Eastern European Roma Gypsy Pupils: Challenges in Accessing British Primary Education

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The results, discussions and conclusions presented herein are identical to those in the printed version. This electronic version of the thesis has been edited solely in regards to Appendix 16 as noted in the text. The full, final, awarded and examined version is available for consultation via the University Library.

ABSTRACT

Background

In the UK, children from Roma Gypsy and Traveller backgrounds experience difficulties in accessing education (Wilkin et al., 2010; Bhopal et al. 2000), and their educational achievement is below national expectations (DfES, 2005). Little is known about the barriers that may hinder them from accessing education more successfully.

Aims

The study aims to (1) identify the barriers Roma Gypsy (RG) children from Central and Eastern Europe (CEE) may experience in engaging with British primary education; (2) examine RG children's English language skills and educational attainment; (3) investigate the current support for them; and (4) make recommendations for future provision.

Method

The study comprised two phases. *Phase 1* focused on the perceptions and experiences of teaching staff working with RG children. Questionnaires were completed by 17 school staff across three inner-city primary schools in the North of England. Eleven participants took part in individual semi-structured follow-up interviews. The data were analysed using a thematic analysis approach.

Phase 2: Participants were 18 five- to eleven year-old RG pupils (mean age: 8;06 years) from CEE in one of the schools. They were interviewed about their educational experience, and their receptive and expressive English language skills were assessed. In addition, their National Curriculum levels in English and Maths were examined.

Findings and conclusions

Teaching staff identified communication, socio-cultural, institutional, and organisational barriers for RG children's learning. The main challenges identified were the lack of English language and literacy of RG children and their parents; RG families' unfamiliarity with the new environment; RG children's inconsistent school attendance; lacking cultural understanding from teaching staff; restricted resources and support. RG children's English language skills varied, but were overall below age expectations. Educational attainment gaps were larger for the older (> 8;06 years) participants. Teaching staff perceived existing resources and support for RG children, their families and schools as inadequate. Recommendations from this study include the need to increase resources, such as more frequent and tailored language support; outreach to RG parents; staff training; help from external services and the employment of native (Romani) speakers in schools. Further research is necessary in order to have a better understanding of how to meet the needs of CEE RG children, their families and teaching staff.

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The following Romani proverb has helped me on my way:

'You cannot walk straight when the road bends.'

THANK YOU everyone!

Author's declaration

I declare that the work presented within this thesis is my own work and has not been previously submitted for any other degree or qualification.

14th November 2013 Christina Haupt

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Abbreviations

BPVS	British Picture Vocabulary Scale
CEE	Central and Eastern Europe
CoE	Council of Europe
CEC	Commission of the European Communities
DCSF	Department for Children, Schools and Families
DfE	Department for Education
DfES	Department for Education and Skills
EAL	English as an additional language
EC	European Commission
ED	European Dialogue
EE	Eastern European
EHE	Elective Home Education
EM(T)AS	Ethnic Minority (and Traveller) Achievement Service
ERRC	European Roma Rights Centre
EU	European Union
FRA	European Union Agency for Fundamental Rights
LA	Local Authority
LEA	Local Educational Authority
OECD	Organisation for Economic Co-operation and Development
OFSTED	Office for Standards in Education, Children's Services and Skills
OSCE	Organisation for Security and Co-operation in Europe
RAPT	Renfrew Action Picture Test
RG	Roma Gypsy
RGT	Roma, Gypsy and Traveller
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
TESS	Traveller Education Support Service
TES	Traveller Education Service
UNDP	United Nations Development Programme
WB	World Bank

Thesis outline

This thesis comprises eight chapters in four sections.

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Section I

Literature Review and The Current Study

CHAPTER 1

Background to the Research Project

This chapter introduces and differentiates existing Roma, Gypsy and Traveller (RGT) groups. Relevant background information about more recent movements of Roma Gypsy (RG) communities from Central Eastern Europe (CEE) and their motivation for recent migration to the United Kingdom (UK) is summarised.

1.1 Roma, Gypsy and Travellers – A historical overview

Roma Gypsy (RG) communities form the largest ethnic minority group in Europe comprising an estimated ten million people (Council of Europe, 2012a). In the UK, different RGT groups have been residing for several hundred years (Centre for Gypsy Research, 1993). One commonality of these diverse groups is their marginalisation by the mainstream community (Hancock, 2002; Ivatts, 2003; Petrova, 2004). Throughout this thesis the term RGT will be used referring to communities that have traditionally been residing in the UK and RG for the 'new' Roma groups arriving from CEE.

1.1.1 The differentiation of Roma, Gypsy and Traveller (RGT) communities

The term 'Traveller' is an umbrella term subsuming distinct groups, such as English Gypsies (Romanichals), Irish (Minceir), Welsh (Kale), and Scottish (Nawkens) Travellers (Acton, 1997), New Age Travellers as well as Occupational Travellers (showpeople) (Centre for Gyspy Research, 1993). In the Romani language 'Roma' means 'people', and all non-Roma are referred to as gadže (pronounced /gadje/) which translates to 'other' (Hancock, 1999). Table 1.1 summarises the main characteristics of different RGT groups.

Table 1.1 Different groups of 'Gypsies' and 'Travellers'

Term	Description
Roma Gypsy	Ethnic origin: Northern India; common oral history, distinct language and cultural beliefs.
Irish Traveller	Travellers of Irish origin; distinct identity, dialects and organisation compared to mainstream culture; migration to England since the 19th century.
Showpeople/ Occupational Traveller	Members of the 'Showmen's Guild'; fairground and/or circus businesses.
New Age Traveller	Individuals from mainstream community; lifestyle choice to travel (since 1970s).

(Information from Centre for Gypsy Research, 1993; Sheffield City Council, 2009)

Since 1989 'Roma Gypsies' have been recognised as an ethnic minority by the English courts and through the Amendments of the 1978 Race Relations Act (UK Government, 1994a) enjoy the full entitlement to anti-discriminatory legislation. The Housing Act (UK Government, 2004) subsumes Gypsies and Travellers in one category, based on their traditional nomadic lifestyle. This is an over-simplification, because "Gypsies in the world today comprise a mosaic of different groups" (Centre for Gypsy Research, 1993, p. 10), varying from each other distinctively in culture and language (Hancock, 2002).

Historically, migration of RGT communities was driven by commerce (Centre for Gypsy Research, 1993), as periods of economic depression made it necessary to travel in search of work (Bakker, Hübschmannová, Kalinin, Kenrick, Kyuchokov, Matras & Soravia, 2000). Traditional occupations within RGT communities included blacksmith, musician, entertainer or trader (Petrova, 2004), but more recently fruit picking and farm work provided opportunities for seasonal employment.

Due to their nomadic way of life, RGT members have repeatedly been outsiders and were forced to move on by mainstream communities (Hancock, 2002). In the UK the 1994 Criminal Justice and Public Order Act (UK Government, 1994b) declared trespassing and the stopping of caravans an offence. Evictions forced individuals to leave unauthorised stopping sites within 24 hours. Such legal restrictions to the nomadic lifestyle have driven many RGT members to stop travelling.

Members of RG communities, especially in CEE have followed a sedentary lifestyle rather than travelling for centuries (Petrova, 2004; Save the Children, 2001). Today travelling is mostly restricted to attending social get-togethers of family groups that are widely scattered across Europe (Smith, 1997; Hancock, 2002).

1.1.2 The origin of Roma Gypsy (RG) communities and their migration to Europe

It is assumed that 'Gypsies' originate from the Hindu Kush area of North India, where groups of them were taken captive during conflicts in the 10th century (Petrova, 2004; Hancock, 2002; Halwachs, n.d.). They later arrived in the Balkans, being forced into Egypt before arriving in Europe. The term 'Gypsy' is thought to derive from their mistaken identity as 'Egyptian' (Centre for Gypsy Research, 1993). The Byzantine Greek word 'atsingani' means 'do not touch' and described Gypsy groups who usually kept to themselves (Hancock, 2002, pp. 1-2). The German and French translations of 'Gypsy' are 'Zigeuner' and 'tsigane' which linguistically have derived from 'atsingani' (Petrova, 2004).

Groups of Gypsies have been registered in South East Europe from about the 13th century and in Western Europe from about the 14th century (Bakker et al., 2000; Hancock, 2002). Table 1.2 presents the timeline of Gypsies travelling to and through Western Europe, which places them in England by 1514 (Centre for Gypsy Research, 1993). Arrivals in Africa and America were based on the deportation of Gypsies from Portugal and Spain, England and France in the 17th century.

Table 1.2 Timeline of arrivals of Gypsies in Western Europe

Year of arrival	Country
1407	Germany
1419	France
1505	Scotland
1514	England
1579	Wales
17th century	Africa and America

(based on information from Centre for Gypsy Research, 1993; Hancock, 2002; Bakker et al., 2000; Halwachs, 2007)

Later movement of RGs to Western Europe occurred, for example, in the second half of the 19th century, when RG groups fled from Romania where they had been enslaved for centuries (Bakker et al., 2000; Centre for Gypsy Research, 1993). Since the enlargement of the European Union (EU) in 2004 and 2007, increasing numbers of RG families from CEE have immigrated to the UK (European Dialogue, 2009; Fremlova, Ureche & Oakley, 2009).

1.1.3 Prejudice and social exclusion of 'Gypsies'

The negative representation of 'Gypsies' in the literature has been condemned by Hancock (1997), a linguist from RG background. He emphasizes that for centuries, most reports on the RG way of life, and the Romani language, were written by non-Roma authors who lack insight into the RG culture. Their work is often prejudiced, and not based on thorough linguistic or ethnographic research but has been the basis of establishing causal relationships between their language and their victimization. For example, Bercovici (1983) claimed that the absence of the words 'duty' and 'possession' in the Romani vocabulary meant that RG communities were unwilling

> … to settle down, live in houses, obey the law, educate their children, be employed by others – and helps to explain their almost universal persecution. (Bercovici, 1983, p. vii)

Extreme misperceptions of RG communities by the German Nazi regime led to the genocide of an estimated 500,000 to one million RG victims during the Third Reich

(Hancock, 2002; Centre of Gypsy Research, 1993; Save the Children, 2001; Halwachs, n.d.). Only some of the estimated 10% of Gypsies who survived the concentration camps succeeded in gaining small reparations (Woolford & Wolejszo, 2006; Clark, 1999; Ivatts, 2003; Baumgartner, n.d.).

Discrimination against RG communities continues to this day (Save the Children, 2001; Berger, 2005; UNDP, 2006; Anstead, 2010). For example, more than 70% of non-Roma inhabitants of Slovakia expressed negative feelings towards Slovak Roma in a national survey (cited in Scheffel, 2004). The mass media and right-wing organisations continue to disseminate negative headlines about RG communities, especially in CEE (Open Society Foundations, 2005; European Agency for Fundamental Rights, FRA, 2012a; European Monitoring Centre on Racism and Xenophobia, EUMC, 2006; Pop, 2009), but also the UK (Randall, 2004; The Daily Mail, 2013). The BBC (2005) reported 'Gypsies' to be 'Europe's most hated minority', with negative feelings towards them being spread over 27 European countries (Traynor, 2009). Considerable numbers of racially motivated attacks and Human Rights violations against RG communities are continuously registered by the European Roma Rights Centre (ERRC, 2012).

1.2 The situation of RG communities in Central and Eastern Europe (CEE)

The recent official number of RGs living in Slovakia is 90,000, however estimates range from 350,000 to 500,000 (Petrova, 2004; CoE, 2012b). Official numbers of RGs are generally inaccurate (Save the Children, 2001; Ivatts, 2003; European Dialogue, 2009). For example, in the 1989 Slovak Census 254,000 RGs declared their ethnicity as 'Roma' compared to 80,591 in 1991 (Save the Children, 2001). However, after the 1989 breakdown of the Communist Regime the number of RG members in CEE did not suddenly reduce, but many RGs chose to disguise their true ethnicity due to negative experiences with and stigmatisation from the mainstream community (Fremlova et al., 2009; European Dialogue, 2009; UNDP, 2006). Some RGs may choose the ethnicity of either a more respected ethnic minority or the mainstream community.

Differences between official and estimated numbers are also influenced by a lower rate of RGs accessing services to the public such as health care and education (Save the Children, 2001). In CEE, access to these services requires personal identification (UNDP, 2006), resulting in high numbers of RG members forming an 'invisible community' and therefore being unable to use the services (European Dialogue, 2009; Fremlova et al., 2009).

1.2.1 Living conditions of RG communities in CEE

In 2003, the United Nations Development Programme (UNDP) conducted a survey about RGs' participation in areas, such as employment, health, education and political representation across Bulgaria, the Czech Republic, Hungary, Slovakia and Romania (UNDP, 2003). The data were from 5.034 questionnaires completed by RGs, and outcomes are described to be representative for each of the individual participating countries (see table 1.3). Additional data for Slovakia are in a separate column and collated from other literature as RG communities from this country are a specific focus later in this thesis.

Table 1.3 Summary of the challenges experienced by RG communities in CEE and Slovakia

	Challenges across Bulgaria, Czech Republic, Hungary Romania and Slovakia (UNDP, 2003) N = 5,034	**Challenges in Slovakia**
Poverty	44% living in poverty, 15% in severe poverty.	
Accommodation *Living conditions*	25% living in 'dilapidated houses' or huts; 63% lack sewage systems, bathrooms and/or running water.	Often isolated camps, ghettos, wooden huts; very poor living conditions (Save the Children, 2001; Berger, 2004; FRA, 2009b)
Education	40% non-attendance; 67 % with incomplete primary school education (75% of RG women); 25 % illiterate (32% of RG women)	60% of RG children in special schools; segregated standard schools; separate classrooms (Friedman et al., 2009)
Unemployment	Overall: 70% (80% of RG women) mainly low-skilled, temporary work	70% (Berger, 2004) mainly low-skilled, temporary work (Brown, Dwyer & Scullion, 2013)
Discrimination	8% reported direct discrimination, such as denied medical treatment due to the lack of 'personal documents'	Discrimination in education, housing, health care; racially motivated violence (Save the Children, 2001) 81% (European Agency for Fundamental Rights, FRA, 2009a)

The data show, that RG communities in CEE are highly vulnerable and experience deprivation across different public sectors, such as housing, employment, education and health services. Participants reported ongoing discrimination by the mainstream community, and being treated as 'second class' citizens (Petrova, 2004; Scheffel, 2004; European Dialogue, 2009). In 2006, about 70% of all RG communities were living in CEE and the Balkans (UNDP, 2006).

Due to high levels of poverty, often several RG families share one household. However, over-crowding can result in poor health and may contribute to RG children's low school-attendance and educational under-achievement (Save the Children, 2001; Themelis, 2009; European Dialogue, 2009; Fremlova et al., 2009). Additionally, the overall poor living conditions lead to a lower life expectancy of RGs compared to the mainstream community. Due to early marriage and higher than average birth rates, for example 1.5 children per mainstream compared to 4.2 children per RG family in Slovakia, about 60% of RG community members are younger than 16 years of age (Scheffel, 2004; Save the Children, 2001).

1.3 RG communities in Western Europe and the UK

In the 1980s, around 1 million RGs resided in the countries of the European Community (Centre for Gypsy Research, 1993). More recent estimates range from eight to twelve million people (UNDP, 2006; Council of Europe, 2012a; Fremlova & Anstead, 2010-11). Since the enlargement of the European Union (EU) in 2004, increasing numbers of RGs from the new member states used their EU citizen right of 'free movement' to immigrate to Western Europe and the UK (Fremlova et al., 2009; European Dialogue, 2009). The countries joining the EU were

- In 2004: Poland, Czech Republic, Hungary, Estonia, Lithuania, Latvia, Slovenia, Slovakia; also referred to as A8 countries;
- In 2007: Bulgaria and Romania; A2 countries.

Official numbers of RGs in the UK are around 100,000 (Petrova, 2004; Karoly, nd.), whereas estimates range from 150,000 to 300,000 (CoE, 2012b) up to 500,000 (Fremlova & Anstead, 2010-2011). The highest concentrations of RG populations are currently found in northern England, the East Midlands, Kent and in north and east London. Most of these RG groups originate from Slovakia, the Czech Republic and Romania.

Between 2008-2009 European Dialogue (ED), a UK-based non-profit organisation that aims to increase the participation of ethnic minorities and eradicate discriminatory practices against them, conducted a study focusing on new RG communities in the UK. Interviews were held with 104 RGs from A8 and A2 countries, and 104 local authorities or service providers working with them were surveyed (Fremlova, Ureche & Oakley, 2009). The questions ranged around issues with housing, education, participation and discrimination.

The study identified the main motivation of RGs immigrating to the UK as finding employment (58%), ensuring a better life and educational prospects for their children

(22%), and fleeing discrimination (15%). Overall, 97% of them agreed that their lives had improved after coming to the UK (Fremlova et al., 2009). However, they reported a lack of an introduction to or understanding of services available to them in the UK and queried the effectiveness of new EU anti-discrimination legislation designated to protect them (UNDP, 2003; European Dialogue, 2009). Instead of the promised good pay, employment and support, some of the participants had become victims of economic exploitation, in form of irregular, low paid short term work without welfare entitlements or sick pay. However, due to the lack of legal advice, language barriers, and rights advisors' unfamiliarity with 'RG issues' these matters were rarely reported or followed up. Due to financial restrictions, RG families were forced to rent from unregistered landlords without legal contracts and sub-standard housing, sometimes sharing the space, while being vulnerable to eviction (Fremlova et al., 2009).

Many RG families from A2 and A8 countries were unable to cover school-related costs, such as uniforms, meals and transport, impacting negatively on their children's school attendance. Despite high levels of poverty, children from A2 families' access to free school meals and the welfare system is even more restricted as

> A2 Roma are practically banned from working in England, unless they are self-employed, highly skilled or (they) have been granted ILR [*Indefinite Leave to Remain*]. (Fremlova et al., 2009, pp. 10-11)

This legislation especially puts A2 children and their families' well-being at risk.

1.3.1 Child well-being and poverty in the UK

Child well-being is a multi-dimensional construct depending on a complex interaction between different indicators, not alone based on family income (UNICEF, 2007). A study funded by the Economic and Social Research Council (ESRC) on children in the UK showed that the quality of family relationships and stability in their living environment is crucial for children's well-being (Bradshaw, Smith & Jackson, 2007). Children in immigrating families, being faced with multiple challenges are therefore particularly vulnerable to instability.

Most RG families from CEE are very poor (UNICEF, 2007; UNPD, 2003, 2006; Save the Children, 2001). Child poverty is a dimension of social exclusion, that especially in the early years, impacts negatively on children's overall development, their future prospects and access to education (World Bank, 2001; UNICEF, 2007; Magadi & Middleton, 2007). Poverty exists, where the family income is below the 'poverty line' (< 60% average income), and severe poverty where the income is below 50% of the average income plus 'material deprivation', such as being unable to pay for accommodation, repairs or insurance (Save the Children, 2010). According to

UNICEF (2007) some RG families are forced to live on less than $4 a day for all expenses. During 2005-2008 in the UK 1.7 million children lived in severe poverty (Save the Children, 2010). Risk factors included (1) parental unemployment and (2) low educational attainment, (3) minority ethnic background, (4) families with four or more children, (5), parents under 25, (6) children younger than 5 years old.

Parental employment evolved as the single strongest protective factor against poverty, supporting family well-being (Ringold, Orenstein & Wilkens, 2005; Save the Children, 2010; European Dialogue, 2009; Fremlova et al., 2009). Families becoming dependent on the social welfare system are prone to being perceived as 'active receivers' but 'passive givers' increasing their risk of social exclusion (UNDP, 2003), which has also been described in a very recent study including RG communities in six European countries (Brown et al., 2013).

1.4 Summary of Chapter 1

- It is important to differentiate the origin of existing groups of RGT and RG communities in the UK to identify the specific challenges they may be facing.
- Especially in CEE RG communities are particularly vulnerable to racism and discrimination in many life areas. The risk of poverty and unemployment is very high, which may impact negatively on families' well-being, children's access to education, their attendance and attainment.
- The main motivation of RG families immigrating to other countries is to flee these negative conditions, and ensure their children's access to good education for employment prospects.
- Research recommends the establishment of better multi-institutional and cross-sector engagement, such as community liaison workers and advice centres to improve the situation of RG communities and implement positive changes.

CHAPTER 2

Access to Education for RG(T) Children

This chapter summarises the educational situation of RGT and RG children in the UK and CEE after providing a brief overview of children's right to education. Key UK policies and legislation are described and examples of relevant studies in the field are given.

2.1 Children's right to education

According to the Commission of the European Communities (CEC, 2011), the role of education is essential in providing equal opportunities, social inclusion and employment prospects for all European citizens. It is recognised that especially children from poor families, migrant and RG backgrounds are often caught in a

> (…) cycle of disadvantage and disengagement that often lead to early school leaving and to the transmission of poverty from one generation to the next. (CEC, 2011, p. 8)

As part of Human Rights policy, the United Nations Convention on the Rights of the Child 1989 (UN, 2012) recognises children under the age of eighteen years as full members of society. Children have specific rights to health, safety and education. The policy prohibits direct or indirect discrimination against their right to 'full and effective equality and participation in the social, economic and cultural life', including schooling (European Dialogue, 2009; DfE, 2012). Children's right to education comprises free and compulsory primary education, equal access to and opportunities within the education system for all children, inclusive of ethnic minorities. Additionally, the Equality Act (UK Government, 2010) strengthens ethnic minority parents' right to entitlements, such as education, benefits, housing, employment, and health provision.

Until 2012, 193 member states signed a legally binding declaration to implement the principles of the UNCRC framework (UN, 2012). This includes the new A8 and A2 member states of the EU and the UK. However, children from ethnic minorities in these countries find it more difficult to access education than other population groups (Wilkin et al. 2009; UNDP, 2006; DfES, 2005). It is important to identify and understand the potential barriers children and their families from ethnic minorities, including RG families from CEE, may face in accessing British schools.

2.2 The educational situation of RGT pupils in the UK

In the UK, the first official educational document that compared RGT children to their mainstream peers was the 'Plowden Report' (Department of Education and Science, 1967). It stated that children from canal boat families and 'gypsies'

> (…) are probably the most severely deprived children in the country. Most of them do not even go to school, and the potential abilities of those who do are stunted. (…). (Department of Education and Science, 1967, p. 59)

Two decades later, the 'Swann report' (Swann, 1985) identified RGT pupils as strongly affected by racism, discrimination, and stereotyping. Recommendations were to establish stronger links between RGT parents and schools.

More recent reports noted RGT children's consistently lower academic achievement and attendance compared to their age peers (DfES, 2005; DfE, 2010). Achievement gaps between RGT and other pupils increased with chronological age and were widest in Key Stages 3 and 4 (DfES, 2005). Only a small proportion of RG and RGT children in the UK attend secondary school (Derrington & Kendall, 2004; Wilkin et al., 2009; Maddern, 2010).

Some RGT parents claim their right of Elective Home Education (EHE) instead of sending their children to UK mainstream school (Ivatts, 2006). However, it is not known how much children benefit from this as the percentage of parents with low English, literacy and/or numeracy skills is high (Bhopal, 2004; Myers, McGhee & Bhopal, 2010; UNDP, 2006) and lacks clear regulation (Maddern, 2009). RGT parents' motivation for choosing EHE often remains unclear (Monk, 2004), but is most probably motivated by barriers to local schooling, increased bullying at secondary school age and cultural aspects (Myers et al., 2010; Derrington & Kendall, 2007; Hancock, 2002; Smith, 1997).

2.3 The educational situation of RG pupils in Central and Eastern Europe (CEE)

In the early 1990s, the educational situation of RG children was in an 'embryonic state' of recognition and action; for example, teachers unable to provide education for them in their home language(s) (Centre for Gypsy Research, 1993). In 2001, there were less than 50 fully qualified teachers of RG origin in Slovakia, and many other teachers lacking experience of working with multi-cultural or multilingual children (Save the Children, 2001).

Although schooling in Slovakia is compulsory from age six to sixteen years, many RG children leave primary and/or secondary school without reaching the level of basic

education necessary for the transition to Higher Education (Save the Children, 2001; Smith, 2013; Brüggemann & Škobla, 2012). A recent national review of RG children's education in Slovakia found that 60% of them at primary and 38% at secondary school-age were enrolled in special schools for learning difficulties (Friedman, Gallová Kriglerová, Kubánová & Slosiarik, 2009). Often, these schools are situated in segregated areas or within RG 'ghettos', and lack educational resources (Smith, 2013; Scheffel, 2004; European Dialogue, 2009; UNDP, 2003; Nurdern, 2004). Furthermore, the special school curriculum only encompasses 60% of the standard curriculum, hindering Roma pupils from achieving the outcomes necessary to access Higher Education. Friedman et al. (2009) identified the following four issues to contribute to the high ratio of RG children in special schools:

- Not all RG parents receive the information necessary to give their informed consent for their children to be enrolled in special school.
- Some RG parents may have experienced special education themselves and may be unaware of other options for their children.
- The high numbers of other RG children in special school reduces the parental fear of their children's discrimination and racial harassment.
- About a third of RG pupils are unfamiliar with the language of school instruction, which may impact negatively on their school entry assessment outcomes.

Of the 40% Roma pupils enrolled in standard schools 85.8% were educated in segregated classrooms, adding to their social exclusion, and only 50% were predicted to achieve the grade necessary for higher education (Friedman et al., 2009; UNDP, 2003). This discriminative practice hinders RG children from reaching the standards necessary for finding employment (Save the Children, 2001; Amnesty International, 2007). Where RG pupils get the chance to enrol in further education, they tend to go to 'training centres' to prepare them for low skilled manual jobs.

The general discrimination of RG communities in CEE, which encompasses their children's access to and attainment in education and deprives their future prospects, is a persisting issue (Save the Children, 2001; FRA & UNDP, 2012; FRA, 2012; Amnesty International, 2007; Smith, 2013). Lack of anti-discriminatory legislation within schools makes RG children prone to bullying, racial discrimination and aggression; home-school liaison is often non-existent, and attrition is high (Save the Children, 2001; Cahn, Chirico, McDonald, Mohácsi, Peric, & Székely, 2004).

2.4 Perception of children in RG communities

RG children are perceived as the most precious 'assets' to their families, and thus of high cultural importance in their communities (Smith, 1997; Hancock, 2002). The community teaches and supervises RG children in the traditional ways of 'making a living', and in the differentiation of 'shameful' and 'honourable' behaviour (Halwachs, n.d.). While most young RG children do not attend nursery (Szemán, 1999), they are regarded as adults from the age of 13 or 14 years, and expected to fulfil their 'community duties', such as contributing to the family finances (Save the Children, 2001; Smith 1997). Often, RG girls are expected to take responsibility for the household, get married and start a family at a very early age (Levinson & Sparkes, 2006). This may lead to non-attendance or attrition of some RG(T) pupils before their transition to secondary school, although the most frequent reason for withdrawal from school is bullying and parents' fear of harm for their children (Friedman et al., 2009; Derrington & Kendall, 2004, 2007; Foster & Norton, 2012). This shows that barriers to formal education for RG/T pupils may also exist within families.

2.5 Barriers to education for RG(T) pupils

A study by the Equality and Human Rights Commission (EHRC) on the identification of inequalities and discrimination of RG pupils in the UK identified racism, social exclusion, low quality of living conditions and poor health as the main factors impacting on school attendance and achievement (Cemlyn et al, 2009).

Additional barriers specific to RG pupils from CEE in British schools include (a) prejudice, (b) lacking cultural awareness and understanding of different school systems of teaching staff and RG parents, (c) mismatch of parental and schools' expectations, and (d) poor school-home relationships (European Dialogue, 2009; Ada, 1999). These factors may lead to poor attainment, independent of the RG parents' or their child's engagement and motivation, and often cause an educational gap to monolingual mainstream children (World Bank, 2012).

2.5.1 Parental perceptions and influence on children's educational achievement

Children's educational success is strongly influenced by parental experiences, perceptions and their support of schooling (Desforges & Abouchaar, 2003). Some RG parents fear that formal mainstream schooling by non-Roma may 'contaminate' or endanger their cultural identity (Hancock, 1999). Additionally, many RG/T parents fear that at secondary school their children are increasingly bullied, have access to drugs or sexual contacts (Myers et al., 2010), leading to non-attendance, attrition or non-transition to secondary school (Derrington & Kendall, 2004, 2007).

Parental literacy skills are important for supporting their children's homework and overall educational progress. However, becoming literate sometimes is perceived negatively, as being dominated by and adapting to the mainstream community (Levinson, 2007). Many RG parents may have rather low formal literacy levels which often is related to many of them having been taught in special schools or dropping out of school at an early age (UNDP, 2006; Liégois, 1998; Friedman et al., 2009). This may also lead to feelings of intimidation and low confidence of RG parents in liaising with schools (Traynor, 2009).

On a more positive note, a study by Bhopal (2004) in the UK showed that literacy classes for RGT parents were effective in improving the attendance and inclusion of their children in school. Apart from enabling them to support their children's homework, RGT parents' main motivation was to enhance their own skills for prospective employment, and to gain more independence in completing forms or reading school reports. The development of positive relationships with school staff reduced parents' insecurity and anxiety related to the school environment, in return encouraging their children's attendance. RGT parents perceived school education as beneficial for their children especially because they associate education with the prospects of employment and financial well-being (Myers et al., 2010).

In the USA, Lareau and McNamara Horvat (1999) investigated how parental trust and attitude towards school and teachers are influenced by pre-existing cultural differences. They compared the experiences of 40 parents from White and Black American communities, and how differences in their social and cultural capital influenced the communication with teaching staff. The findings indicated that parents who have experienced racial discrimination fear their children will experience similar negative treatment. White parents had more positive attitudes, whereas Black parents were more suspicious, sceptical and less sympathetic towards schools and teaching staff which then biased their interaction, and complicated the implementation of positive school-home liaison (Lareau & McNamara Horvat, 1999). Although the schools described themselves as flexible and unbiased in approaching parents the study identified that they employed a restricted set of attitudes and actions when interacting with ethnic minority communities**.**

Studies in the UK with RGT communities have produced similar outcomes (Myers et al., 2010; Bhopal et al., 2000; Bhopal, 2004). Additionally, Bhopal (2004) criticised that educational policies are implemented without consultation of the target groups, as policies that lack cultural relevance are less likely to be effective. Thus, the participation of RGT children and their parents in the discussion of policies and

changes that concern them is an essential ingredient for more successful practice in the future.

2.5.2 Participatory research

Good examples of participatory practice have been established by the INCLUD-ED research network which was funded by the European Commission to identify 'strategies for inclusion and social cohesion in Europe' in form of good practice in working with ethnic minorities, including RG communities (INCLUD-ED, 2011). Including the UK, large school case studies were implemented between 2006 and 2011 throughout Europe. Strategies focused on the 'dialogic participation' of parents from socially disadvantaged backgrounds in discussion with schools, which led to a better mutual understanding between them and lower levels of cultural dissonance (Valls & Padrós, 2011). This, in turn, impacted positively on RG children's attendance and attainment.

The critical communicative methodology (CCM), as introduced by Jesús Gómez, was the most frequent approach to engage with RG and other socially excluded groups in the INCLUD-ED projects (Gómez, Puigvert, & Flecha, 2011). Based on the understanding that 'reality does not exist independently from the subjects who experience it', CCM enables an 'egalitarian dialogue' between researchers and research subjects (Gómez et al, 2011, p. 236). The resources both groups bring to the research process are acknowledged as equally important. While listening to their 'daily-life stories', employing focus groups or observations, and engaging in reflective dialogue throughout the study, the researcher evokes the participants' unique voice. Accordingly, participants from marginalised communities are empowered to help transform their lives in areas such as educational and social inequality.

For example, Díez, Gatt & Racionero (2011) conducted a study that adopted a participatory approach. They incorporated egalitarian dialogue with ethnic minority pupils and their families in six different European countries. Using interviews, observations, focus groups and communicative life stories of 13 participants per school, they aimed to identify ways of more successful participation of ethnic minority families in the mainstream community and in school. The barriers to participation were identified as administrative hurdles and uneven power-relationships between staff and ethnic minority parents. This was reflected in schools adopting a 'tourist approach' rather than enabling true participation of ethnic minority parents at an equal level. More flexible involvement of ethnic minority parents in schools led to mutual acceptance and better understanding of expectations between schools and ethnic minority families.

Over four years, Melgar, Larena, Ruíz and Rammel (2011) conducted a school-case study in a region of Spain with a RG population of nearly 65%. More than 80% of the RG members were unemployed, and 79% had dropped out of primary school. Surveys and interviews were conducted with RG pupils, their families and regional organisations. Additional data included communicative life-stories, discussions with education professionals and observations in various educational settings. Families and community members participated in various school activities and were invited to contribute to their children's education. As a result, schools recognised the value of family and community members' input, which was independent from their level of education, and RG community members felt that their contributions were acknowledged. The equalised power-relationship allowed discussions about attendance and community needs which led to the establishment of a local compulsory secondary school and a higher number of RG pupils continuing their education. Melgar et al.'s study demonstrates how egalitarian dialogue and "education can enable members of society's most vulnerable groups to overcome poverty and social exclusion" (2011, p. 225). However, this approach of reforming power- to 'dialogic relations' is time and resource intense. In summary, the outcomes from the above studies demonstrate

(a) the importance of raising cultural awareness among teaching staff and schools, as practices considered 'acceptable' by members from the mainstream community may be unsuitable for families from diverse cultural backgrounds.

(b) a flexible communication style and the use of culturally appropriate resources are important components for successful school-home liaison and children's achievement.

(c) that giving 'voice' to members from ethnic minority groups and building trusting relationships with members of the majority culture enables better mutual understanding between diverse communities' needs, their inclusion and recognition in political decisions.

(d) that parental perceptions and attitudes regarding their children's education impact on their children's achievement.

2.5.3 Identifying needs and 'good practice' in schools with RG(T) populations

In the UK, Wilkin et al. (2010) examined the educational provision of RGT pupils with a mixed methods approach that encompassed (1) the quantitative analysis of existing national pupil attainment data, comparing RGT pupils in Key Stages 2 to 4 to their age peers; (2) conducting progress surveys in schools with high concentrations of RGT pupils; (3) a literature review of studies with RGT members, while incorporating

relevant international publications of the last decade about research with RG communities; (4) case studies of ten secondary, five primary schools, and five alternative education providers, such as private schools. Methods included interviews with school-staff and representatives from local authorities, observations, and focus groups with teachers, RGT pupils and their parents.

The findings revealed that many factors influence RG/T pupils' school experiences and attainment. The concomitant and sometimes dissonant influence of mainstream and minority culture was particularly challenging. The findings highlighted:

- Supportive elements for RG/T pupils' educational engagement and attainment were: high educational expectations, and positive dialogic relationships between schools and parents.
- While facing numerous social, cultural, economic and systemic barriers, RG/T pupils' general well-being, enjoyment and motivation contributed positively to their progress.
- RG/T pupils' effort and time needed to progress is higher than for their mainstream peers.
- Adjusting the curriculum to meet the needs of newly arriving RG pupils led to higher retention rates.
- Schools inclusionary practices need support from local and national frameworks of good practice.

Based on these outcomes, Wilkin et al. (2010) developed the Traveller and Roma Gypsy Education Tool (TARGET) which summarises the factors influencing RG/T children's achievements across three dimensions (see Figure 2-4).

