

**THE STRATEGIES AND TECHNIQUES USED BY THE
STAFF OF JAKEMAN NURSERY SCHOOL TO TEACH
ENGLISH TO CHILDREN WITH ENGLISH AS AN
ADDITIONAL LANGUAGE (EAL)**

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Abstract

Cultural diversity is now a reality in most schools, and having the tools to attend children's needs irrespective of their mother tongue is essential if we want to ensure the acquisition of language skills. Jakeman Nursery School, Birmingham, UK, the location of the study, has a long history of working with children that have English as an Additional Language (EAL), which means children that learn English in addition to their first language. The investigation of the strategies and resources the school uses is the basis of this study. Four data collection instruments were used and analysed using a qualitative and interpretative paradigm: a review of school documents, a field diary, 18 structured observations, and 5 interviews. The staff of Jakeman Nursery School use a variety of non-verbal communication strategies to reinforce oral messages and they offer a wide range of experiences where, thanks to social interaction and the teacher's role, language development is promoted.

Key words: English as an Additional Language (EAL), language skills, mother tongue, resources and strategies, cultural diversity.

Resum

La diversitat cultural és una realitat a la majoria de les escoles, i tenir les eines per atendre les necessitats dels infants, independentment de la seva llengua materna, és essencial si volem assegurar l'adquisició de la llengua. Aquest estudi s'ha dut a terme a l'escola Jakeman Nursery School, Birmingham, Regne Unit, la qual té una llarga història a l'hora de treballar amb nens i nenes que tenen l'Anglès com a Llengua Addicional (ALA). Així doncs, la investigació de les estratègies i recursos que l'escola utilitza és la base d'aquest estudi. Es van emprar quatre instruments per recollir les dades i analitzar-les utilitzant un paradigma interpretatiu i qualitatiu: revisió de documents de l'escola, un diari de camp, 18 observacions estructurades, i 5 entrevistes. Podríem concloure, doncs, que el personal de Jakeman Nursery School utilitza diverses estratègies de comunicació no verbal per reforçar els missatges orals, i ofereix una gran varietat d'experiències on, gràcies a la interacció social entre infants i el rol del mestre, es promou el desenvolupament de la llengua anglesa.

Paraules clau: Anglès com a Llengua Addicional (ALA), habilitats lingüístiques, llengua materna, recursos i estratègies, diversitat cultural.

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1. Introduction

This educational research has been carried out during the 4th year of the Double Degree in Preschool and Primary Education (majoring in English) at the University of Vic. As we are required to do a teaching placement abroad, the practical part of this research has been done throughout my placement in Jakeman Nursery School in Birmingham, United Kingdom, from January to March 2018.

England is a country with a high level of cultural diversity, and as a consequence, there are many people that do not have English as their first language. As this educational centre is located in Balsall Heath, a culturally rich area, most of the children that attend Jakeman Nursery School – a 90% to be exact – have English as an Additional Language (EAL). Therefore, taking advantage of this reality was key to investigate and analyse the strategies the staff of Jakeman Nursery School use to teach English to children that learn this language in addition to their mother tongue.

2. Justification

The proposal for this final dissertation emerges from a personal concern about how a language can be taught if a large number of pupils do not have this language as their mother tongue.

Cultural diversity has always been a reality in Catalonia, but over the years, the kind of immigration has changed and increased substantially. In the 20th century most of the immigrants were from different parts of Spain and consequently, their first language was mainly Spanish. This did not represent a big challenge for the staff of Catalan schools – in terms of teaching languages – because Spanish was also a spoken and taught language in Catalonia.

However, a study carried out by the Secretaria d'Igualtat, Migracions i Ciutadania of the Generalitat de Catalunya (Departament de Treball, Afers, i Families) in July 2017, states that since 2000, the total portion of the population of immigrant origin has increased from 2.9% (181,590 people) to 13.6% (1,098,636 people), with people coming from more than 40 countries. At the top, and representing 19% of the immigrants, 209,852 people are from Morocco and just below 9.22% represent 101,309 Romanian people. Consequently, these children do not have Catalan as their first language and immersion processes are needed in order to make them develop linguistic and social skills to live in the society and school community.

As in two years I expect to be a teacher and I cannot ignore this reality, I wanted to know the strategies and methodologies that teachers use to help children acquire linguistic capacities in contexts where the spoken language in the school is not the pupils' first language. Since I have observed, in previous placements, that some teachers do not have enough tools to attend to individual language needs, I thought it would be interesting to observe how this immersion process is carried out outside Catalonia. I honestly think that cultural diversity in a class is a source of personal and professional enrichment, but unfortunately, and as training in this field is often lacking, sometimes it is seen as something negative for the school community.

So doing a placement in Jakeman Nursery School (Birmingham, England) is an opportunity to observe the methodologies and techniques the staff use to teach linguistic competences in a context where more than 90% of the students do not have English as first language.

Free-flow play is part of children's daily life in this Nursery School and as stated in *Free Play in Early Childhood* book by Santer, Griffiths and Goodall, "free play in early

childhood is a vital experience through which children learn social, conceptual and creative skills, as well as increasing their knowledge and understanding of the world around them” (2017, p.XVII). So it means that children express themselves and communicate with others while playing for pleasure and that teachers need to apply strategies to make this communication effective when needed. As teachers, we have to promote a rich linguistic environment for our pupils because speaking, writing, listening and writing are the basic abilities a person needs to have to live in community.

My placement will not only be useful to learn methodologies and tools to teach English, it will also be valuable to apply these strategies when teaching Catalan to children that do not have it as their first language. As cultural diversity is present in all educational stages, I want to see if the strategies used by the staff of Jakeman Nursery School are applicable in Catalan schools. Because of previous experience, I have the feeling that most of the times, not enough attention is paid to children with Catalan as an Additional Language as they deserve. This may be because of a lack of resources or knowledge about how to teach children with CAL, but each child deserves the best education and it is our task and responsibility to adapt our teaching strategies depending on the child. For me, this may be the chance to see a new teaching model that will make me grow personally and professionally.

Last but not least, I am looking forward to learning from Jakeman Nursery School staff because they live a reality that every day is more present in Catalonia and work very hard to achieve the success of each child independently of their background. For this reason, I will try to study it through the question: which methodologies and techniques does the staff of Jakeman Nursery School use in order to teach English to children with English as an Additional Language (EAL)?

3. Theoretical framework

3.1. English educational context

As stated in the document *The United Kingdom Education System in Comparative Context* by Hansen and Vignoles (2005), during the post-war period there were many reforms and changes in the United Kingdom education system in order to make it more productive. Though there were some successes, by the 1990s, the Government was concerned that about $\frac{1}{4}$ of children at the age of 16 were functionally illiterate. The solution adopted to this was to make schools compete with each other; the idea was that more successful schools would attract more children and would receive more support from the government. Hansen and Vignoles (2005) state that by 2005, England and Wales were on the leading edge of the worldwide crusade for better standards in education. One of the reasons was that families had increasingly been given greater choice in terms of the schooling of their children, and schools had been forced to be more accountable. The role of the private sector, the provision of vocational education and adult learning also acquired greater importance. Traditionally, the Office for Standards in Education, Children's Services and Skills (Ofsted), the school inspectorate visited schools in order to evaluate them every five years. However, this is now done every year if the school needs improvement in order to inspect a range of educational institutions, including state schools and some independent schools, to evaluate their educational quality. If schools are qualified as Outstanding or Good it is done every 5 years. These reports classify schools as 'outstanding', 'good', 'requires improvements' or 'inadequate', and are published for the benefit of schools, families and the government itself.

Nursery Schools also inspected and, besides, it is in this period that so much emphasis is put in terms of learning, development and safeguarding to promote children's welfare. According to Migration Watch UK (2015), in 2013, more than 23.5% of children in schools had a first language that was not English. This means that schools in general, but particularly Early Years Nursery Schools, have to adjust their work to take account of the diverse reality and that each child deserves the best education possible. As the years go by, teachers need to acquire strategies and work on methodologies in order to promote personal development and language acquisition in children that have English as their first language and children that have English as an Additional Language (EAL). In addition, to ensure quality in the child's learning and development experience, schools need to follow the Early Years Foundation Stage (EYFS).

The Early Years Foundation Stage (EYFS) is document where standards for the learning development and care of children from birth to 5 years old are specified.

This framework is mandatory for all early years providers in England (from 3 April 2017): maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register; and all providers registered with an early year’s childminder agency (Department for Education, 2017, p. 3).

Besides, all schools that are Ofsted-registered in Early Years need to follow the EYFS as it supports an integral approach to early learning and care. The Department for Education (2017) states that the EYFS seeks to provide quality and consistency – good progress and no child gets left behind -, a secure foundation – opportunities which are planned around the needs and interests of each individual, partnership working – between practitioners and with parents and/or carers, and equality of opportunities – anti-discriminatory practice, ensuring that every child is included and supported. It also covers the safeguarding and welfare requirements to keep children safe and promote their welfare.

The EYFS has four overarching principles that determine the practice in early years setting: every child is unique, positive relationships need to be established, teachers must promote enabling environments and take into account that children develop and learn in different ways and rates. In addition, there are three prime areas and four specific areas that are defined as the early learning goals. See the following grids:

Table 1. Elaborated by the author based on the Statutory Framework (2017).

Prime areas		
<i>Communication and language</i>	<i>Physical development</i>	<i>Personal, social and emotional development</i>
Listening and attention	Moving and handling	Self-confidence and self-awareness
Understanding	Health and self-care	Managing feelings and behaviour
Speaking		Making relationships

Table 2. Elaborated by the author based on the Statutory Framework (2017).

Specific areas			
<i>Literacy</i>	<i>Mathematics</i>	<i>Understanding the world</i>	<i>Expressive arts and design</i>
Reading	Numbers	People and communities	Exploring and using media materials
Writing	Shape, space and measures	The world	Being imaginative
		Technology	

Before the age of 5, each child has to be assessed (EYFS Profile) taking into account the early learning goals to analyse if they are meeting the expected levels or not. Thus, the EYFS must be used in most of the situations that happen during the day in the educational context as it helps adult ensure meaningful learning and development for children.

3.1.1. NALDIC statistics about EAL in English schools

The percentage of pupils in schools in England aged 5-16 with EAL has more than doubled from 7.6% in 1997 to 16.2% in 2013. Thus, over a million pupils in England are classified as speaking English as an additional language (NALDIC, 2013).

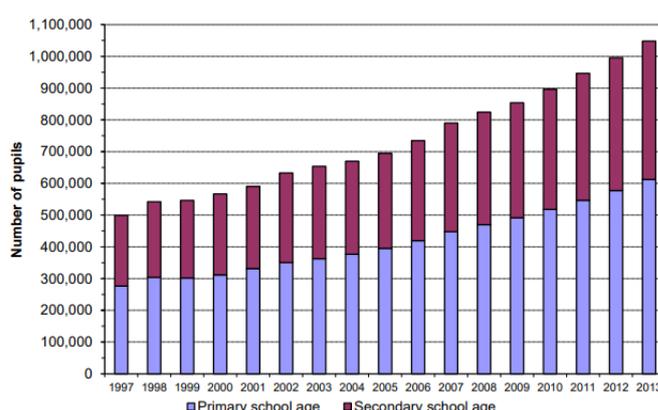


Figure 1. Bar chart showing the percentage of pupils with EAL in Primary and Secondary school age. “English as an Additional Language (EAL) and educational achievement in England: An analysis of the National Pupil Database” by L. Malmberg and H. Hall, 2015, p.18.

The previous table is an analysis made by Dr Lars Malmberg and Dr James Hall (2015) from the National Assessment results done on 2013 by the EYFS. This analysis studies the ages 5 to 16 and for each outcome, the percentages of EAL (English as an Additional

Language) students and the percentage of FLE (First Language English) are represented. There is also reported the Odds Ratio (OR) which shows the gap between EAL and FLE is at different ages.

Table 3. Learning gaps between EAL and EF children. “English as an Additional Language (EAL) and educational achievement in England: An analysis of the National Pupil Database” by L. Malmberg and H. Hall, 2015, p.27.

Age	Stage	Domain	Measure	Source	EF %	EAL %	Odds Ratio
5	EYFSP	Reading	At least expected level	SFR 2013-47	73	63	0.63
		Maths	At least expected level		71	62	0.67
		Overall	Good level of Development (GLD)		54	44	0.67
7	KS1	Reading	Level 2A+	SFR 2013-37 (Table 14)	57	48	0.70
		Maths	Level 2A+		53	46	0.76
		Overall	Average Re + Ma (2A+)		55	47	0.73
11	KS2	Reading	Level 4B+	SFR 2013-51 (Table 8b)	77	69	0.65
		Maths	Level 4B+		74	72	0.90
		Overall	Level 4B+ in RWM		64	59	0.81
16	KS4	English	GCSE A*-C pass	SFR 2014-05	68.8	64.6	0.83
		Maths	GCSE A*-C pass		71.2	71.8	1.03
		MFL	GCSE A*-C pass		32.3	47.5	1.90
		Overall	5+A*-C Incl. En & Ma		60.9	58.3	0.90
		Overall	EBacc achieved		22.5	24.4	1.11

As we can see, at the end of Reception only 44% of children with EAL achieve a Good Level of Development (GLD) compared to 54% of infants recorded as FLE. Malmberg and Hall (2015) conclude that perhaps, “children who have less exposure to English on average achieve lower results than the ones who have English as First Language”.

Reading the table, we can see that at age 7 it is 0.73, at age 11 it is 0.81 and at age 16 it is only 0.90. It is also at age 16 when there is just a small gap on the achievement of 5+A*-C between FLE students (60.9%) and EAL students (58.3%).

A notable difference appears when talking about reading and mathematics. EAL children’s scores in mathematics are higher than reading even the age they have. Regarding mathematics gap, it is more significant at age 5 (OR=0.67) or 7 (OR=0.76) but decreases substantially at the age of 11 (OR=0.90) and disappears at the age of 16 (1.03).

At some points, EAL students have higher results than FLE students. Firstly, we can see so when EAL students have a better level than FLE to achieve an A*-C pass in mathematics at age 16 (OR=1.03). Secondly, we can see that EAL students are slightly

more likely to achieve the EBacc (OR=1.11), and thirdly, 1.90 times more likely than FLE students to achieve a GCSE A*-C in a Modern Foreign Language.

In conclusion, and as the table shows, the results of EAL children in comparison with EF children at age 5, are a 33% lower regarding Good Level of Development. However, the gap between both groups of children starts to decrease as the years go by because even though at Key Stage 1 the difference is of a 27% and at Key Stage 2 of a 19% we can see that EAL children at Key Stage succeed better than EF children in some areas. For example, they have better results in Maths, in EBacc and they noticeably succeed in Modern Foreign Languages. Malmberg and Hall (2015) conclude that “where English may not be the main language of the home, this may be associated with lower achievement on starting school, but that this effect reduces markedly with age and is mostly eliminated by age 16”.

3.2. Children with English as an Additional Language

Mistry and Sood (2015) define children with English as an Additional Language (EAL) as learners who already speak another language or languages and are learning English in addition to this. EAL learners, then, are distinct from bilingual learners who have a similar level of proficiency in both English and another language.

The first barrier EAL children have is that they may not have as much access to the English Language outside the school as other pupils, especially if English is not the primary language used at home, within the family or in the neighbourhood they live. As Migration Watch UK (2016) states, these EAL learners are mainly of Indian, Polish, Pakistani, Bangladeshi, Nigerian, South African or Romanian heritage.

Receiving an education in a new country, context or culture can be daunting for any child, and even more, if they have the added complication of having to learn a new language that works differently from their first language. For this reason, the Statutory Framework for the Early Years Foundation Stage (2017) mentions that as each child develops and learns in different ways and at different rates, the framework has to cover the education and care of all children in early years provision, including children with special education needs. Mistry and Sood (2015) explain that if children with EAL, especially new EAL arrival lack English language skills, they are initially treated as if they had special educational needs until they overcome the language barrier.

Frederickson and Cline (2009) give us two definitions of SEN children, the first one that arises when looking at individual differences between children, and the second one when inappropriate environmental demands are placed on children which exceed their current

capabilities for fulfilling these demands. In the first conceptualisation, the focus is on the child's individual differences (biological, behavioural or cognitive) and we talk about barriers to learning related to a particular identified educational need, such as speech and language difficulties, dyslexia, dyspraxia, attention deficit... so the external factors are not considered. However, if we put the focus on the environmental demands, the approach is situation-centred rather than person-centred which means that the child will not learn if the environment is disabling. In addition to this, when talking about learning needs associated with English as an Additional Language, we mean that these children, due to the fact they do not have English as first language, need extra support to fully access the curriculum. However, and in contrast with Mistry and Sood, some authors categorise children with EAL as Additional Educational Needs children (AEN children).

The distinction between SEN and AEN is reflected in statutory guidance which also highlights the importance of taking action to address the needs of groups and individuals.

The National Curriculum (...) set out the legal requirements of the National Curriculum in English schools (...). Schools are advised of a range of specific actions that should be taken in all teaching to respond to diverse pupil needs which may relate to gender, disability, social and cultural background, ethnic background, linguistic background and SEN. More detailed consideration is given to pupils who have SEN and two groups of pupils with additional needs, those who have a disability and those who are learning EAL. As was highlighted (...) specifically states that learning EAL must not, of itself, be regarded as a SEN (Frederickson and Cline, 2009, p.55).

This shows the importance of practitioners understanding the realities of EAL children to dispel such misconceptions and stereotypes of these children because EAL children add richness to a diverse class and it has to be recognised and valued as something positive in which EAL learners can contribute. This point of view is shared by the Primary National Strategy produced by the Department for Children, Schools and Families (2007) that states that the knowledge, skills and understanding of children with EAL are often underestimated. Therefore, it is essential to manage the way their particular needs are treated to avoid the isolation of these children from other school pupils that have English as first language. Each newly arrived learner with EAL has the right to access to the Early Years Foundation Stage and should be encouraged in a more creative and warm-hearted way, not only focusing on language input all the time as it is cognitively demanding and stifling.

As mentioned, having English as an Additional Language means that children receive input from more than one language. Thus, they can be bilingual or multilingual. Some people think that a bilingual person is someone who has received a balanced input in

both languages from birth. However, there is always a dominant language that will be the majority language spoken around them, in this case, English. Grosjean (1989) defines a bilingual person as “someone who has developed a communicative competence that is equivalent to other speaker-hearers, even if they are monolingual, bilingual or multilingual”. In other words, someone who functions in two languages should be considered bilingual. For this reason, knowing just a few and specific words of a second language does not mean this person is bilingual.

A study by Pearson, Fernandez and Oller (1995) found that the bilinguals could comprehend as much vocabulary as the monolinguals could in their language.

For production, the researchers found that the bilinguals produced less than monolinguals in each language, but when they added the bilinguals' productive vocabulary together, it equalled the productive capacities of the monolingual children (Brown, Larson-Hall, 2012, p.29).

Research has shown that bilingualism has a substantial effect on some parts of the individual's cognitive system, which means that bilinguals over monolinguals have intellectual and even physical advantages. Bilingual children can understand at an earlier age that labels for words are arbitrary (Bialystok, 2001) in comparison with monolingual children. So for example, if a child knows that a word can be called in both languages, then he or she will understand that these words are just labels for the concept instead of an inherent characteristic of the thing.

Some of the advantages of being bilingual have been listed in a review and meta-analysis by Adescope et al. (2010). First of all, it is easier for them to control attention in both linguistic and nonverbal tasks (because, if they are speaking one language, then the other language, which is always activated, must be ignored, so the brain learns to deal with this control of attention) and it also leads to better learning strategies. They also suggest that children have greater cognitive flexibility as they can enhance problem-solving skills (because of their ability to selectively attend to relevant information and disregard misleading information) and creativity and divergent thinking skills (because of the ability to which back and forth between two languages and perspectives). Finally, they have a stronger symbolic representation and abstract reasoning skills. It has been proved on table 3 (see p.14) as EAL children at Key Stage 4 have better achievement in Maths than children with EF (71.2% versus 71.8%) and they double the development of Modern Foreign Language acquisition (32.3% versus 47.5%).

All of these benefits are the ones that children with EAL can develop once they have similar control of both languages.

3.2.1. EAL children in the school

Vygotsky's (1986) socio-cultural theory understands the development of humanity as something intrinsically social as we develop through lived, social, historical and cultural experiences. Therefore, it is essential to allow learners with EAL to develop and give value to their culture and language in the setting as it will help to build their identities.

