

○ To a large extent

○ To a moderate extent

○ To a small extent

○ To a very small extent

○ To an extremely small extent

7. How do you see yourself as a **learner**? List three points.

> ┌───┐
> │   │
> └───┘

8. How do you see yourself as a **teacher**? List three points.

> ┌───┐
> │   │
> └───┘

9. How much of a priority for you, are university sessions regarding teaching children learning EAL on the PGCE programme?

◯ Not a priority

◯ Low priority

◯ Somewhat priority

◯ Neutral

◯ Moderate priority

◯ High priority

◯ Essential priority

10. Did you attend university lecture sessions that informed you about working with children learning EAL?

◯ Yes

◯ No

11. How was the content on EAL delivered? (Select all that apply)

☐ As part of a dedicated session on English as an Additional Language

☐ As part of learning about teaching a specific curriculum subject for children learning English as an Additional Language

☐ Other

12. *If you selected "**Other**", specify what that was here*

13. Thinking about the university sessions, what did you learn about teaching children learning EAL? List three things.

14. **Theory and research** is used to inform how children learning EAL are taught in primary schools. How would you rate your level of awareness of this?

  ◯ not at all aware

  ◯ slightly aware

  ◯ somewhat aware

  ◯ moderately aware

  ◯ extremely aware

15. The government devises **policy** directing schools and teachers to work and teach children learning EAL in particular ways. How would you rate your level of awareness of this?

  ◯ not at all aware

  ◯ slightly aware

  ◯ somewhat aware

  ◯ moderately aware

  ◯ extremely aware

16. Were there any other university sessions, not specifically focused on EAL, that you found useful for your understanding of teaching children learning EAL?

   ◯ Yes

   ◯ No

17. Describe the other university sessions that you found useful for teaching children learning EAL here.

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18. Have you invested any of your personal study time to further research literature and resources for teaching children learning EAL?

   ◯ Yes

   ◯ No

19. What additional literature or resources did you search for and why?

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20. Is there anything not yet covered by university EAL sessions that you would like to learn about?

○ Yes

○ No

21. What else would you like to learn about regarding teaching children learning EAL?

[   ]

22. How linguistically aware do you consider yourself to be?

○ not at all aware

○ slightly aware

○ somewhat aware

○ moderately aware

○ extremely aware

23. How would you rate your subject knowledge of EAL?

    ◯ Poor

    ◯ Fair

    ◯ Good

    ◯ Very good

    ◯ Excellent

24. Thinking specifically about your university sessions, how confident have they made you feel about teaching children learning EAL in primary schools?

    ◯ not at all confident

    ◯ slightly confident

    ◯ somewhat confident

    ◯ moderately confident

    ◯ extremely confident

25. Did your PGCE university input give you opportunities to reflect meaningfully on teaching children learning EAL?

    ◯ Yes

    ◯ No

26. What did you reflect on and why?

27. How much of a priority for you, are PGCE School Experience placements where you can gain direct experience of teaching children learning EAL?

- ◯ Not a priority

- ◯ Low priority

- ◯ Somewhat priority

- ◯ Neutral

- ◯ Moderate priority

- ◯ High priority

- ◯ Essential priority

28. *On average, one child in every five is learning EAL in primary school in England - that's 20% of the primary school population here.*

    What was the percentage of children learning EAL in your SE1 class?

    ◯ I don't know

    ◯ Zero percent

    ◯ Well below the national average

    ◯ Below the national average

    ◯ At, or around the national average

    ◯ Above the national average

    ◯ Well above the national average

29. Did your SE1 placement offer you an opportunity to teach children learning EAL?

    ◯ Yes

    ◯ No

30. To what extent did you feel a sense of **agency in your teaching for children learning EAL** on SE1?

○ To an extremely large extent

○ To a very large extent

○ To a large extent

○ To a moderate extent

○ To a small extent

○ To a very small extent

○ To an extremely small extent

31. Give reasons for your choice

┌───┐
│   │
└───┘

32. Think back to classroom interactions and your conversations about children learning EAL with school staff on SE1. What kind of words and phrases did they use to describe children learning EAL?

○ School staff used positive terms

○ School staff used neutral terms

○ School staff used negative terms

○ Children learning EAL were not referred to during the school placement

33. How would you rate subject knowledge for EAL among the school staff in SE1?

  ◯ Poor

  ◯ Fair

  ◯ Good

  ◯ Very good

  ◯ Excellent

  ◯ Not known - EAL was not referred to during the school placement

34. Did your SE1 school have an EAL policy?

  ◯ Yes

  ◯ No

  ◯ Not sure

35. What content do you remember being in the SE1 school EAL policy?

  [   ]

36. Which **documentation and resources** did you use for teaching children learning EAL on SE1?

☐ School specific EAL policy

☐ School's general inclusion policy

☐ School's specific curriculum subject policy

☐ School's general teaching and learning policy

☐ School's specific EAL assessment information

☐ School's general assessment information

☐ School's previous plans that were shared

☐ Slides and notes from a university EAL session

☐ Slides and notes from a university curriculum subject and EAL session

☐ Slides and notes from a university session not specifically focused on EAL

☐ University library sources (e.g. books or journals)

☐ Department for Education: English Proficiency Scales

☐ Department for Education: Developing quality tuition: effective practice in schools - English as an additional language

☐ The National Curriculum

☐ Early years foundation stage (EYFS) statutory framework

☐ The Initial Teacher Training Core Content Framework

☐ Previous government policy (pre-2010) (e.g. A Language in Common, Primary National Strategy)

☐ EAL association materials (e.g. NALDIC, The Bell Foundation, MESH Guides)

☐ EAL theory

37. *If you selected "**Other internet-based documentation**" and/or "**Other documentation**", specify what this was in the box below.*

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┌─────────────────────────────────────────────────┐
│                                                 │
└─────────────────────────────────────────────────┘
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38. Which documents or resources were most useful for teaching children learning EAL and why?

(If you did not draw upon any documentation or resources for teaching children learning EAL, go to the next question.)