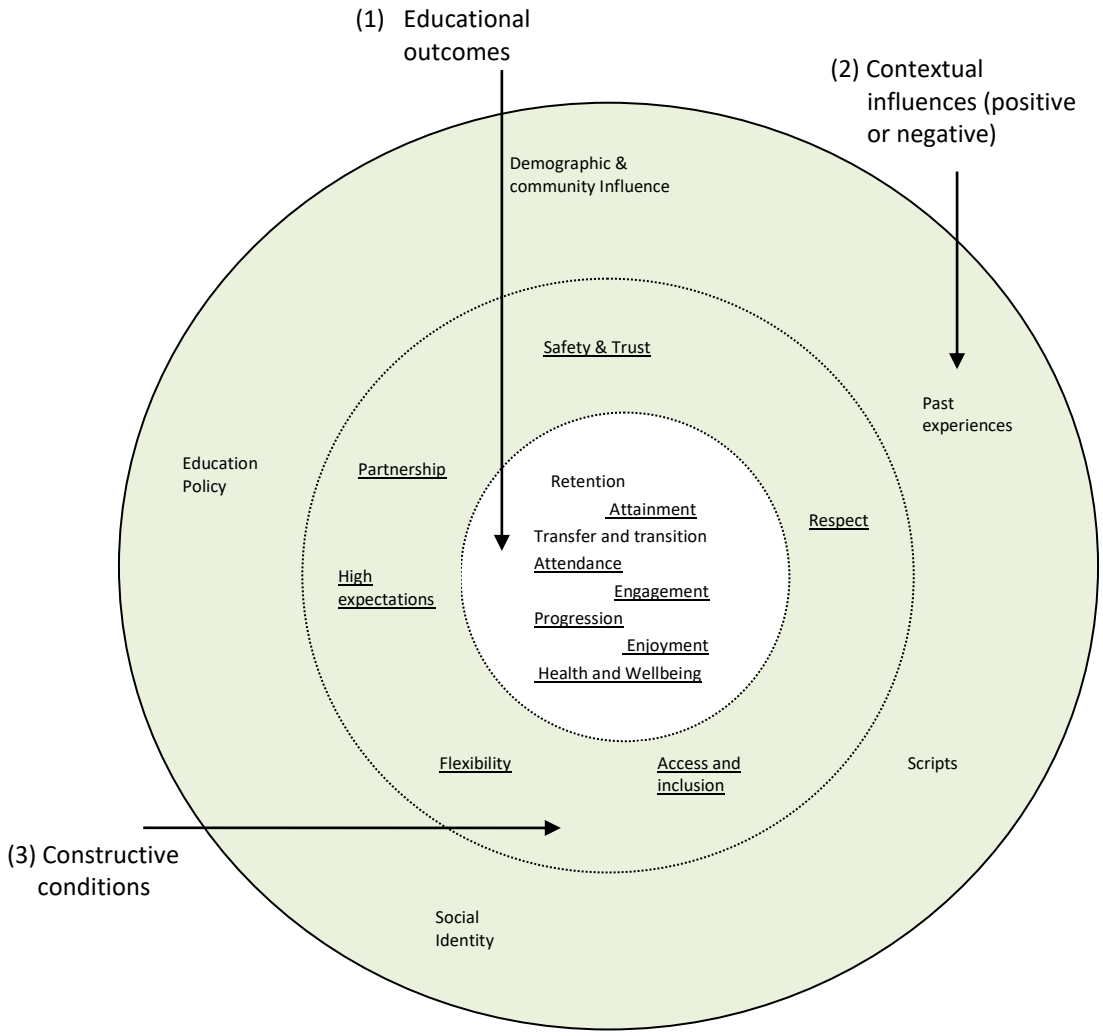

Figure 2-4 The Traveller and Roma Gypsy Education Tool (TARGET) for measuring and improving RGT pupils' educational outcomes (reproduced with permission from Wilkin et al., 2010, p. 81).

(1) The core represents the educational outcomes aimed to be achieved for every pupil. However, schools vary widely in their approaches and responses to the listed areas. (2) The outer layer demonstrates the contextual influences, which may not always be immediately controllable or modifiable by schools, and can act as barriers or facilitators for achievements. (3) The middle layer encompasses the constructive conditions, strategies and pre-requisites that have proved to successfully support and raise core outcomes of RGT pupils.

According to Wilkin et al. (2010), TARGET can be used by schools and policy makers to identify areas for improvement, as well as action points that benefit RGT children. Outcomes are differentiated into 'hard', quantifiable measures such as attendance and achievement, and 'soft', less measurable outcomes such as enjoyment and well-being. All outcomes interact with each other and dependent on the 'constructive conditions', which are most effective if implemented collectively (Wilkin et al., 2009).

Factors external to schools ('contextual influences'), such as racial prejudices in the mainstream community, may impact negatively on pupils' achievement. Anti-discriminatory inclusion of RGT pupils in school can result in higher attainment. Overall, extensive inter-disciplinary collaboration is necessary to ensure such positive developments.

2.6 Summary of Chapter 2

- Particularly at secondary school age, RG(T) pupils in and outside the UK are facing difficulties in accessing and remaining in education; their achievement is low(er) compared to non-RG(T) pupils of the same age.
- Despite some overlap of challenges between RGT and 'new' RG pupils from CEE they differ from each other in more than the latter group learning English as an additional language (EAL). In their home countries more than half of all RG pupils are enrolled in special schools which impacts on their attainment. Thus, more research with RG pupils is needed to understand the specific challenges they are facing in British education.
- Access to education is only one challenge that RG families are facing and is related to wider community and society issues, such as poverty and exclusion.
- Participatory research has identified that successful school-home liaison and parent participation in school have a positive effect on children's educational experience. As parents' background and motivation impact on their children's attendance and attainment, it is essential to involve RG parents in educational decision making.

CHAPTER 3

Languages in RG Communities

This chapter provides an overview of the Romani and the Slovak language as the majority of RG children in local schools are from Slovakia. Many of them are bi- or multilingual and so consideration of this in the educational context is also discussed.

The language of RG communities is called Romani or Romanes. It derives from Neo-Indic, Indo-Aryan origin, and is closely related to Hindi, Rajasthani and Punjabi. Originally, Romani was exclusively orally used within the RG community, enabling RGs to communicate with each other while staying distinct from mainstream influence (Hancock, 2002). However, the exposure to foreign majority languages while travelling and trading has impacted on the development of the structure and vocabulary of the Romani language. Linguists have, for example, identified influences from Greek, Iranian and Armenian in the form of loanwords (Bakker, 2001). Romani has followed a richly oral but restricted written tradition for more than 500 years, resulting in a high variety of dialects but lacking a standard spelling system (Matras, 1999). With estimates of around 4.6 million speakers and 30 to 60 different dialects of Romani, it is one of the most extensively spread (minority) languages in Europe (Bakker, 2001; Bakker et al., 2000).

For ethnic minority communities living in a mainstream environment, the native language (L1) forms a substantial characteristic of their unique group identity (Vermeersch, 2003; Matras, nd.). However, the influence of Romani in the home is reportedly diminishing (Smith, 1997; Bakker et al., 2000). Because of schooling in and interaction with the mainstream community, Romani is often ‘taken over’ by the majority languages of the countries where the RG communities reside (Halwachs, 2007). Reading and writing are usually learned in the educational majority language/s.

In wide areas of Europe, access to school was denied to RG pupils in the 1940s, and led to high levels of illiteracy in the post-World-War-II-generations. Further, under the Communist Regime in the Eastern and Central European countries speaking Romani was punished until 1989; consequently, third generation RG communities in some CEE countries may now be monolingual in the majority language (Matras, 1999; Halwachs, n.d.).

3.1 Structural language differences between English, Romani and Slovak

Some similarities and differences in the spelling and linguistic units of Romani, Slovak and English are presented in table 3.1. The strong influence of the East Slovak dialect on many of the Romani words can be noted.

Table 3.1 Comparison of English, Romani and Slovak vocabulary

Language	English	Romani (East Slovak dialect)	Slovak
	ball	balo	Lopta
	cat	Mačka	Mačka
	doll	babka/popka	Bábika
	duck	Kačka	Kačka
	fork	Vidlá	Vidlička
	frog	Žamba	Žaba
	orange	Pomaranč	Pomaranč
	plate	Taňiris	Tanier
	snail	Šlímakos	Slimák
	socks	Pančuška	Ponožky

Generally, Slovak is a language with high flexibility and variety regarding gender, number and morphology depending on word order in sentences (Kapalková, Polišenská & Vicenová, 2013). It comprises seven cases, and identifies 'dual' in addition to singular and plural (see table 3.2). There are three forms of gender, which are further differentiated further into inanimate and animate (Sussex & Cubberley, 2006). Slovak and Romani are both pro-drop languages (Bakker et al., 2000; Kapalková, et al., 2013), thus, the subject can legally be omitted from a sentence where the verb inflection carries its identifying information (Letts & Sinka, 2011).

The influence of different European languages on the structure of Romani has been strong. For example, this has resulted in a change from its original S-O-V (subject-object-verb) to a (S-)V-O (subject-verb-object) word-order (Matras, 2002; Halwachs, n.d.). In addition, Romani dialects can be substantially influenced by the local majority language, as outlined above (see table 3.1). Accordingly, in countries where Roma are residing members from mainstream cultures often perceive Romani as a weak language with a low status. This sometimes may limit RG parents' attempts to use Romani with their children, especially where they intend to reduce social disadvantages by being identified as Roma.

Table 3.2 Overview of linguistic background of English, Romani and Slovak languages

Language	English	Romani	Slovak
Language origin	West Germanic	Indo-Aryan, Neo Indic	West Slavic
Gender	Feminine, masculine, neuter; tendency to gender neutral use	Feminine, masculine, differentiated into in-/animate	Feminine, masculine, neuter, differentiated into in-/animate
Number	Singular, plural	Singular, plural	Singular, plural, dual
Cases	Nominative, accusative, genitive	Nominative, genitive, dative, vocative, ablative, locative, instrumental	Nominative, genitive, dative, vocative, accusative, locative, instrumental
Word order and general remarks	Strict word order S-V-O	Flexible word order	Flexible word order
	Minimal inflection, lacking agreement of grammatical gender and adjectival agreement	Definite articles as part of adjectives and verb-suffix for feminine and masculine nouns	no articles
Orthography	Inconsistent; multi-layered non-phonemic	Exclusively unwritten; no standardised spelling system; Latin-based orthography	Consistent; phonemic morphological principle

While Slovak is a language with consistent orthography, English is more inconsistent in its conversion of sounds to letters (phoneme to grapheme conversion) which has implications for Slovak pupils learning to write English (Kapalková et al., 2013).

3.1.1 Literacy, reading and bilingualism

An important step and challenge for all school children is reading accuracy which is based on letter knowledge and the decoding of phonemes, as part of their developing phonological awareness (Bialystok, 2007; Baker, 2011). Although bilingualism influences the acquisition of literacy in the different language systems involved, the extent of this is not yet clearly established. Bilingual children may acquire some aspects of literacy in their L2 with ease, for example phonological awareness as it is based on general cognitive processing and executive control. Other aspects, such as verbal recall and decoding are more demanding as they are specific to individual language systems (Bialystok, 2009). Often, EAL children's reading and listening-comprehension are disadvantaged by their lack of vocabulary rather than poor de-coding skills (Burgoyne, Kelly, Whitely & Spooner, 2009). A good L1-proficiency is an important basis for L2 learning (Sparks, Patton, Ganschow, Humbach, 2009). The following three prerequisite skills are essential for children's reading development:

(1) 'oral proficiency', depending on vocabulary learning and expansion in each of the languages independently, having an impact on reading comprehension;

(2) 'understanding of symbolic concepts of print', based on the symbolic construction of the L1 and L2 writing systems, impacting on word recognition and decoding;

(3) 'metalinguistic awareness' of word, structure and sound correspondences, where potential transfer depends on the relative proximity or distance of the L1 and L2 phonology systems (Bialystok 2007, p. 45).

These three elements need to be analysed more closely to establish their contribution to bilingual children's literacy (see Figure 3-1).

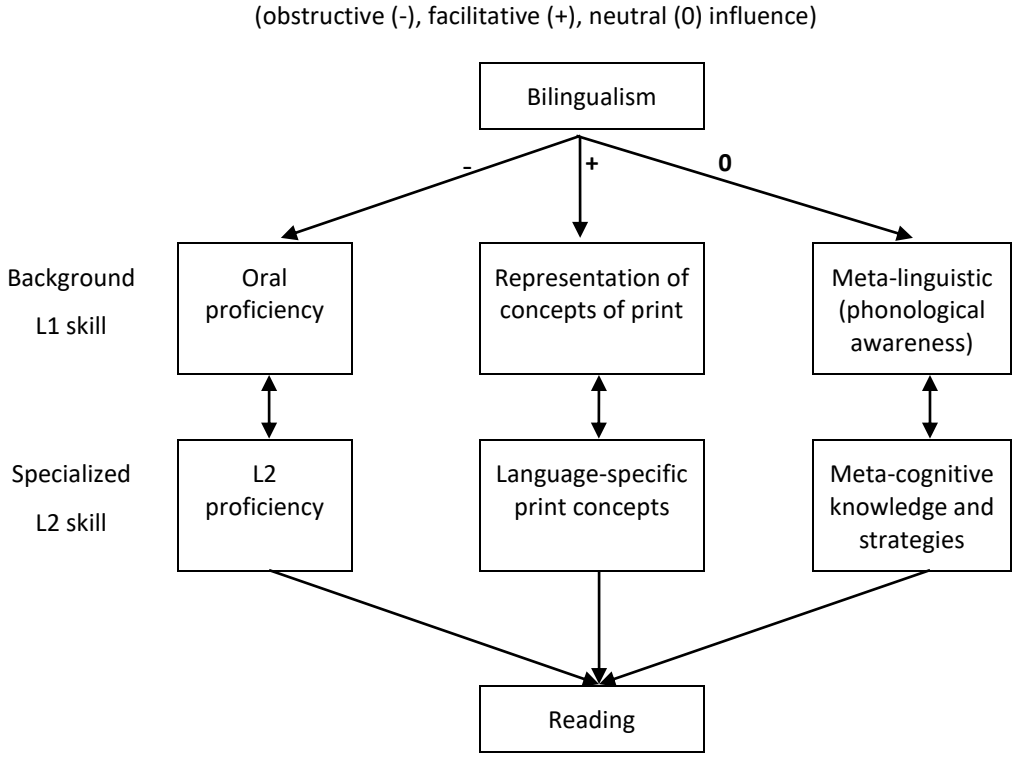

Figure 3-1 Interaction of L1 and L2 reading acquisition in bilinguals (Bialystok, 2007, p. 52)

In the case of reading, bilingualism may interfere with the development of background skills in either an obstructive (-), facilitative (+) or neutral manner (0), which is indicated by (-), (+), (0) at the top of Figure 3.2. The first two then may have knock-on effects, such as potential delays and/or difficulties, or the enhanced information transfer between L1 and L2. As indicated by the reciprocal arrows, the information transfer between L1 and L2 is a two-way process.

Children who are sharing picture books with their parents, and being read to in both languages, have higher sensitivity to print (Baker, 2007). The transfer of skills from spoken language to literacy partly depends on the similarity between the writing systems (Bialystok, 2007).

3.2 Bilingualism, multilingualism and second language (L2) learning

This section considers general issues regarding bi- and multilingualism because "virtually all Roma speak at least one other language apart from Romani" (Bakker, 2001, p. 304). This is in keeping with linguistic diversity in the world where monolingualism is the exception (Romaine, 2007).

The definition of bilingualism varies across researchers and practitioners (De Lamo White & Jin, 2011). Some agreement exists that being bilingual encompasses interacting in two different languages on a daily basis but may vary across the domains of speaking, understanding, reading and writing (Baker, 2011). More specifically, the Royal College of Speech and Language Therapists (RCSLT, 2006, p. 268) describes bilinguals as able to communicate in at least two languages in- and outside the family environment, possibly with variable proficiency levels of oracy (understanding and speaking) and literacy (writing and reading). According to Baker (2011), the following two general acquisition patterns are differentiated:

1) *Simultaneous bilingualism*: a child learning two languages from birth as the parents are from different linguistic backgrounds and are both using their L1 with the child.
2) *Sequential bilingualism:* a child learning a new language (L2) after having acquired their home language (L1) already, for example, after immigrating to a different country; or growing up in a family from different language background (L1), and acquiring the mainstream language (L2) when entering nursery (one context, one language).

For both patterns there are numerous individual variations. Language use, proficiency and preference of the bilingual individual are influenced by the ethnic status, culture and environment, and vice versa (Hoffman, 2001).

3.2.1 Multilingualism

Often, the terms bilingualism and multilingualism are used interchangeably. However, multilingualism typically describes individuals who know and use three or more languages (Baker, 2007). Depending on the individual's age of acquisition and environment, a variety of acquisition patterns may occur. For example, early simultaneous acquisition of three languages (L1 + L2 + L3); consecutive sequential acquisition (L1 → L2 → L3); mixed simultaneous and subsequent pattern (L1 + L2 → L3 or L1 → L2 + L3) (Baker, 2011).

Proficiency levels of speaking, reading, writing and understanding usually vary across the languages and change over time. The potential dominance of one over the other languages often depends on the individual's majority or minority status within the country of residence (Baker, 2011). Depending on their relative importance, one of the languages may be subject to attrition, by being used less than the others (Hoffman, 2001; Baker, 2007, 2011).

Social aspects of language learning, such as an imbalance of 'power relations' between the mainstream curriculum and children's diverse cultural backgrounds impact on their L2 acquisition (Baker, 2011). Being torn between different expectations from the home and school environment, children may be resistant to move to a higher level of English, in order to ensure that their own culture, identity and community stays intact and is not dominated by the mainstream language (Smith, 1997). In mainstream schools where education is provided by the 'dominant' society this may result in ethnic minority children's poor school-attendance (Levinson, 2007), particularly if the curriculum content is perceived as irrelevant to their needs (Hancock, 1997).

3.2.2 Advantages of being bi-/multilingual

As bi- and multilingual learners do not form a homogeneous group, research with them has produced mixed results. However, it has confirmed that multilingual individuals are using a wider range of linguistic and mnemonic strategies than their monolingual peers (Cenoz, 2003; Baker, 2007, 2011). Bilinguals show higher levels of creative thinking (Baker, 2001), higher meta-linguistic awareness (Bialystok, 2009; Genesee, Paradis & Crago, 2004), react more sensitively to conversation partners' needs, and use more variable communication strategies. While monolinguals use more restricted grammars but produce fewer errors, multilinguals make more errors but generate larger grammars and progress faster (Baker, 2011).

It is generally assumed that L3 learners profit from their previous language experience, with high proficiency levels in L1 and L2 often leading to high proficiency in L3.

> Even though such transfer is neither automatic nor assured, it does happen, and the consequences are always salutary. (…) the differences between monolinguals and bilinguals that occur are invariably to the benefit of the bilingual. (Bialystok, 2007, p. 71)

However, this does not necessarily encompass all aspects of the additional language. Positive carry-over effects are most likely when an individual already possesses reading and writing skills in one language. Additionally, the linguistic proximity

between the languages impacts on the transfer of language credentials from one language to the other (Hoffman, 2001). This process usually requires a certain level of expertise in both languages (Snow et al., 1991; Matras, 1999). According to Cummins (2000), to benefit from mastering two languages, bilinguals need to achieve equivalent high thresholds of proficiency in both languages (see Figure 3-2).

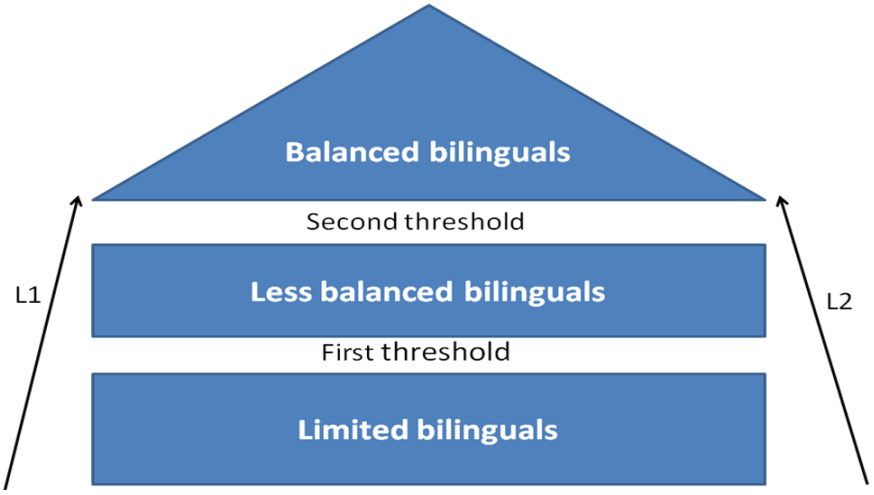

Figure 3-2 The Thresholds Theory of bilingualism (Cummins, 1984; Baker, 2011, p. 268)

Based on an adequate and consistent input of both languages balanced bilinguals may then develop a better meta-linguistic awareness, and benefit from being able to consciously distinguish between and reflect on two language systems (Paradis, Genesee & Crago, 2011). High linguistic proficiency in both languages also supports concept formation, social skills, creativity, logical reasoning and cognitive flexibility (Baker, 2011).

3.3 English as an additional language (EAL) in the school context

Schools differ in their provision of EAL support, but generally expect EAL children to learn English quickly and with ease. However, they face the difficult task of learning English, while receiving academic instructions and assessments in this new language (Baker, 2011; Cummins, 2000). Achieving proficiency in English conversation does not ensure that EAL children are able to understand all classroom instructions and the curriculum content. EAL children risk being perceived as fluent speakers of English, when in reality they still lack core language abilities, such as understanding, reading and writing. Thus, EAL children need on-going English language support to reach a level that equips them to succeed academically in line with their peers (Baker, 2011). This is especially important for EAL children joining school at a later age, as the general academic expectations and curricular language demands are

higher for them. EAL pupils' English proficiency gap may result in them not reaching average academic standards in national assessments (DfES, 2005).

3.3.1 Differentiation of conversational and academic English

While monolingual children reach English language milestones as part of their general development before starting school, the process for bilinguals often takes longer because of their later start of learning English. After school entry, EAL children need up to three years to acquire 'basic interpersonal communication skills' (BICS) and five to eight more years to reach levels of 'cognitive/academic language proficiency' (CALP) in English that are comparable to their peers (Cummins, 2000). This time is independent from EAL children's chronological age when joining school.

For all children, schooling is associated with building more de-contextualized, cognitive academic language proficiency. As shown in Figure 3-3, BICS is associated with situations that are context-embedded and have lower cognitive demands (sector A) while CALP is needed in situations with reduced context information but high cognitive demands (sector D).

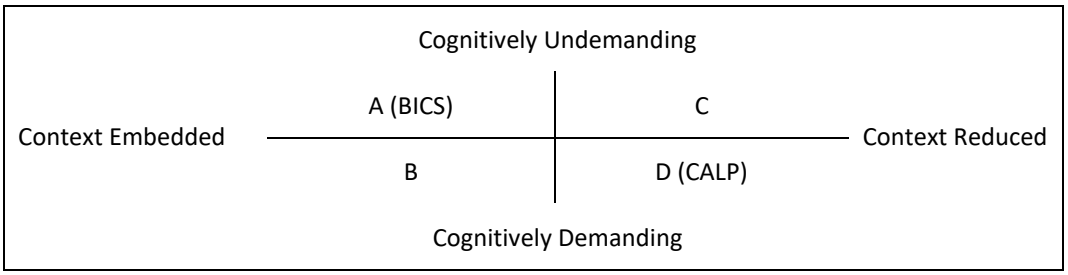

Figure 3-3 Range of contextual support and cognitive involvement in language tasks and activities (Cummins, 2000, p. 68)

Most monolingual learners continue developing their CALP throughout all 12 years of educational input (Baker, 2011). Therefore it is not surprising that:

(a) EAL pupils perform less well, when being assessed with the same measures as their monolingual peers (Geva, 2006);

(b) some EAL pupils struggle with the academic expectations, especially after the transition to secondary school.

L2 learners' understanding and progress can be supported by increasing the levels of visual and contextual information in the educational setting. Where school may provide the only environment for EAL pupils to support their English learning, the quality of input is critical for their progress, as there is no distinct EAL curriculum (Davies, 2012; Franson, 2011).

3.3.2 Typical EAL acquisition versus language difficulties

The acquisition of an L2 is often three to six months delayed compared to monolingual language development, and children new to an L2 environment may remain silent for the first six months (Baker, 2011). Accordingly, it is sometimes difficult to differentiate between delayed L2 acquisition and a potential underlying (language) learning difficulty (Paradis, 2005, 2010).

Typical errors of bilinguals often result from over-generalisation of regularities from one language to the other (Baker, 2011; Cummins, 2000). Sometimes these errors resemble those of monolingual children with developmental language difficulties, and EAL children can be identified (wrongly) as language impaired (Paradis, 2005, 2010). Educational professionals working with EAL pupils are faced with the following challenges:

- To differentiate primary language difficulties from differences in 'typical' EAL acquisition, where children's language aptitude often is only estimated in English, and prone to over-/underestimation.
- To identify potential special educational needs (SEN) in the EAL population.
- To be aware of cultural differences, power relationships between minority and majority languages, and their implications for assessments, pupils' communication and performance.

The language assessment of bilingual children is challenging for specialists, who may lack working experience with EAL children, but also due to the restricted number of standardised assessments in children's L1s (O'Toole & Hickey, 2012). For example, there are no standardised language assessments for Slovak (Kapalková et al., 2013) or Romani (Bakker et al., 2000; Matras, 1999). Further, educational professionals in the UK speaking and/or understanding these languages are rare. However, as the number of EAL children in the educational context of the UK is increasing their assessment needs to integrate linguistically and culturally appropriate measures (DeLamo White & Jin, 2011).

A recent review by DeLamo White and Jin (2011) identified the following assessment approaches currently being used with EAL children: norm-, criterion-referenced and language-processing measures, dynamic assessment, and socio-cultural approaches. The advantages and disadvantages of these approaches are summarised in table 3.3.

Table 3.3 Language assessment procedures for the use with bi-/multilingual children

Assessment approach	Measure	Advantages	Disadvantages
Norm-referenced standardized measures	Individual performance in comparison to the 'norms' of a certain (age) group. Formal language tests.	Efficient method for peer-group comparison (monolingual, mainstream children), e.g. percentile rank.	Content bias (no recognition of cultural diversity), linguistic bias (difference v. difficulty), lack of bilingual children in normative samples.
Criterion-referenced (CR) measures	Level of a specific skill; based on a language sample and linguistic analysis.	Pre-determined assessment criteria, individual (developmental) language data; allows culturally appropriate / familiar material. Testing of definite clinical hypotheses via language sampling and probing.	Informal assessment; no established cut-off points for (a)typical language; diversity of language patterns and development.
Language-processing measures	Underlying processing skills, e.g. non-word repetition (NWR).	Easy and quick administration.	Not completely free of linguistic bias. Insufficient as single diagnostic measure.
Dynamic assessment (DA)	Language aptitude, learning potential; test-teach-re-test; graduated prompting, mediation, scaffolding.	Identification of strategies for learning success: 'diagnostic therapy'.	Time consuming. High levels of knowledge, contact time and flexibility needed. Inter-rater reliability hard to establish.
Socio-cultural approach	'holistic evaluation of communicative abilities in wider environment'; ethnographic assessment.	Data collection and interpretation: client-centred perspective. Observation in multiple settings establishes full communicative potential; considers family dynamics, interactions, attitudes. Language profile/survey. Comprehensive assessment subsuming tasks from other methods. Culturally sensitive.	Intensive, expensive, time-consuming. Translator or bilingual co-worker needed.

(Based on De Lamo White and Jin, 2011, p. 616)

The use of flexible measures is recommended for the language assessment of bi- or multilingual children. A mix of standardised and informal procedures, quantitative and qualitative measures, and assessment across different situations, is more likely to be representative of children's true language abilities than one assessment alone. The socio-cultural approach integrates many of these recommendations; it also establishes the quantity, contexts and opportunities for language in- and output in a 'language survey' with the parents, and incorporates ethnographic assessment with a client-centred stance. This is why it is considered to be the most appropriate for use with bi- and multilingual children (De Lamo White & Jin, 2011). However, because it

is costly, time-consuming and administratively demanding, it is rarely used (Caesar & Kohler, 2007; Laing & Kamhi, 2003).

3.4 Summary of Chapter 3

- Multilingual children are usually advantaged in some aspects of language learning and higher cognitive processing. However, these advantages may be hindered, where languages differ in their power-relationship, structure, or proficiency levels between them are unbalanced.
- As English, Slovak and Romani differ considerably regarding several aspects of language such as origin, structure, grammar and orthography, transfer of skills from one to the other may be rather challenging.
- Different language areas and aspects, such as speaking and writing, vary in their speed of development. They require prerequisites in different linguistic and cognitive domains, some of which are language specific.
- The assessment of EAL children's language skills in form of an ethnographic approach is most beneficial, but restricted by a lack of culturally appropriate resources and time constraints.
- While EAL children develop conversational skills in school rather quickly, their restricted academic English proficiency may hinder them achieving the educational expectations for their age group.
- Where the language of instruction is different to children's L1 and their knowledge of the new language is restricted, EAL children need more time to achieve similar educational levels than their peers.

CHAPTER 4

The Current Study: Objectives, Aims and Outline

Chapter 4 provides an overview of and justification for the aims and the research questions of the current study, and the use of a mixed methods approach.

4.1 Addressing the gap in the literature

Compared to national standards, RG pupils' educational attainment in the UK is low (DfES, 2005). In their home countries, RG children experience difficulties in accessing education and more than half of them are enrolled in special schools (Friedman et al., 2009). However, little is known about the barriers that may hinder them from accessing the British educational system more successfully.

Until now, research into these issues has mainly focused on RGT groups who have been living in the UK for a long time (Bhopal et al., 2000; DfES, 2003; Cemlyn, Greenfields, Burnett, Matthews & Whitwell, 2009) rather than on more recent RG immigrants. Although one study of RGT communities in the UK has incorporated the 'new' Roma from CEE countries (Wilkin et al., 2010) research has rarely focused exclusively on these groups (Ureche, Manning & Franks, 2005). Thus, research in the UK involving RG communities from CEE is very limited (Jordan, 2001a & b; OFSTED, 2003).

- The current study is one of the first to address the identification of potential barriers that RG children from CEE may be facing in accessing British primary education, as perceived by education professionals and children themselves.

In the UK, there is only one study that has specifically focused on the educational experiences of Slovak and Czech RG pupils in Key Stages 2 to 4 (Fremlova, Ureche, Equality & Roma Education Fund, 2011). The study explored RG pupils' experiences of segregated special education in their home countries, and their transition to British schools. Methods included interviews with educational staff and focus groups with the RG pupils and their parents.

- Very little is known about the potential barriers to education for these children, and the challenges of staff working with them.

- By focusing on RG children from KS 1 and 2, the current study addresses a relevant gap in the literature.

A considerable amount of research has focused on gaining parental perceptions about their children's education (Bhopal, 2004; Myers, McGhee & Bhopal, 2010) rather than involving the children themselves (Fremlova et al., 2011; Save the Children, 2001; UNICEF, 2007).

Thus, the current study addresses several gaps in the literature:

(1) The identification of barriers and challenges RG children and their families from CEE experience, when engaging with primary education in the UK.

(2) Teaching staffs' perspectives and experiences of working with 'new' RG communities in the UK.

(3) The assessment and consideration of RG children's English language skills, and their perceptions of education, and how these may impact on their attainment.

(4) Establishing a knowledge base around RG communities and their access to education in the local area.

For the identification of RG communities' perspectives, and those working with them, most studies have used qualitative and/or mixed methods (Bhopal, 2004; Myers et al., 2010; Wilkin et al., 2010).

4.2 Using qualitative research and mixed methods

Against the traditional understanding of quantitative assessment to be favoured over qualitative research methods, Gorard (2002) queries the 'dualism' between the two methodological approaches. He argues that for thorough investigation of phenomena researchers need to understand how to conduct both approaches individually and in combination. A mix of quantitative and qualitative methods is especially beneficial to further our understanding of people, their behaviours, perceptions, and attitudes (Wellington & Szczerbinski, 2007). A clear benefit of qualitative methods for social research lies in their adaptability (Lewis, 2003).

In the context of the current study, for a better understanding of why many RG pupils 'under-perform' it is important to explore their views and perceptions, and not exclusively look at 'hard evidence' in the form of assessment scores. By exploring educational provision, and related experiences of different groups involved in working with RG communities, the current study goes beyond the scope of quantitative assessment, such as national achievement data and incorporates the following

research aspects (Ritchie, 2003) that are important to further our understanding of the situation. The current study is:

- ‘exploratory’: lack of pre-existing data in the field, specifically in the local area
- ‘explanatory’: identifying why, how and where barriers to education arise;
- ‘contextual’: capturing the experience of teaching staff in primary schools, while at the same time taking into account RG children’s cultural background, traditions and home environment;
- ‘generative’: building a knowledge base regarding the issues RG children are facing in local primary school, and identifying future support and strategies to be employed in school;
- ‘evaluative’: consulting teaching staff about the perceived value and effectiveness of existing support and resources.

In summary, the study offers the opportunity to (1) understand more about the challenges young RG children from CEE experience in accessing British primary education, and (2) how these are perceived by (a) teaching staff and (b) the children themselves, (3) while establishing a knowledge base about these issues at a local level.

4.3 Design of the current study

In order to address the research questions, the current study follows a sequential explanatory mixed methods design in two subsequent phases (see Figure 4-1). It uses a mixed deductive inductive approach, guided by social constructivist and pragmatism worldviews (Cresswell, 2009).

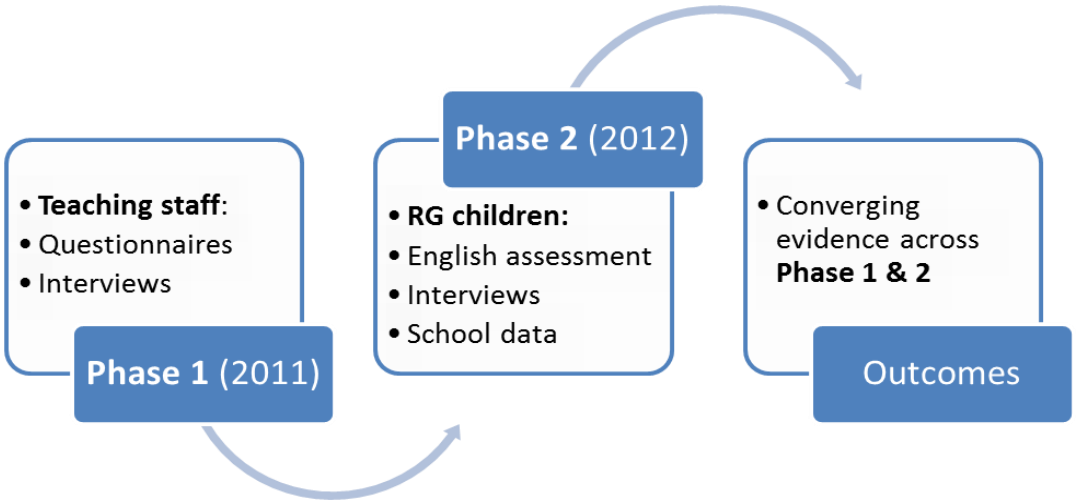

Figure 4-1 Overview of the different phases and the mixed methods in the research project

Phase 1 uses questionnaires (part 1.1), followed by semi-structured individual interviews (part 1.2) with teaching staff to answer the research questions. With the researcher constructing and conducting the questionnaires and interviews herself, consistency in using the methods is ensured. Both questionnaires and interviews are piloted to ensure they are (a) accessible regarding the level of wording, (b) time-effective, and (c) applicable to use with teachers and educational support staff.

Phase 2 focuses on the RG children themselves, who are interviewed, and assessed on receptive and expressive English. This mixed methods approach has not been used with young primary school aged RG children before. Moreover, by exploring their experiences and feelings towards learning English and British primary education, the study also captures RG children's unique 'voice' in the interviews.

Outcomes from each phase and the different methods used are presented in separate chapters 5 (Phase 1, part 1), 6 (Phase 1, part 2) and 7 (Phase 2). The findings are discussed in chapter 8.

4.4 The Aims and Research Questions of Phase 1

4.4.1 Aims of Phase 1: Teaching staff questionnaires and interviews

- To explore teachers' and teaching assistants' (TA) experiences of working with RG children and their families. A specific focus is to identify teaching staffs' views about these children's access and barriers to education.
- To identify which skills teaching staff consider necessary for RG children to successfully engage with the school and its curriculum.
- To investigate the current support for RG children and their schools from the perspective of teaching staff and identify suggestions for future provision.

4.4.2 Phase 1: Research Questions

1. What barriers do RG children experience in accessing school and engaging in the educational curriculum? What are teaching staffs' recommendations to reduce these barriers?
2. What support and/or resources do teaching staff perceive are currently available in their schools to enable RG children and their families to access school and engage in the educational system?
3. (How) Do education professionals perceive that the language and literacy skills of RG children impact on their educational attainment? Is this comparable to experiences with children from other minority backgrounds?
4. Do education professionals experience differences regarding demands of support and/or resources for RG children in comparison to children from other minority communities?

Research questions 1 and 2 are answered in the questionnaire that is completed by educational staff (teachers, teaching assistants), with more in-depth information from follow-up interviews. Questions 3 and 4 are partially targeted in the questionnaire, but mainly in the interview.