Teachers cannot ignore or ask children with EAL to leave their culture and identity at the school entrance and should fight to ensure an inclusive culture to promote learning in the school. The DfES (2007) stresses the importance of inclusion stating "a balanced achievement gap between disadvantaged learners and non-disadvantaged learners, helping each learner to achieve their full potential and ensuring that families and children feel valued as part of the Early Years setting".

Mistry and Sood (2015) assume that the role of the teacher, then, is to guide and make sense of the world that learners bring with them, which is a fountain of knowledge, understanding and skills.

The adult should give learners space to grow confident adjusting to the English learning culture but also be sensitive to their roots. They should provide them with a variety of opportunities to use their home language through play (hearing it through audio and visual materials) as well as offer them a range of opportunities to make them feel engaged in speaking and listening activities in English with peers and practitioners (Mistry and Sood, 2015, p.103).

They also suggest to provide bilingual support to extend vocabulary and support learner's developing understanding, and a variety of experiences indoors and outdoors that allow them to develop the English language progressively until they can perform independently and successfully.

However, before promoting all of this, children need to feel safe and comfortable in the setting. The authors assume that specifically for EAL children, there should be welcoming greetings in the different languages of the learner population in the setting, photographs and artefacts showing special celebrations or aspects of the cultures, a wide range of books in English as well as in the children's home language, etc. Canagarajah (2004) suggests that to promote learning, children also need a "linguistic safe house" where they can explore and experiment as the setting has to promote inquisitive and questioning minds. EAL children need to see themselves, their culture, their languages and identity reflected not only in the immediate setting, but also in the broader setting and through an inclusive Early Years curriculum.

3.2.2. Importance of the mother tongue in children with EAL (language acquisition)

“If you talk to a learner in a language they understand, that goes to their head. If you talk to them in their language, then this goes to their heart” (Mistry and Sood, 2015, pg. 95).

Mistry and Sood (2015) state that as teachers, we cannot ignore the language, culture and identity of children with EAL and we have to value each child’s background and language in order to make them feel included from the beginning of the course. As the Statutory Framework (2017) states that “every child deserves the best possible start in life and for this reason, as teachers there must be more awareness of different communities and cultural issues in order to be able to assess fairly children’s linguistic skills, their background and personal circumstances to find the right strategies to make them feel welcome, safe, included, secure and happy in the setting”. If teachers have a good understanding of the political, cultural, economic and ideological movements in the society from which children came from, it will lead to providing them with the highest quality learning experiences by promoting an inclusive class culture.

To do this, Mistry and Sood (2015) say that it is important to generate positive attitudes towards differences and avoid attitudes that lead to stereotypes and discrimination. A way to make all learners, families, visitors and practitioners feel welcome in the setting is to have welcome greetings in the languages of all children as well as photos or objects that represent different cultural celebrations. As seen, using home languages are key to look at diversity as something positive. Thus, the Department for Children, Schools and Families (2007), gives particular emphasis to the home languages of those pupils. As stated, the skills that children acquire by learning their mother tongue, are transferable and strengthen the understanding of a new language.

Pearson (2007) claims that the key question is when and how children learn their minority language as they will learn the majority language of the country. Depending on when and how they learn it, they will grow up to be bilinguals or will lose their mother tongue and become monolinguals. On an individual level, it can be quite challenging to maintain bilingualism, especially in large monolingual countries like England. Hower (2007) found that the most successful pattern for maintaining a bilingual child was when both parents spoke the minority language in the home. If both parents could speak the majority language or if only one parent was a monolingual minority language speaker, the probability that the children would stop speaking the minority language was about 25 percent (Brown, Larson-Hall, 2012, p.27-28). Pearson et al., (1997) describe their study

that stated that if children received less than 20 percent of their input in the less dominant language, the children would not actively produce words in that language.

For this reason, if the school can promote different languages input it helps to maintain home languages and families establish positive connections and meaningful conversations with children, and shaping, guiding and influencing is possible. As a consequence, supporting the continued development of the mother tongue, even if teachers only know a few words, and promoting the use of first language for learning in specific moments of the day, enables pupils to access learning opportunities within the EYFS.

In addition to this, teachers need take into account that children have two principal educators in their lives, their families and the school teachers. Parents are the first and sole educators children have from birth until they attend nursery school, and they are the main psychological, emotional and developmental influence for them in all life aspects. Thus, a child with EAL will not learn English in a significant way if first, his or her language is not valued as important. The first stage to make children that do not have English as first language feel included, as stated in the book *English as an Additional Language in the Early Years, Linking theory to practice* (2015) is to make families feel included first. If children perceive that their families feel comfortable in the setting, they will do so.

As families are crucial within the setting and in the education process of children learning, different strategies have been suggested by Mistry and Sood (2015) to maintain the home language and give value towards differences.

For example, encouraging the participation of families through a shared book with the learners, using families of other EAL learners in the school to support and mentor newer families, having interpreters if necessary to talk with families about their children, having some support workshops with translations to help families understand the curriculum that children will follow, having a place in the setting where families can chat with other families informally without feeling under pressure... In this case, strong leadership qualities are necessary to ensure a holistic approach to communication with families to reduce potential barriers caused by perceived cultural differences and identify how they can be minimised (Mistry and Sood, 2015, pg. 90-91).

The role of the teacher is active always. For this reason, the Association of Teachers and Lecturers (ATL) (2003) suggest different benefits of carrying out home visits by different practitioners to build and maintain strong relationships with families. It helps to establish early and positive contact, see learners in their most familiar environment, meet

other members of the family, appreciate different cultural values to help to understand the impact on children and finally, understand the roots behind any problems the learners may experience in the setting.

Through these points, it is asserted that teachers should know, in more or less depth, each child's background to find the tools to provide them with a meaningful adaptation and learning process. Working with families is essential, and what is more, it is an integral part of the EYFS.

3.2.3. EAL specific resources

Cummins (1984) established that learners with EAL could take two years to learn Basic Interpersonal Communication Skills (BICS), which are language skills needed in social situations and around five years to be confident in Cognitive Academic Language Proficiency (CALP), needed to fully access the curriculum as it refers to the formal academic learning (reading, speaking, listening and writing).

Two tables were developed by Mistry and Sood (2015) to help teachers promote the learning of BICS and CALP to EAL children.

Table 4. Strategies to develop the learning of BICS. "English as an Additional Language in the Early Years: Linking theory to practice" by M. Mistry and K. Sood, 2015, p.98.

Basic Interpersonal Communication Skills	Examples for learners with EAL in EY
Surface fluency	Ask very simple closed questions through play initially to assess depth of comprehension
Simple communication skills	Daily routine words such as playtime, snack time, lunch time, home time
Relies on contextual support	Use of a visual timetable, or cards with key words and pictures
Face-to-face context embedded situations	Use of face picture cards to show emotions associated with activities and instructions
Non-verbal support to secure understanding	Use of thumbs up and down, smiley faces, singing, gestures, using symbols to support understanding
Body language – gesture, instant feedback, cues and clues	Using stickers to show good responses, smiling, use of pointing and modelling

Table 5. Strategies to develop the learning of CALP. “English as an Additional Language in the Early Years: Linking theory to practice” by M. Mistry and K. Sood, 2015, p.98.

<i>Cognitive Academic Language Proficiency</i>	<i>Examples for learners with EAL in EY</i>
Context-reduced academic situations	Allow out-of-context play and free choice
Needed for expressing higher order thinking skills (analysis, synthesis, evaluation)	Asking questions (what, where, when, how, etc.) using photos for discussion through practitioner intervention
Language is dis-embedded from a meaningful supportive context	Collaboration with peers through play and games

Mistry and Sood (2015) also suggest other ways to promote the acquisition of the language among children in the setting. They state that it is essential that children are provided with sufficient exposure to language input and linked opportunities to use language, for example, through contextual play with supporting key vocabulary. They also mention that adults should give opportunities for repetition in different contexts so that the expansion of language can take place apart from giving them explicit language instructions to all conventions of language. Particular importance is given to the idea of modelling language conventions at any opportunity so that learners get used to hearing it (through real experiences with food, for example). Finally, they assume that teachers need to set up contextual language boxes with different items to encourage discussion linked to personal experiences and the class theme. The key point is modelling positive behaviour and language, as well as familiarising the learning with the processes and procedures involved because in this way the learner is more likely to become independent through new-found confidence.

In terms of more closed suggestions, both authors talk about:

- Using gesturing, body language and singing as it helps learners understand basic instructions.
- Name cards with the photo of the learner to lend support with name writing and name recognition
- Model play both indoors and outdoors so learners have an idea of a starting point in play.
- Use a visual timetable so that they know the routines.
- Make several connections to the same word, using pictures if necessary.
- Use key vocabulary in as many different contexts as possible through videos, songs and rhyme to make it more interesting.

- Use of ICT to support verbal communication so that learners can be encouraged to listen and repeat independently or with support from a peer.

(Mistry and Sood, 2015, p.111-112).

In conclusion, to support communication and language for learners with English as an Additional Language, adults should do interactions with children through verbal and non-verbal support through regular small interventions. Teachers have to take advantage of the EAL learner's language by empowering them and making them feel that their native language is valued. Scaffolding then has to be present during all the days in the setting as it provides practitioners with the necessary guidance to understand the processes of EAL children and, apart from enhancing their self-awareness, it makes them develop professionally by improving their daily practice. Finally, communication and language in the EY has to be taught in a motivating and enthusiastic way by providing children excellent opportunities through role play and daily situations and, as the EYFS (DfE, 2017) recognises, the role of the practitioner must be modelling, encouraging and supporting language.

3.2.4. EAL assessment

The assessment of children that have EAL, at some point, may have adjustments in comparison to the evaluation of children that have English as their first language. Before assessing EAL children, teachers need to give them time to be familiar with the setting and know for how long children have been exposed to English to be aware of what their starting point is. Again, discussion and involvement with families is valuable because teachers can have a holistic picture to build up an inclusive approach regarding assessment.

The main aim of the assessment is to help practitioners know how well the child is learning, progressing and achieving learning through analysed evidence and to study additional opportunities and support that can be provided to the child. Mistry and Sood (2015) suggest different assessment methods: observations, interviews, basic note-taking, specific assessments, annotated photographs, etc. and they coincide in the aspect that all of them need to be meaningful to each child. Finally, they assume that assessment results should be shared with parents as part of an ongoing process that involves families in their learner's education.

3.3. Free-flow play

Many nursery schools in the United Kingdom use free-flow play to promote learning. It is a methodology that allows children to independently choose to move between different educational environments indoors and outdoors. Bruce (2001) describes free-flow play as a “wallow in ideas, feelings and relationships while there is an application of competences and technical prowess that has already been developed”.

In some cultures, such as our own, play is not taken seriously as a potential way to promote learning among children. However, the Encyclopaedia on Early Childhood Development (2018) describes play as a legitimate right of childhood, representing a crucial aspect of children’s physical, intellectual and social development. So play can help children to develop meaningfully if it has a purpose. Therefore, Ball (1994) states that play needs to give quality experiences to children which means that it needs to have cognitive and social benefits for them. Sylva (1994), then, describes the concept of quality as active learning or purposeful play.

Bruner (2001) states that “meaningful learning can only occur if what the child brings in terms of background and concrete experiences is seen by the teacher as the something essential to plan the curriculum and the organisation of the classroom environment”. Thus, the class needs to be organised, resourced, managed and aesthetically arranged to promote struggle, exploration, manipulation and discovery while playing. For this reason, play is important in terms of helping children to integrate their learning and to use what they have learnt to apply their knowledge in new, imaginative and unique ways.

In addition to this, Gavery (1991) describes the features of play as “pleasure and enjoyment, intrinsically motivating and without extrinsic goals (play can be inherently unproductive), spontaneous and freely chosen, active engagement by the player and systematically related to what is not play (creativity, problem solving, language learning and the development of social roles)”.

Bruner (2001) makes an approximation of how free-flow play is developed. First of all, it is seen as an active process without a final product which means that as teachers we cannot see free-flow as a final product but a process. Secondly, it is intrinsically motivating as children play depending on what they want to play. Thirdly, there’s no external pressure to conform to rules, goals, tasks or definite directions, as the name states, it is free. Fourthly, it is about possible and alternative worlds which involves to be imaginative, original, innovative and creative as free-flow is not a closed activity. Fifthly, participants wallow in ideas, feelings and relationships. Sixthly, it actively uses previous

first-hand experiences, is sustained and helps us to function in advance of what we can actually do in our real lives. Seventhly, technical prowess and competence are developed. Eighthly, it can be initiated by a child or an adult, can be solitary, in partnerships or groups who will be sensitive to each other. And finally, it is an integrating mechanism which brings together everything we learn, know, feel and understand.

Free-flow play helps children learn and build skills that lay the foundation for learning to read, write and do maths. It also provides opportunities to socialize with peers and to learn to understand others, to communicate and to negotiate. Regarding cognition, it encourages children to learn, imagine, categorise and problem solve. It also gives children the opportunity to express troubling aspects of their daily life, including stresses, trauma, family conflicts and other dilemmas.

To promote all of this then, classrooms are organised with different corners set up with materials that promote learning. Free-flow play has been influenced by three methodologies: Montessori, Reggio Emilia and Forest Schools.

3.3.1. Methodologies that have influenced free-flow play

3.3.1.1. Maria Montessori

Maria Montessori developed the Montessori pedagogy in the 20th century. This approach is child-centred and gives value to the development of the whole child (physical, emotional, cognitive and social). This method believes that children are intrinsically motivated to discover the world and that each person needs to build their knowledge. Thus teachers do not teach classes but guide and accompany students in their learning acquisition process.

Montessori say that children have to develop in educational institutions where they are honoured as an individual. Therefore believes in the potential and possibilities of children and for this reason, the learning is centred on each child, in a way that their potential is attended, valued and listened to. She designed her materials specifically to assist in the child's growth in the areas of practical life, sensorial, mathematics, language arts, music, art, science, history and geography. By working with the material, each child achieves the specific aim of the element and learns to concentrate, develop self-confidence, a critical spirit, respect themselves and others, understand order, and establish a love of learning. The spaces where children learn are wide and bright with flowers and plants, harmonious. Thus, environments are designed to stimulate the desire to experiment and manipulate which will lead children to build their knowledge. Besides, children can

exchange ideas and experiences in a setting specially prepared for them, with furniture, aesthetically pleasing and functional materials and infrastructure at their fingertips.

3.3.1.2. Reggio Emilia

Reggio Emilia is a project-focused methodology. The classes are developed according to children's interests or what motivates the student to learn.

The school is considered as a living organism, a place where both children and educators learn from each other, and where knowledge is acquired through experimentation. Space also occupies a central place and they think it is the third teacher as they understand that the simple use of space promotes relationships, communication and exchange of knowledge. For this reason, in Reggio Emilia, as in Montessori, space is well cared for, well decorated, welcoming and offers different motivating proposals. It creates cooperative and collaborative students, accustomed to working as a team and finding solutions, with good analysis and synthesis skills (Loca Academia Familiar, 2018).

Teachers, then, guide children and document the evolution of each of them on paper and through taking pictures to see their progress through the year. The involvement of families is crucial as parents play an active role in the learning experiences of children and help ensure the safety of children at school.

3.3.1.3. Forest School

Forest schools promote learning through outdoors play. Children and adults are exposed to natural spaces and personal, social and technical skills are promoted. It offers children opportunities to achieve and develop confidence through hands-on learning in a woodland environment. Therefore, it helps them understand their environment by exploring it, taking risks and feeling the real sense of nature.

3.3.2. Teacher's role in free-flow play

The role of the adult in play is quite complicated as he or she needs to develop different responses that are appropriate to each play situation, suitable for different children at different points in their development and responsive to a range of individual needs. For this reason, the role of the adult can vary in function of the products the adult thinks that should have to be central to the play.

Santer, Griffiths and Goodall (2007) state that the primary role of the teacher is to create a context that is both psychologically and physically safe for children, so they can feel secure and have the freedom and autonomy to explore play. Although the physical environment needs to be unquestionably safe, it does not mean that it cannot offer children opportunities to challenge themselves, taking risks appropriate to their stage of development. Therefore, the adult is responsible for choosing and selecting the materials and resources for children according to their knowledge, children's interests and, again, their stage of development.

UNICEF's (...) create spaces and promote processes designed to enable and empower children to express views, to be consulted and to influence decisions... the child's evolving capacity represents just one side of the equation: the other involves adults' evolving capacity and willingness to listen to and learn from their children, to understand and consider the child's point of view, to be willing to re-examine their own opinions and attitudes and to envisage solutions that address children's view (Santer, Griffiths and Goodall, 2007, p.62).

The role of the teacher is also being an observer, which is a key tool. Piaget stated that observations are necessary to understand the learning process and that they should be analysed within prevailing theoretical frameworks. Santer, Griffiths and Goodall (2007) say that "observation gives the adult the necessary information to be aware of children's interests, how long they persist in play, the patterns and rhythms of their play, and the patterns who share their play". Observations of children's free play show how children differentiate their own learning and set themselves challenges.

Furthermore, familiarity with children's play interests also provides information on which adult-initiated activities can be based in order to make them relevant or meaningful for the child. This also means taking what the child says seriously, trying to understand what the child wants to say, using the child's meaning as the basis for the adult's next suggestion or play step and trying to speak in a way that the child will understand is essential to encourage children to play. (Mistry and Sood, 2015, p.173-175).

During play, teachers have to find a balance between observing and participating. In many situations adult should act as a non-participant as if they observe and note what children are doing, it will lead to developing an understanding of the child's affective state, intellectual concerns and physical and social skills, friendships and abilities. If adults regularly interact with children during their play, they can fall into the error of transmitting their values, rules and traditions to children. However, in some other situations, the adult should be available to join children in their play when they are invited

to do so. It can be positive for the child because if they maintain authentic conversations during their exploration and play, children learn to name objects, describe situations, explain behaviours, predict a situation and express their feelings. The role of the adult is to support and extend learning through open-ended questioning, authentic conversational exchanges and referring children to one another to find solutions to problems. What is more, teachers should encourage interaction between peers is another function of the adult as through talk and social interaction they can learn about themselves and one another.

Practitioners also take on the role and responsibility of parents as children are in their care, and therefore the development of secure attachments is central to their work. Secure attachments through positive relationships give children a sense of value and belonging. Thus strong emotional bonds or attachments are necessary for healthy development as maternal sensitivity is a factor in fostering securely attached children. Adults should give responses to the child's emotional responses, such as smiling and crying as are critical in expressing sensitivity. Selleck (2001) reminds us that in order to be effective in this aspect of practice, practitioners should get in touch with their own emotional and inner states of mind.

Besides, adult roles should involve participation, observation, selecting materials and resources, involving families, planning and writing policies. However, the prime importance of play is the relationships the adult develops which give children the confidence to act autonomously, make choices, follow their interests and interact with peers. In other words, creating a context in which children feel psychologically safe and socially included.

Adults working with children who are disabled should communicate and form bonds through the senses, using touch, texture, music, aromatherapy, singing and body language in their play exchanges.

3.3.3. Free-flow play and children with EAL

“Developing language may be one key aspect of learning through play for learners with EAL; another is developing social and interactive skills through the use of resources“(Mistry and Sood, 2015, p.172). The authors suggest that play helps learners with EAL to develop communication skills to support the acquisition of English.

Piaget (1962) explained play putting the focus on cognition. He argued that it contributes to intellectual development through two different processes: accommodation and assimilation. When referring to assimilation, is the “dominant mode in play as learners

take ideas from reality and make them fit with what they already understand and know". For learners with EAL, this means that they learn freely through play without the necessity of knowing the language to explore or interact in play activities.

Most learners have their mental schemas or representations of how play works. However, learners with EAL may need time to observe other peers in play before being feeling confident enough to play. The teacher can promote the play of children into different ways, for example, trying to play using the learners' terms by taking on a role they suggest and following their instructions. Also by avoiding to ask open questions and trying to maintain playful ways, avoid directing the play to learning objectives and avoid being alert to the qualities of play. Practitioners have an important role as they extend the learner's support in English so basic contributions can be made to give the child the confidence to play with the teacher and classmates.