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┌─────────────────────────────────────────────────┐
│                                                 │
│                                                 │
│                                                 │
└─────────────────────────────────────────────────┘
```

39. Who did you **communicate** with on SE1 to learn about teaching children learning EAL?

- [ ] Class Teacher/Mentor

- [ ] Teaching Assistant

- [ ] The children learning EAL

- [ ] Other children in the class

- [ ] EAL Co-ordinator

- [ ] EAL Teacher

- [ ] EAL Teaching Assistant

- [ ] Inclusion/Special Educational Needs & Disability Co-ordinator

- [ ] School-based Subject Lead(s)

- [ ] School-based Senior Leadership Team

- [ ] Other school staff

- [ ] University Tutor(s)

- [ ] Local Authority/Academy EAL Team

- [ ] Fellow student teachers

- [ ] Other person/people

- [ ] I did not communicate with anyone about teaching children learning EAL

40. *If you selected "**Other person/people**", specify who this was in the box below.*

41. Which interactions were most useful for teaching children learning EAL and why?

   (If you did not communicate with anyone about teaching children learning EAL, go to the next question.)

42. Select the **SE1 opportunities** you had where you learned about teaching children learning EAL

- ☐ Observation(s) of other teacher(s)

- ☐ Teaching children learning EAL on SE

- ☐ Participation in teaching children learning EAL led by other teacher(s)

- ☐ Personal reflection on teaching children learning EAL

- ☐ Personal study regarding EAL

- ☐ SE school-based professional development workshop/staff meeting for teaching children learning EAL

- ☐ Discussion with fellow student teachers

- ☐ Undertaking academic assignments while on SE

- ☐ Undertaking school-based tasks

- ☐ Other SE opportunity

- ☐ I did not have SE opportunities to learn about EAL

43. *If you selected* "**Other SE opportunity**", *briefly describe this in the box below.*

44. Which SE1 opportunities were most useful for teaching children learning EAL and why?

(If you did not have SE opportunities to learn about teaching children learning EAL, go to the next question.)

> [ ]

45. Which **personal experiences from your own learning and education** did you draw upon for teaching children learning EAL on SE1?

[ ] Personal experiences of learning English (as a native speaker)

[ ] Personal experiences of foreign language learning

[ ] Personal experiences of learning English as an Additional Language

[ ] Personal experiences of learning alongside other students/pupils learning EAL

[ ] Personal experiences of being taught at primary school (general)

[ ] Personal experiences of being taught at secondary school (general)

[ ] Personal experiences of being taught at college or university education (general)

[ ] Other personal experiences of learning or being taught

[ ] I did not draw upon personal experiences of being educated for teaching children learning EAL

46. Which personal experiences from your own learning and education were most useful for teaching children learning EAL on SE1 and why?

(If you did not draw upon personal experiences of being educated for teaching children learning EAL, go to the next question.)

47. Who are the **people from your own life, education and schooling** (prior to starting the PGCE) that influenced your teaching for children learning EAL on SE1?

☐ Family member(s)

☐ Friend(s)

☐ School teacher(s)

☐ Work colleague(s)

☐ Fictional character(s) (e.g. from a film, book or television programme)

☐ Another type of person not listed here

☐ There wasn't anyone, prior to beginning the PGCE, that influenced my teaching of children learning EAL

48. What was useful about that person's influence for teaching children learning EAL on SE1 and why?

   (If there wasn't anyone, prior to beginning the PGCE, that influenced your teaching of children learning EAL, go to the next question.)

49. Thinking specifically about your SE1 placement, how confident has it made you feel about teaching children learning EAL in primary schools?

   ◯ not at all confident

   ◯ slightly confident

   ◯ somewhat confident

   ◯ moderately confident

   ◯ extremely confident

50. Did your SE1 placement give you opportunities to reflect meaningfully on teaching children learning EAL?

   ◯ Yes

   ◯ No

51. What did you reflect on and why?

52. *On average, one child in every five is learning EAL in primary school in England - that's 20% of the primary school population here.*

What was the percentage of children learning EAL in your SE2 class?

◯ I don't know

◯ Zero percent

◯ Well below the national average

◯ Below the national average

◯ At, or around the national average

◯ Above the national average

◯ Well above the national average

53. Did your SE2 placement offer you an opportunity to teach children learning EAL?

◯ Yes

◯ No

54. To what extent did you feel a sense of **agency in your teaching for children learning EAL** on SE2?

     ( ) To an extremely large extent

     ( ) To a very large extent

     ( ) To a large extent

     ( ) To a moderate extent

     ( ) To a small extent

     ( ) To a very small extent

     ( ) To an extremely small extent

55. Give reasons for your choice

     [   ]

56. Think back to classroom interactions and your conversations about children learning EAL with school staff on SE2. What kind of words and phrases did they use to describe children learning EAL?

     ( ) School staff used positive terms

     ( ) School staff used neutral terms

     ( ) School staff used negative terms

     ( ) Children learning EAL were not referred to during the school placement

57. How would you rate subject knowledge for EAL among the school staff in SE2?

○ Poor

○ Fair

○ Good

○ Very good

○ Excellent

○ Not known - EAL was not referred to during the school placement

58. Did your SE2 school have an EAL policy?

○ Yes

○ No

○ Not sure

59. What content do you remember being in the SE2 school EAL policy?

[   ]

60. Which **documentation and resources** did you use for teaching
children learning EAL on SE2?

- [ ] School specific EAL policy

- [ ] School's general inclusion policy

- [ ] School's specific curriculum subject policy

- [ ] School's general teaching and learning policy

- [ ] School's specific EAL assessment information

- [ ] School's general assessment information

- [ ] School's previous plans that were shared

- [ ] Slides and notes from a university EAL session

- [ ] Slides and notes from a university curriculum subject and EAL session

- [ ] Slides and notes from a university session not specifically focused on EAL

- [ ] University library sources (e.g. books or journals)

- [ ] Department for Education: English Proficiency Scales

- [ ] Department for Education: Developing quality tuition: effective practice in schools -
English as an additional language

- [ ] The National Curriculum

- [ ] Early years foundation stage (EYFS) statutory framework

- [ ] The Initial Teacher Training Core Content Framework

- [ ] Previous government policy (pre-2010) (e.g. A Language in Common, Primary
National Strategy)

- [ ] EAL association materials (e.g. NALDIC, The Bell Foundation, MESH Guides)

- [ ] EAL theory

61. *If you selected "**Other internet-based documentation**" and/or "**Other documentation**", specify what this was in the box below.*

[   ]

62. Which documents or resources were most useful for teaching children learning EAL and why?

   (If you did not draw upon any documentation or resources for teaching children learning EAL, go to the next question.)

[   ]

63. Who did you **communicate** with on SE2 to learn about teaching children learning EAL?

- [ ] Class Teacher/Mentor

- [ ] Teaching Assistant

- [ ] The children learning EAL

- [ ] Other children in the class

- [ ] EAL Co-ordinator

- [ ] EAL Teacher

- [ ] EAL Teaching Assistant

- [ ] Inclusion/Special Educational Needs & Disability Co-ordinator

- [ ] School-based Subject Lead(s)

- [ ] School-based Senior Leadership Team

- [ ] Other school staff

- [ ] University Tutor(s)

- [ ] Local Authority/Academy EAL Team

- [ ] Fellow student teachers

- [ ] Other person/people

- [ ] I did not communicate with anyone about teaching children learning EAL

64. *If you selected "**Other person/people**", specify who this was in the box below.*

65. Which interactions were most useful for teaching children learning EAL and why?

    (If you did not communicate with anyone about teaching children learning EAL, go to the next question.)

66. Select the **SE2 opportunities** you had where you learned about teaching children learning EAL

☐ Observation(s) of other teacher(s)

☐ Teaching children learning EAL on SE

☐ Participation in teaching children learning EAL led by other teacher(s)

☐ Personal reflection on teaching children learning EAL

☐ Personal study regarding EAL

☐ SE school-based professional development workshop/staff meeting for teaching children learning EAL

☐ Discussion with fellow student teachers

☐ Undertaking academic assignments while on SE

☐ Undertaking school-based tasks

☐ Other SE opportunity

☐ I did not have SE opportunities to learn about EAL

67. *If you selected* "**Other SE opportunity**", *briefly describe this in the box below.*

68. Which SE2 opportunities were most useful for teaching children learning EAL and why?

(If you did not have SE opportunities to learn about teaching children learning EAL, go to the next question.)

69. Which **personal experiences from your own learning and education** did you draw upon for teaching children learning EAL on SE2?

- [ ] Personal experiences of learning English (as a native speaker)

- [ ] Personal experiences of foreign language learning

- [ ] Personal experiences of learning English as an Additional Language

- [ ] Personal experiences of learning alongside other students/pupils learning EAL

- [ ] Personal experiences of being taught at primary school (general)

- [ ] Personal experiences of being taught at secondary school (general)

- [ ] Personal experiences of being taught at college or university education (general)

- [ ] Other personal experiences of learning or being taught

- [ ] I did not draw upon personal experiences of being educated for teaching children learning EAL

70. Which personal experiences from your own education were most useful for teaching children learning EAL on SE2 and why?

(If you did not draw upon personal experiences of being educated for teaching children learning EAL, go to the next question.)

71. Who are the **people from your own life, education and schooling** (prior to starting the PGCE) that influenced your teaching for children learning EAL on SE2?

☐ Family member(s)

☐ Friend(s)

☐ School teacher(s)

☐ Work colleague(s)

☐ Fictional character(s) (e.g. from a film, book or television programme)

☐ Another type of person not listed here

☐ There wasn't anyone, prior to beginning the PGCE, that influenced my teaching of children learning EAL

72. What was useful about that person's influence for teaching children learning EAL on SE2 and why?

(If there wasn't anyone, prior to beginning the PGCE, that influenced your teaching of children learning EAL, go to the next question.)

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73. Thinking specifically about your SE2 placement, how confident has it made you feel about teaching children learning EAL in primary schools?

○ not at all confident

○ slightly confident

○ somewhat confident

○ moderately confident

○ extremely confident

74. Did your SE2 placement give you opportunities to reflect meaningfully on teaching children learning EAL?

○ Yes

○ No

75. What did you reflect on and why?

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76. *On average, one child in every five is learning EAL in primary school in England - that's 20% of the primary school population here.*

What was the percentage of children learning EAL in your SE3 class?

○ I don't know

○ Zero percent

○ Well below the national average

○ Below the national average

○ At, or around the national average

○ Above the national average

○ Well above the national average

77. Did your SE3 placement offer you an opportunity to teach children learning EAL?

○ Yes

○ No

78. To what extent did you feel a sense of **agency in your teaching for children learning EAL** on SE3?

○ To an extremely large extent

○ To a very large extent

○ To a large extent

○ To a moderate extent

○ To a small extent

○ To a very small extent

○ To an extremely small extent

79. Give reasons for your choice

[   ]

80. Think back to classroom interactions and your conversations about children learning EAL with school staff on SE3. What kind of words and phrases did they use to describe children learning EAL?

○ School staff used positive terms

○ School staff used neutral terms

○ School staff used negative terms

○ Children learning EAL were not referred to during the school placement

81. How would you rate subject knowledge for EAL among the school staff in SE3?

○ Poor

○ Fair

○ Good

○ Very good

○ Excellent

○ Not known - EAL was not referred to during the school placement

82. Did your SE3 school have an EAL policy?

○ Yes

○ No

○ Not sure

83. What content do you remember being in the SE3 school EAL policy?

[   ]

84. Which **documentation and resources** did you use for teaching children learning EAL on SE3?

☐ School specific EAL policy

☐ School's general inclusion policy

☐ School's specific curriculum subject policy

☐ School's general teaching and learning policy

☐ School's specific EAL assessment information

☐ School's general assessment information

☐ School's previous plans that were shared

☐ Slides and notes from a university EAL session

☐ Slides and notes from a university curriculum subject and EAL session

☐ Slides and notes from a university session not specifically focused on EAL

☐ University library sources (e.g. books or journals)

☐ Department for Education: English Proficiency Scales

☐ Department for Education: Developing quality tuition: effective practice in schools - English as an additional language

☐ The National Curriculum

☐ Early years foundation stage (EYFS) statutory framework

☐ The Initial Teacher Training Core Content Framework

☐ Previous government policy (pre-2010) (e.g. A Language in Common, Primary National Strategy)

☐ EAL association materials (e.g. NALDIC, The Bell Foundation, MESH Guides)

☐ EAL theory

85. *If you selected* "**Other internet-based documentation**" *and/or* "**Other documentation**", *specify what this was in the box below.*

> [ ]

86. Which documents or resources were most useful for teaching children learning EAL and why?

   (If you did not draw upon any documentation or resources for teaching children learning EAL, go to the next question.)

> [ ]

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87. Who did you **communicate** with on SE3 to learn about teaching children learning EAL?

- [ ] Class Teacher/Mentor

- [ ] Teaching Assistant

- [ ] The children learning EAL

- [ ] Other children in the class

- [ ] EAL Co-ordinator

- [ ] EAL Teacher

- [ ] EAL Teaching Assistant

- [ ] Inclusion/Special Educational Needs & Disability Co-ordinator

- [ ] School-based Subject Lead(s)

- [ ] School-based Senior Leadership Team

- [ ] Other school staff

- [ ] University Tutor(s)

- [ ] Local Authority/Academy EAL Team

- [ ] Fellow student teachers

- [ ] Other person/people

- [ ] I did not communicate with anyone about teaching children learning EAL

88. *If you selected "**Other person/people**", specify who this was in the box below.*

<div style="border:1px solid #ccc; border-radius:8px; height:60px"></div>

89. Which interactions were most useful for teaching children learning EAL and why?

   (If you did not communicate with anyone about teaching children learning EAL, go to the next question.)

<div style="border:1px solid #ccc; border-radius:8px; height:100px"></div>

90. Select the **SE3 opportunities** you had where you learned about teaching children learning EAL

☐ Observation(s) of other teacher(s)

☐ Teaching children learning EAL on SE

☐ Participation in teaching children learning EAL led by other teacher(s)

☐ Personal reflection on teaching children learning EAL

☐ Personal study regarding EAL

☐ SE school-based professional development workshop/staff meeting for teaching children learning EAL

☐ Discussion with fellow student teachers

☐ Undertaking academic assignments while on SE

☐ Undertaking school-based tasks

☐ Other SE opportunity

☐ I did not have SE opportunities to learn about EAL

91. *If you selected "***Other SE opportunity***", briefly describe this in the box below.*

92. Which SE3 opportunities were most useful for teaching children learning EAL and why?

   (If you did not have SE opportunities to learn about teaching children learning EAL, go to the next question.)

93. Which **personal experiences from your own learning and education** did you draw upon for teaching children learning EAL on SE3?

   ☐ Personal experiences of learning English (as a native speaker)

   ☐ Personal experiences of foreign language learning

   ☐ Personal experiences of learning English as an Additional Language

   ☐ Personal experiences of learning alongside other students/pupils learning EAL

   ☐ Personal experiences of being taught at primary school (general)

   ☐ Personal experiences of being taught at secondary school (general)

   ☐ Personal experiences of being taught at college or university education (general)

   ☐ Other personal experiences of learning or being taught

   ☐ I did not draw upon personal experiences of being educated for teaching children learning EAL

94. Which personal experiences from your own education were most useful for teaching children learning EAL on SE3 and why?

   (If you did not draw upon personal experiences of being educated for teaching children learning EAL, go to the next question.)

   ┌───┐
   │   │
   │   │
   │   │
   └───┘

95. Who are the **people from your own life, education and schooling** (prior to starting the PGCE) that influenced your teaching for children learning EAL on SE3?

   ☐ Family member(s)

   ☐ Friend(s)

   ☐ School teacher(s)

   ☐ Work colleague(s)

   ☐ Fictional character(s) (e.g. from a film, book or television programme)

   ☐ Another type of person not listed here

   ☐ There wasn't anyone, prior to beginning the PGCE, that influenced my teaching of children learning EAL

96. What was useful about that person's influence for teaching children learning EAL on SE3 and why?

(If there wasn't anyone, prior to beginning the PGCE, that influenced your teaching of children learning EAL, go to the next question.)

97. Thinking specifically about your SE3 placement, how confident has it made you feel about teaching children learning EAL in primary schools?

○ not at all confident

○ slightly confident

○ somewhat confident

○ moderately confident

○ extremely confident

98. Did your SE3 placement give you opportunities to reflect meaningfully on teaching children learning EAL?

○ Yes

○ No

99. What did you reflect on and why?

[ ]

Becoming a teacher of children learning English as an

100. What do you now believe constitutes good practice for EAL? List three things.

[ ]

Appendix 7: Reflective Journal Prompts

EAL Research Reflective Journal: 1

This is reflective journal entry number 1.
You have the option to save and print a copy of this submission.

1. You have been learning about teaching in university and school for some time now.

   What are your current thoughts about teaching children learning English as an Additional Language?

   > Enter your answer

EAL Research Reflective Journal: 2

This is reflective journal entry number 2.
You have the option to save and print a copy of this submission.

1. You have now completed your first term at university and your School Experience 1 (SE1) placement.

   What are your current thoughts about teaching children learning English as an Additional Language?

   > Enter your answer

EAL Research Reflective Journal: 3

This is reflective journal entry number 3.
You have the option to save and print a copy of this submission.

1. You are now almost half way through your PGCE programme and you have begun your second school placement.
   What are your current thoughts about teaching children learning English as an Additional Language?

   Enter your answer

EAL Research Reflective Journal: 4

This is reflective journal entry number 4.
You have the option to save and print a copy of this submission.

1. You have recently completed your second placement as part of your PGCE programme.
   What are your current thoughts about teaching children learning English as an Additional Language?

   Enter your answer

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Appendix 8: Application for Ethical Review and Approval Forms

UNIVERSITY OF BIRMINGHAM

Application for Ethics Review Form

Guidance Notes:

What is the purpose of this form?

This form should be completed to seek ethics review for research projects to be undertaken by University of Birmingham staff, PGR students or visiting/emeritus researchers who will be carrying out research which will be attributed to the University.

Who should complete it?

For a staff project – the lead researcher/Principal Investigator on the project.
For a PGR student project – the student's academic supervisor, in discussion with the student.

Students undertaking undergraduate projects and taught postgraduate (PGT) students should refer to their Department/School for advice

When should it be completed?

After you have completed the University's online ethics self-assessment form (SAF), **IF** the SAF indicates that ethics review is required. You should apply in good time to ensure that you receive a favourable ethics opinion prior to the commencement of the project and it is recommended that you allow at least 60 working days for the ethics process to be completed.

How should it be submitted?

An electronic version of the completed form should be submitted to the Research Ethics Officer, at the following email address: aer-ethics@contacts.bham.ac.uk.

What should be included with it?

Copies of any relevant supporting information and participant documentation, research tools (e.g. interview topic guides, questionnaires, etc) and where appropriate a health & safety risk assessment for the project (see section 10 of this form for further information about risk assessments).

What should applicants read before submitting this form?

Before submitting, you should ensure that you have read and understood the following information and guidance and that you have taken it into account when completing your application:

- The information and guidance provided on the University's ethics webpages
  (https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-Ethics/Ethical-Review-of-Research.aspx)

- The University's Code of Practice for Research
  (https://www.birmingham.ac.uk/Documents/university/legal/research.pdf)

- The guidance on Data Protection for researchers provided by the University's Legal Services team
  at https://intranet.birmingham.ac.uk/legal-services/What-we-do/Data-Protection/resources.aspx.

Section 1: Basic Project Details

Project Title: A qualitative inquiry into the construction of PGCE Primary student teachers' English as an Additional Language beliefs and pedagogical content knowledge.

Is this project a:

University of Birmingham Staff Research project   ☐
University of Birmingham Postgraduate Research (PGR) Student project ☒
Other (Please specify below)   ☐
Click or tap here to enter text.

Details of the Principal Investigator or Lead Supervisor (for PGR student projects):

Title: Doctor
First name: Adam
Last name: Cooke

Position held: Lecturer in Secondary Modern Languages, Teacher Education and Professional Education Development
School/Department School of Education

Telephone: +44 (0)121 414 8565
Email address: a.m.cooke.1@bham.ac.uk

Details of any Co-Investigators or Co-Supervisors (for PGR student projects):

Title: Click or tap here to enter text.
First name: Click or tap here to enter text.
Last name: Click or tap here to enter text.

Position held: Click or tap here to enter text.
School/Department Click or tap here to enter text.

Telephone: Click or tap here to enter text.
Email address: Click or tap here to enter text.

Details of the student for PGR student projects:

Title: Mr
First name: Gerard
Last name: Doyle

Course of study: EdD Learning and Learning Contexts
Email address: gerardpauldoyle@gmail.com

Project start and end dates:

Estimated start date of project: 01/08/2021
Estimated end date of project: 31/01/2022

(Pilot Study: Summer term 2021: 01/06/2021-31/07/2021)

Funding:

Sources of funding: Combination of self-funded and employer-funded

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Section 2: Summary of Project

Describe the purpose, background rationale for the proposed project, as well as the hypotheses/research questions to be examined and expected outcomes. This description should be in everyday language that is free from jargon - please explain any technical terms or discipline-specific phrases. Please do not provide extensive academic background material or references.

This research project seeks to explore how and why PGCE Primary student teachers construct their beliefs and knowledge about teaching children learning English as an Additional Language. I would like to know if their beliefs and knowledge affects their pedagogical decision making for teaching English as an Additional Language.

I want to inquire into how student teachers construct their knowledge and beliefs about teaching children learning English as an Additional Language (EAL). I would like to explore if and how student teachers' beliefs and knowledge about teaching children learning EAL changes during their participation in a primary initial teacher education (ITE) programme.

The content and construction of student teachers' knowledge and beliefs will be explored by examining student teachers' historical educational experiences. I would like to consider students' general educational experiences that inform their teacher knowledge and identity, their language learning experiences, and experiences of EAL pedagogy, before they undertake their PGCE Primary programme.
- *What are the beliefs and knowledge student teachers have of general primary teaching before beginning ITE?*
- *What are the beliefs and knowledge student teachers have of languages teaching before beginning ITE?*
- *What are the beliefs and knowledge student teachers have related to English as an Additional Language teaching before beginning ITE?*
- *How do student teachers construct their beliefs about and knowledge of English as an Additional Language teaching before beginning ITE?*

After students have experienced the first semester of the PGCE Primary programme input, including school-based teaching practice, I seek to explore the aspects of ITE participation that have changed student teachers' beliefs about and knowledge of teaching:
- *What are the beliefs and knowledge student teachers have of general primary teaching during ITE?*
- *What are the beliefs and knowledge student teachers have related to English as an Additional Language teaching during ITE?*
- *How does participation in an ITE programme change beliefs about and knowledge of English as an Additional Language teaching?*

I would like to explore the process of this a change (should it happen). I would like to find out how this change happens, the sources of influence in the construction of new beliefs and knowledge of English as an Additional Language teaching (e.g. through taught experiences, exposure to ideas through reading, peer relationships, the experience of teaching, influence of ITE staff and school mentors).

Section 3: Conduct and location of Project

Conduct of project

Please give a description of the research methodology that will be used. If more than one methodology or phase will be involved, please separate these out clearly and refer to them consistently throughout the rest of this form.

This will be a qualitative inquiry using a biography-survey research design. Participants will be student teachers enrolled on the PGCE Primary programme at the University of Worcester.

There will be two data capture points:

- Data capture point 1

Data will be collected from participants so that their historically-informed beliefs and knowledge of teaching can be captured. The research methods used will be questionnaire and semi-structured interview.

➤ Questionnaire (data capture point 1):

Form	The questionnaire will be an online questionnaire incorporating a range of closed and open response questions. The questionnaire will be constructed using Microsoft Forms.
Distribution	Distribution will be via a secure, private link sent directly to participants' university student email accounts.
Time frame	August to September 2021
Content	Section 1: Teachers and school experiences
	Section 2: Languages – learning and teaching experiences
	Section 3: English as an Additional Language -children, pedagogy and experiences
	Section 4: Personal information

➤ Semi-structured Interview (data capture point 1):

Conduct	Participants will have the option of interviews being conducted in person: face-to-face or; via conferencing software such as Blackboard Collaborate or Microsoft Teams
Time frame	September to October 2021
Content	Themes:
	1. Becoming a primary school teacher
	2. Beliefs and knowledge about teaching
	3. Beliefs and knowledge about learning and teaching additional languages
	4. Beliefs and knowledge about English as an Additional Language teaching

- Data capture point 2

When participants have completed their first school experience placement, a second data capture point will take place. Participants will be surveyed using questionnaires and semi-structured interviews so that their (current, on-programme) knowledge and beliefs about English as an Additional Language pedagogy can be gathered. Questionnaire (data capture point 2):

Form	The questionnaire will be a web-based questionnaire incorporating a range of closed and open response questions. The questionnaire will be constructed using Microsoft Forms.
Distribution	Distribution will be via a secure, private link sent directly to participants' university student email accounts.
Time frame	December 2021
Content	Section 1: Personal information
	Section 2: Becoming a primary school teacher
	Section 3: English as an Additional Language -children, pedagogy and experiences

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➢ Semi-structured Interview (data capture point 2):

Conduct of interview	Participants will have the option of semi-structured interviews being conducted with me in person: face-to-face or; via conferencing software such as Blackboard Collaborate or Microsoft Teams.
Time frame	December 2021 to January 2022
Content	Themes: 1. Beliefs and knowledge about teaching 2. Beliefs and knowledge about English as an Additional Language teaching

After data collection point 1, participants will keep reflective diaries where they are asked to reflect on the pedagogical choices they make regarding EAL, the pedagogical knowledge they incorporate (linguistic, cultural and cognitive) and the pedagogical content knowledge and beliefs they develop during the initial months of their ITE programme.

➢ Reflective diary (post-data capture point 1 and up to data capture point 2):

Form	Participants will write reflective diaries using word-processing software (e.g. Microsoft Word). Participants will be asked to limited their entries to 500 words per entry so as not to contribute to excessive workload.
Time frame	September 2021 to January 2022
Content	Reflective diary entries will focus on English as an Additional Language learning and teaching experiences during the PGCE Primary programme: both university-based and school-based (teaching practice) experiences. Participants will be prompted to write and submit (via email) diary entries on a monthly basis.

I intend to gather data from the same group of participants at data capture points 1 and 2 and for those same participants to keep reflective diaries. The data gathered will inform construction of individual participants' biographies for interpretive analysis. Student teachers' beliefs and knowledge about teaching EAL/language-acquisition pedagogies will be explored. I propose that themes of coherence or contradiction between beliefs, values and actions in teaching and; themes relating to EAL pedagogy linguistic, cultural and cognitive knowledge be explored in this analysis.

Pilot Study (June-July 2021)

A pilot study of the questionnaires and interviews from data capture points 1 and 2 will be conducted with PGCE Primary student teachers in the summer term of 2021. The pilot study will take place to assess the validity and authenticity of the questionnaire and interview questions with the lived experiences of participants. It will enable questions for data collection (for questionnaires and interviews) to be refined and developed further.

Pilot study participants will take complete an online questionnaire using questions from the questionnaires developed for the research project. The online questionnaire will be distributed in June 2021. Following completion of the questionnaires, some participants will be invited to be interviewed using the themes and questions from the interview schedules developed for the research project. Interviews will take place from June and July 2021.

Written consent will be obtained from pilot study participants and they will be fully informed about the research project using a suitably modified Participant Information Sheet.

Geographic location of project

State the geographic locations where the project and all associated fieldwork will be carried out. If the project will involve travel to areas which may be considered unsafe, either in the UK or overseas, please ensure that the risks of this (or any other non-trivial health and safety risks associated with the research) are addressed by a documented health and safety risk assessment, as described in section 10 of this form.

Worcestershire, Herefordshire, Gloucestershire, Shropshire, Warwickshire and West Midlands, England

Section 4: Research Participants and Recruitment

Does the project involve human participants?

Note: 'Participation' includes both active participation (such as when participants take part in an interview) and cases where participants take part in the study without their knowledge and consent at the time (for example, in crowd behaviour research).

Yes ☒
No ☐

If you have answered NO please go on to Section 8 of this form. If you have answered YES please complete the rest of this section and then continue on to section 5.

Who will the participants be?

Describe the number of participants and important characteristics (such as age, gender, location, affiliation, level of fitness, intellectual ability etc.). Specify any inclusion/exclusion criteria to be used.

Participants will be student teachers undertaking a postgraduate certificate in education (PGCE) primary initial teacher education programme at the University of Worcester.
As part of their PGCE student teachers will also undertake school placements in schools in Worcestershire, Herefordshire, Gloucestershire, Shropshire, Warwickshire and West Midlands, England.
Participants will be a mix of male and female students aged 21 years and over.
Participants will hold a degree (usually a 2:2 or above) for entry onto the Primary PGCE programme.

How will the participants be recruited?

Please state clearly how the participants will be identified, approached and recruited. Include any relationship between the investigator(s) and participant(s) (e.g. instructor-student). Please ensure that you attach a copy of any poster(s), advertisement(s) or letter(s) to be used for recruitment.

Participants will be students on the University of Worcester PGCE Primary programme.
I am a lecturer on this programme, and the potential participants are students that I may teach and/or supervise on teaching practice.
Students will be informed that I am undertaking a doctoral research project exploring student teachers' beliefs about teaching at a dedicated information session. (The information at this session will be the same as that on the Participant Information Sheet.) Students will be informed and reminded that this research project is not part of their university course and that their participation or non-participation has no bearing on how they are assessed on the course. This information also appears on the Participant Information Sheet (retained by participants).
I will inform the students that I would like to collect data concerning their beliefs and knowledge about teaching and teaching English as an Additional Language. I will inform them that I will use interviews, questionnaires and reflective diaries in order to collect this data.
I will distribute a Participant Information Sheet to the students. The Participant Information Sheet will inform the students of the aims and purpose of the research. I will be available to answer any questions

that the students have about participation in the research. Following this I will seek to obtain students' written consent for their participation in the research.

Section 5: Consent

What process will be used to obtain consent?

Describe the process that the investigator(s) will be using to obtain valid consent. If consent is not to be obtained explain why. If the participants are under the age of 16 it would usually be necessary to obtain parental consent and the process for this should be described in full, including whether parental consent will be opt-in or opt-out.

Potential participants will be fully informed about the research project in an information session. Participants will also be supplied with a Participant Information Sheet which includes details of the research project, information about withdrawal, their data and its storage and, my contact details.

Potential participants will be invited to participate in the research project and they will be informed that their participation is voluntary.

Participants will be informed that their data will be treated with full confidentiality and that if published, the data will not be identifiable as theirs.

Written, informed consent will be obtained from all participants.

Participants can opt out of the research project at data capture point 1 or 2, or during the period of time where they will write reflective diary entries (i.e. at any time during data collection). When participants elect to opt-out of the research project they will do so knowing that their data may still be used in the research project under the following conditions.:
Participants will be informed that in order for their data to be deleted from the research project, this action must be taken within fifteen days (inclusive) of that data having been collected (i.e. fifteen days after: the return of a questionnaire; an interview taking place and; a reflective diary entry being submitted). The fifteen days timeframe applies to each individual data collection method (e.g. fifteen days after the questionnaire applies to the questionnaire data collection but the same timeframe for questionnaire data collection does not apply to the interview data, that will be governed by a separate timeframe concerning the interview data collection).
Participants who elect to opt-out of the research project fifteen days after data had been collected (i.e. the fifteen day timeframe having elapsed), will still have their data included in the research project.
Participants who elect to opt-out of the research project within fifteen days of a particular method of data collection, will have that data removed and permanently deleted from the research project.

Participants will be informed that opting out of the research project, withdrawing their data or, remaining as a participant in the research project will have no impact on decision-making regarding the outcome of their PGCE programme. The will be informed that they will not receive credit or favourable treatment for their participation in the research project.

Please be aware that if the project involves over 16s who lack capacity to consent, separate approval will be required from the Health Research Authority (HRA) in line with the Mental Capacity Act.

Please attach a copy of the Participant Information Sheet (if applicable), the Consent Form (if applicable), the content of any telephone script (if applicable) and any other material that will be used in the consent process.

Note: Guidance from Legal Services on wording relating to the Data Protection Act 2018 can be accessed at https://intranet.birmingham.ac.uk/legal-services/What-we-do/Data-Protection/resources.aspx.

Use of deception?

Will the participants be deceived in any way about the purpose of the study?

Yes ☐
No ☒

If yes, please describe the nature and extent of the deception involved. Include how and when the deception will be revealed, and the nature of any explanation/debrief will be provided to the participants after the study has taken place.

Click or tap here to enter text.

Section 6: Participant compensation, withdrawal and feedback to participants

What, if any, feedback will be provided to participants?

Explain any feedback/ information that will be provided to the participants after participation in the research (e.g. a more complete description of the purpose of the research, or access to the results of the research).

Participants will be fully informed of the aims and purposes of the research project with an information session, a Participant Information Sheet.

Participants will be supplied with my contact details on the Participant Information Sheet so that they can have access to a short summary of the research project when data and findings are collated.

What arrangements will be in place for participant withdrawal?

Describe how the participants will be informed of their right to withdraw from the project, explain any consequences for the participant of withdrawing from the study and indicate what will be done with the participant's data if they withdraw.

Participants will be informed that they can opt-out of participation up to and including data capture point 2. Participants will be informed that they are able to withdraw their data from the research project up to, and including, fifteen days (inclusive) after the collection of that data (i.e. fifteen days after: the return of the questionnaire or; the interview taking place or; the reflective diary being submitted).

If a participant seeks to withdraw their data, this can be done within the limited timeframe of fifteen days (inclusive) after it has been recorded. Participants will be informed that after this timeframe has elapsed their data will be included in the research project.
Participants who withdraw their data within the fifteen day timeframe, will have that data deleted permanently from the secure, password-protected cloud storage facility. If the participant seeks to withdraw data gathered during data capture point 2 but has submitted previous data, for example, during data capture point 1, data from data capture point 1 will remain within the research project, as the timeframe of fifteen days where data can be withdrawn for this particular data will likely have elapsed.

Participants will be informed that their participation, non-participation or withdrawal from participation will not impact on their studies during their PGCE programme.

This information will be included in the Participant Information Sheet.

Please confirm the specific date/timescale to be used as the deadline for participant withdrawal and ensure that this is consistently stated across all participant documentation. This is considered preferable to allowing participants to 'withdraw at any time' as presumably there will be a point beyond which it will not be possible to remove their data from the study (e.g. because analysis has started, the findings have been published, etc).

Data collection phase of the research project: 1ˢᵗ August 2021 through to 31ˢᵗ January 2022

What arrangements will be in place for participant compensation?

Will participants receive compensation for participation?

Yes ☐
No ☒

If yes, please provide further information about the nature and value of any compensation and clarify whether it will be financial or non-financial.

Click or tap here to enter text.

If participants choose to withdraw, how will you deal with compensation?

Click or tap here to enter text.

Section 7: Confidentiality/anonymity

Will the identity of the participants be known to the researcher?

Will participants be truly anonymous (i.e. their identity will not be known to the researcher)?

Yes ☒
No ☐

In what format will data be stored?

Will participants' data be stored in identifiable format, or will it be anonymised or pseudo-anonymised (i.e. an assigned ID code or number will be used instead of the participant's name and a key will kept allowing the researcher to identify a participant's data)?

Throughout the data collection phases, participants will be known to me. In order to keep participants' data confidential, Individual participants will be assigned an ID code so that coherent use of different pieces of a single participant's various data can be made. The key to the participant ID code will be kept in a separate password-protected document in secure cloud-based storage. Participants will be given pseudonyms when the research is written up making participants anonymous to those that read the research project.

Participants' data will be kept confidential in the thesis; it will be anonymised - I will not use their name or any other type of identifiable characteristic that could reveal their identity. Where quotations from participants' data is used, it will be anonymised in the write-up of findings.

Will participants' data be treated as confidential?

Will participants' data be treated as confidential (i.e. they will not be identified in any outputs from the study and their identity will not be disclosed to any third party)?

Yes ☒
No ☐

If you have answered no to the question above, meaning that participants' data will not be treated as confidential (i.e. their data and/or identities may be revealed in the research outputs or otherwise to third parties), please provide further information and justification for this:

Click or tap here to enter text.

Section 8: Storage, access and disposal of data

How and where will the data (both paper and electronic) be stored, what arrangements will be in place to keep it secure and who will have access to it?

Please note that for long-term storage, data should usually be held on a secure University of Birmingham IT system, for example BEAR (see
https://intranet.birmingham.ac.uk/it/teams/infrastructure/research/bear/index.aspx).

Data will be made on password-protected devices and stored in password-protected, cloud-based storage. Only I will have access to data on the devices and in the cloud storage. I will not share passwords with other people.

There are two data capture points in this research project:
Data capture point 1 – semi-structured interviews and questionnaires
After data capture point 1 and up to the end of data capture point 2, a reflective diary of PGCE Primary experiences regarding teaching English as an Additional Language will be kept.
Data capture point 2 – semi-structured interviews and questionnaires

Data capture points 1 and 2
Interview recordings will be made on a dictaphone that will be secured with the researcher at all times or, locked in a secure filing cabinet (to which only I have keys) when not with the researcher. The recordings will be uploaded to a password-protected, cloud-based storage facility (Microsoft OneDrive) as soon as practicably possible. Once the recordings are uploaded from the dictaphone they will be permanently deleted from the device.
Transcriptions of interviews will be made using Microsoft Word. Transcripts will be made on a password-protected laptop and uploaded to password-protected cloud-based storage.

Data collection points 1 and 2
Questionnaire forms will be issued as a time-limited, password-protected, shared document via Microsoft OneDrive to participants' University of Worcester email accounts. Participants will complete the questionnaires on their own internet-enabled device. Completed questionnaires will be stored in password-protected, cloud-based storage. Participants will be given the option of omitting questions that they do not wish to answer.

Data collection point 2
Reflective diaries will be word-processed on participants' personal computers. Once completed, participants will email reflective diary entries from their University of Worcester email accounts to the researcher's University of Worcester email account. Once diary entries are submitted, the word-processed files will be uploaded to a password-protected, cloud-based storage facility (Microsoft OneDrive).

Data retention and disposal

The University usually requires data to be held for a minimum of 10 years to allow for verification. Will you retain your data for at least 10 years?

Yes ☒
No ☐

If data will be held for less than 10 years, please provide further justification:

Click or tap here to enter text.

What arrangements will be in place for the secure disposal of data?

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Participants who wish to withdraw their data, within the allocated fifteen day period after data collection, will have their data permanently deleted and this data will not be used in the research project. Deletion of data will be double-checked.

Data that is collected in the research project will be securely disposed of by permanently deleting it from storage in the password-protected, cloud-based Microsoft OneDrive after 10 years.

Section 9: Other approvals required

Are you aware of any other national or local approvals required to carry out this research?

E.g. clearance from the Disclosure and Barring Service (DBS), Local Authority approval for work involving Social Care, local ethics/governance approvals if the work will be carried out overseas, or approval from NOMS or HMPPS for work involving police or prisons? If so, please provide further details

The University of Worcester has given written permission for this project to go ahead with PGCE Primary programme students. The confirmation emails are included with this document.

For projects involving NHS staff, is approval from the Health Research Authority (HRA) needed in addition to University ethics approval?

If your project will involve NHS staff, please go to the HRA decision tool at http://www.hra-decisiontools.org.uk/research/ *to establish whether the NHS would consider your project to be research, thus requiring HRA approval in addition to University ethics approval. Is HRA approval required?*

Yes   ☐
No   ☐

Please include a print out of the HRA decision tool outcome with your application.

Section 10: Risks and benefits/significance

Benefits/significance of the research

Outline the potential significance and/or benefits of the research

There is a growing body of specialist, professional knowledge concerning the initial education of teachers: a pedagogical content knowledge for initial teacher educators. This study aims to add to initial teacher educator's pedagogical content knowledge concerning the changes in student cognition regarding EAL pedagogy while they participate in an ITE programme.

Understanding student teachers' thinking about teaching children who speak EAL is worthwhile as more than one fifth (21.3%) (DfE, 2021) of children attending primary schools in England speak EAL, however the population is not evenly spread nor is this a homogenous group. Newly Qualified Teacher (NQT) survey reports on the quality and effectiveness of training (TDA, 2010-2011;DfE, 2012-17) illustrate the perceptions that NQTs have of their EAL pedagogy training – in 2017, just 39% of NQTs rated this aspect of ITE as good. This is one of the lowest satisfaction rates of any area of ITE.

Initial teacher educators will be able to draw upon this research to inform provision of EAL pedagogy in their Primary ITE programmes. The research can inform teacher educators about how student teachers engage with aspects of their programme that informs their knowledge and beliefs about EAL pedagogy. This can enable them to make their work with student teachers more effective.

The benefits for participants who become involved in the research will focus their reflections on EAL pedagogy, potentially giving them increased awareness of knowledge for teaching children that speak EAL and other related aspects of primary teaching. By participating in research, postgraduate student teachers also gain experience and knowledge of the educational research process as they will be fully informed about the study, data collection and they will have access to a summary of the study's findings.

Risks of the research

Outline any potential risks (including risks to research staff, research participants, other individuals not involved in the research, the environment and/or society and the measures that will be taken to minimise any risks and the procedures to be adopted in the event of mishap.) **Please ensure that you include any risks relating to overseas travel and working in overseas locations as part of the study, particularly if the work will involve travel to/working in areas considered unsafe and/or subject to travel warnings from the Foreign and Commonwealth Office (see** https://www.gov.uk/foreign-travel-advice)**. Please also be aware that the University insurer, UMAL, offers access to RiskMonitor Traveller, a service which provides 24/7/365 security advice for all travellers and you are advised to make use of this service (see** *https://umal.co.uk/travel/pre-travel-advice/***).**

The outlining of the risks in this section does not circumvent the need to carry out and document a detailed Health and Safety risk assessment where appropriate – see below.

Research that asks participants about past experiences may lead to recall of sensitive or negative experiences. As a researcher I will be sensitive to this and will withdraw from sensitive lines of enquiry when appropriate. Participants will have also been informed that they can choose not to answer questionnaire or interview questions. This information is also available on the Participant Information Sheet.
Participants will be reminded of the availability of student support services at the University of Worcester. This information is also available on the Participant Information Sheet (Personal Academic Tutoring system, Student Mental Health services).
Face-to-face data collection will not be pursued until a risk assessment is undertaken and recorded in line with both the University of Birmingham and University of Worcester's guidance on Health and Safety.

University Health & Safety (H&S) risk assessment

For projects of more than minimal H&S risk it is essential that a H&S risk assessment is carried out and signed off in accordance with the process in place within your School/College and you must provide a copy of this with your application. The risk may be non-trivial because of travel to, or working in, a potentially unsafe location, or because of the nature of research that will carried out there. It could also involve (irrespective of location) H&S risks to research participants, or other individuals not involved directly in the research. Further information about the risk assessment process for research can be found at https://intranet.birmingham.ac.uk/hr/wellbeing/worksafe/policy/Research-Risk-Assessment-and-Mitigation-Plans-RAMPs.aspx.

Please note that travel to (or through) 'FCO Red zones' requires approval by the University's Research Travel Approval Panel, and will only be approved in exceptional circumstances where sufficient mitigation of risk can be demonstrated.

Section 11: Any other issues

Does the research raise any ethical issues not dealt with elsewhere in this form?

If yes, please provide further information:

No

Do you wish to provide any other information about this research not already provided, or to seek the opinion of the Ethics Committee on any particular issue?

If yes, please provide further information:

No

Section 12: Peer review

Has your project received scientific peer review?

Yes ☐
No ☒

If yes, please provide further details about the source of the review (e.g. independent peer review as part of the funding process or peer review from supervisors for PGR student projects):

Click or tap here to enter text.

Section 13: Nominate an expert reviewer

For certain types of project, including those of an interventional nature or those involving significant risks, it may be helpful (and you may be asked) to nominate an expert reviewer for your project. If you anticipate that this may apply to your work and you would like to nominate an expert reviewer at this stage, please provide details below.

Title: Click or tap here to enter text.
First name: Click or tap here to enter text.
Last name: Click or tap here to enter text.
Email address: Click or tap here to enter text.

Phone number: Click or tap here to enter text.

Brief explanation of reasons for nominating and/or nominee's suitability:

Click or tap here to enter text.

Section 14: Document checklist

Please check that the following documents, where applicable, are attached to your application:

Recruitment advertisement ☐
Participant information sheet ☒
Consent form ☒
Questionnaire ☒
Interview/focus group topic guide ☒

Please proof-read study documentation and ensure that it is appropriate for the intended audience before submission.

Section 15: Applicant declaration

Please read the statements below and tick the boxes to indicate your agreement:

I submit this application on the basis that the information it contains is confidential and will be used by the University of Birmingham for the purposes of ethical review and monitoring of the research project described herein, and to satisfy reporting requirements to regulatory bodies. The information will not be used for any other purpose without my prior consent. ☒

The information in this form together with any accompanying information is complete and correct to the best of my knowledge and belief and I take full responsibility for it. ☒

I undertake to abide by University Code of Practice for Research (https://www.birmingham.ac.uk/Documents/university/legal/research.pdf) alongside any other relevant professional bodies' codes of conduct and/or ethical guidelines. ☒

I will report any changes affecting the ethical aspects of the project to the University of Birmingham Research Ethics Officer. ☒

I will report any adverse or unforeseen events which occur to the relevant Ethics Committee via the University of Birmingham Research Ethics Officer. ☒

Please now save your completed form and email a copy to the Research Ethics Officer, at aer-ethics@contacts.bham.ac.uk. As noted above, please do not submit a paper copy.

Dear Dr Cooke

Re: "A qualitative inquiry into the construction of PGCE Primary student teachers' English as an Additional Language beliefs and pedagogical content knowledge"
Application for Ethical Review ERN_21-0308

Thank you for your application for ethical review for the above project, which was reviewed by the Humanities and Social Sciences Ethical Review Committee.

On behalf of the Committee, I confirm that this study now has full ethical approval.

I would like to remind you that any substantive changes to the nature of the study as described in the Application for Ethical Review, and/or any adverse events occurring during the study should be promptly brought to the Committee's attention by the Principal Investigator and may necessitate further ethical review.

Please also ensure that the relevant requirements within the University's Code of Practice for Research and the information and guidance provided on the University's ethics webpages (available at https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-Ethics/Links-and-Resources.aspx) are adhered to and referred to in any future applications for ethical review. It is now a requirement on the revised application form (https://intranet.birmingham.ac.uk/finance/accounting/Research-Support-Group/Research-Ethics/Ethical-Review-Forms.aspx) to confirm that this guidance has been consulted and is understood, and that it has been taken into account when completing your application for ethical review.

Please be aware that whilst Health and Safety (H&S) issues may be considered during the ethical review process, you are still required to follow the University's guidance on H&S and to ensure that H&S risk assessments have been carried out as appropriate. For further information about this, please contact your School H&S representative or the University's H&S Unit at healthandsafety@contacts.bham.ac.uk.

Kind regards

Susan Cottam
Research Ethics Manager
Research Support Group
C Block Dome
Aston Webb Building
University of Birmingham
Edgbaston B15 2TT
Tel: 0121 414 8825
Email: s.l.cottam@bham.ac.uk
Web: https://intranet.birmingham.ac.uk/finance/RSS/Research-Support-Group/integrity-ethics-governance/Research-Ethics/index.aspx

Please remember to submit a new Self-Assessment Form for each new project.

Click Research Governance for further details regarding the University's Research Governance and Clinical Trials Insurance processes, or email researchgovernance@contacts.bham.ac.uk with any queries relating to research governance.

Appendix 9: Participant Information Sheet

Participant Information Sheet

Study title: Understanding student teachers' beliefs and knowledge about teaching English as an Additional Language

Researcher: Gerard Doyle: Senior Lecturer in Primary Education, University of Worcester; Doctoral Research Student, University of Birmingham

I would like to invite you to take part in a research project exploring how student teachers' beliefs and knowledge about teaching children who speak English as an Additional Language (EAL) may change during initial teacher education.

What is the purpose of the study?

The purpose of the study is to find out about student teachers' beliefs and knowledge about primary teaching and EAL/language teaching before and while undertaking initial teacher education.

Who can take part?

Student teachers on the PGCE Primary programme at the University of Worcester.

I will seek the informed, written consent of student teachers who would like to take part in the study.

Do I have to take part?

No. It is up to you to decide if you want to take part.

This is not a requirement of the PGCE Primary programme and participation or, non-participation will not affect any academic or school placement assessments made about you.

If you do decide to take part you will be free to withdraw from the research project during the period of data collection which runs from 27 September 2021 through to 25th February 2022.

Please note, there is a time-limit regarding the withdrawal of data from the research project:

You can withdraw already-submitted data up to 15 calendar days (inclusive) after the date of its recording or submission. After 15 calendar days have elapsed for that particular recording or submission, the data will be included in the research project. Requests for data withdrawal, are made on an item-by-item basis and should be directed to the researcher using the contact details below. Data that is withdrawn from the project will be permanently deleted.

You do not need to give a reason for your withdrawal, or the withdrawal of data, from the research project. Withdrawal, or withdrawal of data, from the research project will not affect any academic or school placement assessments made about you.

What will I have to do if I take part?

The data collection for this research project is divided over two data capture points: the first at the beginning of the PGCE Primary programme (data capture point 1) and the second, after you have experienced the first school placement (data capture point 2).

Data capture point 1 – at the beginning of the PGCE Primary programme (August -October 2021)

You will be asked to complete an initial questionnaire in September/October 2021; following the questionnaire you may be asked to participate in a research interview in October/November 2021.

The online questionnaire distributed to you at data capture point 1 asks about your historical, educational experiences and English as an Additional Language. The online questionnaire will take approximately 30 minutes to complete.

The research interview at the beginning of the PGCE Primary programme focuses on your beliefs and knowledge about *becoming a primary school teacher*, *effective teaching*, *learning and teaching languages*, and *English as an Additional Language*. Interviews take place on the University of Worcester campus or online, at a time that is convenient for you in Autumn Term 2021. Interviews will last up to 60 minutes.

Reflective Diary (September/October 2021-January 2022)

Following data capture point 1, you will also be asked to keep a reflective diary with a focus on your EAL pedagogical thinking and learning experiences from September/October 2021 to January 2022.

Reflective diary entries are limited to no more than 500 words, the researcher will email requests for reflective diary entries at the end of each month from October 2021 to January 2022.

Data capture point 2 – after the first school experience placement (December 2021 – January 2022)

Data capture point 2 takes place after the completion of your first school placement (December 2021); you will be asked to complete a second questionnaire and following this you may be asked to participate in an interview in December 2021/January 2022.

The second online questionnaire, asks about your PGCE Primary programme experiences. The online questionnaire will take approximately 30 minutes to complete.

The research interview at data capture point 2 focuses on your beliefs and knowledge about *effective* teaching and *English as an Additional Language* teaching. Interviews take place on the University of Worcester campus or online, at a time that is convenient for you, before the end of February 2022. Interviews will last up to 60 minutes.

Your data

Your data is collected by the researcher with knowledge of who has contributed that data – in this respect it is not anonymously collected, but it remains confidential. Data is not collected anonymously so that the researcher can seek to understand individual participants' experiences at different times in the research project.

So that your data is kept confidential, it will be linked to an ID code which will be stored on a separate, password-protected document that only the researcher has access to. Your name will not be used in the writing up of the thesis or any resulting publications; you will not be able to be identified from the data you submit. With your permission. I may include selective quotes from the data you submit in my thesis; but you will not be able to be identified from these selective quotes.

Questionnaire data, interview data and reflective diary entries will be stored within an encrypted folder, accessible only to the researcher, Gerard Doyle. Your responses to the questionnaire and interviews, your reflective diary entries will not be discussed with any fellow participants in the study. Your identity will not be discussed with anyone including the researcher's EdD supervisors.

Your participation in this study is completely voluntary: you may choose not to answer any of the questionnaire or interview questions; you may also choose not to submit reflective diary entries on particular months.

The University of Birmingham requests that research project data is retained for 10 years for verification purposes. The data you submit for the research project will be permanently deleted from the researcher's password protected folder after this time period has elapsed.

What are the possible benefits of taking part?

By taking part you will allow the researcher to have a better understanding of how the historical, educational experiences that student teachers bring with them to initial teacher education and on-programme experiences may influence their beliefs and knowledge about EAL. Your participation will inform teacher educators'

knowledge and teaching about EAL pedagogies on primary teacher education programmes. There are possible benefits for student teachers and the children that they teach regarding EAL teaching.

There are no benefits in taking part related to the academic or school placement assessments on the University of Worcester PGCE Primary programme i.e. you will not receive credit or favourable treatment for participation.

What are the possible risks and disadvantages of taking part?

Recalling educational experiences can be sensitive. You can choose not to answer questions in questionnaires and interviews at any stage of data collection. The researcher will also be sensitive to participant responses and will withdraw from pursuing sensitive lines of enquiry.

The University of Worcester has a Personal Academic Tutoring (PAT) system should students seek to talk to their designated tutor (PAT tutors supply students with their contact details). The university also provides access to student support services: FirstPoint; the contact details for this service are at the bottom of this Participant Information Sheet.

What if there is a problem or I have a concern?

If you have a question or a concern about any aspect of this research project, you should contact the researcher, Gerard Doyle, who will do his best to answer your questions. Contact details can be found at the bottom of this Participant Information Sheet.

You may also contact my primary supervisor Dr Nicola Smith whose contact details are below.

Will my taking part in this study be confidential?

Your identity and data will be confidential throughout the research project. As the research project spans two data capture points with three data collection methods, participants will be asked for to reveal their identity to the researcher so that their data can be usefully collated for qualitative analysis.

The researcher will protect the identity of participants; participants identities will not be revealed to anyone other than the researcher. The researcher will not use their real names in the write-up of the thesis or any resulting publications. Participants will not be able to be identified from the data they supply. Should a quotation from a piece of data you submit be used in any write-up, it will not be traceable back to you as an ID code will be used instead. Only the researcher will have knowledge of and access to ID codes that will be used.

What will happen to the findings of the research?

I intend for the findings of this research project to be submitted as a thesis for the award of a Doctorate of Education (EdD) at the University of Birmingham. If you take part and are interested in understanding how your contribution to this study has been used, you can request a short summary of the research findings by contacting me using the contact details below.

Who is organising and funding the research?

This research is being undertaken as part of a postgraduate taught EdD programme at the University of Birmingham. The EdD programme is paid for by the researcher and his employer, the University of Worcester.

Who has reviewed the study?

The study has been reviewed by the researcher's Doctoral Supervisor and the Ethics committee from the University of Birmingham and; senior staff in the School of Education at the University of Worcester.

Contact and further Information

Researcher: Gerard Doyle

Email: g.doyle@worc.ac.uk

Address: BN1007 (Binyon North) St John's Campus, University of Worcester, WR2 6AJ

Telephone: 01905 542494

Primary Supervisor: Dr Nicola Smith, Senior Lecturer in Primary/Early Years Education, Director of Primary Initial Teacher Education

Email: n.smith.9@bham.ac.uk

Address: School of Education, University of Birmingham, B15 2TT

Telephone: 0121 414 4806

Other useful contact details:

FirstPoint (University of Worcester student services hub)

Opening hours: Monday to Friday, 9am - 4pm

Telephone: 01905 542551

Email: firstpoint@worc.ac.uk

Website: https://www2.worc.ac.uk/firstpoint/

Location: The Peirson Study and Guidance Centre on St John's Campus

You can print this participant information sheet or keep a copy on your computer

Appendix 10: Participant Consent Form

Participant consent form

Study title: Understanding student teachers' beliefs and knowledge about teaching English as an Additional Language

Researcher: Gerard Doyle: Senior Lecturer in Primary Education, University of Worcester; Doctoral Research Student, University of Birmingham

The information is being collected as part of a research project concerned with understanding student teachers' beliefs and knowledge about teaching English as an Additional Language.

The research project is being conducted by Gerard Doyle, a senior lecturer at the University of Worcester and a doctoral research student in the School of Education at the University of Birmingham.

The information which you supply and that which may be collected as part of the research project will be entered into a filing system or database and will only be accessed by the researcher.

The information will be retained by the researcher and will be used for the purposes of the research carried out as part of an Education Doctorate programme.

By supplying this information you are consenting to the researcher storing your information for the purposes stated above. The University of Birmingham requests that information/data supplied for research projects is stored for 10 years for verification purposes.

No identifiable personal data will be published.

Put an 'X' in each box to confirm consent	
	I confirm that I have read and understand the participant information sheet for this study.
	I have had the opportunity to ask questions if necessary and have had these answered satisfactorily.
	I understand that my identity will be known to the researcher throughout the study and this will be kept confidential
	I understand that I will not be identified in any way in the write-up/publication of the study findings
	I agree to interviews being audio recorded
	I agree that quotes from data submitted (questionnaires/interviews/reflective diary) can be used anonymously in publication of the research findings
	I understand that my data will be stored in a password protected folder that only the researcher has access to and that this will be permanently deleted (as per University of Birmingham guidance) after 10 years.
	I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.
	I understand that I can withdraw data up to 15 days (inclusive) after its recording or submission. Any withdrawn data will be removed from the study and will be

	destroyed. Data that is not withdrawn from the study within 15 days (inclusive) after its recording or submission will be used in the study.
	I understand that my personal data will be processed for the purposes detailed above.

Based upon the above, I agree to take part in this study.

Name of participant:		Date:		Signature: (Forms sent via a UW student account can be used as an electronic signature)	
Name of researcher:	Gerard Doyle	Date:	27.09.21	Signature:	G. Doyle

Appendix 11: Member-checks responses

Email from Danni confirming satisfaction with life history:

Hi Gerard,

Apologies for it taking me so long, unfortunately we had to have our cat put to sleep on the 3rd February which has devastated us all.

I have looked at the life history and everything seems fine with it. Is there anything else that I need to do with the life history?

Email from Susanna confirming satisfaction with life history:

Hi Gerard,

Apologies for the delay!

We are moving houses in the next few days!!! 🏠🏠🏠🏠
This week and last weekend has been mental.
I've had a look at your work and it looks pretty good to me. I don't think there is anything that needs to be changed or add.

Let me know if you want me to have another look at it.

Sorry again for the delay response,

Have a good weekend!

Email from Ciara confirming satisfaction with transcript:

HI Gerard,

Thank you for your email.

I am happy with the transcript.

I hope this helps.

Kind regards

Email from Vincent confirming satisfaction with transcripts:

Hello Gerard!
It's been a pleasure to meet you again on grad day!
Sorry if I reply only now to your email, I read the transcripts, I would say everything is ok for me to be "used" for your research!
I hope I've been as helpful as possible! Hopefully I'll go back to teaching at some point and I'll be able to give you extra info if you need them
Thank you for giving me the chance of being included in such an important thesis and topic!
Good luck with everything and please let me know how it goes!
Thank you again! I remain available for any question/clarification
See you soon, take care

Appendix 12: Thematic Coding and Narrative Analysis:

Appendix 12.1: Danni Data Analysis

(focused) [extremely aware]
Theory + research knowledge: Vygotsky/ Piaget/ Maslow/Skinner/ Sweller/ Bruner

(focused) [extremely aware]
Policy knowledge: TS/ CCF/ Safeguarding/ Capability/ NC/ EYFS/ SEND/ Behaviour

(incidental)
Teacher attributes: patience/ approachable/ supportive

T knowledge re: EAL pupils: L1, 'essential background information … how they like to learn… where they are'

(passive) own languages learning: sitting, listening, having a turn

Subject knowledge

(focused) Language teacher attributes: Enthusiasm + passion/ Know language/ Practise it

Incidental/passive vs focused activity

Primary teaching confidence: [moderately confident] entwined with SK 'developing my own subject knowledge where I have gaps'

Primary teaching strategies: know children, questioning, EBL

(focused) EAL strategies: **using** visuals, **celebrating** culture, **using** local support

(focused) teaching EAL: [not at all confident] 'Not having much experience … I would like to research and explore further

(Active/focused) Language teaching strategies: games&songs/ culture/ language exposure

MISCONCEPTION: (focused) EAL Policy: [slightly aware] 'I am not sure if it would be under the SEND provisions and policies.'

(focused) EAL Theory and Research: [slightly aware] 'I am not sure, this is an area I need to develop. '

(focused) Teaching Languages: 'no experience … working on my subject knowledge and exploring different languages'

(incidental) Au pair work in Australia – found that 'teaching was something I am passionate about and could relate to'

(incidental) Y1&2 'local primary school' experience – listening to reading, assisted, observed teacher/classroom/school 'dynamics'

Exploration and Discovery

Learning languages: Pre-PGCE negative; early PGCE experiences: positive 'language lectures has sparked excitement within me … given me signposts'

At this stage, D does not have much knowledge of EAL pedagogy 'not having much experience'.
Her knowledge is constructed around actively finding things out about the child – L1, motivations and summative assessment information.
EAL strategies are active also but vague and do not pertain to English language development.
EAL policy is perceived to be part of SEND.
D knows that her lack of knowledge requires her to find out more. She expresses a new found/latent passion for learning languages based on early PGCE experiences

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(focused) [extremely aware]
Theory + research knowledge: Vygotsky/ Piaget/ Maslow/Skinner/ Sweller/ Bruner

(focused) [extremely aware]
Policy knowledge: TS/ CCF/ Safeguarding/ Capability/ NC/ EYFS/ SEND/ Behaviour

(incidental)
Teacher attributes: patience/ approachable/ supportive

T knowledge re: EAL pupils: L1, 'essential background information … how they like to learn… where they are'

(passive) own languages learning: sitting, listening, having a turn

Subject knowledge

Contrast between general primary teacher attributes and those needed for language – activity required to reach this status

Incidental/passive vs focused activity

(focused) Language teacher attributes: Enthusiasm + passion/ Know language/ Practise it

Primary teaching confidence: [moderately confident] entwined with SK 'developing my own subject knowledge where I have gaps'

Primary teaching strategies: know children, questioning, EBL

(focused) EAL strategies: **using** visuals, **celebrating** culture, **using** local support

Active

(focused) teaching EAL: [not at all confident] 'Not having much experience … I would like to research and explore further

Active

(Active/focused) Language teaching strategies: games&songs/ culture/ language exposure

MISCONCEPTION: (focused) EAL Policy: [slightly aware] 'I am not sure if it would be under the SEND provisions and policies.'

Active

(focused) EAL Theory and Research: [slightly aware] 'I am not sure, this is an area I need to develop. '

(focused) Teaching Languages: 'no experience … working on my subject knowledge and exploring different languages'

(incidental) Au pair work in Australia – found that 'teaching was something I am passionate about and could relate to'

(incidental) Y1&2 'local primary school' experience – listening to reading, assisted, observed teacher/classroom/school 'dynamics'

Active

Exploration and Discovery

Learning languages: Pre-PGCE negative; early PGCE experiences: positive 'language lectures has sparked excitement within me … given me signposts'

At this stage, D does not have much knowledge of EAL pedagogy 'not having much experience'.
Her knowledge is constructed around actively finding things out about the child – L1, motivations and summative assessment information.
EAL strategies are active also but vague and do not pertain to English language development.
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Subject knowledge

T knowledge re: EAL pupils: L1, 'essential background information … how they like to learn… where they are'

(passive) own languages learning: sitting, listening, having a turn

(focused) Language teacher attributes: Enthusiasm + passion/ Know language/ Practise it

Primary teaching strategies: know children, questioning, EBL

(focused) EAL strategies: using visuals, celebrating culture, using local support

Incidental/passive vs focused activity

Primary teaching confidence: [moderately confident] entwined with SK 'developing my own subject knowledge where I have gaps'

(focused) teaching EAL: [not at all confident] 'Not having much experience … I would like to research and explore further

(Active/focused) Language teaching strategies: games&songs/ culture/ language exposure

MISCONCEPTION: (focused) EAL Policy: [slightly aware] 'I am not sure if it would be under the SEND provisions and policies.'

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Exploration and Discovery

Learning languages: Pre-PGCE negative; early PGCE experiences: positive 'language lectures has sparked excitement within me … given me signposts'

Resources

Curriculum knowledge

00:30:05.210 ill-defined nature of the subject for one who seeks to be prepared and assured: a vast amount of information on the Internet, but you'd never know if it's Reliable or not, and it's just trying to work through all these different things to find the most reliable sources and Hearing other people's experiences of it'

00:02:17.020 Own school experiences 1990s: 'we didn't have all the computers or Visual aids or anything like that' … didactic teaching and workbooks … 'And I felt that didn't really help me to learn it'

00:02:40.550 90s own ed: 'Specially with maths it never got The maths that I needed in my head.'

00:09:21.760 School volunteer work: curriculum focus – 'don't remember the curriculum when I was at school'

00:06:12.590 Language teaching -resources + research + technology – 'embed that knowledge into children'

00:09:40.320 Getting ready for PGCE: 'Especially my maths 'cause I know my maths is very weak, so I've been working really hard. I'm getting that up to date'

00:10:43.440 School volunteer work: Y1/2 'quite a bit of phonics work' - 'So I was practising my phonics with them'

00:03:22.900 1990s primitive resources: chalkboards, no manipulatives or computers 'before the technology '

00:28:27.280 EAL knowledge for PGCE peers: Speak to 'somebody in the school um like the key person for the SENCo and EL-EAL' – not a clearly designated role – difficulty in articulating expert role and expertise?

00:04:36.170 Languages PK: Genea, language books, SE1 CT 'point me to the resources'

Pedagogical knowledge: input

00:03:48.000 Resources + SK +sharing with children

00:26:30.240 EAL Policy SK x SEND policy SK: 'They're not progressing as they should be um. It's about looking at why this is not happening. If there's something happening at home Uhm Is it something within the school and it's working out the reasons why and putting something in place to help them to move forward' – policy = reverence – worthwhile knowledge?

00:04:05.950 resources+ SK= sharing = teaching: 'I've not got a clue about languages' … 'practising my German' … 'amount of games and different activities' 'I would never thought I'd been able to do that before'

Expertise

00:07:38.350 Languages PK: 'Speakers' + 'trips' – 'I went to France once, UM. And I think that was to learn. A bit about the war over there, but it also helped 'cause we were talking to locals as well' (contrast with just basics in French)

Subject knowledge

00:05:18.840 SK not enough on its own: French: 'don't remember learning that much in French. It was just like the basics ' … French, French teacher 'was native in that tongue' … ineffective: 'just stand at the front of the classroom, repeat the words, and then we'd have to repeat after her'

00:08:19.910 SK PLUS 'essential for all of your subjects' Uhm? But then being able to go further with it'

00:23:56.020 Policy SK for right way - Well, hopefully it impacts in a positive way 'cause then I'm doing things the right way according to the policy and being able to adapt to the situations within the school on a day to day basis.' FAITH: 00:24:59.740 'make sure I am'

00:25:25.620:Policy SK: Professional development is about following policy – Macro PD See then how I progress further with my own teaching, as well as making sure that I'm. Progressing in the right way with the children's learning.' DOCTRINE

00:13:00.200 School volunteer work children reading: "cause she didn't have any knowledge about reading (vs timetable in Romanian) 00:15:12.730) … 'And the lady would actually read a line 1st and then get the little girl to read the line em just so she could listen to the words that she was saying' – D repeated these strategies in class with Romanian girl

00:08:33.660 SK PLUS trips, games, 'different ways of trying to embed that knowledge'

00:01:29.430 OZ au pair work: 'I mean, I probably wasn't very good at helping at the time, 'cause of my subject knowledge.'

00:16:05.290 EAL PK: CTs 'worked with' Romanian girl's mother: likes, interests – 'tailor the learning'

00:17:02.120 Incorporating children's interest: BELONGING vs neglect … 00:17:46.840 'relationship with their teacher … Then they're going to be more willing to come in and share things with you … How you can move their learning forward or what you need to do further for them' … culture "cause you don't want them coming in hating school every day'

00:10:13.150 School volunteer work: In classroom – general … Outside of the classroom – specifics … Reading/focused work.' Phonics

00:10:13.150 School volunteer work EAL children: 'little girl from Romania' EAL specialist came in – session: reading – 'we would use the strategies that this lady came in and told us' (not qualified by D as a teacher??? Status judgement from micro?)

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Experiential knowledge

Assuredness

00:01:39.360 Own school experience: 'it wasn't a very good one.'

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00:27:36.040 Further EAL knowledge? 'just everything' – diminishes own EAL experiential knowledge and policy SK re: EAL x SEND – lack of assuredness – why?

Seeks to know 'more around the whole area' .. Strategies … progress through Key Stages
00:29:25.720 I know I need more knowledge on and more training on Because it is one of those that is going to crop up

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Story: Au pair experience 'enlightened' the possibility that D could get into teaching – righting wrongs

Abstract

Orientation
00:01:29.430 --> 00:01:37.430
I mean, I probably wasn't very good at helping at the time, 'cause of my subject knowledge, but I did my best and they helped me to learn at the same time and. um

Complicating action
00:01:39.360 -->00:01:43.860
Looking back on my own school experiences, it wasn't a very good one.

Evaluation
00:01:44.500 --> 00:01:50.650
Uh, But I've always been someone who wants to help people

Resolution
00:01:44.500 --> 00:01:56.860
and so being able to help them and. Seeing them happy and you know being able to do what they needed to do for school.

Coda
00:01:57.630 -->00:02:05.710
That just really. You know, just I don't. I don't know what the word is that I know what I'm trying to say. But it's the word I'm looking for.

> Plot: A reflection comparing own school experiences with the children's experiences with D as an au pair revealed to her that she could get into teaching

> What does this story say about construction of knowledge for EAL pedagogy? It doesn't say anything about EAL pedagogy specifically but it sets out the context for D's reasons for getting into teaching – experience tells her she might be able to do it and it fulfils a long held desire to help people.
> Evaluation – why story is being told; D wishes to express that au pair work showed her that her desire to help people allowed her to see that she could get into teaching
> It's not just the au pair work, it's about seeking to right the wrongs of her own education for other children – she wants them to have a good experience of education – she believes she has the will and having seen them happy and that were were able to do what they needed

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Story: The mis-education of Danni – resources, disruption and ineffective teaching

Abstract

Orientation
00:02:17.020 --> 00:02:23.050
Yeah, UM, so I went to school in the 90s

Complicating action
00:02:17.020 --> 00:02:36.040
um so we didn't have all the computers or. Visual aids or anything like that, so we very much. Just the teacher standing at the front of the classroom just explaining everything um or working from workbooks UM.

Evaluation
00:02:36.750 --> 00:03:00.090
And I felt that didn't really help me to learn it. Specially with maths it never got. The maths that I needed in my head, UM. And a lot of the time I was in classes that had pupils who were disruptive.

Resolution
00:02:47.240 --> 00:03:00.090

So a lot of the teacher's time was spent on them.

Coda
00:02:47.240 --> 00:03:00.090

UM, so yeah, it it didn't really sit well with me.

> What does this story say about construction of knowledge for EAL pedagogy? Visual aids are mentioned as a pedagogical tool/resource – this is also mentioned in Danni's P1Q questionnaire responses as a strategy she knows teachers use for EAL. She could be making a judgement about the lack of resource/ pedagogical knowledge concerning EAL provision (as well as her own negative schooling experience)
> Evaluation – why story is being told; D's story attends to the idea of equality in the education system – the disruptive children are taking up the teacher's time and she is neglected and suffers as a result. She characterises her whole school experience as such. This negative experience is not helped by the lack of effective resource availability and the ineffective teaching methods used.
> It explores D's views on teaching as requiring effective resources, time dedicated to all pupils by the teacher and the use of effective teaching methods.

> Plot: D's experience of education lacked the effective use of resources and teacher input required, especially in maths – disruptive pupils added to this negative experience

Story: Good resources (pedagogical choices) are part of effective teaching (combined with subject knowledge)

Abstract
00:03:48.000 --> 00:03:50.890
uh well there's so many, so many different resources out there. um
Orientation
00:03:53.540 --> 00:04:05.370
So it's just like being able to. Get our own subject knowledge up to date as well, UM? And then also being able to share that with children . So for example, I'm doing languages at the moment.
Complicating action
00:04:05.950 --> 00:04:08.500
I've not, I've not got a clue about languages [laughs].
Evaluation
00:04:09.490 --> 00:04:22.370
Uhm So I've been Practising my German ready for my lesson this week. Uhm And the amount of games and different activities that I can do with it.
Resolution
00:04:23.270 --> 00:04:26.680
Uh, I would never thought I'd been able to do that before.

Coda

> Plot: The requirement to teach German has challenged D to bring 'games and different activities' into her pedagogical repertoire

> What does this story say about construction of knowledge for EAL pedagogy?
> EAL is not mentioned specifically. Languages pedagogy requires subject knowledge and effective pedagogical choices on the part of the teacher – for primary this involves games and activities for learning language
> Evaluation – why story is being told; Growing self-belief as D's subject knowledge increases and she is able to resource games and activities that will help her deliver her German lesson – this is also down to her practice of German to assure herself regarding her subject knowledge of the language
> The sources of the knowledge is languages lecturer, 'but then I've also got a couple of language books that I got from the library and then also working with my class teacher in placement and she's been able to point me to the resources. '

Story: The subject-knowledge-rich but pedagogical-knowledge-poor French, French teacher

Abstract

Orientation
00:05:36.730 --> 00:05:47.680
Oh we had em A french, French teacher who was actually from France, UM? Because she was native in that tongue, UM.

Complicating action
00:05:48.580 --> 00:05:54.380