4.5 The aims and research questions of Phase 2

4.5.1 Aims of Phase 2: RG children interviews and language assessment

- To explore Eastern European RG pupils' experience of (English language) learning and support in British primary education.
- To identify RG pupils' potential challenges in accessing education and the curriculum.
- To examine RG pupils' receptive and expressive English language skills and educational attainment.

4.5.2 Phase 2: Research Questions

1. How do RG children experience ‘learning’ in their school with the current ‘English as an additional language’ (EAL) support they receive?
2. Do RG children perceive any barriers in participating in learning and school life? If yes, how do these children describe these barriers and do they identify ways of overcoming them?
3. What are the English language skills of RG children across year 1 to year 6 in one local primary school?

Section II

Teaching Staff's Perspectives

CHAPTER 5

Phase 1.1 – Teaching Staff Questionnaires

5.1 Methods and Results

This chapter presents the methods and results for Phase 1 of the study. The main focus is on the questionnaire data (part 1.1) with some reference to the consent procedure for the interviews (part 1.2) made. The interview data, analysis and outcomes are presented in chapter six.

5.2 Methodology

5.2.1 Design

Phase 1 of the study gathered information from teaching staff working with RG children from CEE in a sample of three primary schools in a big city in the North of England. A questionnaire and an interview were designed to capture their perceptions and experiences. In part 1.1 the questionnaire was distributed to teachers, teaching assistants (TAs) and other educational support staff. In part 1.2, individual semi-structured interviews with the teaching staff were conducted to follow up responses from the questionnaires in more depth, and to identify differences of RG to other EAL communities (see chapter 6).

5.2.2 Rationale

Questionnaires were conducted to establish a knowledge base around teaching staffs' perceptions and experiences of working with RG pupils and their families.

- To identify RG children's access and barriers to primary education.
- To investigate the current support for RG children, their families and schools, and identify suggestions for future provision.

5.2.3 Participants in Phase 1.1: Questionnaires

Seventeen participants were recruited to part 1.1 of the project. These were ten class-teachers, one Head-Teacher, five educational support staff and one lunchtime supervisor from three local primary schools (see table 5.2). The schools were part of a consortium of schools forming the 'Learning Year'. The Learning Year covered schools in a government Education Action Zone which gained external funding for a group of 11 primary schools in an area of very low socio-economic status (Noble et

al., 2008; Department for Communities and Local Government, 2011). Until 2011, the 'Learning Year' still obtained external funding to support these schools and had collaborated previously on projects with staff in the department of Human Communication Sciences at the University of Sheffield.

Originally, four schools were identified by the head of the Learning Year as catering for RG children from CEE, and registered an interest in the study. A fifth school outside of the Learning Year also expressed an interest. The Head-Teachers (HTs) of these five primary schools were mailed a short proposal about the study (Appendix 1) in March 2011, and an interest form (Appendix 2) in July 2011. The form was signed and returned to the researcher in a pre-addressed and stamped envelope by three HTs to indicate they wanted to participate. Internal issues around staff and role changes in two of the five schools hindered their participation.

5.2.4 School demographics

Demographic data about the three participating schools are summarised in table 5.1. All schools were large primary schools with more than 350 pupils on roll (Office for Standards in Education, Children's Services and Skills, OFSTED, 2009, 2010, 2011). In Schools B and C, the majority of pupils were from minority ethnic backgrounds (OFSTED, 2010, 2011), whereas in School A 25% of all children learned English as an Additional Language (EAL) (School A Census data, 2011). Half of these were RG children from CEE. For Schools B and C the exact numbers of RG children are not specified due to limited information about pupils' ethnicity in the school statistics. OFSTED graded the schools' attendance figures as 'satisfactory' (School A) to 'inadequate' (Schools B and C). Therefore, all three participating schools stated raising attendance as a high priority.

Table 5.1 Demographic information about the participating schools

	School A	School B	School C
Age range	3 – 11 years	3 – 11 years	7 – 11 years
Number of pupils	425	444	359
School size	Larger than average (OFSTED, 2009)	Larger than average (OFSTED, 2010)	Larger than average (OFSTED, 2011)
Socio-economic status (SES)	Significant socio-economic disadvantage (OFSTED, 2009)	socio-economic disadvantage (Noble et al., 2008)	socio-economic disadvantage (Noble et al., 2008)
Pupils receiving free school meals	well above average	well above average	well above average
RG children from CEE	N = 45 (School Census data, 2011)	unknown (no school ethnicity statistics)	unknown (no school ethnicity statistics)
Minority ethnic pupils	(small but) increasing number (N = 92)	Most pupils – diverse multicultural community	'vast majority' – well above average
EAL pupils	small percentage (25%)	Majority of pupils	5% early stage EAL
Pupils with SEN	above average	above average	not stated
Attendance figures (OFSTED)	Satisfactory (mark = 3)	Inadequate (mark = 4)	Inadequate (mark = 4)
Other issues	none stated	Transiency higher than expected nationally	9 new staff in a team of 18 beginning of school year

5.2.5 Volunteering in schools

Prior to the data collection (January to July 2011), the researcher spent half a day per week in Schools A and C, to observe EAL group sessions, to familiarise herself with the schools' language and literacy support, the school staff, and their work context. A diary of field notes, including observations, questions and discussions with teaching staff was kept. These informal notes are not part of the data presented here but they were taken into account when designing the questionnaire and the interview. The volunteering in School C ceased after four weeks due to internal issues within the school.

Some of the main observations included RG pupils enrolling at varying times throughout the school year, some of them with no English and/or school experience. For example, in School A the number of RG pupils rose from 45 in 2011 to 83 in 2013. This added to the workload of the EAL lead and demanded constant adjustment of support staff and class-teachers to the needs of these children. Many teaching staff stated they were unsure about how best to provide for RG children. Curriculum objectives were often perceived to be too high for their (English) abilities.

5.2.6 Materials

Phase 1.1: Questionnaire construction and question types

To find out as much as possible about teaching staffs' experiences of working with RG children and their families, the different contexts of working with RG children in the school environment were addressed. The general questionnaire structure was informed by various sources (e.g. Wellington & Szczerbinski, 2007; Oppenheim, 2000). Many participants find it hard to immediately reveal their attitudes towards a certain topic (King & Horrocks, 2010; Legard, Keegan & Ward, 2003). Thus, the introductory questions focused on 'factual' demographic but non-identifying data as an ice-breaker, followed by investigating the participants' attitudes and opinions (Leung, 2001).

The clarity of wording was essential, as questionnaires were self-administered. This gave the participants the freedom to complete the questionnaire at a time convenient to them. To ease its completion the questionnaire was kept simple and brief, including mostly: (a) closed, binary questions (yes/no answers), (b) selections, and (c) ratings on a scale (see Appendix 3). The scores on the Likert-scales ranged from 1 to 5, with small numbers indicating lower importance or effectiveness. Intermittently, (d) expansions, and (e) open-ended questions were added to elaborate on aspects from the closed questions, and to enable data triangulation. The mix of questions also aimed at keeping the participants' interest in the process of completing the questionnaire. The final questionnaire included 18 questions of variable types (see Appendix 4). The questions were divided into the following eight thematic sections:

(A) Demographic data about the participants
(B) RG children's language abilities
(C) Potential barriers for RG children to access education
(D) Resources and support in schools
(E) Links between teaching staff and RG parents
(F) RG pupil attainment and assessment
(G) Special arrangements in school for RG pupils
(H) Additional comments from teaching staff

Section H gave the participants the option to comment on issues around working with RG children and their families and make recommendations for future provision. Participants were offered to leave blank any questions they would rather not answer. Thus, the number of responses per question varied, and for questions allowing multiple responses, resulted in a higher number of responses than participants. This will be addressed in the results.

The two parts of Phase 1 of the study, questionnaires and interviews, were ethically approved by the Human Communication Sciences Ethics sub-committee at the University of Sheffield (see Appendix 5).

5.2.7 Procedure

Piloting of the questionnaire

The questionnaire was piloted with one teacher and one TA who were colleagues of the researcher at the time of the project and not affiliated to any of the participating schools. Based on their comments on the structure, clarity of wording and the ease of completion no modifications were made. The questionnaire took approximately 20 minutes to complete.

Questionnaire distribution

The questionnaire distribution and completion took place between July and October 2011. Twenty information packs containing an information sheet (see Appendix 6), a consent form (see Appendix 7), a questionnaire and an addressed stamped return envelope, were sent out to each of the three schools in July 2011. HTs and additionally the EAL lead within School A distributed the packs to class-teachers, TAs and educational support staff identified by schools as working with RG children at the time of the study. The researcher was available via email and telephone to answer any questions and queries. Reminders to return the completed questionnaires to the researcher were sent out to the HTs via email after the school holidays and via phone three weeks later.

All participants who returned a completed and signed consent form to the school office or directly to the researcher were included in the study. They indicated on the form if they wanted to take part in one or both parts (the questionnaire and/or the interview) of Phase 1, with the option to withdraw at any point without having to give a reason. Completed questionnaires were returned the same way as the consent forms. To ensure the participants' anonymity, the questionnaire did not contain any identifying personal information. A unique code was allocated to individual questionnaires by the researcher. Returned questionnaires and consent forms were kept securely in a locked filing cabinet in her office.

Due to a low turn-around of questionnaires, the researcher offered to attend a school staff meeting to answer any questions related to the project. Despite School C taking up this offer, within school issues including a considerable turnover of staff, led to only one participant completing the questionnaire.

5.2.8 Analysis of the questionnaire data

Depending on question types, participants' responses are presented in tables or figures for each thematic section. Where the participants provided extensive written answers, these are summarised in text tables. Following the principles of thematic analysis (outlined in chapter 6), such as reading answers repeatedly, coding the information, and grouping it, the researcher identified four main categories of 'issues' to subsume the answers: (a) communication, (b) socio-cultural, (c) institutional, and (d) organisational. The latter two were dependent on the focus of the question and either related to schools or RG parents. To validate the process, a colleague who was blind to the researcher's matching of answers, affiliated them independently to the categories. The inter-rater agreement was 91%. Original answers to open questions are in Appendix 8.

Descriptive numeric data across participants are given for ratings on the 5-point Likert-scales (mode, median, mean, standard deviation: SD). Based on the small sample size ($N < 20$), and the measurement scale of the data (i.e. nominal or ordinal), non-parametric statistical tests were conducted to compare the ratings between different categories. The Statistic Package for Social Sciences, SPSS for Windows Version 20.0 (IBM Corp., 2011) software was used to analyse the data using Wilcoxon Signed Ranks Test and Friedman test, and to calculate the effect size (r) for the outcomes (Field, 2009; Coolican, 2005; Dancey & Reidy, 2007).

5.3 Results from Phase 1.1: Teaching Staff Questionnaires

5.3.1 Return rate of questionnaires

Seventeen out of the sixty questionnaires were completed and returned (28.3%). Fourteen of these were provided by participants from School A (82.4%), two from School B (11.8%), and one from School C (5.8%). The distribution and return of questionnaires in School A was facilitated by the EAL lead and led to a higher response rate.

5.3.2 Participants' responses

In the following eight sections (A to H), the results for each individual question are presented.

Section A: Demographic data about the participants

Question 1: *Your professional background (please tick):*
[ ] class teacher; [ ] teaching assistant; [ ] other (please state): _____

All 17 participants answered this question. Ten were class-teachers (CT), five educational support staff, comprising different roles, one Head-Teacher, and one lunchtime supervisor (see table 5.2).

Table 5.2 Number of participants per school and their professional backgrounds

School (N)	Role of participants	No. of participants
School A (N = 14)	Class teacher	8
	Teaching assistant (TA)	3
	Learning mentor	1
	Behavioural support worker	1
	Lunchtime supervisor	1
School B (N = 2)	Class teacher	1
	Deputy Head Teacher	1
School C (N = 1)	Class teacher	1
Overall		17

Question 2: *How long have you been working in this role? __ / __ (years/months)*

All 17 participants responded to this question. Their length of working experience ranged from 8 months to 25 years, with an average of 7.10 years. Eight of the participants had less than 5 years of experience. In School A, three participants were newly-qualified teachers (NQT) who had only recently started working in primary education.

Question 3: *Please state any additional role you have in your school: _____*

Sixteen out of seventeen participants answered this question. Half of them had additional roles. These encompassed 'variable' and specific subjects and/or support areas, such as:

- PE (physical education)
- History
- ICT (Information and Communications Technology) co-ordinator
- EAL (English as an Additional Language) support
- SENCo (Special Educational Needs Co-ordinator), inclusion manager
- PPA (Planning, Preparation and Assessment) cover
- Trainee teacher mentor

Question 4: *Please estimate the current number of children from each ethnic background in your class (if you are a TA: please estimate the number of children you are working with):*

White British background [ ]
RG background [ ]
Arabic background [ ]
Asian background [ ]
Black African/Caribbean background [ ]
Other: _____ [ ]

Eleven out of seventeen participants answered this question, eight of them were class teachers (CT), and three TAs. Participants were working with varying numbers of zero to forty RG children on a regular basis. Children were from diverse ethnic backgrounds, including mainstream communities from CEE.

Teachers' responses

In six of the eight classrooms, RG pupils were present. In seven classrooms the majority of children were White British, whereas one classroom had two White British and 29 children from diverse ethnicities (table 5.3).

Table 5.3 Numbers and ethnicity of children across the classrooms of eight participants

Numbers and ethnicity of children teachers work with (N = 8/10 class-teachers)							
	Children's ethnicity						
~	White British	RG	Arabic	Asian	Black African/ Caribbean	Other	Overall
CT 1	20	2	1	0	2	0	25
CT 2	31	1	0	1	0	1	34
CT 3	2	4	2	16	2	3	29
CT 4	20	4	1	0	3	2 CEE	30
CT 5	13	5	0	1	2	0	21
CT 6	12	0	2	0	6	3 CEE*	23
CT 7	11	2	0	2	2	3 mix	20
CT 8	16	0	0	1	1	2 CEE*	20
Overall	125	18	6	21	18	14 (7 CEE)*	

~CT = class-teacher; *CEE = Central and Eastern European, mainstream community

TAs' responses

Two of the three TAs from School A who responded to this question supported children with special educational needs (SEN), most of whom were White British (table 5.4).

Table 5.4 Number and ethnicity of children receiving TA support (School A)

	Children's ethnicity						
TA role	**White British**	**RG (CEE)***	**Arabic**	**Asian**	**Black African/ Caribbean**	**Other**	**No. of children**
TA 1 (SEN)	26	1	0	2	0	5 CEE * (non-RG)	34
TA 2 (SEN)	7	2	0	1	2	0	12
TA 3 (EAL)	0	40	2	4	2	4 (other) 5 (Irish)	57
N	33	43	2	7	4	14	

TA = teaching assistant *CEE = Central and Eastern European, mainstream community

The third TA was the EAL lead, working with children from diverse ethnic backgrounds (see table 5.4). However, RG children represented the biggest ethnic group (70%) receiving EAL support (Figure 5-1).

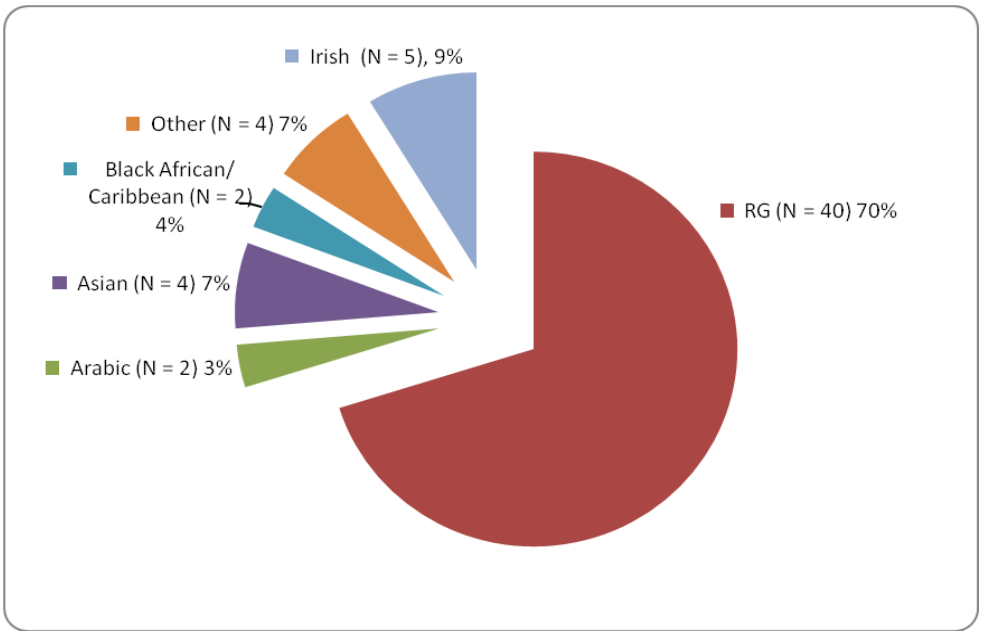

Figure 5-1 Ethnicity of children's receiving EAL support in School A (TA 3)

Section B: RG children's language abilities

Question 6: *Do you screen language abilities in children from ethnic minority background? No [ ] / Yes [ ]*

If yes, which areas do you look at and what material do you use?

English: comprehension [ ]; speaking [ ]; writing [ ]; reading [ ]
Screening material: _____

Native language: comprehension [ ]; speaking [ ]; writing [ ]; reading [ ]
Screening material: _____

This question was answered by fifteen of the seventeen participants. Nine participants said 'No' (60%) (table 5.5). Of the six (40%) who said 'Yes', four participants tested all English language areas, one of them with an interpreter present; two participants did not answer the extension question. Only one participant stated she screened RG children's native language (L1) abilities; one picked up their L1 abilities during interaction with them.

Table 5.5 Screening RG children's English and L1 abilities

Language Screening	Answers across schools (N = 15/17)
No	9 (60%)
Yes	6 (40%)
English	3 (50%) all areas
	1 (16.7%) all areas with interpreter
Native Language	1 (16.7%) all areas
	1 (16.7%) 'pick up

The screening materials varied across participants and schools. Procedures included the Sheffield Achievement Survey (SAS, see Appendix 9), observation, interaction with and school-work of RG pupils, standardised English tests, and attainment levels suggested by the Ethnic Minority and Traveller Education Service (EMTAS) (see table 5.6).

Table 5.6 Materials used for RG children's English language screening

School (role)	Name of procedure	Description
A (CT 1) *A (TA 1)*	Sheffield Achievement Survey (SAS)	Steps and levels of EAL children's English (speaking, understanding, reading, writing) towards National Curriculum (NC) level 1
A (TA 1)	Non-verbal Reasoning (NVR) (unknown publication)	Work sheets for cognitive processing
	Renfrew language scales (Renfrew, 1997)	Expressive English language test (word-/ sentence-level)
	British Picture Vocabulary Scale, BPVS (Dunn et al., 1997)	Standardised test of receptive vocabulary (word-level)
A (TA 2)	Benchmark Reading Assessment	Collection of books and work sheets for different reading ages & levels
A (CT 2)	Written work Support staff assessments Daily observation	non-standardised material for identifying individual children's skills
C (CT)	EMTAS (Ethnic Minority and Traveller Achievement Service) levels	Stages for EAL children prior to NC-levels (similar to SAS)

CT = class teacher TA = teaching assistant

Question 7: *How important do you think children's language abilities are for accessing the curriculum? Please circle a number between 1 (= not at all important) and 5 (= highly important) for:*

(a) English: 1 – 2 – 3 – 4 –5

(b) Native language: 1 – 2 – 3 – 4 – 5

Sixteen participants responded to this question. The importance of English (*Mdn* = 5) was rated significantly higher than RG children's L1 abilities (*Mdn* = 4), z = -2.410, p = .016, r = -.60. Ratings for the L1 varied more widely (M = 3.75, SD = 1.2) (see table 5.7).

Table 5.7 Importance of English and native language for accessing the curriculum

Answers across schools (N = 16 / 17)		
Level of importance	English	Native Language
1 (not at all)	0	1 (6.25%)
2 (little)	0	1 (6.25%)
3 (important)	1 (6.25%)	5 (31.25%)
4 (quite)	5 (31.25%)	3 (18.75%)
5 (highly)	10 (62.5%)	6 (37.5%)
Mode	5	5
Median/Mdn	5	4
Mean (SD)	4.56 (0.6)	3.75 (1.2)

Section C: Potential barriers to RG children's access to education

Question 8: *What barriers, if any, do you think children from RG communities experience in accessing the school curriculum?*

All seventeen participants responded to this open question. Barriers ranged around (1) communication, (2) socio-cultural, (3) institutional and (4) organisational issues (see table 5.8). The most prominent barrier was identified as the lack of English language abilities of RG children and their parents. Additionally, RG children's inconsistent attendance, their lack of prior school experience and inclusion were perceived as barriers. For example, one teacher wrote:

> [*RG children*] joining school age 8/9, never been to before; lack of English, need of more in-school lessons to speed up progress (A6, Class-teacher; Appendix 8, Q 8).

Table 5.8 Barriers to RG children's education as perceived by teaching staff

Area	Perceived barriers to RG children's education across participants (N = 17)	No. of answers
Communication	Language	9
	Lack of vocabulary	2
	Speaking and listening	1
	Lack of full literacy in own language	1
Socio-cultural	Prejudice / problems with other pupils	4
	Lack of inclusion / poor home-school liaison	3
	Culture	1
	Education not important: learn via culture	1
	Poverty	1
	Lack of confidence	
Institutional	Poor attendance	7
	Lack of resources	2
	Poor attainment	1
	Lack of curriculum/school flexibility	1
Organisational	Inconsistent / lacking school experience	4
	Transient communities	3
	Lack of punctuality	1
	Lack of support from home	1

Question 9: *What barriers, if any, do you think children from RG communities experience in accessing the following aspects of school-life? Please tick all that you think applies:*

attendance [ ]; well-being [ ]; educational attainment [ ]; leisure time facilities [ ]; homework [ ]; interaction with peers [ ]; interaction with education staff [ ]
other: _____

All seventeen participants answered this question. 'Attendance' was perceived as the most prominent barrier (N = 16), while less than half of the participants (N = 7)

considered RG children's 'well-being' to compromise their participation. Figure 5-2 summarises the answers according to the frequency they were chosen.

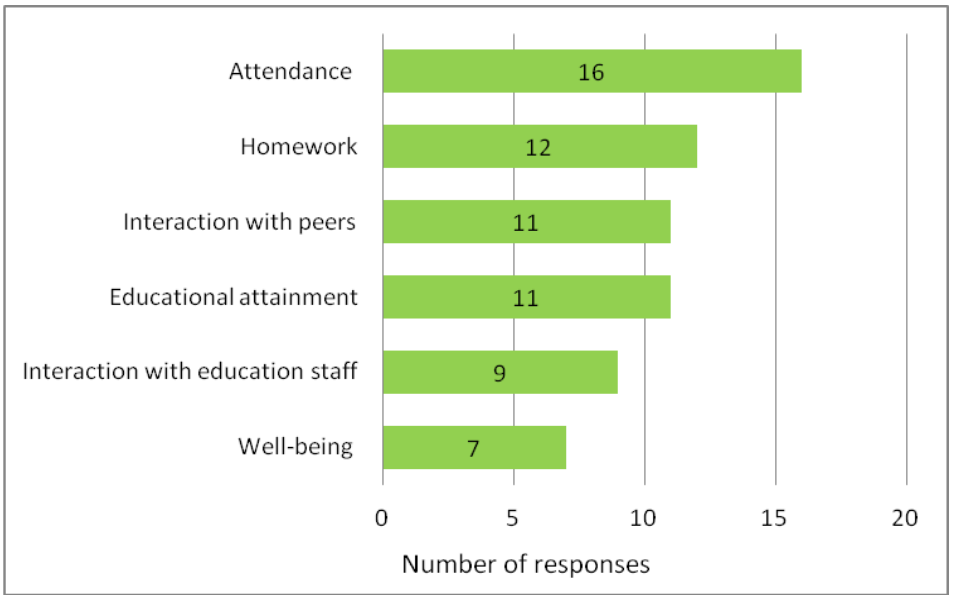

Figure 5-2 Ranking of potential barriers for RG children for accessing education

Three participants selected all the options given. Two of these, both educational support staff, expanded the list of barriers by: 'language', 'culture', 'disruptions at home', 'housing issues', 'economic situation', lack of 'home-school liaison' and 'isolation'.

Section D: Resources and support in schools

Question 10: *What resources and/or support exist in your school for:*

(a) children from RG communities (for accessing the curriculum)?
(b) their parents/families?
(c) yourself (working with the above community)?

The outcomes from the three parts of the question will be presented separately.

Question 10a: *What resources and/or support exist in your school for children from RG communities (for accessing the curriculum)?*

Fourteen participants answered this question. Their responses ranged from unawareness of any existing resources to EAL-support from TAs in or outside the class-room (table 5.9). Three participants specified that two hours of EAL support per week per child were provided focusing on English language and literacy development. Several participants emphasized the need for more specific interventions to be delivered more frequently.

Table 5.9 Support and resources for RG children across participants and schools

	Support and resources for RG children across schools (N = 14 / 17)	No. of answers
None	• 'not sure/not aware of any resources'	2
Existing support	• 2 hours per week from EAL support	3
	• In-class and out-of-class support	2
	• Support staff/team, TA-support	2
	• Interventions	2
	• EAL language and literacy support	2
	• Small group intervention by trained TAs out of class	1
	• Dedicated staff member	1
	• Active support from Ethnic Minority Achievement Group (EMAG) worker (supports children and staff to maximise the learning opportunity)	1

Question 10b: *What resources and/or support exist in your school for RG parents/families?*

Ten participants responded to this question. Resources varied considerably across participants, and were related to specific support roles, materials and activities, as summarised in table 5.10. One participant described that some RG parents approached the EAL lead who worked as a TA, to help them with completing forms and reading letters, also unrelated to school matters.

Table 5.10 Support and resources in school for RG parents

Support/resources for RG parents across schools (N = 10 / 17)	No. of answers
• TA support	2
• Child development worker – interpreter	1
• Visual resources around class and school	1
• After school homework support (parents & pupils, nurture group, drop-in support with forms	1
• EMAG worker	1
• Pastoral support	1
• 'Informal meetings with myself'	1
• Dedicated member of staff	1
• Support for families in school	1

Question 10c: *What resources and/or support exist in your school for yourself (working with the above community)?*

Part three of the question was answered by nine of the seventeen participants. Apart from EAL or TA support, resources for teaching staff were described as scarce and varied widely across participants (table 5.11). Two teachers partly misunderstood the question, instead identifying resources for teaching RG children. Another participant mentioned 'attendance monitoring'.

Table 5.11 Support and resources for teachers of RG children

Support/resources for teachers of RG children across schools (N = 9 / 17)		Number of answers
None	• Nothing / very little	3
Support/ resources	• EAL / TA support	2
	• Extra training/course attendance, experience	1
	• Parent support worker	1
	• Support from leadership team	1
	• Talk partners	1
	• Visual support/reduced vocabulary *	1
Other	• Attendance monitoring *	1

*misunderstood question

Question 11: *How effective would you rate the resources and/or support in your school on a scale from 1 (not effective at all) to 5 (very effective) with regards to the following:*

a) children from RG background: 1 – 2 – 3 – 4 – 5
b) their parents/families: 1 – 2 – 3 – 4 – 5
c) yourself: 1 – 2 – 3 – 4 – 5

Sixteen of the seventeen participants rated the existing resources and support for all three groups on average as 'effective' (table 5.12).

Table 5.12 Effectiveness of support for RG children, their parents and teaching staff

Teaching staff's answers across schools (N = 16/17)			
Level of effectiveness	RG children	RG parents	yourself
1 (not at all)	0	4 (25%)	1 (6.25%)
2 (little)	3 (18.75%)	2 (12.5%)	4 (25%)
3 (effective)	9 (56.25%)	7 (43.75%)	7 (43.75%)
4 (quite)	2 (12.5%)	2 (12.5%)	3 (18.75%)
5 (very)	2 (12.5%)	1 (6.25%)	1 (6.25%)
Mode	3	3	3
Median/Mdn	3	3	3
Mean (SD)	3.19 (0.9)	2.63 (1.2)	2.94 (0.99)

Despite the Median being equal across the effectiveness ratings of resources and support for RG children, their parents and teaching staff (*Mdn* = 3), the ratings were significantly higher for RG children (M = 3.19, SD 0.9) compared to RG parents (M = 2.63 SD 1.2), z = -2.251, p = .024, r = -.56, and teaching staff respectively (2.94 SD 0.99), z = -2.000, p = .046, r = -.50. Differences between the effectiveness of resources/support for RG parents and teaching staff did not reach significance, z = -1.518, p = .129, r = -.38.

Although the majority of participants perceived the given support as effective, ratings below value 3 for the support of RG parents (N = 6) and teaching staff (N = 7) indicate room for improvement (Figure 5-3).

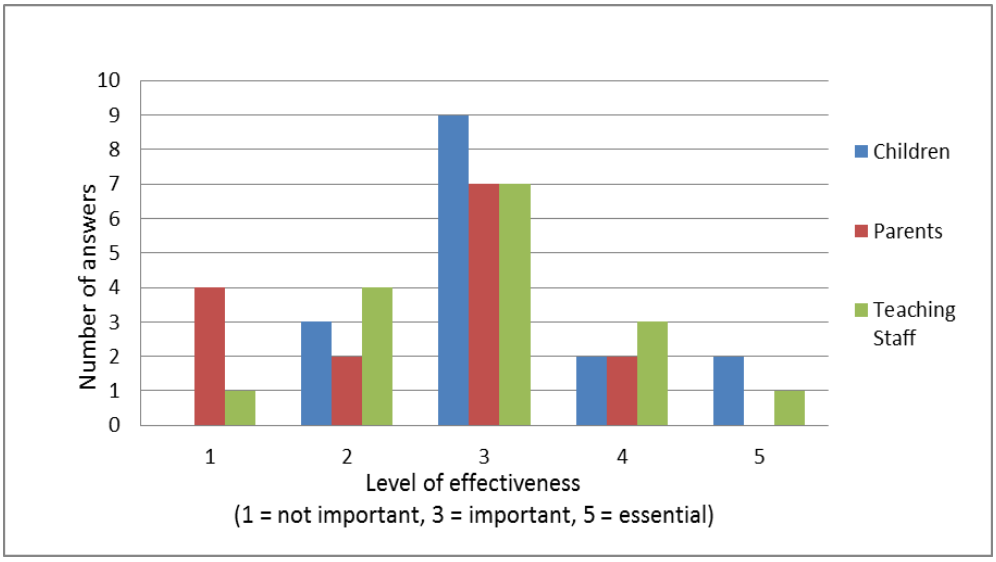

Figure 5-3 Bar chart: Effectiveness of existing resources and support for RG children, their parents and teaching staff

Question 12: *Please indicate on the 5-point-scale (where 1 is 'not at all important' and 5 'highly important') the importance of the following resources/support when working with children from RG communities:*

- *money (for specific support and/or resources)* *1 – 2 – 3 – 4 – 5*
- *involvement of external agencies* *1 – 2 – 3 – 4 – 5*
- *larger number of specialist staff* *1 – 2 – 3 – 4 – 5*
- *parent involvement* *1 – 2 – 3 – 4 – 5*
- *further training of educational staff* *1 – 2 – 3 – 4 – 5*

Sixteen participants rated the importance of all five resources; one participant rated only three. On average, all resources were perceived to be 'quite' to 'highly important' (table 5.13).

Table 5.13 Importance of different resources as rated across the participants

	Resources				
Level of importance	**Money**	**External agencies**	**Specialist staff**	**Parent involvement**	**Staff training**
1 (not at all)	0	0	0	0	0
2 (little)	1 (6.25%)	0	1 (5.9%)	0	1 (5.9%)
3 (important)	1 (6.25%)	3 (18.75%)	3 (17.6%)	2 (11.8%)	0
4 (quite)	3 (18.75%)	6 (37.5%)	5 (29.4%)	5 (29.4%)	5 (29.4%)
5 (highly)	11 (68.75%)	7 (43.75%)	8 (47.1%)	10 (58.8%)	11 (64.7%)
Mode	5	5	5	5	5
Median/Mdn	5	4	4	5	5
Mean (SD)	4.50 (0.9)	4.25 (0.8)	4.18 (0.95)	4.47 (0.7)	4.53 (0.8)
N	16	16	16	17	17

As shown in Figure 5-4, the resources with the most frequent ratings of 'high importance' were 'money', 'further staff training' and 'parental involvement'. However, the average levels of importance between the five resources did not differ significantly (Friedman's χ^2 (4) = 4.088, p = .394).

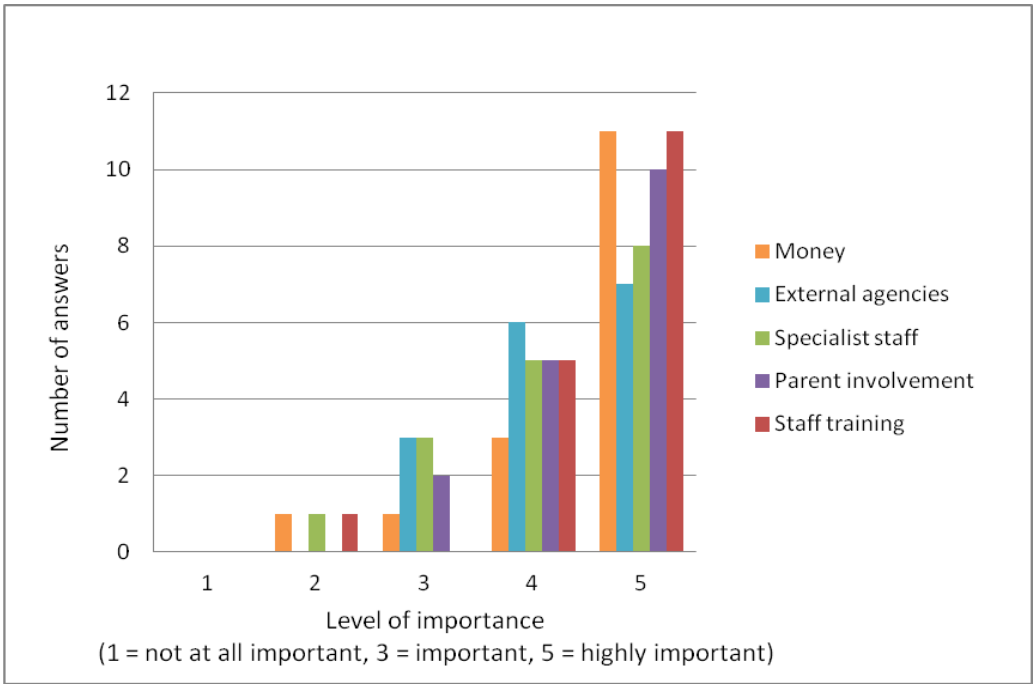

Figure 5-4 Bar chart: Participant-rated importance of hypothetical resources

Question 13: *What (additional) resources and/or support do you think would be beneficial for working with children from RG backgrounds?*

Fifteen participants answered this question. Suggestions referred to issues with communication, such as creating multi-lingual resources; awareness training of teaching staff for better socio-cultural understanding of RG communities; overcoming institutional boundaries, such as access to translation services or employing a native

speaker and re-organising the existing support for RG children; mastering organisational hurdles, such as lacking financial support (see table 5.14). Two participants were 'not sure' about how to further support for RG children.

Table 5.14 Suggestions of teaching staff for resources and the support of RG children

Area	Suggestions from teaching staff of resources for working with RG children (N = 15 / 17)	No. of answers
Communication	• More (access to) multi-lingual resources	3
	• Letters in home language	1
Socio-cultural	• Cultural awareness and values: training for all staff	4
	• Encourage parents to view education as important	1
	• Family background: living conditions, family size	1
Institutional	• Access to translator or native speaker in school	3
	• More targeted intervention + extra time with TA/EAL support, teacher	3
	• Staff training to plan effectively for children's needs	2
	• Work with RG pupils and parents in partnership	1
	• Less pressure on RG pupil inclusion in mainstream subjects – focus on extra English provision	1
Organisational	• More money for resources	2
	• Money for school/community events + projects	1
	• More support on entry/prior to school	1
	• Enhance attendance and punctuality	1
None	• Not sure	2

Section E: Links of teaching staff with RG parents

Question 14: *As a school, do you have good links with parents of children from RG background? Yes [ ] No [ ]*

Thirteen out of seventeen participants responded to this question (see table 5.15). Six of them said 'no', one stated trying to establish 'good links'. Six others reported that 'good links' with RG parents existed. However, three of these participants admitted that these 'good links' were only established by one dedicated school staff member.