Finally, Mistry and Sood (2015) suggest strategies of good practice to encourage learners with EAL to feel included in the process of play. For example, having pictures of things that learners can try to make in the construction or art area as it is an excellent way to make them feel engaged in play. Besides, all play resources can be labelled to make learners feel familiar on writing as well as having some multicultural dolls, puppets, clothes from different cultures as it allows learners get accustomed to the differences from an early age. Another strategy is using iPads, camcorders and cameras to record children in play because it can be used then on shared group discussion to talk about the learning occurred. Finally, they suggest that "teachers need to allow learners with EAL to observe rather than play". In conclusion, these are some of the strategies teachers can use improve practice for children with EAL.

3.4. Summary

To conclude this section, the principal contents will be summarised as they will be used to carry out the analysis of the data collected in Jakeman Nursery School.

Regarding the Early Years Foundation Stage (EYFS), it is a mandatory framework that must be followed by all early years' providers in England to guarantee that, independently of the school where a child is educated, the same statutory commitments and principles will underpin children's learning and development experience. It includes the four overarching principles, three main areas of learning and development, seven different early learning goals, the safeguarding and welfare requirements and the assessment. So it gives all educational professionals a set of common principles and commitments to ensure quality early education and childcare experiences to all children.

We have also talked about children with English as an Additional Language (EAL), which means that they learn the English language in addition to their first language which is not English. In 2013, over a million pupils in England were registered as having EAL, a number that has increased over the years. This means that English schools have had to adapt to this new reality and satisfy children's educational needs because, as the Statutory Framework (2017) states, each child deserves the best possible education. Children with EAL have been categorised as Additional Educational Needs children (AEN) as they need extra support on linguistic features. However, even if having EAL can be intellectually demanding for children, as they learn two languages at the same time, a study by Pearson, Fernandez and Oller (1995) has shown that bilingual children have cognitive benefits over monolingual children.

Teachers, then, must promote an inclusive culture to boost positive bonds between children and engage learning. Including families, having some greetings in different languages, books and costumes of other cultures is the principle in order to celebrate differences and show children and families that they are welcome and safe at school. A way to promote language acquisition is giving importance to the mother tongue, so it is key to have staff in the school able to speak the children's first language as it helps to maintain home languages and establish positive connections and meaningful conversations with children during their learning process. We have also seen that Mistry and Sood (2015) suggest different strategies to encourage the development of BICS and CALP as well as the English language itself, because to support communication and language for learners with English as an Additional Language, teachers should do

regular interactions with children through verbal and non-verbal support, focused, in small quantities but regularly.

We have finally talked about the importance of free-flow play regarding children's learning and development apart from being a time where children feel enjoyment and pleasure as they are intrinsically motivated. Furthermore, play and its materials need to give quality experiences to children which means that it needs to have cognitive and social benefits for them.

In free-flow play, the role of the adult is quite complex as he/she to develop different responses that are appropriate to each play situation, suitable for different children at different points in their development and responsive to a range of individual needs. It needs to be both a psychologically and physically safe context for children where they can learn through structured play (activities guided by the teacher) and free-flow play (corners prepared by the teacher taking into account children's interests where children can play freely). Play helps children develop autonomy, decision-making, social skills... which are necessary for their daily life.

When they are playing, it is essential that the adult can find a balance between interacting with children and observing them. Interacting is necessary to model authentic conversations, give vocabulary to children and extend learning through open-ended questions. While observation is indispensable as it provides the adult with the required information to be aware of children's interests, the children's learning process, how they are achieving learning and determine if corners or activities need to be changed to foster a better and deeper meaningful learning. As a consequence, the focus is put on the teacher's role as is the person responsible for promoting learning and language development taking into account the EYFS and each children's background.

In conclusion, I will analyse the strategies that the staff of Jakeman uses to promote the acquisition of English taking into account Mistry and Sood (2015) suggestions. In addition to this, and apart from evaluating the activities done during the focused group, I will also interpret the possibilities that free-flow play offers to children in terms of language development, relying on the strategies suggested by both authors. Finally, the last aspect but essential to consider will be how teachers promote an inclusive environment between families and the school.

4. Methodology

4.1. Research question and objectives

Which methodologies and techniques do the staff of Jakeman Nursery School use in order to teach English to children with English as an Additional Language (EAL)?

1. To identify and describe the methodologies and strategies used by the school staff to teach English according to the ones suggested by Mistry and Sood (2015).
2. To observe and analyze the language used in the environments as during the day-to-day to develop language capacities.
3. To contrast and define how teachers promote an inclusive environment.

4.2. Jakeman Nursery School

This research has been done in Jakeman Nursery School located in Birmingham (United Kingdom), in the residential area called Balsall Heath (West Midlands). It is a highly diverse cultural community where Pakistani, Arabic, Indian, Somali and Bengali people are mixed. Therefore, most of the children of the school have different mother tongues than English.

There are about 85 children, and they are divided into two groups; the Little Nursery with 15 children from 2 to 3 years old and the Big Nursery with a total 70 children aged 3 to 4. There is one qualified teacher, one Level 3 teaching assistant, two Level 2 teaching assistants, two Level 2 Nursery Officers and two play workers. The school is open from 8:30 to 3:30 from September to July. Some children of both nurseries attend the Breakfast Club (from 8:30 to 9:00 or from 3:00 to 3:30) where they are provided with healthy snacks. Some children come 15 hours per week (which are the hours that the government gives free), and some others come the 30 hours, even if more children attend the school for 15 hours.

Jakeman describe themselves as a school that welcomes, supports and listens.

We aim to provide a range of services to create better outcomes for all children and families in our local community. The whole centre is focused on helping in any way we can, and our doors are open to everyone and of course, to every child. At Jakeman we believe children are never going to be more fully engaged in their learning than when they pursue their own ideas and interests. As children explore their thoughts, we develop creative and critical thinking skills; we develop a sense of themselves, others and the environment and world around them. Children at Jakeman lead their learning; their highly

skilled staff supporting them in developing new skills, ideas and concepts through incorporating questions, research and challenge (Jakeman Nursery School, 2016).

According to Ofsted, Jakeman is considered a good Daycare and Nursery School. Ofsted (2016) states that “Learning at Jakeman Nursery School is exciting because adults capture children’s interest through stimulating activities and resources, then help children explore and discover through meaningful play”.

Jakeman is a child-centred learning school, and they take into account children’s interests and needs to foster learning. All the school environments are organised by the teachers to give children the best learning opportunities.

Adults plan 'provocations' in the environment that combine elements of crucial skills that are underpinned by the EYFS curriculum. Children have daily experiences of communication, Personal, Social and Emotional Development (PSED), Maths, Literacy, Expressive Arts and Design (EAD), Physical Development (PD) and Understanding the World (UW) (Jakeman Nursery School, 2016).

It is precisely stated in the Ofsted report (2016) as they say that “by the time children leave school, children have acquired the early reading, writing, mathematical, physical, personal and social skills they need to ensure they are ready to move onto primary school”.

In conclusion, all the data collection has been recollected turning all these features into a research advantage.

4.3. Paradigm, methodology, tools

This research is based on an interpretative paradigm as in the school where this qualitative work has been done, nothing has been modified or implemented. Walsham (2005) state that “interpretive methods of research start from the position that our knowledge of reality, including the domain of human action, is a social construction by human actors. Our theories concerning reality are ways of making sense of the world, and shared meanings are a form of intersubjectivity rather than objectivity”. In other words, the centre of my explanation and the meaning-making are the practices of the teachers and pupils of the school. Therefore, there is no objective reality that can be discovered or replicated.

The methodology that has been used here is that of an ethnographic case study. Goetz and LeCompte (1988) give different clues about the ethnographic study and state that ethnographers analyse both the teaching and learning processes; the intentional and unintentional consequences of the observed patterns of interaction; the relationship of

the actors in the educational phenomenon, such as parents, teachers and students; and the socio-cultural contexts in which the child care, teaching and learning activities take place (Goetz and LeCompte, 1988, p.55). Arnaus (1996) assumes that what is essential in ethnographic work is to detect the rules of society. For this reason, as I work from the data collected, no other data is useful or meaningful to my research.

The tools used to collect data were four: school documents, a diary, direct observations and interviews. To know the school in depth, I was given different documents that gave me a better understanding of how the school and its context worked: the Ofsted report, the British Values embedded at Jakeman, the Acceptable Use Agreement, the Confidentiality Policy Summary, the Childcare (disqualification) Regulations 2009, the Health and Safety Policy Summary, the Fire Evacuation Procedure Summary, the Rights Respecting Schools, and the EYFS competences worked in the school.

The second tool used to collect data was the diary. From the first day, I used my diary to write down how the classes were organised, what kind of activities were done during the day, what the role of teachers was depending on the activity, the language used, how focused activities were done, how children played... This was the basis that gave me information of understanding how the practice at Jakeman was carried out and how my observations could be focused on.

As I wanted to know what methodologies and techniques the staff used to teach English to children with English as an Additional Language, I decided to create an observation grid with some specific items collected taking into different documents that talked about EAL. Therefore, I created an observation chart that was used for four weeks (after half term). In the beginning, my intention was to observe specific children with EAL, but as the observations were done in February most of the children with EAL had already got a good English level and there was no child with English until the last two weeks of my placement. For this reason, I decided to observe focused activities and some Tapestry moments where teachers observed children doing an activity for a while and they took pictures, they wrote what the child said... in order to evaluate their learning process. I did the observations twice a day but as some of the activities were repeated in the afternoon (for children that came 15 hours per week) some days I just did one observation. I used to analyse the qualified teacher in the school although particular days I did observe other teachers.

The last but not least tool used were the interviews. Through them, I wanted to contrast the observations done for a month and go in depth in some aspects that to me were too abstract. I did a total of five interviews, three of them from the school staff and the other two were people that were not from the school. My first intention while preparing the interviews for Jakeman was interviewing the qualified teacher, the nursery manager and two the teaching assistants as they were the ones that worked every day with children. However, the head-teacher of the school suggested me to interview other staff members because as most of the teaching assistants were new in the school, they were still adapting to the school. For this reason, I interviewed the head-teacher of Shenley and Jakeman School, the nursery manager and the qualified teacher of the school. As Jakeman offers ESOL classes to mothers that want to learn English, I also interviewed the teacher who runs the courses to get more information about English and families. Finally, as I visited a school where all children have English as an Additional Language, I interviewed the head-teacher to have more knowledge about how other schools work. All of the interviews were done in person and their voices were recorded except the ESOL classes interview because we could not find a day to do it and they send it to me via e-mail. I also was interested in doing an interview to the head-teacher of the school. Because of her timetable we could not find a moment to do the interview but she said she would send it to me via e-mail. However, even this interview never arrived, even though I insisted.

Through these four tools, I have collected authentic data and it has been essential for my final dissertation work.

5. Case study

5.1. Analysis

The aim of this section is to contrast the information of the theoretical framework with the data collected at Jakeman Nursery School. The focus of this analysis will be on the curriculum, families and the strategies used to promote the acquisition of English with children with EAL.

The Statutory Framework (2017) is mandatory for all early providers in England and states standards for learning development and care that need to be followed with children from birth to five years old. For this reason, Jakeman Nursery School works following the EYFS curriculum as all activities and environments are prepared taking into account what the Statutory Framework suggests.

Table 6. Learning objectives according to the EYFS. Qualified teacher grid.

Story of the Week Plan Room on the Broom	
In group time at 2.45 and at 11.00 for 15 min approx	Week beg : 5.3.18
Learning Objective: Listening 30-50 months: Listens to Stories with increasing attention and recall; and joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Understanding 30 – 50 months: Beginning to understand ‘why’ and ‘how’ questions Understanding 30-50 months: Shows understanding of prepositions such as “under” “behind” Understanding 40-60 months: Listens and responds to ideas expressed by others in conversation or discussion Speaking 30-50 : Beginning to use more complex sentences to link thoughts (e.g using and, because) Speaking 30-50 months: Can retell a simple past event in the correct order Speaking 30-50 months: Uses talk to connect ideas, explain what is happening and anticipate what might happen next Speaking 40-60 months: Uses talk to organise, sequence, and clarify thinking, ideas, feelings and events Reading 30-50 months: Enjoys rhyming and rhythmic activities Writing 30-50 month: Sometimes gives meanings to marks as they draw Shape, space and measure 30-50 months: orders 2 items by weight or capacity UW The world 30-50 months: Comments and asks questions about aspects of their familiar world UW the world 30-50 months: can talk about some of the things they have observed such as plants, animals, natural and found objects PSED 30-50 months: Begins to accept the needs of others and can take turns and share resources, sometimes with support from others	
Story Title & Author: “Room on the Broom” Julia Donaldson	

As shown in table 6 (see appendix 1, p.57), the qualified teacher is responsible for making weekly charts with the activities that will be done according to the competences that children need to develop depending on the development stage they are at.

In addition to this, the Statutory Framework (2017) mentions that “each child develops and learns in different ways and rates” and that is why the framework has to “cover the education and care of all children in Early Years provision”. For this reason, Jakeman divides children into four different groups: the Wellcomm group (children with EAL, pupils who lack confidence in language or children with speech delays), the Wiggler group

(young children who are not ready to sit still), and two groups of more able children (see appendix 3, interview 1, p.113). By making these groups, the staff speed up the children's language acquisition as they can adapt the activities to the children's necessities.

Table 7. More able group

Activity development	<p>The teacher has a box with lots of images of people doing different activities and objects placed in different spaces. She first makes general questions.</p> <p>T: <i>What is he doing?</i> C: <i>In the tunnel.</i> T: <i>Good boy, he is in the tunnel.</i> T: <i>The butterfly is under the...</i> C: <i>Cloud</i> T: <i>The butterfly is...</i> C: <i>On the top</i> T: <i>On the top of the cloud.</i> T: <i>Where is the butterfly?</i> C: <i>-----</i> T: <i>b b b...</i> C: <i>Behind the box.</i></p> <p>Then she asks questions to specific children.</p> <p>T: <i>What is he doing? S s s, 2</i> C: <i>Smiling</i> T: <i>This girl is happy or sad?</i> C: <i>Sad.</i> T: <i>Very good. This girl is sad. He is...</i> C: <i>Bored!</i> T: <i>The boy is bored, he is bored.</i></p> <p>Once she has done all the cards, she repeats the game faster because children can answer all of them correctly. At the end she asks children to tell her how they are feeling by asking them "are you happy, are you sad, confused, bored?".</p>
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Table 8. Wellcomm group

Activity development	<p>The class is set with 5 hoops on the floor and next to each hoop there's a big number (from 1 to 5). The teacher asks children to throw the coloured bag inside the hoops in order from 1 to 5. Each child has 5 bags and 5 opportunities. The bags are the same colour as the hoop and as the number on the floor.</p> <p>The teacher guides the activity by saying:</p> <ul style="list-style-type: none"> - <i>Can you throw the yellow bag to number two?</i> - <i>Now throw the bag in number five.</i> - <i>What number do you choose to throw the bag?!</i> <p>He encourages children by saying "very good", "nice try"...</p> <p>When each child has thrown the bags they are asked to pick up the bags and give it to their peer. Children that are waiting until they can play are sitting on the floor and they look at what their peers do.</p>
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Table 9. Wiggler group

Activity development	<p>Once children are sitting on the floor, the teacher and the children sing the "hello song" to Lola. Then, she explains to children that Lola has a game for them and she starts doing questions to children to see if they remember what rhythm sounds are.</p> <p><i>Does any of you remember what rhythm sounds are?</i> Yes, "A A A Apple".</p> <p>She explains they have two trains (one orange train and one purple train) and shows that in the box she has lots of pictures. The first picture she shows to children is a "can".</p> <p><i>Does any of you know what is this?</i> A cup. <i>This is a can and a can normally contains food inside like the beans that J and A eat for lunch. Can you repeat with me "c c c can"?</i></p> <p>She does the same with the six words she has (fan, pan, can, hat, bat, fat). When they talk about the "p p p pan" a child says that sounds like "p p p pancake". The next step she does is asking them what word rhyme. She pronounces three words (fan, bat, can) and she asks which word sounds different from the others. They put in the same train the words that sound the same.</p> <p>Finally, she turns back all the cards and ask children if they remember the words each train contains.</p>
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Tables 7, 8 and 9 (see appendix 2, grids 3, 10 and 15, p. 68-71, 91-93 and 106-108) are three clear examples of simultaneous activities adapted to children's developmental stage. The first activity is performed with the most able children and they work sound discrimination of some words that the children can use during their daily life. The second

activity is done with the Wellcomm group and they work basic vocabulary through visual materials and the teacher does closed questions as she expects specific answers from children. Finally, the third activity is done with the Wiggler group and they do a game that involves movement, listening and a little speaking. Thus, all three activities are done at the same moment but each of them has different learning goals because they are adapted to children's necessities.

Children with English as an Additional Language are defined by Mistry and Sood (2015) as "learners who already speak another language or languages and are learning English in addition to this". Jakeman has a high percentage of children with EAL and the principal mother tongues of children in the school are Urdu and Arabic. As both authors state, children with EAL have been targeted at some points as SEN children. However, Frederickson and Cline (2009) make a distinction between SEN and AEN children and, consequently, the staff of Jakeman do not qualify them as SEN children but EAL or AEN (Additional Educational Needs) children as the learning difficulty they have is learning a new language and this difficulty will disappear in time (see appendix 3, interview 2, p.118).

The role of the teacher is key in this process and Mistry and Sood (2015) assume that the teacher is the person who "guides and makes sense of the world that learners bring with them" and suggest providing bilingual support to EAL children. Thus, most of the staff at Jakeman are bilingual and can speak nearly all of the mother tongues the children have. When children arrive at the school, they are exposed to a new language, different smells and environments, so they can easily struggle emotionally.

Table 10. Use of the mother tongue by the staff

Key words in other languages	YES	NO	
			In the beginning, a boy does not want to answer the teacher's question (where's the butterfly?) and she speaks to him in Arabic. She says: try it, I'm sure you will do it correctly, so she encourages the boy to speak and he answers in Arabic. Then the teacher says to him "now in English" and he answers in English.

As seen in table 10 (see appendix 2, grid 10, p.93) the teacher uses the mother tongue of the child when he does not feel confident enough to answer the teacher's question in English, so she tries to encourage him to speak using, first, his mother tongue. This idea of the utility of using the mother tongue is reinforced in interview 2 (see appendix 3, p.119-120) when the nursery manager says that "having staff able to speak more than one language is a massive advantage because it allows them to support the Personal, Social and Emotional Development (PSED) of children".

Mistry and Sood (2015) also suggest that “adults should give learners space to grow confident adjusting to the English learning culture but also be sensitive to their roots. They should also provide them with a variety of opportunities and resources to use their home languages through play”. Thus, they give a lot of importance to the idea of promoting the development of children’s first language. However, Jakeman is more focused on the development of English.

“We are now charged to be an English speaking school because of the British Values. Some years ago we had many documents and resources in other languages but it has now changed because the focus is teaching English. There is a strong push on learning English so the environment is English, the English word is every day in the nursery and it is powerful” (see appendix 3, interview 3, p.122).

As a consequence, even though both authors suggest strategies to promote the use of the first languages and to create an inclusive environment, Jakeman is more likely to work a type of inclusion where the mother tongue of children is left aside.

Table 11. Strategies to promote an inclusive environment

Suggestions by Mistry and Sood (2015)	
Video materials in the mother tongue	NO
Books in the mother tongue	NO
Books in English that talk about different cultures and languages	YES
Welcome greetings in different languages	YES
Cards with different areas of the school in different languages	YES
Photographs showing special celebrations	YES
Artefacts showing different cultures	YES
Shared book with families and learners	YES
Interpreters/staff able to speak the mother tongue of families	YES
Space where families can informally chat	YES
Costumes or toys of other cultures	NO
Audio visual materials in other languages	NO

As the table 11 shows (see appendix 2, grid 16, p.109), Jakeman works to promote an inclusive environment by having welcome greetings in different languages, words of the areas of the school in different languages, some photos showing special celebrations and cultures, books in English talking about different cultures, a shared book with the learners and families, interpreters or staff to talk with families about their children in their mother tongue, support workshops with translations if necessary and a place where families can informally chat. However, strategies related to give a continuity to the development of the first languages of the children are not worked because, as we can also see in the table 11, they do not have audio and visual materials in the mother tongue of the children, books in different languages and toys or costumes of other cultures.

Therefore, even though they do not use these strategies to promote the development of children's first languages, they recognise the importance of having bilingual staff and to use their languages in specific moments with families and children.