But she would just stand at the front of the classroom, repeat the words, and then we'd have to repeat after her and.

Evaluation
00:05:54.970--> 00:06:00.990
I don't remember doing. Like much fun stuff like games or anything like that

Resolution

Coda

> Plot: A teacher with as much subject knowledge as you could possibly have is not effective at teaching because of her ineffective pedagogical choices

> What does this story say about construction of knowledge for EAL pedagogy?
> EAL pedagogy is not mentioned. Languages teaching relies on subject knowledge and pedagogical knowledge.
> Evaluation – why story is being told; D perceives that teaching is not purely about subject knowledge, based on her own experiences. A teacher needs to make the right pedagogical choices and use effective resources so that children will learn. Subject knowledge alone is not worth very much.
> SK PLUS.
> D's own poor language learning experiences contribute to her not having a clue about language teaching. Does she feel the same about maths teaching? Does she have to have experienced learning in the subject in order to have confidence?

Story: EAL strategies used by 'this lady' ('somebody who had more expertise') in out of class sessions were then used in class with the pupils learning EAL

Abstract

Orientation
00:12:25.840 --> 00:12:45.020
Yes, so the school actually had um Someone come in each week to help work with them and based on ELA. UM, somebody who had more expertise. And they will go out every week and have a session with her.

Complicating action
00:12:45.800 --> 00:12:58.630
Uh, and then. When they were in class with us, we would use the strategies that this lady came in and told us about. Uhm? And with this g-. [00:12:58.020 --> 00:13:00.000 Gerard Doyle What? I'm sorry, go ahead.]

Evaluation
00:13:00.200 --> 00:13:16.510
So I'm just trying to think with this little girl what I did 'cause she was quite a bubbly little thing. Em [laughs] Yeah, So I'd use like the Everyday words so we could get that into her language, UM?

Resolution

00:13:17.590 --> 00:13:21.760

Uh, and encouraged her UM? Uh, and encouraged her Just to participate in things.

Coda

> Plot: Children learning EAL were attended to in a volunteer-experience school – the expertise of 'this lady' was used in-class to get everyday words into the Romanian girl's language

> What does this story say about construction of knowledge for EAL pedagogy?
> Expertise for EAL pedagogy is outside of the school and outside of the classroom. Teachers (and volunteers) can learn from this expertise (characteristically vague). EAL teaching is about getting everyday words into children's language.
> Evaluation – why story is being told; Communicates knowledge of an EAL teaching strategy – the used of everyday words (by the volunteer)in the company of the child learning EAL. Pre-production phase? Early production?
> Children learning EAL are without language

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Story: Observing teaching of Early Reading skills to an EAL pupil who has no knowledge of reading

Abstract

Orientation
00:13:34.700 --> 00:13:38.780
The one time I sat with them and they did some reading UM
Complicating action
00:13:39.430 --> 00:13:41.450
And she started off
Evaluation
00:13:39.430 --> 00:13:45.290
'cause she didn't have. Any knowledge about reading Uhm
Resolution

00:13:46.340 --> 00:13:56.590

And the lady would actually read a line 1st and then get the little girl to read the line em just so she could listen to the words that she was saying.

Coda

> What does this story say about construction of knowledge for EAL pedagogy?
> D has confidence that what she observed constitutes EAL pedagogy for reading as it was the work of an expert that the school brought in. The pedagogy is official and constitutes the development of reading skills with children who have no knowledge of this. The skill involves parroting the EAL expert's reading. D does not mention how she knows the pupil had no knowledge of reading.
> Evaluation – why story is being told; The story is being told as it relates knowledge acquired from the observation of an expert in practice. The technique has official status as it is being done by an expert. There is a uniqueness to the event as D relates that this is 'the one time I sat with them' – this is first hand experiential knowledge (although it is a non-expert interpretation of the pedagogy) and has a particular quality (rather than being instructed by the school's class teacher)
> The evidence for its effectiveness is D's judgement on word acquisition rather than the development of a reading skill. EAL pupils add words to their English repertoire
> Do you think that was an effective teaching strategy?
> 00:14:31.920 --> 00:14:39.870
> It definitely helped, UM, because by the time we finished up in July, she had a few more words that she didn't have before .

Plot: An observation of expertise allows D to build pedagogical knowledge for an EAL pupil's reading skill

Story: Gathering background information about EAL pupils (from parents) is part of EAL pedagogy – enables tailoring their learning experience

Abstract

Orientation
00:16:05.290 --> 00:16:29.510
Yeah, so I know. I think 'cause I went in in the April but this started back in the September. UM, the teachers worked with the little girl's mum um and started gathering information about like what she liked to do at home and what her interests were um so that way they could incorporate it into the lessons as well. 'cause.
Complicating action
00:16:30.400 --> 00:16:40.640
With any lesson we've gotta think about children's interest and knowledge and abilities
Evaluation
00:16:30.400 --> 00:16:40.640
so that way we could tailor the learning to her. Whatever activities we were doing.
Resolution

Coda

Plot: Relating knowledge about what the school's teacher did to tailor the EAL pupil's learning experience – part of effective pedagogy for EAL

> What does this story say about construction of knowledge for EAL pedagogy?
> Pupils learning EAL are though about beyond their classroom presence and learning – they are thought about in terms of the relationships outside of the classroom especially when that child cannot communicate in English. Parents are viewed as a reliable source of information in supporting children's learning; the information from parents (this alone not other assessment information) enables teachers to tailor learning – a great deal of responsibility rests on the parents to get this right. Displacement of responsibility for EAL to outside the school?
> Evaluation – why story is being told; One of D's main concerns in teaching is to help people, she wants to right the wrongs of her own poor education experiences – she seeks equality for children. Having the capacity to tailor an EAL pupil's learning is important to D – this relies on communication with the parent as the child is unable to express their interests, knowledge and abilities as they do not speak English. There is an empty-vessel quality associated with the child unable to speak English here; the teachers do not commit to any other form of assessment information according to D.

RJ1: 29.11.21 – 'need to research and learn' about teaching EAL

RJ2: 31.12.21 – Reading for assignment: further strategies 'buddy'

RJ2: 31.12.21 – taking up signposting: NALDIC and EAL Academy 'which I am planning on looking into further'

RJ2: 31.12.21 – 'slowly developing my understanding' – 'took part in' SEND Webinar – section on EAL 'I have started to make a list of strategies'

personal responsibility

RJ2: 31.12.21 – 'starting to grow in confidence ... becoming more aware of how I would teach effectively'

RJ2: 31.12.21 – Seeking [experiential] knowledge from SE2 and [SK/PK] upcoming university lectures

RJ1: 29.11.21 – subject/pedagogical knowledge: 'do not feel confident enough' in context of 'need to research and learn'

knowledge for confidence

RJ1: 29.11.21 – experiential knowledge: 'do not feel confident enough' in context of no EAL children on SE1 placement.

RJ2: 31.12.21 – EAL teaching strategies list: WEBINAR - welcome and celebrates other languages, using child's L1, provide visual prompts/ READING – Buddy pupil with strong literacy skills – social & academic language

Self as teacher: positive person with a growth mindset, resilient and adaptable, always wanting to improve professionally and personally

Self as learner: I am a visual learner, a practical hands on learner, enthusiastic about improving and challenging myself.

Drive and self-reliance

Linguistic awareness: moderate vs. P1I: I haven't got a clue about languages

Own EAL ad. Literature searches: Bell + NALDIC

SE3 knowl. Source re: EAL: personal study

Agency t'ing : SE1 – moderate >> SE2 – moderate >> SE3 very large

Uni prep for t'ing primary: extremely confident

Potential knowledge

Knowledge for confidence

Kinetic knowledge

Uni EAL sessions: essential

EAL SK = Good

Uni prep for t'ing EAL: moderately confident

Uni EAL: visual resources; knowl of child + culture; positive relationships w/ child & fam – collaborate; extend vocab –flashcards and pics

EAL agency SE3: very large (same as ge. SE3)

SE3 EAL exp: moderately confident t'ing EAL pupils

SE3 staff: positive terms re: EAL

Awareness theory + R/ Policy for EAL: moderately aware (increase P1Q)

EAL PCK

SE3 EAL reflection: 'you always have to think about potential barriers' –parents' Eng/ loss of L1 – incorporate in class

No specific EAL policy SE3 - Vagueness around EAL .

EAL comms SE3 – CT/Mentor; SENCO; EAL pupils + other pupils.

No uni EAL reflection

Macro influences

Micro interactions

Useful interactions SE3 EAL: EAL pupils 'fluent in English'; use of L1 to teach other pupils words/phrases History + register: good morning/hello

Awareness theory + R/ Policy for primary: extremely aware (same as P1Q)

EAL Good practice: know child, fam. And culture; use L1 safe and secure envt.; EAL pupil in pair/group – role model + supportive

EAL Good practice: use of L1; high expectations; EAAL pupil in pair/group –scaffolding; visuals

SE3 EAL opps: t'ing EAL pupils; obs of other teachers; personal study

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Concept Map

Self as teacher: positive person with a growth mindset, resilient and adaptable, always wanting to improve professionally and personally

Self as learner: I am a visual learner, a practical hands on learner, enthusiastic about improving and challenging myself.

Drive and self-reliance

Potential knowledge

Linguistic awareness: moderate vs. P1I: I haven't got a clue about languages

Own EAL ad. Literature searches: Bell + NALDIC

SE3 knowl. Source re: EAL: personal study

Lack of evidence for this model of knowledge in D's P1Q responses – knowledge seems to come more so from her own motivation and interests and experiences. Little evidence for the idea of potential knowledge

D's most reliable source of EAL PCK is her drive to become more knowledgeable about the child she has to teach and the practices that are most suitable and usefulo for their learning and development

Agency t'ing : SE1 – moderate >> SE2 – moderate >> SE3 very large

Uni prep for t'ing primary: extremely confident

Knowledge for confidence

Kinetic knowledge

Uni EAL sessions: essential

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SE3 staff: positive terms re: EAL

Awareness theory + R/ Policy for EAL: moderately aware (increase P1Q)

S3 Reflection: 'you always... based on micro interactions on SE3

No specific EAL policy SE3 - Vagueness around EAL .

EAL PCK

No uni EAL reflection

...ms SE3 – CT/Mentor; SENCO; EAL pupils + other pupils.

Macro... immediate macro contextual influences in EAL knowledge development – lack of... macro increase in influence of micro?

Micro interactions

Useful interactions SE3 EAL: **EAL pupils 'fluent in English'**; use of L1 to teach other pupils words/phrases History + register: good morning/hello

Awareness theory + R/ Policy for primary: extremely aware (same as P1Q)

EAL Good practice: know child, fam. And culture; use L1 safe and secure envt.; EAL pupil in pair/group – role model + supportive

SE3 EAL opps: t'ing EAL pupils; obs of other teachers; personal study

EAL Good practice: use of L1; high expectations; EAAL pupil in pair/group –scaffolding; visuals

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Coded Quotes

0:33:0.270 World map and greetings display: 'she pointed to his home language um and was saying the greeting to him and trying to get him to talk back to her with different greetings so she could learn the language.'

0:2:47.40 "fluent" Eals 'really enthusiastic to share their language with us' ... 'new sayings and phrases which I found really, really helpful to me as well because I don't really know much in any other language. So that was really nice as well' Power exchange – ped relat.

0:44.860 'saying hello [participant's name], and then them wanting to tell you things as well'

0:11:46.720 Equality in teaching: I was trying to make sure I worked with everybody throughout the week' vs disruptive pupils in own educative experience

sharing

0:40:17.630: EAL reflection on SE3 - Children might be able to speak really good English, but the parents might not be able to, so it was just reflecting on what I might need to do for that. And being aware of that as I go forward. ... just to get that relationship built'

0:21:24.160 –Power dynamic/ own research Bell foundation **'that I didn't get chance to use , but I've saved them ready for when I have my own class** or going on supply. ... At least I've got those available to me' EAL X SEND – 'I just found some great stuff from there ready to use. For when I go into school in September' 0:23:5.80 'I just really wanted to get a. a knowledge for myself'

0:5:10.210 'All 'the children just really seemed to enjoy saying things in a different language' – Whole class sharing

0:25:57.970 - enthusiastic class – 'they were always coming up, saying Ohh, can I share this joke with you all? Can I tell you this story? Can I tell you what I did at the weekend? So they're all very enthusiastic in this class

0:4:27.700 "Fluent" Eals taught phrases to D- 'I learned that from them'

0:3:32.150 "fluent" Eals – Slovenian + 'mix' polish/spanish

0:25:32.720 non-EAL involved in EAL comms strat: 'So it's just having that nice interaction with them about their own interests and then being able to bring that into it. '

0:02:22.880 Helping children progress 'very important to me'

0:53.950 'nice bits' vs SILENCE of not nice bits/professional progress

0:55:3.610 – 'be open-minded ... just being able to adapt to what's going on in the classroom'

0:2:21.990 LI 'the other two children that I had, they were quite fluent in the English um but we always try to make sure that they had their. Home language involved as well.

0:5:49.940 Use of L1 in History lesson 'we got to learn a different phrase in their home language and just to set the scene for international travel and how it could be different to holidaying in this country'

0:23:51.720 Parents not speaking English at home = barrier – 'you gotta find ways around that as well'

0:13:33.390 EAL agency:-CT knowledge of pupils, experience, authority gives CT equivalent authority on EAL 'obviously they're her class, so she knows a lot more' – knowing pupils= SK

Pedagogical relationship

0:36:46.350 And knowing what works for them and building up that relationship with them

Time/potential/ future

0:23:41.670 Uni slides: So like making sure that I include the language, because that's a part of the child.

0:54:7.980 Future output, colleagues – trying things out, different ways ...

0:26:37.430 Influential basis - SE3 Positive school culture re: EAL: obviously the minute you get negative. You just feel like people don't even want to try things' ... spurred me on

0:53:53.60: Teachers' future CPD – 'all teachers have to develop Yourself as well as in your teaching methods'

0:21:12.320 It's the policies. Definitely helped me. Like be able to transfer things over to EAL and the SEND children as well

0:34:45.200 :Increase EAL X SEND knowl 'over the summer I'm going to do some more research and just so that I've got that under my belt. Em. And try and because when I talked to the SENCo, it was like anticipating what could happen. And being prepared for that. ... Ready to go and ready to use in my mind

Learning language

0:3:52.850 Class teacher –'also incorporated it into like the register' – hello/good morning in German/ Italian/ French

0:36:11.180 EAL = New Arrivals: 'that's arrived' 'that's came into the country' MISCONCEPTION

0:13:45.880 EAL agency: 'finding out from the class teacher about all the pupils and then being able to.Adapt my way of teaching to that'

0:13:39.390 Third EAL child – assessment via pedagogical relationship – pre-production/New to English: 'Oh well he- this child was quite quiet and he didn't really speak that loudly, so it was quite difficult to understand. Understand him at times, but I could tell just from like talking to him

0:7:48.560 EAL and NC English teaching 'although the two that were EAL, they were quite fluent in English and although I know you can't take anything away from that 'cause obviously They've still got their home language , **but they're really quite fluent in English and were happy to write in English'**

0:28:9.150Advice to SE3 schoolrre: EAL: I can't pick out one thing that I could. Advise on really 'cause obviously I'm still learning as well

Sources of professional knowledge

0:2:12.300 'although one hadn't actually put down on his form that he was English as additional language, but you could see that he

0:9:39.710 EAL assessment: He he probably EAL because he's got a I think it was a brother coming up and they've put EAL down for him, but they hadn't done it for this child ... So which was quite strong, but I don't know what happened there – responsibility of EAL comms with parents

0:49:45.530 EAL critical pedagogy: 'I well, I would give it a go to see if it worked for the children that I'm working with because obviously it's not gonna work for everybody. Em. But I would use it again in the future.'

0:6:42.880 Use of L1 'it was always like following the scheme and things **we didn't really plan any language acquisition into it**. It was just like teaching them the vocabulary from phonics um and modelling on the board. The words we would write'

0:2:3.720 EAL thoughts and beliefs – 'Yeah. It's definitely developed' Not on SE1/2 'but in my third one. Umm, I had about three'

0:11:0.540 EAL teaching – 'they were still, like, giving him phonics interventions and having one to ones with him, especially with reading as well' – fault with parents?

0:10:45.470 School readiness for EAL pupils: 'I think they were as prepared as they could , but I didn't. I couldn't find like an EAL policy or anything .. I did forget to ask them if they had one'

Location of responsibility for EAL education

0:2:41.570 L1 involved re: identity: ''cause I think is important that they don't lose like where they come from or who they are'

Pedagogical reasoning

0:7:21.640 Seaside topic geography: whole class vocabulary – PHONICS – modelling sound out words on board for writing

NC English; as an Additional Language

0:8:16.990 EAL Assessment – 'No, I didn't see any.' .. 'Phonics screening'

0:12:20.690 SE3 Agency: 'worked with the class teacher .. She gave me, like the, class as such. And that way made me feel like I was quite in control and. You know, I could respond to what the children needed' – agreeability/power dynamic 0:14:0.840 'confidence has skyrocketed over SE3'bad experience SE2 'low after'

0:15:41.960:Non-specific knowledge for EAL: TSS conv w/ SEND em and trying out some of the strategies that you **use for SEND with the EALs like using a lot of visuals and things like that'** 0:16:8.20 Talking with other CTs: "first identifying what the gap was. Why that gap might be there And then trying to work out solutions how I could close that gap in effect – Quality First Teaching /Assessment cycle – no specifics

0:42:29.590 EAL teaching confidence:uni + CT SE3 + talk to colleagues– just having that confidence going forward and obviously being able to try some things out on SE3 like getting those pupils to tell us a few phrases in their own language and. Yeah, I think that's what's helped me to become more confident with it

0:16:33.740 'trying to get that knowledge built up for them' – letter formation/phonics 3rd EAL 'phonics sound maps'/'word banks – seaside topic – picture and write label ('word bank at the bottom') – PHONICS focus

0:11:24.510: English strategies working 'I think it- it helped yes . Uh cause like he was talking in English to me he's just 'cause he was quite shy and very quiet. Quite hard to actually hear what he was saying at times. But then as I got towards the middle of placement I started to understand a little bit better.'

0:15:21.750 'trying to get TSS ... what could I do to adapt my teaching ... they're all meeting the same objective from lessons' asking Inclusion lead

0:14:42.470 'also talking to the SEND person as well. UM, because **I know it can overlap with SEND and trying out some of the strategies that you use for SEND with the EALs like that'**

0:20:43.390 SE3 EAL Documentation: 'it was like transferable aspects and then obviously from my discussions with teachers and the SENCo Em I was just getting ideas from everybody and working as a team.'

0:30:51.80 EAL pedagogy from SE3: word banks/ interventions, gaps analysis, phonics mats, phonics things on windows and board, displays in English, world map with greetings

0:47:20.410 EAL peer to peer w/ lect support – 'like bouncing ideas off each other'

0:46:57.750 Uni Maths/Eng sessions: sometimes we'd delve into how we could adapt things for EAL and send children

0:24:30.910: CCF EAL sources of knowledge: reading through that and getting ideas about how I could implement that into my teaching. – GENERAL not specific

0:45:26.650 And I know it's tricky in a one year course trying to cram everything in, but having some additional lectures on it.

0:20:57.250: Extent of EAL professional learning - 'obviously I was only there for like 8 weeks'

0:34:26.800 'No EAL pre-S3: 'I think that additional bit in SE1 and SE2 might have pushed me even further, like made me even more confident with it .'

Experiential learning

0:48:53.740 pre-PGCE volunteer work pedagogy for EAL: 'mainly with phonics' + flash cards in L1

0:37:47.580 : GOOD PRACTICE – 'I was just going by what I did in SE3.'
- Pairs/groups – 'feel included ... learn from others .. Social skills as well as helping them to learn (English not included)
- Positive relats with pupils and parents – 'aware that there could be barriers .. How you could help them (if they don't speak Eng)
SOURCES: 'a bit of everything' CT/observing, uni sessions, reading – 'overlaps'

0:33:56.960 No experience of EAL in SE1 and 2: 'but it would have been nice to have that additional experience' -cause, like I say, I'm learning all the time and at the start of my career I'm always going to be learning and continue throughout my career'

0:43:6.100 without SE3 EAL exp: 'No, I probably would have still been a bit wobbly on it going forward? Because if I have not had that experience in the classroom. ... 'Um of having those pupils in front of me. Umm. [pause] It would have just. It would have just made me not panic [stress], but think about oh what am I gonna do going forward. If I get this happen.

0:44:52.120 I did feel like a bit on my back foot, but because I was doing my own research that's helped to build a confidence ready for SE3.

Story: Children learning EAL can be identified by bureaucracy and observation

Abstract

Orientation
0:2:3.720 --> 0:2:20.870
My first two placements didn't really have any children with English as an additional language, but in my third one. Umm, I had about three

Complicating action
0:2:12.300 --> 0:2:20.870
although one hadn't actually put down on his form that he was English as additional language,

Evaluation
0:2:12.300 --> 0:2:20.870
but you could see that he was

Resolution
0:2:21.990 --> 0:2:34.460
Umm. And then the other two children that I had, they were quite fluent in the English um but we always try to make sure that they had their. Home language involved as well.

Coda

Plot: A child is given the responsibility of identifying themselves as an EAL learner; having not been identified on a form the child is seen to be a pupil learning EAL

What does this story say about construction of knowledge for EAL pedagogy? The responsibility of identification of children learning EAL first lies with a parent's/child's engagement with the bureaucracy of the education system – this responsibility is not the teacher's. However, if the child is not identified as such, the characteristic can be observed by teachers
Evaluation – why story is being told; EAL is part of a wider education system that exists beyond the teacher's influence/classroom walls. When the wider education system does not identify the child as a pupil learning EAL, the teacher's observations will identify that child correctly. A label is a useful starting point in the education system.

Story: D seeks to demonstrate her appreciation of children's linguistic awareness and knowledge and the opportunity it gave her to learn from/with the pupils learning EAL

Abstract

Orientation
0:4:27.700 --> 0:4:45.390
Yes so the two pupils who had those languages, they would that they were like playing all these phrases in the whole language.
Complicating action
0:4:27.700 --> 0:4:45.390
I'd have to stop and ask them what it meant.
Evaluation
0:4:27.700 --> 0:4:45.390
And there's like, good, good morning. And then I could tell it was my name And they say good morning. Have a nice day
Resolution/Coda

0:4:27.700 --> 0:4:45.390
So I learned that from them.

> Plot: Children learning EAL speak in other languages in D's presence and she learns from this encounter; this illustrates her appreciation for L1 use

> What does this story say about construction of knowledge for EAL pedagogy? EAL pedagogy involves an appreciation of the different languages that children speak. Teachers should develop an appreciation of languages, other than English, even when they have no knowledge of these. This story represents a misconception or a lack of recognition of the next step in the use of children's L1 in the classroom – D perceives L1 appreciation (and novel interaction) to be the extent to which L1 is useful in the primary classroom. The focus here is on developing the pedagogical relationship.
> Evaluation – why story is being told; The story is being told to demonstrate the quality of the pedagogical relationship and the exchange of power that D permits as the teacher in this. Giving children power with their knowledge of language represents a means for D to show them her appreciation of their linguistic capacbilties.

Story: D is inspired to incorporate the L1 of pupils learning EAL into a History lesson to demonstrate her appreciation of their L! and to illustrate that she has the capacity as a student teacher to do this in her practice.

Abstract

Orientation
0:5:49.940 --> 0:6:3.30
Yeah. Uh, so when I first started on SE3, they were doing history and it was um holidays through time. Umm, and one of the lessons I was teaching was on international travel.
Complicating action
0:6:4.50 --> 0:6:12.100
So during the input because everybody knew that these two pupils were from a different country I brought them up to the front.
Evaluation
0:6:12.200 --> 0:6:22.310
Umm. And we got to learn a different phrase in their home language and just to set the scene for international travel and how it could be different to holidaying in this country.
Resolution

Coda

> Plot: A history lesson offers opportunities for sharing L1.

> What does this story say about construction of knowledge for EAL pedagogy? D seeks to integrate her appreciation of the children's L1 into the curriculum when it's appropriate to do so – this illustrates the value and utility of children's personal knowledge to wider learning and demonstrates her capacity as a teacher to make use of children's L1 in a novel way.
> Evaluation – why story is being told; The idea of sharing is an action that underpins D's construction of the pedagogical relationship – when sharing happens, exchanges (power/resources/capital) are made within the pedagogical relationship which holds the potential for appreciation of others' perspectives, knowledge and experiences. Language is viewed as a resource in this exchange for novel curriculum purposes but L1 as a language does not sit within the curriculum; it is brought in as a novel feature –or an add-on.

Story: Teaching of vocabulary to children learning EAL employs a modelling and phonics approach – no additional English language acquisition approaches were used beyond pedagogy/content for NC English

Abstract

Orientation
0:7:4.830 -->0:7:16.580
I would like, if we were doing sentences. Em because we had. We were doing the seaside topic in geography.
Complicating action
0:7:10.570 --> 0:7:20.830
We brought that over to English as well, so we could write about the seaside. Umm. And like we're writing sentences about it.
Evaluation
0:7:21.640 --> 0:7:34.650
Uh, so then I would model on the board what we're going to write so that the children knew what they were doing during the lesson when they came to their writing,
Resolution
0:7:21.640 --> 0:7:34.650
um and I'd get them involved um by asking them to sound out words.
Coda

> Plot: When writing sentences about the seaside in geography, children learning EAL are taught vocabulary using NC English pedagogies

> What does this story say about construction of knowledge for EAL pedagogy? EAL pedagogy is subordinated/confounded with NC English strategies – the specialist and additional pedagogical knowledge is not applied or it is viewed through the lens of the requirements of NC English. This means that English language acquisition is not planned for (NC English pedagogy being entirely applicable and enough) and the attendant pedagogical strategies for language acquisition are not visited in planning or delivery of lessons.
> Evaluation – why story is being told; D is informing me that based on her EAL knowledge acquired from practice in the school, modelling and phonics as strategies are suitable for teaching vocabulary and English language acquisition to the whole class including children learning EAL. English language acquisition is not planned as this is sufficient.

Story: Recognition of the characteristics of an EAL pupil is outlined from practice and confirmed by D's CT on SE3.

Abstract

Orientation
0:9:13.390 --> 0:9:27.300
Oh well he- this child was doing quite shy um and he didn't really speak that loudly, so it was quite difficult to understand. Understand him at times,
Complicating action
0:9:13.390 -->0:9:38.900
but I could tell just from like talking to him and. Like if I'd asked him something, it would be really hard for me to hear what he was saying
Evaluation
0:9:28.470 --> 0:9:38.900
and obviously I talked to the class teacher um and she agreed that.
Resolution

0:9:39.710 --> 0:9:48.90
He he probably EAL because he's got a I think it was a brother coming up and they've put EAL down for him, but they hadn't done it for this child.

Coda

> Plot: Interactions over time with a child suspected of learning EAL builds a case of evidence for that learning characteristic – this is confirmed by the CT and supported by information given to the school about the child's younger brother.

> What does this story say about construction of knowledge for EAL pedagogy? EAL pedagogical knowledge can be drawn from general professional knowledge in teaching or the instincts that a teacher has about the children they work with 'I could just tell' (For D this is confirmed by the teacher's agreement)
> Evaluation – why story is being told;
> D's assessment of the children as an EAL learner is supported by the teacher. D accrues evidence to support her judgement – shy, didn't speak loudly, difficult to understand at times, hard to hear; parents indicate that younger brother speaks EAL so this adds to the evidence for the judgement.
> Responsibility for this element of school provision begins with the parents' engagement with bureaucracy. Increased familiarity with the education system bureaucracy for the parents may have allowed them more understanding of this part of the form/ perhaps the school were more prepared/provided translation?

Story: EAL pedagogy stems from adaptations that can be made in provision for children's learning and progress towards the learning objective for a lesson

Abstract

Orientation
0:15:21.750 --> 0:15:41.400
em because at the time I've trying to get teacher standard 5 and like I was having a conversation about them, what could I do to adapt my teaching and what could I do, what strategies could I use within the classroom and to make sure that all including everybody and that they're all meeting the same objective from lessons

Complicating action
0:15:41.960 --> 0:16:3.750
Umm. And the person was just telling me like, it's about being really adaptable and adapting as you go along in the lessons so you might see that you're trying something. For example, if you're using visuals. And it might not be working, so then you have to think on your feet about oh what can I do now to get them to meet this objective by the end of the lesson

Evaluation
0:16:4.330 -->0:16:24.350
Umm, it wasn't just like the.
SEND person I spoke to. I spoke to other class teachers to see what they did

Resolution
0:16:8.20 --> 0:16:16.70
em and it was about first identifying what the gap was. Why that gap might be there And then trying to work out solutions how I could close that gap in effect.

Coda

Plot: A discussion with the SENCo/Inclusion Manager of the school provides the basis for EAL pedagogical decision making as 'adaptive teaching' – this is confirmed by other class teachers on SE3

What does this story say about construction of knowledge for EAL pedagogy? EAL pedagogy is about adapting resources and and teaching strategies within lessons so that children learning EAL can achieve the curriculum learning objective set for the whole class; it does not require additional learning objectives/strategies to be put in place for acquisition of English – adaptive teaching and knowledge of a variety of suitable strategies for curriculum learning is sufficient
Evaluation – why story is being told; Micro interactions on SE3 provide information about pedagogical strategies, especially around TS5 - adaptive teaching. These strategies focus on children's achievement in the curriculum rather than acquisition of English – they do not account for learning English (and thinking separately about this) – this is assumed to be happening through the teaching of the curriculum.

Story: Interventions with children learning EAL, including the child not registered as EAL, were perceived as beginning to close a gap between children learning EAL and their English-speaking peers (but not completely)

Abstract

Orientation
0:17:5.310 --> 0:17:27.860
They were starting to

Complicating action
0:17:5.310 --> 0:17:27.860
and then like with their English when they were writing sentences, they had, like the phonics sound maps as well. And like I'll get that child to tell me the sentence they wanted to write, and then I'd help them sound it out em and then get them to point to whatever digraph or trigraph or letter it was on the sound mat so that they could try and form it correctly.

Evaluation
0:17:29.20 --> 0:17:34.920
I mean, it was a work in progress. It wasn't. Like completely closing the gap

Resolution
0:17:32.510 --> 0:17:38.170
but it was starting. Starting to make progress in effect. [short laugh]

Coda

Plot: The gap between EAL pupils and non-EAL peers is perceived to be closing based on the strategy of phonics use in writing (as an intervention for EAL)

What does this story say about construction of knowledge for EAL pedagogy? The pedagogical choices of the SE3 school team were perceived as pragmatic and appropriate as the gap was starting to close. As this wasn't completely closing it was a function of time or based on the progress the children were making with their learning. It was not because of a missed teaching strategy or opportunity as the system for EAL teaching is perceived as robust by D.
Evaluation – why story is being told; The evidence suggests that as the gap was closing the pedagogical approach used was appropriate – the reasons for non-closure sat with the children's capacity to engage with this process over time and make progress according to their individual potentials.

Story: Own initiative taken in further research on EAL X SEND

Abstract

Orientation
0:21:48.910 --> 0:21:56.990
Well, I was just doing some Google Research cause EAL and SEND is an area that I really want to learn more about

Complicating action
0:21:57.360 --> 0:22:17.290
Umm, because I'm gonna get it in most of the classes that I go into

Evaluation
0:21:57.360 --> 0:22:17.290
So I wanted to really brush up my knowledge on it.

Resolution

0:21:57.360 --> 0:22:17.290
And so I just did like Google search and I just found various things on Google and the Bell Foundation came up and I just found some great stuff from there ready to use. For when I go into school in September.

Coda

> Plot: A Google search brings up results on the interaction between EAL and SEND from a reputable EAL professional knowledge source – the usefulness of which is guaranteed

> What does this story say about construction of knowledge for EAL pedagogy? Student teachers will not encounter all of the knowledge they will need for teaching children learning EAL in their placement experiences, for example children learning EAL who may also have be registered as SEND. In order to be prepared, D has used her initiative and shared what she has found after a Google search brings her to the Bell Foundation website. Sharing this information in this conversation has an element of studentship where D demonstrates her knowledge and recognition of a respected resource. D also indicates that teachers should recognise and be prepared for teaching likely populations of children with particular characteristics and that while experience may not furnish them with the necessary professional knowledge and skill they need – they should then use their own initiative to productively educate themselves.
> Evaluation – why story is being told; D expresses her wish to brush up her knowledge as she believes that teachers should never think of themselves as finished – there will always be a case for CPD (0:53:53.60 'You can't just say you you're finished'). She is motivated by her interest in EAL X SEND and seeks to become more professionally viable/ more knowledgeable and prepared for teaching all children.

Story: A positive school ethos creates a culture of learning for children and student teachers

Abstract

Orientation
0:26:37.430 --> 0:26:42.970
Yeah, it was a very positive culture which I think is really important

Complicating action
0:26:37.430 -->0:26:48.900
'cause obviously the minute you get negative. You just feel like people don't even want to try things

Evaluation
0:26:43.610 -->0:26:59.290
and so having that positive. Culture in the school really helped and also spurred me on in the way as well

Resolution

0:26:49.610 --> 0:27:8.70
because that's what I want to be doing is helping children to learn and progress and whether they've. Whether they're from France, wherever they're from England, wherever they're from, I wanna be able to do the best teaching I can to help them with that. [brief laugh]

Coda

> Plot: Reflection on the positive ethos of the SE3 school recalls D's own professional development and the resonance of her own beliefs about all children's, including international children's, learning.

> What does this story say about construction of knowledge for EAL pedagogy? Underpinning an effective pedagogical approach is positivity towards learners and learning (including student teachers' learning). Positivity provides openness to trying things (one of the tenets of D's EAL PK is thinking on your feet to try something else). D's progress in teaching was promoted by the positive ethos of SE3 (which suggests that prior experiences – the low of SE2 – were not as positive). D reiterates her own beliefs about teaching all children including those from abroad and that she wants to do the best teaching (underpinned by positivity).
> Evaluation – why story is being told; The positive ethos of the school was beneficial for D and her pupils learning EAL. While the questions was about the positive–ness of terminology used about children learning EAL, D takes it as an opportunity to reflect on her own status as a learner in the school.

Story: Appreciation of children's languages was a school-wide approach to EAL

Abstract

Orientation
0:32:33.790 --> 0:32:54.760
as you went round the school towards where they ate their lunch there, there's a big wall and it's got the world map on it. And they had all the different greetings in different languages. So now I know there was a boy in year four started when I was there.

Complicating action
0:32:55.480 -->0:33:22.620
Um and one day, like the teacher from that class was taking him round. Umm. And they were stopped at this particular wall with all the greetings on and he was pointing out different things out.

Evaluation
0:33:0.270 --> 0:33:22.620
I came halfway through, so I don't know what she actually did, but like she pointed to his home language um and was saying the greeting to him and trying to get him to talk back to her with different greetings so she could learn the language.

Resolution

Coda

> Plot: The school environment provides opportunities for teachers and their pupils to share appreciation for children's L1

> What does this story say about construction of knowledge for EAL pedagogy? EAL pedagogy includes appreciation of children's L1 – teachers teaching these pupils will share and learn from the EAL pupil – this exchange then is reciprocated in learning English. It is likely that this will be a whole school approach – it will not be a one-off. This is the extent to which L1 is used in English schools – as a novel way for teachers to 'learn' and show value in the language the child already speaks.
> Evaluation – why story is being told; The recollection of the story is one where D as observer has entered the narrative half way through – she does not know the full extent of the teaching and learning going on but she recognises some of her own practice, for the appreciation/use of L1, in the Y4 teacher's exchange with the pupil. This is confirmatory of good EAL practice.

Story: Parents not being able to speak English may be an issue in future/ English is a learning language – other languages in England cannot be used for learning

> Plot: A reflection on parents' capacity to communicate in English raises thoughts of the need to be prepared for this eventuality in the future. Not communicating in English is an issue.

Abstract

Orientation
0:39:55.540 --> 0:40:10.820
I think because I was reflecting on what I've done in SE3 and the parents of these children, apart from the one who hadn't identified with EAL. Were good with English and it wasn't too much of an issue.

Complicating action
0:40:11.740 --> 0:40:15.420
But it was then in my own mind I have to think that that might not always be the case.

Evaluation
0:40:16.50 -->0:40:28.780
It might be that. Children might be able to speak really good English, but the parents might not be able to

Resolution
0:40:17.630 --> 0:40:28.780
so it was just reflecting on what I might need to do for that. And being aware of that as I go forward.

Coda

> What does this story say about construction of knowledge for EAL pedagogy?
> Communication with non-English peaking parents is raised as an issue for D. This is not something that she has been able to gain experience of and it might be something she must deal with in future.
> D also raised concerns about parents 'still talk[ing]' L1 at home (0:2:47.40), the 'barriers with them if they're not speaking English at home. You gotta find ways around that as well' (0:23:51.720), 'if they don't speak English and then finding ways around that, how you could help them' (0:38:26.940) – this suggests it is a concern she has mulled over and that she perceives it could affect her work with children – a barrier. The parents are regarded as being in deficit and needing help if they do not speak English; there also appears to be a perception of the requirement/need to speak English at home and to sacrifice L1 for the good of education in England.
> Evaluation – why story is being told; Parents who do not speak English or who are not very proficient in English are perceived to be a barrier to their child's education. This perception prompts D to think about what she will need to do to become confident in dealing with this issue when it arises in the future – this will not only affect immediate communication between teacher and parent but it is recognised as a barrier to successfully educating pupils learning EAL – the parents are in deficit and become a barrier based on their need and inability to support their child effectively with English/with learning. L1 cannot be utilised for learning – English is the learning vehicle in England.

EAL teaching is about seeing language learning as sitting within the circumstances of education and wider development, it requires a teacher to show leadership and care so that they can draw out children's potential. Learning is linked to emotions, perhaps sits within this aspect of development; emotions can cover potential for learning – empathy and shared experience can uncover the emotional barriers and create conditions for learning

P1Q Teaching and learning policy in schools – Oftsed 'high standard', 'expectations' CCF/NC

P1Q T characteristics: caring, engaging, firm but fair

Nurture / Authority

P1Q Language T: T char PLUS 'have some fluency and culture Knowledge. Fun'

P1Q own experience languages learning: 'Songs, movies in English etc.' (Passive?)

P1Q L1 > L2 'it could be easier to learn a third one'

P1Q Teaching and learning strategies: CPA to support 'all levels of attainment' technology = engaging, 'different'

P1Q Teacher role is leadership/authority (contrast with TA role): confidence, at the front, delivering lessons rather than interventions, planning

Knowledge of practice from experience

P1Q Teachers' strats for EAL: 'Repetition, giving instructions Practicing phonics Listening activities'

Potential

P1Q Au pair/taught Spanish – 'I knew I wanted to become a teacher one day

P1Q language learning is constant/ Always on 'I speak to my daughter in Spanish 24/7, her dad speaks English to her'

P1Q exceptional positivity towards EAL: (top, excellent, always willing, amazing experience)

P1Q Necessity of language learning: 'having a second language open huge range of work/life opportunities'

P1Q Empathy: 'I can completely empathise with them & families' 'I can understand how they might be feeling in certain circumstances' learning nested in emotional world/ empathy allows hidden emotion to be uncovered teaching them?/ I could empathise with them'