Table 5.15 Existing links of teaching staff with RG parents

'Good links' with RG parents	No. of answers (N = 13 / 17)
Yes	6 (46.15%)
No	6 (46.15%)
Try to	1 (7%)

Question 14a: *What are the challenges you are faced with?*

Thirteen out of seventeen participants responded to this question. Eleven out of the thirteen reported language to be the major barrier (see table 5.16). Furthermore, organisational barriers included the absence of RG parents in schools and the cultural and physical distance between schools and RG communities. Administrative procedures were described as barriers for RG parents in accessing schools, combined with their unfamiliarity with the British school system and sometimes insufficient literacy skills or low confidence. Additional challenges were perceived as teaching staff lacking cultural understanding, and newly qualified teachers (NQT) being unfamiliar with multi-cultural contexts altogether.

Table 5.16 Challenges for teaching staff in establishing 'good links' with RG parents

Areas	Challenges for participants across schools (N = 13 / 17)	No. of answers
Communication	• Language barrier	9
	• Lack of understanding: 'pupils/siblings translate'	2
Socio-cultural	• Lack of opportunity of direct communication	3
Institutional	• Physical barriers to accessing school: busy office; difficulties filling in forms	2
	• Lack of training (teaching staff)	1
	• 'very many of myself' – new member of staff	1
Organisational	• Difficulty contacting via phone or letters	1
	• Parents' lack of literacy skills	1
	• Parents' lack of understanding about British system; lack of support from governmental agencies, e.g. around benefits	1
	• Lack of time to spend with families: families live out of community	1

Question 14b: *What are the challenges for the parents?*

The question was answered by thirteen out of seventeen participants (see table 5.17). The challenges for RG parents were reported to be similar to those of teaching staff. More than half of the participants described the language barrier and difficulties with general communication as the main challenges. But also RG parents' unfamiliarity and discomfort with the (British) educational system and lacking opportunities for them to spend time in school were considered problematic.

Table 5.17 Perceptions of challenges for RG parents by teaching staff

Area of conflict	Challenges for RG parents perceived by teaching staff (N = 13 / 17)	No. of answers
Communication	• Language barrier	7
	• Communication in general	4
Socio-cultural	• Culture; other parents in community	1
Institutional	• Lack of understanding, unfamiliarity with and fear of educational system	5
	• Lack of understanding what they might be able to contribute	1
Organisational	• Lack of time/opportunity to spend time in school	2

Question 14c: *How do you think the situation could be improved?*

Thirteen out of seventeen participants responded to this question. Table 5.18 presents the most frequent suggestions, which included staff training to increase their cultural awareness. Another recommendation was to offer workshops and free English lessons for RG parents. Other propositions included 'open days' to establish a better understanding of the educational system; clearer support roles; the employment of interpreters in schools; and offering extra-curricular activities with support from bilingual helpers to enhance mutual cultural understanding. Furthermore, support from external agencies for the stabilisation of RG families resources (e.g. finances, housing) was expressed as a valuable addition to services for RG families.

Table 5.18 Suggestions of teaching staff to enable 'good links' with RG parents

Areas of improvement	Suggestions for improving links with RG parents (N = 13/17)	No. of answers
Communication	• Bilingual TA/helpers; access to translators / staff to learn the language	2
	• Support groups for parents; language development	1
Socio-cultural	• Cultural awareness/understanding	3
	• Community links	1
	• Liaison officers: stabilising other aspects of family life	1
	• Parent partnership workshops, not about curriculum (e.g. crafts, cooking, aerobics etc.) non-threatening, non-dependent on language	1
Institutional	• Free education/English workshops for parents	3
	• Open day for all parents with interpreter	1
	• More time with parents	1
Organisational	• Slovak translation of law	1
	• Clearer rules (benefits & people knowing what they are doing); clarification re. expectations of attendance; support with letters	1
	• Specific time given to support families; several staff trained and involved to offer support	1

Section F: Pupil attainment and assessment

Question 15: *Do families from RG backgrounds provide you with information about their children's previous educational attainment before starting at your school? Yes [ ] No [ ]*

Twelve out of the seventeen participants responded to this question (see table 5.19). Eight of them said 'no' (66.7%), three others stated 'some' or 'depends' (25%). Only one participant said 'yes' but at the same time added that many 'older' RG pupils aged seven years or above came to British schools without prior educational experience.

Table 5.19 Information about previous educational attainment of RG children

Information about previous educational attainment	Answers of teaching staff across schools (N = 12 / 17)
Yes	1 (8.3%) 'but many new to school at 7, 8, 9 years old'
No	8 (66.7%)
Some/depends	3 (25%)

Question 15a: *How do you assess the child's educational attainment?*

This question was answered by twelve participants (see table 5.20). Two of them reported that 'baseline' educational assessments at the beginning of children's schooling were conducted. Two were 'unsure' about general procedures. Eight described various types of assessments utilised which ranged from 'general observation in teaching' to National Curriculum (NC) levels. There was an overlap of assessment areas (English, literacy, numeracy), but no single approach or test emerged that was consistently used within or across schools.

Table 5.20 Types of baseline assessments used with new RG pupils

Screening	Answers of participants across schools (N = 12 / 17)	No. of answers
None	Unsure; class-teacher + EAL will have strategies	2
Procedures	• Baseline assessments on arrival	2
	• Sheffield Achievement Survey	1
	• National Curriculum (NC)	1
	• Sheffield STEPS system	1
	• EMTAS levels, later NC levels	1
	• Through basic number/literacy/reading tasks	1
	• Literacy/maths assessment	1
	• Spending 1:1 time	1
	• General observation in teaching	1

Question 15b: *How do you select appropriate educational targets?*

Ten out of seventeen participants responded to this question. They reported that educational targets for individual children were established in diverse ways (see table 5.21). Target selection was based on information from informal observation, professional experience, individualised learning needs or assessment of EAL, Key Stage (KS) and NC-levels. More detailed information about the expected NC and KS levels for different year groups can be found in the appendix (see Appendix 10).

Table 5.21 Choice of educational targets for RG children

Answers from teaching staff across schools (N = 10/17)	No. of answers
• Individual needs: personalised learning steps	4
• National Curriculum (NC) guidance	3
• Assessment	2
• From targets in a previous Key Stage (KS)	2
• EAL framework steps	2
• Experience/professional judgement	2

Question 16a: *Is there a dedicated staff member in your school who has overall responsibility for the educational needs of children from RG communities? Yes [ ] No [ ] If yes, what is the name of this role?*

This question was answered by thirteen of the seventeen participants (table 5.22). Ten confirmed that their school had a dedicated staff member to support RG children, but three were unsure. Five agreed about the role title, whereas the remaining participants stated different names or were unsure. One participant added that funding for external support had recently stopped and the role been taken over by the EAL lead.

Table 5.22 Role for supporting RG children across schools

Role for supporting children from RG backgrounds (N = 13 / 17)		**No. of answers**
Not sure		3
Yes		10
Name of role	• EAL support	5
	• EAL coordinator	2
	• Inclusion manager	1
	• Head Teacher	1
	• 'don't know'	1

Question 16b: *What are the role's main responsibilities?*

Twelve out of seventeen participants responded to this question. Answers varied widely (see table 5.23). Responsibilities affiliated to the RG support role were described as 'English learning', 'small group intervention', 'educational support' and 'assessment'. Apart from working on educational targets, the role was described to encompass school-home liaison, pastoral care ('confidence and reassurance'), up to 'everything' in relation to RG support.

Table 5.23 Responsibilities of the RG support role across schools

Main responsibilities of RG support role (N = 12 / 17)		No. of answers
School-home liaison	(confidence and reassurance)	5
English support	(small group EAL teaching)	4
Overall education	(educational support, access the curriculum)	4
Intervention/ support		3
Assessment		2
'everything'		1
Other	• Ethnic Minority Achievement Group (EMAG) worker	1
	• Special Educational Needs Coordinator (SENCo), personalised learning in-class support	1
	• 2 hours per week with RG children from each age group	1
	• teacher without class responsibility, overseeing SEN and behaviour issues and how school can best support them	1

Section G: Special arrangements for RG pupils in school

Question 17: *Are there any special arrangements for children from RG communities regarding:*

(a) the choice of school subjects? No [ ] Yes [ ]: _____
(b) the attendance at school? No [ ] Yes [ ]: _____
(c) lunchtime arrangements? No [ ] Yes [ ]: _____
(d) getting to school and back home? No [ ] Yes [ ]: _____
(e) homework? No [ ] Yes [ ]: _____
(f) TA contact hours? No [ ] Yes [ ]: _____

This question was answered by fourteen out of the seventeen participants (see table 5.24). None of them was aware of any arrangement for RG children for choosing school subjects. Only one person stated that lunchtime arrangements depended on individual children's needs. One participant specified that a parent or adult relative had to be with children in Key Stage (KS) 1 as a general rule when coming to and being collected from school. One participant criticised the non-existence of special arrangements regarding transport because some RG children's long ways to school were considered a potential barrier to their attendance.

Attendance was said to be closely monitored in all three schools but only two participants stated there were special arrangements for RG pupils. However, no additional information about these was provided. Twelve participants reported no exceptional arrangements for RG children's homework. Of the two participants who stated exceptions were in place, one mentioned homework to be 'made visual' and

another commented on homework often being 'unsuitable'. Seven participants stated that extra TA support for RG children existed, two were unsure and five said 'no'. Additional comments for this question included: 'regular 1:1 time, small groups'; 'arrangements timetabled but not enough support for each individual child' and 'New-to English interventions'.

Table 5.24 Special arrangements for RG children for different school areas

Answers across schools and areas of special arrangements (N = 14/17)						
	Choice of school subjects	*Attendance*	*Lunchtime*	*Getting to school*	*Homework*	*TA hours*
No	13 (92.9%)	11 (78.6%)	12 (85.8%)	12 (85.8%)	10 (71.4%)	5 (35.7%)
Yes	0 (0 %)	2 (14.3%)	1 (7.1%)	1 (7.1%)	2 (14.3%)	7 (50%)
Not sure	1 (7.1%)	1 (7.1%)	1 (7.1%)	1 (7.1%)	2 (14.3%)	2 (14.3%)

Section H: Additional Comments

Question 18: *Please write anything you want to add about working with RG communities in the space below.*

Six out of seventeen participants completed this last section of the questionnaire. Their recommendations are summarised in the following bullet points. The number of participants who raised similar issues is totalled, and supported by direct quotes. For all participants' original contributions see Appendix 11.

- More successful differentiation of individual goals for RG children, based on language and educational targets, alongside more flexibility of the curriculum are needed (n = 5).

  > If our expectations are for them to reach their potential, necessary input and intervention must be in place. (A7)

- Age-expectations can only be met by RG pupils when provided with suitable pre-requisites for learning and appropriate resources for progress (n = 4).

  > Not always fitting stage- and age-appropriate materials; more 1:1 and small withdrawal groups needed; also more in-class support – more staff. (A17)

- An increase of staff, staff training, support and resources are required for a more successful and targeted educational provision, assessment of and interventions for RG children (n = 3).

  > Many staff are unable to layer down [appropriate] activities for these pupils. Huge difficulties with new-to-school older pupils – expectations initially often too high. (A17)

- The social inclusion of RG pupils is not only important in school, but also in the mainstream society (n = 3), and to prevent future problems (n = 2).

> Families from these communities sometimes feel vulnerable and misunderstood due to their communication difficulties. (A25)

- Higher awareness of cultural and individual differences and needs is vital for a better understanding between members from RG and mainstream communities (n = 3).

> Barriers significant due to cultural differences; each family has to be treated individually to establish supporting relationships. (A3)

- RG children may profit from more frequent and targeted EAL support, that is delivered in small groups and based on children's actual language needs instead of chronological age (n = 2).

> Provision of daily English lessons (maybe during other children's literacy), re-joining mainstream for maths, foundation subjects. Blend of vital EAL support and integration into normal classroom life. (A6)

- More successful communication of school expectations to RG parents is crucial, especially regarding consistent attendance (n = 1).

> Attendance is a major issue: sporadic at best – hard to get much momentum going when they are at school Monday, Wednesday, Friday but missing out Tuesday and Thursday. (A6)

5.4 Summary of Chapter 5

Research Question 1: Barriers to education

- Barriers exist around communication, socio-cultural, institutional and organisational issues. Prejudice towards RG children in school hinders their social inclusion.
- Insufficient English language abilities and inconsistent attendance are the perceived main barriers to RG children's educational engagement.
- Additionally, the unfamiliarity with the new environment, lack of educational experience, cultural differences and restricted resources impact on RG children's access to education and attainment.
- When entering school, RG children's language abilities and learning stage are not routinely assessed. Procedures vary and lack consistency within and across schools.
- Some RG children, including those older than five or six years, have restricted educational experience, and sometimes lack the expected pre-requisites for learning expected by British schools. This gap to their peers puts RG children at a disadvantage, hindering them to progress educationally in line with monolingual pupils.

Recommendations to reduce these barriers:

- Development and implementation of more adequate assessments to identify RG children's language and educational needs and abilities. This will allow the monitoring of their progress, offering more targeted educational provision, and ease the detection of potential SEN.
- A positive example of structured EAL support in School A is the implementation of the Language Enrichment Activities Programme (LEAP, see Appendix 12).
- The language barrier and lack of cultural awareness restricts positive relationships between teaching staff and RG parents, which in turn, impacts negatively on RG children's attendance and attainment.
- Teaching staff need cultural awareness training and access to translation services that will enable them to better understand the challenges RG families are facing, and to establish relationships with them. Many suggestions are presented in the results to improve the links with each other.

Research Question 2: Existing support and resources

- The current support for RG children and especially for their families and teaching staff is inadequate. Apart from EAL support, resources are scarce.
- There is considerable confusion about the existence of a specific RG support role and related responsibilities.
- Only occasionally translation services are available in schools, restricted by organisational issues and funding.

Recommendations for further support:

- Support and resources need developing across amount and quality. To achieve this, funding, support from external agencies, staff training and RG parent participation are considered vital.
- A whole-school approach is needed to support RG children's (access to) learning more successfully.
- The employment of a native speaker or having ad-hoc access to translation services in school is perceived supportive for RG families and teaching staff alike.

CHAPTER 6

Phase 1.2 – Teaching Staff Interviews

6.1 Methods and Results

This chapter presents the methods, theory and the results for part 1.2 of the study, the interviews with teaching staff.

6.2 Phase 1.2: Theoretical background to the interviews

In interviews, the participants provide insight into their 'lifeworlds' and personal perceptions. While acknowledging the interviewers' (inter)active part in (re-) construction of meaning (Miller & Glassner, 1997), interviews are not merely artificial constructions, but reveal and transport participants' viewpoints. Following a constructivist understanding, information is created and negotiated on a 'mental journey' that interviewer and interviewee are engaged in together (Kvale, 1996).

The active part of the researcher may impact on the validity of the results, because she/he cannot be free of her/his place in the world, because 'multiple researcher identities' influence the interview conduction and their analysis (Lavis, 2010; Smith, Flowers & Larkin, 2009). Accordingly, the contributions of these influences to the (interpretation of the) outcomes need to be reflected and acknowledged.

6.2.1 Phase 1.2: Thematic analysis

Many different theoretical frameworks to analysing, interpreting and presenting the outcomes from using qualitative methods, such as interviews exist. Thematic analysis is an umbrella term that refers to different analytic traditions and approaches for interpreting interview data (Gibbs, 2007). Some of the most common thematic analysis approaches used for the interpretation of interview data include the following:

- Framework analysis (Ritchie & Spencer, 1994)
- Grounded theory (Corbin & Strauss, 2008)
- Phenomenology (Kelly, 1955: Personal Construct Theory)

(all cited in King & Horrocks, 2010, p. 205).

Generally, thematic analysis encompasses (1) descriptive coding, (2) interpretive coding, and (3) the definition of overarching themes (King & Horrocks, 2010). This process is re-iterative and repeated for individual and across all transcripts (Ritchie &

Lewis, 2003). The procedure moves from codes that are close to participants' wording to more abstract themes, as summarised in Figure 6-1. Alongside principles of framework analysis (Ritchie, Spencer & O'Connor, 2003), these steps used in Interpretative Phenomenology Analysis (IPA, Larkin, Watts & Clifton, 2006), informed the data analysis of the current study. Figure 6-1 presents the steps used in IPA (King & Horrocks, 2010) and shows that these are similar to other thematic analysis approaches.

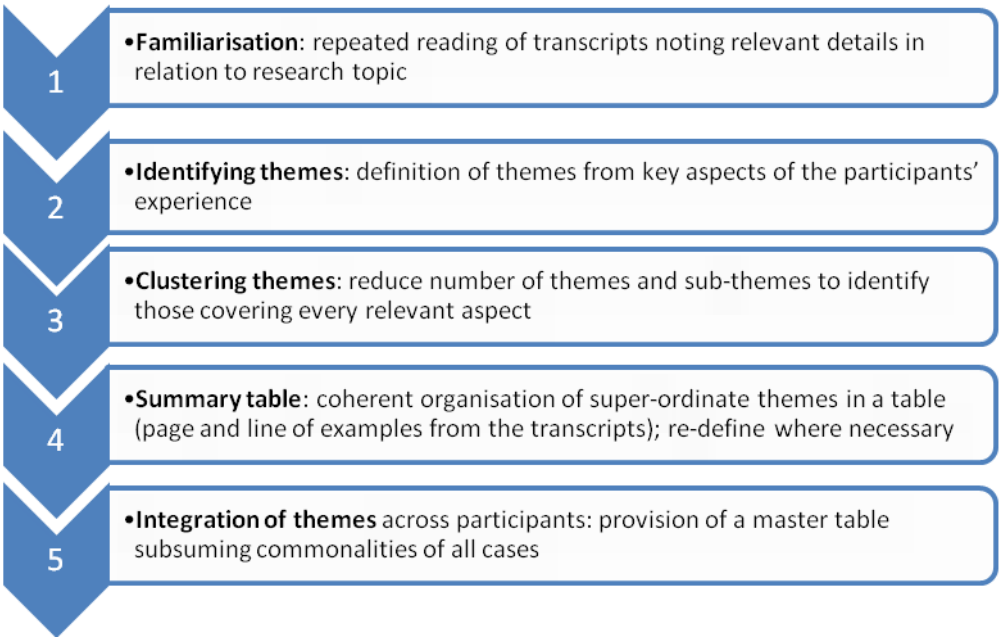

Figure 6-1 The five steps of IPA (based on King & Horrocks, 2010)

6.3 Method

6.3.1 Design of the interview schedule

A semi-structured interview schedule was devised which consisted of nine key questions and several prompts. Its structure and content were informed by other relevant research and expanding the topics from the questionnaire. Referring back to the questionnaire, the initial question of the interview functioned as an 'ice-breaker'. For a full version of the interview schedule, please see Appendix 13.

6.3.2 Rationale and aims

Follow-up interviews were conducted to:

a) pursue some of the questions from the questionnaire in more depth.

b) investigate teaching staffs' perceptions of RG parents' educational role and participation in school in comparison to other EAL parents.

c) identify potential differences of RG to other EAL pupils with reference to their attendance, attainment and overall needs, and how this is accounted for in teaching and support provision.

d) determine gaps in the current provision, and elicit suggestions from teaching staff about how to support RG children, their parents, and schools in the future.

6.3.3 Participants

Eight of the 17 participants who had previously completed the questionnaire agreed to participate in the follow-up interview. An additional three participants consented to participate in the interview although they did not return the questionnaire.

The final eleven participants in the interview were five class-teachers, one deputy Head-Teacher, and five educational support staff, comprising two teaching assistants (TA), two learning mentors and one behavioural support worker (see table 6.1).

Table 6.1 Pseudonym and professional background of the participants in the interview

School	Transcript number (pseudonyms) (N = 11)	Role in school
B	T1* (Holly & Rose)	Deputy Head Class-teacher
A	T4 (Colin)	Class-teacher
	T7 (Paul)	Class-teacher
	T8 (Daisy)	Class-teacher
	T11 (Jenny)	Class-teacher
A	T3 (Tracy)	Teaching Assistant
	T5 (Annabel)	Teaching Assistant
A	T9 (Trevor)	Behavioural support worker
	T2 (Bob)	Learning Mentor
	T12 (Paula)	Learning Mentor

*interview with two participants

6.3.4 Material

The semi-structured interview was conducted with the key questions consistently asked in the same way. While this may limit more detailed 'probing' it eases the process of comparing answers across participants (Arthur & Nazroo, 2003). It still allows each participant to answer the questions with as much depth as they feel comfortable, and leads to a better understanding of their underlying motives, attitudes and emotions (Legard, Keegan & Ward, 2003).

As part 1.2 of the study was ethically approved by the Human Communication Sciences Ethics sub-committee at the University of Sheffield together with part 1.1, interviews were conducted during October and November 2011.

6.3.5 Procedure

After the summer school holiday, the researcher contacted the participants who had previously consented to participate by phone or in person, to arrange a time to meet at their school in September or October 2011. Interviews took place at the end of the school day or during lunch break. Overall, ten interviews with eleven participants from two schools were conducted. Due to their teaching schedules and restricted availability, the two participants from School B requested to be interviewed together. The remaining nine interviews were conducted with individual participants in their offices or classrooms in School A (see table 6.2).

Table 6.2 Number of interviews across schools for questionnaires and interviews

	School A	School B	School C
Number of interviews	9	2 Interviewed together	0

All interviews were audio-recorded using a Digital Voice Recorder (Olympus DM 450) and were on average 30 minutes long, varying from 15 to 45 minutes. Audio files were encrypted and saved in a secure area on the researcher's password protected computer, which was situated in a locked office. They were transcribed by the researcher and any identifying information in the transcripts anonymised.

6.3.6 Analysis of the interview data: Identifying and defining themes

Transcripts were examined individually, one after the other to identify main themes and codes. This was done by hand and using NVivo 8 (QSR, 2008) software. Analysis followed the steps of (1) familiarisation with the data, (2) identification of themes, (3) definition of clusters, (4) summarising, and (5) integrating the data across participants. All steps were repeated for the refinement of emerging themes and sub-themes. These were then compared across all transcripts and narrowed down to super-ordinate themes. These offer a broad scope and range to subsume all essential information from the data. The technical steps included:

- Printing transcripts with numbered lines, leaving a border of 5 cm left on both sides for hand written notes.

Familiarisation and identification of themes / descriptive coding:

- Repeated reading of each transcript separately; generating notes of re-occurring themes on the left hand margin. Condensing the information into themes on the right hand margin.

Clustering themes / interpretative coding:

- Comparison of themes across transcripts; preliminary organisation of themes and sub-themes, and identification of super-ordinate themes to subsume them.
- Qualitative data analysis software NVivo 8 (QSR, 2008): uploaded transcripts were individually scanned for themes, and nodes created to compare and subsume similar themes across scripts (Appendix 14).

Summary table / integrating themes:

- Comparison of themes from hand-coding and topics from the interview schedule to the nodes. Summary of themes and sub-themes within and across transcripts referring to the nodes (see Appendix 15).

The definition of overarching themes:

- From the distribution of themes, a final hierarchy was developed, grouping themes into main and subordinate themes, and developing super-ordinate themes (Appendix 16).

6.4 Results from Phase 1.2: Teaching Staff Interviews

Eight main and seven sub-themes emerged from the data which were grouped under four super-ordinate themes. The outcomes are presented following the outline in table 6.3.

Table 6.3 Structure of themes and subthemes derived from the interviews

Super-ordinate theme I: Barriers and Challenges

Theme 1: Language and communication barrier

Theme 2: Inconsistency of attendance

Theme 3: Mutual unfamiliarity of RG families and schools

Theme 4: Restricted resources in schools

Sub-theme 4.1: EAL support

Super-ordinate theme II: Recognition of RG families' Needs and Skills

Theme 5: Differences between RG and other EAL parents

Sub-theme 5.1: RG parents' skills and L1
Sub-theme 5.2: Participation and confidence of RG parents

Theme 6: Differences between RG and other EAL children

Sub-theme 6.1: Lacking educational experience
Sub-theme 6.2: Prejudice against RG children and bullying

Super-ordinate theme III: RG children's Educational Attainment

Theme 7: Educational expectations of RG parents

Sub-theme 7.1: Gender roles in RG communities
Sub-theme 7.2: Achievement levels of RG children

Theme 8: Current practice and developments

Super-ordinate theme IV: Future suggestions
Examples of recommendations from teaching staff

6.5 Super-ordinate Theme I: Barriers and Challenges

The eleven participants identified multiple challenges that RG children and their families are facing in accessing education. The main four were described as (1) the language barrier, (2) inconsistent school attendance of RG children, (3) their unfamiliarity with the new environment and expectations or lacking educational experience, and (4) restricted resources within schools (see table 6.4). These challenges were identified to interact with and impact on each other.

Table 6.4 School staff perceptions of main barriers to education for RG children

Main barrier	Participants (N = 11)
Language	Jenny (T), Bob (S), Annabel (TA), Daisy (T), Trevor (S)
Attendance	Holly & Rose (T), Colin (T), Paul (T), Annabel (TA)
Unfamiliarity	Bob (S), Annabel (TA), Daisy (T), Trevor (S)
Lack of educational experience	Paula (S), Tracy (TA), Holly & Rose (T), Annabel (TA)
Lack of resources	Annabel (TA), Paula (S), Trevor (S), Bob (S), Tracy (TA)
Multiple challenges	Daisy (T), Trevor (S), Bob (S), Paul (T), Annabel (TA)

T = teacher, TA = teaching assistant, S = educational support

Theme 1: Language and communication barrier

Participants identified the lack of English language as a major restriction to RG children's engagement with the educational curriculum. The language barrier was perceived to hinder effective communication not only between schools and RG children but also with their parents (Appendix 17).

> Roma kids, a lot of them, have no English at all or very little English (…). Specific problems we have got are the parents haven't got much English either. (Bob, educational support)

Difficulties with English were described in all language domains, such as understanding, speaking, reading and writing (Appendix 17: 2). However, participants recognised that the communicative restrictions were two-sided as none of the teaching staff was able to speak or understand Romani or Slovak (Appendix 17: 3).

Communication effort

The effort made to communicate with RG parents was perceived to be higher than with other parent-groups in the school. This was partly due to the need of employing additional resources, such as one-to-one time or translators, as opposed to simply sending out a parent letter (Appendix 17: 3, 4 &13).

Written communication

Parental letters in School B were only routinely translated into the 'main four languages', but did not include Slovak or Romani. Support staff would talk to parents in person if individual issues were of major importance (Appendix 17: 10).

In School A, RG parents with sufficient English abilities were occasionally approached to translate school-letters into their native language. However, sending out translated written information was still described to be inaccessible for some RG parents (Appendix 17: 8 & 9).

Oral communication

Personal interaction and oral translation were identified as the most successful means of communication between schools and RG parents. Especially where RG parents were familiar with the person talking to them, and additionally adjusting the language level to their needs enabled increased understanding and compliance (Appendix 17: 11 & 12). The EAL lead who regularly engaged with RG parents was identified as the most successful communicator.

> Because of the language difficulties, that's not always easy. But I do find if you're not afraid of looking a fool you can actually get across for what you need to get across. And I think most of the parents take that as a good gesture. (Tracy, TA)

Timing of meeting parents and translation

The best time to communicate with RG parents was identified to be at the end of the school day when their children often translated messages to them. Pupils in Key Stage 2 (KS2) would not be collected from school by their parents, which led to teachers not being able to communicate with them. The participants identified a role conversion where RG children have better English abilities than their parents, and act as their translators. However, only some official meetings, such as parent evenings, were supported by interpreters, predominantly from mainstream Slovak, and rarely from Roma origin (Appendix 17: 5 – 7).

Theme 2: Inconsistency of attendance

The participants emphasized that compared to other pupils the overall low attendance of RG children stood out. Attendance patterns varied from RG children missing odd days during the week to repeated extended leave (Appendix 17: 14, 15 & 18).

Reasons for non-attendance

Five examples of the reasons for RG children's non-attendance as identified by teaching staff are the following:

(1) *Sickness* of one child frequently leading to their siblings who may attend different schools also staying home due to organisational issues, such as the distance of travelling (Appendix 17: 16).

(2) *Restricted finances within the family*, impacting on the availability of transport and food (Appendix 17: 17).

> If the car hasn't got any petrol, they are not going to come. (…) they might (…) only have 5 pounds and they cannot spend it on petrol for they have to buy food (…). (Paula, educational support)

(3) *Extended leave to home countries* due to family or visa related issues, some RG families leaving before the start and returning after the end of official school holidays.

(4) *Children acting as translators for their parents*, and sometimes being kept home to go shopping or to accompany their parents to appointments.

(5) *RG parents' negative experience with or lack of schooling* impacting on their children's attendance and the perceived value of education.

Translators reported the attendance of RG children to also be inconsistent in their home countries, and RG families' main educational focus to be on family traditions and work within the RG community (Appendix 17: 38). One participant concluded:

> They only send them to school because in this country it is a law to go to school. Not because they see it as a worthwhile experience (…). (Holly, teacher)

Informing schools about absence

Related to the outlined issues was RG parents' feeling of intimidation, so that they may not always be clear about why their children did not attend. Additionally, the language barrier often hindered them from informing schools about their children's absence in advance. Most commonly, class-teachers were informed about a child's absence by a sibling the following day (Appendix 17: 21 – 23).

In contrast to RG families other EAL families informed schools beforehand, and asked for homework when going on extended leave, which was perceived as 'valuing education'. Visiting their home countries was thus acknowledged to serve educational purposes, as opposed to RG children staying home for other reasons (Appendix 17: 19).

Consequences of non-attendance

While acknowledging the high number of challenges that RG families are facing after arriving in the UK, the participants highlighted the detrimental impact that prioritising other needs over children's education may have on their attainment. Inconsistent attendance was identified as a major disadvantage for RG children's learning and progress. Additionally, it was described as disruptive for other children in the classroom, teachers and general school routines (Appendix 17: 20, 26 – 29).

> We have an emphasis on that pre-teach which basically scaffolds the learning for all of our children. (…) And then they turn up on a Thursday – they have missed all that. (Rose, teacher)

One participant regarded poor attendance among RG children as a persisting issue. Most of the others, however, perceived high individual variability of attendance patterns within the RG community and a trend towards rising attendance which was linked to the length of RG families' residence in the UK (Appendix 17: 32).

If a child was absent for an extended period of time, the issue was referred to the Education Welfare Officer (EWO), who would investigate the absence. Until the school year 2010-2011 two EWOs were working across the city, one of whom was solely responsible for families from CEE, including RG families. For the following year this role was taken over by two of the school's educational support staff (learning mentors) who perceived the communication with RG families as a major challenge (Appendix 17: 24 & 25). Participants also felt that pressure was put on schools to keep attendance figures up and justify those to OFSTED (Office for Standards in Education, Children's Services and Skills) although the issues behind low attendance of RG pupils were described to originate from family issues school staff had no influence on / power over (Appendix 17: 30 & 31).

Theme 3: Mutual unfamiliarity of RG families and schools

The unfamiliarity of RG families with their new environment was perceived as another main barrier to children's education. This included their general settling-in after arrival in the UK, alongside understanding the rules, obligations and expectations related to schooling, and the insecurity of whom to approach for help (Appendix 17: 33).

> The Roma already met a lot of prejudice and I think they expect to meet it. (Tracy, TA)

Lack of cultural awareness about RG traditions

Participants' overall experience and knowledge about RG traditions and culture was limited, and mainly provided by non-Roma translators from CEE (Appendix 17: 37). Teaching staff recognized their own need for a comprehensive cultural awareness training to understand and support RG families more successfully.

Theme 4: Restricted resources in schools

The participants identified the lack of funding restricted the development and provision of adequate educational resources to support RG children. Teaching staffs' lack of training was perceived to limit their knowledge and skills to support RG children more effectively. Overall, the existing support and resources were perceived as very fragmented, and not always appropriate to the needs of individual children.

> Because it's like 10 minutes here or 10 minutes there or they're in a group situation. (…) And you can see them sometimes and you feel so sorry for them, 'cause (…) they haven't got a clue what's going off. (Annabel, TA)

All participants emphasized how rigid timetables and other children's needs restricted the time available to exclusively engage with RG children. However, the importance of more frequent small group and, ideally, 1:1 support for RG children was highlighted. In particular, class-teachers described how the insufficient support they could offer discouraged them (Appendix 17: 40 – 42).

> So it's really finding that consistency which is difficult. (…) you feel bad for a reason or another. (Paul, teacher)

Challenges in the classroom

RG children were taught in the classroom context for the majority of the day, although the academic language and curriculum based activities were perceived as inaccessible for them. Participants felt challenged to account for the variation of abilities, needs and languages within different classrooms. Some teachers said they prepared and taught two different lessons simultaneously in their class, while others differentiated (lower) educational targets for RG children. Due to lacking appropriate assessments the learning tasks for RG children were often not based on their level of

ability. Participants mainly used observation as a tool to obtain information about individual children's potential needs and progress (Appendix 17: 40, 44 – 48 & 53).

> Yeah, it's difficult (…) but they are here, (…) and there's *some* support. It's a drop in the ocean though (…) and it would be even less if [*the EAL support*] wasn't there, absolutely! But I think it should be – 10 times more! (Paula, educational support)

Sub-theme 4.1: EAL support

EAL support was the resource that was most valued and identified as successful for RG children. However, the participants identified restrictions in the quantity, organisation and duration of EAL support (Appendix 17: 49 – 52):

Quantity: Two hours of small-group EAL support per week per child in small groups was highly valued by staff and children but the frequency regarded as insufficient.

Organisation: EAL support sessions were organised within year groups but included pupils with a range of abilities. This was considered a challenge, especially for the EAL lead.

Duration: The importance of continuing EAL language support for RG children in KS 2 was stressed, as some children joined school at a later age and needed continuing support due to rising educational expectations with increasing chronological age (Appendix 17: 89).

Whole-school-approach

In School A, only a few staff members had received training about (second) language acquisition, potentially related difficulties, and the supportive use of visual cues and gestures with EAL children in the school environment (Appendix 17: 52). However, they perceived that for more successful language support, a whole-school approach was vital.

Special educational needs (SEN) and assessment

One participant queried the potential SEN of some RG children may be (mis)perceived by untrained staff as 'typical' difficulties with EAL acquisition (Appendix 17: 54). However, more thorough assessment of RG children's abilities and needs was deemed impossible due to the lack of appropriate material and staff speaking any of the RG children's home languages. It was emphasized this may contribute to some RG children being unable to progress educationally (Appendix 17: 55).

6.6 Super-ordinate Theme II: Recognition of RG Families' Needs and Skills

Theme 5: Differences between RG and other EAL parents

Although communicating with RG and EAL parents was perceived as similar, teaching staff felt they needed more time and effort to build relationships with RG parents. The biggest difference was that other EAL parents often had better English abilities, especially where families had been living in the UK for several generations. These were also described to be more familiar with how to access support systems within and outside school, such as health care, housing and shopping facilities (Appendix 17: 56).

Sub-theme 5.1: RG parents' skills and L1

English and literacy

The participants had no information about RG parents' educational background or literacy levels. Alongside lacking spoken English abilities and possible low literacy levels, RG parents were perceived to restrict their children's educational progress, e.g. due to difficulties in supporting their children with homework. RG parents' education was recognised as important for RG children's general development, their confidence in using their L1 and learning English: The home environment was identified to provide RG children with L1 vocabulary, language knowledge, and general communication skills, forming an important basis for EAL acquisition. Additionally, it was emphasized how RG children's L1 skills, including reading, can ease the transfer of L1 credentials to English (Appendix 17: 57, 59, 60).

Sub-theme 5.2: Participation and confidence of RG parents

RG parents' participation in school was described as low; independent of low or no cost, they only rarely took up extra-curricular educational offers, such as trips, after school clubs or coffee mornings. Against expectations and offers from teaching staff, the majority of RG parents did not volunteer to work in the classroom, or showed an interest in sharing their children's learning. However, one successful occasion was mentioned where RG parents had participated in and facilitated a gardening event (Appendix 17: 61 & 62).