"What we do when children first arrive at school is a base line assessment and it looks at the child from a holistic approach across all the areas of learning. Obviously with EAL, communication and language always come lower and what we do is the EAL assessments. As there are many languages, we always have a person able to speak this language doing these assessments because then they are able to translate it into English words. If we had not a person able to do it, we would not be able to help the child fairly. So it is about involving families because when we do the assessment we need to ask families what the child does at home, what the child is able to do... If children do not have any English it is really difficult to assess him/her and that is why we involve parents. Having staff able to speak other languages is essential as they can easily communicate with families, for example, talking about the children's day. So apart from supporting the family when settling, it also offers children someone to communicate with at a time that can be very difficult for them" (see appendix 3, interview 2, p.117-118).

The Association of Teachers and Lecturers (2003) talk about the benefits of establishing good relationships between the school and families and Mistry and Sood (2015) say that "the first stage to make children that do not have English as first language feel included, is to make families feel included first because if children perceive that their families feel comfortable in the setting, they will too and learning will happen naturally". Because of that, (see appendix 3, interviews 1 and 2 p.113-121) Jakeman promotes this beneficial relationship through open days, morning and afternoon information, family workshops, parent consultations, newsletters, parents notice boards, Tapestry login, involving families in the school (beach trip, dinosaur museum) and questionnaires to see how happy families are with the school. Through these moments, the school makes sure that bonds with families are established and it helps children feel secure and happy to go to school as families feel comfortable within the setting.

Besides, as Jakeman is a school that is charged to be an English speaking school and in Balsall Heath many mothers have no English, they offer them the possibility to attend ESOL classes to learn English in order to promote better relationships between the family, the child and the school.

"Jakeman nursery wanted to support families and reduce the gap in language that existed in the community by offering mothers ESOL classes. They wanted to empower women to be able to access employment opportunities where English language use is vital. Learning English creates a stronger bond between families by providing a common language between parents and children. This removes a barrier that exists between

families which alienates individuals. Children seeing their parents, especially their mums able to communicate in a language that is familiar to them, feel inspired and many can be the role models for their children. So parents being able to read and help their children with their homework, and even challenge them on everyday issues creates a closer bond between families” (see appendix 3, interview 4, p.124-125).

Promoting inclusion and positive bonds between the school and families is essential for Jakeman, as well as promoting the development of communication skills. Cummins (1984) established that:

Learners with EAL could take two years to learn Basic Interpersonal Communication Skills (BICS), which are language skills needed in social situations, and around five years to be confident in Cognitive Academic Language Proficiency (CALP), needed to fully access the curriculum as it refers to the formal academic learning (reading, speaking, listening and writing) (Mistry and Sood, 2015, p. 98).

Jakeman, then, uses different strategies that link with the strategies Mistry and Sood (2015) suggest to help teachers to promote the learning of BICS and CALP to EAL children.

To promote surface fluency, both authors suggest asking very simple closed questions through play initially to assess the depth of comprehension.

Table 12. Simple questions

Activity development	<p>Some children are playing with the playdough and are making round shapes. The teacher is invited to play with them when a child gives her a piece of playdough and she starts to model the playdough and to make questions.</p> <p>+ <i>What are you doing?</i> I'm making a pizza (child 1). + <i>What ingredients have you used to make the pizza?</i> Flour (child 1). + <i>Apart from flour have you used other ingredients?</i> Egg and gummies (child 2). + <i>This looks tasty. Who is this pizza for?</i> For you and all children (child 1) + <i>Are you doing it alone?</i> I'm helping her (child 2) Me too (child 3) + <i>And what are you two doing?</i> A pizza (child 3) A gummy pizza with strawberry (child 2) + <i>Where are you going to cook the pizza?</i> In the oven (child 1) + <i>For how long?</i> A lot of time (child 1)</p> <p>When the pizza is cooked and she sees that children are touching the pizza but not talking or interacting, the teacher asks them:</p> <p>+ <i>Would you like to write the ingredients we have used?</i></p> <p>Children go to the writing area and they write the ingredients they have used.</p>
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As in February children had been exposed to English since September, they had already developed some English. For this reason, as shown in table 12 (see appendix 2, grid 14, p.103-105) the questions are mainly simple open questions rather than closed questions. The teacher wants children to speak and she asks questions that can have multiple

answers and there are few closed questions. Through these questions the teacher wants to promote meaningful speaking through children’s interests taking into account children’s developmental speaking stage.

In order to work on simple communication skills, Mistry and Sood (2015) talk about using daily routine words.

Table 13. Daily routine

Time	Moment of the day	Development
08:55 09:20	- Group time	Before going to play, the teacher explains them how the settings are organised and what activities children will be able to do this day. She encourages them to go to play by saying “Now it is time to play . If your name starts with “a a a...”, go and play.
10:35 10:45	- Tidy up time	Before focused group time, teachers go to the different settings and explain children that “now it is tidy up time ” so the teachers and children start to tidy up the classroom. If children continue playing, then the teachers make them sit on the carpet and they talk about how the class looks like to make them understand that they all need to help to tidy up.
10:55 11:20	- Focused group	*Focused groups activities are explained in the observation grids (1 to 15). When the teacher finishes the activity, she says to children “now it’s time to wash your hands if you have lunch in the school or take your coat if you go home because it’s snack time . For children that have lunch at home, is home time . See you tomorrow”.

At Jakeman, there are 5 important moments during the morning and afternoon: group time, time to play, tidy up time, focused group time, snack time and home time. In order to make children conscious of the words related to these moments, they repeat these words until children listen to them or they ask what moment of the day is (see appendix 2, grid 17, p.110-111). To welcome these moments, teachers sing different songs to encourage children sing with them and practice intonation, rhythm, vocabulary acquisition...

Another strategy suggested especially for EAL children is to rely on contextual support. This is constantly used at Jakeman during different moments of the day.

Table 14. Contextual support

Activity development	<p>The teacher has a book with different cards. Before talking about the pictures of the book, she asks children which is the colour of the cover and she also asks if someone knows what the book contains inside. As any child answers this last question she opens the book.</p> <p>She shows children the first card, a strong boy. She says “strong boy” and children repeat what the teacher has said. The second card is a girl that ties her shoe and the teacher says “tie shoe” and children repeat the word. She follows the same process with all words: people, big, far, press wall, brush teeth, paint, and eggs.</p> <p>Once they have done all cards, she starts the activity again but instead of just making them repeat the words, she asks questions to them. For example:</p>
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As observed in table 14 (see appendix 2, grid 12, p.97-99) the teacher uses visual support to help children learn specific words to have a mental reproduction of what the word means. These contextual supports are used every day by teachers because during the welcome routine, for example, they use cards to represent the weather (see appendix 2, grid 17, p.110-111) or letters with a picture of an object that starts with this specific letter. They also use puppets or symbols to support understanding as they have cards

with minimalist images to represent the actions children need to do before starting focused group activities: good looking, good listening, good sitting, being quiet and sitting in a circle (see appendix 2, grid 7, p.88). Therefore, having contextual support is one of the most used strategies teachers use to promote the acquisition of English. This is justified by the nursery manager (see appendix 3, interview 2, p.118) when she says:

“It is really important that you have some sort of reference to support all the work because if the child is already struggling with the words you are saying, how are they going to associate that with that object? It is just going to be a word floating out on the air. For this reason, supporting it with a photo or object is essential”.

The fourth strategy suggested is to use face picture cards to show emotions associated with activities and instructions. However, teachers, instead of using face picture cards, use face to face contact to express these emotions. So in any situation where these cards would be used to express an emotion related with a children’s action, teachers use their own face expressions to make them see they are not happy by saying “it makes me sad” (see appendix 2, grid 1, p.61-64) or a sentence similar to “it makes me happy” and a smiley face. This is also used between children when they have a conflict. Although it is not documented in my observations, when children had an argument and they were not satisfied with the classmate’s behaviour, they also said “it makes me sad” and a facial expression of sadness.

Non-verbal communication and body language support, together with contextual support, were the most used strategies at Jakeman for strengthening the verbal messages teachers gave to children.

Table 15. Gestures to promote a better understanding

Activity development	To promote the understanding of the story, she does lots of facials expressions to represent what's happening (something good: happy face, something bad: sad face...). Regarding gesticulation, when she talks about under the book or on the book, she shows with the finger where both sides are. Moreover, every time Supertato makes an action like jumping or flying, she represents it with her arms and body to make children have a better understanding of what is happening in the story.
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As shown in table 15 (see appendix 2, grid 4, p.72-74) gesticulation and lots of word repetition are used to reinforce the verbal message. For example, when telling a story, children will pay more attention and will be better listeners if the teacher uses gestures to represent “a BIG lion” or someone that “RUNS” fast just by moving the arms and if eye contact is constant instead of just reading what the book says. However, gestures and non-verbal communication were not only used when explaining a story to children but when explaining how to do an activity, when counting to show them the numbers through gestures children can perform with their fingers... The week before leaving the school, a

child with no English arrived and this was the most used strategy to communicate with him.

Table 16. Gestures and thumbs up

Activity development	<p>When they have finished playing, the teacher says "stand up" and all children stand up unless him. So the teacher does the gesticulation with the arms to indicate him he needs to stand up. He stands up. (...) The teacher asks children to throw the bag in the air and all children do so, unless him. So the teacher says the child's name and says to him: UP and CATCH and does the gesticulation. (...) When the child is playing, the teacher asks him if he is ok making a thumb up gesticulation. However, he does not respond.</p>
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Table 16 is an example of a new EAL child. When doing the group activity using body gestures is useful for the child to understand what the teacher is asking to him even the most used strategy for this child is to observe their peers and copy what they do (see appendix 2, grid 13, p.100-102). However, when the activity finishes and the teacher asks him through a thumb up if he is ok, the teacher obtains no answer.

Another suggested strategy is using stickers to support understanding. Even this does not appear in my observations, as saw it in a moment out of the observation context, teachers gave stickers to children to reinforce good behaviour. However, I just observed it twice because one teacher said that they did not want to make children get used to behaving properly to have a sticker.

The use ICT to support verbal communication to encourage learners to listen and repeat words or sentences independently in English is a strategy recommended by Mistry and Sood (2015). However, I did not see any use of ICT's in the two months and a half I did the placement. Teachers encouraged this verbal communications support by promoting multiple situations where children could interact with them and with the teacher.

Although all these strategies are suggested for EAL children, teachers used them for all pupils as:

"It is not just about promoting specific strategies for EAL children. It is about promoting strategies for any child that requires to develop a language and that is why we need to support all children. Here in Birmingham, we also have problems with children with just one language because they struggle too. And this is because of a social and economic impact. Children are in front of the TV and there are no opportunities to promote language" (see appendix 3, interview 2, p.118).

Regarding the development of CALP (see theoretical framework), I could not observe any of the stated strategies because when the children were playing out-of-context games, teachers encouraged them to focus on a specific activity. Therefore, higher order thinking skills were not still worked (through asking questions using photos for discussion

through practitioner intervention) because the only pictures I saw were to inspire children to make art pieces of playdough recipes but not for talking about the image itself.

Finally, and regarding free-flow play, the staff of Jakeman stated different interesting aspects that promote the development of language among all children with or without EAL.

They first assume the importance of setting the corners in a way that promotes the autonomy of the child “we are a school that prides ourselves on free flow learning experiences. The activities are set up with specific learning intentions and children can develop different skills in different areas independently” (see appendix 3, interview 2, p.118-119). However, they put some emphasis on the fact of “having a teacher in each environment corner will support the child to develop the skills needed in that space”. So “children will often navigate to the area of interest and the adult will work helping to support the child’s understanding and to become independent learners too” (see appendix 3, interview 1, p.115).

A lot of emphasis is focused on social interaction to develop communication skills:

“Free-flow is challenging because although they can do what they like, it is very focused and meaningful so the resources that are there promote communication. Environments are set in a way that it promotes the development of social skills. As you have seen, there are lots of spaces to develop language by interacting between each other. There are lots of corners where they can go and interact so it promotes language development. As the EYFS states, children learn better from the social interaction” (see appendix 3, interview 2, p.118).

As a consequence, all the free-flow play corners are set in a way that children can stay there and play individually or in group. For example, in the writing area, the painting area, the construction blocks area... are spaces where pupils can work independently if they want to but the environment and how it is set up promotes constant interaction (round table, big spaces to make the constructions...)

As Jakeman works on promoting this social interaction and communication taking children’s interest into account, they said:

“We understand free-flow play as the ability to move indoors and out. So they are more powerful and competent by making their own choices. They know what excites them, what motivates them, so that is why it is very powerful. It also promotes communication as they make their own choices with other pupils of what they do like to play. Free-flow allows us to see what keeps them moving. Otherwise, if they were in a passive situation controlled by the adult we would be making lots of assumptions about what they are

interested in, what their level of understanding is, and so on. We let them be the lead and we follow them to see what really motivates them to promote communication” (see appendix 3, interview 3, p.122).

In this way, a lot of importance is given to the role of observation “a cycle of observation is necessary: observe and then set up the corner, then assess to make sure it is not too low level nor high level and then plan for the next day” (see appendix 3, interview 2, p.119). Teachers continuously observe what children do, how they do it (they take photos to show families what they have been doing during the week) and they assess if the corner promotes the necessary EYFS competences progressively through Tapestry, for example. If not, they change the activities prepared in this specific corner.

Regarding the specific strategies of free-flow play that teachers could integrate with children with English as an Additional Language (see appendix 2, grid 18, p.112) stated by Mistry and Sood (2015), I could observe the following:

Table 17. Free-flow play strategies

Strategy	YES/NO	Example
Having pictures of what children can try to make	YES	The clay table is set up with sticks, leaves and clay. There are different images of clay house constructions to give examples to children of what they can make. However, just one child (of the 6 playing with clay) takes the pictures to get inspiration.
Labelled resources	YES	After half term all the resources have been labelled with clear font and big letters. All the words have been laminated. Children can start getting used to see the materials and objects represented in words.
Multicultural dolls, puppets or clothes	NO	There isn't a variety of clothes from different cultures in the dressing up area. There aren't toys or puppets of different cultures. Just one of all the dolls they have is black.
Exciting resources (such as interactive table-top displays)	NO	The iPads the school has are used by the teacher to take pictures of what the children do, to do the assessment and Tapestry.
Let the child observe rather than play	YES	Teachers give the time and space each children need to play. The new EAL arrival has been observing how their classmates were playing and after a while, he has joined one of the boys playing with trains.

When setting up the clay table or the playdough table, they usually have different pictures of recipes or constructions children can make. Besides, in the writing area, there are lots of words and letters printed and stamped on the wall and on the table to give visual ideas of writing to children. Concerning labelled resources, both nurseries have all the objects and resources labelled with laminated cards. However, they do not have multicultural resources for EAL children at any point in the nursery or iPads to watch videos in their mother tongue or in English to improve these languages.

The last strategy, letting the child observe rather than play, is supported by the qualified teacher as she says that “most EAL children will often listen very carefully at first without speaking, but with time the child will use the language they have heard from the adult or other children to communicate with” (see appendix 3, interview 1, p.115).

In conclusion, Jakeman Nursery School uses a wide variety of resources and strategies to help children developing language and communication skills.

5.2. Results

The staff of Jakeman Nursery School give a lot of importance to the development of the English language, and believe that the interaction between children and teachers is vital to develop language and communication skills. Therefore, they offer children a wide variety of materials, corners and planned activities through which they can progressively explore and acquire language. As this research aims to study the methodologies and techniques used by the staff of Jakeman Nursery School to teach English to children with English as an Additional Language (EAL), specific aspects about the teaching practice have been analyzed.

The practitioners at the school promote different language experiences through free-flow play and focused activities. Regarding free-flow play, the teachers are responsible for organising and setting up the class corners with the sort of resources that, according to the EYFS curriculum, promote speech and language opportunities, apart from developing the other areas of the curriculum. Therefore, children can freely choose where to play indoors or outdoors depending on their interests and necessities.

Concerning planned activities, the qualified teacher plans specific activities depending on the developmental stages the children are at. As the staff are conscious that each child has different capacities and necessities, and they want to provide them with meaningful learning experiences, four groups are made to meet these needs. There are two groups of more able children, one group called the Wellcomm group (children with EAL, pupils who lack confidence in the English language or children with speech delays) and a fourth group called the Wiggler group (young children who are not ready to sit still). Teachers do simultaneous activities in the same classroom but adapted to what children need.

It is during focused group activities when these specific strategies related to verbal and non-verbal communication to promote English to children with EAL are more visible and highlighted.

Firstly, teachers take advantage of children's interests to ask them simple questions (open-ended questions) to give them the chance to think, express themselves and reflect on the questions made. The role of the teacher, then, is to encourage them to speak about what they are doing in a specific corner or the topic they are talking about during

focused activities, to extend children's vocabulary, promote a natural language development and to indirectly correct specific mistakes they make.

Secondly, they always use visual supports to make the words they say, visible to children as if they are still learning English and they have never heard some of these words before, they are just words floating in the air. The most used supports are cards with images representing actions, letters, animals... and a bag with real objects they talk about. Thus, this allows children to have a mental representation of what the word really means. Apart from having this visual support, they also use Makaton, which is simple signs and symbols that help children to communicate.

These two strategies go together with teachers' gesticulation. In every situation where children and teachers interact, they represent some of the words they talk about by gesticulating. When telling stories, for example, this has a key role as they make children focus their attention and comprehend the verbal message by doing the actions the book says with their body. In addition to this, books are crucial for children as they help children to acquire the ability to understand new words, develop their speech and use their imagination while having fun. Likewise body language is also very important as teachers give an important role to facial expressions to transmit specific emotions to children (if they are sad or happy depending on children's behaviour).

Finally, they sing different songs during the day to improve phonological skills and rhythm. It is a moment of the day where all the children sing together, there is social interaction and they can acquire vocabulary in a fun way and in some cases, it implies physical movement too.

Although the school uses all of these strategies, children with EAL also need to feel welcomed and valued into all the setting. For this reason, Jakeman works to promote an inclusive environment for families and children in different ways, such as having welcome greetings and labelled areas of the school in different languages, some photos and books in English that talk about other cultures, a place for families to informally chat and workshops for families and children. In addition to this, most of the staff of the school speaks the majoritarian mother tongues spoken in the school (Urdu and Arabic) which is crucial to communicate with these families about their children's learning process and daily actions and to support the Personal, Social and Emotional Development of children when needed.

However, Mistry and Sood (2015) give special importance to the idea of valuing the mother tongue of children through providing continuity to these languages in the school. They suggest having audio or visual support and books in the mother tongue as well as

toys or costumes of the cultures the school supplies. Nevertheless, these strategies to promote a deep inclusion are put aside as none of them are present in the school. This may be because Jakeman is charged to be an English speaking school and, as a consequence, mother tongues are given a passive role in the school.

In conclusion, the staff of Jakeman Nursery School use a variety of non-verbal communication strategies to reinforce oral messages, they promote a wide range of experiences where social interaction, and as a consequence, language development is constant, and their role is to actively guide children during their learning process. Through all these strategies, they work to make children achieve the necessary skills and level before attending Primary Schools.

6. Limitations

Regarding the aspects I could improve for the next year's final dissertation as they have been limitations for my research, I will divide this section into two blocs: personal limitations and contextual limitations.

The principal aspect that has obstructed the normal functioning of the research has been not having the theoretical framework finished before starting the placement at Jakeman Nursery School. Due to the lack of organisation of the University, the proposal of the research was not accepted until November, so I arrived in Birmingham with a few pages of theoretic framework. In addition to this, as I had never done a complex research, I was a little confused about how to write and organise this section.

As we also had to present a number of submissions during the placement in Birmingham and I prepared some activities in the school, I could not only focus on finishing the theoretical framework. So the little time I had to invest in homework was divided into school work, the placement report and the final dissertation. As the weeks passed, and as I had to do the observation of the strategies that the staff at Jakeman use to promote English among children with English as an Additional Language, I did the entire observation without having the theoretical framework clear. As a consequence, I realised that some aspects of the observation grid should have been changed to define my observation more accurately. In addition to this, if I had had the observation grid at the beginning of my placement, I would have had the opportunity to do a richer observation and have a more precise data.

Besides, as I started the placement in January, I was told that although most of the children had English as an Additional Language, most of them had already developed skills to speak in English since September. This meant that I could not observe any new EAL arrival, which would have been interesting to follow his/her learning process and language development through the strategies the school promotes.