P1Q Progression in language learning from own experience: 'preschool, learning songs, colours etc. Moving on to grammar and vocabulary, having dialogues, listening to conversations, watching movies' dialogues vs conv (passive?)

P1Q T knowledge for working with EAL: family background, family type/home support, investigate L1, culture etc.

P1Q Language learning as constant 'Always willing"

Nested nature of (language) learning

P1Q Necessity of language learning 'lessons in English language, we were only speaking in Spanish when necessary. '

P1Q Teaching and learning sit within human development – 'Theories that support the way we teach, learn, reflect, plan etc. These theories also help us to understand human development particularly children.'

00:00:41.634 like since I was little I I wanted, I knew I wanted to be a teacher. Uh.But unfortunately in México, uh, uh, teaching is not like a a good job to have

00:01:48.301 I think it it was always there in me that like you know, teaching. Thing inside of me and um.

00:38:27.960 and hopefully she will be able to write as well in Spanish [humorous tone] and write, but that that's that will come, I I believe that will come.

00:10:47.180 When do you stop learning English or when when like when do your lessons finish?

00:11:40.170 In America I was uh just waiting to uh.To start um. My teacher- like start a career in in teaching,
00:12:06.820 I'm gonna do it here in England

00:12:29.280 To get experience why you don't start as a teaching assistant

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00:08:46.232 England: 'a different world'
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00:09:37.600 I'm gonna learn again a new English and I'm still learning
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00:10:47.180 When do you stop learning English or or when when like when do your lessons finish?

00:41:19.794 And and the plan as well, it's to at least to spend a year in Country. So she will go to school' (Daughter to learn read/write)

00:08:05.022 School grammar now useful ''cause it's why it's helping me now with my assignments and with my PGCE because I have those.'

00:41:55.230 Opens doors to opportunities. Having a second language

00:26:31.600 Move to England - Coins/driving test : Yeah it is [stress] cool and it's amazing that you know you learn from cultural traditions. But it's also scary intimidating

00:43:25.850: Country Need to speak Eng. 'In order to get a good job'... 'good life' ... 00:46:30.203 personal and professional

00:02:20.140 the families told me, uh or asked me or requested me to Teach Spanish to the children.

00:22:01.906: Portuguese boy learned English (entirely): 'Yeah, we didn't get any training'. School did not offer opp for new learning –self-authority

00:55:10.300 + EAL PCK: Because you never know where You're gonna end up working

New Contexts = new opportunities

00:40:40.008 I haven't researched anything about how to teach her how to write, how to read. ... Just keep talking to her and everything. Is it just natural as well. If I speak to her in English, it doesn't feel right. I'm like no.

00:23:09.450: Vested with authority by school as bilingual: 'Huh. I think it was to begin with I thought it was coin- coincidence, but no.' Empathy

00:17:36.030 TA Working with Portuguese boy Y5 'But I knew it. I mean, the writing wasn't going to happen. The reading wasn't going to like work because in my experience I knew it.'

Authority

Potential / realisation / agency

00:12:50.330 Unusual for a TA: I'm bilingual and I had my degree in economics

00:13:34.306 TA experience: easier for me um now that I'm doing my PGCE

00:36:17.855 'I'm really hoping to get a job in a school where a multicultural school' with EAL Chn

00:26:44.930 Own challenges – empathy w/Y5 EAL Chn – 'I cannot even imagine what these Poor children are going through'

00:28:27.025: Being approachable as a T but maintain authority: At the end of the day, you're a human.
00:28:58.841 'I guess my culture is more like that'

00:03:56.050 I think the main strategy is just talk talking in the language you want to learn. That's why I went to America because when I finished university I didn't speak any [stress] English.

00:29:57.552 Automated Teaching vs being Human: it's just writing and your turn and then I'm gonna explain you

00:36:43.020 That's why I went to America and I learn English basically in the street, like talking to people .
00:07:10.750 What I mean in the street is like you know, you learn all those slangs ... innit

00:07:50.762 I'm not gonna be talking to people likeoh present- uh talk to me in present um perfect [stress] present progressive [puts on faux received pronunciation accent] like you don't talk to people like that

Informal and formal pedagogies

Authenticity vs inauthenticity

00:42:27.820 Like I can understand how that little head brain can process the two languages and you can see her. She's she's thinking what I'm saying in Spanish. But then she answers in English

00:06:22.377 the English at school is more structured
Formal = structured
Informal = unstructured

00:03:17.956 I didn't make like a proper Spanish lesson
00:03:32.920 I start teaching those children Spanish.

00:54:46.700 Learn more EAL PCK strategies: OK, I'm gonna teach those children the way I did or what it worked for me, but it might not work for them

00:04:45.702 What my teachers used to do (formal: Missing word task listening exercise; Reading subtitles while watching films (listening/reading); Grammar; Conjugation of verbs in different tenses; Reading books (does not work for 5)

00:05:43.130 like talking to them and playing songs for them

00:24:26.147 Frustration/Empathy: 'I don't wanna speak English today like' –Portuguese boy's frustration

00:47:26.200 Feels confident re: teaching EAL: Because, uh again I am- empathise with them
00:21:46.131 eventually learned the language just being with his friends.

00:16:04.480 Portuguese boy Y6: In his SATs tests and like uh yeah he just WOOF! Based on T/TA work

00:30:26.540 Own Bad Eng. Teacher couldn't speak English: 'Fluent like uh because that will help you with your lesson and then to have that engagement with the children um'

00:35:05.774: cultural aspects: 'it gives you more motivation of learning the language'

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00:31:58.850 Daughter Country Nursery: Again, practical and talking, so I think it's amazing USA lang teaching: 'I mean, yes, you understand more.[brief pause] Language and where everything comes from I I don't know it clicks on on your head.'

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00:34:45.871 Experience of British Citizenship test + 'submerging' children's holiday language; 'what is just amazing it's another world it's I guess that's how you.You get to know what what is out there, what what the world is like

00:30:42.212: Daughter story Country day in Nursery: 'you can put songs and and dance and bringing the like traditional or cultural things'

00:20:55.874 that's the real world we live in a multicultural um world society

00:22:26.400: No training – school EAL system: 'she managed and I think she did really well and the children did as well. It was a a good team effort from her from home as well and for their children.They were all willing to help and support. ' Home substitutes for lack of macro PD?

00:40:27.367 main thing is just don't stop talking (Self-soothing)

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00:50:45.306 L1 Eng Ts – intimidate by teaching Languages – prior inauthentic experiences – they don't know if they are natural: I mean some people are. They're just natural naturally. A skill learning languages

00:21:00.464: School more multicultural 5 years later: 'so it's good to have. Different people ... There's nothing wrong.

Relationships

00:14:31.910 It was just like I think one uh learner (TA School 3% EAL)

EAL PCK

00:15:01.108 Portuguese boy Y5: Translation of key vocab

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Empathy and emotional/ cognitive labour

Language PCK

Diagram theme labels

Authority

New Contexts = new opportunities

Potential

Informal and formal pedagogies

Authenticity vs Inauthenticity

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Text boxes (clockwise / as placed)

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00:02:29.825 Teaching UK children Spanish – 'I'm just gonna speak to them 'play/ repetition/hearing/'just talking' 00:03:46.057 like just normal things [stress].

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Informal and formal pedagogies

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Language PCK

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Story: The desire to teach has been inside since she was very young

Abstract

Orientation

00:00:31.180 --> 00:00:45.634

Well, since I was a little [stress] girl, uhm, I used. To play with my sister and my f- my cousins like I was a teacher I always like since I was little I I wanted, I knew I wanted to be a teacher. Uh.

Complicating action

00:00:47.870 --> 00:00:59.180

But unfortunately in México, uh, uh, teaching is not like a a good job to have if. That makes sense [upward inflection],

Evaluation

00:00:56.450 --> 00:01:01.450

so I never went to that route,

Resolution

00:01:01.450 -->00:01:58.773

I wanted [laughs] to be a teacher and and I had the opportunity to teach children in the church [stress], In Sunday, UM, groups, uh,so I was always kind of in there [stress], like involved with children and. Um. I used to babysit my, uh, li- uh,cousins and family members and uh relatives. And then when I finish university. Uhm I left Country and I went to America and um And in there I started teaching Spanish to children that I was looking after and that was the moment when I say, OK, I wanna I wanna be a teacher. I wanna be a Spanish teacher [stress] and I just love it so I think it it was always there in me that like you know, teaching. Thing inside of me and um.

Coda

00:01:58.780 --> 00:02:02.924

And finally I'm I'm going to be a teacher this year. Hopefully. [positive tone]

Plot: Experiences of teaching tell her (and refine for her) that teaching is the right thing for her to do

What does this story say about construction of knowledge for EAL pedagogy? Being given the opportunity to teach language, teach about who you are and what you know (Spanish) can be affirming
Evaluation – why story is being told; Teaching has always been there even when there was conflict arising from the geographical context; experiences outside of Country affirm the place of teaching in her life

Story: A request from employing family leads to an opportunity to teach Spanish (in the same way S is learning English)

Abstract

Orientation
00:02:13.190 --> 00:02:20.140
When I am well, I was a nanny. Uhm, and I was a live-in nanny. I was living with them so

Complicating action
00:02:20.140 --> 00:02:29.825
the families told me, uh or asked me or requested me to. Teach Spanish to the children. So I was like oh how am I gonna do this

Evaluation
00:02:29.825--> 00:02:38.689
like so I thought OK I'm learning English and the way I'm learning English is like this so I'm just gonna do the same to the children so I'm just gonna speak to them.

Resolution

00:02:38.690 --> 00:02:40.690

So that's how I started. I I was just playing with them giving like you know words in Spanish and repetition and repetition because I knew it. Uh The hearing sense is the first thing to develop when you're learning a second language. So I was like, what's the point you tell to to show them how to read to teach. Try to teach them how to read, how to write. No. It's it's just talking, practising and and it's what I did. Playing with the children. Give me some numbers, give me some colours em instructions in Spanish. Buenos días, buenas noches like just normal things [stress]. Basically no, I didn't make like a proper Spanish lesson, it was just more like just talking to them. and how to pronounce certain words [stress] and uh Yeah, that was it like that Was the the way I did

Coda

00:03:32.920 --> 00:03:36.778

I start teaching those children Spanish.

Plot: An employer's request raises an opportunity to have a go at teaching Spanish

What does this story say about construction of knowledge for EAL pedagogy? Personal views and experiences of learning language contribute to knowledge for language teaching
Evaluation – why story is being told;
The sense S has made of the way she learned English is useful for her thinking about the ways in which American children could learn Spanish with her as their teacher

Story: Recognition that to become employable in her field she needed to speak English – decides to undergo the challenge of living in America to learn English

Abstract
00:03:56.050 --> 00:04:03.450
I think the main strategy is just talk talking in the language you want to learn.

Orientation
00:04:03.450 --> 00:04:05.322
That's why I went to America

Complicating action
00:04:05.322 --> 00:04:09.006
because when I finished university I didn't speak any [stress] English.

Evaluation
00:04:09.010 --> 00:04:22.507
Uh, I was doing my um, my internship, or my apprenticeship in a American company. And, uh, in the finance department and I couldn't get a job because I didn't speak English.

Resolution

00:04:22.510 --> 00:04:36.020

So it's when I say, OK, I need to go to- eh to the country that speak English because I will be there and I will have [stress] to learn the language because everyone speak English there's no way I cannot, so it's what I did.

Coda

00:04:36.020 --> 00:04:43.624
That's why I went to America and I learn English basically in the street, like talking to people .

Plot: A crisis point is reached and a radical change in life circumstances is undertaken to yield future success

What does this story say about construction of knowledge for EAL pedagogy? This comes in the Coda – it reveals the informal, real-life social situations in which authentic English can be learned (gutter/stars)
Evaluation – why story is being told; in order to succeed S needed to speak English – school and university (which she had previously depended upon for formal language learning) hadn't provided this – she had to take a radical departure from that route and seek out informal learning opportunities to learn authentic, real English

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Story: Moving to England created unanticipated challenges – a new English had to be learned & accents encountered

Abstract

Orientation

00:08:29.054 --> 00:08:31.940

I moved to England because I got married and uh my husband. is English and um and we always wanted to yeah have our family start our family here in England [upward inflection]

Complicating action

00:08:42.903 --> 00:08:49.520

and when I first came it was just a different world completely [stress] uhhh

Evaluation

00:08:49.520 --> 00:09:10.060

I can't explain [stress] like it's just [brief pause] Different [stress] uh not in a bad way uh beautiful country. But Oh my gosh it's a new English for me. Uh, it's- my English is American [stress] And then here is- it's basically learning a new language , uh

Resolution

00:09:10.060--> 00:09:34.702

I have. I mean I have the yeah the opportunity to meet people from different parts of England which also they have different very strong accents . Liverpool, uh Birmingham, Black Country, uh Yorkshire. Scotland uh and it's just like wow [stress], that's a different language

Coda

00:09:34.702 --> 00:09:42.909

and obviously I feel like OK. Here we go. I'm gonna have to learn again a new English and I'm still learning um.

> Plot: Learning a new language doesn't stop; new locations present new challenges some of which are beyond knowing -accent

> What does this story say about construction of knowledge for EAL pedagogy? The idea of a different world is significant in this story – the different world is created by language – this will have significance for all language learners
> Evaluation – why story is being told;
> When you think you have climbed one mountain you realise you have only just reached the foot of another; learning English is about learning Englishes – learning language is about learning languages and their attendant cultures and people and pronunciation – I's more complex than you first realise

Story: Being bilingual opens doors; it gives you opportunities that would otherwise be unavailable

Abstract

Orientation

00:12:33.760 --> 00:12:46.370

So I came to England in November and by January I had my first interview in this middle school. Um [brief pause]

Complicating action

00:12:43.590--> 00:12:48.890

 And I got the job. Yeah, with no experience at all.

Evaluation

00:12:48.890--> 00:13:06.716

 Uh, but I think they liked that I I I was, I'm bilingual and I had my degree in economics and um because not many teaching assistants are. I'm not gonna say the wrong word. I don't want to say they're not educated, but they don't have like uh university studies.

Resolution

00:13:06.720 --> 00:13:08.420

That's what I mean.

Coda

> Plot: A focus for self-development, becoming bilingual, pays dividends in a new country as it is perceived to be of value by a new employer

> What does this story say about construction of knowledge for EAL pedagogy? Having an identity as someone who is bilingual invests you with a qualification that surpasses having experience (even though she had informally taught English)
> Evaluation – why story is being told;
> Bilingualism opens doors

Story: 'I knew it' – the experience of becoming bilingual gives insight into pedagogical practice for language learning

Abstract

00:17:08.870 --> 00:17:17.529

I don't think the school was prepared to have children with English as a second language

Orientation

00:17:17.530 --> 00:17:26.270

so it was like, Oh yeah, we having this boy. He's coming from Portugal, no English.

Complicating action

00:17:26.270 --> 00:17:31.490

Um So you're having him in your class and the teacher went like- oh what we gonna do? [high pitched tone] so.

Evaluation

00:17:31.490 --> 00:18:13.260

It was her basically was all the strategies I got them from her. But I knew it. I mean, the writing wasn't going to happen. The reading wasn't going to like work because in my experience I knew it. It's just talking to him just talking to him and he will get used to that. And then one day he's just gonna come and like, oh, I put these two words together and I make a sentence ta-dah so I knew It's just talking to him like because I thought if we could if we keep giving him the meaning in his first language, he's just gonna get lazy and he's just gonna be expecting everyone just to speak in my language. Translate it in my language we we need to push him

Resolution

00:18:13.260 --> 00:18:16.240

You can understand you know what it means you know.

Coda

00:18:16.240 --> 00:18:21.852

But yeah, everything came from. For my teacher

> Plot: The authority of the teacher was proven wrong against judgements made from experience.

> What does this story say about construction of knowledge for EAL pedagogy? The act of learning a language gives you insight into the process of language teacher – this goes beyond the authority of teacher qualification
> Evaluation – why story is being told;
> S believes there is an order to learning language that must first begin with talking – writing and reading follow this, in time.

Story: Empathy allows you insight into the frustrations of the additional language acquisition process – that frustration is shared by the L2 pedagogue

Abstract

00:25:02.828 --> 00:25:11.504

So I I could understand how- when this boy, this particular boy from Portugal. He was getting frustrated. He was like- I know the answer [high pitched voice] but you know

Orientation

00:25:11.504 --> 00:25:16.766

he was using one day the computer and. I think he was just typing in Portuguese in there

Complicating action

00:25:15.296 --> 00:25:32.063

and because I speak, I mean Spanish and Portuguese. Are quite quite similar so I could understand what he was saying. He was basically like. I know the answer. I know the sentence like in a test, but I don't know how to write and and An-and it's frustrating it's oh my goodness. Um.

Evaluation

00:25:32.070 --> 00:25:47.100

I think uh and my teacher said once to me like it's just you Mrs [participant name] you make you make it look really easy. And I was like, no, it's not [distressed tone] like, but it's good that I make it look like it's easier. But it's not.

Resolution

00:25:47.100 --> 00:25:48.644

And uh, so yeah.

Coda

> Plot: Interaction with a pupil prompts reflection on the pedagogical requirements of EAL pedagogy

> What does this story say about construction of knowledge for EAL pedagogy? Empathy (that comes from the experience of learning an additional language) is fundamental to understanding the pupil's task in EAL learning.
> Evaluation – why story is being told;
> When the teacher said you make it look very easy, she was referring to S's work with EAL learners but actually he apparent ease spoken about here hides the frustration of a second language speaker living and learning in their L2 speaking country

Story: Own experiences of formal language learning have not always been authentic, rich or beneficial – fluency is a marker of this but so too is cultural fluency

Abstract

Orientation
00:29:49.400 --> 00:29:55.529
I remember my uh when I was learning English, it was just. Boring [stress] at some poin- I'm like, why?

Complicating action
00:29:55.529 --> 00:30:03.465
Why do I wanna learn this like it's just writing and your turn and then I'm gonna explain you something and it was just [brief pause] boring.

Evaluation
00:30:03.465 --> 00:30:42.212
Uh and I remember I had as well this teacher who. Eh-eh teach to be a teacher, so it was like you, you couldn't even engage because it Didn't make sense what she was saying and like which language are you speaking now? Spanish English? You're mixing both, so I think that that's why it needs to be. Fluent like uh because that will help you with your lesson and then to have that engagement with the children um. But as well fun like it doesn't have to be. You know, writing book completely [bored tone] like

Resolution

00:30:42.212 --> 00:30:53.470
you can put songs and and dance and bringing the like traditional or cultural things into your lessons from that country.

00:32:36.572 --> 00:32:39.449
I I don't know it clicks on on your head.

Coda

Plot: When you are bored in learning it's a sign of an inappropriate pedagogy

What does this story say about construction of knowledge for EAL pedagogy? Language learning needs to be connected and ground in cultural learning to make it real and authentic; linguistic fluency is steeped in cultural fluency
Evaluation – why story is being told; authentic learning with languages is grounded in engaging pedagogies that attend to the culture of the language – the songs, dances lives of the people who speak it – as a teacher you have to have linguistic and cultural fluency

Story: Personal experience of being a bilingual 'bridge' between landscaping business owner and workers

Abstract
00:45:06.366 --> 00:45:11.000
yes it's if you wanna have a good life you need to learn English.

Orientation
00:45:17.330 --> 00:45:34.480
I was contact for one a grandma, one of one of the grandmas of the children, her friend. She's a landscaper. She got a yeah like a business in landscaping and all the people who work for her were Countrys

Complicating action
00:45:32.094 ---> 00:45:38.265
and she obviously was struggling to talk to them because none of them is speaking Spanish.

Evaluation
00:45:38.270 --> 00:45:45.410
So she asked me to translate a little booklet [stress] for her, from English to Spanish for them, [upward inflection]

Resolution

00:45:45.410 --> 00:45:57.526
and I did it and it's Basically that like. That you need it to be that bridge in between the workers and the managers or the bosses.

Coda

Plot: An English speaking Country person's place in American business is to be a bilingual bridge between owner and labour; a bilingual has skills that can connect people

What does this story say about construction of knowledge for EAL pedagogy? Being bilingual offers you opportunities to connect with people and gives you professional opportunities beyond labour; bilingual people are needed and a re valued in an economic sense.
Evaluation – why story is being told; bilingualism is an asset in the world of economics – bilingualism is a valuable bridge between people and cultures – the bilingual occupies a particular space or role – that space and role is there as an opportunity

EAL teaching is about seeing language learning as sitting within the circumstances of education and wider development, it requires a teacher to show leadership and care so that they can draw out children's potential. Learning is linked to emotions, perhaps sits within this aspect of development; emotions can cover potential for learning – empathy and shared experience can uncover the emotional barriers and create conditions for learning

P1Q Teaching and learning policy in schools – Oftsed 'high standard', 'expectations' CCF/NC

P1Q T characteristics: caring, engaging, firm but fair

Nurture / Authority

P1Q Language T: T char PLUS 'have some fluency and culture Knowledge. Fun'

P1Q own experience languages learning: 'Songs, movies in English etc.' (Passive?)

P1Q L1 > L2 'it could be easier to learn a third one'

P1Q Teaching and learning strategies: CPA to support 'all levels of attainment', technology = engaging, 'differentiating'

P1Q Teacher role as leadership/authority (contrast with TA role): confidence, at the front, delivering lessons rather than interventions, planning

Knowledge of practice from experience

P1Q Teachers' strats for EAL: 'Repetition, giving instructions Practicing phonics Listening activities'

Potential

P1Q Au pair/taught Spanish – 'I knew I wanted to become a teacher one day

P1Q language learning is constant/ Always on 'I speak to my daughter in Spanish 24/7, her dad speaks English with her'

P1Q TA role 'delivering interventions'

P1Q exceptional positivity towards EAL: (top, excellent, always willing, amazing experience)

P1Q Necessity of language learning 'having a second language opens up a huge range of work/life opportunities'

P1Q Empathy: 'I can completely empathise with them and their families'
'I can understand how they might be feeling in certain circumstances'
Learning nested in emotional world/empathy allows hidden emotion to be uncovered 'gives me an advantage while teaching them.' / 'I could empathise with them'

P1Q Progression in language learning from own experience: 'preschool, learning songs, colours etc. Moving on to grammar and vocabulary, having dialogues, listening to conversations, watching movies' dialogues vs conv (passive?)

P1Q T knowledge for working with EAL: family background, family type/home support, investigate L1, culture etc.

P1Q Language learning as constant 'Always willing"

P1Q Necessity of language learning 'lessons in English language, we were only speaking in Spanish when necessary. '

Nested nature of (language) learning

P1Q Teaching and learning sit within human development – 'Theories that support the way we teach, learn, reflect, plan etc. These theories also help us to understand human development particularly children.'

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Top concept map

Potential / realisation / agency

00:00:41.634 like since I was little I I wanted, I knew I wanted to be a teacher. Uh.But unfortunately in México, uh, uh, teaching is not like a a good job to have

00:01:48.301 I think it it was always there in me that like you know, teaching. Thing inside of me and um.

00:38:27.960 and hopefully she will be able to write as well in Spanish [humorous tone] and write, but that that's that will come, I I believe that will come.

00:10:47.180 When do you stop learning English or or when like when do your lessons finish?

00:11:40.170 In America I was uh just waiting to uh.To start um. My teacher- like start a career in in teaching,

00:12:06.820 I'm gonna do it here in England

00:12:29.280 To get experience why you don't start as a teaching assistant

00:12:50.330 Unusual for a TA: i'm bilingual and I had my degree in economics

00:13:34.306 TA experience: easier for me um now that I'm doing my PGCE

00:36:17.855 'I'm really hoping to get a job in a school where a multicultural school' with EAL Chn

00:26:44.930 Own challenges – empathy w/YS EAL Chn – ' I cannot even imagine what these Poor children are going through'

00:42:27.820 Like I can understand how that little head brain can process the two languages and you can see her. She's she's thinking what I'm saying in Spanish. But then she answers in English

Empathy and emotional/ cognitive labour

00:24:26.147 Frustration/Empathy: 'I don't wanna speak English today like' –Portuguese boy's frustration

00:25:36.540 CT to S: you make you make it look really easy. And I was like, no, it's not [distressed tone]

00:15:34.480 many times he was upset because he knew he's a a bright boy.

00:14:46.562 Teacher planned for TA work w/Portuguese boy: She used to give me uh specific tasks for him, a bright boy. He was amazing in maths

00:22:26.400: No training – school EAL system: 'she managed and I think she did really well and the children did as well. It was a a good team effort from her from home as well and for their children.They were all willing to help and support. ' Home substitutes for lack of macro PD?

00:39:26.350 Emo Lab w/daughter reading/writing: 'I don't wanna confuse her and I know sometimes I feel I'm confusing her. But I'm not.' 00:40:27.367 main thing is just don't stop talking (Self-soothing)

00:37:59.050 So when we go to Country I want her to be able to understand and to talk to them.

Relationships

00:18:21.852 SEN department was involved [stress] – mental health

00:14:31.910 It was just like I think one uh learner (TA School 3% EAL)

00:36:35.480 Knowledge that children's parents know she is bilingual T/Country: 'The parents as well. I think they're a key.' Form good relat.

00:17:33.961 TA: 'strategies I got them from her.' (Class T) CONFLICT with official PCK 00:17:43.500 because in my experience I knew t. It's just talking to him just talking to him and he will get used to that

00:10:47.180 When do you stop learning English or or when like when do your lessons finish?

00:11:40.170 In America I was uh just waiting to uh.To start um. My teacher- like start a career in in teaching,

00:12:06.820 I'm gonna do it here in England

00:48:07.790 I wish I had someone, Em. a teacher who went through the same

00:08:46.232 England: 'a different world'

00:09:05.260 And then here is- it's basically learning a new language 00:09:20.612 'strong accents'

00:48:46.390: accent as personal barrier w/ L1 Eng

00:09:37.600 I'm gonna have to learn again a new English and I'm still learning

00:11:11.590 It's just. So different

00:41:19.794 And and the plan as well, it's at least to spend a year in Country. So she will go to school' (Daughter to learn read/write)

00:28:27.023: Being approachable as a T but maintain authority: At the end of the day, you're a human.

00:28:58.841 'I guess my culture is more like that'

Informal and formal pedagogies

00:06:22.377 the English at school is more structured Formal = structured Informal = unstructured

00:47:26.200 Feels confident re: teaching EAL: Because, uh again I am empathise with them

00:21:46.131 eventually learned the language just being with his friends.

00:17:59.185 if we keep giving him the meaning in his first language, he's just gonna get lazy

00:48:52.510 We get shy when we have to speak

00:15:01.108 Portuguese boy Y5: Translation of key vocab

00:08:05.022 School grammar now useful 'cause it's why it's helping me now with my assignments and with my PGCE because I have those.'

00:02:29.825 Teaching USA children Spanish – 'I'm just gonna speak to them' /play/ repetition/hearing/'just talking'

00:03:16.057 like just normal things [stress].

00:03:17.956 I didn't make like a proper Spanish lesson 00:03:32.920 I start teaching those children Spanish.

00:06:35.920 And then you you learn a lot, like grammatical. facts that you know you Won't learn in the streets.

00:16:04.480 Portuguese boy Y6: In his SATs tests and like uh yeah he just WOOF! Based on T/TA work

00:52:42.975 Pedagogical strategies for EAL: Conversations; Demonstrating belief in the pupil ; Approachability, care and get to know pupil ; Do not overwhelm pupils; Apply cognitive challenge but make this manageable ; Be clear about the task ; Acknowledge their stage of development ; Be approachable, empathetic and fair

00:26:31.600 Move to England - Coins/driving test : Yeah it is [stress] cool and it's amazing that you know you learn from cultural traditions. But it's also scary intimidating

00:43:25.850: Country Need to speak Eng. 'In order to get a good job'... 'good life' ... 00:46:30.203 personal and professional

00:03:56.050 I think the main strategy is just talk talking in the language you want to learn. That's why I went to America because when I finished university I didn't speak any [stress] English.

00:41:55.230 Opens doors to opportunities. Having a second language

00:37:42.444My husband is all ready now. He understands everything as well. Only because he listens to me and my daughter talking.

Language PCK

00:30:26.540 Own Bad Eng. Teacher couldn't speak English: 'Fluent like uh because that will help you with your lesson and then to have that engagement with the children um'

00:39:06.652 Simultaneous bilingual knowledge re: word capacity: 'OK, with her English language I mean OK like. 'cause I know she's gonna be a little bit [stress] behind'

00:34:45.871 Experience of British Citizenship test + 'submerging' children's holiday language; 'what is just amazing it's another-world it's I guess that's how you.You get to know what what is out there, what what the world is like

00:02:20.140 the families told me, uh or asked me or requested me to Teach Spanish to the children.

00:55:10.300 + EAL PCK: Because you never know where You're gonna end up working

New Contexts = new opportunities

Authority

00:22:01.906: Portuguese boy learned English informally (Entirely): 'Yeah, we didn't get any training'. School did not offer opp for new learning –self-training

00:54:46.700 Learn more EAL PCK strategies: OK, I'm gonna teach those children the way I did or what it worked for me, but it might not work for them

00:04:36.020 That's why I went to America and I learn English basically in the street, like talking to people . 00:07:10.750 What I mean in the street is like you know, you learn all those slangs ... innit

Authenticity vs inauthenticity

00:29:57.552 Automated Teaching vs being Human: it's just writing and your turn and then I'm gonna explain you

00:23:09.450: Vested with authority by school as bilingual: 'Huh. I think it was to begin with I thought it was coin- coincidence, but no.' Empathy

00:17:36.030 TA Working with Portuguese boy Y5 'But I knew it. I mean, the writing wasn't going to happen. The reading wasn't going to like work because in my experience I knew it.'

00:40:40.008 I haven't researched anything about how to teach her how to write, how to read. .... Just keep talking to her and everything. Is it just natural as well. If I speak to her in English, it doesn't feel right. I'm like no.

00:07:50.762 I'm not gonna be talking to people likeoh present- uh talk to me in present um perfect [stress] present progressive [puts on faux received pronunciation accent] like you don't talk to people like that

00:04:45.702 What my teachers used to do [formal: Missing word task listening exercise; Reading subtitles while watching films (listening/reading); Grammar; Conjugation of verbs in different tenses; Reading books (does not work for S)

00:30:42.212: Daughter story Country day in Nursery: 'you can put songs and and dance and bringing the like traditional or cultural things'

00:05:43.130 like talking to them and playing songs for them

00:35:05.774: cultural aspects: 'it gives you more motivation of learning the language'

00:20:55.874 that's the real world we live in a multicultural um world society

00:50:45.306 L1 Eng Ts – intimidate by teaching Languages – prior inauthentic experiences – they don't know if they are natural. I mean some people are. They're just natural naturally. A skill learning languages

00:49:49.440 Advice to peers: To learn how second language. No, I'm joking

00:21:00.464: School more multicultural 5 years later: 'so it's good to have. Different people ... There's nothing wrong.

EAL PCK

00:16:14.620 TA: EAL children – read to them + immediate needs cards 00:16:44.550 Basic vocab – comprehensible input

00:54:59.766 + EAL PCK: approach to parents as well.

00:19:05.540 To be totally honest [upward inflection] I don't think she had any training [slight humorous tone] – researched online resources

00:20:14.550 Lack of training/experience CT: There's no, it's not a multicultural school

a monolingual culture / cultural knowledge

00:46:35.156 it's not like you're gonna damage yourself or something by learning trying to learn a second language.

Story: The desire to teach has been inside since she was very young

Abstract

Orientation

00:00:31.180 --> 00:00:45.634

Well, since I was a little [stress] girl, uhm, I used. To play with my sister and my f- my cousins like I was a teacher I always like since I was little I I wanted, I knew I wanted to be a teacher. Uh.

Complicating action

00:00:47.870 --> 00:00:59.180

But unfortunately in México, uh, uh, teaching is not like a a good job to have if. That makes sense [upward inflection],

Evaluation

00:00:56.450 --> 00:01:01.450

so I never went to that route,

Resolution

00:01:01.450 -->00:01:58.773

I wanted [laughs] to be a teacher and and I had the opportunity to teach children in the church [stress], In Sunday, UM, groups, uh,so I was always kind of in there [stress], like involved with children and. Um. I used to babysit my, uh, li- uh,cousins and family members and uh relatives. And then when I finish university. Uhm I left Country and I went to America and um And in there I started teaching Spanish to children that I was looking after and that was the moment when I say, OK, I wanna I wanna be a teacher. I wanna be a Spanish teacher [stress] and I just love it so I think it it was always there in me that like you know, teaching. Thing inside of me and um.

Coda

00:01:58.780 --> 00:02:02.924

And finally I'm I'm going to be a teacher this year. Hopefully. [positive tone]

> Plot: Experiences of teaching tell her (and refine for her) that teaching is the right thing for her to do

> What does this story say about construction of knowledge for EAL pedagogy? Being given the opportunity to teach language, teach about who you are and what you know (Spanish) can be affirming
> Evaluation – why story is being told;
> Teaching has always been there even when there was conflict arising from the geographical context; experiences outside of Country affirm the place of teaching in her life

Story: A request from employing family leads to an opportunity to teach Spanish (in the same way S is learning English)

Abstract

Orientation

00:02:13.190 --> 00:02:20.140

When I am well, I was a nanny. Uhm. and I was a live-in nanny. I was living with them so

Complicating action

00:02:20.140 --> 00:02:29.825

the families told me, uh or asked me or requested me to. Teach Spanish to the children. So I was like oh how am I gonna do this

Evaluation

00:02:29.825--> 00:02:38.689

like so I thought OK I'm learning English and the way I'm learning English is like this so I'm just gonna do the same to the children so I'm just gonna speak to them.

Resolution

00:02:38.690 --> 00:02:40.690

So that's how I started. I I was just playing with them giving like you know words in Spanish and repetition and repetition because I knew it. Uh The hearing sense is the first thing to develop when you're learning a second language. So I was like, what's the point you tell to to show them how to read to teach. Try to teach them how to read, how to write. No. It's it's just talking, practising and and it's what I did. Playing with the children. Give me some numbers, give me some colours em instructions in Spanish. Buenos días, buenas noches like just normal things [stress]. Basically no, I didn't make like a proper Spanish lesson, it was just more like just talking to them. and how to pronounce certain words [stress] and uh Yeah, that was it like that Was the the way I did

Coda

00:03:32.920 --> 00:03:36.778

I start teaching those children Spanish.

> Plot: An employer's request raises an opportunity to have a go at teaching Spanish

> What does this story say about construction of knowledge for EAL pedagogy? Personal views and experiences of learning language contribute to knowledge for language teaching
> Evaluation – why story is being told;
> The sense S has made of the way she learned English is useful for her thinking about the ways in which American children could learn Spanish with her as their teacher

Story: Recognition that to become employable in her field she needed to speak English – decides to undergo the challenge of living in America to learn English

Abstract
00:03:56.050 --> 00:04:03.450
I think the main strategy is just talk talking in the language you want to learn.

Orientation
00:04:03.450 --> 00:04:05.322
That's why I went to America

Complicating action
00:04:05.322 --> 00:04:09.006
because when I finished university I didn't speak any [stress] English.

Evaluation
00:04:09.010 --> 00:04:22.507
Uh, I was doing my um, my internship, or my apprenticeship in a American company. And, uh, in the finance department and I couldn't get a job because I didn't speak English.

Resolution

00:04:22.510 --> 00:04:36.020

So it's when I say, OK. I need to go to- eh to the country that speak English because I will be there and I will have [stress] to learn the language because everyone speak English there's no way I cannot, so it's what I did.

Coda

00:04:36.020 --> 00:04:43.624
That's why I went to America and I learn English basically in the street, like talking to people .

> Plot: A crisis point is reached and a radical change in life circumstances is undertaken to yield future success

> What does this story say about construction of knowledge for EAL pedagogy? This comes in the Coda – it reveals the informal, real-life social situations in which authentic English can be learned (gutter/stars)
> Evaluation – why story is being told; in order to succeed S needed to speak English – school and university (which she had previously depended upon for formal language learning) hadn't provided this – she had to take a radical departure from that route and seek out informal learning opportunities to learn authentic, real English

Story: Moving to England created unanticipated challenges – a new English had to be learned & accents encountered

Abstract

Orientation
00:08:29.054 --> 00:08:31.940
I moved to England because I got married and uh my husband. is English and um and we always wanted to yeah have our family start our family here in England [upward inflection]

Complicating action
00:08:42.903 --> 00:08:49.520
and when I first came it was just a different world completely [stress] uhhh

Evaluation
00:08:49.520 --> 00:09:10.060
I can't explain [stress] like it's just [brief pause] Different [stress] uh not in a bad way uh beautiful country. But Oh my gosh it's a new English for me. Uh, it's- my English is American [stress] And then here is- it's basically learning a new language , uh

Resolution

00:09:10.060--> 00:09:34.702

I have. I mean I have the yeah the opportunity to meet people from different parts of England which also they have different very strong accents . Liverpool, uh Birmingham, Black Country, uh Yorkshire. Scotland uh and it's just like wow [stress], that's a different language

Coda

00:09:34.702 --> 00:09:42.909
and obviously I feel like OK. Here we go. I'm gonna have to learn again a new English and I'm still learning um.

> Plot: Learning a new language doesn't stop; new locations present new challenges some of which are beyond knowing -accent

> What does this story say about construction of knowledge for EAL pedagogy? The idea of a different world is significant in this story – the different world is created by language – this will have significance for all language learners
> Evaluation – why story is being told;
> When you think you have climbed one mountain you realise you have only just reached the foot of another; learning English is about learning Englishes – learning language is about learning languages and their attendant cultures and people and pronunciation – I's more complex than you first realise

Story: Being bilingual opens doors; it gives you opportunities that would otherwise be unavailable

Abstract

Orientation

00:12:33.760 --> 00:12:46.370

So I came to England in November and by January I had my first interview in this middle school. Um [brief pause]

Complicating action

00:12:43.590--> 00:12:48.890

And I got the job. Yeah, with no experience at all.

Evaluation

00:12:48.890--> 00:13:06.716

Uh, but I think they liked that I I I was, I'm bilingual and I had my degree in economics and um because not many teaching assistants are. I'm not gonna say the wrong word. I don't want to say they're not educated, but they don't have like uh university studies.

Resolution

00:13:06.720 --> 00:13:08.420

That's what I mean.

Coda

> Plot: A focus for self-development, becoming bilingual, pays dividends in a new country as it is perceived to be of value by a new employer

> What does this story say about construction of knowledge for EAL pedagogy? Having an identity as someone who is bilingual invests you with a qualification that surpasses having experience (even though she had informally taught English)
> Evaluation – why story is being told; Bilingualism opens doors

Story: 'I knew it' – the experience of becoming bilingual gives insight into pedagogical practice for language learning

Abstract

00:17:08.870 --> 00:17:17.529

I don't think the school was prepared to have children with English as a second language

Orientation

00:17:17.530 --> 00:17:26.270

so it was like, Oh yeah, we having this boy. He's coming from Portugal, no English.

Complicating action

00:17:26.270--> 00:17:31.490

Um So you're having him in your class and the teacher went like- oh what we gonna do? [high pitched tone] so.

Evaluation

00:17:31.490 --> 00:18:13.260

It was her basically was all the strategies I got them from her. But I knew it. I mean, the writing wasn't going to happen. The reading wasn't going to like work because in my experience I knew it. It's just talking to him just talking to him and he will get used to that. And then one day he's just gonna come and like, oh, I put these two words together and I make a sentence ta-dah so I knew It's just talking to him like because I thought if we could if we keep giving him the meaning in his first language, he's just gonna get lazy and he's just gonna be expecting everyone just to speak in my language. Translate it in my language we we need to push him