Attendance at parent evenings

RG parents' attendance at parents' evenings differed across and within schools. In School B, staff reported that despite significant efforts, many RG parents did not attend, whereas School A had a more positive experience at a recent school meeting. Both schools stressed that the general participation of RG parents differed within the

community. The participants assumed that RG parent's low confidence in using English may hinder them form approaching teaching staff with questions or to express concerns (Appendix 17: 63 – 65).

Building relationships

RG parents not engaging with schools were perceived to care less about education. Those who did were perceived more positively and easier to liaise with. An indication of how hard it would be to engage with parents was given in the initial enrolment interview with parents. Good parent-school relationships were identified to be built on trust, and experiences of successful problem-solving (Appendix 17: 66 & 67).

> (…) you sort of zone in onto it, don't you, and by the end you think 'oh, cracked that one!' And probably because you've mastered one, they come and ask you again. And then you sort of grow a relationship. (Annabel, TA)

Theme 6: Differences between RG and other EAL children

Sub-theme 6.1: Lacking educational experience

The varying educational experiences of RG pupils were identified as challenges for accessing education. Many RG children were described as lacking the pre-requisites that in the UK are taught in nursery or as coming to school at an older age but without prior educational experience altogether, leading to an attainment gap to other EAL children in school (Appendix 17: 1, 34 & 35). The participants highlighted that some RG children's difficulties were due to lacking experience with early educational environments and formal learning, not necessarily lower abilities, leading to their slower overall educational progress. It was thus advised that all teaching staff adjust their expectations to the level of the individual child (Appendix 17: 68 – 71). Especially in School A, due to their increasing and high numbers relative to other EAL children, RG families were perceived as a high priority group (Appendix 17: 100 & 101).

L1 use in school

Teaching staff recognised the importance of RG children communicating with each other in their L1. In School A, RG children were encouraged to talk to each other in Romani or Slovak for short periods in the EAL support setting and sometimes in class, mainly to secure their understanding of tasks and instructions (Appendix 17: 58).

Sub-theme 6.2: Prejudice against RG children and bullying

The identification of prejudice against RG communities in school was considered important. At times, non-Roma parents flagged up RG children's behaviour as

inappropriate or rude, such as not queuing for school meals. The participants felt that racial prejudice against RG children existed from some British but also from Eastern European non-Roma children who explicitly detached themselves from RG ethnicities (Appendix 17: 73 & 75).

> I don't think some of them [*RG pupils*] feel important. And they definitely not feel valued. They feel like outsiders (…). So, they huddle together in little groups, (…) to protect [*themselves*]. But then (…) they are exposed to 'look at *them*!' (…). (Paula, educational support)

Where RG children stayed together because it made them feel safe, they were at the same time more prone to being perceived as an 'out-group'. Genuine bullying was nonetheless perceived as a rather minor issue in the participating primary schools. However, school staff were aware that bullying was more apparent at secondary school level and outside school (Appendix 17: 74, 76 & 77).

6.7 Super-ordinate Theme III: RG Children's Educational Attainment

Theme 7: Educational expectations of RG parents

Participants reported not knowing about RG parents' expectations of their children's educational attainment, while acknowledging that this was important. Due to the overall communicative restrictions in talking to parents, teaching staff emphasized that they only exchanged basic information with them, such as emphasising regular attendance. The assumption was that most RG parents were happy for their children to go to school, to achieve English, literacy and numeracy skills enabling them to find employment and earn an income (Appendix 17: 39, 78 & 79).

Sub-theme 7.1: Gender roles in RG communities

Some RG families' traditional understanding of gender roles was perceived to impact negatively on their children's educational attainment. While some RG girls were expected to get married, take up the responsibility for the household and raise a family, RG boys were required to provide the family income from the age of about 15 or 16 years. These expectations were recognised by teaching staff as a potential risk to RG pupils' education at secondary school age (Appendix 17: 80 & 81).

Educational perspectives and role change

However, one participant provided an example of potentially changing perspectives of RG parents: A female RG college student came into school to discuss with the younger RG girls what possibilities the British educational system could offer them.

This encouraged female RG pupils to consider and discuss different educational options with their parents (Appendix 17: 82).

Sub-theme 7.2: Achievement levels of RG children

Teaching staffs' expectations of pupils' attainment were generally high. Their aim was to support all children to achieve their full potential, and the transition to secondary education in order to secure employment. English language was identified as one of the key ingredients enabling EAL children's higher attainment. However, RG children's overall educational achievement was described to be below national expectations. Nonetheless, the participants emphasized the existing diversity of abilities within the group of RG children, and the prospects of those with previous educational experience were described more positively.

> At the moment academically, (…) I can't see many rocket scientists or brain surgeons coming through this school in terms of Roma kids. But I would hope that they get to a level (…) to access a reasonable profession, let's say car mechanic. (…) And given the right educational environment, they'll achieve more than that. (Bob, educational support)

Rating RG children's attainment with the same educational measures and expected levels as their monolingual peers was perceived as inadequate for identifying their progress (Appendix 17: 83 – 87, 90 & 91).

> Part of the other children (…) have a vocabulary of 1000 already, and they've got 10. How are they expected to compare? (…) But they [*teachers*] want the same level, and the same achievement levels – that's impossible. (Paula, educational support)

Another restrictive factor to learning was identified as some of the National Curriculum content lacking relevance for RG children (Appendix 17: 88).

Teaching staff perceptions of RG children

RG children were overall described positively, and as highly motivated learners. The main concern of the participants was that some RG parents did not seem to share their children's enthusiasm for learning in school and, often were unable to support their children's education (Appendix 17: 72). Only where RG children joined school without previous educational experience, their behaviour was flagged up as disruptive before settling in (Appendix 17, 35)

RG parents as a resource

Participants felt it was essential to raise RG parents' interest in their children's learning, and to improve their general perception of education as valuable for their children's future. With RG parents developing an interest in their own learning, and

for example, attending evening classes they can accelerate their children's progress in school (Appendix 17: 97 – 99).

Theme 8: Current practice and developments

One main focus of the participants was how to minimise the achievement gap between RG and other children in the school. The use of visual or pictorial material in classrooms and on corridors was highlighted to support RG and other children's vocabulary, maths and literacy learning. Real-life objects and experiences outside school were described as additional useful elements. The participants emphasized the growth of children's confidence by working and learning with an EAL peer 'talk partner' who was more advanced in English (Appendix 17: 92 – 94).

School meeting

Participants from School A reported a recent meeting with RG parents and an interpreter where they specifically introduced school regulations and expectations, such as attendance policies. Success had already been noted in the form of RG children's rising attendance figures. Although the meeting was perceived as beneficial the following needed attention: translation issues (Romani or Slovak translator), and more time needed for RG parents to ask questions (Appendix 17: 95 & 96).

The urgency for change: rising numbers of RG children

The sudden increase of RG children in schools was described as challenging for the provision of adequate EAL support and teaching. Additionally, the continuing arrival and enrolment of RG children each month throughout the year was highlighted to complicate their settling into the school routines for teaching staff and RG families respectively (Appendix 17: 100 & 101).

> But again, schools need more support. (…) in the last two years we've taken on (…) 27 [*RG*] families. (Trevor, educational support)

6.8 Super-ordinate Theme IV: Future Suggestions

Overall, participants welcomed the opportunity to communicate their experiences and suggestions and for these to be considered important. They were motivated to prevent future problems in RG children's education, their inclusion in school, and in the wider society but need support to achieve this (Appendix 17: 43, 102 & 103).

> Just one thing: I need support! The children need support! The staff need support! Otherwise we're failing the children – not because we want it! (…) It's been such a rapid increase that we did not really have a chance to catch up. And it's time we did now. (Jenny, teacher)

Not only did participants identify gaps in the current support of RG children, their families and schools but they also made recommendations about how to tackle these in the future (see table 6.5).

Table 6.5 Future suggestions of participants for the support of RG children in schools

Future suggestions	Participants
Employ a native (Roma / Slovak) speaker in school	Bob (S), Annabel TA),
Drop-in interpreter service for parents	Jenny (T), Trevor (S)
Parents' community groups, workshops, coffee mornings with interpreter	Bob (S), Daisy (T), Jenny (T)
Staff learning some of the RG languages	Jenny (T)
Staff training, cultural awareness, whole school approach	Annabel (TA), Trevor (S), Paula (TA)
Supporting RG parents with their own learning and understanding of the education system	Trevor (S), Daisy (T)
Regular parents' meetings with interpreter	Trevor (S), Tracy (TA)
Parents in classrooms for volunteering, supporting children and teachers	Bob (S), Paul (T), Jenny (T)
Re-organisation and multiplication of current support, resources and specialist staff for RG children	Paul (T), Annabel (TA), Jenny (T)
More 1:1 and small group work	Colin (T), Annabel (TA)
Alter curriculum content and class context to make leaning more appropriate and accessible	Bob (S), Paula (S)
Get children into school earlier and more consistently	Paula (S), Holly & Rose (T), Tracy (TA)

T = teacher, TA = teaching assistant, S = educational support

Examples of recommendations

Employment of a native speaker:

- To overcome the language barrier and ensure better access to and engagement of RG children in school education.
- To offer ad-hoc translation in school and ease RG parents' understanding of rules, regulations and expectations.
- To identify RG parents' expectations.
- To increase teaching staffs' cultural awareness in regard to RG communities.
- To identify potential RG families' language and/or educational needs and offer adequate support.
- To support the assessment of RG children's language and educational gaps.
- To facilitate the learning for RG children, for example by translating instructions to them at the beginning of the school day.

Supporting RG children's EAL acquisition by

- Designing a whole-school-approach to be implemented in every classroom.
- Restructuring the existing EAL support, e.g. by streaming RG children in groups of ability instead of age, and offering sessions more frequently.
- Taking RG children out of the classroom during sessions that are inaccessible for them and receiving EAL support instead – despite higher administrative efforts (Appendix 17: 107).

Enhance RG parents' participation by

- Enabling RG parents' perspective and 'voice' to be represented more successfully in school, such as RG parents' groups for them to exchange views, and to discuss expectations that then can be translated and fed back to schools for consideration, e.g. In the policy process and regarding resources.
- Incorporating RG parents' strengths and interests for their more successful inclusion and participation in school-related events.
- Courses for RG parents to develop their own English skills and participation in their children's education, supporting their progress in school, volunteering in classrooms.

Co-operation with other agencies

- For RG children's earlier take-up of schooling, e.g. collaboration with the City Council to receive the information about reception aged RG children who may enrol with school.
- Support RG children's access to and inclusion in early education such as nurseries.
- Involve external specialist staff in testing RG children with suspected SEN.

6.9 Summary of Chapter 6

Research Question 1: Barriers to education

- The barriers and challenges to RG children' learning as identified by the participants are numerous and more complex than a lack of English language proficiency. They overlap with those identified in the questionnaires.
- Lacking or insufficient English is a major challenge for RG children and their parents, preventing them from communicating with and participating in school. Additionally, it restricts the understanding between teaching staff and RG parents.
- Barriers outside education, such as distance of the home to the school and financial restrictions impact negatively on RG children's attendance and attainment. Also, housing, employment and other daily needs of RG families are sometimes prioritised over individual RG children's education.

Recommendations:

- The employment of a native speaker may help overcome language and socio-cultural barriers, benefiting RG children, their parents and teaching staff.
- A higher consistency of RG children's school attendance and RG parents' participation in their children's education may be achievable with a more flexible outline of learning based on the National Curriculum.

Research Question 2: Existing support and resources

- EAL support is valued highly, but is insufficient in quantity, organisation and quality.
- The current provision of other support is fragmented. Overall, resources for RG children, their parents and teaching staff are restricted.

Recommendations:

- RG children may benefit from restructured EAL support that is better tailored to their individual needs and offered more frequently.
- The development of more appropriate resources and support, staff training, a whole-school approach to working with RG communities, and more successful parental participation are all essential. Multiple suggestions about how to achieve this are summarised in the results under super-ordinate theme IV.

Research Question 3: English language skills and attainment of RG children

- Alongside no or very limited English language skills, many RG children are having a hard start in British schools due to their insufficient pre-requisites for learning, such as lack of nursery education or schooling experience.
- Often RG parents have weaker English abilities, are less literate and confident; some have lower educational aspirations for their children than other EAL parents.
- Although abilities of RG children vary, a number of factors put the majority of them at disadvantage regarding educational attainment, leading to an achievement gap compared to their monolingual and other EAL peers.
- Insufficient English also impacts on the accessibility of the National Curriculum content, which RG struggle to understand while learning English as the language of instruction.

Recommendations:

- The development of more appropriate resources and continuous support of RG children is essential for them to achieve a higher proficiency in spoken and written English language and overall education.
- Adequate assessments may support teaching staff in uncovering potential SEN that act as additional barriers to some RG children's learning.

- Teaching staff need training in the areas of cultural awareness, and the detection of educational or language needs of RG children.

Research Question 4: Support needs of RG children

- Based on continuously increasing numbers, RG families are perceived to be a high priority group.
- RG parents' participation in their children's education is restricted. RG parents are identified as the key persons to support their children. However, they are learners themselves and little confident in approaching teaching staff.
- The clash of cultural understanding and RG family needs with school's expectations impact negatively on RG children's attendance. Inconsistent attendance widens the achievement gap between RG and other EAL children.
- RG children and their parents demand more time and effort from teaching staff than other EAL families, who often have been living in the UK for longer. Also, RG families are unfamiliar with the environment, resulting in a lower confidence of dealing with daily challenges. They are perceived to value education less than other EAL parents.

Recommendations:

- Staff training in different areas, as outlined above, is essential to enable better mutual understanding and cooperation between teaching staff and RG parents.
- Sensitive out-reach work and more successful communication with RG parents are perceived essential to increase their participation, understanding of educational expectations and enable them to support their children's education.
- Inclusion and (further) education of RG parents may enhance their understanding of and the familiarisation with the UK school system, expectations and culture. This may be achieved by parent groups in- and outside schools supported by translators to give RG parents 'voice' and make their needs known.

Section III

RG Children‘s Perspectives

CHAPTER 7

Phase 2: Interview and English Language Data from RG Children

7.1 Methods and Results

This chapter introduces Phase 2 of the research project which focuses on the RG children, who were interviewed and then completed an assessment of their English language abilities. The methods of and the findings from Phase 2 are presented and then discussed.

7.2 Aims and Research Questions

7.2.1 Phase 2: Aims

- To explore Eastern European RG pupils' experience of (English language) learning and support in British primary education.
- To identify RG children's potential challenges in accessing education and the curriculum and ways to overcome these.
- To examine the receptive and expressive English language skills and educational attainment of RG children.

7.2.2 Phase 2: Research Questions

1. How do RG children experience 'learning' in their school with the current 'English as an additional language' (EAL) support they receive?
2. Do children from RG backgrounds perceive any barriers in participating in learning and school life? If yes, how do they describe these and identify ways of overcoming them?
3. What are the English language and communication skills of RG children across year 1 to year 6 in one local primary school?

7.3 Method

7.3.1 Design

The project was based on a series of case studies of 18 Eastern European RG children across Years 1 to 6 in a single primary school. Data were collected from three sources as detailed below:

1) Individual semi-structured interviews
2) Two language tests (receptive and productive English)
3) School data (National Curriculum (NC) levels in English and Maths)

7.3.2 Participants

Prior to the project the school had seen an increase of Eastern European RG children from four to 45 in a time period of five years. At the beginning of the study, they represented 50% of all EAL children enrolled.

Identification

Because of the language barrier, weak links with RG parents and cultural differences, participants were considered members of a 'hard-to-reach' community. Therefore, the EAL lead and school-home liaison officers were consulted for advice about how to best approach the RG parents to explain the project, and to gain informed consent for their children's participation.

Inclusion and exclusion criteria

- *Inclusion criteria*: children from Eastern European families of RG origin.
- *Exclusion criteria*: RG children with diagnosed special educational needs (SEN); school enrolment of six months or less.

Children with diagnosed SEN were excluded because it was aimed to gain knowledge of typically developing RG children and current support as well as educational practice for them. An enrolment of less than six months was considered too short to answer questions about experiences with the current educational environment. RG children were recruited across Year 1 (Y1) to Year 6 (Y6), with the aim to recruit two per year to form a representative sample.

The project was ethically approved by the Human Communication Sciences Ethics sub-committee at the University of Sheffield (Appendix 18). Data collection for Phase 2 took place between September and November 2012.

Procedure for Recruitment

A sample of RG parents were approached by the researcher and the EAL lead in one session in the schoolyard at collection time after school had finished. Some RG families were pre-selected by the EAL lead based on the number of children in the family who were eligible for participation, and a well-established contact to these families. Families were from Slovakia, as established in the school admissions

interviews prior to the project. The information about families being of RG origin was provided by the EAL lead.

The session was accompanied and supported by a male Slovak translator from a service the school had previously worked with who informed the parents fully about the project. He was paid by the researcher to also interpret RG parents' questions.

Information sheets (Appendix 19) and consent forms (Appendix 20) were provided in English and Slovak translation to enable the RG parents to refer back to the information at a later time. They were asked to return the completed consent forms to the researcher via mail or to the school office within two weeks if they agreed for their children to participate in the study. Stamped and pre-addressed envelopes were provided. All pupils with parental consent for participation, who fit the inclusionary criteria and assented to being assessed and interviewed, were included in the project.

The final sample

Participants were eighteen RG children from Slovakia. The sample comprised eight boys and ten girls, aged five to eleven years (average age of 8;06 years), who were attending Year one (Y1) to Year six (Y6). Apart from Y5, the minimum recruitment rate of two participants was achieved for all year groups. Sixteen of the participants had at least one sibling who also participated in the study.

Participants' demographic data, such as length of school enrolment and their chronological age, was retrieved from hard copies of school files in the secretary's office. Ten participants were new to school as well as to the UK. Three children were new to the UK but had attended school in their home country; another three had previous UK school experience; the two youngest had attended UK Foundation Stage (FS). The length of time children had spent in the current school varied from 11 to 33 months, with an average of 19.7 months. All eighteen participants spoke Slovak. Table 7.1 presents the participants' year group, siblings (family group), age, gender, country of origin, language/s and educational experience.

Table 7.1 Demographic information about the participants in Phase 2: RG children

Year	*Code*	*Family group*	*Age*	*Gender*	*Country of origin*	*Languages spoken (apart from English)*	*Educational experience*	*Months enrolled in this school*
1	C8	none	5;02	F^	Slovakia	Slovak	FS in the UK*	15
	C16	A	5;05	M	Slovakia	Slovak	FS in the UK	11
2	C10	B	7;00	F	Slovakia	Slovak	new to school~ + UK	23
	C12	none	7;00	F	Slovakia	Slovak	new to school + UK	21
3	C15	C	7;02	F	Slovakia	Slovak, 'Gypsy'	new to school + UK	20
	C11	D	7;08	F	Slovakia	Slovak	new to school + UK	25
	C3	E	7;09	F	Slovakia/Poland	Slovak, Czech, Romani	new to school + UK	30
	C17	A	7;10	F	Slovakia	Slovak	new to school + UK	11
4	C13	C	8;08	M	Slovakia	Slovak, 'bit Spanish'	UK school experience	12
	C4	E	8;09	F	Slovakia/Poland	Polish, Slovak, Spanish, 'little bit' Romani	New to school + UK	20
	C9	B	8;10	M	Slovakia	Slovak, Czech	new to school + UK	21
	C1	F	8;11	M	Slovakia	Slovak, Romani	new to school + UK	28
5	C18	A	9;10	M	Slovakia	Slovak	UK school experience	11
6	C14	C	10;07	M	Slovakia	Slovak, Czech	UK school experience	12
	C7	B	10;09	F	Slovakia	Slovak, Chinese	Slovak school; new to UK	23
	C2	F	10;10	M	Slovakia	Romani, Slovak, Czech	Slovak school; new to UK	28
	C5	D	10;11	M	Slovakia	Slovak, Czech, Romani	new to school + UK	33
	C6	A	11;00	F	Slovakia	Slovak	Slovak school; new to UK	11

F^ = female, M = male; *FS in the UK = Foundation Stage in the United Kingdom; new to school~ = no previous school experience;

7.3.3 Materials

A) Interviews with RG children

The interview needed simple language, as the English abilities of the participants varied considerably. To support their participation, a smiley-face scale was used (see Figure 7-1; Mortimore et al., 1986, cited in Davies & Brember, 1994). Before conducting the interview, the researcher introduced the scale to the participants, explaining the concepts that the faces represent. Participants had the choice to respond either verbally or non-verbally by pointing to the face that best represented their feelings. For participants with more advanced English abilities, the extending question "Why is this?" was asked.

Question types in the interview varied. At the beginning, open-ended questions about likes and dislikes were used as ice-breakers but the majority were closed questions where the participants indicated their level of agreement on the smiley-scale. To ease the comparison of ratings across participants and answers the researcher allocated points from 5 to 1 to each of the smiley-scale faces, with 5 representing 'very good' to 1 meaning 'bad' feelings (Likert-scale). Where children were undecided and provided two different ratings for the same question, such as 3 and 4, the middle decimal value, here 3.5, was used.

5 (very good) (very easy)	4 (good) (quite easy)	3 (okay) (okay)	2 (not so good) (a little hard)	1 (bad) (hard)

Figure 7-1 Smiley-face scale with descriptors and rating-scores for the current study

The final interview was semi-structured and comprised 23 short questions. The semi-structure of the interview allowed for adjustment of wording to the language level of each child. The questions were in five categories, covering the participants' experiences with and feelings towards different aspects of schooling, and (English) language learning (see Appendix 21). The five categories were:

(A) General feelings towards school;
(B) Experiences with different school activities;
(C) Comparing areas of English and home language (L1);

(D) Support for learning English;

(E) Being new to a British school and related challenges.

Questions were informed by relevant studies as outlined in chapters one to three, and informal observations of RG children in school, including interactions with teaching staff while volunteering. Questions 12 to 15 about speaking, listening, reading and writing English could be compared to teacher questionnaires about children's National Curriculum levels in these areas.

Individual interviews lasted eleven minutes on average, ranging from seven to 23 minutes. They were audio-recorded using a Digital Voice Recorder (Olympus DM 450), and fully transcribed by the researcher for later analysis. Any identifying information was anonymised. The recordings of two interviews were stopped due to outside noise. Because of time constraints based on participants having to return to class and the effort necessary to re-organise a meeting, the interview continued, and the researcher wrote down the participant's answers in note-form instead.

B) The English language assessments

After considering several English language assessments it was clear that most existing tests are designed to identify language difficulties in mono-lingual English children, and norms only reflect the abilities of such a sample. These standardised assessments are therefore difficult to use with children from different language backgrounds.

For this study, two short assessments of English receptive vocabulary (British Picture Vocabulary Scale, BPVS-II; Dunn, Dunn, Whetton & Burley, 2nd ed. 1997), and sentence production (Renfrew Action Picture Test, RAPT; Renfrew, 4th ed. 2010) were used as English language screenings. This allowed the comparison of RG children to each other using raw scores instead of solely interpreting their performance in relation to the monolingual norms. Both assessments have been used in other studies to identify the English abilities of EAL children from diverse backgrounds (Kotler, Wegerif & LeVoi, 2002; Camilleri & Law, 2007; Komeili & Marshall, 2013; Fawcett & Lynch, 2000; Sanders, 2004).

British Picture Vocabulary Scale-II (BPVS-II)

The BPVS-II (Dunn et al., 1997) is a standardised assessment of children's receptive English vocabulary at the single word level. A target word is spoken by the tester, and the child points to the correct picture out of four choices. One picture represents the correct answer, while the other three function as distracters, one of each being semantically related, phonologically similar or unrelated to the target word. The test

comprises 14 sets of 12 items, with increasing level of difficulty. Testing is stopped when a child produces eight or more errors in one set. The test re-test reliability of the BPVS-II is 0.86 (Dunn et al., 1997). Its validity is confirmed by moderate to high correlations with other language tests (Howlin & Cross, 1994, cited in Dunn et al., 1997).

Age norms and standard scores for the test are based on a sample of 2751 monolingual English children, aged three to fifteen years. In addition, the manual includes a table of raw scores and age equivalents from a supplementary validation study with 410 EAL children (aged three to eight years). These children scored consistently lower than their mono-lingual English age peers. EAL children's raw scores were on average one standard deviation (SD) lower than their mono-lingual peers, and the gap increased with age. Compared to their monolingual peers, the age equivalents of EAL children were around 10 months lower for preschool children, 17 months for five- to six-year-olds and 22 months for seven- to eight-year-olds. Information about how long the EAL children of the standardisation group had spent in England and their ethnicities was unavailable. Generally, EAL children do not represent a uniform group, as their language and cultural backgrounds differ considerably. Thus, EAL test norms do not necessarily reflect all EAL children's attainment.

Renfrew Action Picture Test (RAPT)

The RAPT (Renfrew, 2010) is a measure of expressive English at sentence level. It yields an information score (IS) and a grammar score (GS). Elicited word forms include verbs, nouns and prepositions. The scoring of grammatical structures comprises the use of tenses, irregular forms, passives, complexity of sentence construction and word order. The material consists of ten picture cards. These act as visual prompts to a question that is orally presented by the tester. Children are instructed to listen carefully and answer the question. Prompting from the instructor is restricted. Age norms are based on a sample of 594 monolingual children aged 3;06 to 8;05 years from lower middle-class families in varying areas of the UK. Scores from non-English speaking children were obtained by the author of the test but not included in the standardisation. A general test-retest-reliability has not been established on a broad basis. However, Renfrew (2010) states that only small differences occur when retesting children within four weeks, and small studies have contributed to the validity of the instrument (Brown, 1988, cited in Renfrew & Hancox, 1997). Although the standardisation group excluded EAL children, other studies have used the instrument with EAL learners (Kotler et al., 2002; Sanders, 2004).

In this study, the RAPT is used to gain a structured language sample of the RG children's expressive English abilities. In addition to the IS and GS scores, the language sample is used to carry out a more detailed analysis of their language abilities.

Piloting of the English language assessments

Both assessments and the interview were piloted. Pilot participants were three children from families known to the researcher outside the study context. Two of the children were mono-lingual English, aged three and five years. A third pilot participant was from an EAL background, aged seven years. The administration of the language assessments took about 20 minutes, the interview another 10 minutes per child. The pilot did not result in any changes regarding the chosen assessments or the interview.

The Systemic Analysis of Language Transcripts (SALT) software

The SALT software (Miller & Iglesias, 2010) can be used to analyse language samples on different language aspects, such as syntax, morphology, lexicon, speaking rate etc., allowing the grouping of language measures, such as mean length of utterance (MLU), omissions, and mazes (repetitions, reformulations) to identify the language performance and potential difficulties of a speaker (Miller & Iglesias, 2010). Audio-recordings are transcribed following the conventions outlined in the handbook. This includes the hand-coding of, for example bound morphemes, verb tense, wrong words, pauses and abandoned utterances. Syntactic complexity can be measured by calculating the speaker's subordination Index (SI). The total number of (main and subordinate) clauses is divided by the number of communication or C-units. C-units and clauses are defined by hand coding according to their number of clauses (0 clauses [S0], 1 clause [S1] etc.). A higher SI indicates more complex syntax.

C) School data: Participants' National Curriculum levels

The information about children's NC levels in English and Maths was collected via questionnaires that the researcher distributed to the participants' class-teachers (Appendix 22). These were completed and returned in a sealed and addressed envelope to the school office where the researcher collected them.

English attainment was differentiated into 'speaking/listening', 'reading' and 'writing'. Additionally, teachers were asked about which achievement group the participants were affiliated to in class: (a) low / blue, (b) below average / green, (c) average / yellow, or (d) above average / red.

7.3.4 Procedure for RG children's assessment

After discussion with the EAL lead, none of the children was considered to need a translator for the assessment session. Children with parental consent were met by the researcher in school at a time agreed with the class-teacher and the EAL lead. The room in which assessments took place varied, depending on its availability on the day. The parents of six participants asked for the EAL lead to be present during assessment, which was arranged accordingly. All participants gave their assent (Appendix 23) for the interview and the assessments with the researcher.

The two language assessments and the interview were conducted in a single session, no longer than 40 minutes overall. The assessments were introduced to the participants who then decided their order, providing them with power over the unfamiliar situation with an unknown adult.

7.3.5 Analysis of interview and test data

The participants' answers were compared across all interviews and thematically summarised in tables. Where numbers of answers do not add up to eighteen, some participants were not asked the question due to time limits within the assessment situation, the question was not applicable or the child decided not to answer. Where response rates are higher than 18, the participants were allowed multiple answers. This will be specified for individual questions in the results section. In addition, the outcomes are supported by direct quotations for several categories in the Appendix (Appendix 24).

To find out if there were significant differences between the participants in the language assessments, they were allocated to two groups. As reliable information on their length of exposure to English and/or school experience was not available, the researcher grouped participants according to their chronological age. Their mean age of 8;06 years, which matched the maximum standardisation age of the RAPT (Renfrew, 2010) was used as a cut-off point. Accordingly, the younger age group consisted of eight (Group A: 5;02 to 7;10 years, M = 6;09 years), the older age group of ten children (Group B: 8;08 to 11;00 years, M = 9;09 years). Due to the small sample sizes, non-parametric tests were used to identify if English language test scores differed significantly between age groups. Mann-Whitney U-tests were used to compare the raw scores from the language assessments (interval data) between the two age groups. Ratings on the smiley-scale (ordinal data) were compared across different categories and all participants using Wilcoxon Signed Ranks tests.

7.4 Results: Findings from the interviews

The outcomes from the interviews are summarised and presented in the five categories as introduced in the method section.

Category A: General feelings towards school

Question 1: *How do you feel about school?*

All eighteen participants answered this question. On average they felt 'good' to 'very good' (M = 4.7, SD .57) (table 7.2). Participants liked the change of routines during the day and emphasized the importance of socialising with their friends during break-time (Appendix 24: 1 – 5).

> Good, (…) 'cause I got many friends in school, even English people which are (…) not my language. (Child 18, Y5)

Table 7.2 Descriptive data: smiley scale ratings of feelings towards school across participants

Question 1	N	Median	Mode	Mean	SD	Range
Feelings about school	18	5	5	4.7	.57	3.5-5

(ratings: 5 = very good; 4 = good; 3 = okay; 2 = not so good; 1 = bad)

Question 2: *What do you like about school?*

Question 3: *What do you not like about school?*

Questions 2 and 3 were answered by all eighteen participants. Two participants stated that they liked 'everything' or 'everyone', another six children said there was nothing in school they disliked; teachers were explicitly liked by three participants. Other answers referred to individually favoured school subjects, such as Maths (N = 7), writing (N = 5), reading (N = 5) and literacy (N = 5), and school-related activities, such as playtime (N = 5). Table 7.3 summarises the participants' answers and their frequency.

Table 7.3 Likes and dislikes regarding school activities across participants

Responses to Questions 2 and 3 across participants (N = 18)				
Area	Likes about school (Q2)	No. of answers	Dislikes about school (Q3)	No. of answers
Activities & people	everything / everyone	2	nothing I don't like	6
	teacher(s)	3		
School subjects	Maths	7	Maths	2
	Literacy	5	Literacy	1
	Writing	5	Writing	1
	Reading / books	5	Science	1
Leisure time, crafts & exercise	Playing/playtime	5	Playing	1
	Drawing/colouring	3	Drawing/crafts	1
	PE (sports)	3	Running	1
	Playing football	2		
	Swimming	1		
	Dancing	1		
	Skipping	1		
Pupils' behaviour			Fighting/'others messing about' /bullying	3
Other			'big spiders in class'	1
			'felling down'	1
			Trips	1
			Home	1
Total answers		*43*		*21*

Dislikes partly referred to specific school subjects and activities, but also negative social behaviours, such as bullying, fighting and 'messing about'. One participant specified not to like Maths due to lacking support from her teacher (Appendix 24: 6). Some participants gave multiple answers. Overall, participants reported three times more positive aspects than negatives, taking into account that the double negation in the first answer to Question 3 represents positives.

Category B: Experiences with different school activities

All eighteen participants answered the questions about 'playtime' and 'being in class'. The other five questions were answered by varying numbers of participants (see table 7.4). In the following paragraphs, the questions and responses are presented individually.

Table 7.4 Descriptive data: smiley scale ratings of school activities across participants

How do you feel about …	N	Mode	Median	Mean	SD	Min-Max
… *playtime?*	18	4	4	4.1	.38	3.5-5
… *EAL support?*	16	4	4	4.25	.45	4-5
… *being in class*	18	4	4	4.0	.44	3-5
… *homework?*	15	4	4	3.6	.91	2-5
… *lunchtime?*	16	4	4	3.7	.48	3-4
… *travelling to school /home?**	10	4	4	3.8	.42	3-4
… *school trips?*	16	4	4	4.25	.77	2-5

(ratings: 5 = very good; 4 = good; 3 = okay; 2 = not so good; 1 = bad)

*travelling to/from school by car (n = 4), bus (n = 5), various (bus, car, taxi, walk) (n = 4)

Question 4: *How do you feel about playtime?*

Playtime was consistently perceived as positive, with participants on average feeling 'good' about it (M = 4.1, SD .38). One participant differentiated activities during playtime he disliked, such as bullying. Another participant reported that playtime activities varied depending on the weather, and that she sometimes liked 'rain-time' because the class would then be watching a DVD inside. One participant reported that she rarely found someone to play with her. A girl in Y6 emphasized playtime was the only time she saw her friend who was in a different class (Appendix 24: 7 & 8).

Question 5: *How do you feel about EAL support?*

Sixteen children felt 'good' to 'very good' about the EAL support (M = 4.25, SD .44). They specified different areas that were of importance to them, such as the literacy support offered by the EAL lead, but also her engaging personality, and receiving special time in a small group or one-to-one settings (Appendix 24: 9 – 12). The remaining two participants had not received EAL support in this school, and were therefore unable to answer the question. One participant described not being able to continue EAL support because younger EAL RG children had a greater need to learn English than him (Appendix 24: 13). Another participant described how EAL sessions inspired and supported her aim of becoming a teacher (Appendix 24: 14).

Question 6: *How do you feel about being in class?*

All eighteen participants on average felt 'good' about being in class (M = 3.9, SD .44). The participants' ratings were influenced by factors such as perceived support, favoured subjects and friends within the class context (Appendix 24: 15 & 16).

Question 7: *How do you feel about homework?*

Homework was the area with the highest variation of ratings between individual participants. Fifteen participants rated it from 'not so good' to 'very good' (M = 3.6, SD .91). Neutral or slightly negative feelings towards homework were due to some participants wanting to play instead, not understanding what to do or feeling they were tested (Appendix 24: 17 & 18).

Participants reported different strategies for completing homework. One described only bringing in homework on a weekly basis, while another participant completed and brought it back to school every day (Appendix 24: 19 & 20).

Question 8: *How do you feel about lunchtime?*

Lunchtime was perceived as 'okay' to 'good' across answers from fifteen participants (M = 3.7, SD .48). This rating was influenced by whether children liked the food, other pupils' (mis)behaviour during lunchtime, and their opportunity to meet friends or siblings (Appendix 24: 21 & 22). Eleven participants were regularly receiving meals in school. Six of them were on the 'free meal' scheme. Another three participants said that they brought lunch from home, and a final participant did both.

Question 9: *How do you feel about travelling to school/home?*

Only ten participants rated their feelings towards travelling to school and back home. Eight of them responded 'okay' to 'good' (M = 3.8 SD .42). For two children the question was re-worded to 'Is it easy or hard to travel to school?' which they answered with 'easy'. The remaining eight children were explicitly asked 'How do you get to school?' as they had difficulty understanding the original question. The most common method was by bus or car. Four children stated that this depended on their dad's working times (Appendix 24: 23). Eight participants were accompanied by their dads, three by sisters and brothers, and one by mum. Three children were not asked the question of how they got to school.

Question 10: *How do you feel about school trips?*

Sixteen of the eighteen participants said they felt 'good' to 'very good' (M = 4.25, SD .77) going on school trips; one participant did not like trips. The two remaining participants had not yet been on a school trip since their arrival. Two older children elaborated on why and what type of trips they liked; for one participant the most important aspect was for the trip to be accompanied by the EAL lead (Appendix 24: 24 – 26).

Overall, the ratings across the different settings did not differ significantly from each other (Friedman's χ^2 (5) = 8.239, p = .144).