Another personal limitation I have had has been doing this research in English. Although it is a way to improve my English skills, I have invested a lot of time in thinking how to write in the most correct and precise way all the information in the current work. Moreover, while I was doing the observation, as I could not record the sessions due to the childcare policy, I was not able to identify, understand and write all the data I thought that was essential.

The last but not least personal limitation has been that, as we have had lots of submissions during the second semester, it has been difficult for me to organise the time to do all of the works.

Regarding the contextual limitations, as this research has been done in just one school over a limited period of time, the data collected and its results may only be suitable for Jakeman Nursery School.

If I had to do further investigation into this interesting area of research, firstly, I would like to do regular observations over a longer period of time at Jakeman. If it was possible, I would also like to collect data from other schools with pupils with English as an Additional Language to compare the strategies used in these schools and analyse the most effective ones. As in Catalonia cultural diversity is a reality, I think it would be really useful to collect the strategies teachers use to teach Catalan to children with Catalan as an Additional Language (CAL) and see if some of the techniques used in Birmingham are applicable in Catalan schools

Finally, to improve next year's final dissertation I will try to have the research question, the theoretical framework and the research objectives finished before starting the data collection in order to do an accurate and precise investigation. In addition, I will try to have a longer period of time to do the observation to have verifiable data.

In conclusion, although it has been a laborious and difficult project to do, I would like to say that as the topic was interesting for me and the data collection was done in the school where I did the placement (and I had an emotional bond with the teachers and children I observed) it has been an exciting way to learn different strategies to promote language development among EAL children in depth.

7. Reflections

Through this research process, I have learnt about three different aspects that I had never experienced before: learning about new topics, having a better knowledge about the methodology of the school where I have done my placement, and understanding what research means being conscious of my limits.

As we had to write the theoretical framework to develop the practical part, I read a lot of documents about the school running, and books regarding children with English as an Additional Language and free-flow play. This allowed me to know about different and interesting topics that I had never heard about before, and during this process, I have not stopped learning.

Besides, I have learnt about specific aspects of the methodology the staff at Jakeman Nursery School use to teach English, that, if it had not been for the research, I would have ignored. For example, as I had read a lot about free-flow play, when I was in the classroom, it was easy for me to understand the purpose of determinate corners as well as the importance of letting children freely move indoors and outdoors. The same happened regarding strategies to teach English to children with EAL. Due to the previous information I had, I could easily detect some of the strategies teachers were using to teach English to children. In general terms, having this background with knowledge, has let me be more attentive and focused when observing teachers. Therefore, this research has also given me the stimulus to be more emotionally involved during my placement as I have also analysed, despite it has been with little depth, cultural aspects of the school, families and children.

Regarding the research process itself, I have achieved an understanding of how qualitative research that uses an interpretative paradigm works. Because of how I organised myself and being conscious of the limitations I have had while doing the theoretical and practical part, I have understood that it is essential to have specific sections done before continuing working in others. I have also learnt how to synthesise information, and I have improved my English writing skills thanks to my tutor corrections and being conscious, first when I read, and then when I wrote.

In conclusion, doing this research has made me have a more extensive knowledge about a specific topic that will be useful for me as a teacher, as well as understanding the importance of being constant, hard worker and taking the tutor's corrections as a tool to improve and learn.

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9. Appendices

9.1. Appendix 1. Activity grids (Qualified Teacher)

9.1.1. Reading activity

Story of the Week Plan Room on the Broom		
In group time at 2.45 and at 11.00 for 15 min approx		Week beg : 5.3.18
Learning Objective: Listening 30-50 months: Listens to Stories with increasing attention and recall; and joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Understanding 30 – 50 months: Beginning to understand 'why' and 'how' questions Understanding 30-50 months: Shows understanding of prepositions such as "under" "behind" Understanding 40-60 months: Listens and responds to ideas expressed by others in conversation or discussion Speaking 30-50 : Beginning to use more complex sentences to link thoughts (e.g using and, because) Speaking 30-50 months: Can retell a simple past event in the correct order Speaking 30-50 months: Uses talk to connect ideas, explain what is happening and anticipate what might happen next Speaking 40-60 months: Uses talk to organise, sequence, and clarify thinking, ideas, feelings and events Reading 30-50 months: Enjoys rhyming and rhythmic activities Writing 30-50 month: Sometimes gives meanings to marks as they draw Shape, space and measure 30-50 months: orders 2 items by weight or capacity UW The world 30-50 months: Comments and asks questions about aspects of their familiar world UW the world 30-50 months: can talk about some of the things they have observed such as plants, animals, natural and found objects PSED 30-50 months: Begins to accept the needs of others and can take turns and share resources, sometimes with support from others		
Story Title & Author: "Room on the Broom" Julia Donaldson		
Key Language: "Heavy" "light" "up" "down" "fast" "slow" "share" "friends"		
Extension language: "Heavier" , "lighter" "heaviest" "lightest" "higher" " lower" "over" "under"		
Key Questions to develop Thinking Skills: <ul style="list-style-type: none"> • Was the witch being kind letting the other animals on her broomstick and sharing? • Did the frog break the broomstick on purpose or was it an accident? • How did the frog feel when he broke the broomstick? • What did they do to help the witch at the end? • Why did the dragon leave her alone at the end • How did the witch get a new broom at the end? • Did the animals like their new broom? 		
Songs/Rhymes: 10 little monkeys jumping on the bed		
	Activity	Resources
Activity 1 Jumping	Read the story to the children: Encourage the children to join in with the main refrain e.g. "The witch tapped the broomstick and whoosh they were gone", "Down cried the witch," "Yes cried the witch," - give them chance to practice.	"Room on the Broom" story

	<p>Encourage them to guess what happens next before you turn the page Focus on the key language and take time to ensure the children understand what the words mean,</p> <p>Extension: Follow up with some of the key questions to develop their thinking further</p> <p>Talk about how the frog broke the broomstick by jumping.</p> <p>If there is time do the 10 monkeys on the bed song and ask why they should not be jumping on the bed.</p>	
<p>Activity 2</p> <p>Up and down, higher and lower</p>	<p>Read the story to the children Encourage the children to join in with the main refrains "The witch tapped the broomstick and whoosh they were gone", "Down cried the witch," "Yes cried the witch," - give them chance to practice. Encourage them to guess what happens next Focus on the key language and take time to ensure the children understand what the words mean.</p> <p>Ask the children to imagine they are holding an imaginary broomstick between their finger and thumb, and practice holding it really still. Ask a child who can hold it really still to show it going up, and then down. Ask other children to join in, and gradually vary the directions with higher and lower, so they can understand and demonstrate what these words mean</p>	"Room on the Broom" story
<p>Activity 3</p> <p>Handling books</p>	<p>Read the story to the children: Encourage the children to join in with the main refrains e.g. "The witch tapped the broomstick and whoosh they were gone", "Down cried the witch," "Yes cried the witch," - give them chance to practice. Encourage them to guess what happens next Focus on the key language and take time to ensure the children understand what the words mean</p> <p>Talk about the author/ illustrator/ the blurb etc. Start to read book upside down or backwards- do children know which way up the book should be, which way to read it, how to look after it?</p>	"Room on the broom" book
<p>Activity 4</p> <p>Rhymes</p>	<p>Read the story to the children: Encourage the children to join in with the main refrains e.g. "The witch tapped the broomstick and whoosh they were</p>	"Room on the Broom" story

9.1.2. Maths activity

Date: 05/3/18	Amount of children: Approx 12
<p>Maths: Number problems Context: Children are now counting to 10 and beyond, some are recognising numerals and to support their understanding of number problems they will be working on a number of different skills using a number cube.</p>	
<p><u>Learning Intentions</u></p> <p>Working out simple addition</p> <p>EYFS: 16-26m beginning to organise and categorise objects 22-36 m begins to make some comparisons between quantities Uses some language of quantities Knows that a group of things changes in quantity when something is added Creates and experiments with symbols and marks representing ideas of number</p> <p>30-50m uses some number names and number language Knows that numbers identify how many objects are in a set Compares 2 groups of objects, saying when they have the same number Shows an interest in number problems Shows an interest in representing numbers</p> <p>40-60m in practical activities beginning to use the vocabulary involved in adding and subtracting</p>	<p><u>Key Language/ Vocabulary:</u> Cube Numbers Counting How many all together</p> <p><u>Key Questions:</u> What number is this? How many dots/lines should we draw? How many are there all together?</p> <p><u>Differentiation</u> <u>Sen/d:</u> Encourage the children to feel and name the numbers</p> <p>Lower ability: encourage counting lines/dots. Higher ability: encourage the children count the lines/dots on each side, and count the total.</p> <p><u>Resources</u> Lola Number cube Paper and pens</p>
<p><u>Introduction:</u></p> <p>Sing the circle song/ Everybody sit down Sit the children in a circle. Ask children to show that they are ready, that they are listening. Re-visit listening rules (show signs). Slowly open the box and take out Lola. Unwrap her from her blanket and introduce the children to Lola. Explain that Lola is feeling a little bit shy and scared... Ask what we need to do to help her feel brave and not too shy? Pass the Lola around the circle and allow the children to stroke Lola very gently. (model this to the children)</p>	
<p><u>Development:</u></p> <p>Show the children the big dice of numbers. Ask if they recognise any of the numbers. Show each side of the dice and name the numeral. Model representing numbers by drawing a line to represent the number 1=one line 5= 5 lines. Next choose two children to roll the dice. When the first child rolls the dice, ask the group to identify the number. Ask another child to represent the quantity on the board using lines. Next the second child rolls the dice. Another child will represent the quantity on the board. All children to work out how many we have in total. Repeat this with all children calculating the final total. Children can also represent numbers on a separate sheet so that all children are engaged.</p> <p>Extension: Roll the cube 3 times and count the total</p>	
<p><u>Plenary:</u></p> <p>Count how many boys/ girls in the group and work out using lines, how many do we have all together?</p>	

9.1.3. Initial sounds activity

Jakeman Nursery School

Date: 26.3.18		Amount of children: Approx 13		Approx time: 15-20mins	
Letters and Sounds: initial sounds					
Context: The children have been doing really well with the initial sounds in their names. They have been very interested in writing the letters from their names and sounding them too. To build on this, children will have the opportunity to use the sound cards to look at the set one sounds. This week they will be using the set 1 sound cards to practice some of the sounds.					
Learning Intentions			Key Language/ Vocabulary:		
<ul style="list-style-type: none"> • For children to experience letter sounds • For children to think of words that begin with those sounds 			Sounds, letters,		
Eyfs: Literacy-Reading • Hears and says the initial sound in words. 40-60mths • Links sounds to letters, naming and sounding the letters of the alphabet. 40-60mths Aspect 5: To listen to sounds at the beginning of words and hear the differences between them			Key Questions: What other words begin with s, a, t, p, i, n? Can you think of a name that begins with this sound? What does the letter look like? Round, curvy, straight, dots		
			Differentiation <u>Lower ability:</u> for children to enjoy the sounds and repeat the sounds <u>Higher ability:</u> for children to name the sounds and think of any new words that begin with those sounds		
			Resources Sound cards		
Introduction:					
Sit the children in a circle. Introduce the children to Lola's Box. Explain that Lola is feeling a little bit tired today and they need to sing her a song to wake her up. Slowly open the box and take out Lola. Unwrap her from her blanket and check to see if Lola is awake. Remind children that Lola is feeling a little bit shy and scared and therefore we need to be quiet. Pass the Lola around the circle and allow the children to stroke Lola very gently. (model this to the children)					
Development:					
Ask a small group to sit in a circle so they can see the cards. Explain that Lola has bought along some sound cards and that she would like the children to help her with the sounds. Start by introducing the children to the images on the cards first so that they understand what the objects are and they know the word names. Next show the children the individual sounds. Run your finger over the letter as you sound. Once the children are sounding the letter show them the other side of the card and say Ssssssss Snake. Ask if any one has the letter in their name and write it on the white board modelling how it is written. Do the same for the next five letters. Extension: Ask if they can think of any other words that begin with S.					
Plenary:					
What have we learnt?					

9.2. Appendix 2. Observation grids

9.2.1. Grid 1. Maths cube

					Comments
Day	6 March 2018				
Time	Morning	Afternoon			
Teacher	Key teacher	Teacher Assistant	Substitute Teacher	No Teacher	
Environment	Art classroom				
N° of Children	8 children				
Interaction	Teacher - Child	Teacher – Group of Children	Child - Child		Even there is interaction between child-child when someone says something about the question to the other child.
Activity Type	Maths				

Resources	1 cube with numbers from 1 to 6 8 boards 8 pens		
Activity development	<p>The teacher has a cube with numbers. Children need to say the number when the dice falls down or to other peer's hands. After practicing this, children write on the board as much lines as the number indicates.</p> <p>The teachers shows the planning of the activity to children and explains what's in the paper. After on, she asks what Lola wants when doing an activity and every time a child says the correct answer, she "give five" to children.</p> <p>When children say that the teacher has a dice, she shows the numbers the dice has and children say them out loud. When they have done some examples, she starts giving the dice to individual children. The child says the number and the teacher draws (she asks for help to children) as many lines as the number indicates. All children count out loud the lines they have to do.</p> <p>When number 5 appears, she asks children to show all their fingers.</p> <p>When number 2 () is drawn, number 5 appears then, and she asks how many lines do they need to add to have ().</p> <p>Finally she gives a board to each child and they have to write, first the number 1 and then 3.</p> <p>During the development of the activity, a child started to draw other children's boards and the teacher used her sad face expression to tell the child he was not behaving properly. He stopped when the teacher told him she was sad, and they could continue the activity.</p>		
Communication	Teacher's questions/answers : <ol style="list-style-type: none"> 1. What does Lola ask when we do an activity? 2. What do I have in my hands? 3. Which number is this one? 4. How many lines do we have to draw? 5. What number is this? 6. How many lines should we draw? 7. How many lines are all together? 	Children's answers/questions: <ol style="list-style-type: none"> 1. Good listening/looking/sitting... 2. A dice/a red dice 3. Three 	

EAL specific resources	Opened questions	YES	NO	FEW	<p>Most of the questions are opened because children can give multiple answers in different ways.</p> <p>She gesticulates with the hands when she wants to represent a number.</p> <p>She repeats a number or a questions/explanation when needed.</p> <p>There is constant interaction between children-teacher and children-children.</p> <p>They are all time speaking.</p> <p>Specific maths vocabulary.</p> <p>Children collaborate with each other.</p> <p>No needed because children understood everything.</p>
	Closed questions	YES	NO	FEW	
	Arm/hands gestures	YES	NO		
	Repetitions	YES	NO		
	Interactive games	YES	NO		
	Supporting puppets	YES	NO		
	Songs	YES	NO		
	Picture-sound	YES	NO		
	Systematic synthetic phonics	YES	NO		
	Sufficient exposure to language	YES	NO		
	Explicit language	YES	NO		
	Collaborative activities	YES	NO		
Key words in other languages	YES	NO			
Adult's goal	<p>EYFS: 16-26m beginning to organise and categorise objects. 22-36m begins to make some comparisons between quantities. Uses some language of quantities. Knows that a group of things changes in quantity when something is added. Creates and experiments with symbols and marks representing ideas of numbers.</p>			<p>Maths and language communication.</p>	

	<p>30-50 uses some number names and number language. Knows that numbers identify how many objects are in a set. Compares 2 groups of objects saying when they have the same number. Shows an interest in number problems. Shows an interest in representing numbers. 40-60m in practical activities beginning to use the vocabulary involved in adding and subtracting.</p>	
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9.2.2. Grid 2. Wooden blocks

9.2.2. Grid 2. Wooden blocks					Comments
Day	9 March 2018				
Time	Morning	Afternoon			
Teacher	Key teacher	Teacher Assistant	Substitute Teacher	No Teacher	
Environment	Big classroom				
Nº of Children	6 children				
Interaction	Teacher - Child	Teacher – Group of Children	Child - Child		Even there is interaction between child-child when someone says something about the question to the other child.
Activity Type	House construction				
Resources	Big and small wooden blocks				

Activity development	<p>Children are playing with wooden blocks. The teacher is observing and asks them what they are doing. Children explain the teacher they are building a big house.</p> <ul style="list-style-type: none"> - And what are you using to build this big house? - <i>Wooden blocks</i> - Can you show me the rooms of the big house? - <i>Yes, we have a garden here.</i> - <i>And a toilet (laughs). Look I'm sitting on the toilet!</i> - Wow, this is amazing! What else are you going to build? - <i>A bed!</i> - So, if you want to build a bed how many wooden blocks do you think you need? - <i>Lots!</i> - Ok, let's count the blocks while you do the bed. - (together): one, two, three, four and five! - Will you need sheets? - <i>Yes! Blue and purple sheets!</i> - <i>And yellow.</i> - <i>And orange!</i> <p>The teacher and pupils have an interesting conversation for 10 minutes and when the bedroom is build children play while the teacher observes the topics they talk about. At some point she asks questions to promote children's speaking.</p>				
EAL specific resources	Opened questions	YES	NO	FEW	<p>Most of the questions are opened because children can give multiple answers in different ways.</p> <p>She gesticulates with the hands when she wants to say a "big" room or "how many?" blocks.</p> <p>She repeats important words or expressions. She counts slowly to let children follow her.</p> <p>There is interaction between children when they share their ideas about what is happening in the story.</p>
Closed questions	YES	NO	FEW		
Arm/hands gestures	YES	NO			
Repetitions	YES	NO			
Interactive games	YES	NO			
Supporting puppets	YES	NO			

	Songs	YES	NO	<p>A lot of vocabulary. Related to constructions. Children collaborate with each other while doing their constructions. No needed.</p>
	Picture-sound	YES	NO	
	Systematic synthetic phonics	YES	NO	
	Sufficient exposure to language	YES	NO	
	Explicit language	YES	NO	
	Collaborative activities	YES	NO	
	Key words in other languages	YES	NO	
EAL specific	She does: <ol style="list-style-type: none"> 1. Simple questions 2. Promotes speaking taking into account children's interest. 			
Adult's goal	Learning of new language, listening and speaking, maths.			

9.2.3. Grid 3. Phonics train

					Comments	
Day	7 March 2018					
Time	Morning	Afternoon				
Teacher	Key teacher	Teacher Assistant	Substitute Teacher	No Teacher		
Environment	Art classroom					
Nº of Children	10 children					
Interaction	Teacher - Child	Teacher – Group of Children	Child - Child		Even there is interaction between child-child when someone says something about the question to the other child.	
Activity Type	Rhyming sounds – Phonics train					

Resources	Game Lola	
Activity development	<p>Once children are sitting on the floor, the teacher and the children sing the “hello song” to Lola. Then, she explains to children that Lola has a game for them and she starts doing questions to children to see if they remember what rhythm sounds are.</p> <p><i>Does any of you remember what rhythm sounds are?</i> Yes, “A A A Apple”.</p> <p>She explains they have two trains (one orange train and one purple train) and shows that in the box she has lots of pictures. The first picture she shows to children is a “can”.</p> <p><i>Does any of you know what is this?</i> A cup. <i>This is a can and a can normally contains food inside like the beans that J and A eat for lunch. Can you repeat with me “c c c can”?</i></p> <p>She does the same with the six words she has (fan, pan, can, hat, bat, fat). When they talk about the “p p p pan” a child says that sounds like “p p p pancake”. The next step she does is asking them what word rhyme. She pronounces three words (fan, bat, can) and she asks which word sounds different from the others. They put in the same train the words that sound the same.</p> <p>Finally, she turns back all the cards and ask children if they remember the words each train contains.</p>	
Communication	<p>Teacher’s questions/answers :</p> <ol style="list-style-type: none"> 1. Does anyone remember what rhythm sounds are? 2. What does HAT sound like? 3. Can you think with something else that rhythms with...? 4. Look what I have, what do you think it is? 5. We’ve a bat, we’ve got a can, we’ve got a...? 6. We need to sort out which ones start with the same sound. Fan and Pan for...? 	