Resolution

00:18:13.260 --> 00:18:16.240

You can understand you know what it means you know.

Coda

00:18:16.240 --> 00:18:21.852

But yeah, everything came from. For my teacher

> Plot: The authority of the teacher was proven wrong against judgements made from experience.

> What does this story say about construction of knowledge for EAL pedagogy? The act of learning a language gives you insight into the process of language teacher – this goes beyond the authority of teacher qualification
> Evaluation – why story is being told; S believes there is an order to learning language that must first begin with talking – writing and reading follow this, in time.

Story: Empathy allows you insight into the frustrations of the additional language acquisition process – that frustration is shared by the L2 pedagogue

Abstract

00:25:02.828 --> 00:25:11.504

So I I could understand how- when this boy, this particular boy from Portugal. He was getting frustrated. He was like- I know the answer [high pitched voice] but you know

Orientation

00:25:11.504 --> 00:25:16.766

he was using one day the computer and. I think he was just typing in Portuguese in there

Complicating action

00:25:15.296 --> 00:25:32.063

and because I speak, I mean Spanish and Portuguese. Are quite quite similar so I could understand what he was saying. He was basically like. I know the answer. I know the sentence like in a test, but I don't know how to write and and An-and it's frustrating it's oh my goodness. Um.

Evaluation

00:25:32.070 --> 00:25:47.100

I think uh and my teacher said once to me like it's just you Susanna [participant name] you make you make it look really easy. And I was like, no, it's not [distressed tone] like, but it's good that I make it look like it's easier. But it's not.

Resolution

00:25:47.100 --> 00:25:48.644

And uh, so yeah.

Coda

Plot: Interaction with a pupil prompts reflection on the pedagogical requirements of EAL pedagogy

What does this story say about construction of knowledge for EAL pedagogy? Empathy (that comes from the experience of learning an additional language) is fundamental to understanding the pupil's task in EAL learning. Evaluation – why story is being told; When the teacher said you make it look very easy, she was referring to S's work with EAL learners but actually he apparent ease spoken about here hides the frustration of a second language speaker living and learning in their L2 speaking country

Story: Own experiences of formal language learning have not always been authentic, rich or beneficial – fluency is a marker of this but so too is cultural fluency

Abstract

Orientation

00:29:49.400 --> 00:29:55.529

I remember my uh when I was learning English, it was just. Boring [stress] at some poin- I'm like, why?

Complicating action

00:29:55.529 --> 00:30:03.465

Why do I wanna learn this like it's just writing and your turn and then I'm gonna explain you something and it was just [brief pause] boring.

Evaluation

00:30:03.465 --> 00:30:42.212

Uh and I remember I had as well this teacher who. Eh-eh teach to be a teacher, so it was like you, you couldn't even engage because it Didn't make sense what she was saying and like which language are you speaking now? Spanish English? You're mixing both, so I think that that's why it needs to be. Fluent like uh because that will help you with your lesson and then to have that engagement with the children um. But as well fun like it doesn't have to be. You know, writing book completely [bored tone] like

Resolution

00:30:42.212 --> 00:30:53.470

you can put songs and and dance and bringing the like traditional or cultural things into your lessons from that country.

00:32:36.572 --> 00:32:39.449

I I don't know it clicks on on your head.

Coda

Plot: When you are bored in learning it's a sign of an inappropriate pedagogy

What does this story say about construction of knowledge for EAL pedagogy? Language learning needs to be connected and ground in cultural learning to make it real and authentic; linguistic fluency is steeped in cultural fluency Evaluation – why story is being told; authentic learning with languages is grounded in engaging pedagogies that attend to the culture of the language – the songs, dances lives of the people who speak it – as a teacher you have to have linguistic and cultural fluency

Story: Personal experience of being a bilingual 'bridge' between landscaping business owner and workers

Abstract
00:45:06.366 --> 00:45:11.000
yes it's if you wanna have a good life you need to learn English.

Orientation
00:45:17.330 --> 00:45:34.480
I was contact for one a grandma, one of one of the grandmas of the children, her friend. She's a landscaper. She got a yeah like a business in landscaping and all the people who work for her were Countrys

Complicating action
00:45:32.094 ---> 00:45:38.265
and she obviously was struggling to talk to them because none of them is speaking Spanish.

Evaluation
00:45:38.270 --> 00:45:45.410
So she asked me to translate a little booklet [stress] for her, from English to Spanish for them, [upward inflection]

Resolution

00:45:45.410 --> 00:45:57.526
and I did it and it's Basically that like. That you need it to be that bridge in between the workers and the managers or the bosses.

Coda

Plot: An English speaking Country person's place in American business is to be a bilingual bridge between owner and labour; a bilingual has skills that can connect people

What does this story say about construction of knowledge for EAL pedagogy? Being bilingual offers you opportunities to connect with people and gives you professional opportunities beyond labour; bilingual people are needed and a re valued in an economic sense.
Evaluation – why story is being told; bilingualism is an asset in the world of economics – bilingualism is a valuable bridge between people and cultures – the bilingual occupies a particular space or role – that space and role is there as an opportunity

RJ4 [04.04.22] Active pupils now framed as complying with school expectations
'Most of the EAL pupils are proactive, understand the expectations about learning a second language as well as the national curriculum.'

RJ1 [28.11.21] Big effort of children learning EAL

RJ1 [28.11.21] Oppositional spaces:
School + English = learning
vs
Home + L1 = potential barrier to learning
Parents and carers play 'a huge role'

Active learners

RJ1 [28.11.21] Speaking L1 at Home (calls this second language when it's first) – 'doesn't stop them being top of the class'

Oppositional spaces

RJ2 [29.12.21] 'I consider those pupils are incredibly resilient, they are not only learning a second language but also learning life skills in a second language and they just get on with it.'

RJ4 [04.04.22] Teachers follow school EAL policy (if they have them)
'Some schools now have an EAL policy that we as teachers need to follow.'
Why some? Is this if there are EAL learners or in response to receiving EAL learners?

RJ2 [29.12.21] Home as a place where learning could stop – space where L1 is spoken. School/English needs to colonise that space so that it becomes an *English* learning space.
'Home support is a key factor for those children, parents and carers play an important role in their learning because their learning doesn't stop at home'

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Swimming in a moving current

P1Q >> P2Q Theory and research 'slightly aware' – [STAYS SAME]– effort of moving forward while staying in the same place –focus re: CCF

P1Q >> P2Q Policy moderately >> slightly aware [DECREASE] – realisation of extent of own vs teacher knowledge

P1Q >> P2Q EAL Theory and research 'slightly aware' >> 'not at all aware' [DECREASE]

P1Q >> P2Q EAL Policy 'slightly aware' >> 'not at all aware' [DECREASE]

P2Q: SE2 EAL Agency 'extremely large'

P1Q >> P2Q Agency SE1>SE2>SE3 very small>moderate>very large {STEADY INCREASE OVER TIME}

SE2 EAL Agency 'extremely large'

P1Q >> P2Q EAL teaching confidence Somewhat >> slightly [DECREASE]

P2Q: EAL good practice: CPA Shift (P1Q) from Abstract to CP – resources
Reading x2
Phonics retained

P1Q >> P2Q Primary Teaching confidence somewhat >> slightly [DECREASE]

P2Q own SK EAL: 'Fair' vs SE2 school staff SK EAL 'Poor'

New professionalism

P1Q >> P2Q Teacher Characteristics Caring, engaging firm but fair
P2Q: Caring [RETAINED], committed, responsible - newly imported from??? CCF?

P2Q: EAL on PGCE 'somewhat priority' – own prior practical knowledge

P2Q Somewhat aware linguistically

Expression of knowledge

P2Q: EAL uni knowledge = Adapt (x2) {CCF}/support families and community (SE/own ideas)

New professionalism is the sense of the restricted professional moulded within the system. The new professional can only succeed within the system by re-framing their pedagogic knowledge and skill prior to ITE to fit within and be recognised by the PD of ITE.
This may be what causes this sense of knowledge loss or decrease in confidence and awareness for the student teacher.
It is a closed system/arena that restricts the knowledge that can enter. This means student teachers cannot import prior learning easily (even when they have previously worked in the system)

Is there a restriction on how one can move within the spaces? Even though you have the capacity to swim the Pedagogic Discourse recognises only some of the ways of moving (swimming strokes) in the currents.
ITE does not recognise well the prior linguistic experience and knowledge of bilinguals and their learning experiences. It is a monolingual environment without the capacity for this.
There is no reward for bilingualism. The CCF acts like an assessment framework – the expression of linguistic knowledge is done through the language of the framework. (Macro) This is non-EAL/ non-languages learning based. Non-recognition

Swimming in shifting currents

P1Q >> P2Q Theory and research 'slightly aware' – [STAYS SAME]– effort of moving forward while staying in the same place –focus re: CCF

P1Q >> P2Q Policy moderately >> slightly aware [DECREASE] – realisation of extent of own vs teacher knowledge

P1Q >> P2Q EAL Theory and research 'slightly aware' >> 'not at all aware' [DECREASE]

P1Q >> P2Q EAL Policy 'slightly aware' >> 'not at all aware' [DECREASE]

P2Q: SE2 EAL Agency 'extremely large'

P1Q >> P2Q Primary Teaching confidence somewhat >> slightly [DECREASE]

P2Q own SK EAL: 'Fair' vs SE2 school staff SK EAL 'Poor'

SK 'fair' and agency 'extremely large' in tension

Decrease in confidence in the midst of 'extremely large' agency

Macro/macro interaction producing tension

P1Q >> P2Q Agency SE1>SE2>SE3 very small>moderate>very large {STEADY INCREASE OVER TIME}

SE2 EAL Agency 'extremely large'

P1Q >> P2Q EAL teaching confidence Somewhat >> slightly [DECREASE]

SPACE and TEMPORALITY

P2Q: EAL on PGCE 'somewhat priority' – own prior practical knowledge

P2Q Somewhat aware linguistically

New professionalism

P1Q >> P2Q Teacher Characteristics Caring, engaging firm but fair
P2Q: Caring [RETAINED], committed, responsible - newly imported from??? CCF?

Expression of knowledge done within 'new professionalism' – the language is taken from ITE and schools

Expression of knowledge

P2Q: EAL good practice: CPA Shift (P1Q) from Abstract to CP – resources
Reading x2
Phonics retained

P2Q: EAL uni knowledge = Adapt (x2) {CCF}/support families and community (SE/own ideas)

hope

0:19:29.930 Daughter: Early support (nursery/new job- 'Their minds are like a little sponges .. Y5/6 'really hard' 0:46:10.810 Daughter memory skills – 'And I think everything is down to the second language that her brain is. It's to aware.'

0:1:5.650 own prior misconception about teaching EAL : 'just give them children something to do in the language or just do this'

0:17:43.580 Nursery staff misconception re: EAL = SEN ... developmentally appropriate strategies – comprehensible input with activity – outside/colours/play/talk/routine/structure

SEN

0:43:54.380 'proud of all those children' ... 'Because I know most of them of hopefully all of them, they will reach their full potential' ...'working extra hard and I hope they can' ...' that effort and progress to be recognised by schools, and I'm hoping teachers as well will recognise that Em how hard it is' ...'Hopefully they will be in good hands and be great people in the future'

0:39:21.250 Value of language dictionary skills – 'I have one from when I was young, when I was in year five, I've still got mine from Country' vs 'word mat dependency – teacher told me as TA -0:40:2.230

0:32:20.460 New knowledge from uni lecture: EAL x SEN 0:36:35.700 – should learn re: SEN x EAL support

0:1:5.650 distancing self from misconceptions re: EAL - SEND/S&L - 'most of the times it goes down to that'

0:46:56.880: Daughter: 'Hopefully she will be really good at school'

0:27:56.980 'it's coming more and more' –critical mass multicultural TAs – depends on head teachers micro context power

0:37:40.690 'tailored approach' 'real impact' not a crutch

EAL PCK

0:9:49.720 SE2+SE3 Interactions w/EAL gesture – comprehensible input

0:7:23.220 Differentiated for LA and SEN 'but for not not for these pupils.' -EAL

0:2:30.950 'But I still believe those children are really not that children that speak English as a first language they're not clever or smart ... go above and beyond as they get older –RJ1 'top of the class''

0:24:51.100 EAL support available at a critical mass 'I think nowadays [stress] is when they have in more like a. multicultural communities if that makes sense it's not all that important

0:42:56.720 No opportunities to learn about EAL on SE1

0:2:51.720 'only they need the support'

0:21:53.510 Nursery EAL choice for SE3 transition – Job prospects + City multicultural/EAL

0:18:49.330 'we got a big percentage of EAL' (City re: Nursery)

0:19:4.90 New job: 'not much support again for EAL children it's just take it on and they will, they will eventually but it will be [brief pause] amazing if they can get that support. Early.'

0:3:44.520 SE2 + SE3 EAL pupil progress techniques: Provide appropriate cognitive challenge Secure learning environment & reassurance Inclusive mainstream practice –sense of belonging Not excluding because low proficiency in English

0:5:55.480 EAL agency 'I was basically the class teacher' – languages PCK knowledge – Empathy: feelings, frustrations, grammar –towards independence

0:0:17.200 TA = part of EAL picture; Teacher whole

0:18:26.910 Nursery: 'I got so frustrated. It's not training, it's not support. Um. And I was surprised because City is a multicultural town city' – ask govt/LA

Threshold

responsibility

0:1:0.710 Without adult support children 'get lost'

0:29:6.320 Good practice: Phonics – reading and writing vs P1J 'I knew it' – alongside comprehensible input

0:42:32.810 Researching EAL strats – futility of this (context 1 child)' There's no point like I was like, OK , so I just used what I know and my experiences basically

Position

0:15:7.20 SE2/3 staff poor EAL SK - 98% white British pupils 'It's not a multicultural school' – 0:15:56.270 governor – spelling day-today words w/Ukrainians 'They will just get on with what'

0:41:56.990 EAL policy + Theory/Research slightly aware - 'I've never seen anything, so I don't think I know much about it' impact of lack of SE EAL experience on prof knowledge - temporality

0:4:58.360 SE2 + SE3 EAL: 'a lot of communication with parents' ... 'What can we do? what can we do?' Reading & Go through daily work, review spellings

0:15:43.980 Ukrainian EAL pupils 'thrown into the classrooms'

0:5:19.980 SE2 + SE3: 'I didn't get any support from my head or anyone' –macro cipher

0:9:28.630 CCF ITE influence on EAL PCK: verbal feedback, spotting mistakes and misconceptions

0:10:17.710 SE2+SE3 pedagogic relationship as bilingual T: 'bond' in sharing similar L1

0:36:2.600 'especially if you have a a big percentage' you will have to do something

Micro contextual influences

0:27:17.410 ' micro value of bilingualism 'Amazed. Like, how do you do it? You completed ah teaching training' not macro value

0:45:56.650 I't's down as well to me and my husband that we we make sure she gets support as well in English and her phonics and Spanish'

0:7:55.940 SE2 + SE3 Euro EAL – family 'they're really, really supportive' –recognition of new context and new opportunity – 'proud of them'

0:1:19.150 'it's down to the children and the families basically' – not the T or the ed system

0:20:7.970 As parent: 'I still can't believe they're not exposed to uh Children in general in the curriculum, it's only key stage two when they start learning the second language'

0:12:31.380 SE2/3 No use of L1 – 'They don't have Languages' – interpreting use of L1 within Macro PD

Macro contextual influences

0:25:26.440 Romanian Teacher 'only one in the setting who was actually making an effort to support those children ' –bilingual position not valued

0:11:7.40 SE2/3 EAL – no use of L1 – shared in context of history lesson pupil's country

0:16:55.930 multicultural nursery – EAL quiet or crying – 'ten of them are SEN he can't talk, he just cries' dismissive

0:34:4.280 Bilingualism & ITE – identity not central even among bilinguals – 'And I I need to, obviously we're we have been really busy em I wanna text them and see how they're doing. And that side of like how you experience in with your EAL children you being one/

0:37:5.900 Should learn EAL: 'how to support those families the children '

parents

0:13:46.480 SE2/3 Q re: Parents' decision to speak L1 at home 'It's something you wanna keep' from own perspective as bilingual parent

0:12:59.420 No L1 use – 'I need to push her like English, English, English, English'

0:11:32.660 Pride in origins: Past EALs 'don't wanna say I'm from that. Don't even mention like they feel embarrassed, ashamed of'

0:11:56.340 I think it's depends on the approach of the teacher, the school, the family, the community. So it's like just one person. It's a whole Group of people who influence that the way They feel the EAL children feel.

0:8:19.300 SE2+SE3 'not over the top ...I wish we had more parents like like them and not just English as a second language people but more parents in general that uh want to support want their children to achieve their targets their goals and just do better.'

0:23:48.660 re: Nursery payment: 'Of if if it was my child, I will be like, where is the support? I will be pushing' EAL-required to be involved as parent

0:22:53.650 EAL side-lined: 'They're um they're more focused in um Maths English literacy and uhm number and [brief pause] like it's what they Ofsted or national curriculum inspectors' expectations.'

0:33:33.340 EAL on placement/ peer convs – 'No one says anything' – focus on English and Maths – re Ofsted focus 0.22.

0:34:47.420 Placements with children learning EAL ... peers 'They didn't have to do anything.' NO requirement on ITE to fulfil EAL adaptations

0:33:45.890 'No specific support it's sadly like left on the side to be quite frank. Like I feel it's just left on the side'

0:35:32.290 Re: peers on SE near hospital with drs' children: EAL support: 'I think it again depends on the family' – family relied upon to communicate their wishes – without this perception support not required

0:23:54.700 EAL +parenting 'But again, I think it goes down to parents that. As long as they're there, they will get their language, which they will [brief pause] eventually [stress]. But it would be amazing if they can start having that support. [brief pause] Now.' TIME + passive acq of Eng.

Story: Just qualified teacher perspective: Effective support for children learning EAL is characterised by additional adult support

Abstract

Orientation

0:0:17.200 --> 0:0:35.900

I I used to see it as uh when I was a TA. And I was able to provide one to one support to those children. But now that I'm a teacher, I I can see the whole. Umm approach

Complicating action

0:0:30.430 --> 0:0:47.50

that is unless you get help and. Another adult support in the classroom. You can't actually provide. Quality effective. Uh support to those children. It's sadly relies on that

Evaluation

0:0:47.50 --> 0:1:4.370

otherwise in most of my experience and my placements. Sadly, those children with English as an additional language, they just. Get lost if they don't get that support um .

Resolution

0:1:5.650 --> 0:1:31.310

So yeah, it's it's, it's something like it changed completely . I thought it was easier just like, uh, just give them children something to do in the language or just do this . But it's actually no. Umm, so it's down to the children and the families basically to to em if they want the children to,[tone changes] of course they get some sort of support, but not as well

Coda

0:1:33.700 --> 0:1:39.50

Well, I don't know how to explain it like it's not. I don't think it's effective really

> Plot: A new role reveals a loftier perspective – from this viewpoint successes and failures of the education system can be seen

> What does this story say about construction of knowledge for EAL pedagogy? A new perspective and new experience (ITE placements) reveals that EAL teaching and support requires additional adult support to be available to the pupils
> Evaluation – why story is being told; Without support the EAL pupils will not reach their potential – this is a criticism of provision for EAL in the education system – the judgement is being made from the perspective of a qualified teacher

Story: Agency regarding EAL comes largely from experiential learning but this is applied to decision making as a teacher

Abstract

Orientation

0:5:55.480--> 0:6:13.190

I think it was [slight audio distortion] because I I was. I was basically the class teacher . I mean, my teacher was there maybe once a week just to see how I was doing [slighty humorous tone]. So that gives me like, OK. I'm the teacher. I'm the one who's going to make their decisions. Obviously asking her like if it's OK hearing that.

Complicating action

0:6:15.30 --> 0:6:42.230

But in particular with this this pupil, it was because English is my second language and I know. I understand I can relate to her feelings, frustrations [stress] when you're trying to say something it doesn't make sense or. Em. She was writing something, and the grammar wasn't correctly, so I knew uh what she was trying to say again, but because of the grammar in her language is different.

Evaluation

0:6:42.940 -->0:7:2.690

And I was. Um. I don't know. I think that made me like the approach I gave or I I gave her. It was like I'm here to support you in this is. I'm not criticising you. I'm not telling you you're doing wrong or it's not good. And I understand . And I'm trying to help you so you can do it yourself independently .

Resolution

0:7:3.330 -->0:7:11.510

Umm, so I think that gives me that gave me that agency of like. Taking the decisions because of my experience as well.

Coda

> Plot: EAL Agency is apparent in the absence of the teacher and the presence of an EAL child who S can identify with

> What does this story say about construction of knowledge for EAL pedagogy? Being bilingual (having knowledge of language/grammar systems) and having a sense of empathy for the child learning EAL gave S assurance that her sensitive approach regarding the child's grammatical errors was appropriate
> The large sense of agency also place a burden of responsibility on S; agency may also have come from the inactivity of the class teacher and the school regarding EAL.
> Evaluation – why story is being told; S's knowledge comes from a place of knowing what it is like to be in that position – the experience gives her insight and a particular approach when teaching EAL – this is not wholly about that particular instance but it is for progress – sense of teacher identity is entering the story too now.
> The teacher's absence (and poor EAL SK) means that beliefs are not corrected if wrong – there's a danger that ineffective teaching methods could be used. The burden of responsibility for EAL is on S – the teacher is absent and their judgement regarding EAL is not based on strong EAL SK.

Story: Parental support is vital in the absence of effective (EAL) pedagogical provision

Abstract

Orientation
0:7:55.940--> 0:8:18.210
this particular family, they're really, really supportive, they really want their children to. You know, catch up with the rest of the of the. Students with the class . Eh my thoughts were like I'm so proud of them because I know . They came to this country to have a better life, to provide the children a better life

Complicating action
0:8:19.300 --> 0:8:48.650
Um. They're just looking for help like. No, not over the top. But they were there like like how can we support at home?

Evaluation
0:8:19.300 --> 0:8:48.650
And I was just like, this is brilliant

Resolution
0:8:19.300 --> 0:8:49.580
Like I wish we had more parents like like them and not just English as a second language people but more parents in general that uh want to support want their children to achieve their targets their goals and just. Do better.

Coda

> Plot: A supportive family's communication regarding their EAL child's education is perceived as 'brilliant'

> What does this story say about construction of knowledge for EAL pedagogy? EAL pedagogy is boosted by the interest of 'supportive' parents/families regarding their children's education – parents indicate they are supportive by communicating their desire to work with the children at home
> Evaluation – why story is being told; S's role as a teacher of a child learning EAL in an unprepared school and in an education system that does not effectively support EAL, is a solo task – parental support is the only support that she is getting; for other children it may be the only support that they are getting.

Story: Children learning EAL are done an injustice by the education system as soon as they enter it.

Abstract

Orientation
0:16:40.640 -->0:16:49.270
Umm I have the experience in another setting. In a nursery. Uh. Can I say places?
0:16:50.80 --> 0:16:50.470
Gerard Doyle
Yes.
0:16:50.850 --> 0:17:9.740
Yes, outside was well, it's actually in City. Uh. And I knew it. It was a multicultural nursery setting. We have 20 children in the preschool and at least 16 of them were English EAL children.

Complicating action
0:17:10.980 -->0:17:24.860
Em. None of them speak anything. They were just quiet the whole time or crying. Uh, I asked the staff. What approach do you have to those 16 children in your preschool? They're going to school [laughs] next year.

Evaluation
0:17:25.880 --> 0:17:41.730
And they were just like, uh no ten of them are like SEN. And I was like, what do you mean, SEN? Ohh yeah. It's just he can't talk [stress]. He just cries [stress]. And I was like, yeah, because he can't communicate [stress] Uh-but I mean, it was my thought like? Not, because they can't talk I mean, they're Sen [stress]. Em.

Resolution
0:17:43.580 --> 0:17:49.650
So, so that was a basically ohh can't talk. OK, SEN like, no, that's no SEN.

Coda

> Plot: An experience in a nursery setting reveals the pervasive nature of poor EAL pedagogical knowledge in the education system.

> What does this story say about construction of knowledge for EAL pedagogy? Even in a multicultural setting where there is a threshold/ critical mass of children learning EAL – the provision cannot be expected to be effective. S's own knowledge of EAL pedagogy and knowledge of SEN and children's development allows her to make judgements about the nursery's provision for these children.
> Evaluation – why story is being told; To the unknowledgeable EAL can be confused with SEN; in appropriate and ineffective pedagogical techniques (or none at all) might be used. The mistake can be costly for the child emotionally and cognitively.
> EAL pupils starting school may be labelled as SEN incorrectly and the vicious cycle continues; if schools do have the capacity to recognise EAL, the child has been put at a disadvantage in their progress because of earlier mistakes. The teacher's job becomes much harder then.

Story: Monolingualism is blinding and bilingualism provides insight that prompts action regarding EAL

Abstract

Orientation

0:25:18.680 -->0:25:47.580

Umm, well, funny. Now I'm thinking in that setting in that nursery it was this lady from Romania. Ah and she said she what she told me her story. She was a teacher in her country, came to the United Kingdom and she's been trying to apply to be a teacher but she's not getting a job.

Complicating action

0:25:26.440 --> 0:25:47.580

But she's she was the only one in the setting who was actually making an effort to support those children [laughing while saying this sentence].

Evaluation

0:25:26.440--> 0:25:58.590

But again, I think it's down because she feels that like. She is an EN- an EAL as well, so I think she felt like, OK, I need to support those children as well.

Resolution

0:25:48.630 --> --> 0:26:1.200

But the rest of the staff, no, they didn't seem to. Bother about all that really.

Coda

> Plot: An encounter with a bilingual nursery staff member reveals a shared insight that bilinguals have for (solely) supporting pupils learning EAL in the English education/child care system.

> What does this story say about construction of knowledge for EAL pedagogy? EAL pedagogical knowledge holds little value or recognition in England – effort can be made and it goes unrewarded. The practice remains invisible to others who do not share a bilingual perspective – **monolingualism is blinding**.
> Evaluation – why story is being told; The perception of the bilingual regarding children's language learning is above that of the monolingual – this is knowledge acquired through the experience of learning an additional language. It is experiential knowledge. Having the knowledge prompts action.

Story: Teaching phonics has revealed its value for writing/spelling aspects of English language learning

Abstract

0:29:6.320 --> 0:29:16.610

Because it's it's it's the nature it's the where English language starts basically. It means you understand that like. I wish I had that support.

Orientation

0:29:17.480 -->0:29:30.320

When I was learning English, because when I started learning learning English, it was like present perfect and this is how you write and I was like.

Complicating action

0:29:17.480 --> 0:29:40.70

But why silent words like you like why you spell know but you don't say the k [makes phonetic k sound]. Like why? Like I don't get it. But now that I know phonics because I have to deliver phonics, I get it. I was like ohh yes. Now I know the k n sound.

Evaluation

0:29:41.520 --> 0:30:20.670

So I think it's brilliant. If a child understands that as well, like an English as a second language, any age, it doesn't have to be a key stage one key stage two. Any age it. If you show that [stress] to. Em the the the way the correct way to pronounce [stress] sounds in English language ah and then to apply it into book onto a writing or or having a word map in front of you and like ohh yes it's it's em. That's how you say this. That's how you say that

Resolution

0:30:12.30 --> 0:30:36.290

uh, because also in my case, in my experience, I rely a lot on a translator. If I don't know how to spell a word, I straight away I go translate, translate and I was like, no. I I need to use my phonics knowledge. OK, listen to the sound. You wanna spell this word, OK? And I try to do it.

Coda

0:30:27.420 --> 0:30:48.120

So that's. I think that's why it's a good. Eh-eh practice approach. Em to do to put in place. When you're teaching children with EAL children.

> Plot: A reflection on spelling English words with silent letters reveals the utility of the phonetic-spelling approach derived from experiences of phonics teaching and personal application of phonic knowledge to spelling.

> What does this story say about construction of knowledge for EAL pedagogy? EAL pedagogical knowledge is constructed from experiences not directly related to teaching EAL – the value of phonics for teaching spelling is promoted based on S's personal approach to spelling and the struggles with silent letters in her own English language learning.
> Evaluation – why story is being told; Phonics is not only valuable for its intended purpose – early reading skills in the English education system but its worth can also be appropriate for EAL learners' spelling – this is based on personal experiences of learning and teaching phonics.

Story: Interactions with ITE peers regarding practicum experiences never specify EAL provision – conversation focus is on maths and English – prominence of Pedagogic Discourse

Abstract

Orientation
0:33:14.450 -->0:33:23.730
Ohh. To be honest, I haven't. I haven't been hearing anything eh specific like I'm doing this for my EAL.
Complicating action
0:33:25.190 --> 0:33:32.580
No, I think sadly the m- the focus is more on like teaching English and maths as such.
Evaluation
0:33:33.340 --> 0:34:1.760
So it's not like what they did to support the children or their experience. No. No one says anything like.
They just. Do the work and no. No specific support
Resolution

0:33:45.890 --> 0:34:1.760
it's sadly like left on the side to be quite frank. Like I feel it's just left on the side
Coda

0:33:45.890 --> 0:34:23.420
and I have in my group in my university group. I think it's another two girls which English is second languages language. Em. And I I need to, obviously we're we have been really busy em I wanna text them and see how they're doing. And that side of like how you experience in with your EAL children you being one. Em.
that has English as a second language.

> Plot: Conversations about teaching with ITE peers involve curriculum focus areas not EAL; even when those peers are bilingual

> What does this story say about construction of knowledge for EAL pedagogy? EAL pedagogical knowledge is not shared in peer-to-peer conversations regarding pedagogy – these conversations track school curriculum focus areas: maths and English (Ofsted govt priorities)
> Evaluation – why story is being told; There is an absence of talk regarding EAL so much so that relating this story prompts S to reflect on contacting other bilingual students about their experiences – suggesting they have never spoken about this before. Bilingual identity/EAL provision are not prominent topics in primary ITE.

Story: Effective EAL pedagogy fosters independence in learning – there should be no crutches

Abstract

Orientation
0:39:59.590 --> 0:40:1.620
Another thing I did as a TA. Because the teacher told me he's like I gave uh this boy who was Portuguese a mat with the Portuguese words and the English words. [upward inflection]
Complicating action
0:40:12.180 --> 0:40:21.420
So he was just looking at that, looking at it, not even checking spellings or anything.
Evaluation
0:40:12.180 --> 0:40:40.870
So again he was relying. [laughs] It was his crutch. [Gerard laughs] He was relying. on that mat.
Resolution

0:40:21.690 --> 0:40:40.870
So every time he wanted to write something he was like- Where is my mat? Where is my mat? [higher pitched voice] I was like no you need to try to think in English while you're writing your spelling.
Coda

0:40:21.690 --> 0:40:48.800
So I think that kind of approach would be good to have on our training and. Different ways to approach to them, not giving them something that will depend. That they will be depending on.

> Plot: Learning about effective EAL approaches involves careful thinking about the use of resources for the long term benefit of the child (not simply an immediate solution)

> What does this story say about construction of knowledge for EAL pedagogy? There are approaches that are valuable to learn on a PGCE regarding effective EAL pedagogical strategies; the most valuable are those that foster independence in EAL pupils' English language learning
> Evaluation – why story is being told; As a TA, a method given to S from her class teacher, worked well to an extent but the pupil came to rely on the resource rather than that resource being used as a scaffold – S recognised this and began to implement scaffolding techniques regarding the resource (word mat)
> Even as a TA S's language knowledge/experience gave her insight that surpassed a qualified teacher

Appendix 12.3: Vincent Data Analysis

Experiential Learning

P1Q: **Learning alongside EAL learners – strategies:** The whole class studied English since primary school (up to last year of high school - 19yo). Every teacher and every student had their own method.

This experience informs perception of how teachers and learners approach language learning – very individual/personal – needs to be a mutuality?

P1Q: **Add. Lang. settings learning strategies experienced:** Both French and Chinese started with a phonics introduction. Spanish instead started with words learning straight away.

P1Q: **Lang learning feelings:** I like learning languages a lot because it makes me feel more connected to other cultures

P1Q: **3 primary teacher qualities:** Patience, Subject-Knowledge, Communication skills

P1Q: **Langs primary teaching feelings** I am an EAL so I could use my personal experience to help children to understand better

P1Q: **Extremely confident teaching EALs:** I know really well what they are going through.

Every language learner is on an individual journey

Feelings: empathy/ connectedness + Engagement

P1Q: **3 personal attributes primary langs teacher identity to** differentiate, patience, engaging

P1Q: **3 primary teaching strategies** modelling, student-led, differentiation

P1Q: **Influence learnt alongside EALs on primary teaching:** I have always wanted to be a teacher, no matter who was teaching me and no matter what subject I was studying/learning

P1Q: **Influence of Add. Lang. settings experience:** I want to give children the opportunity of learning different cultures, languages etc.

aspirational teacher identity

P1Q: **Influence of ESL learning:** I never had good, engaging teachers and I wanted to be the one to make the difference

P1Q: **Personal experience of being taught ESL:** I have always enjoyed English lessons even if I never had really engaging teachers

EAL/Language teaching is:
- Part of a student-teacher dynamic (makes use of pedagogical relationship) -collaboration
- Consideration of the experience for the learner cognitively and emotionally
- Long term/short term and impactful
- Teacher-dependent: qualities/attributes

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time

As time passes: move on, pass through

Investment happens overtime – short term activities with long term return

progress

trust

Progress requires trust in a working system with functional parts

PCK + patience – trust the system – poor teachers fail pupils not the system

Primary: repeated songs (passive)
Secondary: middle school: Grammar analysis >> Logical analysis (active); interruption because of curriculum change phonics/pronunciation >> vocabulary books/homework/immersion –active speaking and listening
Scientific High: core subject – Mexican gf – conversational English

Best: Investment is a function of time

Prepared vs unprepared teachers

Middle school teacher spends few years in England vs High school teacher who had only studied English in Country and assessed using Country "proves"

Active: passive

Different approaches – primary secondary

patience

Different children
Different speeds
Different approaches
Same goal

Self-investment: vocabulary learning – recognised own need

Differentiated worksheets

investment

Gf reframing of progress – self-investment to make progress outside of standard school system

I've always been the kind of student to raise my hand vs never unengaged

binaries

Hidden: unhidden re: Latin

Horrible: Amazing

Good teachers: bad teachers

Best: worst

Best: worst

Old way vs phonics

Reframing of time:
Reading: word knowledge/syntax/grammar

Active pedagogy

Knowledge of children, subject, pedagogies, individuals – patience brings this together

Teacher education is self-investment

Poor schools don't invest in teachers
Bouji schools invest in teachers

Outside: inside re: Mex gf vs own perspective

Money = investment = success

Progressive: songs, vocabulary in context, practical & engaging/fun/memorable or inspirational

Nursery teaching: basic vocabulary in context

Cultural study approach: context and meaning, language culture (not simply social culture)

Middle school teacher starts from phonics/pronunciation, moves to vocabulary (with homework) and active immersion

Teachers that do not invest in selves are not worth much to the system – teachers break the system would be fine if they worked as they should – bouji vs standard schools

Blame on IALs – had a lot of non-Countrys in my class: recursive pedagogy 2-3 months in remediation (blanket application rather than individualised provision)

PCK

Granular understanding of language built as part of learning Country

inspiration

macro pedagogic discourse

Own university choice: invest in self so he can invest in pupils – establish positive feedback cycle

Must learn to recognise the rules of investment within the system – blame isn't immediately ascribed to self as non-investor

Mexican Gf reframes success in school system
SILENCE associated with gf language learning methods

Country as an additional language – mainstreaming remedial language learning in Country class – primary school basics; 2-3 months for Countrys at start of secondary

Grammar analysis

Logical analysis

Reading: differentiated scaffolded texts with L1

Academic language – not same 2/3000 words

VALID TEACHING:
Planned
Engaging/fun
Active participation
Academic
Cross-curricular –
context/comprehensible input

Withdrawal method for English language learning in Country vs mainstream in England – misrecognition of application?

England:
Non-recognition of policy goals re: languages in Eng – not similar to Country
Confused
Recognises lack of SK for EAL/Languages >> lack of investment

300

Story: The change in teaching methods between primary and middle school and their impact

Abstract
00:08:01.470 --> 00:08:17.870
as soon as I got to middle school, so the one that- it's called secondary here in England I got the method changed

Orientation
00:08:01.470 --> 00:08:17.870
'cause I had a really really good teacher for secondary in secondary school and she was absolutely amazing [stress].

Complicating action
And she spent a few years in England [stress]. To learn how to teach English [inflection]. So she had these completely different approach [stress] and she started from phonics. [longer pause]
00:08:32.850 --> 00:08:56.490
So basically I had no idea about like English phonics. When I finish primary school [inflection] and this new teacher told me and obviously the rest of the class how to. Uhm Pronounce. Like, uh, I don't know the first word I have in my mind is the article the.

Evaluation
00:08:58.740 --> 00:09:21.020
Yeah, and- obviously I still don't pronounce it as an English person, but [stress] before getting to secondary school I used to pronounce it as the [stress – slight 'z' sound merged with 'th']. I don't know if it's- So I had no idea about how to pronounce words and moving to secondary the approach to English changed a lot [slight inflection].

Resolution
00:09:22.850 --> 00:09:50.650

m-buh- I think it's- it was also because of the Countrys' National curriculum we can consider. Yeah changed in the- during the years and ehm And so we had to start from, phonics again [stress and inflection]. And I think that helped me a lot, especially when I started university to understand what I was. Listening or what to express what I wanted to say

Coda

00:09:50.650 --> 00:10:01.890
'cause I knew how to pronounce a bit better. Uhm, every word.

> Plot: Teacher-traveller returns as sage to share wisdom

> What does this story say about construction of knowledge for EAL pedagogy?
> Evaluation – why story is being told; specialist knowledge is required from teachers to authentically move pupils on in their learning
> Good teachers recognise the authenticity of their subject, they invest in it, and can pass this on to pupils.

Story: The teacher as an investor in self *and* investor in pupils and its impact

Abstract
00:08:01.470 --> 00:08:17.870 - Vincent
as soon as I got to middle school, so the one that- it's called secondary here in England [Gerard -mm-hmm] I got the method changed 'cause I had a really really good teacher for secondary in secondary school and she was absolutely amazing [stress].

Orientation
00:08:18.740 --> 00:08:30.530 – Vincent

And she spent a few years in England [stress]. To learn how to teach English [inflection]. So she had these completely different approach [stress] and she started from phonics.

Complicating action

00:11:46.940 -->00:12:08.510- Vincent

And so we have three lessons a week for English and in two of them we used to work on grammar and vocabulary, and during the third one instead. Uh, she didn't speak a single word of Country, so it was a sort of full immersion hour in. Like English language [inflection].

Evaluation
00:12:10.210 --> 00:12:14.720 - Vincent

And I think that was the massive change for-m. For me to- about learning languages 'cause We had to speak English, and, even if we weren't speaking English, we had to listen [stress] to English language for a whole hour [inflection] and.

Resolution

00:12:29.650 --> 00:12:33.840 - Vincent
At some point you start just picking up, even if you don't want to. [Vincent brief laugh]

Coda

> Plot: You will learn with good teachers even if you don't want to

> What does this story say about construction of knowledge for EAL pedagogy?
> Evaluation – why story is being told;
> A teacher's specialist knowledge for language learning is transmitted in deliberate, active pedagogical practices that make pupils progress – pupils will learn at all times with such teachers even when they consider themselves to be inactive

Story: Re-framing macro pedagogic discourse for English language learning

Abstract

Orientation
00:13:18.940 --> 00:13:48.860

so basically I had A girlfriend from Mexico and she was really, really good with languages. And I started questioning myself 'cause I had really good marks in English, but I couldn't have. A conversation with. An English person at all. So I started questioning myself about like, what to do to learn English . In a better way, in order to have conversations

Complicating action
00:13:50.080 --> 00:14:45.030

And I remember then going to class. One day, and I explicitly asked her [the English teacher] in private. For some methods to [longer pause]. To learn English in a better way. In a more like appropriate way to like go abroad and have conversation with people without feeling like, ashamed or self-conscious about my English. And eh basically she told me that [pause] she had no clue [inflection] because she only she only studied English when she was a student. [inhalation] And that she got put. Into like English teaching because. I-I have no idea just 'cause she was one of the few at like the. The Academic level to teach it but.

Evaluation
00:14:45.850 --> 00:15:01.580

Her lessons were absolutely horrible [inflection] 'cause she just. She used to open the book [quicker tempo and inflection]. And just read every single sentence without even trying to make it more interesting or more engaging [inflection].