Question 11: *Do you have a favourite school subject / activity of the day? If yes, which?*

Seventeen out of eighteen children answered this question. Their favourite activities ranged from specific subjects, such as literacy (N = 8) and maths (N = 3) to physical activities, such as PE (N = 3) and swimming (N = 3) to playtime (N = 2), as summarised in table 7.5. Preferences were influenced by the opportunity to work with and be supported by friends in different class-rooms at certain times of the day (Appendix 24: 27).

Table 7.5 Favourite school subjects and activities across participants

Favourite school subject or time of the school day (N = 17)	No. of answers
Everything	1
Literacy/phonics/writing/reading	8
Maths	3
Colouring/painting/arts	3
Swimming	3
PE, ball games	3
Playtime	2
Afternoon independent work	1
Singing / performance	1
Total (several answers possible)	*25*

Category C: Comparing areas of English and home language (L1)

Question 12a: *How do you feel about speaking English?*
How did you feel when you first arrived?

Seventeen of the eighteen participants answered this question. They reported that when they had first arrived in the UK they were not happy speaking English because they were unfamiliar with the language (Appendix 24: 28). Once progressing in English, children felt more confident and happy in school:

Researcher: How did you feel about speaking English when you came to England?

Child 13 (Y4): Mh, well I was crying in [*other school*]. And then, when I gone in Y2 it got better and better. (…) because then everyone (…), you know, like they get me.

At the time of the study participants felt 'okay' to 'very good' (M = 4.4, SD .70), about speaking English (see table 7.6). One child pointed out that he enjoyed learning new things, including English as a new language (Appendix 24: 30).

Question 12b: *What language(s) do you speak at home?*
How do you feel about speaking your home language (L1)?
Are there any other languages you speak?

All seventeen participants who answered this question reported speaking Slovak (Appendix 24: 31 & 32). Their feelings towards speaking their L1 ranged from 'okay' to 'very good' (M = 4.0, SD .72), which was similar to their feelings about speaking English. Two participants said that they preferred speaking English to their L1. Ten others reported that in their home environment they were exposed to at least one other language. One participant was convinced that

> You come from Slovakia, everybody can speak (…) Slovak and Roma. (C1, Y4).

However, only six participants confirmed to speak Romani, another five Czech (see table 7.1).

Table 7.6 Descriptive data about participants' feelings towards English and their L1

Language area	Language	N	Mode	Median	Mean	SD	Range
Speaking	English	17	5	4	4.4	.70	3 – 5
	L1	15	4	4	4.0	.72	3 – 5
Understanding	English	16	4	4	4.0	.63	3 – 5
	L1	13	4	4	4.2	.55	3 – 5
Writing	English	17	4	4	4.2	.66	3 – 5
	L1	12	4	4	4.0	.94	2 – 5
Reading	English	16	5	4	4.0	1.26	1 – 5
	L1	12	5	4	3.7	1.23	2 – 5

(ratings: 5 = very good; 4 = good; 3 = okay; 2 = not so good; 1 = bad)

Question 13: *How do you feel about understanding (a) English, (b) L1?*

Although the Median for all ratings was the same across the fifteen participants who answered this question (*Mdn* = 4), the answers overall ranged from 'okay' to 'very good' for English (M = 4.0, SD .63) and their L1 (M = 4.1, SD .55). All participants said they had difficulties understanding English when they first came to the UK. Four children reported continuing difficulties. Some participants identified to be more confident in understanding their L1 because of their higher familiarity with it being used in their home environment (Appendix 24: 33 & 34).

Romani language experience

Six participants of whom six siblings also participated in the study confirmed to speak and understand at least 'a little' Romani. Four participants were from a family who ascribed as 'Slovak'. One of these four children actively denied being able to speak any Romani.

Question 14: *How do you feel about writing (a) English, (b) L1?*

The responses of seventeen participants answering this question varied from 'okay' to 'very good' (M = 4.2, SD .66). Only fifteen children answered regarding their L1. Of these, three stated that they could not write in their L1 at all (see table 7.7). The answers of the remaining twelve participants ranged from 'not so good/a little hard' to 'very good/very easy', with the majority saying 'good' (M = 4.0, SD .94) (see table 7.6) Two of these children were in Year 1, and the writing ability of any children at this age is restricted, regardless of language background. Thus, the two Y1 children who were not yet able to read or write still expressed feeling 'good' about these areas in both languages.

Table 7.7 Participants' ability to read and/or write in Slovak and other languages than English

	Slovak reading	Slovak writing	Romani writing	Polish reading and writing
Yes	11	12	2	1
No	1	3		

Question 15: *How do you feel about reading (a) English, (b) L1?*

The answers about reading were similar to writing, and varied widely. Of the seventeen participants answering this question the majority felt 'good' about reading English (M = 4.0, SD 1.26). One of the twelve participants in Y3 stated to be unable to read in their L1; two said they could only read 'very little'. The remaining nine children's ratings of reading in their L1 varied from 'a little hard' to 'very easy' (M = 3.7, SD 1.23). The diversity of ratings between individual children is reflected in the high standard deviations for both, reading in English and their L1 (see table 7.6). One participant in Y6 perceived reading and writing in Slovak as easier compared to English and related this to the use of capital letters for nouns in Slovak. One participant in Y3 stated she wrote and read in Polish, while her English literacy acquisition was reported by teachers to be 'difficult'.

Question 16: *How do you feel about talking to others in (a) English, (b) L1?*

This question was not explicitly asked. Responses arose while talking to the older participants, some of whom were able to differentiate between using their L1 within the family and with friends from the same background, while English was the main language in the educational setting. In school all RG children occasionally used their L1, for example, during playtime, lunchtime or to clarify when one of them did not

understand a task in the classroom. One participant said he had learned a little English at school in Slovakia before coming to the UK (Appendix 24: 35).

Overall, the ratings between English and L1 in the different language areas did not differ significantly from each other, χ^2 (7) = 4.789, p = .686.

Category D: Support for learning English

Question 17: *What do (did) you find helpful for learning English?*

Sixteen out of the eighteen participants answered this question. During the interview process the question was partly simplified by the researcher to 'Who helped you with learning English?'. The most frequent answers were 'EAL support' and 'teachers' (N = 12), but also 'friends' (N = 11) (see Figure 7-2). Outside school it was mainly dads (N = 8), and a lower number of mums and sisters (N = 5) supporting RG children with learning English. Three participants said that they taught themselves, while two participants said that regularly being in class and attending school had particularly helped them (Appendix 24: 36 & 37).

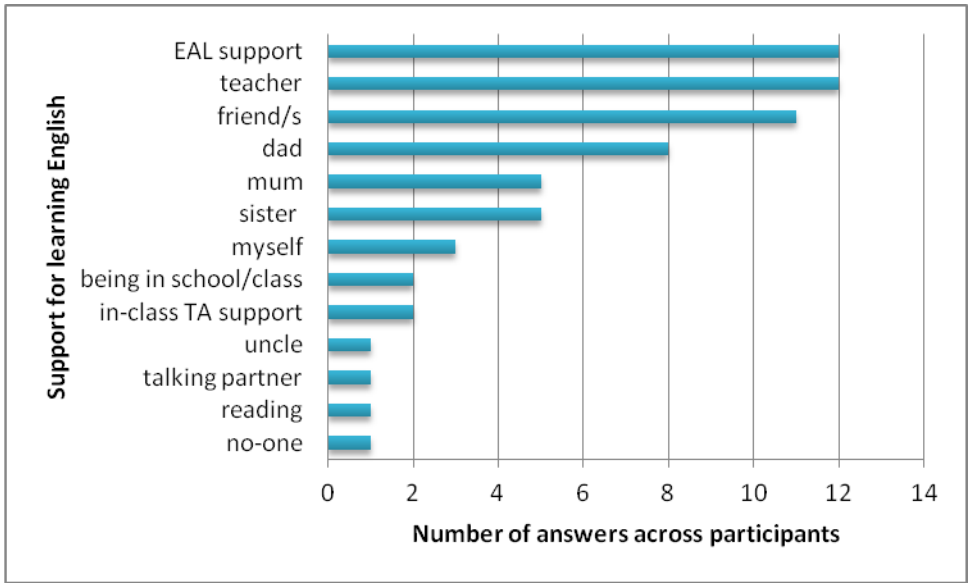

Figure 7-2 Main support for learning English across participants (N = 16)

Individual participants gave examples of supporting each other with their learning in- and outside school, and having 'talk partners' in class; one stated to support her parents with learning English (Appendix 24: 38 – 40).

Question 18: *Can you think of anything at school that is helpful for (a) you? (b) your parents?*

Due to time constraints and participants losing interest, the researcher only asked two participants to answer question 18. One of them answered 'reading', the other 'writing'.

Question 19: *Can you think of anything you would wish for in school to help (a) you? (b) your parents?*

For question 19 the two participants answering question 18 said the same as above. None of the other participants provided an answer but shrugged their shoulders.

Question 20: *Do you think the following would be helpful?*

a) More sessions of EAL
b) Someone who speaks your home language
c) More time from teachers
d) Parents presence/involvement
e) Any other suggestions

Question 20 was answered by fourteen participants (see table 7.8). Some answers included 'don't know' or the shrugging of shoulders. Twelve participants considered a higher frequency of EAL support and the presence of an adult L1 speaker in school as supportive. Seven participants agreed it may be beneficial involving their parents in school, and six said that receiving more one-to-one time with their teacher may be useful.

Table 7.8 Suggestions for future support in school for learning (N = 14)

Area of support	Yes	No	Not sure
More EAL	12	0	2
L1 speaker	12	1	1
Parents	7	1	1
Teacher time	6	0	2
Other	All family, friends; writing		

However, individual participants did not agree with some of the suggestions. For example, one participant denied having an L1 speaker would be beneficial:

> ... because, you know, the children they might always want to speak Slovakian and then they wouldn't get English that much. (…) Well, most of the children they tell them [*younger RG children with less English*] what to do and just help. (C14, Y6)

Another participant, said that she did not want her parents to help her in school but instead the EAL lead or the researcher (Appendix 24: 42). She agreed that it would be beneficial if the EAL lead was able to speak Slovak.

Category E: Being new to a British school and related challenges

Question 21: *Were there any problems when you first came to this school?*

In the course of the interview this question was re-worded to 'How did you feel when you first came to school in this country?' and only twelve participants responded. Apart from one all participants had been scared or upset due to being unable to understand English, their unfamiliarity with the new environment and the absence of friends (see table 7.9).

Table 7.9 Feelings of children after new arrival in the British school

Feelings being new to school in the UK (N = 12)	No. of answers
Scared / afraid	7
Sad	4
Crying	3
Not understanding	3
Alone/no friends	3
Confused / little confident	2
'I want to go mum'	1
'It was hard'	1
'I don't cry'	1
Total (several answers possible)	*25*

Question 22: *Are there any problems now?*

All participants had stated at the beginning of the interview that they were feeling quite happy about school. Question 22 was therefore seen as redundant, and not asked.

Question 23: *Anything you want to add you think is important?*

Only two participants provided an answer to this question by repeating what supported them with learning English, such as 'reading' and 'writing'.

Additional themes arising from the interviews

An additional theme that arose was the participants' job aspirations. One boy in Y6 wanted to become a policeman but as the job was described as dangerous, he alternatively dreamt of being a professional football player. One girl in Y6 wanted to become a secondary school or dance teacher, another girl in Y1 a primary school teacher.

Apart from the EAL lead and class-teachers friends were identified and described as a major 'resource' for support in school. Participants emphasized that having friends,

especially from a similar cultural background, was not only important for socialising during playtime but also for emotional support; for example when settling into school, and for learning alongside peers from different language and cultural backgrounds.

Three participants in Y6 were worried about their transition to secondary school because of anticipating the work to get harder, being afraid of bullying, and not knowing anybody. A third participant insisted to go to the secondary school of her choice or not at all.

7.5 Results from the language tests

In the following paragraphs the participants' language data are presented in the two age groups. Individual scores from all assessments can be found in Appendix 26.

7.6 Results: BPVS – Receptive English vocabulary assessment

All eighteen children were tested with the BPVS-II (Dunn et al., 1997) and their scores analysed. Table 7.10 presents the participants' outcomes in raw and standardised scores for the whole sample, and for the two age groups separately. The distribution of raw scores is shown in Figure 7-3.

Table 7.10 Descriptive data: BPVS raw and standard scores across participants and age groups

BPVS	Age	Median	Mean	SD	Range
Raw score (N = 18)	5;02-11;00 yrs	42.00	43.9	10.6	30 – 62
(Standard score)		(64.50)	(63.8)	(8.5)	(52 – 79)
Group A		37.00	36.4	5.6	30 – 43
(N = 8)	< 8;06 yrs	(70.00)	(72.5)	(9.7)	(62 – 92)
Group B		51.50	49.9	9.9	35 – 62
(N = 10)	8;06 yrs >	(61.00)	(61)	(8.3)	(52 – 77)

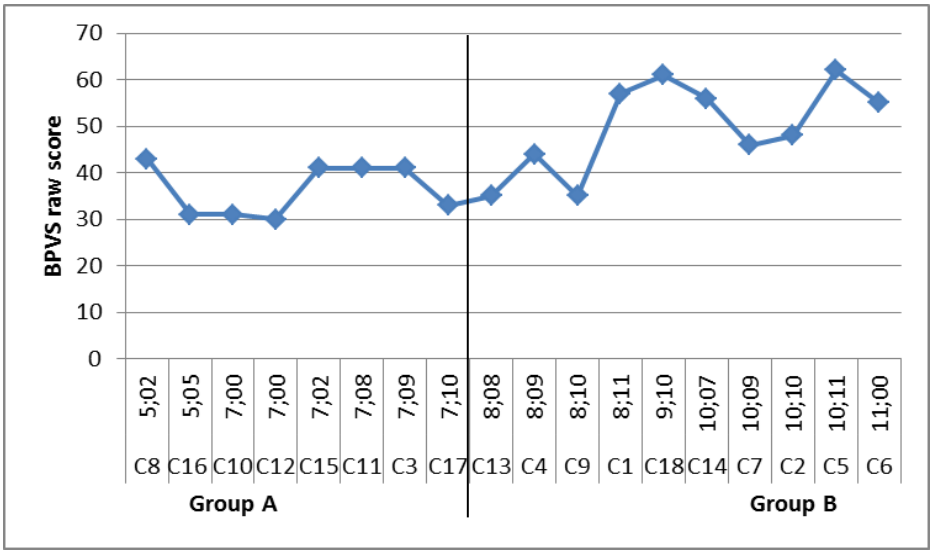

Figure 7-3 Line diagram: distribution of BPVS raw scores across participants

The older age group B (*Mdn* = 51.50) scored significantly higher on the BPVS raw scores than the younger group A (*Mdn* = 37.00), *U* = 8.0, p = .004, r = -.158 (see Figure 7-4). The variation of raw scores in Group B was higher (M = 49.9 SD 9.9) varied more widely than in group A (M = 36.4 SD 5.6).

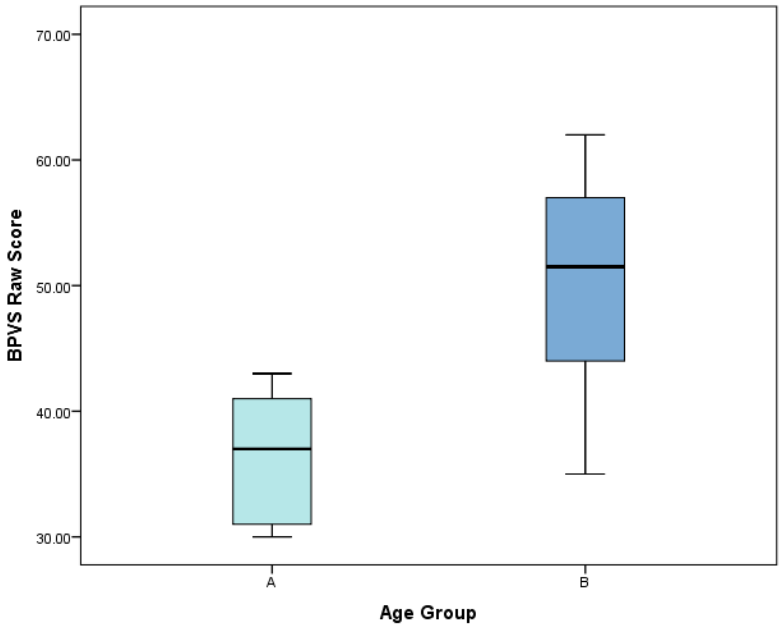

Figure 7-4 Box plot: distribution of BPVS raw scores cross age Groups A and B

After transforming raw scores into Standard Scores a converse age effect appeared (Figure 7-5): The younger age Group A (*Mdn* = 70.00) had significantly higher standard scores than Group B (*Mdn* = 61.00), *U* = 13.0, p = .016, r = -.13. Standard

Scores represent norms based on a large monolingual sample provided in the conversion tables of the BPVS manual.

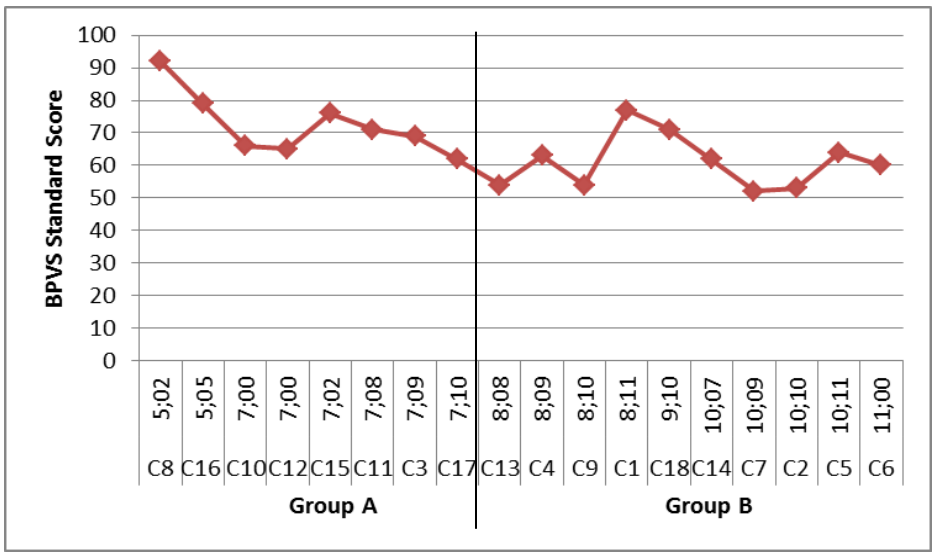

Figure 7-5 Line diagram: distribution of BPVS Standard Scores across participants

The majority of participants in the current study performed 1.5 to 3 standard deviations (SD) below the average standard score of 100 (Figure 7-6). The participant's performance equalled expectations for much younger monolingual children (3;05 to 6;01 year-olds). Discrepancies were bigger for children in the older age group.

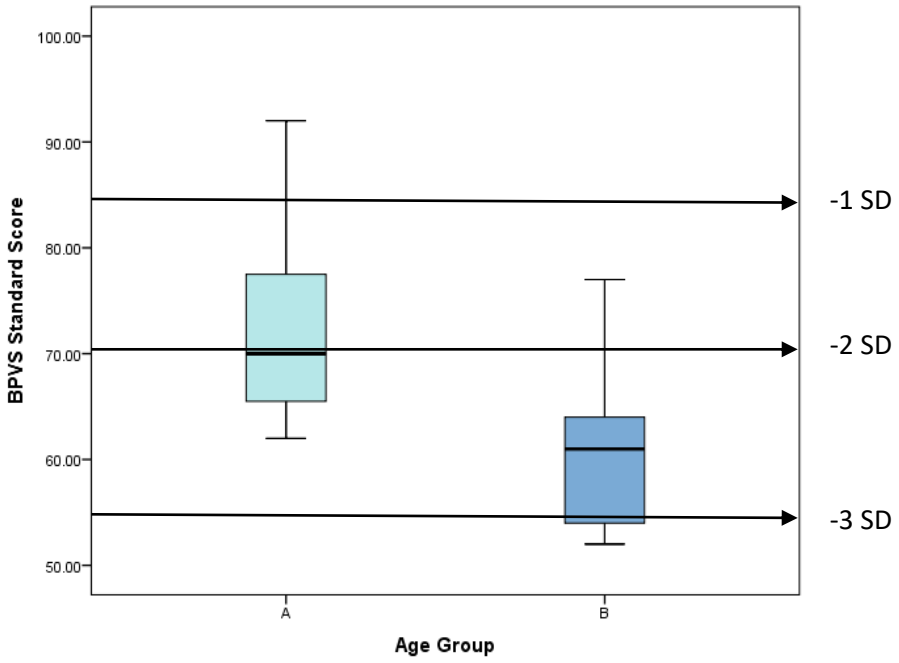

Figure 7-6 Box plot: distribution of BPVS Standard-Scores across age Groups A and B

7.7 Results: RAPT – Expressive English language assessment

All eighteen participants completed the RAPT (Renfrew, 2010). An information score (IS) and a grammar score (GS) were calculated for each participant. Table 7.11 summarises the descriptive data across all participants and for each age group separately. Within both age groups the scores varied widely; the IS was consistently higher than the GS (see Figure 7-7).

Table 7.11 Descriptive data: IS and GS raw scores from the RAPT across participants and age groups

RAPT	Age	Median	Mean	SD	Range
Information score (IS) (N = 18)	5;02 – 11;00 yrs	24.50	25.4	5.9	16.5–35.5 (out of 40)
Group A (N = 8)	< 8;06 yrs	21.50	22.2	5.4	16.5–34
Group B (N = 10)	8;06 yrs >	28.75	28	4.6	18.5–35.5
Grammar score (GS) (N = 18)		17.25	18.5	4.1	12.5–26.5 (out of 38)
Group A (N = 8)		16.75	16.4	3.3	12.5–22
Group B (N = 10)		19.75	20.1	4.1	15–26.5

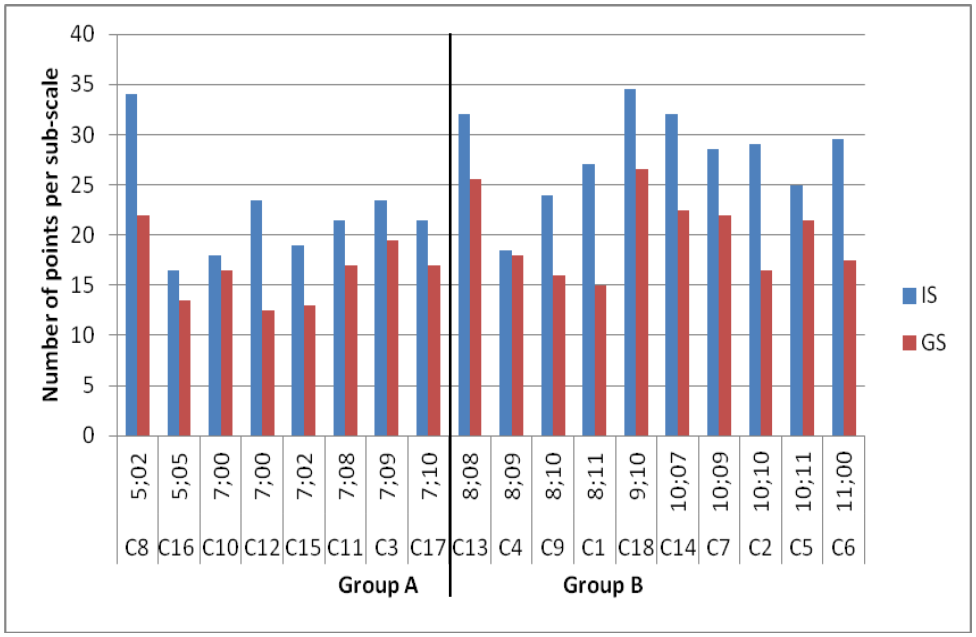

Figure 7-7 Bar-chart: distribution of RAPT information and grammar scores across participants

The youngest participant (C8) outperformed all others in Group A on the IS and her score was equivalent to the highest score in Group B (see Figure 7-8).

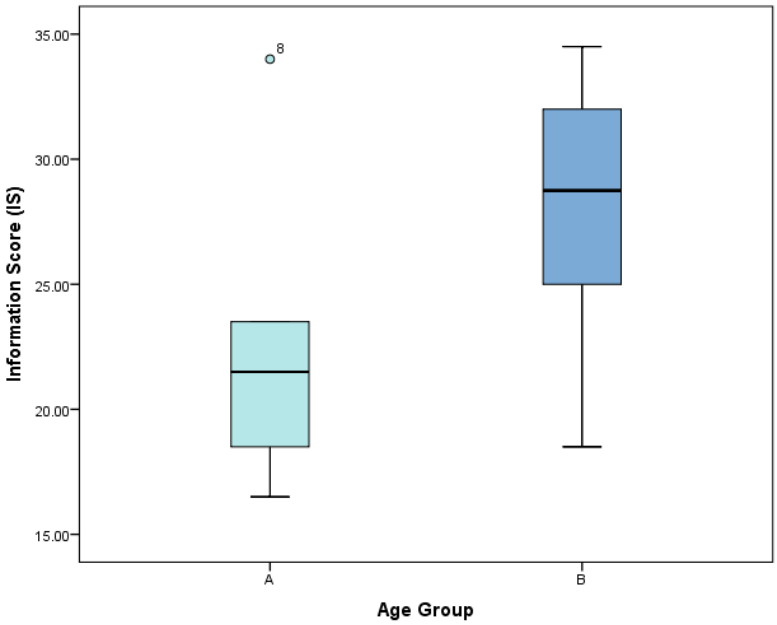

Figure 7-8 Box plot: Distribution of IS in age Groups A and B

The older age Group B had higher scores on both measures (IS *Mdn* = 28.75, GS *Mdn* = 19.75) than the younger participants (IS *Mdn* = 21.50, GS *Mdn* = 16.75). While for the IS, this difference was statistically highly significant, *U* = 14.0, p = .021, r = -.55, this was not the case for the GS, *U* = 20.0, p = .075, r = -.42 (Figure 7-9).

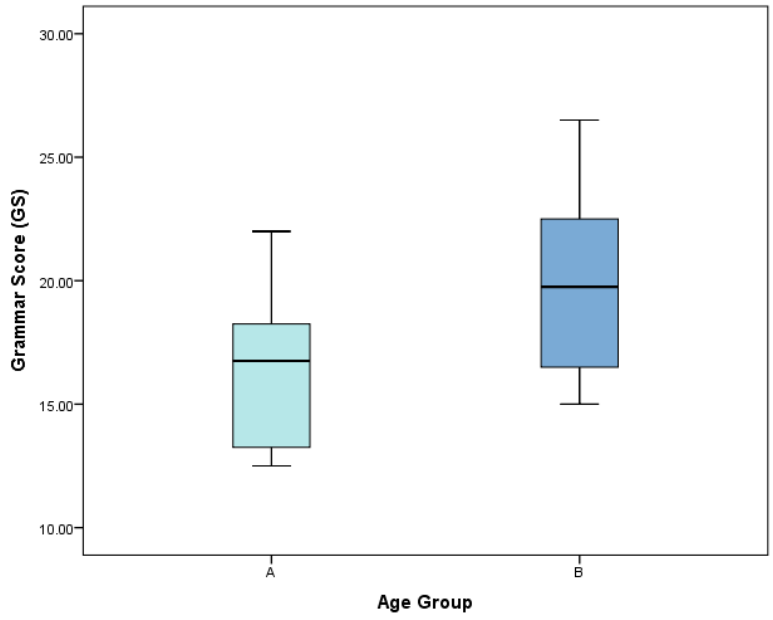

Figure 7-9 Box plot: Distribution of GS scores in age Groups A and B

Overall, the scores of the participants in this study were markedly below age expectations from the monolingual RAPT standardisation group. Only one participant (C8) exceeded age expectations on the IS by more than fourteen months.

To avoid an over-interpretation of the differences between Group A and B, it is important to consider that there is a natural trend of rising IS and GS scores with increasing chronological age and language knowledge. However, all participants in Group B (8;09 to 11;00 years) were above the maximum standardisation age of the test (8;05 years). Accordingly, they would be expected to reach maximum scores. However, the outcomes show a marked discrepancy of the performance of Group B to age expectations.

Typically, children's IS develops faster than the GS (Renfrew, 2010). For monolingual four- to five-year-olds the GS score would be around 75% of the IS, 80% for six-year-olds and 82% for age seven and above. Participants in this study showed percentages between 55% (high discrepancy) to 97% (high similarity). Participants in Group B showed a higher discrepancy between IS and GS scores, indicating that skills for conveying information were better developed than the specific grammatical aspects targeted by GS of the RAPT.

Inter-rater reliability

Four of the 18 RAPT anonymised transcripts (20%) were randomly selected and rated independently by an experienced SLT. The inter-rater reliability between the SLT and the researcher was 96.9% for the IS and 96.5% for the GS. The researcher also re-scored all transcripts after two months which revealed an intra-rater reliability of 96.8% for the IS and 94.3% for the GS, so the scores from the initial ratings were used for data analysis.

7.8 Z-scores: Comparison of scores across language tests and participants

To enable a direct comparison across the two language assessments, and three language areas (receptive vocabulary, IS and GS), participants' scores were transformed into z-scores. Z-scores enable the comparison of participants within a sample relative to each other based on the distribution of raw scores (Dancey & Reidy, 2007). This is specifically useful where norms and standardisations of a test are not applicable and comparisons are made across different tests and/or participant groups. Z-scores were calculated separately for the two age groups. They are presented for the younger age Group A in Figure 7-10, and for Group B in Figure 7-11 respectively.

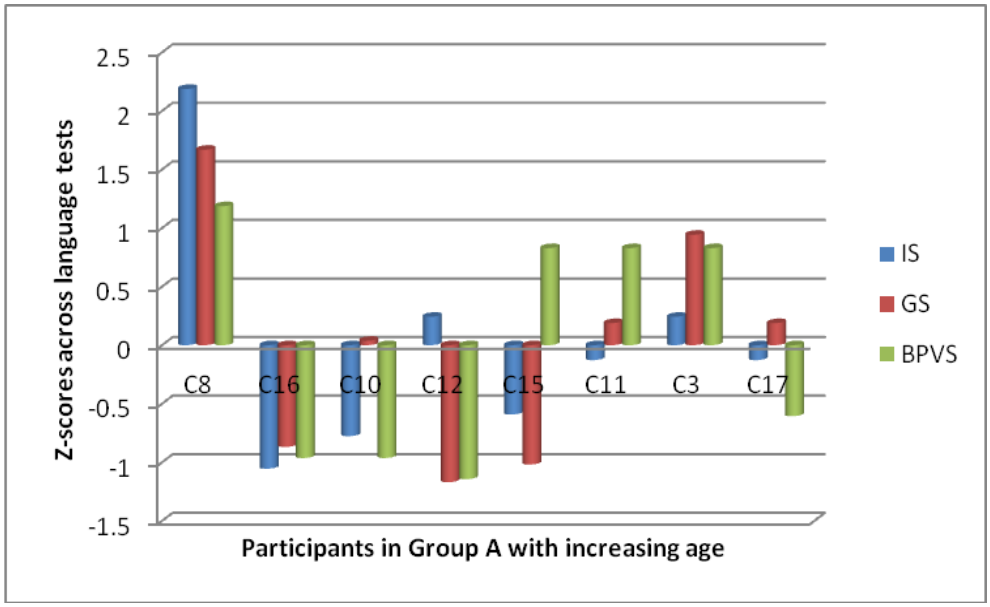

Figure 7-10 Bar chart: distribution of z-scores across language assessments in Group A

The z-score distribution reflects how participants from Y1 to Y3 performed relative to each other on the different language tests based on raw scores, and does not account for age differences. The variation between the three language areas for participants in Group A was considerably high (Figure 7-10). The youngest participant (C8) outperformed all others; C16 had the overall weakest profile. C10 and C12 performed low in the BPVS and the GS. For C15 receptive vocabulary was a strength compared to a weaker performance in IS and GS while the opposite was true for C17. The two youngest participants had attended FS in the UK, while all others were new to the UK and school without prior educational experience. C17 had joined school only 11 months ago.

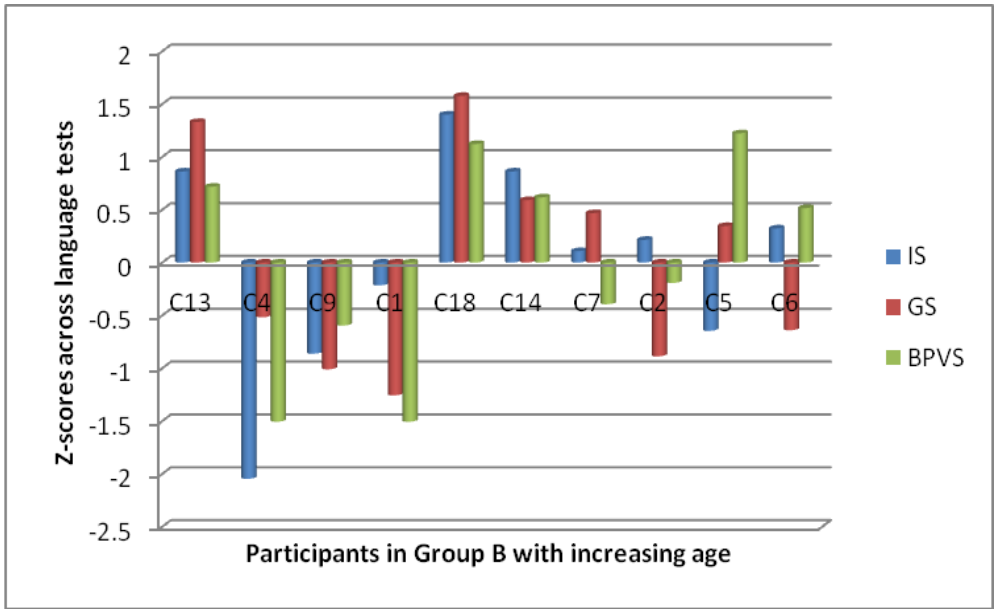

Figure 7-11 Bar chart: distribution of z-scores across language tests in Group B

Within Group B, participants C18, C13 and C14, who had previously attended a different UK school, achieved the highest. C7, C2 and C6 had previously been to school in Slovakia. C4, C9, C1 and C5 were new to school and the UK and performed lowest within this age group. Where some participants had relative strengths in either receptive vocabulary (C5) or GS (C6), for others these were weaknesses (BPVS: C1, C4; GS: C2 & C6). Thus, the overall outcomes within this small sub-sample show a mixed picture and marked difficulties of three out of four participants in Y4 (C4, C9, C1). Against age expectations, the five participants in Y6 did not consistently outperform those in Y4 and Y5.

7.9 Results: Further analysis of the expressive English language sample

In addition to the quantitative analysis of the language tests, the researcher examined the overall language performance and grammatical aspects of the participants more closely. For this purpose their answers from the RAPT functioned as an expressive language sample. The findings in this section are presented in two sub-sections of analysis: (a) using the SALT software, and (b) hand-coding morpho-syntactic structures.

7.9.1 The Systematic Analysis of Language Transcripts (SALT)

As the researcher was new to using this method, six of the eighteen transcripts were discussed with a colleague in regards to using specific codes and defining

communication-units (C-units). One C-unit constitutes an independent main clause or a main clause together with dependent subordinate clauses. The number of subordinate clauses within an utterance is indicated in square brackets, e.g. [S0] to [S3]. Table 7.12 summarises the participants' MLU, number of utterances, clauses and subordination index (SI). The SI is a measure of syntactic complexity which is calculated by dividing the total number of clauses by the number of C-units. Only three participants produced subordinations of more than two elements [S3]. Another three participants produced simple utterances with one subordinate clause as a maximum [S1]. The utterances receiving zero-scores [S0] lacked one substantial phrase constituent (subject or verb) in the main clause. Participants with particularly low SIs are marked with an asterisk in the table below.