EAL specific resources	Opened questions	YES	NO	FEW	<p>Most of the questions are opened because children can give multiple answers in different ways.</p> <p>She gesticulates with the hands when she wants to represent the object in the card.</p> <p>She repeats the starting sound of the word many times: Ha Ha Ha Hat.</p> <p>There is interaction between children when they share their ideas about what is happening in the story.</p> <p>Cards with pictures and the name in front and no name in the back.</p> <p>6-8 new words (BELL/SHELL/WELL/LOG/FROG/LOCK)</p> <p>Specific vocabulary</p> <p>Children collaborate with each other even they listen to the story.</p> <p>No needed.</p>
	Closed questions	YES	NO	FEW	
	Arm/hands gestures	YES	NO		
	Repetitions	YES	NO		
	Interactive games	YES	NO		
	Supporting puppets	YES	NO		
	Songs	YES	NO		
	Picture-sound	YES	NO		
	Systematic synthetic phonics	YES	NO		
	Sufficient exposure to language	YES	NO		
	Explicit language	YES	NO		
	Collaborative activities	YES	NO		
Key words in other languages	YES	NO			
EAL specific	As they have different pictures with the LETTER and a DRAWING when she asked for some words a child said K for KEY and pointed the cards we have in the classroom.				

	Gestures → can you find two (and does the number 2 with the fingers).	
Adult's goal	Phonics	

9.2.4. Grid 4. Supertato's activity

9.2.4. Grid 4. Supertato's activity					Comments
Day	8 March 2018				
Time	Morning	Afternoon			
Teacher	Key teacher	Teacher Assistant	Substitute Teacher	No Teacher	
Environment	Art classroom				
Nº of Children	9 children				
Interaction	Teacher - Child	Teacher – Group of Children	Child - Child		Even there is interaction between child-child when someone says something about the question to the other child.
Activity Type	Supertato's book				
Resources	Ipad Supertato book				

	Cards Pencils Handmade supertato Supertato's card				
Activity development	<ol style="list-style-type: none"> 1. Hannan asks what the title of the book is to the children a child and to promote language development she asks to a specific boy what happens in the story. 2. A child says his opinion and Hannan, when the child has finished, she explains again what the child has said doing some clarifications and emphasizing concrete aspects of the story. 3. To promote the understanding of the story she does lots of facials expressions to represent what's happening (something good: happy face, something bad: sad face...) 4. In terms of gesticulation when she talks about under the book or on the book, she shows with the finger where both sides are. 5. Once the child has finished explaining the story, she does some questions to other children. Each children's answer has a Hannan answer too repeating making questions what the child has said (So, the vegetable goes to Supertato's house and boughts...?). 6. Once the story is finished, Hannan takes a paper and says that she will have an H to on his belt like Supertato. 7. They start doing each child's first letter sound and Hannan gives them a paper where they can write their first letter because she says that tomorrow they will do their own belt. 8. They are doing letter sounds for some minutes until a child says he has superpowers and Hannan writes her superpower on her belt. 9. Then she asks them if tomorrow they want to do their Supertato and what do they need to do so. 				
Communication	Teacher's questions/answers : <ol style="list-style-type: none"> 8. What's the title of our book? 9. Who is at the top of the book? 10. What happened next? 11. Does anybody remember where...? 12. What's Supertato's first sound? 13. Shall I show you...? 14. What was he looking for? 				
EAL specific resources	Opened questions	YES	NO	FEW	Most of the questions are opened because children can give multiple answers in different ways.
	Closed questions	YES	NO	FEW	

	Arm/hands gestures	YES	NO	<p>She gesticulates with the hands when she says specific words (on, under, strong).</p> <p>She repeats the starting sound of the word many times, what children explain doing some indirect clarifications and specific words they should remember.</p> <p>There is interaction between children when they share their ideas about what is happening in the story.</p> <p>She asks a child to explain what's happening in the book.</p> <p>Speaking is promoted all time.</p> <p>Of the book.</p> <p>When sharing their ideas and writing their names.</p> <p>No needed...</p>
	Repetitions	YES	NO	
	Interactive games	YES	NO	
	Supporting puppets	YES	NO	
	Songs	YES	NO	
	Picture-sound	YES	NO	
	Systematic synthetic phonics	YES	NO	
	Sufficient exposure to language	YES	NO	
	Explicit language	YES	NO	
	Collaborative activities	YES	NO	
	Key words in other languages	YES	NO	
EAL specific	Picture – learning new words. Speaking in a natural way.			Families want their children to write their name that's why they are practicing to write their name that hard.
Adult's goal	Language development (speaking). Remember what happens in the story. Understanding of the story. Sound letter training. Writing (fine motricity). Imagination			

9.2.5. Grid 5. Treasure box

9.2.5. Grid 5. Treasure box					Comments
Day	8 March 2018				
Time	Morning	Afternoon			
Teacher	Key teacher	Teacher Assistant	Substitute Teacher	No Teacher	
Environment	Art classroom				
Nº of Children	8 children				
Interaction	Teacher - Child	Teacher – Group of Children	Child - Child		Even there is interaction between child-child when someone says something about the question to the other child.
Activity Type	What do we have in the chest?				
Resources	Chest Lola				Lola time

	8 different birthday objects 1 bone				
Activity development	<ol style="list-style-type: none"> Hannan has a chest that children are not used to see. She asks them what do they think there is inside. Once they have given their opinions (language development), she moves the box to listen to what's inside, she opens it in a quiet way... and Lola is in. When children see Lola is in the box, a child asks: <i>why is Lola hiding in the treasure box? If Lola was in the other box, how has she come here?</i> Hannan gives value to this questions and repeats the question with the child's name (Jah'real has done clever questions). Inside the box there are some objects, and before taking all of, she says them "we need to think of what Lola has been doing" and she shows all the material that the box contains: One bone, four colour sticks, one cake, one balloon, a present, a long ice-cream, two cupcakes, another cake... (when a girl so another cake, she says: <i>oh, too many cakes!</i>) and HB letters. Hannan asks what all this objects Lola has mean? And a child says it's <i>Lola's birthad because she is turning 4.</i> Hannan asks them if they can recognize the letters of HB and they say it says Happy Birthday. She asks how do they know it says happy birthday, and a child says because there's a Ha ha ha ha and a B. They sing the song. Once they've said it is her birthday Hannan says: but if it is her birthday, why does she has a bone? Talking about bones they talk about parts of the body and the brain, and she shows the two books of the bones and the brain. 				
Communication	Teacher's questions/answers (some are in the activity development): <ol style="list-style-type: none"> What do you think it is inside? What does those boxes usually have? Shall I open the box? If it is her birthday, why does she has a bone? Children's answers/questions: <ol style="list-style-type: none"> <i>I think there is a monster, a ghost...</i> <i>Golden coins, jewels.</i> <i>It's lola!</i> <i>Because it is a dog's bone and she wants to give it to him. She is going to pass it to the dog.</i> 				
EAL specific resources	Opened questions	YES	NO	FEW	Most of the questions are opened because children can give multiple answers in different ways.

	Closed questions	YES	NO	FEW	
	Arm/hands gestures	YES	NO		She gesticulates with the hands when she says specific words.
	Repetitions	YES	NO		She repeats childrens ideas.
	Interactive games	YES	NO		There is interaction between children when they share their ideas about what is happening with Lola's box before knowing it is Lola and after.
	Supporting puppets	YES	NO		Happy birthday song.
	Songs	YES	NO		
	Picture-sound	YES	NO		Children's ideas are really important. Every good idea or question is repeated.
	Systematic synthetic phonics	YES	NO		
	Sufficient exposure to language	YES	NO		Speaking is promoted all time.
	Explicit language	YES	NO		
	Collaborative activities	YES	NO		When sharing their ideas and writing their names.
	Key words in other languages	YES	NO		No needed...
EAL specific	Speaking is promoted all time to different questions: what's in the box, how has the bone gone inside the box, which objects to they see, etc.				
Adult's goal	Language development (speaking). Sound letter training. Imagination				

9.2.6. Grid 6. Supertato's belt

9.2.6. Grid 6. Supertato's belt					Comments
Day	8 March 2018				
Time	Morning	Afternoon			
Teacher	Teacher	Teacher Assistant	Substitute Teacher	No Teacher	
Environment	Big classroom				
Nº of Children	5 children				
Interaction	Teacher - Child	Teacher – Group of Children	Child - Child		Even there is interaction between child-child when someone says something about the question to the other child.
Activity Type	Creation of Supertato's belt				Because when yesterday Hannan read with other children Supertato's story, at the end they decided to do the belt.

Resources	<ul style="list-style-type: none"> • Coloured papers • Large papers (belt shape) • Ipad (to take photos of the process) • Pencils • Glue • Supertato's in a potatoe. 				
Activity development + questions and answers	<p>10. Once the material is set on the table, Hannan asks to come to children that yesterday wanted to do the belt. Once they are on the chairs, she asks:</p> <ul style="list-style-type: none"> • What did we say yesterday we would do today? • <i>Supertato's belt with our name!</i> <p>11. Hannan shows one belt example and she asks children what superpowers they have.</p> <ul style="list-style-type: none"> • H: My superpowers are: kind, fast... what are yours? • <i>I am a super fast and speedy boy.</i> <p>12. There's a child that is asked his super powers, and as he doesn't give a response to Hannan, she says different super powers to encourage him saying YES or NO: Is your superpower "fast"? NO. Is your superpower "invisible"? YES.</p> <p>13. Then, she asks them: would you like to take a pencil and write your name and superpowers? And children take pencils, and in the coloured paper they have chosen, they write their first letter. To children that do not write on the paper, Hannan asks them: What letter does your name start with? She does the sound and helps them writing their letter in a paper they can COPY.</p> <p>14. Once children have written their letter and superpower, Hannan asks them what do they need to put their belt around their waist:</p> <ul style="list-style-type: none"> • What do you need to put the belt around your weist? What could we use to fix it? • <i>We could use glue tac!</i> • And for what do we usually use glue tac for? • <i>Steaking papers on the wall!</i> <p>So Hannan, even they are doing one type of activity tries that they can stablish bonds between the material they are using in that moment and material used in other situations.</p> <p>15. Once each child has its belt, Hannan takes a photo of them and some children come to do his/her own belt.</p> <p>16. A child takes the potato, smells the potato and tells me that the <i>potato smells like perfume.</i></p>				
EAL specific resources	Opened questions	YES	NO	FEW	Most of the questions are opened because children can give multiple answers in different ways.
	Closed questions	YES	NO	FEW	

	<p>Arm/hands gestures</p> <p>Repetitions</p> <p>Interactive games</p> <p>Supporting puppets</p> <p>Songs</p> <p>Picture-sound</p> <p>Systematic synthetic phonics</p> <p>Sufficient exposure to language</p> <p>Explicit language</p> <p>Collaborative activities</p> <p>Key words in other languages</p>	<p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p>	<p>She does closed questions to children that don't talk much and their questions are YES/NO answers. This activity does not need much gesticulation, but she does it when she wants to represent a "speedy" person or a "strong person".</p> <p>She repeats the starting sound of the word many times (their names sound).</p> <p>There is interaction between children when they show each other the belt, but it is an individual activity.</p> <p>Speaking is promoted all time.</p> <p>Superpower's vocabulary and books vocabulary.</p> <p>When sharing their ideas and writing their names.</p> <p>No needed...</p>
EAL specific	<p>The most clear ones are:</p> <ol style="list-style-type: none"> 1. Constant questions to promote language development. 2. YES/NO questions to children that don't speak much. 3. Having the Supertato's puppet. 4. Sound repetitions. 		
Adult's goal	<p>Language development (speaking).</p> <p>Remember what happens in the story (so they understand why they are doing the belt).</p> <p>Sound letter training.</p> <p>Writing (fine motricity) and imagination.</p>		

9.2.7. Grid 7. Listening to Room on the broom

					Comments
Day	9 March 2018				
Time	Morning	Afternoon			
Teacher	Key teacher	Teacher Assistant	Substitute Teacher	No Teacher	
Environment	Art classroom				
Nº of Children	8 children				
Interaction	Teacher - Child	Teacher – Group of Children	Child - Child		Even there is interaction between child-child when someone says something about the question to the other child.
Activity Type	Listening to a story				
Resources	The book (Room on the broom)				

Activity development

As the book has been told several times to children, the teacher shows the drawings of the book to them and makes them say what happens in the story. Her intention is to give specific **vocabulary** that appears in the story but that when the whole story is read it is difficult to specify.

Before starting the book's reading, there was a conversation between the children and the teacher:

C: Why is a door over here?

H: Because there's the staff room.

C: And what's the staff room?

H: Where teachers leave their bags...

C2: I went once to the staff room in Christmas.

C3: Yes, and Naz was dressed up like Santa Claus.

H: Yes, Naz was pretending to be Santa Claus.

As they had only 20 minutes to do the activity Hannan told them if they wanted to read the book. Before starting, she asked them if they **remembered what they needed to do while doing an activity**. They all answered good looking, listening, sitting, being quiet and sitting in circle. Every time that a child said the answer she did **GESTICULATE**.

Some of the questions the teacher did were:

1. What's the title of the book?
2. Do you remember who the person that writes the book is?
3. Do you remember who the person that does the drawings is?
4. Can you tell me which the animals that appear in the story are?

While they were talking about the story, it was a drawing in which there was the witch and a caldron. As it was a word that children did not know, she asked them:

5. Does any of you know what this object is? *It is a pan* – said one child. And Hannan told him **it is like this but we call it caldron**. Can you repeat caldron with me?

During this conversation a child asked: *what does the witch has on his nose? How could I take it of?*

6. Hannan was not reading the book in any moment because through the questions done by her and children, the story was already told. So she also asked to them: what happens to this hat?

	<p>7. What do you think it happened next? 8. Who was looking at her? 9. In the book there was rain, and while she was touching the rain, she asked them: what's this? <i>Rain drops</i>. 10. In the book there was a pond, but she asked them: what do you see, a river or a pond? 11. Does anybody remember what the frog asks to the witch? As anyone answered, she started the sentence and children continued the sentence.</p>				
EAL specific resources	<p>Opened questions</p> <p>Closed questions</p> <p>Arm/hands gestures</p> <p>Repetitions</p> <p>Interactive games</p> <p>Supporting puppets</p> <p>Songs</p> <p>Picture-sound</p> <p>Systematic synthetic phonics</p> <p>Sufficient exposure to language</p> <p>Explicit language</p> <p>Collaborative activities</p> <p>Key words in other languages</p>	<p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p>	<p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p>	<p>FEW</p> <p>FEW</p>	<p>Most of the questions are opened because children can give multiple answers in different ways.</p> <p>She gesticulates with the hands when she wants to represent an action (running, tired), quantities (lots of, few)...</p> <p>She repeats important words or expressions, new words.</p> <p>There is interaction between children when they share their ideas about what is happening in the story.</p> <p>A lot of vocabulary.</p> <p>She focused on new vocabulary.</p> <p>Children collaborate with each other even they listen to the story.</p> <p>No needed.</p>

EAL specific	<p>She wants children to speak about what they have understood about the story done in class. What she does is asking many questions so children explain the story through the answers.</p> <p>She always does opened questions and all questions are valued, if something is incorrect, she just says the same sentence with the indirect correction.</p> <p>When an answer is given by the child, she does more answers, and when a child says “because...” but nothing else, she says again “because...” to encourage the child speak.</p>		
Adult’s goal	Learning of new language, listening and speaking.		Maths and language communication.

9.2.8. Grid 8. Evil pea activity

9.2.8. Grid 8. Evil pea activity					Comments
Day	16 March 2018				
Time	Morning	Afternoon			
Teacher	Key teacher	Teacher Assistant	Substitute Teacher	No Teacher	
Environment	Art classroom				
Nº of Children	8 children				
Interaction	Teacher - Child	Teacher – Group of Children	Child - Child		Even there is interaction between child-child when someone says something about the question to the other child.
Activity Type	Big notebook writing (for families)				
Resources	Big notebook Images of the evil pea and superheroes Pens				

Activity development	<p>There is a big notebook on the floor with pictures of the children making the Supertato's belt, trying to find the Evil pea, etc. Next to the photos the teacher writes down sentences children say. To promote the speaking, the teacher asks to a child:</p> <p>T: Where do you think the Evil pea is hiding? C: I think it may be hiding in the pompoms. I've got a magnifying glass. T: And what are you going to do with the magnifying glass? C: The Evil pea is so little, we can't see him, we need the magnifying glass.</p> <p>After this, the child stands up and walks around the class to try to find the Evil pea. There is another child sitting next to the teacher and she is says that:</p> <p>C: Tomorrow I'll get up and I'll find the Evil pea in my bedroom. T: And where do you think you will find the Evil pea? C: I think he is under my bed. I found a clue. T: A clue! Clue is a good word! Which clue? C: when I find him I'll tell you. T: Would you like to draw you bed and the evil pea down?</p> <p>Meanwhile, the teacher writes all the comments children do. After some minutes, she asks:</p> <p>T: Do you remember where we said we would look at? In the microwave... where else?</p> <p>.</p>				
EAL specific resources	Opened questions	YES	NO	FEW	<p>All time opened questions are done to promote imaginative speaking.</p> <p>Gestures are mainly done when saying: what do you think, the small evil pea...</p> <p>New words are repeated and children's sentences too to give importance to what they say.</p>
Closed questions	YES	NO	FEW		
Arm/hands gestures	YES	NO			
Repetitions	YES	NO			
Interactive games	YES	NO			

	Supporting puppets	YES NO	
	Songs	YES NO	
	Picture-sound	YES NO	
	Systematic synthetic phonics	YES NO	
	Sufficient exposure to language	YES NO	All time.
	Explicit language	YES NO	
	Collaborative activities	YES NO	
	Key words in other languages	YES NO	
EAL specific	<p>The teacher promotes speaking by doing opened questions all the time.</p> <p>She also congratulates children when new vocabulary is used.</p> <p>When children give an answer, she does another question to them to make them think more about what they have said.</p> <p>This language is constantly promoted taking into account children's interest</p>		
Adult's goal	<ol style="list-style-type: none"> 1. Speaking (language development). 2. Creativity (thinking and drawing). <p>What she pretends is to give importance to what children say and make them feel totally involved on the situation.</p>		

9.2.9. Grid 9. Initial sounds

9.2.9. Grid 9. Initial sounds					Comments
Day	16 March 2018				
Time	Morning	Afternoon			
Teacher	Key teacher	Teacher Assistant	Substitute Teacher	No Teacher	
Environment	Art classroom				
Nº of Children	8 children				
Interaction	Teacher - Child	Teacher – Group of Children	Child - Child		Even there is interaction between child-child when someone says something about the question to the other child.
Activity Type	Sounds				
Resources	Lola Initial sounds				

Activity development

T: I'm going to open my spotty box. Does anybody else have spots on his/her clothes?

C: I don't.

T: I see some children wearing the same pattern. R has it on her socks, A has it on her jumper...

C: Spots!

T: I has it on her trousers...

C: Stripes!

T: You've got stripes on your socks R, A has stripes on her...

C: I have stripes on my jumper.

T: And I also see another shape on A and my clothes.

C: Squares! A is has squares on her t-shirt.

After having had a natural conversation of shapes, the teacher says:

T: Let's see what Lola has on her box. She takes five cards and asks children what they need to do. The cards are the ones of good looking, listening, etc. After children answer, she leaves the cards on the box so children can see them. She takes Lola and each child hugs Lola once. She speaks whispering (**non-verbal**) and leaves Lola in a corner that can see children.

She takes the Initial sounds box and takes off some wood cards: *bed, horse, frog, pig, snake (I'm scared of snakes), egg and giraffe.*

T: If we need to find the sounds...

C: S s s snake!

T: Wow! Well done.

The teacher shows the cards and children do the sound. In a specific moment a child says: "pi pi pi pig" and for first time, the teacher does a direct correction " pi no, p p p pig".

After children have done the sounds, she asks:

T: If I say e e e what word can you say to me?

C: Egg!

C: Elephant!

	The teacher encourages them to make the sound and think about new words.				
EAL specific resources	Opened questions	YES	NO	FEW	In this case questions are more closed than opened because she wants a specific answer in terms of sounds and opened when she does a sound and children need to say a word. Few gestures. Lots of repetitions with the “e e e egg” and words. New words are repeated and children’s sentences too to give importance to what they say. There is a lot of input of new words and also output.
	Closed questions	YES	NO	FEW	
	Arm/hands gestures	YES	NO		
	Repetitions	YES	NO		
	Interactive games	YES	NO		
	Supporting puppets	YES	NO		
	Songs	YES	NO		
	Picture-sound	YES	NO		
	Systematic synthetic phonics	YES	NO		
	Sufficient exposure to language	YES	NO		
	Explicit language	YES	NO		
Collaborative activities	YES	NO			
Key words in other languages	YES	NO			
EAL specific	Cards and repetitions (first letter sounds)				
Adult’s goal	1. Speaking (language development).				