Resolution
00:15:02.550 --> 00:15:17.230

We had no chance to. Use English because we couldn't. [longer pause] Chat [stress] with each other. We couldn't chat with her in English 'cause she. She wasn't interested in us talking [inflection]. In in a foreign language.

Coda
00:15:45.150 --> 00:16:16.820

And I think it was in that moment that I realised I really. That I was sure about my. Choice [stress] for university [inflection]. 'cause I've always dreamed to be a teacher and I've always liked English language. But I think that, in the fourth year of high school, I really realised that. It was what I wanted to do because I was that I can't stand. That a language. is taught that way.

> Plot: Our situation in life can be revealed as impoverished; this is only made known to us when we encounter different perspectives

> In order to teach languages properly you have to make an authentic effort by investing in your own education and experiences so you can be properly prepared to teach. You also have to make an effort with pupils to engage them languages; there are ways to do this and ways not to.

Story: Macro pedagogic discourse suggests capital investment can be equated to investment in "valid" teachers and pupils' learning

Abstract
00:16:48.230 --> 00:16:51.420
There are like two kinds of schools

Orientation
00:16:52.400 --> 00:17:28.130

So You can go to a high level school [stress and inflection]. And they're like the bouji ones, the ones that are famous. Because lots of like. [pause] Important students have studied there and they have really, really valid teachers . They've got a lot of support [stress]. A lot of extra work and everything [downward inflection]. It's all like. All is aimed to give you the best preparation in order to get to uni and . Like be the best or the best at uni [inflection]

Complicating action
00:17:29.640 --> 00:18:02.250

But obviously to get into this kind of schools tends to be pretty expensive. [stress and inflection] And if you go to like the standard public schools , so like the the kind of schools I've been into. Uhm You can be lucky [stress] and get really [stress] valid teachers [slight inflection], but sometimes you just get teachers who are there just. Because they are like full time teachers and they have a contract [inflection and inhalation].

Evaluation
00:18:03.870 --> 00:18:25.250

I'm sorry to say that [slight smile in voice], but there's some teachers are really like that. And I've I've had some and you can really notice and spot every [stress] difference when you get eh really good teachers for a year. And the previous year when you study with like a teacher didn't really [pause] want to teach [inflection] the subject that they gave him.

Resolution
00:18:27.290 --> 00:18:32.540

So. Yeah, by saying that I want to, I wanted to make a difference.

Coda

> Plot: Actual learning in standard public schools is a gamble – you can land on a good or bad teacher.

> What does this story say about construction of knowledge for EAL pedagogy?
> Evaluation – why story is being told;
> Recognition of disadvantage in public schooling systems is teacher-dependent; personal motivation to become a "valid" teacher for those suffering disadvantage

Story: Patience as humanising a teacher's investment in PCK

Abstract

Orientation
00:23:11.260 --> 00:23:30.840

Uh, while teaching languages [stress]. [pause] It's really, really important to be patient 'cause. Everyone, every di-, every person has a different. [pause] Speed [stress] and a different approach [stress] to learn language in learning languages so.

Complicating action

00:23:31.520 --> 00:24:01.330

Somebody could be really, really quick [downward inflection] and pick up everything at the first time at the first time they hear a word they just. Something clicks in their heads and they know how to use it, when to use it, when it's appropriate, and when it's not. But some people [stress] need to. Uh. Just think about it much more.To [pause] assimilate the word in maybe days [inflection], maybe weeks [inflection].

Evaluation

00:24:02.350 --> 00:24:08.040

'cause I was one of those who really struggled [slight stress] to learn new vocabulary. And I literally had to write words like [slightly incredulous tone] ten, a hundred times from a book to try and. Learn the meaning of these new vocabulary and when to use it, why to use it.

Resolution

00:24:24.740 --> 00:24:45.920

So yeah, I think it. So we as a teacher. You can't really expect everyone to go [brief pause] to the same speed [slight inflection] to the same pace of learning [inflection]. And that's why I think that patience is patience is really, really important [stress]. Especially while teaching a foreign language.

Coda

> Plot: Good teachers come with PCK for languages but they also come with the necessary personal qualities so that all children learn with them

> Learning is humanising; the pedagogic relationship relies on PCK but it also involves actively building relationships for learning between teacher and pupil – learning is couched within this relationship – mediated/defined by the outer qualities.
> Success is achievable for pupils in the context of humanised PCK.

Story: A fish out of water: non-recognition of pedagogic discourse for languages learning in England

> Plot: When you are new somewhere it's hard to recognise what's going on.

Abstract
00:30:34.610 --> 00:30:46.880
To be honest, I moved here just not long ago. And [pause] so I don't really know the policy behind teaching English as an additional language. [long pause]

Orientation
00:30:48.770 --> 00:31:21.370

And so I've seen a few lessons of foreign languages. But [stress] to be honest, I don't really. Get what the policy is [stress], what the goals are [stress]. And so yeah, I think that's. [pause and inhalation] Uh - That was one of the things that. [tut] Left me a bit left me a bit more confused [inflection]

Complicating action

00:31:22.430 --> 00:31:35.140

I don't know, sometimes, especially like in primary schools. It looks like there's n-. Not a lot of subject knowledge while teaching an add- an additional language.

Evaluation

00:31:36.240--> 00:31:56.440

And. [long pause] I don't know. I don't really get. [pause] The English policy with. Teaching English as an additional language or second langu- second. Languages to. Students and pupils and. Children in general.

Resolution

Coda

> What does this story say about construction of knowledge for EAL pedagogy?
> Evaluation – why story is being told;
> Languages learning policy and teaching policy in England is not immediately obvious to the outsider but there's a sense that it's also not immediately obvious to people in England either – based on personal experiences and observed lack of SK.

Story: Teaching English to children in Country: use of investment in self (and the recognition of this by others) to invest in and inspire pupils using active pedagogy

Abstract
00:35:28.580 --> 00:35:32.720
I know what I'm teaching is a clear

Orientation
00:35:55.030 --> 00:36:16.670

I used to give these. English lessons [stress]. Uh to children. Who were not. In pu- primary school children who were not like. Uhm Getting to the standard [slight inflection]. The Country standard of learning English.

00:36:42.250 --> 00:37:58.190

I had a sort of teacher class teacher guideline. And. I've got a primary school literally behind my house and they know they knew that I was. Graduating in English and Chinese so they gave me uh one of the school books. [pause] And they asked me to. They gave me a sort of minimum amount of words and verbs and like part of the sentence their children needed to know for the standard and I just tried to. Make it as fun as possible [slight inflection], so I was trying to. Like use songs or. Like I remember that once [stress] I was with this couple of children and we were walking around the school garden and try and give a name to what colours we were able to see or like. To name like parts of the garden. So like tree, house. Roof. Car. And so yeah, I tried to make it as practical as possible.

Complicating action

00:37:59.120 --> 00:38:01.670

Because I don't, I didn't want them to be bored.

Evaluation

I wanted them to be- to find learning language something funny and. [long pause]

Resolution

00:38:11.220 --> 00:38:16.770

And something that they want to do wanted to do for the rest of their lives.

Coda

What does this story say about construction of knowledge for EAL pedagogy?
Evaluation – why story is being told;
In order to learn effectively for the short and long term, children should be actively engaged in ways that are meaningful to them – this requires personal investment in those pupils by the teacher; there must be an inner drive that can be transmitted/passed on.

Reflective Journals

RJ3 [27.01.22]: 'despite that, I reckon it is what I want to do' –teach EAL and Languages – 'make a career as a language specialist, in order to use my personal experiences'- fundamental skill for modern society
-personal investment not being used in this context but is saying it's not being wasted – works on extended time.

RJ2 [18.12.21]: 'but they started picking up the new language straight away' (couple of years ago arrived from Afghanistan)

RJ1 [20.11.22] : Seen different methods of learning EAL

RJ2 [18.12.21]: 'Unfortunately there was only one' EAL

readiness

mission

RJ2 [18.12.21]: average English – "do not need extra support for anything" aside from spelling interventions

problem

RJ1 [20.11.22] : 'nearly ready to teach children learning EAL' mid-SE1

RJ3 [27.01.22]: 'Unfortunately I have not had the chance of teaching a lot of EAL students'

RJ1 [20.11.22]: 'best way' –grammar/syntax

RJ2 [18.12.21]: Reflection on self as EAL learner in ITE – focus on new vocabulary "can make a big difference in the future"

RJ4 [02.04.22]:Collaborative + non-collaborative family –enormous difference
Re-framing of EAL learning within macro pedagogic discourse –displacement of problem from school to family
Collaborative: brilliant/amazing English/exceeding
Non-collaborative: only native language at home –clear from results/struggled

RJ2 [18.12.21]: Reflection on self as EAL learner in ITE – challenging teaching English to native speakers: preparation + definitions SPAG – level of English – synonyms/antonyms

RJ2 [18.12.21]: Reflection on self as EAL learner in ITE – change in mission – language teacher and curriculum teacher

Top diagram:

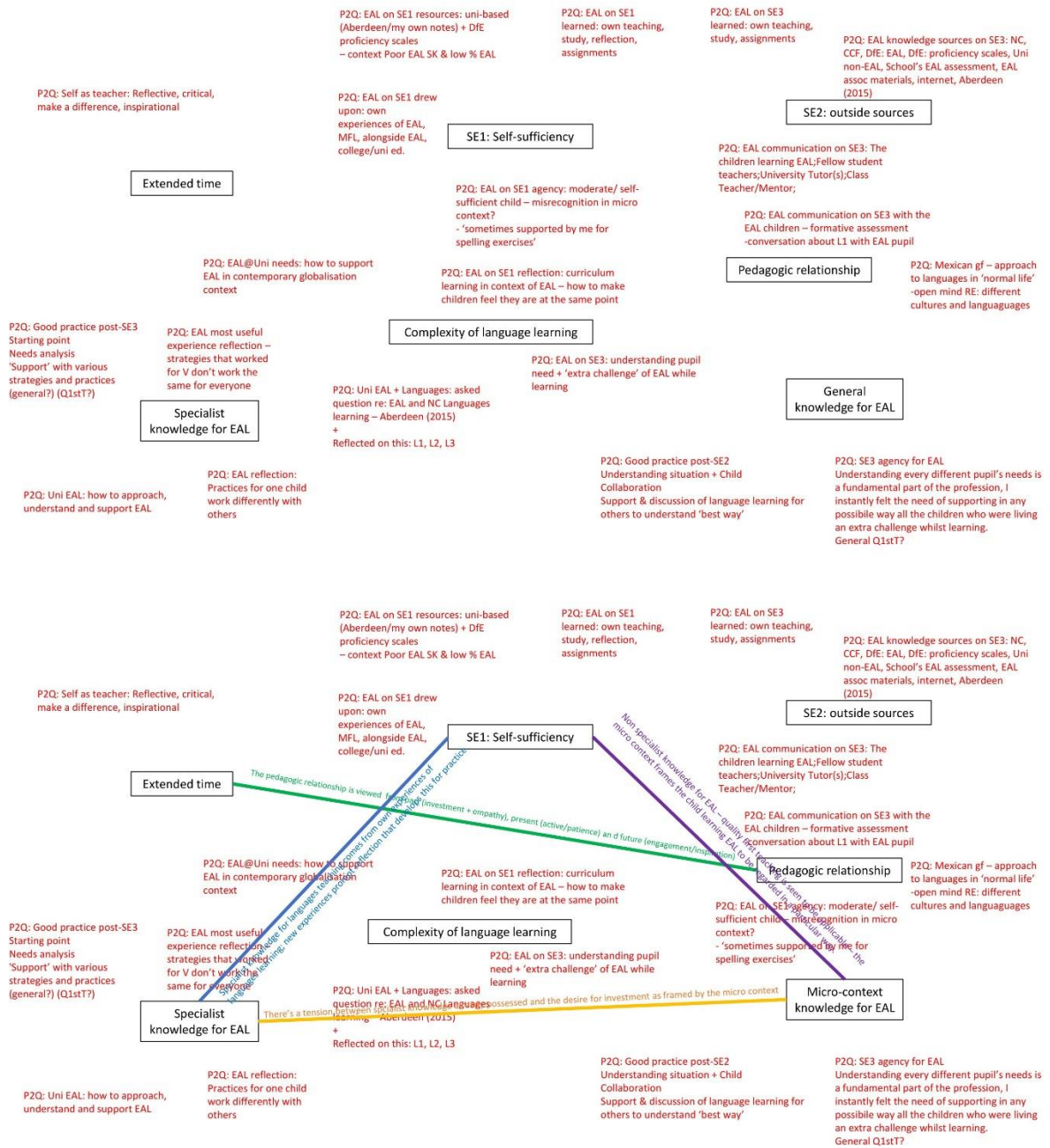P2Q: EAL on SE1 resources: uni-based (Aberdeen/my own notes) + DfE proficiency scales – context Poor EAL SK & low % EAL

P2Q: EAL on SE1 learned: own teaching, study, reflection, assignments

P2Q: EAL on SE3 learned: own teaching, study, assignments

P2Q: EAL knowledge sources on SE3: NC, CCF, DfE: EAL, DfE: proficiency scales, Uni non-EAL, School's EAL assessment, EAL assoc materials, internet, Aberdeen (2015)

P2Q: Self as teacher: Reflective, critical, make a difference, inspirational

P2Q: EAL on SE1 drew upon: own experiences of EAL, MFL, alongside EAL, college/uni ed.

SE1: Self-sufficiency

SE2: outside sources

P2Q: EAL communication on SE3: The children learning EAL;Fellow student teachers;University Tutor(s);Class Teacher/Mentor;

Extended time

P2Q: EAL on SE1 agency: moderate/ self-sufficient child – misrecognition in micro context?
- 'sometimes supported by me for spelling exercises'

P2Q: EAL communication on SE3 with the EAL children – formative assessment -conversation about L1 with EAL pupil

Pedagogic relationship

P2Q: Mexican gf – approach to languages in 'normal life' -open mind RE: different cultures and languaguages

P2Q: EAL@Uni needs: how to support EAL in contemporary globalisation context

P2Q: EAL on SE1 reflection: curriculum learning in context of EAL – how to make children feel they are at the same point

P2Q: Good practice post-SE3 Starting point Needs analysis 'Support' with various strategies and practices (general?) (Q1stT?)

P2Q: EAL most useful experience reflection – strategies that worked for V don't work the same for everyone

Complexity of language learning

P2Q: EAL on SE3: understanding pupil need + 'extra challenge' of EAL while learning

General knowledge for EAL

Specialist knowledge for EAL

P2Q: Uni EAL + Languages: asked question re: EAL and NC Languages learning – Aberdeen (2015)
+
Reflected on this: L1, L2, L3

P2Q: Uni EAL: how to approach, understand and support EAL

P2Q: EAL reflection: Practices for one child work differently with others

P2Q: Good practice post-SE2 Understanding situation + Child Collaboration Support & discussion of language learning for others to understand 'best way'

P2Q: SE3 agency for EAL Understanding every different pupil's needs is a fundamental part of the profession, I instantly felt the need of supporting in any possibile way all the children who were living an extra challenge whilst learning. General Q1stT?

Bottom diagram:

P2Q: EAL on SE1 resources: uni-based (Aberdeen/my own notes) + DfE proficiency scales – context Poor EAL SK & low % EAL

P2Q: EAL on SE1 learned: own teaching, study, reflection, assignments

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P2Q: Self as teacher: Reflective, critical, make a difference, inspirational

P2Q: EAL on SE1 drew upon: own experiences of EAL, MFL, alongside EAL, college/uni ed.

SE1: Self-sufficiency

SE2: outside sources

Non specialist knowledge for EAL – quality of micro context frames the child learning EAL to be visible and seen to be applicable the

P2Q: EAL communication on SE3: The children learning EAL;Fellow student teachers;University Tutor(s);Class Teacher/Mentor;

Extended time

The pedagogic relationship is viewed from experiences of past (investment + empathy), present (active/patience) an d future (engagement/inspiration) to teacher

P2Q: EAL communication on SE3 with the EAL children – formative assessment -conversation about L1 with EAL pupil

Pedagogic relationship

P2Q: Mexican gf – approach to languages in 'normal life' -open mind RE: different cultures and languaguages

P2Q: EAL@Uni needs: how to support EAL in contemporary globalisation context

knowledge for languages relation that develop this for practice

P2Q: EAL on SE1 reflection: curriculum learning in context of EAL – how to make children feel they are at the same point

P2Q: EAL on SE1 agency: moderate/ self-sufficient child – misrecognition in micro context?
- 'sometimes supported by me for spelling exercises'

P2Q: Good practice post-SE3 Starting point Needs analysis 'Support' with various strategies and practices (general?) (Q1stT?)

P2Q: EAL most useful experience reflection – strategies that worked for V don't work the same for everyone

language learning, new experiences protin

Complexity of language learning

P2Q: EAL on SE3: understanding pupil need + 'extra challenge' of EAL while learning

Specialist knowledge for EAL

There's a tension between specialist knowledge possessed and the desire for investment as framed by the micro context

P2Q: Uni EAL + Languages: asked question re: EAL and NC Languages learning – Aberdeen (2015)
+
Reflected on this: L1, L2, L3

Micro-context knowledge for EAL

P2Q: Uni EAL: how to approach, understand and support EAL

P2Q: EAL reflection: Practices for one child work differently with others

P2Q: Good practice post-SE2 Understanding situation + Child Collaboration Support & discussion of language learning for others to understand 'best way'

P2Q: SE3 agency for EAL Understanding every different pupil's needs is a fundamental part of the profession, I instantly felt the need of supporting in any possibile way all the children who were living an extra challenge whilst learning. General Q1stT?

Diagram labels: Pedagogic relationship · integration · emotions · connectedness · Teacher Characteristics: openness · luck · collaboration · mission · Professional knowledge/PCK · Passive and/or active · Change + progress

0:48:24.810 --> 0:48:39.220
Mexican ex-girlfriend –openness and ease between cultures and languages – create bonds with people
[0:51:17.680 --> 0:51:19.410]
'needs to be an exchange' - 0:51:14.300 --> 0:51:16.580
0:49:27.440 --> 0:49:32.520
Called during placement

0:43:37.900 --> 0:43:49.290
CLIL-type subject teaching on PGCE –integration of EAL into subject sessions as recommendation
0:46:27.910 --> 0:46:37.810
Language and culture integration- thousands of years of culture in language

0:52:22.290 --> 0:52:32.590
FEAR of losing roots – strict on Country identity
Actually can integrate to become open to experience and not lose sense of identity – it develops further in response to openness top experiences
Live with each other in the best way and try to agree and celebrate our differences rather than [brief pause] try and stick with them, so it needs to be.

0:47:15.270 --> 0:47:18.860
Ped relat. To inspire connectedness between culture and language – openness/reciprocation

0:20:41.190 --> 0:20:45.840
Language for cultural understanding and connection
0:21:48.540 --> 0:21:56.190 –reveals perspective on life
0:23:13.250 --> 0:23:20.560
'my teaching is different
0:23:49.150 --> 0:23:58.670
'I've lived them on my skin' – investment in what matters

0:13:9.860 --> 0:13:22.890
Aberdeen article 'really good research' & discussion with uni peers re: learning through English – spontaneity/chance – being open brings luck
0:14:48.240 --> 0:15:0.650 'Fortunate' 'really helped me a lot'

0:40:41.940 --> 0:40:47.760
Obviously I haven't lost my roots.
Becoming more English

0:33:42.0 --> 0:10:49.730
R w/CT - Learn English quicker – don't want children to feel uncomfortable – not ashamed to speak own lang.

0:42:12.150 --> 0:42:14.930
Country + English life = third bigger perspective to share with pupils INVESTMENT

0:16:43.610 --> 0:16:51.560
Always try to create relationship with students
0:17:23.90 --> 0:17:26.710
Creating a bigger picture
0:17:43.150 --> 0:17:50.150
I keep my mind more open now

0:8:15.60 -->0:8:20.170
PCK + child development – working with CT + research w/ CT 0:10:14.790 --> 0:10:18.240
methods to help children understand and learn English quicker

0:0:18.520 --> 0:0:25.210 Luck: EAL on 3 placements
0:34:53.790 --> 0:34:57.560
Luck plays role in EAL in some areas (read SE placement schools?) –can be support teacher might not be

0:5:36.880 --> 0:5:45.930
she wanted to [brief pause] learn and she wanted to play with languages and everything – kindred spirit (Projection?)

0:25:11.160 --> 0:25:20.410
Collaboration: it can make everything easier for both parts- see RJ
0:26:30.510 --> 0:26:45.560
Parents speaking Eng at home not just L1 –MACRO PD – non-reciprocal relationship (0:29:10.780 --> 0:29:20.210)

0:3:56.590 --> 0:4:5.140 Work together ... dzień dobry

0:11:40.300 --> 0:11:46.350
CT gave folder of docs/articles; Aberdeen article from essay

0:6:17.150 --> 0:6:24.320
Uh, basically, teach word by word.
0:7:27.250 --> 0:7:37.0
Different vs best way

0:41:19.950 --> 0:41:30.520
I'm trying to become an English teacher so I- a proper English teacher – keep the good from my experiences as an EAL

0:34:40.920 --> 0:34:43.630
MACRO PD for EAL/Lang. England – not the same level of interest

0:15:59.440 --> 0:16:4.290
New perspective, development of PCK re: Aberdeen and change in approach to teaching

0:30:22.630 --> 0:30:36.500
Poor staff SK – T wasn't really trying their best to try and support EAL
0:31:17.550 --> 0:31:25.800
why can't we not support the student – MICRO
:32:32.650 --> 0:32:35.990
'not everyone is as opened'
0:33:36.660 --> 0:33:42.420
, every person's character is different and that has an impact on students
0:34:5.920 --> 0:34:11.50
Poor SK –school didn't push/ parents need to do more

0:0:30.790 --> 0:0:35.680 Change to Best way idea –
0:1:10.290 --> 0:1:28.0
I had to change
0:2:7.210 --> 0:2:12.740
Adapt for every child

0:4:32.140 --> 0:4:40.720
More and more
0:5:16.870 --> 0:5:28.160
Week by week

0:3:18.120 --> 0:3:25.70
Passive learning while doing other activities

0:9:40.20 --> 0:9:59.870
Sir can I go to the toilet/ Words under her eyes all the time

0:18:19.770 --> 0:18:26.990
at first I tried to project myself onto every EAL
Different students different response
0:19:11.390 --> 0:19:17.320
I realised that what works for me doesn't always work for everyone else

0:37:14.510 --> 0:37:27.320
Personal focus on reflection and self development – passivity in others when language SK investment required

0:4:26.870 --> 0:4:31.380
Attribution of progress to phonics?
Vs pedagogic relationship?

0:39:27.220 --> 0:39:32.910
Kept some methods –written Eng/Spelling

Story: Micro level interactions and pedagogical reasoning/reflection shapes professional knowledge for EAL

Plot: School placement provides context for EAL pedagogical knowledge development

Abstract
0:0:18.520 --> 0:1:3.210

So I've been really lucky 'cause I've had multiple EAL through my uh, my three placements. And yeah, as soon as I started doing my SE one, I was. I had a different idea because I thought I would have had approach there. In the same way, I approached uh, my learning of English as an additional language. But then I soon realized that it wouldn't have been the best thing to do, because obviously every student, every learner has got different. Uh, like- a a different approach to [pause] or on how how to learn A foreign language [inflection] [tut] so yeah emm.

Orientation
0:1:10.290 --> 0:1:32.220

And I've been placed to uh do my second placement. I've had eh four EAL students in a class and it was in Year 1 and I think it's [brief pause] doing that placement that I realised that I had to change my. [inhalation and slight tut] My method of teaching [stress] a little bit

Complicating action
0:6:9.540 --> 0:6:40.780

Umm. Uh so for uh, my starting idea, the idea I had the start was to just. Uh, basically, teach word by word. I would say [inflection] so. Basically you just compare. The two languages. And basically. Understand that every single word has got. Uh. Um. A correspondent word in the additional language that for them would be English [inflection].

Evaluation
0:6:42.380 --> 0:7:15.510

And uh then I I realised that it's not the only approach you can get [brief pause] 'cause that that worked really well for myself. Uh when I was learning English in like primary, secondary school, university [inflection], but then it it's not the same for everyone [stress]. Some children really understand much better through the use of pictures [stress]. And uh, some children understand, just like living in the environment 'cause that they make their own links. Uh, between the two languages by themselves.

Resolution
0:7:16.270

So [brief pause] I mean, I realised that not everyone. But- Obviously, I I knew that, but as a teacher, you understand it in a [grunt] deeper way [inflection]. So you understand that. Uh, everyone has got a different [brief pause] way to to learn a foreign language [inflection] and that, I mean for me. To to to understand that during the course of the placement. And each placement m-make me, uh, all that made me. Like develop more [inflection] in a professional way.

Coda
Because now I I mean I've got more. I've got more ideas. I've got more [tut], uh, understanding of what children need while they're learning additional language.

What does this story say about construction of knowledge for EAL pedagogy? Teaching requires developing professional knowledge beyond ways of learning that worked for the teacher personally.
Evaluation –a breadth of pedagogical knowledge when learned, carefully thought about and then applied in the act of teaching can create learning experiences for children

Story: Investment in the pedagogical relationship with new-to-English Polish girl for her learning

Abstract

Orientation

0:3:37.900 --> 0:3:53.780

The young Polish girl and she was just amazing cause like every morning she would come in. Coming to class and tell me, uh, good morning or like a different word every day basically. In Polish.

Complicating action

0:3:54.930 --> 0:4:15.000

So we could like. Work together because she was like telling me to know, like, good morning is I think it's something like dzień dobry or something like that. And yeah, basically she was teaching me I was teaching her [stress]

Evaluation

0:4:16.000 --> 0:4:18.000

and this [brief pause tut] constant, like uh, supporting each other helped her a lot.

Resolution

0:4:18.000 --> 0:4:53.750

So I literally saw and noticed. On her books, especially that the hing- the English books. How many words and how how much her phonics developed through the em Through the eight weeks of placement [inflection] because she could just learn more and more words every day just because of this simple game or just about like. Eh. how different How everything was labelled in order to support her learning as well [inflection].

Coda

0:4:55.90 --> 0:5:03.000

So yeah, we've done that, me and obviously me and the class teacher have done that.

> Plot: Routine sharing/appreciation of languages between teacher and pupil creates a relationship for learning

> What does this story say about construction of knowledge for EAL pedagogy? Professional knowledge of EAL pedagogy is applied in a selective way according to the best ways of teaching particular content to particular children but at the core of this idea is the pedagogical relationship
> Evaluation – why story is being told; the story indicates the value he wants children to see in themselves and in the languages they speak – this can aid the teacher in their goal of teaching and the child in their learning within the requirements of a particular system (micro to macro)

Story: The teacher is a vehicle for the aims of the education system – teacher as reproducer of pedagogic discourse/ OR the pedagogical relationship is led by the teacher but requires engagement from pupils

Abstract

Orientation

0:5:5.840 --> 0:5:15.910

Uh, for the young Polish girl that we had because she came, uh, she only came to England in November last year [inflection].

Complicating action

0:5:16.870 --> 0:5:20.000

So obviously, she didn't really know a lot of English.

Evaluation

0:5:21.000--> 0:5:45.930

She only knew a few, but she improved massively [stress]. I could literally see like, week by week [slight inflection]. How big, uh, how big the steps that were that she was having into the learning were 'cause. She was really she. She's a really clever young girl. And also she wanted to [brief pause] learn and she wanted to play with languages and everything so.

Resolution

0:5:46.880 -->

She was just it was just amazing for me to see. How quickly [stress] and how well [stress] she picked up everything [inflection].

Coda

> Plot: The Polish girl engages with the learning experiences created by the teacher and progresses rapidly in her English proficiency

> What does this story say about construction of knowledge for EAL pedagogy? The possibilities of EAL pedagogy: the capacity of children to learn language quickly and proficiently when the conditions for this are created for them and the child actively engages in this
> Evaluation – why story is being told; Acquiring English in the English education system is indeed possible with the right pedagogical approaches and the right attitude for learning – the pedagogical relationship is mutual – it relies on both teacher and pupil contributing but the teacher, working within the education system, leads this – it is dependent on them

Story: Becoming a knowledgeable teacher of children learning EAL enables you to surmount what you perceive to be some of the barriers or damaging aspects of the system within which you are working

Abstract

Orientation
0:10:14.790 --> 0:10:32.150
So I've done some research alongside the class teacher [stress]. For for like. Some to I wanted to look for some methods to help children understand and learn English quicker . If it's an additional language.

Complicating action

0:10:33.70 --> 0:10:53.670

And also I wanted them to uh. [pause] I didn't want them to. Go through that stage where you feel uncomfortable in speaking or writing. Because you don't feel comfortable enough with the language [inflection].

Evaluation
0:10:54.810 --> 0:11:20.650

And yeah, they helped me a lot because, I mean, I've been through this through that phase where I wasn't sure about saying the right thing in English, so. I was like going a little bit shy [slight inflection] and I didn't want them to experience the same thing. I just wanted them to enjoy school and love school and everything without feeling ashamed on. Not speaking their own language. [pause]

Resolution

0:11:22.290 --> 0:11:34.270

Uh, yeah. Say that's the. That that's what pushed me in try and learn loads and loads on different uh-uh- learn and try [stress] lots of different strategies to get them learned.

Coda

> Plot: Researching pedagogical strategies is motivated by reflection on own feelings about going through the silent phase/pre-production stage (Krashen)

> What does this story say about construction of knowledge for EAL pedagogy? Building knowledge about EAL pedagogy can be motivated by a personal experience and the empathy that that creates in the teacher-pupil relationship.
> The English education system does not seek children to speak in their own language which provides an additional (esteem/emotional/social) challenge for children's learning of English.
> Evaluation – why story is being told; Recognition that language learning can be a challenge for children in an environment like school where they know they are being judged about their English. Where L1 is not promoted this heightens his desire to learn multiple strategies for teaching language so that barriers to learning within the system are able to be overcome and damage to children is reduced (damage from macro pedagogic discourse/ micro level interactions – pupil's middle ground)
> **Pedagogical relationship is engagement with pupil's middle ground**

Story: Recognition of self as a teacher inspired to develop professional knowledge by micro interactions outside formal learning environments

Abstract

Orientation
0:13:9.860 --> 0:13:22.890
So for the Aberdeen one, so I was at uni one day and I was having lunch [stress] with some of my mates and yeah, we were talking about like. H- how I like approached. University [stress] cause, obviously. Being the only one in the group who was not speaking his own language. Was obviously a bit different and we spoke quite a bit about that.

Complicating action

0:13:42.350 --> 0:13:51.180

And they were like, constantly asking me if I could understand what what they were saying. We're talking and everything. And I was like, yeah. And then they were like, ohh, do you think there's like [inflection] I mean, what you what would you have done differently in like your years of study [inflection] If you could like go back and like try and approach it differently [inflection] and like learn English differently to be like more to be like quicker to pick it up [stress]. And I was like, oh, there's a really nice question. And like the following afternoon, I'm trying to have a look online and I found this article in the in the school in the University of Worcester Online Library [inflection].

Evaluation
0:14:25.0 --> 0:14:28.980

And also, that's really, really interesting [inflection]. I read it all. And I was like, wow, that's. I mean [pause] that's. Really good research and I could use it while I'm teaching as well [inflection]. So I mean, it's been like basically my mates [humorous tone] try to like ask me a question and I use their question to like. Develop as a teacher [inflection],

Resolution

0:14:38.450 --> 0:14:50.000

So I mean, it's been like basically my mates [humorous tone] try to like ask me a question and I use their question to like. Develop as a teacher [inflection],

Coda

> Plot: An incidental chat with mates provides inspiration for professional development

> What does this story say about construction of knowledge for EAL pedagogy? Take opportunities to increase you pedagogical knowledge for language learning in non-formal learning environments (but coming to England was an investment – put self in a macroscopic learning context i.e. ITE in England)
> Evaluation – why story is being told; Making the most of every situation in the bigger macroscopic learning context of doing ITE in England – **ITE sits within the overall experience of being in England**

Story: Own research (luckily) provides additional pedagogical knowledge for teaching children learning EAL on SE2

Abstract

Orientation

0:14:51.000 --> 0:14:54.000

so it's been a fortunate thing , but it really helped me a lot for, especially for my second placement

Complicating action

0:14:55.000 --> 0:15:11.000

cause. Yeah, being in year one. It's been a real. Challenge for me, especially in the first 2-3 weeks because I didn't know how to. [pause] Support especially. Uh EAL children

Evaluation

0:15:12.000 --> 0:15:15.000

because I was like, lucky

Resolution

0:15:16.000 --> 0:15:21.000

and the knowledge the the basic knowledge to. To [tut] to give them more than one option to learn

Coda

0:15:22.000 --> 0:15:23.630

if that makes sense.

> **Plot:** Own research into languages teaching helps to overcome the challenges of teaching children learning EAL on SE2.

> What does this story say about construction of knowledge for EAL pedagogy? Luck is involved in experiencing the contexts which give you an opportunity to develop EAL pedagogical knowledge that can then be used to teach children learning EAL
>
> Evaluation – why story is being told; Recognition that professional development was made as having one method of language teaching (translation of words) was recognised as not enough for teaching English to children learning EAL early in SE2.
>
> (choosing to do ITE in England is not recognised as providing the contexts for developing professional knowledge in language teaching – it is luck)

Story: 'collaboration' frames non-English speaking parents as problematic to the education system

> **Plot:** Child translating for parents, who do not speak English, leads to reflection on parents' "collaboration"

Abstract

0:26:30.510 --> 0:26:52.830

So if I can have, if I can get parents collaborating with the school, getting involved with English, and even if it's hard, it gets really hard. But if I if you have parents speaking a bit of English [stress] at home and not just their own language. That will make things way. More accessible for both for parents and children [slight inflection]. [Gerard: Mm-hm]

Orientation

0:26:54.110 --> 0:27:14.760

Because, for example in during my second placement. I was in year one, so obviously [brief pause] children's struggle in reading and you most children struggle even more if it's not their own language, but had this young girl and she was amazing cause she was translating lots of the stuff to their parents [inflection].

Complicating action

0:27:16.40 --> 0:27:28.110

So she was. She was, yeah, she was. Being the one. Was like helping [stress] her parents, understanding teachers and teacher, the teacher, understanding her parents [inflection].

Evaluation

0:27:28.870 --> 0:27:37.10

And I found that amazing because it was like. I mean, it's something really big, especially for a person who's just in year one.

Resolution

0:27:38.620 --> 0:28:39.230

And yeah, I realized that if you have parents trying to speak a little bit of English at home [downward inflection]. They could learn from their children and children could. Feel more [brief pause tut] uh. They could feel more like empowered by seeing that they can teach [stress] as well [slight inflection]. Teaching to their parents. And then their parents, like, learn more. Obviously [inflection], they could have more resources because obviously. An adult can learn. Be in lots of different context, not just the school. So they could just, yeah, try and learn something on their own [stress] and plus pass it over to the child. The child could obviously learn. So school [Gerard: yes] goes back home and try to teach tries to teach their parents. And all this exchange. Could be really. I mean, from what I've seen, it's been really, really helpful, especially for EAL [inflection].

0:29:21.110 --> 0:29:33.610 Gerard Doyle - Was that a personal realization or have you read or heard anything in university or in school about the importance of creating community and accessibility?

0:29:34.230 --> 0:29:43.160 Vincent - Uh, so I've? I've both read it. Uh. And h-like, listen to it in some of the lectures we had with Genea.

0:29:44.420 --> 0:29:55.990 Vincent- But also em it's something that I realised by myself being in the school environment where lots of people were EAL. I mean, lots of pupils were EAL.

Coda

> What does this story say about construction of knowledge for EAL pedagogy? Some pedagogical knowledge comes about through reflection on experience/ realisation in the moment
>
> Evaluation – why story is being told; EAL parents' "collaboration" (learning and speaking some English at home) provides EAL pupils' with additional English input

Story: School staffs' lack of consideration to providing mainstream support for an EAL learner causes her to struggle

Abstract

0:30:16.100 --> 0:30:30.000

For examp- I I was placed in a class where the teacher [stress] in my opinion, wasn't really trying their best to try and support EAL.

Orientation

0:30:31.000 --> 0:31:11.200

So there was this young girl who was a EAL, in my first placement and she was really, really [stress] struggling. And yeah, she was, I mean, the only moment [stress] during the week where she could like relax a little bit and try and be more opened [stress] to learn English [stress] was when she had this half an hour every Wednesday if I'm not wrong where she had and an external person [stress]. So a person coming not from a school context was coming into school to try and like, help her with the transition [inflection].

Complicating action

0:31:12.900 --> 0:31:48.520

And yeah, I had the conversation with the teacher of the class [brief pause] about that and was like, I mean, why can't we not support the student [inflection] this young girl trying to understand more? [inflection] But like I don't know, doing something and like basically both the class teacher and the the TA said that, I mean, they couldn't really do anything because they were not informed enough to provide enough help for her.

Evaluation

0:31:49.870 --> 0:32:3.170

So, and that's why I put that the em the subject knowledge about that was, I mean, in my opinion is a bit poor, isn't it? Because they couldn't really. Support the young girl. [brief pause]

Resolution

0:31:49.870 --> 0:32:16.540

And she was struggling as she couldn't progress a lot. [Gerard: hm] Because of that, because she couldn't. Uh make links before be- between the two languages and she had nobody who could who could help her [inflection].

What does this story say about construction of knowledge for EAL pedagogy? Some teachers do not possess knowledge for teaching children learning EAL and it is acceptable to admit this and do nothing about it.
Evaluation – why story is being told; to contrast the position of the student teacher and the class teacher as different with regards to not/seeking to develop knowledge of EAL pedagogy as prompted by learner in the context

Story: Pedagogical knowledge development for EAL and languages teaching requires adaptation/exchange

Abstract

Orientation

0:40:7.970 --> 0:40:20.170

What else? About the oral oral English [elongated]. I would say that these are changed 'cause I've [brief pause], I mean obviously living here and being.

Complicating action

0:40:20.840 --> 0:40:37.240

In in, in an environment where everyone speak everyone speaks English 24/7 [stress]. Uh, makes you change [pronounced inflection]. Uh, because obviously you get. All the cultural features more ingrained in you.

Evaluation

0:40:38.60 --> 0:40:47.760

And you. Yeah, you understand that you need to. Uh, like, adapt yourself a little bit [inflection] Obviously I haven't lost my roots.

Resolution

0:40:48.540 --> 0:40:58.940

But I'm I feel like I'm becoming more English and I'm trying to teach oral English in the way. th- that an English teacher would do [inflection].

Coda

Plot: Professional development/ change happens when you put / find yourself in a context that requires you to adapt

What does this story say about construction of knowledge for EAL pedagogy? Inserting yourself into contexts that have the potential to provide you with opportunities to develop knowledge for EAL pedagogy/languages teaching has an impact. Professional development requires active engagement with the contexts that will provide relevant professional knowledge.
Evaluation – why story is being told; There's a crossover between the personal and the professional – a flexible, reflective character is required for him to learn – he has put himself in this situation and he recognises the impact it is having personally and professionally

Story: Pedagogical relationships pay dividends; it's worthwhile recognising them and investing in them

Abstract

Orientation

0:49:27.440 --> 0:49:45.000

Uh, and I actually called her once during my placement. To ask her for advice because I had. [tut]
Uh, I only had this child in for a couple of weeks because then. [tut] He went to another school he got moved to another school,

Complicating action

0:49:46.000 --> 0:50:17.430

but he was Spanish [inflection] and I was like I- I. Yeah, I understand Spanish, but I'm not really good at speaking it [slight inflection]. So I was like, can you please help me? Because I need to. [brief pause] I I need to get in touch with this. I mean I need to like create a relationship with this child 'cause nobody speaks Spanish at all [downward inflection]. And I. Understand [stress] that he feels [downward inflection]. [inhalation] Like, not comfortable the time in class because nobody speaks his language and it is not good at all with English [slight inflection].[tut]

Evaluation

0:50:18.580 --> 0:50:36.160

And yes, she she helped me a little bit. She gave me like some. Like she, she told me some sentences [stress] like. Close [stress] to him [downward inflection]. And it was actually working pretty well [slight inflection]. But then I got COVID [humorous tone] and he got moved to another school, so [laughs] unfortunately.
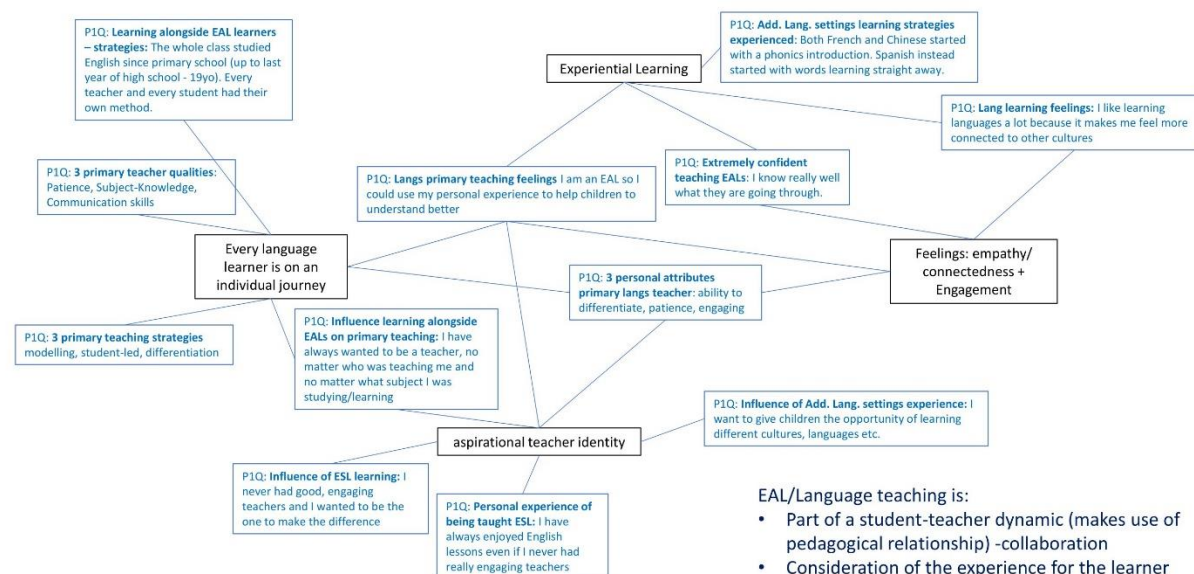
Resolution

0:50:36.950 --> 0:50:52.710

Ohh yeah, but yeah, this now as I was telling you, this friend of mine [slight inflection] She's. She's been like, really, really important to me for the language. She's probably the person who pushed [stress] me the most toward learning a foreign language [slight inflection].

Coda

Plot: A revisited pedagogical relationship adds useful knowledge to a pedagogical strategy for an EAL pupil

What does this story say about construction of knowledge for EAL pedagogy?
Pedagogical knowledge can be sourced from personal relationships where you recognise a particular person in your life has specialist knowledge that you can draw upon
Evaluation – why story is being told; The knowledge from the friend is influential but forms only part of the overall pedagogical strategy initiated by Vincent.
Relationships (associated with particular knowledge_ can become pedagogical, can be drawn upon for pedagogical reasons

P1Q: **Learning alongside EAL learners – strategies:** The whole class studied English since primary school (up to last year of high school - 19yo). Every teacher and every student had their own method.

P1Q: **3 primary teacher qualities**: Patience, Subject-Knowledge, Communication skills

Experiential Learning

P1Q: **Add. Lang. settings learning strategies experienced:** Both French and Chinese started with a phonics introduction. Spanish instead started with words learning straight away.

P1Q: **Lang learning feelings:** I like learning languages a lot because it makes me feel more connected to other cultures

P1Q: **Langs primary teaching feelings** I am an EAL so I could use my personal experience to help children to understand better

P1Q: **Extremely confident teaching EALs:** I know really well what they are going through.

Every language learner is on an individual journey

P1Q: **3 personal attributes primary langs teacher:** ability to differentiate, patience, engaging

Feelings: empathy/ connectedness + Engagement

P1Q: **3 primary teaching strategies** modelling, student-led, differentiation

P1Q: **Influence learning alongside EALs on primary teaching:** I have always wanted to be a teacher, no matter who was teaching me and no matter what subject I was studying/learning

aspirational teacher identity

P1Q: **Influence of Add. Lang. settings experience:** I want to give children the opportunity of learning different cultures, languages etc.

P1Q: **Influence of ESL learning:** I never had good, engaging teachers and I wanted to be the one to make the difference

P1Q: **Personal experience of being taught ESL:** I have always enjoyed English lessons even if I never had really engaging teachers

EAL/Language teaching is:
- Part of a student-teacher dynamic (makes use of pedagogical relationship) -collaboration
- Consideration of the experience for the learner cognitively and emotionally
- Long term and impactful
- Teacher-dependent: qualities/attributes

Appendix 12.4: Data Analysis for Non-Life History Participants

MICHELLE

English language acquisition is passive in immersive contexts - **mysterious** thing - do these things you already know (songs/routines/instructions as an English speaker) and children will acquire. Foreign languages are an unknown quantity - knows knowledge is needed; patience and persistence coming from immersive experience - no specific pedagogy mentioned. Knowledge acquired in Middle East foreign context. Language learning requires memory - it's a cognitive endeavour requiring time and resources. Phonics for reading and writing - named strategy associated with learning English language. Very EY perspective on teaching - nurture and soft skills. EAL - novel language use and welcoming - similar to Danni. Fair bit of experience' in Qatar and French teaching not connected to EAL. CHildren quickly pick up a language - knowledge that they already speak another so English is assumed to be pick-upable.

connex with: Susanna / Danni / Vincent / Ciara / Trish

TRISH

Phase 1 Questionnaire
very limited knowledge of EAL - cites no experiences (later through coaching indicates has some). **Experience/knowledge confidence link** may be apparent. Languages learning - cites experience regarding confidence. **Equating language to English/** mentions **parental involvement** - teacher knowledge re: EAL. Difference between general primary - **motivational**; and languages attributes - capacity to be **flexible**

Phase 1 Interview stories
Pragmatism + real world
-children designing product
-learning Spanish & visits to Spain/language learning
Equity
-resilience: fielding players in coaching
-primary experience- going under radar
-daughter's schooling – not getting support (diversity)
Belonging
-primary experience- going under radar
-learning Spanish & visits to Spain/language learning
Parents
-educating parents –phonics
-EAL parents – get answers
-daughters education – being listened to
EAL