Table 7.12 SALT measures (SI, MLU, number of utterances) across participants

Child	School year	Age Group	No. of utterances	MLU words (morphemes)	SI	S0	S1	S2	S3
C16	1	A	28	4.43 (5.46)	0.92	3	21	1	0
C8	1	A	51	6.73 (7.98)	1.14	2	36	4	2
C10	2	A	21	4.04 (5.13)	0.94	2	16	1	0
C12	2	A	19	5.42 (6.26)	0.89	2	17	0	0
C15	3	A	43	3.63 (4.42)	0.93	2	25	0	0
C11	3	A	26	5.06 (5.86)	0.94	4	25	2	0
C3	3	A	56	6.11 (6.68)	1.09	5	31	7	1
C17	3	A	18	3.61 (4.28)	0.67*	5	10	0	0
C13	4	B	25	6.56 (7.84)	1.04	2	19	3	0
C4	4	B	20	6.45 (7.80)	0.95	4	12	3	0
C9	4	B	23	4.17 (4.92)	0.67*	6	8	1	0
C1	4	B	40	5.60 (5.90)	0.93	7	15	5	0
C18	5	B	16	6.19 (7.00)	0.86	3	10	1	0
C14	6	B	21	7.33 (8.57)	1.25	0	15	5	0
C7	6	B	48	5.00 (6.04)	0.92	8	25	3	1
C2	6	B	31	3.65 (4.03)	0.56*	9	8	1	0
C5	6	B	22	5.09 (5.68)	0.89	2	16	0	0
C6	6	B	27	5.89 (6.33)	1.00	1	23	1	0

*particularly low SI

It is recommended to base SALT analysis on a minimum of 50 utterances per participant, as a smaller sample does not necessarily reflect the child's true abilities (Miller & Iglesias, 2010). Although the same assessment was used to elicit language samples from participants in the current study, the length and complexity of their productions varied considerably, ranging from 16 to 56 utterances (M = 29.72, SD 12.37). Compared to monolingual children in Y1 to Y3 cited in the SALT manual (see table 7.13), the participants in the current study had lower SIs. However, data in the SALT manual are based on story-retelling, which may lead to different outcomes compared to using the RAPT for analysis.

Table 7.13 Expected Subordination Index (SI) in Y1 to Y3 (Miller & Iglesias, 2010)

Age	**SI**	**SD**
1st grade	1.11	0.14
2nd grade	1.28	0.12
3rd grade	1.26	0.11

Table 7.14 summarises other aspects that were extracted from the participants' language samples, such as pausing (for individual data of the participants see Appendix 25). Three participants produced more than 20% one-word-utterances. The number of bound morphemes varied from 12 to 64 (M = 25.33, SD 14.23). However, the number of utterances varied considerably which impacted on the morpheme count. The amount of mazes and omissions was high. Mazes were present in 26.32% to 56.25% (M = 39.09, SD 9.87) of utterances, and 4.76% to 61.11% of utterances contained omissions.

Table 7.14 Descriptive statistics of different grammatical aspects using the SALT software

Area of analysis (N = 18)	Mean	SD	Range
Analysed utterances	29.72	12.37	16 – 56
Group A	32.75	15.08	18 – 56
Group B	27.30	9.87	16 – 48
MLU words	5.28	1.67	3.61 – 7.33
Group A	4.88	1.16	3.61 – 6.73
Group B	5.59	1.13	3.65 – 7.33
MLU morphemes	6.12	1.33	4.03 – 8.57
Group A	6.78	1.23	4.28 – 7.98
Group B	6.41	1.41	4.03 – 8.57
Subordination Index	.92	.17	.56 – 1.25
Group A	.94	.14	.67 – 1.14
Group B	.91	.19	.56 – 1.25
Bound morphemes	25.33	14.25	12 – 64
Group A	30.13	15.69	12 – 64
Group B	21.50	12.47	12 – 50
Morpheme omissions	5.39	5.46	0 – 20
Group A	4.88	5.59	0 – 16
Group B	5.80	5.61	1 – 20
One word utterances	11.57	9.87	0 – 34.48
Group A	9.81	7.81	0 – 20.93
Group B	12.98	11.47	0 – 34.48
Mazes	39.09	9.87*	26.32 – 56.25
Group A	32.42	5.01	26.32 – 39.29
Group B	44.43	9.65	29.03 – 56.26

*significant difference between age groups

As indicated by maze revisions, an increased number of pauses within and between utterances, and problems with word order, many participants struggled with utterance formulation (Miller & Iglesias, 2010, p. 43). However, for the current study these issues regarding language performance are not interpreted at a clinical level, as the outcomes would additionally need to be compared to participants' L1 performance.

7.9.2 Qualitative analysis: Morpho-syntactic structures

To gain a better understanding of emerging, and omitted grammatical structures, the researcher investigated individual participants' utterances. These were related to the 14 grammatical morphemes underlying Brown's Stages of grammatical development (Paul, 2007, p. 353), word order, word finding and over-generalisation. The three most prominent challenges for individual participants are summarised in Appendix 27. Across all participants, the following morpho-syntactic aspects were most challenging: 3rd person singular, tense, gender, and auxiliary verbs. However, inconsistent use of some of the above morphemes may be a sign of developing grammar rather than an underlying language difficulty. In the context of using the

RAPT with EAL learners, the grammatical structure of their L1 will impact on their answers in English.

7.10 Results: National Curriculum (NC) levels in English and Maths

All participants' English and Maths NC-levels and their affiliation to target groups in class are summarised in table 7.16. For English, only one participant was affiliated to the 'average' target group while eight participants were 'below average', and seven in the 'low' ability group. One teacher had an additional group for EAL children, for whom she consistently had differentiated (lower) targets. In Maths, only one participant was described as 'nearly average'. Eleven participants were in the 'below average', and six in the 'low' ability group.

7.10.1 NC-levels

There are three sub-levels (a, b, c) to every NC-level (1 to 4); with 'c' being the lowest and 'a' the highest sub-category. For example, the attainment of a child at level Xc describes them as merely reaching level X and potentially being inconsistently achieving it; at level Xb they are nearing the expected average attainment of that level but may need some support; for level Xa their attainment reflects reaching level X expectations independently, securely and consistently. All children are expected to work towards sub-level 'a' for each NC-level (Appendix 28). If children develop over two sub-levels in one year, their progress is considered satisfactory; good progress is defined by attainment through three sub-levels.

Table 7.15 National Curriculum level expectations according to primary school year

(End of) School year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected NC level	1a	2b	2a/3c	3c	3a/4c	4a

None of the participants in Group B of this study attained levels higher than 2c for English and 3c/2b for Maths (see table 7.16). These levels are expected in children in Y2 and Y3 (see table 7.15). For the five participants in Group A, who performed below NC-level 1, ratings were based on levels from the Foundation Stage profile or P-levels. The latter are typically used for children with SEN.

Table 7.16 National Curriculum (NC) levels of individual participants for English and Maths

Child (Year)	Year	Age Group	English overall	Target group*	Speaking	Listening	Reading	Writing	Maths	Target group
C8	1	A	green	green	0.7	0.7	0.55	0.55	0.7	green
C16	1	A	0.3	blue	0.7	-	0.3	0.3	0.3	blue
C10	2	A	0.8	blue	1c	1c	0.7	0.7	0.9	green/yellow
C12	2	A	0.8	yellow	1c	1c	0.5	0.7	-	green
C15	3	A	1b	blue	1c	1c	0.7	1b	0.7	blue
C11	3	A	blue	blue	1b	1b	0.8	1c	1b	blue
C3	3	A	blue	blue	1c	1c	0.7	0.8	1c	blue
C17	3	A	0.6	blue	0.6	0.6	0.6	0.6	1c	blue
C13	4	B	1b/a	green	1b	1b	1a	1a	1a	blue/green
C4	4	B	1a	purple/(EAL)	1a	2c	1b	1b	1a	green
C9	4	B	1b	green	1b	1b	1c/b	1a	1a	green/blue
C1	4	B	1a	green	1b	1b	1a	1a	3c/2b	green
C18	5	B	2a	green	3c	3c	2a	2b	2b	green
C14	6	B	2c/2b	blue/green	1a	1a	2c/b	2c	2c/b	green
C7	6	B	1a	blue	1b	1b	1c/1b	2c	1a/2c	blue
C2	6	B	1a/2c	green	1a	1a	1c	-	2a	green
C5	6	B	1a/2c	green	1a	1a	1a	-	2a	green
C6	6	B	2c	yellow	2b	2a	2c	2c	2b	green

*target groups: blue = low; green = below average; yellow = average; red = above average

7.10.2 English language sub-categories

Overall, only two participants from Group B performed at NC-levels higher than 1 for 'speaking', eleven participants were working at varying sub-levels of NC-level 1, and four below (table 7.16). This was similar for 'listening', although the participant in Y5 achieved level 3. For 'reading', three participants in Group B performed at NC-level 2, seven at level 1 and eight below NC expectations, similarly for 'writing', where two teachers had not provided the information.

Figure 7-12 presents the distribution of NC-levels in the four sub-categories for the younger participants in Group A (Y1 to Y3). While differences are visible across sub-categories and participants, all their achievements were below age expectations. Reading was the weakest area for all participants in Group A. The five participants in Y2 and Y3 performing at NC-level 1 for speaking and listening were expected to reach NC-level 2 to 3. The oldest participant in Group A (C17) performed very low in all areas of English. She arrived to the UK and this school only a year prior to the study, without prior school experience; her class-teacher suspected potential SEN.

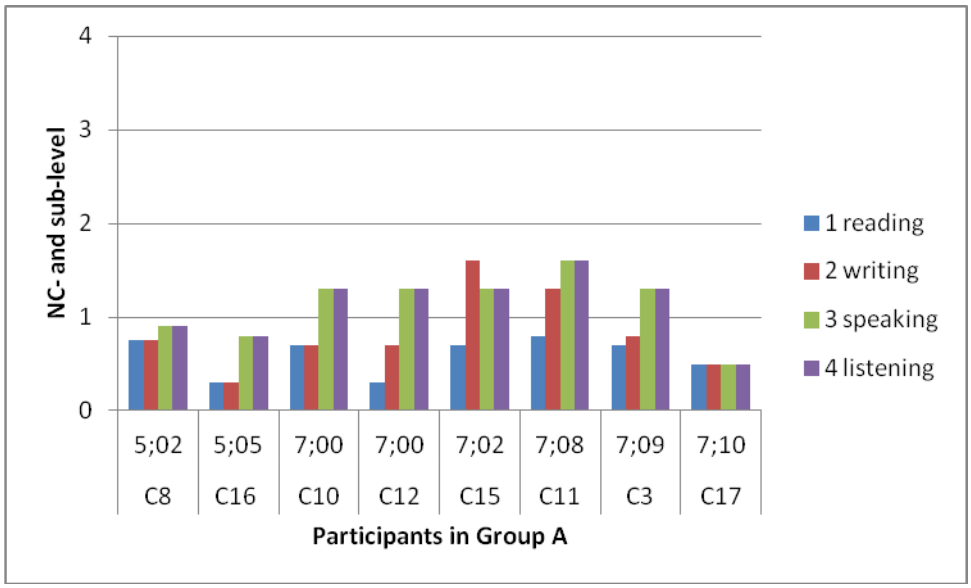

Figure 7-12 Bar chart: P- and NC-levels for areas of English across participants in Group A

In Group B (Y4 to Y6), all participants performed below age expectations for their monolingual peer group. Only for one participant (C18) in Y5, the gap was not as marked; he was the only participant reaching NC-level 3 for speaking and listening (Figure 7-13). One other participant reached level 2 in these areas; all others were performing at NC-level 1. All participants in Y6 were expected to reach NC-level 4.

Many participants had lower NC-levels in the areas of reading and writing. However, writing was a relative strength for C7 and C9, reading and writing for C14 and C13.

Three participants had previously been to a different UK school (C13, C14 and C18), another three had been to school in Slovakia (C7, C2, C6) before arriving in the UK. The remaining four participants were new to the UK and school.

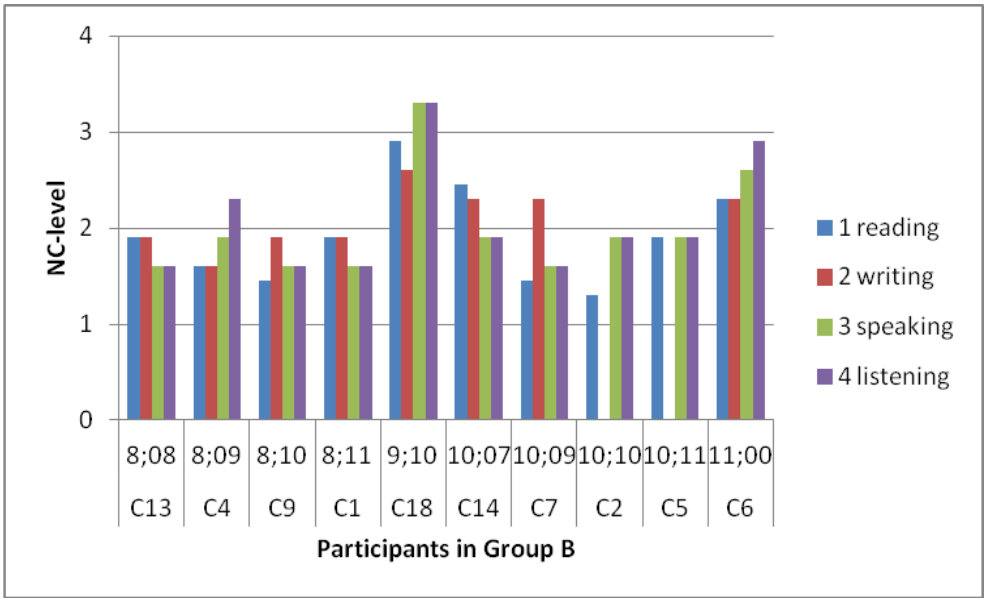

Figure 7-13 Bar chart: NC-levels for areas of English across participants in Group B

7.10.3 Comparison of NC-levels in Maths and English

All participants in Group A performed below national expectations (Figure 7-14). Only three out of eight reached NC-level 1c or higher for Maths, only two for English. In both subjects children at the end of Y1 are expected to reach NC-level 1a. While overall levels of Maths and English were similarly low, the Maths NC-levels of the three oldest participants in this group were slightly higher than for English. For C15 this effect was contrary. For one participant this information was missing

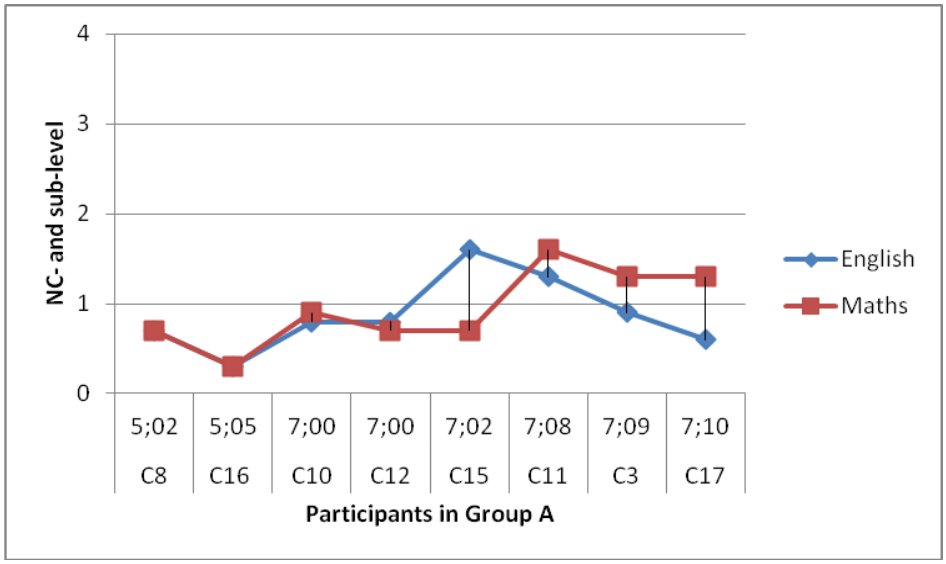

Figure 7-14 Line diagram: Maths and English NC level for participants in Group A

In the older age Group B all but one participant performed below age expectations (Figure 7-15). Seven of the older participants performed at NC-level 2 in Maths, three at level 1. Three participants were markedly stronger in Maths than in English (C1, C2, C5), another four slightly stronger and only one slightly weaker in Maths compared to English (C18).

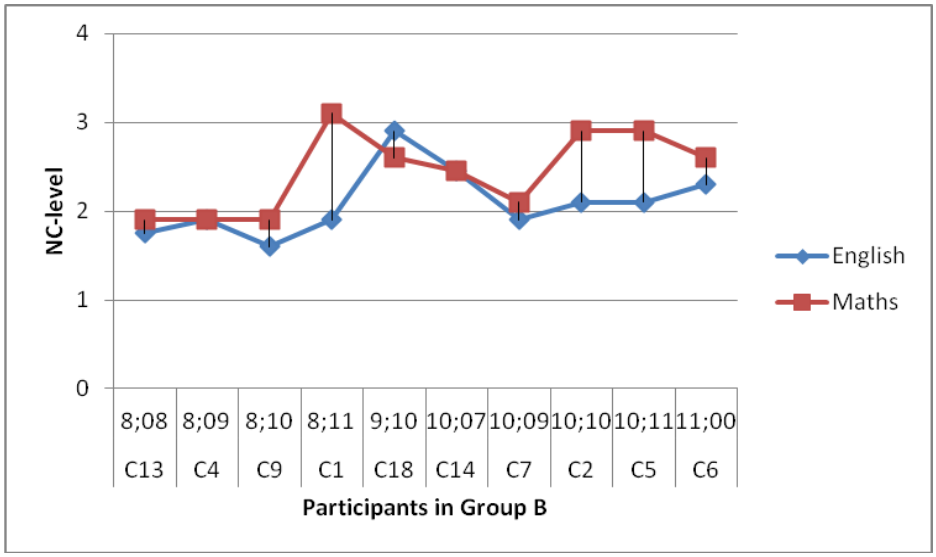

Figure 7-15 Line diagram: Maths and English NC level for participants in Group B

7.11 Summary of Chapter 7

7.11.1 RG Children's Interviews

Answers to Research Question 1:

The experience of learning and support in school

- All participants enjoyed going to school. Most of the settings were rated positively, especially the EAL support and being in class, but also the social time with other pupils (playtime, lunch, trips).
- Children were highly motivated to learn English and perceived the English language equally or sometimes even more positively than their L1.
- More than half of the participants rated literacy, reading and/or writing as their most favoured school subjects.
- EAL support and teachers were identified as the most frequent resources for learning English, although friends were nearly as frequently stated. More than half of the participants also felt the support of family members, mainly dads, was helpful.

Answers to Research Question 2:

The perception of barriers and suggestions to reduce them

- All participants had difficulties settling into school and identified the language barrier as one of the main factors affecting their emotional wellbeing.
- The perceptions of homework varied among the participants. It was sometimes described as inaccessible and challenging due to lacking support and thus, may act as a barrier to educational attainment.
- The participants were aware of and deplored the restricted duration and frequency of EAL support. At the same time they reported to sometimes still struggle with understanding English in the class-context.

Suggestions:

- The participants identified their RG friends and siblings as valueable sources of support. Being able to converse with them in their L1 at school was valued highly by the participants.
- RG children suggested better support from teachers to more successfully engage with homework and tasks in class. Talk partners were also identified to support their English learning in class.
- More frequent and continuing EAL support was considered helpful by the participants.

7.11.2 RG Children's English Language Assessment and School Data

Answers to Research Question 3:

RG children's English language skills

- Both assessments revealed gaps to monolingual peers in receptive vocabulary and expressive English for all but the youngest participant.
- Group B achieved significantly higher raw scores on the BPVS and the GS of the RAPT. However, achievement gaps to monolingual peers, as measured by Standard Scores, were wider in Group B than in Group A, thus increasing with higher chronological age.
- The qualitative analysis of language performance revealed a high percentage of mazes, (morpheme) omissions, difficulties with word order, low SI, and frequently one-word, short and abandoned sentences. The application of morpho-syntactic rules for the use of auxiliaries, 3rd person singular, tenses, gender and bound morphemes were challenging for many participants.
- All participants were performing below the expected NC-levels for English and Maths. Only one participant in Y5 reached the expected levels for listening and speaking. Four participants in Group A and seven in Group B had slightly higher levels for Maths than English, two in the latter group a marked difference of one NC-level higher.
- The very low NC-levels of the younger participants for reading and writing identified these areas to be challenging. In contrast, for some of the older participants reading and writing were particular strengths.
- The variation of English language abilities across participants was high. Most of the participants who scored higher than their RG peers also reached higher NC-levels in English.

Section IV

Discussion and Conclusions

CHAPTER 8

Discussion and Conclusions

8.1 The current study

The current study included two phases. Phase 1 used questionnaires and interviews to identify teaching staffs' experiences of working with RG children and their families, and collect their suggestions for future provision. In Phase 2, Eastern European RG pupils' experiences of challenges and support within one British primary school were explored through interviews; their English language skills were assessed and related to their educational attainment.

This chapter discusses the findings from Phases 1 and 2 and addresses the research questions. It will conclude with recommendations from the study and suggestions for future research.

8.2 Phase 1: Teaching Staff Questionnaires and Interviews

Research Question 1

What barriers do RG children experience in accessing school and engaging in the educational curriculum?

Teaching staff identified multiple barriers to RG children's access and engagement in British primary education which fall into four categories: (1) communication, (2) socio-cultural, (3) institutional, and (4) organisational issues.

These are barriers not only for RG children but also for their parents, and impact on interaction with teaching staff, understanding and participation in schools. RG families are additionally facing external challenges, such as financial restrictions, finding employment and housing after arriving in the UK. These challenges interact with the above barriers and contribute to the complexity of the overall situation. These findings are consistent with other recent research in the field (Foster & Norton, 2012; Wilkin et al., 2010; DCSF, 2009a & b).

(1) Communication barriers

Not sharing a common language is one of the most prominent barriers to accessing and engaging with (a) RG children, (b) their parents and (c) enabling RG children to learn in school. No member of school staff currently speaks any of the RG community languages.

The employment of a native speaker in school was strongly advocated by the majority of participants in both the questionnaires and the interviews. The positive contributions a native speaker can make in school, such as strengthening RG parents' confidence in approaching and building trusting relationships with teaching staff and a better take-up of school initiatives has been identified by other studies (Bhopal et al., 2000; DCSF, 2008; Psenikova & Garland, 2013). If the person is from the RG community, she/he can additionally 'translate' culturally related aspects and overcome power relationships between mainstream and RG community more easily (Ureche & Franks., 2007; Fremlova et al., 2009; European Dialogue, 2009).

(2) Socio-cultural barriers

RG parents are unfamiliar with school rules and expectations. RG parents' challenges of finding employment, housing and generally 'fitting in' after immigrating to the UK are additional factors impacting negatively on their own and their children's educational engagement. This is often affected by their low confidence due to the prejudice and social exclusion they have experienced in their home countries.

Teaching staff are unfamiliar with RG communities and culture, often resulting in weak links, or a lack of good rapport, and cultural dissonance regarding educational expectations. Nearly half of the participating teaching staff did not have good links and little or no personal contact with RG parents.

These dynamics, as observed in the current study, can lead to unbalanced power-relationships between schools and RG parents. Teaching staff who do not value or provide opportunities for RG parents' contributions in school, create additional barriers to their participation, as other research has confirmed (Melgar et al., 2011). In contrast, the existence of trusting relationships between RG families and schools has been found to facilitate parental participation and impacts positively on children's attendance, school-home liaison and mutual respect (Díez et al., 2011). Within School A, the EAL lead was working in an additional support role for RG children and their families. Meeting the needs of RG children and their families is a very challenging task for one person alone. Responses from the questionnaire revealed some confusion about this role and its responsibilities.

(3) Institutional barriers

The skills and learning needs of RG children vary markedly. Irrespective of their age, some arrive without educational or English experience altogether while others may transfer from another English speaking school. Assessment procedures to identify individual RG children's English levels and needs vary considerably between

classrooms and schools. Some participants were unable to identify individual RG children's starting point, which acts as a barrier to accessing educational materials and monitoring their progress. Teachers do not have enough time to ensure RG children understand the tasks in class, and the general curriculum content. This was also reflected in the RG children interviews in Phase 2 where they perceived they had to rely on the support of their peers in class rather than being able to ask the teacher. The differentiation of English language needs and their differentiation to SEN or general language difficulties is another challenge.

(4) Organisational barriers

The current study identified inconsistent attendance as a main barrier to RG children's educational attainment. Contributing factors were: (a) distance to school, siblings enrolled in different schools, restricted transport and finances; (b) RG children staying at home to translate for their parents; (c) RG children helping the financial well-being of the family, cultural expectations; (d) RG families leaving the UK for extended time periods. In turn, the inconsistent education of RG children disrupts classroom routines for teaching staff and other children. Similar factors have been identified in other studies that were carried out in British schools (Ureche & Franks, 2007; Foster & Norton, 2012).

Outside school, non-educational issues such as the access to free school meals, child benefits, housing and employment need attention to support RG families' primary needs. Where problem-solving was successful, RG parents were described as building trusting relationships with teaching staff. This has led to valuing schools more highly, and increased RG children's attendance in this study as well as in other research (Brown & Scullion, 2013; Psenikova & Garland, 2013).

Research Question 2

What support and/or resources do teaching staff perceive are currently available in their schools to enable RG children and their families to access school and engage in the educational system?

Support and resources for RG children are limited to two hours of EAL support per child and week, and only occasional extra support in- or outside the classroom. There is a tension between the efforts made to provide for RG children and teaching staff feeling unsure about the 'best provision' for them. Accordingly, the current provision is not suitable for all RG children.

Additionally, teaching staff highlighted their knowledge gap and lack of collaboration with other professionals to identify SEN in RG children. Although guidance exists

(e.g. Davies, 2012; Franson, 2011), current practice may lead to an over- and/or under-representation of RG and other EAL children in SEN or language support.

Overall, the existing support in schools was perceived to be more effective for RG children than for their parents or teaching staff, but only ten participants rated the effectiveness of support for RG parents and teaching staff. While two of them stated that there was no support in place for staff whatsoever it remains unclear whether the remaining seven participants did not answer this question because there was no support or for a different reason.

Differences were found between the perceptions of class-teachers and support staff, whose contact time with RG children and their families varied. Class-teachers work with one year group and RG children transfer to a new class-teacher at the end of the school year. In contrast, support staff often assist children for several years throughout their time in school. This may explain why class-teachers focused more on attendance as a main barrier, while support staff were concerned about the lack of English language and resources.

Translation

The opportunities for ad-hoc translation services in schools were limited. Letters were often not accessible for RG parents owing to their lack of English and/or other difficulties with literacy, so that personal contact is necessary to ensure the message reaches them and is understood. This required more effort from teaching staff and was often influenced by pre-existing relationships with RG parents. Where these did not exist, parent participation was hindered.

Within schools, RG children often acted as translators for building rapport with newly arriving children and supporting their initial language assessment. In the current study some RG children actively offered to act as translators for younger children and were proud of being able to assist teaching staff. It has been confirmed, that bi-/multilingual children who occasionally broker and translate for their parents in schools often have a higher self-confidence (Baker, 2011).

Research Question 3

(How) Do education professionals perceive that the language and literacy skills of RG children impact on their educational attainment? Is this comparable to experiences with children from other minority backgrounds?

As identified in the interviews and questionnaires, in comparison to their monolingual peers the majority of RG children start school in the UK with inadequate pre-requisites for learning. This is partly due to poor English abilities but also to a lack of

prior school experience which was confirmed by RG children's English language assessment and school data in Phase 2. All areas of English, but specifically reading and writing, are challenging for most of the RG pupils. Their English language skills are still developing, but English language experience is often limited to the school environment. Although some teaching staff believe that RG children's developing conversational English skills are sufficient to access the curriculum material, this is not necessarily the case. This was reflected in the RG children's low outcomes in the receptive and expressive English language assessment in Phase 2 and similarly low NC-levels as provided by class teachers.

The following factors have been identified by teaching staff and some of the older RG pupils in this study as pushing RG children away from a good learning experience in school: (a) difficulties understanding the work, (b) irrelevance of the curriculum, (c) bullying, and (d) other pupils' negative behaviour. Factors pulling RG pupils towards their own community are: (a) traditional gender roles and expectations, (b) the travelling distance to schools. These outcomes are congruent with the findings of other studies (Ureche & Franks 2007; Wilkin et al., 2010).

As teaching staff identified in the current study, family expectations of taking up early employment at secondary school age can act as a major barrier to the continuing education of RG pupils and their developing high(er) levels of literacy. As found in previous research (e.g. Derrington & Kendall, 2004, 2007), the dissonance between school and home expectations may impact negatively on pupils' attendance, and transfer to secondary school.

The hope of teaching staff in the current study was to enhance RG parents' perception of education for their children's benefit, and associate it with the prospects of employment and financial well-being. Some studies with RG families and schools throughout Europe, and e.g. in Spain show that the social inclusion and participation of RG families in educational decision-making increases children's attendance and the perceived value of education (Melgar et al., 2011).

Teaching staff in the current study perceived a mismatch between the curricular expectations and the actual educational experience of RG children, where they were not progressing in line with their monolingual peers. Specifically, use of assessment designed for monolingual English children may contribute to the higher number of RG children clustering at the lower end in national achievement surveys (DfES, 2005; Qualifications and Curriculum Authority, QCA, 2009).

One difference teaching staff identified in the interviews between RG and 'other' EAL families was that families living in the UK for several generations often were better

able to support their children at home with expanding their English vocabulary, speaking, reading and homework. These EAL families were described to be more familiar with the British education system and more confident than RG families, and were perceived to value education more highly. As these were the perceptions of teaching staff, future research could include interviews with RG and EAL parents to see if these are confirmed.

Research Question 4

Do education professionals experience differences regarding demands of support and/or resources for RG children in comparison to children from other minority communities?

Due to their continuously rising numbers, RG children and their families are a priority group for support in local schools (Smith, 2013), especially where their ratio in EAL support groups is high (e.g. 70% in School A). RG families are perceived to need a wider range of support than 'other' EAL families. For RG parents to be able to support their children's education, they will need to develop their own often low English abilities.

Despite the efforts of the schools in the current study to support RG parents, there was a low take-up of offers; for example, attendance at parents' evenings, school trips and extra-curricular opportunities. This lack of participation was perceived by teaching staff as RG parents 'not valuing education'. As RG parents' were not interviewed, their perceptions and reasons cannot be presented here. However, incorporating their 'voice' is essential for a better understanding of the situation. The practice in the participating schools, resembled what Díez et al. (2011) describe as a 'tourist approach', which offers some activities to ethnic minority parents but no real participation in educational decisions for their children.

8.3 Phase 2: RG children's Interviews and English Language Assessment

Research Question 1

How do RG children experience 'learning' in their school with the current 'English as an additional language' (EAL) support they receive?

All participating RG children enjoyed going to school, and they were highly motivated to participate. However, the learning opportunities did not always match their actual abilities and skills and some participants who felt 'good' about reading and writing or other areas of English did not perform at a very high level. This was reflected in their low NC-levels and low scores on the language assessments. Although teachers felt

literacy was challenging for RG children, nearly half of them in Phase 2 rated it as their favourite subject in school (Q11, RG pupil interview). However, homework was one of the most challenging areas for many RG children, mainly because their parents were unable to support them, as identified in Phase 1.

The presence of RG peers who were able to support their learning of English was a motivating factor. Eight of the eighteen participants said they liked 'everyone' or 'everything', which may reflect their feeling of being 'included' in the school environment. However, all participants said they spent lunchtime and playtime with their siblings and friends predominantly from the same cultural background. Teaching staff highlighted in the interviews that this behaviour often led to RG children being perceived as an 'out-group' by mainstream parents and children. Only one RG child highlighted in the interview that he had English friends.

Research Question 2

Do RG children perceive any barriers in participating in learning and school life? If yes, how do these children describe these barriers and do they identify ways of overcoming them?

Although sometimes unavailable to support them sufficiently in class, RG children perceived teachers positively. The older participants in particular described occasionally having difficulties in following the curriculum. Where teachers had no time to clarify tasks during teaching sessions, the participants discussed tasks in their home language other RG children amongst each other. One participant had experienced impatience from the teacher, and was now reluctant to ask her again. These findings overlap with outcomes from Phase 1 where teaching staff identified 'time' as a very scarce resource for supporting RG children in class. The tension between pupils' needs teachers' inability to support them more in class was frustrating for both teaching staff and RG pupils.

Apart from two participants, all RG children said they were upset and confused when they first arrived in a British school. This was mainly because they could not understand or speak English. Most participants were worried that nobody would play with them because of this. The EAL support and meeting other children from a similar background put them at ease and helped them overcome initial anxiety, isolation and the language barrier. Thus, RG children who had been in school for longer acted as facilitators and role models for newly arriving RG children.

EAL support and English learning

All participating RG children highly valued the EAL support and the EAL lead delivering the sessions in School A. This was based on their good rapport with each

other, and the perceived benefit of learning English in a small group of children with similar backgrounds or abilities. The EAL lead clearly had a pastoral role, adding to the children's emotional wellbeing, as expressed in their interviews. Teaching staff interviews and questionnaires confirmed the outstanding role the EAL lead had in School A not only in supporting RG children but also their parents and teaching staff. The majority of RG children felt they would benefit from having EAL sessions more frequently, and wanted it to continue into Key Stage 2 (KS2). While two thirds of the RG children agreed that having a L1 speaker in school would be supportive for them, one participant thought the presence of a native speaker might hinder RG children from learning English. However, previous research suggests that in addition to supporting RG children's attendance and attainment, the employment of a native speaker from the same minority background enables more positive relationships between school staff and RG parents (Scullion & Brown, 2013; Psenikova & Garland, 2013).

Research Question 3

What are the English language skills of RG children across year 1 to year 6 in one local primary school?

Although English abilities generally varied within and across the two age groups, all participants but one had English abilities below expectations for their monolingual peers. Higher information (IS) than grammar scores (GS) scores are consistent with the development of monolingual children as it is easier to gain points on the IS than the GS. However, in the current study the discrepancy between IS and GS was much bigger for RG children than those in the standardisation sample. Similarly, in a small study of six EAL pupils in Y2, Sanders (2004) also found high discrepancy between IS and GS. Markedly higher discrepancy between IS and GS scores might be a distinct feature of using expressive English tests with RG and other EAL children, something to be addressed more systematically in future research.

Norms for the expressive language test (RAPT) are only available up to 8;05 years. Therefore it is expected children above this age will achieve maximum scores. This was not the case for the older participants (Group B) in this study. While, on average, they gained significantly higher raw scores on all assessments than the younger participants (Group A), Group B were significantly further behind their monolingual peers, as expressed in standard scores on the BPVS. This gap was also reflected in their low English NC-levels.

RG children's English NC-levels

All participants performed below the curricular expectations (NC-levels) for English in the areas of speaking, listening, reading and writing. More than half of the participants only reached NC-level 1. However, children in KS2 are expected to reach level 3 in Y4, and the gap between RG children and their peers from monolingual English backgrounds widened at this point. The RG children's low achievement is consistent with city-wide (Smith, 2013; Anderson, 2013) and national data (DfES, 2005). For older RG children who come to live in the UK with often only limited educational experience in their home countries, the gap can be expected to widen even further. Where RG children are struggling with receptive English vocabulary, it is unlikely they can follow classroom instructions with ease which will impact negatively on their attainment. Also, their lower levels of literacy further limit their opportunities to learn English language skills in line with (monolingual) peer expectations.

The influence of previous educational and English language experience

Based on their time spent in School A, all participants were still at an early stage of EAL acquisition, as they had only arrived 11 to 33 months prior to the study. Although all RG children performed low on the language tests the older age group on average had higher raw scores than the younger. However, compared to their monolingual peers (standard scores), the older age group had a more marked achievement gap than the younger.

To explain the variability between individual participants within the two age groups, three additional factors need to be considered: (a) the length of exposure to English; (b) opportunities to use English actively, and (c) previous educational experience. Compared to participants who were new to the UK and school, those who had transferred from another UK school did better on the language tests and achieved higher NC-levels, as did those older participants who had previously attended school in Slovakia. As these data were partially incomplete and could not be controlled for, findings have to be interpreted with caution.

The only participant who reached monolingual age expectations on the language assessments was the youngest participant. Further investigation showed that she was also exposed to English at home and had attended English nursery and FS. Thus, the exposure to and use of the English language together with early education are most probably supportive factors for later school achievement of RG children, also outlined in other research (Scullion & Brown, 2013; Garland & Psenikova, 2013).

SALT analysis

The older RG children showed lower indices of sentence subordination (SI) compared to the younger age group (A) and monolingual English peers. Children in Group B had higher numbers of omissions, mazes and abandoned sentences than the younger children in Group A. This may be due to their attempt to use more complex sentence constructions where L1 and developing English abilities interfere. While this may be 'typical' for EAL children in the process of English acquisition, it can also be indicative of underlying language difficulties. However, the pro-drop character of Slovak and the question format of the expressive language assessment may have led to the majority of the participants missing out obligatory subjects in the RAPT.