9.2.10. Grid 10. Cards and speaking

					Comments	
Day	21 March 2018					
Time	Morning	Afternoon				
Teacher	Key teacher	Teacher Assistant	Substitute Teacher	No Teacher		
Environment	Art classroom					
Nº of Children	7 children					
Interaction	Teacher - Child	Teacher – Group of Children	Child - Child		Even there is interaction between child-child when someone says something about the question to the other child.	
Activity Type	Key building blocks of language					
Resources	Targeted support to help children acquire key building blocks of language.					

Activity development	<p>The teacher has a box with lots of images of people doing different activities and objects placed in different spaces. She first makes general questions.</p> <p>T: <i>What is he doing?</i> C: In the tunnel. T: <i>Good boy, he is in the tunnel.</i> T: <i>The butterfly is under the...</i> C: Cloud T: <i>The butterfly is...</i> C: On the top T: <i>On the top of the cloud.</i> T: <i>Where is the butterfly?</i> C: ----- T: b b b... C: Behind the box.</p> <p>Then she asks questions to specific children.</p> <p>T: <i>What is he doing? S s s ?</i> C: Smiling T: <i>This girl is happy or sad?</i> C: Sad. T: Very good. This girl is sad. <i>He is...</i> C: Bored! T: The boy is bored, he is bored.</p> <p>Once she has done all the cards, she repeats the game faster because children can answer all of them correctly. At the end she asks children to tell her how they are feeling by asking them “are you happy, are you sad, confused, bored?”.</p>				
EAL specific resources	Opened questions	YES	NO	FEW	In this case questions are more closed than opened because she wants a specific answer.
	Closed questions	YES	NO	FEW	
	Arm/hands gestures	YES	NO		

	<p>Repetitions</p> <p>Interactive games</p> <p>Supporting puppets</p> <p>Songs</p> <p>Picture-sound</p> <p>Systematic synthetic phonics</p> <p>Sufficient exposure to language</p> <p>Explicit language</p> <p>Collaborative activities</p> <p>Key words in other languages</p>	<p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p>	<p>She repeats as many times as needed the word that she pretends them to make them learn.</p> <p>Picture-word</p> <p>There is exposure but more talking would be better. Easy specific language.</p> <p>In the beginning, a boy does not want to answer the teacher and she speaks to him in Arabic. She says him: try it, I'm sure you will do it correctly. She encourages the boy to speak and he answers in Arabic. Then the teacher says him "now in English" and them two together answer.</p>
EAL specific	Cards, repetitions (first letter sounds) and little input first language.		
Adult's goal	<p>Poor spoken language skills → may have word-finding difficulties or limited vocabulary as a result of limited life experience.</p> <p>It helps children to build vocabulary of verbs and pronouns.</p>		

9.2.11. Grid 11. Rhyming words

					Comments
Day	22 March 2018				
Time	Morning	Afternoon			
Teacher	Key teacher	Teacher Assistant	Substitute Teacher	No Teacher	
Environment	Art classroom				
Nº of Children	7 children				
Interaction	Teacher - Child	Teacher – Group of Children	Child - Child		Even there is interaction between child-child when someone says something about the question to the other child.
Activity Type	Rhyming words				

Resources	A bag with different wooden cards with images.				
Activity development	<p style="text-align: center;">T: <i>Can anyone remember any rhyming word?</i></p> <p style="text-align: center;">They sing a song.</p> <p>The teacher has lots of wooden pieces with images: peg, cat, sock, ball, ring (<i>R like my name</i>), snake, c c c car, mouse, pear, shell, dog, house, frog, star, jug, van, cake, bee, wall, snail...</p> <p style="text-align: center;">T: <i>We need to find the words that rhyme. For example fox and box. Does ring and pen rhyme?</i></p> <p style="text-align: center;">Then she displays the material on the floor (frog/dog/cat) and children need to choose the ones that rhyme.</p> <p style="text-align: center;">When children do not get the correct answer, she ask them to close the eyes and listen to the three words properly.</p> <p style="text-align: center;">“That does not sound the same”</p> <p style="text-align: center;">Then they do it individually.</p>				
EAL specific resources	Opened questions	YES	NO	FEW	In this case questions are more closed than opened because she wants a specific answer.
	Closed questions	YES	NO	FEW	
	Arm/hands gestures	YES	NO		Few gestures.
	Repetitions	YES	NO		She repeats as many times as needed the word that she pretends them to make them learn.
	Interactive games	YES	NO		
	Supporting puppets	YES	NO		

	<p>Songs</p> <p>Picture-sound</p> <p>Systematic synthetic phonics</p> <p>Sufficient exposure to language</p> <p>Explicit language</p> <p>Collaborative activities</p> <p>Key words in other languages</p>	<p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p> <p>YES NO</p>	<p>Picture-word</p> <p>There is exposure but more talking would be better. Easy specific language.</p> <p>In the beginning, he says to a boy to sit (sit down) in Arabic.</p>
EAL specific	<p>Cards</p> <p>Repetitions (first letter sounds)</p> <p>First language one time.</p>		
Adult's goal	<p>Children able to distinguish between sounds.</p> <p>Think of other sounds.</p> <p>New words.</p>		

9.2.12. Grid 12. Book with pictures

					Comments
Day	26 March 2018				
Time	Morning	Afternoon			
Teacher	Key teacher	Teacher Assistant	Substitute Teacher	No Teacher	
Environment	Art classroom				
Nº of Children	8 children				
Interaction	Teacher - Child	Teacher – Group of Children	Child - Child		Even there is interaction between child-child when someone says something about the question to the other child.
Activity Type	Learning words				

Resources	Book with pictures				
Activity development	<p>The teacher has a book with different cards. Before talking about the pictures of the book, she asks children which is the colour of the cover and she also asks if someone knows what the book contains inside. As any child answers this last question she opens the book.</p> <p>She shows children the first card, a strong boy. She says “strong boy” and children repeat what the teacher has said. The second card is a girl that ties her shoe and the teacher says “tie shoe” and children repeat the word. She follows the same process with all words: people, big, far, press wall, brush teeth, paint, and eggs.</p> <p>Once they have done all cards, she starts the activity again but instead of just making them repeat the words, she asks questions to them. For example:</p> <ul style="list-style-type: none"> - How many times do we brush our teeth? - When do we brush our teeth? - Can we count how many eggs we see? 				
EAL specific resources	Opened questions	YES	NO	FEW	<p>Most of the questions are closed because she wants an specific answer.</p> <p>She gesticulates with the hands when she wants to represent an action, if something is big, little...</p> <p>She repeats important words or expressions, new words.</p> <p>There is interaction between children when they share their ideas about what is happening in the story.</p>
Closed questions	YES	NO	FEW		
Arm/hands gestures	YES	NO			
Repetitions	YES	NO			
Interactive games	YES	NO			
Supporting puppets	YES	NO			
Songs	YES	NO			
Picture-sound	YES	NO			

	Systematic synthetic phonics	YES NO	
	Sufficient exposure to language	YES NO	Few but enough vocabulary.
	Explicit language	YES NO	She focused on new vocabulary.
	Collaborative activities	YES NO	Children collaborate with each other even they listen to the story.
	Key words in other languages	YES NO	No needed.
EAL specific	Promote vocabulary through basic activities.		
Adult's goal	<ul style="list-style-type: none"> - Reproduce simple words. - Gesticulate words. - Ask questions in relation with their experience and the images. - Speaking + images. - Working other subjects (counting). - Facial expressions and voice. - Positive feedback to children. 		Maths and language communication.

9.2.13. Grid 13. EAL child

					Comments
Day	27 March 2018				
Time	Morning	Afternoon			
Teacher	Key teacher	Teacher Assistant	Substitute Teacher	No Teacher	
Environment	Big classroom				
Nº of Children	8 children				
Interaction	Teacher - Child	Teacher – Group of Children	Child - Child		Even there is interaction between child-child when someone says something about the question to the other child.
Activity Type	Coloured bags and interaction with children				
Resources	Book with pictures				
Activity development	<p>The teacher has little coloured bags and the intention is to make children throw them to the child that he/she has in front.</p> <p>The child is sitting on the floor on a coloured circle. The child in front of, for example, Y throws him a little bag, and as he observes that other children give back the bag to the child they have in front, he does it too.</p>				

	<p>When they have finished the teacher says “stand up” and all children stand up unless him. So the teacher does the gesticulation with the arms to indicate him he needs to stand up. He stands up.</p> <p>Then the teacher gives more commands to children (turn around, jump...) but Y does not do anything. After some minutes he observes again what children do and copies it.</p> <p>Children are given the bag again, and Y listens to what the bag contains. The teacher asks children to throw the bag in the air and all children do so, unless him. So the teacher says the child’s name and says to him: UP and CATCH and does the gesticulation.</p> <p>At the end, the teacher makes children touch different parts of their bodies and he does not do anything until he copies what children do.</p> <p>When children go to play, the teacher encourages Y to play with the blocks. The child plays alone with the blocks and anytime someone does a strong noise, he feels really upset. He is observing a lot what other children do. He plays near some children but plays alone.</p> <p>In one moment, the teacher asks him if he is ok making hand gesticulation.</p>				
EAL specific resources	Opened questions	YES	NO	FEW	
	Closed questions	YES	NO	FEW	
	Arm/hands gestures	YES	NO		
	Repetitions	YES	NO		
	Interactive games	YES	NO		
	Supporting puppets	YES	NO		
	Songs	YES	NO		
	Picture-sound	YES	NO		
	Systematic synthetic phonics	YES	NO		
	Sufficient exposure to language	YES	NO		
	Explicit language	YES	NO		

	Collaborative activities	YES	NO	
	Key words in other languages	YES	NO	
EAL specific	Promote vocabulary through basic activities. The specific aspects observed about EAL strategies are: <ul style="list-style-type: none"> - Body gestures - Non-verbal communication 			
Adult's goal	<ul style="list-style-type: none"> - Make children interact and do action by saying simple sentences. 			Language communication.

9.2.14. Grid 14. Playdough

					Comments
Day	28 March 2018				
Time	Morning	Afternoon			
Teacher	Key teacher	Teacher Assistant	Substitute Teacher	No Teacher	
Environment	Big classroom				
Nº of Children	4 children				
Interaction	Teacher - Child	Teacher – Group of Children	Child - Child		Even there is interaction between child-child when someone says something about the question to the other child.
Activity Type	Making recipes				
Resources	Playdough Modelling tools Recipients Images of pizza recipes on the table				
Activity development	Some children are playing with the playdough and are making round shapes. The teacher is invited to play with them when a child gives her a piece of playdough and she starts to model the playdough and make questions.				

	<p>+ What are you doing? I'm making a pizza.</p> <p>+ What ingredients have you used to make the pizza? Flour, egg and gummies.</p> <p>+ This looks tasty. Who is this pizza for? For you and all children.</p> <p>+ Are you doing it alone? I'm helping her (child 2) Me too (child 3)</p> <p>+ And what are you two doing? A pizza (child 2) A gummy pizza with strawberry (child 3)</p> <p>+ Where are you going to cook the pizza? In the oven</p> <p>+ For how long? A lot of time</p> <p>When the pizza is cooked and she sees that children are touching the pizza but not talking or interacting, the teacher asks them: + Would you like to write the ingredients we have used?</p> <p>Children go to the writing area and they write the ingredients they have used.</p>				
EAL specific resources	Opened questions	YES	NO	FEW	The teacher does questions but children can answer what they want.
	Closed questions	YES	NO	FEW	
	Arm/hands gestures	YES	NO		
	Repetitions	YES	NO		
	Interactive games	YES	NO		

	Supporting puppets	YES NO	Pictures to inspire children to play.
	Songs	YES NO	
	Picture-sound	YES NO	
	Systematic synthetic phonics	YES NO	
	Sufficient exposure to language	YES NO	
	Explicit language	YES NO	
	Collaborative activities	YES NO	
	Key words in other languages	YES NO	
EAL specific	Here there's not any EAL specific resource a part of having images.		
Adult's goal	- Make children interact between them and promote language development through open-ended questions.		Language communication.

9.2.15. Grid 15. Physical Education

					Comments	
Day	28 March 2018					
Time	Morning	Afternoon				
Teacher	Key teacher	Teacher Assistant	Substitute Teacher	No Teacher		
Environment	Big classroom					
Nº of Children	12 children					
Interaction	Teacher - Child	Teacher – Group of Children	Child - Child		Even there is interaction between child-child when someone says something about the question to the other child.	
Activity Type	Physical education					
Resources	Hoops Coloured bags Big numbers from 1 to 5					
Activity development	The class is set with 5 hoops on the floor and next to each hoop there's a big number (from 1 to 5). The teacher asks children to throw the coloured bag inside the hoops in order from 1 to 5. Each child has 5 bags and 5 opportunities. The bags are the same colour as the hoop and as the number on the floor.					

	<p>The teacher guides the activity by saying:</p> <ul style="list-style-type: none"> - <i>Can you throw the yellow bag to number two?</i> - <i>Now throw the bag in number five.</i> - <i>What number do you choose to throw the bag?</i> <p>He encourages children by saying “very good”, “nice try” ...</p> <p>When each child has thrown the bags they are asked to pick up the bags and give it to their peer. Children that are waiting until they can play are sitting on the floor and they look at what their peers do.</p>			
EAL specific resources	<p>Opened questions</p> <p>Closed questions</p> <p>Arm/hands gestures</p> <p>Repetitions</p> <p>Interactive games</p> <p>Supporting puppets</p> <p>Songs</p> <p>Picture-sound</p> <p>Systematic synthetic phonics</p> <p>Sufficient exposure to language</p> <p>Explicit language</p>	<p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p>	<p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p> <p>NO</p>	<p>FEW</p> <p>FEW</p> <p>The teacher does close questions.</p> <p>When the teacher explains what children have to do does arm gestures.</p>

	Collaborative activities	YES	NO	The language here is: in, next to, numbers from 1 to 5 and colours.
	Key words in other languages	YES	NO	
EAL specific	<ul style="list-style-type: none"> - Basic vocabulary - Visual materials (numbers, bags and hoops with the same colour). 			
Adult's goal	<ul style="list-style-type: none"> - Make children practice the aim, number and colours. Speaking is not promote in this activity. 			

9.2.16. Grid 16. Environment and inclusive elements

Suggestions by Mistry and Sood (2015)	
Video materials in the mother tongue	NO
Books in the mother tongue	NO
Books in English that talk about different cultures and languages	YES
Welcome greetings in different languages	YES
Cards with different areas of the school in different languages	YES
Photographs showing special celebrations	YES
Artefacts showing different cultures	YES
Shared book with families and learners	YES
Interpreters/staff able to speak the mother tongue of families	YES
Space where families can informally chat	YES
Costumes or toys of other cultures	NO
Audio visual materials in other languages	NO

9.2.17. Grid 17. Daily routine

Time	Moment of the day	Development
08:55 – 09:20	Group time	<p>The teacher puts the numbers 1 to 14 (the number of children she has in her group) on the magnetic board and puts the names of children on the floor. When children arrive, they take their name (with help of the teacher or the mum/dad if necessary) and they stick it on the board. When they have done so, the teacher asks the child if he/she knows the number where their name is.</p> <p>Then, the teacher gives them a board and a pen and they are encouraged to write their names. The teacher helps them doing their first letter and children then, try to copy the letter. Once everyone is on the carpet, they clean the boards and sing the “Hello song”. After singing the teacher asks children what day of the week it is, what the weather is like by showing them different cards “sunny, cloudy, rainy, snowy and windy” and they count how many boys and girls are in the group.</p> <p>Before going to play, the teacher explains them how the settings are organised and what activities children will be able to do this day. She encourages them to go to play by saying “Now it is time to play. If your name starts with “a a a..”, go and play.</p>
10:35 – 10:45	Tidy up time	<p>Before focused group time, teachers go to the different settings and explain children that “now it is tidy up time” so the teachers and children start to tidy up the classroom. If children continue</p>

		playing, then the teachers make them sit on the carpet and they talk about how the class looks like to make them understand that they all need to help to tidy up.
10:55 – 11:20	Focused group	*Focused groups activities are explained in the observation grids (1 to 15). When the teacher finishes the activity, she says to children “now it’s time to wash your hands if you have lunch in the school or take your coat if you go home because it’s snack time . For children that have lunch at home, is home time . See you tomorrow”.

9.2.18. Grid 18. EAL and free-flow play

Strategy	YES/NO	Example
Having pictures of what children can try to make	YES	The clay table is set up with sticks, leaves and clay. There are different images of clay house constructions to give examples to children of what they can make. However, just one child (of the 6 playing with clay) takes the pictures to get inspiration.
Labelled resources	YES	After half term all the resources have been labelled with clear font and big letters. All the words have been laminated. Children can start getting used to see the materials and objects represented in words.
Multicultural dolls, puppets or clothes	NO	There isn't a variety of clothes from different cultures in the dressing up area. There aren't toys or puppets of different cultures. Just one of all the dolls they have is black.
Exciting resources (such as interactive table-top displays)	NO	The iPads the school has are used by the teacher to take pictures of what the children do, to do the assessment and Tapestry.
Let the child observe rather than play	YES	Teachers give the time and space each children need to play. The new EAL arrival has been observing how their classmates were playing and after a while, he has joined one of the boys playing with trains.

9.3. Appendix 3. Interviews

9.3.1. Qualified teacher interview

- 1. As far as I know, you have been working here since 2013. So, what is your role in Jakeman Nursery School and how has this role evolved?**

I first began teaching at Jakeman in 2013 when I qualified as an EYT (Early years teacher) the role involved making sure staff were within ratio, understood their role during the day. I organised all the rotas dinner, focus etc. I was also responsible for planning, assessment and safeguarding. I have also had responsibility for speaking to parents about various aspects of teaching and learning. During my time at Jakeman I have trained as a first aider, Educational visit organiser, tapestry moderator.

- 2. You have been studying this year. What kind of training do you have? What qualifications are needed to work in a Nursery School? Apart from 'qualified teachers', what other staff work in the Nursery, and what are the differences (in training and responsibilities) between the various kinds of staff?**

This year I completed the QTS qualified teacher status qualification. The reason being is so that I can progress further in my career as a teacher but also because the qualification allows me to teach in primary schools.

To work in a nursery the staff would preferably be expected to gain a level 3 in childcare, teaching assistance etc. We currently have playworkers (grade 1 and 2) we also have a level 3 and myself as the teacher, alongside Carli who also hold Qts. Teachers can plan and moderate all teaching, learning and assessments. Level 1,2 are there to support children in settling and making progress. They also have responsibilities in developing the area that they are working in and replenishing resources too.

- 3. Jakeman Nursery School has a large number of children with English as an Additional Language, and as I have observed, children are divided into different groups. What criteria are used to make these groups?**

I look at the data from assessment and work with the children throughout the first term so that I am able to identify children that have EAL, quiet children, children with low well-being, and children with speech and language difficulties. I then group children into the wellcomm group (quiet, EAL group) wriggler group (younger children who are not ready to sit still) 2 other groups are for more able children.

- 4. In terms of language development, children that have English as first language, only learn one language while children that have English as an Additional Language, learn English in addition to his/her home language. Do you think children in both cases have the same language learning opportunities given the resources you have? Do both groups of children succeed equally?**

From my experience I haven't noticed much difference in children's success. If I'm honest I feel it depends on the individual. Looking back at my own experience of having 2 language and studying night and day to develop both I feel my second language have provided me with lots of opportunity to use the two language in my career. For children that have one language they are given the same opportunities at nursery. Instead they are supported to develop their language skills further.

- 5. You told me that in September you had children in the class with no English, and in consequence, as an Additional Language. What strategies do you think that have been key in their language acquisition process?**

There are no specific strategies that are used but we do ensure that the child with EAL is supported to understand key words such as toilet, dinner, mom, dad etc. if there is someone who speaks the child's home language then they will support the child with understanding routine and settling in. after that the child will join the nurture/ wellcomm group which will focus on early language skills and during free flow the child will work alongside other children who will scaffold their language skills. The nurture group is the group that have low-well being and are not very confident, or children that they don't speak much. With them you try to encourage them to speak in a natural way or you ask them to do specific things like (could you put this on the table) to make sure they understand you. So it easier if they are in small groups so they feel confident to open up. And the wellcomm group is the group that have speech delays (verbal "noises") and you do specific work to make them speak clearly.