-burden –over run
-at coaching – good English

Phase 1 Interview yellow – TRISH themes / connex with: Susanna / Danni / Vincent / Ciara
EAL with football coaching – modelling/mimicry; all good English
Resilience
Real world
Being a parent (motivational)– enabling practice at home – support child/nurture
Phonics- basis of everything
EAL parents- communication – 'going to get answers' about EAL child
Child + environment + sustained learning + time
Equity – access to resources/ teacher + time – didn't learn in primary
PGCE – own learning experience not transferrable to current practice (but shaped)
Own experience – teacher-pupil relationships matter
Business career pedagogy – independent learning/EBL 'children to to work out things themselves'
Creativity/flexibility as underpinning own idea about pedagogy/teaching
Not always structured teaching
EAL L1 as part of the classroom – labels
Learned = being able to teach/explain to someone else – maths – top person
knowledge = capacity to teach it yourself – coaching example
Learning finding things out
Primary – safe/happy/enable development
Belonging – under the radar – visible seen – relationship – enjoyment of school
Spanish – learning for real world of trip – 'become part of it really' – belonging –practicalities + connectedness
Learning Language + culture + country + everything
Need to know structure but should be inventive too – German –direct translation method – no grammar syntax structure – not able to use German
Languages teaching practical orientation – real world application– use in another country – language for other country not UK?
EAL structure of day first- then move on to other things- practical orientation to learning
Own language learning does not connect to EAL strategies
Pragmatic view – if needed will follow up – EAL + coaching
No language = no knowledge (re: iceberg model) – EAL = New Arrival
EAL as burden vs 'me ... I think ... could actually enhance' –burden source –stereotypes – need additional support = resources= teacher time
More experience = more confident – trial and error
Good teacher/what works – knowledge of teaching different children's personalities and learning styles – adapt to this
Diversity is problematic in schools – low grades –(parental perspective)
Teacher over run by 6 EAL + police in school often at home time – no equity for other children – own daughter not getting support needed
Adaptations - EAL – someone who doesn't understand instructions 'there's gotta be a whole new ball game'
EAL strategies – different approaches/ what has worked and not work/ culture of country – 'obviously cultures are very different in places'

Reflective Accounts
RJ1/RJ2 – expression of desire to learn/ support EAL
RJ4- Experience of 1 EAL learner – notes need to learn **effective strategies**

CIARA

Phase 1 Questionnaire

indicates has a **particular world view** that informs teaching - no matter for whom; **parenting experience** has influenced this; **previous experiences re: SEND** contribute to construction of knowledge around. schooling/education/teaching. EAL starting point - similarities/repetition/ may not need support - own experiences - they excelled. **Confidence in learning experiences of PGCE / ITE will provide** re: EAL theory and teaching EAL/languages. Own language learning poor experience - experiences as parent shape EAL approach. **Faith**

Phase 1 Interview stories

Parenting
-own child
-EAL parent's viewpoint –non-interfering
Conformity vs non-conformity
-Awful teacher
-Battle inner teacher
Authenticity
-being a parent
-curriculum time vs education
-taking time to ask
Pedagogic relationships
-teaching the individual -inclusive

Phase 1 Interview grey – CIARA themes / connex with: `Susanna` / `Danni` / `Vincent` / `Trish`

Influential teacher – high expectations – pedagogic relationship model
Parenting – nurture – influential –authentic
Teaching like parenting – authentic- caring- active
Conformity vs non-conformity: Outer vs Inner world of teachers; inauthenticity: authenticity; intrinsic: extrinsic– BATTLE - binaries
School readiness with child- conforming to baseline/phonics- realistic view of school expectations
Parenting + teaching – child's recognition of pedagogic relationship – becoming influential teacher
Pedagogic relationships can resonate – authenticity required for this – dynamic between different people – resonate with one and not another
Overly mothering – SEND experience – balance/authentic
Authentic education as holistic- beyond the classroom measures – world view
Inclusivity – child in context and teacher's resource deployment
Non-conformist teacher –awful but recognition of impact – let speak – curriculum and pedagogy in tension – school outcome-focus rather than ed.
Finding moments and spaces for authentic learning – non-conforming must be carved out of curriculum time – pressure on teachers
Time – moments of connection/resonance – pedagogic relationship
Positive regard for EAL – surpassed/ recognition of EAL task + cultural/linguistic context of peer relationships (+ pedagogic); accent
EAL no additional support in Herefordshire – pastoral not cognitive
EAL –openness and kindness not excluding –welcoming
EAL – problem is the system not the child
Pedagogic relationship – knowledge of child – no assumptions – child's voice/feelings – authentic connection – takes time - plan from there
Time invested in knowing child
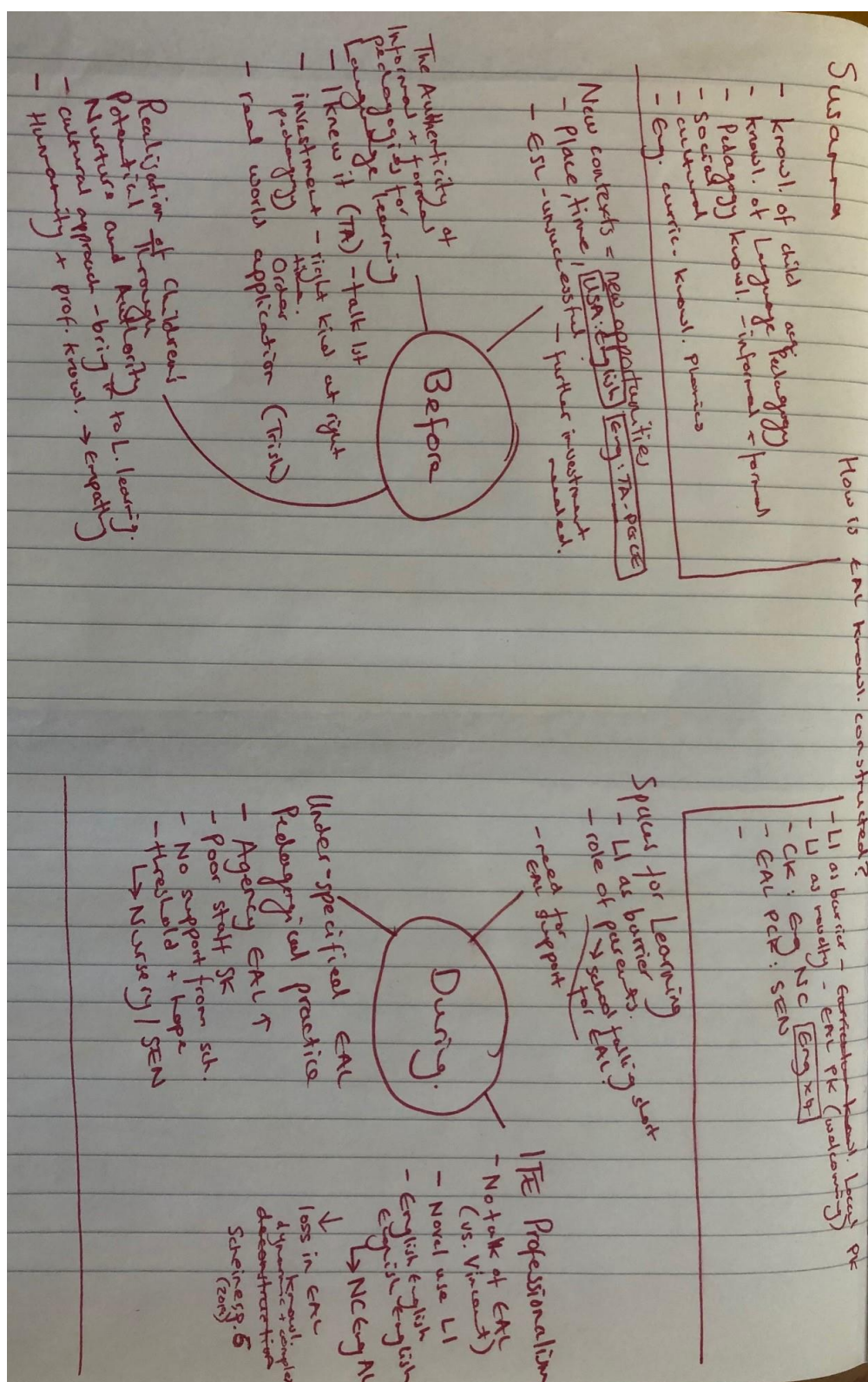Worldview – pedagogic relationship - basis – EAL PK/SK faith it will come with ITE experience
Parents and EAL – relationship with school – concern for how it works
EAL Parents that do not engage school – worries – default parent position do not interfere
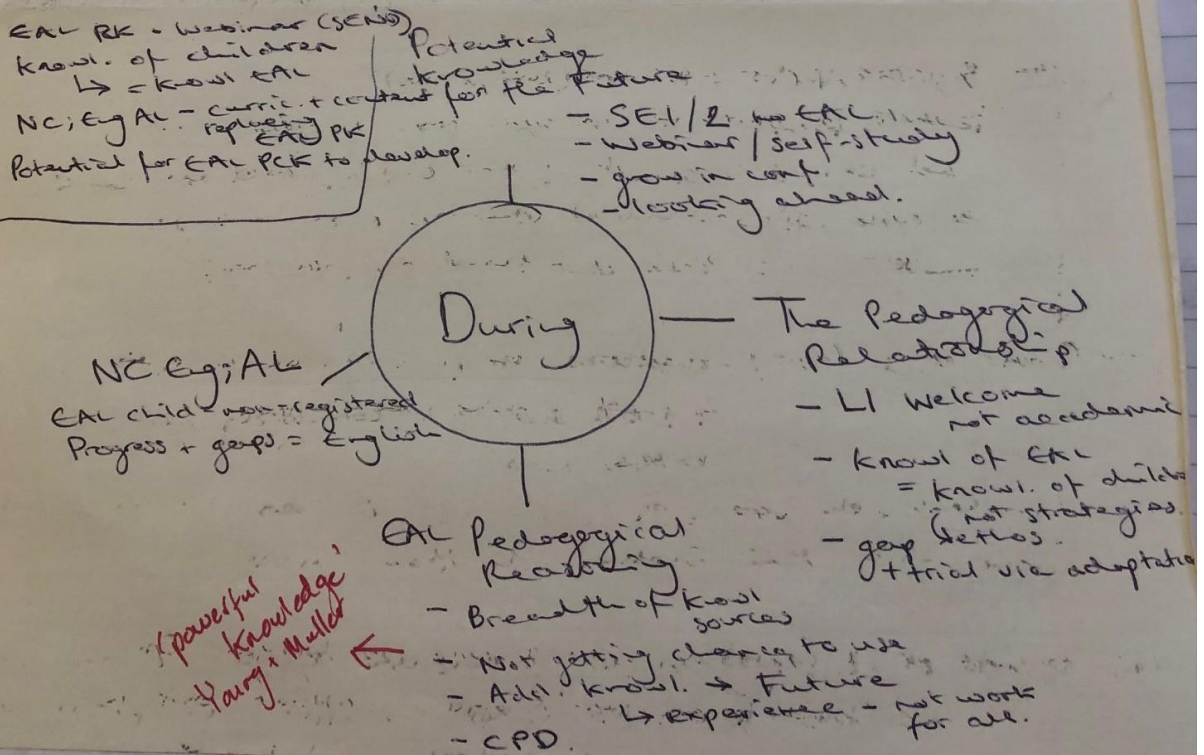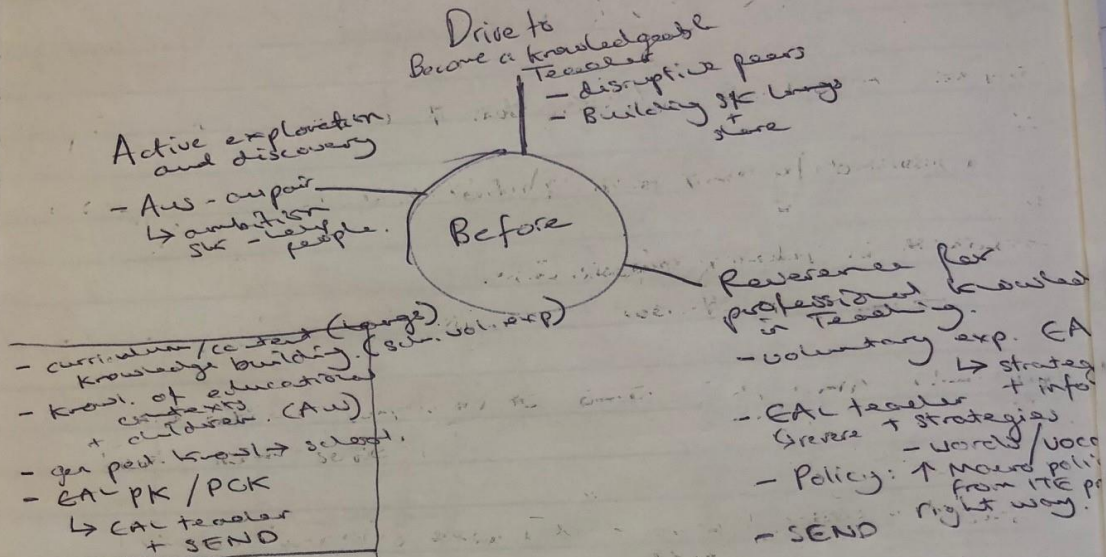

Reflective Accounts

RJ4- 'Unfortunately, again i have been placed within a school whereby there was 0 children with EAL within my class.' – learning about EAL takes place with experience of teaching these children; no EAL no way of developing knowledge.

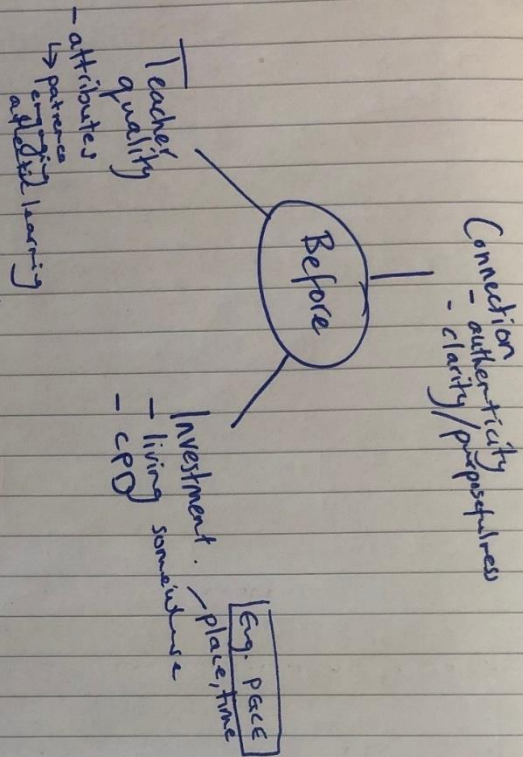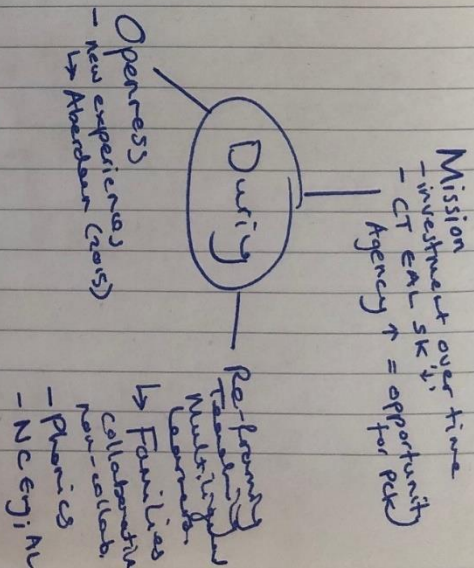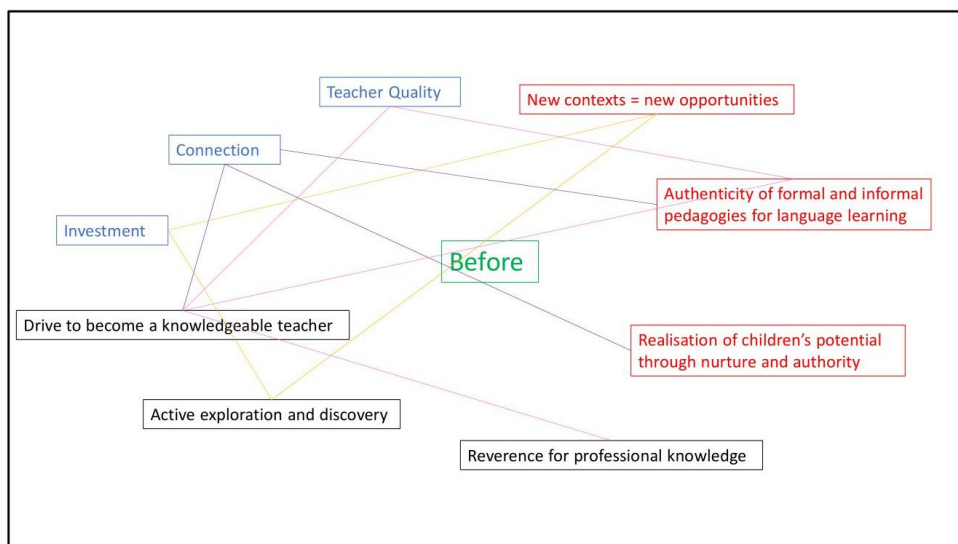# Appendix 13: Thematic Coding Analysis of All Participants' Data

Susanna

- knowl. of child
- knowl. of Language acq. & pedagogy
- Pedagogy knowl. = informal + formal
- Social
- cultural
- Eg. curric. knowl., phonics

New contexts = New opportunities
- Place, time, USA, English, eg; TA - pace
- ESL - unsuccessful
  - further investment needed.

Before

The Authenticity of...
Informal + formal
- pedagogic knowl. for language learning
- I knew it (TA) - talk lit
- Investment - right kind at right
  - picking Order
  - real world application (Trish)

Realization of Children's
Potential through
Nurture and Authority
- cultural approach - bring to L. learning.
- Humanity + prof. knowl. → Empathy.

How is EAL knowl. constructed?

- L1 as barrier - confidence knowl. Local PK
- L1 as novelty - EAL PK (Jualism)
- CK: eg. NC Eng ×4
- EAL PCK: SEN

Spaces for learning
- L1 as barrier
- role of parents → school telling staff
  - need for → for EAL
  - EAL support

During

Under-specified EAL
Pedagogical practice
- Agency EAL ↑
- Poor staff SK
- No support from sch.
- Threshold + hope
  → Nursery / SEN

TE Professionalism
- No talk of EAL
  (vs. Vincent)
- Novel use L1
- English English
  → NC Eng AL
  ↓
  loss in EAL
  dynamic + complex
  desecuritation
  Scheiness. 6
  (2014)

Danni

Before (circle, center)

Drive to
Become a knowledgeable
Teacher
- disruptive peers
- Building SK Longs
store

Active exploration
and discovery
- AW - au pair
↳ ambition
SK - people.

Reverence for
professional knowled...
in Teaching.
- voluntary exp. EA
↳ strateg...
+ info...
- EAL teacher
(reverse) + strategies.
- words/voc...
- Policy: ↑ Macro poli...
from ITE p...
right way.
- SEND

- curriculum/content (large)
knowledge building. (scin. vol. exp)
- knowl. of educational
contexts. (AW)
+ children.
- gen ped. knowl → school.
- EAL PK / PCK
↳ EAL teacher
+ SEND

EAL PK - Webinar (SEND)
knowl. of children
↳ = knowl EAL
NC; Eng AL - curric + content for the future
replacing
EAL PK
Potential for EAL PCK to develop.

Potential
knowledge
for the future
- SE1/2 no EAL
- Webinar / self-study
- grow in conf
- looking ahead.

During (circle, center)

NC Eng; AL
EAL child now registered
Progress + gaps = English

The Pedagogical
Relationship
- LI welcome
not academic
- knowl of EAL
= knowl. of childr...
(not strategies
- gap settos.
+ trial via adaptation

EAL Pedagogical
Reasoning
- Breadth of knowl
sources
- Not getting chance to use
= Add. knowl → Future
↳ experience - not work
for all.
- CPD.

*powerful
knowledge*
Young + Muller ←

Connection
- authenticity
- clarity/purposefulness

Before

Teacher quality
- attributes
  → patience
  applied learning

Investment
- living somewhere
- CPD

Eg. Pace, time
place, time

Mission
- investment over time
- CT EAL skill;
  Agency ↑ = opportunity for PcK

iApprociing self.

During

Openness
- new experiences
  → Aberdeen (2005)

Reframing
  → teaching
  Nurturing learning
  → Families collaborative
  non-collab.
- Phonics
- NC Eng. AL

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Yellow lines joining – change of space, people and place reveals new perspectives for learning about own and children's learning

Purple line – authenticity and connection with children and their learning

Pink lines joining – teachers' professional knowledge underscore the quality of learning that happens with children

What are the experiences before the PGCE that influence the knowledge that contributes towards understanding of EAL?

- **Change of Context** (Yellow) For each of the participants, there is a realisation that in order to further one's learning it is necessary to change the place and people one has learned with so far. Actively moving somewhere new provides opportunities to engage with new contexts and new perspectives. The participants encounter this idea in different ways – Danni by chance, Susanna actively sought this and Vincent is beginning this process as part of his move to England. Micro contextual change but that leads to encounters with macro contextual ideas? The change of context and people is an anticipation of knowledge, knowing and learning – the anticipation that it will lead to **new consciousness – new ways of knowing and new ways of being**. Expression of individual agency i.e. changing the micro contexts we encounter.

- Danni's knowledge (Active Exploration and Discovery) –PROMPT: *knowledge of learners and their characteristics* (Australian au pair); SUBSEQUENT ACTION: seeks to develop *curriculum knowledge* and *general pedagogical knowledge* (Voluntary experience)

- Susanna's knowledge (New Contexts = New Opportunities) – PROMPT: *knowledge of educational contexts* as lacking in acquiring fluent English; *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* in US/England to become fluent; SUBSEQUENT ACTION: move to US - *general pedagogical knowledge* of ESL –real-world language acquisition; Move to England TA role draws on *curriculum knowledge* and *content knowledge* for ESL - develops *knowledge of learners and their characteristics*, and *curriculum knowledge* of the English primary school system; including some *general pedagogical knowledge* for EAL; *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* real-world acquisition of language influence EAL pedagogy.

- Vincent's knowledge (Investment) –PROMPT: *knowledge of educational contexts* as lacking in acquiring fluent English – indicates inequality of system with 'valid' teachers - *knowledge of educational ends, purposes, and values, and their*

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philosophical and historical grounds; SUBSEQUENT ACTION: university languages -acquire *content knowledge*, develop *general pedagogical knowledge* for languages teaching before beginning a PGCE.
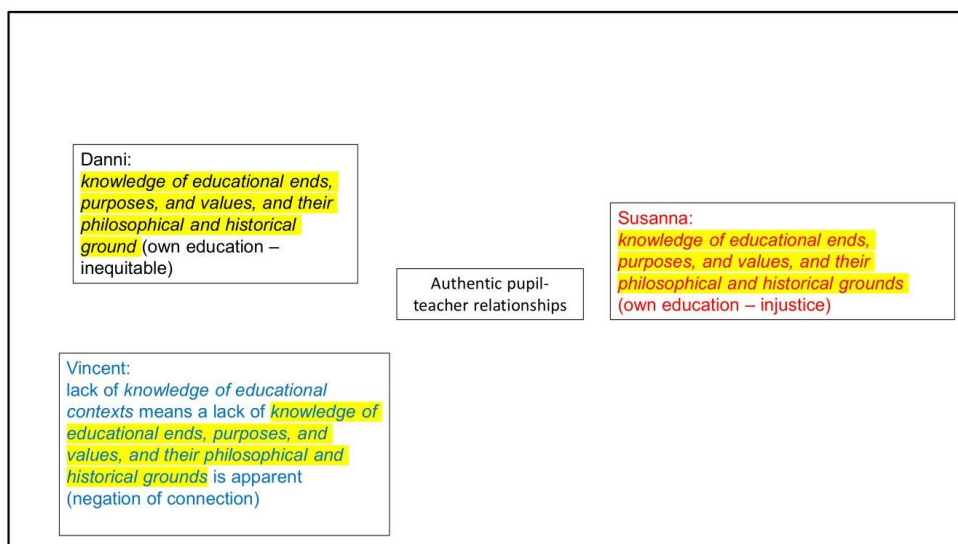
- **Professional knowledge** (Pink) The quality of the teacher's professional knowledge underpins how effective they are in leading children to learn. That knowledge must have breadth, the capacity to address diversity in the pupil population and progressively lead to authentic learning outcomes. Realisation of this among the participants comes from teachers they have been taught by (Vincent), their own language learning experiences (Susanna) and the regard for observed expertise (Danni). **Recognition/Awareness of powerful knowledge.**

➢ Dani's knowledge (Reverence for professional knowledge in teaching) - awareness of *pedagogical content knowledge* for EAL through observation of expertise
➢ Susanna's knowledge (The Authenticity of Informal and Formal Pedagogies for Language Learning) - *knowledge of educational contexts* and their attendant pedagogies, *knowledge of learners and their characteristics* recognition of absence of *pedagogical content knowledge* for EAL.
➢ Vincent's knowledge (Teacher Quality) – comparison of *pedagogical content knowledge* for ESL between own teachers

- **Pupil-teacher relationships** (Purple) Learning happens with authentic pedagogical relationships. The **authenticity of the relationship** relies upon the teacher's knowledge of how to work with children. At this stage the most significant aspect of **teaching knowledge** is the knowledge of learners and their characteristics and how one establishes a productive working relationship. Does this contribute to the focus many student teachers have on behaviour management. Could it be the **naivety of the perspective** as the only perspective aside from content that pupils will have had prior to learning to teach is their own teacher-pupil relationships? For Dani it was the lack of equity and her response to this as helping people, for Susanna it's the behind the scenes work – a relationship is behind the scenes?, for Vincent, cultural study approach – do I need to change this to valid?

➢ Dani's knowledge (Drive to become a knowledgeable teacher) -*knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* – sense of equity and justice for all children in their learning;
➢ Susanna's knowledge (Realisation of Children's Potential Through Nurture and Authority) - *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* – the teacher who couldn't engage/she couldn't learn – injustice
➢ Vincent's knowledge (Connection) – empathy with the learner – disconnection with languages/EAL in English system – lack of *knowledge of educational contexts* means a lack of *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* is apparent (negation of connection)
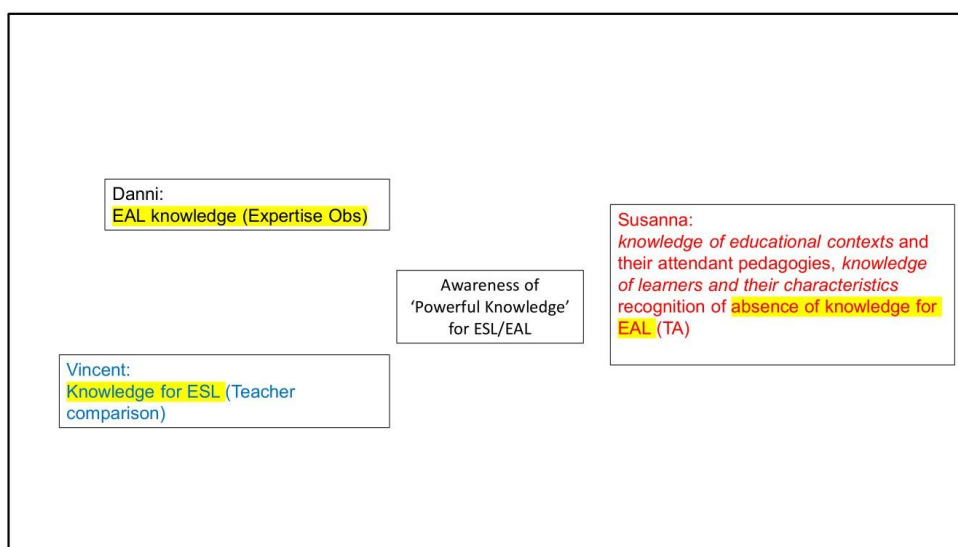

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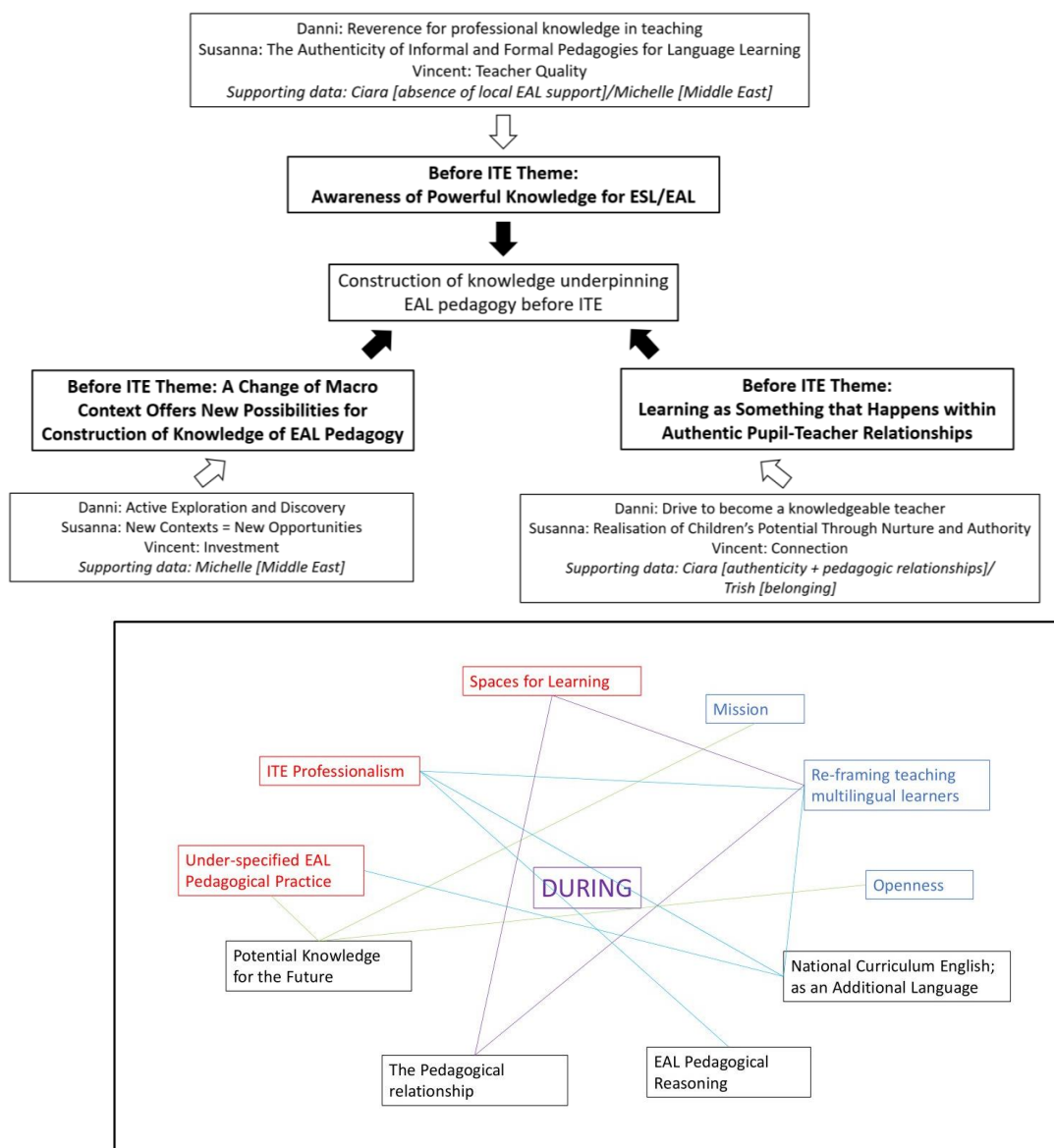
Danni:
knowledge of educational ends, purposes, and values, and their philosophical and historical ground (own education – inequitable)

Authentic pupil-teacher relationships

Susanna:
knowledge of educational ends, purposes, and values, and their philosophical and historical grounds (own education – injustice)

Vincent:
lack of *knowledge of educational contexts* means a lack of *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* is apparent (negation of connection)

- **Pupil-teacher relationships** (Purple) Learning happens with authentic pedagogical relationships. The **authenticity of the relationship** relies upon the teacher's knowledge of how to work with children. At this stage the most significant aspect of **teaching knowledge** is the knowledge of learners and their characteristics and how one establishes a productive working relationship. Does this contribute to the focus many student teachers have on behaviour management. Could it be the **naivety of the perspective** as the only perspective aside from content that pupils will have had prior to learning to teach is their own teacher-pupil relationships? Pupil-teacher because that reflects their non-professional experience at this point. For Dani it was the lack of equity and her response to this as helping people, for Susanna it's the behind the scenes work – a relationship is behind the scenes?, for Vincent, cultural study approach – do I need to change this to valid?

➤ Danni's knowledge (Drive to become a knowledgeable teacher) -*knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* – sense of equity and justice for all children in their learning;
➤ Susanna's knowledge (Realisation of Children's Potential Through Nurture and Authority) - *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* – the teacher who couldn't engage/she couldn't learn – injustice
➤ Vincent's knowledge (Connection) – empathy with the learner – disconnection with languages/EAL in English system – lack of *knowledge of educational contexts* means a lack of *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* is apparent (negation of connection)

Danni:
EAL knowledge (Expertise Obs)

Awareness of 'Powerful Knowledge' for ESL/EAL

Susanna:
knowledge of educational contexts and their attendant pedagogies, *knowledge of learners and their characteristics* recognition of absence of knowledge for EAL (TA)

Vincent:
Knowledge for ESL (Teacher comparison)

- **Professional knowledge** (Pink) The quality of the teacher's professional knowledge underpins how effective they are in leading children to learn. That knowledge must have breadth, the capacity to address diversity in the pupil population and progressively lead to authentic learning outcomes. Realisation of this among the participants comes from teachers they have been taught by (Vincent), their own language learning experiences (Susanna) and the regard for observed expertise (Danni). **Recognition/Awareness of powerful knowledge.**

➤ Danni's knowledge (Reverence for professional knowledge in teaching) - awareness of *pedagogical content knowledge* for EAL through observation of expertise
➤ Susanna's knowledge (The Authenticity of Informal and Formal Pedagogies for Language Learning) - *knowledge of educational contexts* and their attendant pedagogies, *knowledge of learners and their characteristics* recognition of absence of *pedagogical content knowledge* for EAL.
➤ Vincent's knowledge (Teacher Quality) – comparison of *pedagogical content knowledge* for ESL between own teachers

Danni: Reverence for professional knowledge in teaching
Susanna: The Authenticity of Informal and Formal Pedagogies for Language Learning
Vincent: Teacher Quality
Supporting data: Ciara [absence of local EAL support]/Michelle [Middle East]

Before ITE Theme:
Awareness of Powerful Knowledge for ESL/EAL

Construction of knowledge underpinning
EAL pedagogy before ITE

Before ITE Theme: A Change of Macro Context Offers New Possibilities for Construction of Knowledge of EAL Pedagogy

Danni: Active Exploration and Discovery
Susanna: New Contexts = New Opportunities
Vincent: Investment
Supporting data: Michelle [Middle East]

Before ITE Theme:
Learning as Something that Happens within Authentic Pupil-Teacher Relationships

Danni: Drive to become a knowledgeable teacher
Susanna: Realisation of Children's Potential Through Nurture and Authority
Vincent: Connection
Supporting data: Ciara [authenticity + pedagogic relationships]/ Trish [belonging]

Blue lines joining – how children learning EAL are thought about and taught is framed by the local practices around them- practice is informed by schools' adoption of National Curriculum English which in the dynamics of power of the school placement student teachers adopt (sometimes over their own language teaching knowledge)

Green lines joining – a sense that teaching knowledge is acquired over time and that it is purposeful and related to the teacher's drive for joining the profession (Korthagen and Vasolos)

Purple lines – meaning for practice is informed by the pedagogical relationship as conceived of under the influence of the placement school/ITE: presents families in a particular way as a barrier or help – absence of EAL pedagogy in school locates responsibility for this outside of school with families
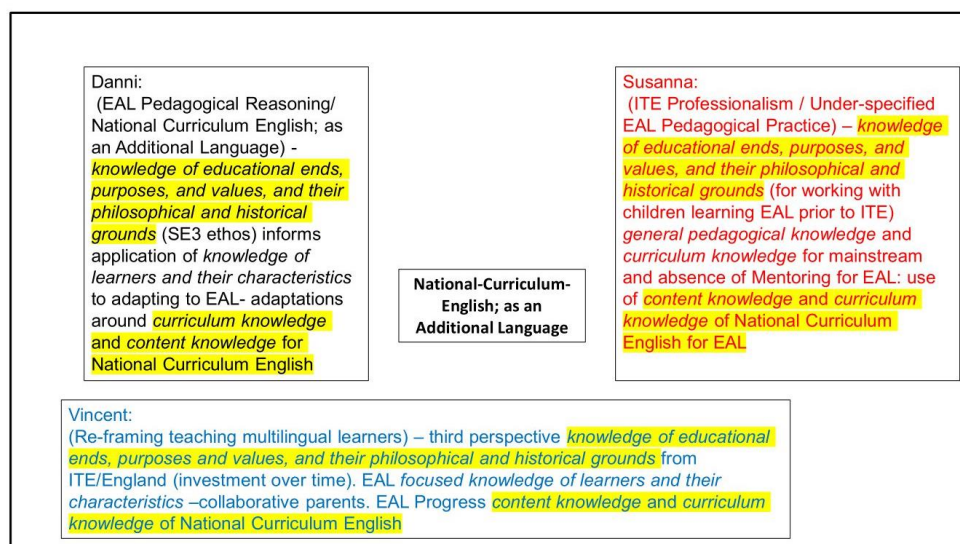
What are the experiences during ITE that influence the knowledge that contributes towards understanding of EAL?
- **ITE contexts: student teacher EAL recontextualisation** (Blue) EAL is recontextualised in local contexts by student teachers and framed within practices with specific children – this is informed by their micro interactions during university-based ITE(informing their teacher identity which acts as a filter –macro pedagogic discourse) but influenced more so in their local experiences of placement and the host school's perceived ethos, staff's pedagogic practices with children learning EAL. Powerful knowledge of EAL can be held in reserve while (inappropriate) knowledge of the powerful fills the non-pedagogised (re: EAL) void.

➢ Danni's knowledge (EAL Pedagogical Reasoning/ National Curriculum English; as an Additional Language) - *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* (SE3 ethos) informs application of *knowledge of learners and their characteristics* to adapting to EAL- adaptations around *curriculum knowledge* and *content knowledge* for National Curriculum English
➢ Susanna's knowledge (ITE Professionalism / Under-specified EAL Pedagogical Practice) – *general pedagogical knowledge* and *curriculum knowledge* for mainstream and absence of Mentoring for EAL: use of *content knowledge* and *curriculum knowledge* of National Curriculum English for EAL
➢ Vincent's knowledge (Re-framing teaching multilingual learners) – third perspective *knowledge of educational ends,*

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purposes and values, and their philosophical and historical grounds from ITE/England (investment over time). EAL focused *knowledge of learners and their characteristics* –collaborative parents. EAL Progress *content knowledge* and *curriculum knowledge* of National Curriculum English
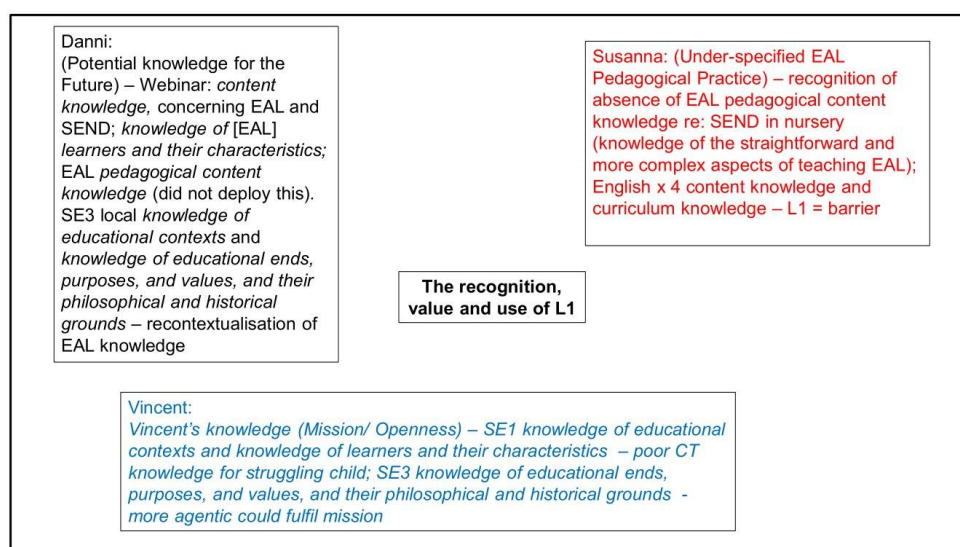
- **Transforming specific professional knowledge for EAL** (Green) There's a recognition between the student teachers that there is specific knowledge and practices for teaching children learning EAL (this can be recognised in its absence). There's a recognition that in order to be an effective teacher of children learning EAL, this knowledge should be acquired but opportunities to put the specific knowledge into practice are not always available. Practices that are available – dominant discourses deployed in working with children learning EAL then influence the construction of this knowledge as growing from practice (bottom up local knowledge)(Agency during ITE). EAL knowledge becomes an addendum/appendix to dominant pedagogic discourses in mainstream education – it does not have its own unique character. It becomes a watered down bastardised version of the PCK for EAL – related to agency.

➢ Danni's knowledge (Potential knowledge for the Future) – Webinar: *content knowledge,* concerning EAL and SEND; *knowledge of* [EAL] *learners and their characteristics;* EAL *pedagogical content knowledge* (did not deploy this). SE3 local *knowledge of educational contexts* and *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* – recontextualisation of EAL knowledge
➢ Susanna's knowledge (Under-specified EAL Pedagogical Practice) – recognition of absence of EAL *pedagogical content knowledge* re: SEND in nursery (*knowledge of the straightforward and more complex aspects of teaching* EAL); English x 4 *content knowledge* and *curriculum knowledge* – L1 = barrier
➢ Vincent's knowledge (Mission/ Openness) – SE1 *knowledge of educational contexts* and *knowledge of learners and their characteristics* – poor CT knowledge for struggling child; SE3 *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* - more agentic could fulfil mission

- **Re-locating responsibility for EAL** (Purple) In the absence of firm government policy or school policy, student teachers adopted practices of locating responsibility for children's English acquisition with parents – from registration through to becoming proficient. This characterises mainstream education as 'English-medium education' there is no active facility/policy/official policy for learning English through the curriculum. Acquiring English sits outside this school responsibility and is re-located to parents who themselves facilitate or become an additional burden. For student teacher this might be one less thing to have to worry about as a responsibility so may be welcomed in terms of workload. Children are viewed through the lens of success of NC English – progress in phonic- Vincent.

➢ Danni's knowledge (The Pedagogical Relationship) – non-registration of child as EAL *knowledge of educational contexts* and *knowledge of learners and their characteristics* ; L1 welcome i.e. not academic *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds*
➢ Susanna's knowledge (Spaces for Learning) - *general pedagogical knowledge* and *curriculum knowledge* development – L1 as a barrier; *knowledge of learners and their characteristics* role of parents (Supportive parents)
➢ Vincent's knowledge (Re-framing teaching multilingual learners) -*knowledge of educational contexts* and *knowledge of learners and their characteristics* – collaborative family – progress with NC English *curriculum knowledge* rather than proficiency in English as the measure of success

Danni:
(EAL Pedagogical Reasoning/ National Curriculum English; as an Additional Language) - *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* (SE3 ethos) informs application of *knowledge of learners and their characteristics* to adapting to EAL- adaptations around *curriculum knowledge* and *content knowledge* for National Curriculum English

National-Curriculum-English; as an Additional Language

Susanna:
(ITE Professionalism / Under-specified EAL Pedagogical Practice) – *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* (for working with children learning EAL prior to ITE) *general pedagogical knowledge* and *curriculum knowledge* for mainstream and absence of Mentoring for EAL: use of *content knowledge* and *curriculum knowledge* of National Curriculum English for EAL

Vincent:
(Re-framing teaching multilingual learners) – third perspective *knowledge of educational ends, purposes and values, and their philosophical and historical grounds* from ITE/England (investment over time). EAL *focused knowledge of learners and their characteristics* –collaborative parents. EAL Progress *content knowledge* and *curriculum knowledge* of National Curriculum English

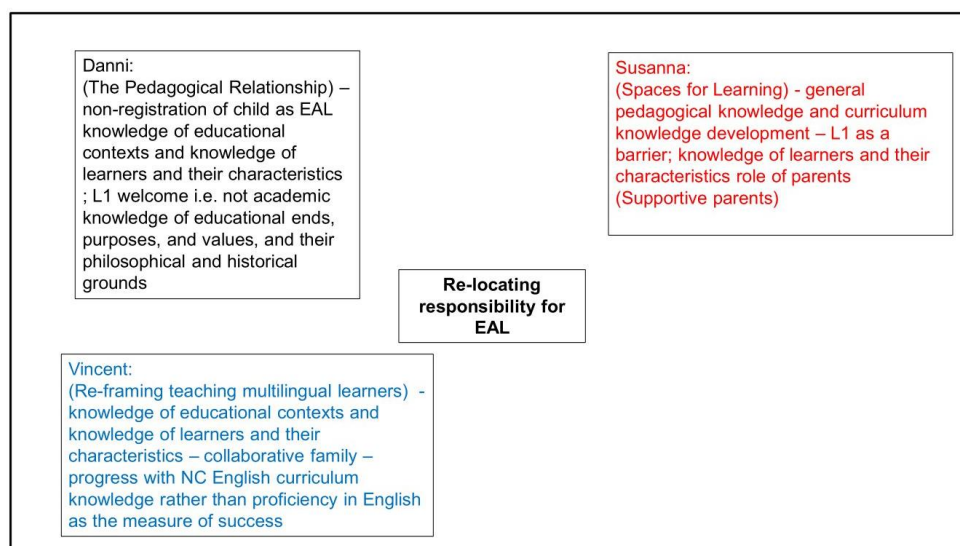**Change to National-Curriculum-English; as an Additional Language**

ITE contexts: student teacher EAL recontextualisation (Blue) EAL is recontextualised in local contexts by student teachers and framed within practices with specific children – this is informed by their micro interactions during university-based ITE(informing their teacher identity which acts as a filter –macro pedagogic discourse) but influenced more so in their local experiences of placement and the host school's perceived ethos, staff's pedagogic practices with children learning EAL. Powerful knowledge of EAL can be held in reserve while (inappropriate) knowledge of the powerful fills the non-pedagogised (re: EAL) void.

➢ Danni's knowledge (EAL Pedagogical Reasoning/ National Curriculum English; as an Additional Language) - *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* (SE3 ethos) informs application of *knowledge of learners and their characteristics* to adapting to EAL- adaptations around *curriculum knowledge* and *content knowledge* for National Curriculum English

➢ Susanna's knowledge (ITE Professionalism / Under-specified EAL Pedagogical Practice) – *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds (for working with children learning EAL prior to ITE) general pedagogical knowledge* and *curriculum knowledge* for mainstream and absence of Mentoring for EAL: use of *content knowledge* and *curriculum knowledge* of National Curriculum English for EAL

➢ Vincent's knowledge (Re-framing teaching multilingual learners) – third perspective *knowledge of educational ends, purposes and values, and their philosophical and historical grounds* from ITE/England (investment over time). EAL focused *knowledge of learners and their characteristics* –collaborative parents. EAL Progress *content knowledge* and *curriculum knowledge* of National Curriculum English
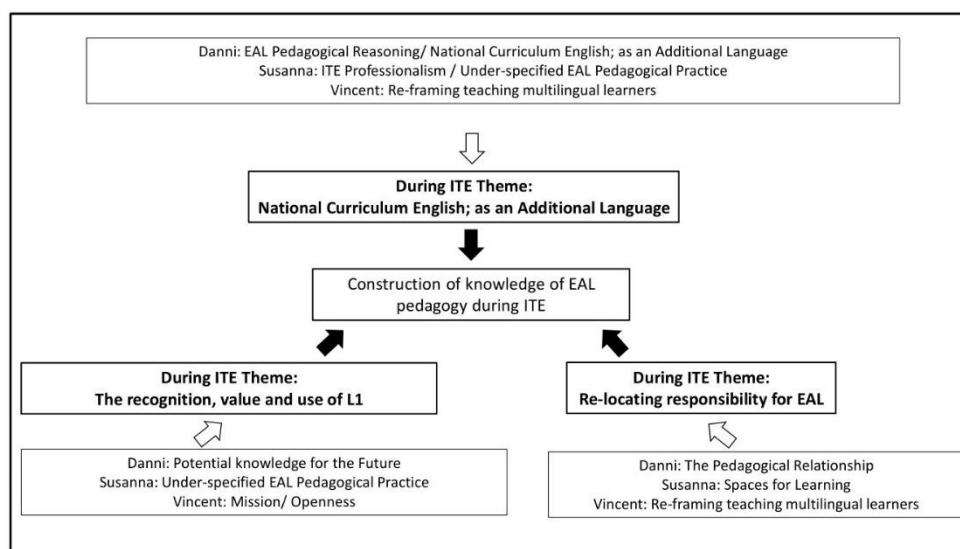
Danni:
(Potential knowledge for the Future) – Webinar: *content knowledge,* concerning EAL and SEND; *knowledge of* [EAL] *learners and their characteristics; EAL pedagogical content knowledge* (did not deploy this). SE3 local *knowledge of educational contexts* and *knowledge of educational ends, purposes, and values, and their philosophical and historical grounds* – recontextualisation of EAL knowledge

Susanna: (Under-specified EAL Pedagogical Practice) – recognition of absence of EAL pedagogical content knowledge re: SEND in nursery (knowledge of the straightforward and more complex aspects of teaching EAL); English x 4 content knowledge and curriculum knowledge – L1 = barrier

The recognition, value and use of L1

Vincent:
Vincent's knowledge (Mission/ Openness) – SE1 knowledge of educational contexts and knowledge of learners and their characteristics – poor CT knowledge for struggling child; SE3 knowledge of educational ends, purposes, and values, and their philosophical and historical grounds - more agentic could fulfil mission

Change to The recognition, value and use of L1

- **Transforming specific professional knowledge for EAL** (Green) There's a recognition between the student teachers that there is specific knowledge and practices for teaching children learning EAL (this can be recognised in its absence). There's a recognition that in order to be an effective teacher of children learning EAL, this knowledge should be acquired but opportunities to put the specific knowledge into practice are not always available. Practices that are available – dominant discourses deployed in working with children learning EAL then influence the construction of this knowledge as growing from practice (bottom up local knowledge)(Agency during ITE). EAL knowledge becomes an addendum/appendix to dominant pedagogic discourses in mainstream education – it does not have its own unique character. It becomes a watered down bastardised version of the PCK for EAL – related to agency.

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Danni: (The Pedagogical Relationship) – non-registration of child as EAL knowledge of educational contexts and knowledge of learners and their characteristics ; L1 welcome i.e. not academic knowledge of educational ends, purposes, and values, and their philosophical and historical grounds		**Susanna:** (Spaces for Learning) - general pedagogical knowledge and curriculum knowledge development – L1 as a barrier; knowledge of learners and their characteristics role of parents (Supportive parents)
	Re-locating responsibility for EAL	
Vincent: (Re-framing teaching multilingual learners) - knowledge of educational contexts and knowledge of learners and their characteristics – collaborative family – progress with NC English curriculum knowledge rather than proficiency in English as the measure of success		

Maintain title and focus

- **Re-locating responsibility for EAL** (Purple) In the absence of firm government policy or school policy, student teachers adopted practices of locating responsibility for children's English acquisition with parents – from registration through to becoming proficient. This characterises mainstream education as 'English-medium education' there is no active facility/policy/official policy for learning English through the curriculum. Acquiring English sits outside this school responsibility and is re-located to parents who themselves facilitate or become an additional burden. For student teacher this might be one less thing to have to worry about as a responsibility so may be welcomed in terms of workload. Children are viewed through the lens of success of NC English – progress in phonic- Vincent.

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Danni: EAL Pedagogical Reasoning/ National Curriculum English; as an Additional Language Susanna: ITE Professionalism / Under-specified EAL Pedagogical Practice Vincent: Re-framing teaching multilingual learners

⇩

During ITE Theme:
National Curriculum English; as an Additional Language

⬇

Construction of knowledge of EAL pedagogy during ITE

During ITE Theme: **The recognition, value and use of L1**	**During ITE Theme:** **Re-locating responsibility for EAL**
Danni: Potential knowledge for the Future Susanna: Under-specified EAL Pedagogical Practice Vincent: Mission/ Openness	Danni: The Pedagogical Relationship Susanna: Spaces for Learning Vincent: Re-framing teaching multilingual learners

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Appendix 14: Disinterested Colleague Scrutiny

Disinterested colleague A scrutiny of development of Phase 1 Questionnaire:

Hi Gerard

I've taken some time to go through the questionnaire this afternoon, and thank you for sharing this with me, questionnaire building can be quite a task can't it?

You'll see I have submitted 2 responses, one as someone who is quite positive about teaching children with EAL and one for someone who is perhaps disinterested. It was easy to negotiate, the drop downs to a different question strand worked well, I could move back and forth easily. When I was positive it took me 30 minutes to complete, as disinterested me just 15.

I liked the more probing questions- eg. Q16 what makes you unsure? I think they work well at drawing out a more experiential response. It's a bit difficult when I don't know exactly what you are looking for, but I felt that, in the broader introductory sequence, beginning teachers might find some questions a bit intimidating? eg. Q 5 and 7 may make you feel that you are being assessed? If you ticked 'poor' in Q4 you might not feel you can answer Q5. If you are just looking to gauge their depth of experience would a ' what have you read about how teaching and learning takes place in schools'- type question work instead? As the disinterested respondent , I then left these questions blank - I thought that might raise a 'please complete box' response but it didn't , was that intentional?

You mentioned repetition- Q22, Q34 and Q35 seem as if they are repeated questions, though I assume you're trying to get at subtle differences of interpretation here and are conscious of not asking leading questions? maybe a return to those probing style questions you used successfully earlier might work - i.e. do you think approaches to teaching change when teaching foreign languages/EAL?

I hope you find this helpful- it will be really interesting to see how they respond.

kind regards

Disinterested colleague A scrutiny of development of Phase 2 Questionnaire:

Hi Gerard

I've completed the questionnaire, so I hope that came through okay , as I have had a dodgy broadband link this morning.

I can clearly see where this second questionnaire builds on the first and it really probes at the students' experience during the course. I like the way the drop-down questions are triggered and there are lots of opportunities for students to share their experience, the reflection questions work particularly well, as do the quick 'list 3 points' questions, which keep ideas tightly framed.

I like the fact that even if they close down by answering 'no' to Q18 on the university experience, there are still probing questions afterwards about their perceptions.

The only suggestion I have relates to Qs 63-66:

Which personal experiences from your own education did you draw upon for teaching children learning EAL on SE2?

Which personal experiences from your own education were most useful for teaching children learning EAL on SE2 and why?

Who are the people from your own life, education and schooling (prior to starting the PGCE) that influenced your teaching for children learning EAL on SE2?

What was useful about that person's influence for teaching children learning EAL on SE2 and why?

If you have already answered the SE1 questions as someone with experience of teaching EAL, then you would have had these questions already and your background doesn't change, does it? Is there any way of avoiding this block in the SE2 section if that were the case? I am mindful that it is quite a long questionnaire, it did take me 40 minutes to complete by answering all sections and you don't want to put them off.

It looks like you could get some interesting in-depth data from the questionnaire, especially on school attitudes (or at least the student's perception of those attitudes) and it will be illuminating to see how many schools do have EAL coordinators, TAs or even specific policies.

I hope it goes well.

Disinterested colleague B scrutiny of development of Phase 2 Questionnaire:

Overall what you're trying to get at – how much/what support do students get at university and school and how does this impact on their perceptions of how they can make the difference to children with EAL. How does autonomy feed in to this and their sense of autonomy/conceptions of teacher agency (knowledge of research etc) as well as how they value EAL practice.

The form wants me to sign is – is this how you wanted it?

The first (blue) section is very clear.

Some of the Qs are very similar in structure (the first two especially) – could you use bold or italics to highlight the differences to aid comprehension/salience?

The autonomous decisions question – is there a particular definition you have of this?

The Qs on percentage – is there an option for 'I don't know'? (Maybe class)

What do you mean by positive and negative terms? (In what manner were children learning EAL referred to on SE1?) Is this contextual? Do you need to have a list of some of the terms students came across (or would come across?) for this context?

Think about your conversations about EAL children with your mentor. What kind of words and phrases did they use to describe children learning EAL?

Were these broadly positive/negative/neutral?

Last section on SE2 – the question branches didn't come up.

Q38 – From those interactions, which did you...

Q42 - Which personal experiences [as a learner?] from your own education did you draw upon for teaching children learning EAL on SE1?

Disinterested colleague C scrutiny of research process meeting and data analysis testimony:
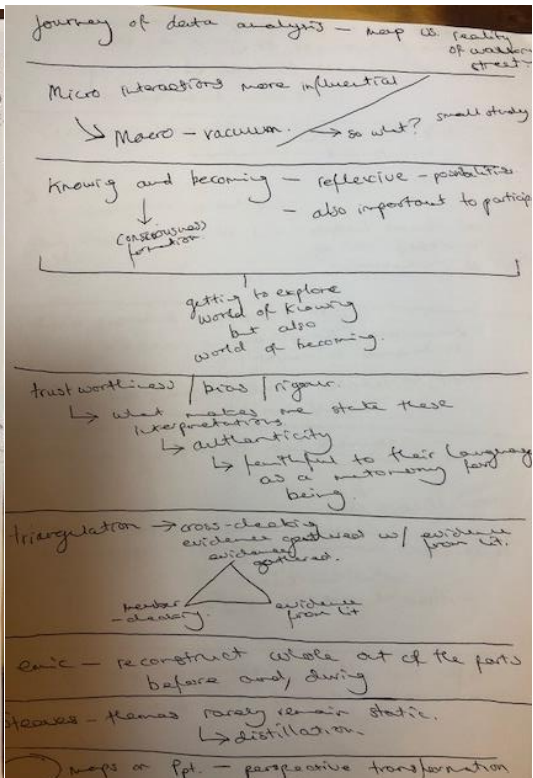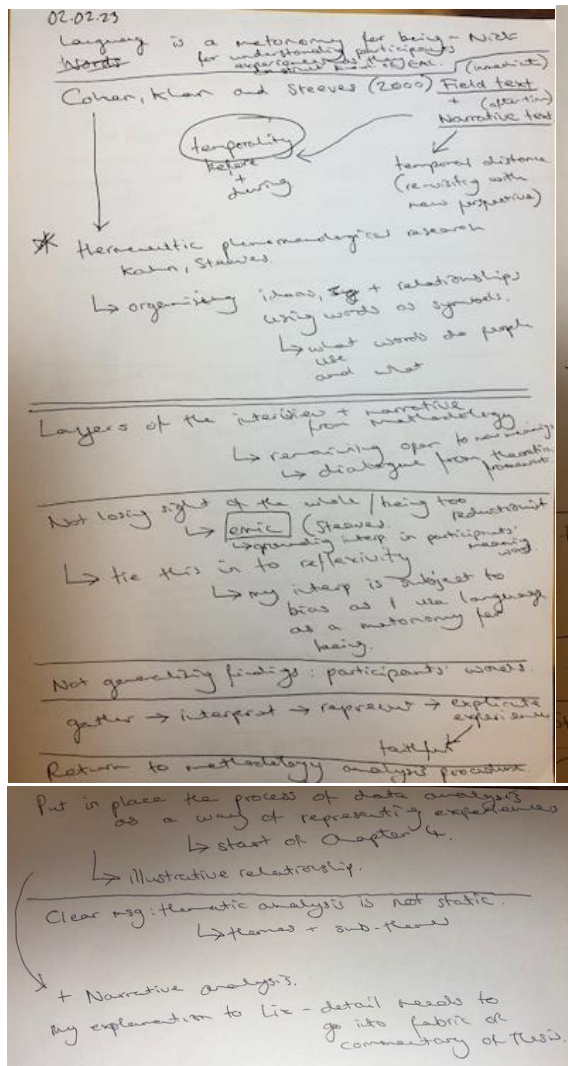
Gerard invited me to engage in regular critical conversations and to examine his overall research journey as an interested professional colleague. During our many conversations we discussed his analysis and interpretation of participant data from several evidence-based perspectives during which Gerard was able to express his interpretations through the theoretical frameworks employed within his thesis. He remained open to meaning at all times in the spirit of interpretation.

Appendix 15: Extracts from Research Diary

The process of learning to become a research interviewer:

21.07.21 Research Interviews

I found the first RI quite difficult, I wanted to let JK speak but also I needed to bring what she was relating back to the purpose of the I.t.
- it was a lot to keep in my head at one time;
- I felt that novice feeling, out of my depth a bit and wondering if I had got the best out of this really valuable opportunity - she's like a time capsule for 90s EAL practice.

- I am used to asking questions that get students to reflect, learn, question, be critical - these questions are very different and I am being pulled towards questioning for teaching.

Early engagement with data for analysis:

16.01.22 Beliefs Knowledge Sources How Stories
Danni

00:25 Australia.
story Opened eyes to education system.
taking to school
helping with homework.

Enlightened something inside of me
Yes this is what I wanted to be doing
Helping children to learn gave me a lot of satisfaction.

1:25 Helping with school work.
Probably wasn't very good at the time because of SK but I did my best - and they helped me to learn at the same time.

quality learning Looking back on own school experiences wasn't a very good one but always been someone who wants to help people. - and so being able to help them and seeing them happy - doing what they wanted to do for school - really (didn't know word).

2:20 Own experiences 90's, didn't have computers, visual aid, teacher at front of class explaining stuff - didn't help to learn

:

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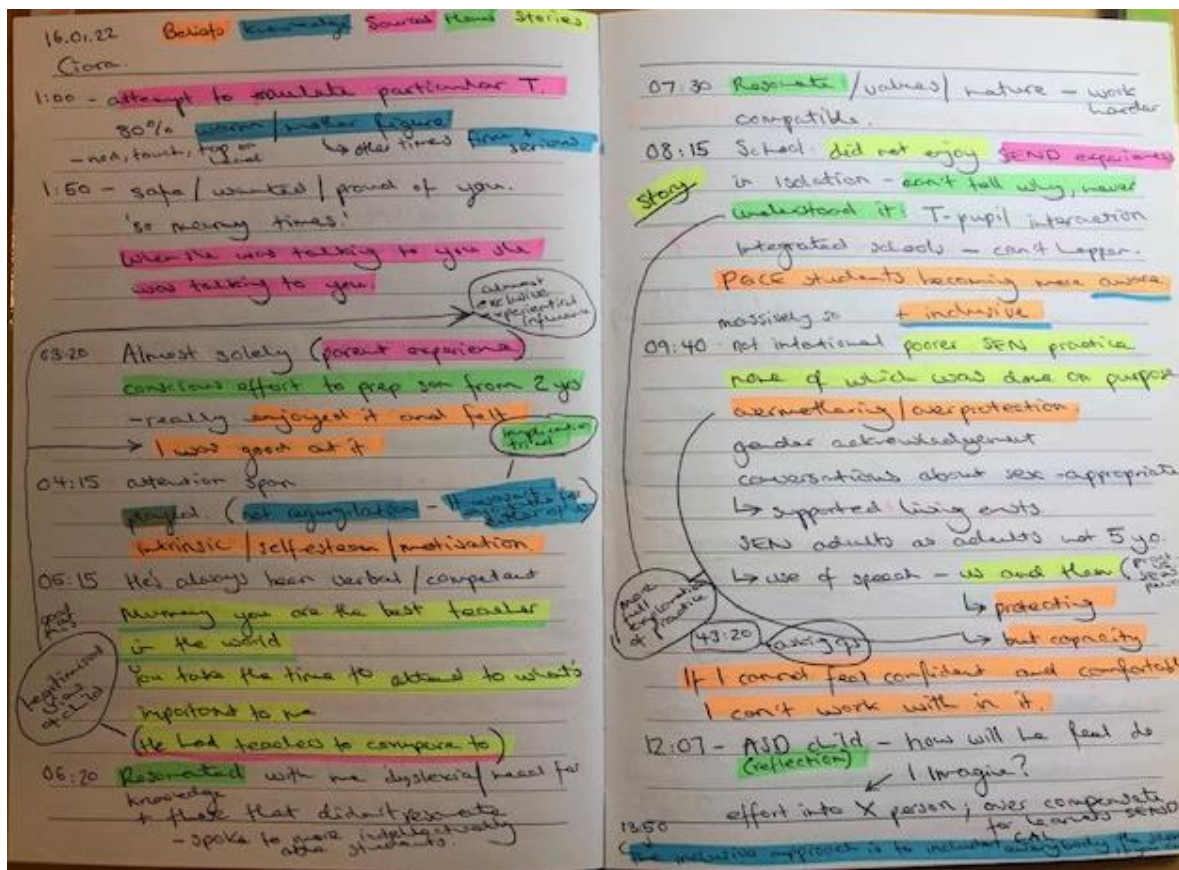
Preparation for semi-structured interviews:

21.11.21 Planning — Trish

Football coach — ① who did you coach
+ where / ethnicities?
Age range
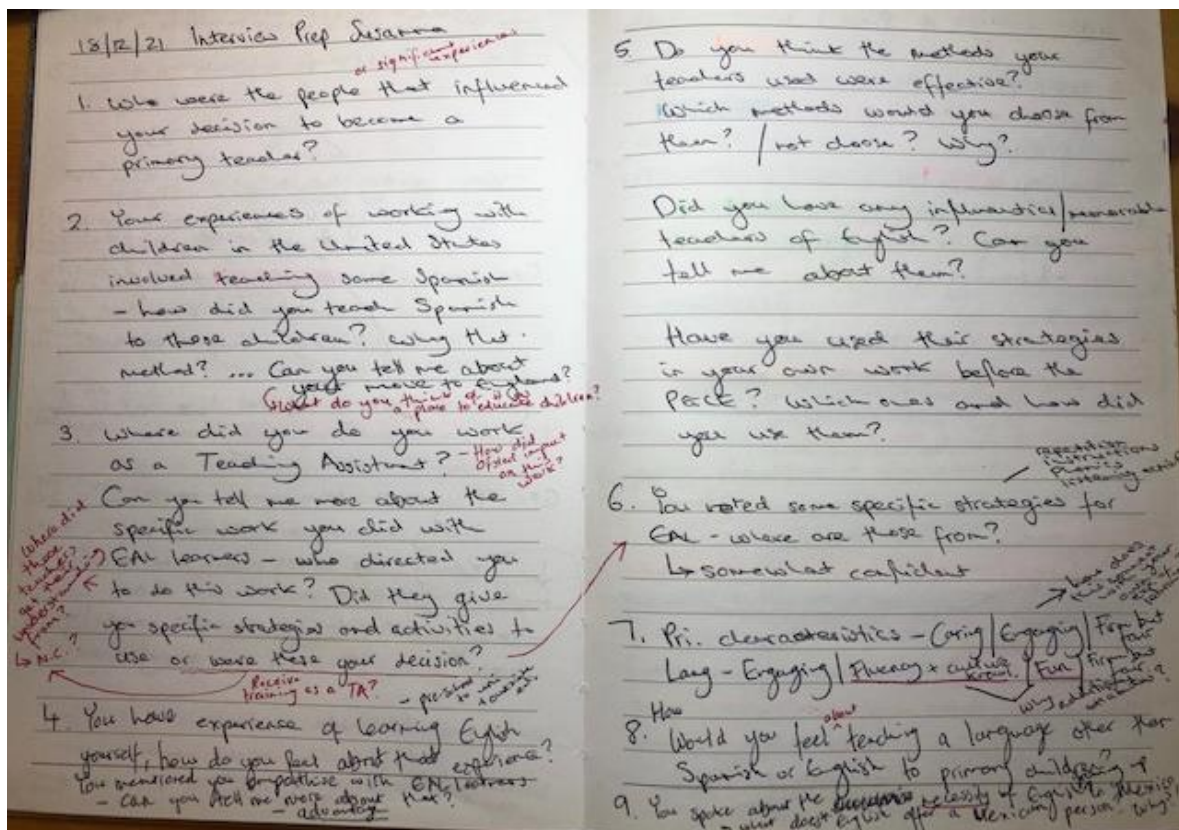
② what brought you to pri. teaching?

Moderately aware of Pri Sch. Policy · NC
↳ How did you become aware of the NC?

Chars.
P. Resilience | Positivity | Fun — why these chars?
lang. Open, clear, adaptive) what's different about lang that has required different activities?

Teacher Strats: WAGOLL / WABOLL
what do they mean?
Top Down / Bottom up

Somewhat conf. T in Pri. (need more exper)
→ equiv. to Eng?
* EAL? Yes — How much lang. do they know

No exper. working w/ chn EAL

'Unknown' Teach strats for EAL
Not at all aware of Policy or theory EAL
↳ not at all confident to teach — no exper.

↳ Neutral about learning langs
Secondary school langs — worksheets
+ books
↳ Tell me more about those t'ing strats
No knowledge of lang. T'ing strats
↗ but feels slightly confident
Do you think there are special / distinct
strategies for t'ing lang?
Primary attendance? Gloucestershire?
Secondary attendance?

You said that you would feel
more confident teaching pri + EAL
with more experience
↳ where does that feeling
come from about reading
experience?

↳ You seem quite new to the idea
of EAL even though you have
an awareness of children learning
EAL in school; what do you think
you need to learn?
Where do these children come from?
Does any of your own language experiences of
school living language relate to teaching of them

Vincent
▓▓▓ — int. prep. 18.06.22

moderate aware th. /R + gov. pol.

extremely confident to teach in primary

Moderate agency SE1 + SE2

② As learner: Active / Reflective / Critical.

As T: Reflective / Critical / make a diff
aim to

EAL or PGCE (somewhat priority)
Attended EAL session.
↳ specific subject
Learnt: approach lang diffs
undst. diff EAL encounter   Q: WHY?
support EALs

moderate aware th. /R EAL
somewhat aware gov. pol.

Other uni session support EAL: Languages.
support EAL 3rd lang.
↳ What did you learn?

> discussion w/ peers on ... ... would you have done differently?

Has invested personal studying time.
└> use of target lang in MFL classroom
Q: What are the implications
   for EAL in mainstream classroom

Not in uni sessions EAL coverage? Yes
(support EAL more re: Globalisation
 └what aspects of globalisation
 would you put into EAL support session

Moderately linguistically aware
Subj. Knowl EAL : v. good → WHY?
                  How did your
                  SK become so good?
did your uni sessions make
confident in   moderately confident.

Yes to reflection on t'ing EAL.
  extend did you
  └> diff of learning langs from t'ing
  purp. + diff of EAL learning
  3rd lang.
  └> Have you had any
  thoughts on this?

EAL as high priority for sch. placem.
                          How did you
                        → know this about EAL?
SEI well below nat. avg. EAL no.
EAL on SEI ✓
Agency moderate extent → EAL self-
                          sufficient
       └   received
EAL not referred to.   support with
                          spelling

Sch. SK EAL - poor — WHY?
Not sure if sch. had EAL Policy.

Resources Uni EAL slides / EAL subj. slides/
           slides not EAL / library / DfE / Prof. S
           └> which aspects?
most useful notes on target lang. (Adoption)
sch. opp.
Learned EAL: t'ing on SE, personal study,
on SEI   pers. refl., academic assign.
should spell
Draw upon: pers. exp. lang learning / EAL
            learning w/ EAL pers. exp. uni/sch
Influential friend - approach sh. has
what is ←   to diff langs in
her approach   normal life.
                    y. open. ...

SEI - was moderately conf.
   gave opp. to refl.
   └> sense of similarity w/ curric.
      feel the same   w/ other children.
                       as other children.
   Did the EAL learners
   feel like they were
   behind in the curriculum
   or not the same? Was
   this because of language?
                    English?

No opp. on SE2 for EAL

Good practice for EAL:
- Understanding (of question / front of you)
- Collaboration (w/ mum, family, carers)
- Support + discussion (under. best way
                        to promote learning
                        another lang)
  └> Why these?
     Are they in a particular
     order for a reason?

Tell me about EAL and SE3

---

① How have your thoughts on
   EAL developed throughout
   the PGCE?

② How has your perspective
   about teaching changed?

③ How has your perspective
   on teaching language and
   language teachers changed?

④ What influences from before
   the PGCE do you keep with
   you and why?

⑤ How are you different to
   your fellow PGCE students
   as a person who speaks
   other languages
   └> how does this influence
      how you each teach
      children learning EAL?

Preparation for writing life histories:

Left page

30.10.22

Writing V's Life History
- doing this just after transcription of Phase 1 – re-engaging with V's sense-making about language learning experience and how he knows about teaching language
- want to use this analysis (ongoing) to compile Life History as regaining familiarity with V's data.
  ↳ target is to immerse myself in the participant's life and how they shape meaning from those significant stories they relate of their lives (focused on language learning and their knowledge of EAL).
- taking a 'phase' approach as defined by V. primary / middle / high / uni / post-uni / PGCE

Questionnaire – prompt for semi-structured Life History interviews
  - focused information – knowledge focus.

In constructing Life History I decided to re-read the data for 'construction of knowledge'
  - General teaching
  - language
  - EAL

Right page

↱ triangulation

I want to record instances of how participants bring this knowledge into the interview – RT + Q
+ why for this aspect / phase of life / what does it mean for how they see EAL pedagogy?
  ↳ mostly here but serves to shape their engagement with EAL

31.10.22 – Noticing how Vincent constructs his knowledge of EAL pedagogy
includes – contradictions, application (or lack of)

Interview
  Polish girl story – identification self – she wanted to learn + plays with languages
  Use of the word basically when comparing learning + pre-conceived idea.
  - Mentions walk around school.
  - wants to reduce 'silent period'
  - EAL + adaptive teaching associated.
  - 2 stories so far 'Polish' + 'Mateys' Aberdeen
  'Mind more open' – Mexican gf.
  - liked linguistic awareness → pedagogy.
  - collaboration → gf speaks Eng.
    ↳ internalised this as he has applied it to his own family.
    ↳ builds towards idea of inclusion + community
  monolingual habitus – see everywhere you go