- 6. How do you promote language acquisition (reading, listening, and speaking) among children with English as first language and are there any specific strategies that you use to support the language development of EAL learners?**

We do not use specific strategies for EAL children. What we use with EAL is the same we use with other pupils in the nursery. The difference is that when you do specific activities or you talk to them, if the child is more capable you can use a different language with more complicated or specific words so they can develop further. If not you use more

basic language, you have more pictures... It's about simplifying a little bit. The only way we have to speed up the language acquisition is doing the groups I told in Lola time so you can direct and target the needs they have to introduce some of this basic early language. However, just for being in the environment they progress a lot because they pick up what other children talk about and say.

So I do plan the Lola group time which promote the good listening, looking and sitting. Makaton is used to support all children including SEN/D and EAL as it is a visual cue. Its showing through signs (talking with children and making signs), boy, girl, happy, sad...

7. Jakeman makes extensive use of 'free-flow play'. In what ways do the staff use this to develop the children's language skills?

The child will have a staff member throughout the nursery environment that will support the child develop the skills needed in that space. Children will often navigate to the area of interest and me greeted by an adult who will work with them either in a group or one to one, helping to support the child's understanding. Most EAL children will often listen very carefully at first without speaking, but with time the child will use the language they have heard from the adult to communicate with.

8. Have you noted any impact of the children's cultural background on their communication and language development?

Most children in the community speak two languages as extended family tend to use mother tongue and second generation tend to use English. I have noted that children are able to go from one language to the other with ease and comfort. Some have even surprised me by intertwining the two language at the same time.

9. Many members of staff are able to speak other languages apart from English. In what circumstances do you use these other languages and in what ways does this help learners with EAL?

It supports the child and family when settling and by using home language to familiarise children with staff and environment. It also offers children someone to communicate with at a time that can be very difficult for them. Not all staff speak the children's home language but all use Makaton, gestures and both verbal and non-verbal communication with EAL children.

10. Many modern educational theorists emphasise the importance of children exploring and discovering the world for themselves, at their own pace, while more traditional theories emphasise the importance of teachers. In

your opinion, given the context of EYFS and the existence of 'standard' learning goals, what is the role of the adult, and their interaction with children, in Jakeman Nursery School?

We are a school that prides ourselves on free flow learning experiences. The activities are set up with specific learning intentions and so children can develop their skills in different areas independently. Alongside this, adults are placed in areas that are needed to further develop children's understanding and help them become independent learners. In my opinion the two methods of learning work well together and suits the type of learning most effective for younger children.

11. How do you evaluate the learning process of a child? What are the key areas for assessing learners with EAL?

I use target tracker (assessment program) to input children's progress at the end of each term. This means I input three times for each child. By doing so I can see where children are not making progress and plan for this. The next input should show progress and I keep monitoring this to see how much progress and what needs to be planned next. The areas of focus are communication and language but we work on developing children's skills in all 7 areas of the curriculum.

12. Working with parents effectively in Early Years is an integral part of the EYFS. How do you involve families in the school?

Parents are greeted in the mornings and afternoons and informed of their children's experience during the day. Parents also have the opportunity to attend workshops on things such as phonics, early writing and maths. They also have tapestry logs where they can see their child's work and add to it when needed. Often, the nursery has opportunities for children and parents to get involved e.g. decorating Easter plates, trips to see the dinosaur museum, beach trip in the summer term.

13. Do you think you have sufficient human and material resources to help children with EAL? If not, what more is needed?

In an ideal world it would be wonderful to have a one to one support for all children with EAL so that they have opportunity at all times to be communicating in English. It would also be valuable to have staff who speak children's first language so that the child is confident to speak in their home language.

9.3.2. Nursery manager interview

1. What is your role in Jakeman Nursery School and how long have you been working here?

I'm the nursery manager and I support sustainability, promotional work, safeguarding league and I assist the head-teacher of the school. I've been working for 3 years when this school went into special measures. Even if it is a changing role.

2. Jakeman Nursery School has had lots of staff changes in recent years. If you don't mind my asking, how has this influenced the running of the school? Do you think it has had any impact on the children's learning development?

The school went into special measures and there were three main areas that needed immediate focus:

- Leadership and management
- Teaching learning as it was unsatisfactory
- Sustainability as it is difficult to survive financially

In terms of impact in to the school it is very unusual for a school to come into special measures and go straight into good. It normally goes from special measures to require improvement and we went to special measures to good into a year. So that shows the impact and that learning was at a good level and children were getting good experiences of learning. There are some areas that still need improvement, of course, in order to be outstanding.

3. Jakeman Nursery School has a large number of children with English as an Additional Language. How do the teachers promote the development of language skills with EAL learners? Are there any specific strategies that they use to do so?

What we do when children first arrive at school we do a base line assessment and it looks at the child from a holistic approach across all the areas of learning. Obviously with EAL communication and language always come lower and what we do is the EAL assessments. As there are many languages, we always have another person doing these assessments because then they are able to translate into English words. If we don't have staff with this home language, we may call family members. It is also about involving families because when we do the assessment we need to ask families what

the child does at home, what the child is able to (for example, putting 3 words together)... If children not have any English it is really difficult to assess that and that's why we involve parents. If not you cannot do anything without this information. The base lines assessments always include the parent's views. If a child is not acquiring the home language either, then it is going to be even more challenging and the needs of children will be wider. When talking about children with EAL sometimes they are targeted as children that have additional needs because of the language.

Many children that came in do have language delays with their first language, so the language they are exposed to, they are still struggling. So when they come into a setting where it is English speaking, they have to adapt to a new language which is really challenging. So as a teacher you need to go back to single words, like a baby, simple things like object bags with material inside and then you make children choose any object and ask them what it is. You move on them by offering simple choices "apple" or "pear"?. It is really important that you have some sort of reference to support all the work because if the child is already struggling with the words you are saying, how are they going to associate that with that object? It is just going to be a word floating out on the air. For this reason, supporting it with any photo or object is essential.

After 12 weeks from this base line we want to see some growth and if not, we need to see where this child is struggling. Normally, after 12 weeks, communication is the weakest area because they have just been there 12 weeks, not very long. We have a list with about 100 words and we do a tick on it if they know them.

Then welcome streaming goes from section 1 to section 8. We look at what section they are in order to use one strategies or others to progress to section 3.

It is also about breaking down the language. I don't know any other language a part from English but I find ways to communicate with them. It is weather approachable you are to this child and it's about body movements.

4. Jakeman makes extensive use of 'free-flow play'. In what ways do the staff use this to develop the children's language skills?

Before free-flow play it is essential to show children what is going to be on that day where practitioners will be supporting that learning. Free-flow is challenging because although they can do what they like, it is very focused and meaningful so the resources that are there promote communication. Environments are set in a way that it promotes the development of social skills. As you have seen, there are lots of spaces to develop language by interacting between each other. There are lots of corners where they can

go and interact so it promotes language development. As the EYFS states children learn better from the social interaction.

In each of those areas teachers plan where they are going to be so if we had all teacher in the same corner, learning would not occur in the way you see it occurs. We would be missing loads. In early years it's about observation children's development, how they interact with resources, with each other. Cycle of observation: observe and then set the corner, then assess to make sure it is not too low level nor high level and then plan for the next day.

5. In terms of language development, children that have English as first language, only learn one language while children that have English as an Additional Language, learn English in addition to his/her home language. Do you think children in both cases have the same language learning opportunities given the resources you have? Do both groups of children succeed equally?

Both have access to the resources as it is very inclusive. It's a very rich environment and it is underestimated at the moment in Birmingham, communication and language. It is not just about promoting specific strategies for EAL children. It is about promoting strategies for any child that requires to develop a language and that's why we need to support all children. Here in Birmingham, we also have problems with children with just one language because they that struggle too. And this is because of a social and economic impact. Children are in front of the TV and there are not opportunities to promote language.

If children with two languages are struggling with the mother tongue, the most important thing is to focus first on the first language at home. Children first need to feel confident with their first language and then the second language will come alone, if not there will be even more languages.

If we look at the base line of those children when they leave us to the school, the progress of both is quite the same, quite balanced. Purposeful play promotes that they can succeed equally.

6. Have you noted any impact of the children's cultural background on their communication and language development?

Structured learning. They feel that if they children can count to ten, write their names... they will achieve better then. But if they don't learn it meaningfully is just repetition. There are workshops to support parents about motor skills. We've tried to break down some of

these barriers but you need to do it very sensitively, through workshops. What we want to make them understand is that we prepare children to write, because then when they start primary all are amazed because they can write or read, but there has been a previous hard work done before in the Nursery they don't see.

7. Most of the staff are able to speak another language apart from English. In what ways is this an advantage when working with EAL learners?

For example, when doing the assessments we talked about, if I did it alone I would have many barriers to assess them. We have children that don't talk, that don't communicate with you so my assessments will be so limited. If you have someone capable of understanding the home language is like having the backup of parents, because he/she will be able to understand some words the child says.

There are many children emotionally struggling and when they first come in, they listen to a language that they have not been exposed before. But if they go to a setting with their first language, it promotes rich opportunities because is the language they speak with grandparents, parents or other familiars. So just imagine being left in a setting where you don't understand the language, where the environment is different, the smell is different. So having the support of staff that have their languages is a massive advantage to support children on personal, social and emotional development and without that you are not going to support them in learning English or maths or any area of the curriculum.

It also helps families because children quickly pick up their parents emotions and feelings. So staff can reassure them. Or for example, if they sign something, you need to make sure that they understand what they are signing.

8. Many modern educational theorists emphasise the importance of children exploring and discovering the world for themselves, at their own pace, while more traditional theories emphasise the importance of teachers. In your opinion, given the context of EYFS and the existence of 'standard' learning goals, what is the role of the adult, and their interaction with children, in Jakeman Nursery School?

The role of the adult is a facilitator, they facilitate learning. The key role is the cycle of observation. If that cycle of observation wasn't happening the environment would never change and it wouldn't allow children's ideas to be shared, for planning around children's interest. The role of the teacher is to observe how the environment is being used, what stages of development those children are at, what skills they have learn, what skills they need to develop further, what resources do we need to promote that. Learning has to be

challenging but achievable. If something is too hard the child will give up and if it's a bit challenging it is exciting and teachers can then scaffold that. It is about scaffolding.

If children struggle with something you need to find the way to help him/her and this is done together with the qualified teacher and the support. Some activities and areas need to be guided, for example phonics, or skills like cutting, holding a pencil, need to be modelled. You need to know when sensibly intervene. I need to stand back, see what is happening and then find the way to challenge him/her. We need to know what they know already, because we don't need to teach them what they already know.

9. Working with parents effectively in Early Years is an integral part of the EYFS. How do you work and involve families in the school?

Right from the beginning, we have the open days, we invite families to meet us, how we will support children develop, we show them the environments, the aspirations... They are asked to go to other schools to make sure they really want to bring them at Jakeman. Once they are they are in Jakeman, there's done a registration form: how can we support your child, is there any association behind the child, what is the child really good at. Then we have Tapestry, parent consultations, workshops, newsletters, parent's notice boards... We also prepare questionnaires about how families feel about their child learning, if there is something we can do better. The government body also assesses the learning and development where some parents are involved. Home visits.

10. How does the school ensure that the language 'learning goals' established by the EYFS are met?

Assessment. Base line and we expect children to make at least 4.5 points of 8.

9.3.3. Head-teacher interview

1. What is your role in Jakeman Nursery School and how long have you been working here?

I've been in Jakeman for 3 years and I'm the head-teacher (full time) of both Shenley and Jakeman Nursery Schools. However I've been for 12 years the head-teacher of Shenley. However as I cannot be at both schools at the same time then there is Carli that is responsible for the running of the school every day. I'm a 40% in Shenley, a 40% in Jakeman and the rest, a 20% doing activities with the Local Authority.

2. Jakeman Nursery School has a large number of children with English as an Additional Language. How do the teachers promote the development of language skills with EAL learners? Are there any specific strategies that they use to do so?

Teachers need first to understand children's starting point in order to create accurate assessments. It is crucial that parents are involved in this assessments as they are children's first teachers and know children better than anybody else. So the first point is about sharing, talking and discussing with parents and carers. It's about their children's interests, abilities... It is also interesting to understand how communication is understood by the child and used at home to value home languages is. There are often many languages and we are lucky that some of our staff can speak this languages. So we begin with that, to make the child feel secure.

We are also charged to be an English speaking school (British Values) and we had, some years ago, many documents in other languages but it has now being changed because the focus is teaching English. There is a strong push on learning English so the environment is English. The English word is every day in the nursery and its powerful, vibrate environment.

Basic skills = basic words they can start the language.

Workshops, open doors policy, staff communicate with the home language (bridge)

3. Jakeman makes extensive use of 'free-flow play'. In what ways do the staff use this to develop the children's language skills?

We understand free-flow play as the ability of moving indoors and out. So they are more powerful and competent by making their own choices. They know what excites them, what motivates them, so that's why it is very powerful. It also promotes communication as they do their own choices with other pupils of what they like to play. Free-flow allow us to see what keeps them moving. Otherwise, if they were in a passive situation controlled by the adult we would be doing lots of assumptions of what they are interested in, what their level of understanding is, and so on. We let them be the lead and we follow them to see what really motivates them to promote communication.

The opportunities for assessment because we assess how they respond to what we think, we let them explore and then we use the curriculum as a vitamin, as a supplement to be useful. Free thinking is facilitated.

4. Most of the staff are able to speak another language apart from English. In what ways is this an advantage when working with EAL learners?

Anything you can do to communicate clearly and successfully to this child will make him a better experience as language is key. We know that where children know there is a trusting relationship, between home and teachers, so this children are trusted. It gives children calm and safety. Without this staff it would be much difficult emotionally, for example. Also if we make children see that some of them can speak the same language it easily gets an overlooked. The bilingual staff provides the appropriate alternative to, mainly Pakistani and Arabic speakers (the principal home languages spoken in the school and by the teachers). Home visits are also interesting to know more the family and the children's background. It also makes families trust us to leave their children.

5. How does the school ensure that the language 'learning goals' established by the EYFS are met?

In many ways, the difference is not if children come with English as first language or not. Particularly I've experienced there are children with English as first language with speech delays or delays of other kinds (they are not developmentally on track according to the EYFS). So the approach that here is quite similar and it is putting children in situations where they feel comfortable, they feel valued with the opportunities they have to explore and they have their peers and interested adults. So when there's modelling in language, it is irresistible because humans want to be with humans, they want to share these experience and it is here where language appears.

We take a very individual approach of the learning so we asses them individually alienating this with their family background. So if a child has not been exposed to a language we won't expect him the same as children that have been exposed, but we will try to accelerate the progress quite quickly. However, it is about the richness of the experiences, they cannot limit language experiences of children, they cannot feel them isolated. We want them to make a progress.

6. Jakeman offers women to take ESOL classes. Why do you think it is important for woman to learn English?

Our focus was to support mothers that, in some way, were isolated with few life opportunities if they live in an English speaking country.

9.3.4. ESOL classes teacher interview

- 1. What your role is in ESOL classes and for how long have you been teaching English to families that live in Birmingham and do not have English as first language?**

I have number of roles including, project manager, tutor and facilitator. GOAL has been delivering English in the community for about 7 years. We developed R.E.A.D framework which looks at delivering English language using RARPA which targets these with little to no English language or have accessed formal / informal learning.

- 2. Have you noticed any impact of the adult's cultural background on their communication and language development?**

One of our centre's carried out some research two years ago and found that their children were making great progress and some of it was due to greater engagement between them and their parents, especially mums who were able to read with them. An empowered mum will inevitably impact their child's well-being and development.

- 3. As you told me, many members of staff are able to speak other languages apart from English. In what circumstances do you use these other languages and in what ways does this help adults that have English as an Additional Language?**

As many of our learners come with little to no English language and often have never engaged with formal or informal learning, they are hesitant about a classroom environment. With little understanding not being able to communicate or understand the language, increases their anxiety.

Our tutors use bilingual support to ensure that learners can feel comfortable and remain engaged in the process. Tutors will use mother tongue to ensure that learners have the understanding of what is happening in the class. This develops confidence which leads to progression in learning.

- 4. How do you think that learning English makes families stablish stronger bonds with their children?**

Learning English creates a stronger bond between families by providing a common language between parents and children. This removes a barrier that exists between

families which alienates individuals. Children seeing their parents, especially their mums able to communicate in a language that is familiar to them, feel inspired and many can be the role models for their children. Parents being able to read and help their children with their homework, and even challenge them on everyday issues creates a closer bond between families.

- 5. My friend is in another school here in Birmingham and there are also children with EAL. However, the school does not offer the possibility to families (mothers in this case) to learn English. Why did Jakeman Nursery School decide to offer these classes?**

In my opinion but you will need to ask them, Jakeman nursery wanted to support families and develop the gap in language that existed in the community. They wanted to empower women to be able to access employment opportunities where English language is vital.

- 6. Finally, I would like to know the main strategies and techniques you use to teach English to adults and the most used resources?**

We deliver a programme called English My Way www.englishmyway.com. This has been specifically developed to support learners who have little to no English language. We deliver this using our R.E.A.D which adds childcare provisions, flexible delivery (work around their childcare and family) responsibilities. This means our classes start at 9.30 to 11.30 or 1 – 3pm allowing mums to drop off and pick up their children, otherwise they will not be able to access the classes.

9.3.5. St. Barnabas teacher interview

- 1. How many languages are spoken in your school? How many children attends in the school?**

Languages spoken: Urdu, Arabic, Yamani, Somali, Bengali and Indian.

There are 16 children in the morning and 16 in the afternoon. There is not any child that does 6 hours per day. There are 3 teachers + head teacher.

- 2. Most of the staff are able to speak another language apart from English. In what ways is this an advantage when working with EAL learners?**

As they speak the mother tongue of most of the families, they can say things in their mother tongue. There are some messages that are given in the mother tongue. Knowing the language makes teacher establish bonds with families.

3. Which is the role of free-flow play in your school?

Free flow play. They have a planning and depending on what they have enjoyed the previous day (train trucks) they use it the next day doing another activity. Each semester the staff does the progress in children, as soon as the children starts the nursery they plan around their capacities according to the EYFS. Until half term they look how they develop and then they do a progress assessment and they see in what they have progressed or not. PSD. Observation skills on the top.

4. How do you ensure that language skills are developed through free flow?

All depends on how children play and you need to see if it's a moment to get involved in the play of the child. If the child wants you to play, then you can promote questions (open-ended) and find what they do instead of putting their ideas on their heads. Encourage them to discover. If they make tea talk about their communities.

There are some children that have SEN children and someone needs to control them. They have their individual planning: what targets they need to meet (eye contact, giving you the ball back...)

5. Have you noted any impact of the children's cultural background on their communication and language development?

Girls → cooking more than boys even they are encouraged to take part in all the corner.

6. How do you think that learning two languages can influence the child?

Brain development children speaking more than one language. They speak English with all the children (most of the time English).

- Gestures
- Flashcards (basic cards of everyday objects) → the staff says what it is and it promotes listening and speaking.
- Cd → everyday sounds and they say what it could be.

Children are faster understanding and then it takes 7-8 weeks because gestures help a lot making them understand.

7. Working with parents effectively in Early Years is an integral part of the EYFS. How do you work and involve families in the school?

When children start they give a lot of information and they need to do a little work with the children. They come and they tell them how they did it. They have deep conversations with children of they do, they need, how they develop when they start.

Each half term they do workshops (food, storytelling, making playdough...). They went to play center and they can enjoy it together. Many parents are isolated because they don't know how to use the bus and they were integrated during this day. Christmas party. Eid party. Church and play with the organ. Every Thursday they can go to the library and choose a book for one week. They have a bag with a teddy and a diary, families can write what they have been doing with the teddy. Parents that come inside the class and help in the class (make snack, clean...). Every year they have a questionnaire to see their opinions.

8. You have a wide range of resources and materials. Do you think that this helps children's linguistic development? Which ones do you think are the most important in terms of language development?

All materials have a learning outcome. EYFS developing matters they take information to create the materials. Prime areas are first and then specific areas.

Focus activities → to put new ideas to children, introduce new experiences and see how it goes next time.

They do an evaluation grid of each child with the month competences and they mark it in different colours depending on if they have developed it a lot or not. They also do notes on the things they need to improve. Every day observations. When the staff are planning they say they need to encourage more in aspects that they have in yellow.