Morpho-syntactic coding

The qualitative coding of the RAPT data identified some morphological aspects that were particularly challenging for most of the participants. These aspects could be considered for specific language instruction in the EAL support and the classroom. If used in school, the data from the RAPT and their qualitative analysis may (a) serve as baseline screening for children's EAL development; (b) form the basis for specific language teaching; (c) be re-assessed to identify children's progress and learning potential. This could be based on a test-teach-re-test design or dynamic assessment (Camilleri & Law, 2007).

Although some of their 'errors' are similar to those of monolingual children with marked language difficulties (Paradis, 2005, 2010), participants in this study show a delay rather than language difficulties when their morphology is mapped onto Brown's stages of grammatical development (Paul, 2007). Where teaching staff have concerns about RG children's language abilities, an extensive language survey with their parents and assessment of all the languages the participants have knowledge of would be vital. Teachers will benefit from clear information about the differences and similarities between typical EAL acquisition and markers of language difficulties (Paradis, 2005, 2010).

The effect of multilingualism on English language performance

Most participating RG children were multilingual, which is associated with advantages, for example in cognitive processing (Baker, 2011). However, children need to reach certain thresholds and balanced proficiency in all their languages to profit from them (Cummins, 2000). The participants' general pre-requisites for learning, especially for literacy, were described by teaching staff as low. This may be due to Romani lacking a standard writing system and many RG parents having

limited literacy skills in the educational majority language, such as Slovak. This is often related to the segregated, low-quality or special education offered to them in Slovakia (Brüggemann & Škobla, 2012; Friedman et al., 2009). However, some of the participants in the current study were able to write in Slovak and to transfer some of their skills to English. Complicating factors may be the marked structural differences between Slovak and English (Kapalková et al., 2013). In school, explicit teaching of English grammar was unavailable for RG children, who were facing the challenge of extracting this information from immersion in the English mainstream classroom. This could also explain their overall low scores on the grammar score (GS) of the RAPT.

While the educational expectations and the level of academic English are rising for all children, RG children are challenged to catch up with a 'moving target', as they are continuing EAL learners while English is the language of instruction. Additionally, the curriculum and assessments are not differentiated for them, so that RG children who arrive in British school at a later age may be additionally disadvantaged. More appropriate assessments are needed to monitor RG pupils' general educational progress that may not be visible at national assessment levels.

8.4 Critique of the current study

8.4.1 Methodological considerations and limitations

Sample size

Although an innovative and important study for the schools involved, the small sample size of schools and participants in both phases limits the generalisation of the findings, in terms of the experiences of the teaching staff and also the RG children's differences in educational and (English) language experience. However, significant differences were present between teaching staff ratings (Phase 1) as well as RG children's test scores (Phase 2), which were accompanied by large effect sizes. The statistical power of these outcomes may increase if replicated with a larger sample.

Motivation of participants

Individuals' motivations for participation in the study are not known, and may possibly bias the findings. For example, the teaching staff who took part may have been particularly frustrated with the current situation, wanting to influence future policies, or be influenced by members of staff who encouraged them to take part. The RG parents who consented to their children taking part may also be a biased sample, especially where they were pre-selected by the EAL lead. However, the main outcomes for teaching staff as well as RG children are consistent with other studies in

the field (Wilkin et al., 2010; Fremlova et al., 2011). Because of time and resource restrictions, it was not possible to interview parents as part of this study and therefore their perspective is missing.

Take-up

Although all schools were within a similar area of the city and several schools registered an interest in the study, their take-up differed. In School A, which contributed the highest number of questionnaires (N = 14/17) and interviews (N = 9/10), a key staff member, the EAL lead, acted as a facilitator for the project. Factors hindering participation of other schools included organisational barriers (e.g. involvement in other projects, the lack of a facilitator) and internal issues (e.g. staff turnaround and attrition).

Teaching Staff interview format

For this study, the semi-structured interview format was suitable for the purpose of building and extending a knowledge base around experiences and perceptions of educational staff working with RG families in local primary schools. If the questionnaire had not preceded the individual interviews a non-structured in-depth interview might have produced richer data.

The only interview in School B was conducted with two teachers, as suggested by them due to time restrictions. As one of them was the Deputy Head Teacher, different dynamics and potentially diverging power relationship between the participants may have biased their answers. Contrary to this, the mutual recognition of the challenges they were facing in school joined both participants, and their statements complemented each other. However, the researcher did not sufficiently examine how or which current EAL practices in School B led to high success rates, as emphasized by the participants. Due to higher ratio of EAL pupils and the longer history of School B in working with them, it would have been helpful to identify their ‘good practices’ in more detail. One essential difference was that School B routinely offered an alternative ‘program’ outside the mainstream classroom to newly arrived EAL children. The program included language support, the familiarisation of children with school and educational material, and the exploration of the surrounding area. This example of good practice could be evaluated and disseminated to other schools in the future.

Interviews with RG children

The interview may have included higher numbers of open questions to allow children to talk about what they perceived as specifically important. In parts, the interview resembled an oral questionnaire.

Although the interview was kept brief, many participants, independent of their age, struggled to maintain their attention. Whether this was a result of their restricted English abilities, motivation, attention or the underlying structure of the interview remains unclear. Although the interview was piloted, the wording of some questions appeared at times unclear to individual participants. Consequently, the researcher left out extension questions that may have provided more information.

Where participants struggled with understanding, the researcher partly used prompting questions. Occasionally the questions increased in length and complexity contrary to the researcher's intention to simplify them. Despite the use of the smiley scale, it is not clear if the participants' answers matched the concepts as introduced by the researcher. As the majority of participants felt 'good' about most of their experiences in school, some answers may have been influenced by the children wanting to please the researcher.

The participants stated that they were able to speak other languages, but not necessarily in order of expertise or ranking of usage. In this context, carrying out a language survey (Baker, 2011) with their parents would have been useful to find out about the exact patterns of RG children's exposure to, use of and proficiency in the different languages. Ideally, the assessment should have comprised all aspects of the socio-cultural approach (De Lamo White & Jin, 2011).

Using the RAPT as a language sample

The main objective of using the RAPT data as a structured language sample was the comparability across participants and age groups. However, as not all RG children produced the recommended minimum of 50 utterances for analysis (Miller & Iglesias, 2010), the outcomes have to be interpreted with caution, as they are unlikely to represent the participants' full ability. The inclusion of a task evoking spontaneous speech in the interview, story re-telling and/or expository discourse would have added valuable aspects of children's 'true' English abilities. While the RAPT aims to elicit certain grammatical structures, others that the participants were able to produce may not have been recognised. However, the data have revealed areas for further investigation.

Language restrictions and translation

Conducting the interview in the participants' L1 may have evoked different answers. Firstly, it can be assumed that children are more fluent and feel more secure in their L1. This would have led to longer and more complex answers and maybe more thorough reflections on some of the issues. Secondly, because English is the language of education and Slovak the language of the home, reflection of educational issues in the L1 might have been more critical. Lastly, the participants' level of comprehension would have been higher. On the other hand, the presence of the researcher and the translator in the interview situation may have overwhelmed some of the participants, and restricted their answers. However, due to time, financial and organisational restraints the current study did not implement this procedure.

Room restriction

The availability of a suitable room to conduct the sessions with the participants was restricted, as was the time to meet children. The researcher had to work around these issues as effectively as possible. Half of the sessions took place in a room prone to noise from the corridors, which led to the stopping of two audio recordings during the assessment. The other half of sessions took place in the EAL support room, with other children and a TA present, which may have impacted negatively on participants' attention and answers. However, this could not be avoided where RG parents had wanted for the EAL lead to be present during their children's assessment.

8.5 Positive contributions

Despite restrictions, the overall study, its aims and research questions contribute in a meaningful way to the ongoing discussion around 'good practice' and provision for RG children in the primary school context. This is especially important at the local level, where no comparable study has been conducted before. Overall, the outcomes form a good basis for further discussion of the current practices of (English) language assessment, the provision of EAL support and include practical suggestions for future resources.

8.5.1 Contributions from Phase 1

Phase 1 did not only identify barriers across different categories and issues but teaching staff also made recommendations of how to overcome these barriers in the future. The questionnaire and the interview can be used with teaching staff in other

primary schools to develop the local knowledge base further and assess the situation within other primary schools.

Recommendations to reduce communication barriers:

- The development and provision of multi-lingual resources.
- Offering coffee mornings with an interpreter, teaching staff learning Slovak or Romani and providing English classes for RG parents.
- The employment of a native speaker/bilingual TA (a) to ease the translation needs in school, offer drop-in services for RG parents, and facilitate school-home liaison, (b) to offer in-class support for RG children's understanding and act as a positive role model.

Recommendations to reduce socio-cultural barriers

- Cultural awareness training for teaching staff to build more successful community links and school-home liaison partnerships.
- The development and implementation of a whole-school approach instead of individual dedicated roles to support RG children, their families and teaching staff.
- Workshops that focus on activities of interest and strength within the RG communities to engage them more effectively.
- Regular parent evenings with translators to ease RG parents' understanding of school rules and expectations within the British educational system.

Recommendations to reduce institutional barriers:

- Increase the support for RG children, their families and teaching staff by quantity, quality, and specificity. This should be based on appropriate assessment, to target individual needs, e.g. with literacy.
- More flexible school timetables. As some classroom teaching is inaccessible for RG children at the start of EAL acquisition; providing these RG pupils with targeted EAL support during these times may be more beneficial.
- Training of teaching staff and/or the support from specialist staff to identify RG children's individual language and educational needs.
- Prioritisation of early education and access to nursery for better inclusion of RG children in order to reduce the existing attainment gap to other children. Other research has also identified this as a key element for RG children's prospects (Save the Children, 2009a & b; European Dialogue, 2009; Fremlova et al., 2009; DfES, 2003, 2005; Foster & Norton, 2012).

Recommendations to reduce organisational barriers

- More time from teaching staff for RG children and their families, additional funding for resources and projects for community cohesion.
- The translation of school rules and expectations into the community languages to make them more easily accessible to RG parents, or offering open days to familiarise RG parents with the school ethos.
- The provision of English classes in schools for RG parents was advocated by teaching staff to support their children's educational attainment; other studies have confirmed that parents may be motivated by gaining a language certificate which will increase their employment prospects (Desforges & Abouchaar, 2003; Smith, 2013).
- RG parents' volunteering in the classroom to support their perception of valuing education and regular attendance of their children.
- More consistent outreach and community support, answering questions about child benefits and free school meals, supporting RG parents with the completion of written forms.

Links with the TARGET model

The findings of the current study fit well with the TARGET model proposed by Wilkin et al. (2010) (Figure 2-4). Also, the current study's methods were able to address and assess the educational, contextual and constructive conditions as outlined in the model but with a focus on young RG pupils from CEE. Thus, the methods from the current study may be utilised in combination with the tool for future research to investigate the needs of RG children and their families and teaching staff working with them in other primary schools. With this approach, differences between RG and RGT pupils' challenges may be identified and their support can be accordingly specified to their needs.

8.5.2 Contributions from Phase 2

The current study's mixed methods and focus on young RG children in KS 1 and 2, including interviews, English language assessments, and analyses such as SALT and hand-coding have not been used in this combination before. The findings add valuable insight into RG children's experience of British primary school, and trigger future research of English acquisition, and related challenges for them. The identified linguistic information can underpin specific language instruction and learning for these children, and may be replicated with other groups of EAL learners to inform teaching in the mainstream classroom.

With parental consent, these data may additionally be collated in an anonymised database to be used by other professionals who assess RG children's English language on the RAPT. This could form an evidence base for their developing English abilities and support establishing EAL 'norms' for this specific group of children. However, information about English language exposure and use need to be added. In the long term, these data may form a basis to compare other RG children with similar educational backgrounds, and to potentially help identify children with SEN among them.

Phase 2 of this study successfully focused on integrating RG children's experiences. Often research focuses solely on adults from these groups, but the involvement of children is particularly important, as their viewpoints on certain aspects of education may be overlooked from an adult perspective (Merrick & Roulstone, 2011; Bradshaw et al., ESRC, 2008; Ureche & Franks, 2007).

8.6 Future research

The present study has highlighted areas for further research to increase our understanding of RG children's learning in British primary schools and how to meet their needs more successfully. These could include:

(a) The identification of markers for typical language acquisition in RG children's home language(s) as part of systematic linguistic research based on a representative language sample, and utilising both, qualitative and quantitative methods expanding on those from the current study.

(b) RG children's literacy in the main language(s) of their home countries as well as Romani, although a standardised written form has yet to be established (Hancock, 2002; Matras, 1999).

(c) Collaboration between teaching staff and native speakers with local EAL specialists, SLTs and linguists for the construction of relevant and reliable instruments to assess RG children's minority language(s), which is time-consuming and challenging (Pert & Letts, 2003).

(d) Longitudinal studies to evaluate the existing support, RG children's educational progress and learning EAL in British primary and secondary schools, to enable more targeted support of different age groups, considering RG pupils' individual starting points, and language proficiency.

(e) Including RG parents' perceptions in the development of more appropriate future resources to facilitate good relationships with them and their take-up of initiatives resulting from this co-operation.

8.6.1 The identification and sharing of 'good practice'

In the current study, teaching staff were unaware of studies and recommendations of how to support RG children's educational progress. Examples of good practice and successful engagement with RG communities exist at national level (Fremlova et al., 2011; Wilkin et al., 2010; DCSF, 2010, 2009a & b, 2000) but also in the local area (Sheffield City Council, 2013). As these need sharing more widely, schools and research networks can provide platforms for the discussion of challenges and success stories. This is also an opportunity to extend the local knowledge base around working with RG communities and exchange inter-disciplinary information. The identification of a central organisation or body to collect, collate, evaluate and distribute this information more widely would be beneficial. This is of specific importance due to more recent changes for support services (Kennedy, 2011). Additionally, the development of national guidelines that are accompanied by training opportunities, workshops, and high standard consultation for individual schools would add value to the area.

8.7 Urgency for action and future challenges

Educational practices are challenged by the growing number of RG children, and schools' continuing lack of knowledge about this particular minority group. However, due to the challenging overall situation for RG families arriving from CEE in the UK, children's education may not be their first priority. Inter-disciplinary work with health professionals, housing and employment advisers will be necessary to enable children to access education as early as possible and to remain within it.

With the legislative EU restrictions regarding employment and immigration of members from A2 countries (Bulgaria and Romania) being lifted in January 2014, higher numbers of (RG) families from these countries are expected to move to the UK. Some of the problems outlined in this thesis, such as poverty and discrimination, are even more marked for RG groups from these countries.

As identified in the current study, teaching staff and other 'helpers' may feel overwhelmed and helpless to support these communities. Thus, merging and sharing the existing knowledge across different areas of research and working with RG communities, such as education, health, citizen advice, and politics are urgently needed.

APPENDICES

Appendix 1: Pre-Information letter to schools

The University Of Sheffield.

Department of Human Communication Sciences
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Head of Department
Professor Shelagh Brumfitt **Senate Award Fellow**
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28th March 2011

Dear Mr /Mrs ...

Communication and Literacy in Children from Romani Background in Sheffield Primary Schools

Christina Haupt, Dr Judy Clegg, Professor Joy Stackhouse; University of Sheffield

Victoria Catton; The Learning Year, Sheffield

We are writing to update you about the above project as we understand from Victoria Catton at the 'Learning Year' that your school may be interested in being involved. This is a collaborative project with a small number of primary schools in Sheffield which aims to explore the communication and literacy skills of children from Romani backgrounds from three different perspectives: a) perceptions of the school staff who work with these children, b) attitudes of the parents and families of the children and c) children themselves. The following questions are to be addressed:

1. What are the experiences of *education professionals* in the primary schools who work with children and their families from Romani, Gypsy or Traveller background?
2. What are the Romani, Gypsy or Traveller *parents'* experiences of their children's access to education?
3. What are the language, communication and literacy skills of *children* from Romani, Gypsy or Traveller background in the sample of primary schools in Sheffield?

Funding for the project has been obtained via the University of Sheffield and the 'Learning Year'. Ethics approval is being applied for through the ethics committee process at the University of Sheffield.

I will contact you again as soon as we receive confirmation of the ethics approval. In the meantime do contact me if you have any questions about the project.

Thank you for your interest in this project.

Yours sincerely Christina Haupt
(Speech and Language Therapist, PGR Student)

Contact details: c.haupt@sheffield.ac.uk Phone: 0114 22 22412 (office)

Appendix 2: Head-Teacher information letter – Expression of interest form

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The Head Teacher
[*School address to be added*]

4th July 2011

Dear Mr /Mrs ...

Language and Literacy Skills in Children from Romani, Gypsy and Traveller Backgrounds: Perspectives of Teaching Staff, Parents, and Pupils.

Project team: Christina Haupt, Dr Judy Clegg, Professor Joy Stackhouse; University of Sheffield; Victoria Catton; The Learning Year, Sheffield

With reference to my previous letter about the above project (dated 28th March 2011) which is being carried out in collaboration with Victoria Catton at 'The Learning Year', I am pleased to tell you that it has now received ethical approval via the ethics committee procedure at the University of Sheffield. I am therefore writing to you to invite your school to take part.

Phase 1 of the project aims to explore the experiences of *teaching staff* in Sheffield primary schools who work with children and their families from Romani, Gypsy or Traveller (RGT) backgrounds. This also includes their access to education and skills necessary to engage in the educational curriculum. The project does not involve assessment of teaching quality or similar.

If you are willing for your school to take part we would ask you to pass the enclosed information [*this will be one copy of the information sheet, the consent form and the questionnaire*] about the project to teachers and teaching assistants in your school who are particularly involved in working with children from RGT backgrounds. If they agree to take part, their participation would include the completion of a short questionnaire (about 15 minutes) and again, if they agree, a short face to face interview on your school premises. Interviews would take place during term time at a convenient date and time agreed with them beforehand. The data collected would be handled confidentially.

If you are willing for your school to participate, I will provide you with enough copies of the information sheets, consent forms and questionnaires for you to pass on to the relevant teachers and teaching assistants. I would be grateful if you would complete the expression of interest form attached and return it to me in the sealed and addressed envelope provided.

Thank you for your interest and please do not hesitate to contact me if you have any further questions about the project.

Yours sincerely Christina Haupt (Speech and Language Therapist, PGR Student)
Contact details: c.haupt@sheffield.ac.uk Phone: 0114 22 22412 (office)

Head Teachers' Expression of Interest Form (Sheffield primary schools)

Name of school: [*to be filled in by researcher before sending out*]

Project: **Language and Literacy Skills in Children from Romani, Gypsy and Traveller (RGT) Backgrounds: Perspectives of Teaching Staff, Parents, and Pupils.**

Please complete the form below and return it to Christina Haupt in the sealed and addressed envelope provided until [*date to be specified by researcher after ethics approval*].

As representative of the above school I am happy to take part in the above research project: Yes [ ] No [ ]

This includes passing on the information to teachers and teaching assistants, agreeing for potential interviews within the project to be held on school premises and completed forms to be held in the school office for collection by the researcher on an agreed date.

If you agree to take part please state the possible numbers of staff working with children from RGT backgrounds and who might be involved so sufficient numbers of forms can be sent out to you.

- Number of teachers who might participate: [ ]
- Number of teaching assistants who might participate: [ ]

Name of Head Teacher (please print): _____

Signature of Head Teacher: _____

Appendix 3: Overview of question types for the Teaching Staff Questionnaire

Table QT: Examples of question types used in the questionnaire

Question type	*Examples (abridged original question)*	*Rationale*
Closed / binary	Do you screen language abilities in children from ethnic minority background? Yes [ ] No [ ]	Quick method to collect (factual) information.
Expansion	If yes, what do you look at and what material do you use? *(a) English:* comprehension [ ]; speaking [ ]; writing [ ]; reading [ ] Screening material: _____ *(b) Native language:* comprehension [ ]; speaking [ ]; writing [ ]; reading [ ] Screening material: _____	To follow-up answers for more detailed information.
Open-ended	What barriers, if any, do you think RG children experience in accessing the school curriculum? _____	To gain individual experiences, attitudes, beliefs.
Rating Scale	Please indicate on the 5-point-scale (where 1 is 'not at all important' and 5 is 'highly important') the importance of the following resources: • money 1 – 2 – 3 – 4 – 5 • external agencies 1 – 2 – 3 – 4 – 5 • specialist staff 1 – 2 – 3 – 4 – 5 • parent involvement 1 – 2 – 3 – 4 – 5 • staff training 1 – 2 – 3 – 4 – 5	To receive ratings for different aspects outlined in the question.
Selection	What barriers do you think RG children experience in school? Please tick all that you think applies: attendance [ ]; well-being [ ]; educational attainment [ ]; … [ ]; … [ ]; … [ ]; … [ ]; other: _____	To gain participants' choices from a set of suggestions.

Code

Appendix 4: Questionnaire for teaching staff

The University Of Sheffield.

Language and Literacy Skills in Children from Romani, Gypsy and Traveller Backgrounds: Perspectives of Teaching Staff, Parents, and Pupils. Phase 1: Teaching Staffs' Perspectives

Please complete each question and feel free to use bullet points for your answers.

1. Your professional background (please tick):

   [ ] class-teacher
   [ ] teaching assistant (TA)
   [ ] other (please state): _____

2. How long have you been working in this role? ___ /___ (years/months)
3. Please state any additional role you have in your school: _____
4. Number of children in your classroom (if you are a TA: No. of children you support): ☐
5. Please estimate the current number of children from each ethnic background in your class (if you are a TA: please estimate the number of children you are working with):

   - from White British background ☐
   - from Romani, Gypsy / Traveller background ☐
   - from Arabic background ☐
   - from Asian background ☐
   - from Black African/Caribbean background ☐
   - Other: _____ ☐

6. Do you screen language abilities in children from ethnic minority background? No [ ] / Yes [ ]. If yes, which areas do you look at and what material do you use?

   English: comprehension [ ]; speaking [ ]; writing [ ]; reading [ ]
   Screening material: _____

   Native language (not English): comprehension [ ]; speaking [ ]; writing [ ]; reading [ ]. Screening material: _____

7. How important do you think children's language abilities are for accessing the curriculum? Please circle a number between 1 (not at all important) and 5 (highly important) for: (a) English: 1–2–3–4–5; (b) Native language: 1–2–3–4–5
8. What barriers, if any, do you think children from *Romani, Gypsy and Traveller communities* experience in accessing the school curriculum?

   _____

   _____

9. What barriers, if any, do you think children from Romani, Gypsy or Traveller communities experience in accessing the following aspects of school-life? Please tick all that you think applies:

   attendance [ ]; well-being [ ]; educational attainment [ ]; leisure time [ ]; homework [ ]; interaction with peers [ ]; interaction with education staff [ ]
   other: _____

10. What resources and/or support exist in your school for *a) children* from RGT communities (for accessing the curriculum), *b)* their *parents/families*, *c) yourself* (working with the above community)?

    a) _____

    _____

    b) _____

    _____

    c) _____

    _____

11. How effective would you rate the resources and/or support in your school on a scale from 1 (not effective at all) to 5 (very effective) with regards to the following:

    d) *children* from Romani, Gypsy or Traveller background: 1 – 2 – 3 – 4 – 5
    e) their *parents/families*: 1 – 2 – 3 – 4 – 5
    f) *yourself*: 1 – 2 – 3 – 4 – 5

12. Please indicate on the 5-point-scale (where 1 is 'not at all important' and 5 is 'highly important') the importance of the following resources/support when working with children from RGT communities:

    - money (for specific support and/or resources) 1 – 2 – 3 – 4 – 5
    - involvement of external agencies (e.g. TES/EMTAS) 1 – 2 – 3 – 4 – 5
    - larger number of specialist staff 1 – 2 – 3 – 4 – 5
    - parent involvement 1 – 2 – 3 – 4 – 5
    - further training of educational staff (e.g cultural awareness) 1 – 2 – 3 – 4 – 5

13. What (additional) resources and/or support do you think would be beneficial for working with children from RGT backgrounds?

    _____

    _____

    _____

14. As a school, do you have good links with parents of children from Romani, Gypsy or Traveller background? Yes [ ] No [ ]; If No:
    a) What are the challenges *you* are faced with? _____

       _____

       _____
    b) What are the challenges for the *parents*? _____

       _____

       _____
    c) How do you think the situation could be improved? _____

       _____

       _____

15. Do families from RGT backgrounds provide you with information about their children's previous educational attainment before starting at your school? Yes [ ] No [ ]; If No:
    a) How do you assess the child's educational attainment? _____

       _____

       _____
    b) How do you select appropriate educational targets? _____

       _____

       _____

16. Is there a dedicated staff member in your school who has overall responsibility for the educational needs of children from RGT communities? Yes [ ] No [ ]; If Yes:
    a) What is the name of this role? _____
    b) What are the main responsibilities? _____

    _____

17. Are there any special arrangements for children from RGT communities regarding:
    (a) the choice of school subjects? No [ ] Yes [ ]: _____
    (b) the attendance at school? No [ ] Yes [ ]: _____
    (c) lunchtime arrangements? No [ ] Yes [ ]: _____
    (d) getting to school and back home? No [ ] Yes [ ]: _____
    (e) homework? No [ ] Yes [ ]: _____
    (f) TA contact hours? No [ ] Yes [ ]: _____

18. Please write anything you want to add about working with Romani, Gypsy or Traveller communities in the space below:

Thank you very much for completing this questionnaire.

Please put your completed form in the enclosed addressed A5 envelope, seal it and hand it in to your school office where C. Haupt will collect it on [*10 days after the receipt – specific date to be added after ethics approval*].

Appendix 5: Ethical approval of Phase 1

The University Of Sheffield.

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14th July 2011

Dear Christina

Title: Language & Literacy in Children from RGT Backgrounds

Thank you for your submission to the HCS Research Ethics Committee. The committee has reviewed your submission and supporting documents and grants you approval to commence the research.

We hope your project proceeds smoothly

Yours sincerely

Prof R Varley
Chair of HCS Ethics Committee

Appendix 6: Participant Information Sheet – Teaching Staff

The University Of Sheffield.

Code

Research Project:

Language and Literacy Skills in Children from Romani, Gypsy and Traveller (RGT) Backgrounds: Perspectives of Teaching Staff, Parents, and Pupils

Phase 1: Teaching Staffs' Perspectives — Sheffield, 14h July 2011

You are invited to take part in the above research project. This collaborative project is funded by the University of Sheffield and the 'Learning Year'. It has been ethically approved via the Human Communication Sciences departmental ethics review procedure.

Before you decide if you want to participate it is important for you to understand why the research is being done and what it will involve. Please read the following information carefully and discuss it with others if you wish. Contact me, Christina Haupt, if there is anything that is not clear or if you would like more information; researcher's contact details can be found at the end of this document. Thank you for reading this.

What is the purpose of the project?

This project aims to gather information from teachers and teaching assistants regarding their experiences of working with children from Romani, Gypsy or Traveller communities and ethnic minorities. You are being approached about the project as you work in a school where children from these diverse backgrounds attend.

What is involved in taking part in the project?

If you decide to take part in the project you will be asked to complete a short questionnaire about your general experiences of working with children from Romani, Gypsy or Traveller (RGT) and ethnic minority backgrounds (duration: 15 minutes). Following this you may participate in a short face-to-face interview that aims to gain more detailed information about your experiences of working with children from the diverse backgrounds mentioned above. You will be asked to indicate your agreement to participate in (1) the questionnaire and/or (2) the interview on the attached consent form. If you consent to participate in the interview, I will meet with you on your school premises at an agreed date for about 45 minutes. In order for me to listen to the interview again and to transcribe it, it will be audio-recorded, if you agree to this on the consent form. Digital audio recordings of your interview will be used only for analysis by the research team (myself and my supervisors at the university). Any identifying information from the interviews will be anonymised in the written transcription. Anonymised examples may be used for illustration in reports or presentations resulting from the project but no other use will be made of them without your written permission. No one outside the project will be allowed access to the original recordings. Audio recordings from the interviews will be destroyed after completion of the project.

Do I have to take part in the project?

It is your decision as to whether or not you participate in this project. If you do decide to take part, please indicate your agreement by ticking the appropriate boxes on the attached consent form and sign it. You can still withdraw at any time without it affecting any benefits that you are entitled to in any way. You do not need to give a reason. Please keep this information sheet to refer back to it at any time.

Are there any risks involved in participating in the project?

This is a very low risk project with no disadvantages for those taking part. The project does not involve assessment of teaching quality or similar. It may however touch on sensitive areas in terms *of management of minority groups in your school.*

What are the possible benefits?

Whilst there may be no direct benefit for those people participating in the project, the outcomes may contribute to a better understanding of working with children from minority groups in primary schools. All schools participating in the project will receive an anonymised summary of the general findings.

What if something goes wrong?

Please contact the researcher if you feel uncomfortable about something arising during the period of data collection. Feel free to contact a supervisor of the project (Dr Judy Clegg or Professor Joy Stackhouse) if you feel you need to raise a complaint against the researcher; if complaints are not handled to your satisfaction you may contact the Head of Department (Professor Shelagh Brumfitt, s.m.brumfitt@sheffield.ac.uk, Tel.: 0114 – 22 22418).

Are my answers kept confidential?

All the information that is collected from you during the course of the research will be kept strictly confidential. You will not be able to be identified in any reports or publications.

What happens to the outcomes of the project?

This project is part of a PhD thesis being conducted by Christina Haupt. On completion it will be available online for people interested in the research. Parts of the project might be published in academic journals and be included in talks to teaching staff, speech and language therapists, parents and others. No individual participants in the project will be identifiable in any of the published results or presentations.

What next?

Please feel free to contact me, Christina Haupt, if you have any questions regarding this project and/or on completing the forms. If you decide to participate in the project, please complete and sign the *consent form*. Please complete the *questionnaire* attached and put it with the signed consent form into the enclosed A5 envelope. Seal it and take the envelope to your school office where I will collect it on [*date to be added after ethics approval – 10 days after reception of the letter/application pack*]. After meeting the researcher on the day of collection or another date agreed to witness her signing the consent form, you will be provided with a copy of it. If you also agree on the consent form to be interviewed, I will get back to you within 10 days after collecting the forms to discuss a convenient time and date.

Thank you very much for your interest.

Contact details: Christina Haupt: c.haupt@sheffield.ac.uk – Tel.: 0114 2222 412

Supervisors: Dr Judy Clegg: j.clegg@sheffield.ac.uk – Tel.: 0114 2222 450

Professor Joy Stackhouse: j.stackhouse@sheffield.ac.uk – Tel.: 0114 2222 401

Appendix 7: Participant Consent Form – Teaching Staff

The University Of Sheffield.

Title of Research Project:

Language and Literacy Skills in Children from Romani, Gypsy and Traveller (RGT) Backgrounds: Perspectives of Teaching Staff, Parents, and Pupils

Phase 1: Teachers' Perspectives

Name of Researcher: Christina Haupt (Dr Judy Clegg, Prof. Joy Stackhouse)

Participant Identification Number **for this project:**

(Please tick appropriate boxes before signing)

- I confirm that I have read and understood the information sheet dated *14.7.2011* explaining the above research project and I have had the opportunity to ask questions about the project. ☐
- I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason(s) and without there being any negative consequences. ☐
- I consent to completing the *questionnaire* about working with children from Romani and other ethnic minority communities. ☐
- I consent to taking part in a face-to-face individual *interview* about my experiences of working with children from Romani and other ethnic minority communities. ☐
- If I agree to participate in the above interview I agree that the interview can be audio-recorded. ☐
- I agree for any interview audio data to be kept securely until the end of the research project (2015) and destroyed thereafter. ☐
- I understand that my responses will be kept strictly confidential. ☐
- I give permission for members of the research team to have access to my *anonymised* responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the report or reports that result from the research. ☐
- I agree for the data collected from me to be used in future research. ☐
- I agree to be approached at a later time by the researcher and/or team about any further potential participation in this project. ☐

_____	_____	_____
Name of Participant (*or legal representative*)	Date	Signature

_____	_____	_____
Name of person taking consent	Date	Signature

(*if different from lead researcher*)

To be signed and dated in presence of the participant

_____	_____	_____
Lead Researcher	Date	Signature

To be signed and dated in presence of the participant.

Copies:

Once this has been signed by all parties the participant should receive a copy of the signed and dated participant consent form, the information sheet and any other written information provided to the participants. A copy of the signed and dated consent form should be placed in the project's main record (e.g. a site file), which must be kept in a secure location.

Contact information:

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Appendix 8: Responses to open-ended questions – Teaching Staff Questionnaire

Question 8: *What barriers, if any, do you think children from RG communities experience in accessing the school curriculum?*

Code	***Role***	***Original responses***
C4	CT	prejudice from pupils; not included in groups
A0	LS	not being able to communicate with others around school
A7	BSW	language, culture, attendance, lack of curriculum/school flexibility
A2	CT	sometimes never been to school before
A3	CT	not competent in own language or English, i.e. fully literate
A6	CT	language
A14	TA	language differences
A16	TA	poor attendance, social problems with peers, poor attainment, poor home-school relationship
A17	TA (EAL lead)	attendance, transient communities, prejudice, language
B5	CT	transient population; children do not settle well, poverty; education is not important, learn via culture, poor attendance
A6	CT	joining school age 8/9 never been to before; lack of English, need of more in-school lessons to speed up progress
B1	Deputy HT	[lack of]attendance, support from home
A28	CT	attendance, punctuality, lack of support from home
A25	LM	lack of vocabulary, attendance issues, lack of resources, lack of confidence, low level of English language
A29	CT	[lack of] time in one school/consistent school experience
AXT	CT	lack vocabulary knowledge in English, speaking and listening activity
AW3	CT	if the children are being moved schools frequently then this will impact on their learning

CT: class-teacher; LS: lunchtime supervisor; BSW: behavioural support worker; TA: teaching assistant; LM: learning mentor

Question 10a: *What resources and/or support exist in your school for children from RG communities (for accessing the curriculum)?*

Code	***Role***	***Original responses***
C4	CT	
A0	LS	not sure
A7	BSW	in- and out of class support
A2	CT	K and occasional PDM
A3	CT	active support from EMAG worker
A6	CT	TA support solely
A14	TA	not aware of any resources
A16	TA	interventions
A17	TA (EAL lead)	EAL language and literacy support, in-/outside class
B5	CT	small group intervention by trained TAs out of class (need more often!)
A6	CT	2h/week with EAL teacher
B1	Deputy HT	New to English support group
A28	CT	
A25	LM	time from EAL TA lead
A29	CT	
AXT	CT	support staff with intervention groups
AW3	CT	support team

Question 10b: *What resources and/or support exist in your school for RG parents/families?*

Code	***Role***	***Original responses***
C4	CT	
A0	LS	
A7	BSW	dedicated member of staff (EAL lead)
A2	CT	
A3	CT	EMAG (Ethnic Minority Achievement Group) worker
A6	CT	TA support
A14	TA	
A16	TA	pastoral support
A17	TA (EAL lead)	after school homework support for parents and pupils offer, nurture group, drop-in support with forms
B5	CT	child development worker – families and children – interpreter
A6	CT	
B1	Deputy HT	TA in-class support
A28	CT	
A25	LM	informal meetings with myself
A29	CT	
AXT	CT	visual resources around class and school
AW3	CT	support for families in school

Question 10c: *What resources and/or support exist in your school for yourself (working with the above community)?*

Code	***Role***	***Original responses***
C4	CT	
A0	LS	
A7	BSW	very little apart from EAL support (lead)
A2	CT	
A3	CT	visual support/reduced vocab
A6	CT	none but TA support
A14	TA	
A16	TA	attendance monitoring
A17	TA (EAL lead)	course attendance, early years, language delay and disorder; training and experience
B5	CT	nothing
A6	CT	
B1	Deputy HT	parent support worker
A28	CT	
A25	LM	
A29	CT	
AXT	CT	talk partners
AW3	CT	support from leadership team

Question 13: *What (additional) resources and/or support do you think would be beneficial for working with children from RG backgrounds?*

Code	***Role***	***Original responses***
C4	CT	whole school valuing RGT culture, focus on positives
A0	LS	not sure
A7	BSW	money for school/RGT community events, projects, translators
A2	CT	training for all staff
A3	CT	more access to multi-lingual resources BUT as not competent in any language, not sure
A6	CT	more staff train to plan effectively for children's needs; better awareness and access to resources
A14	TA	
A16	TA	letters in home language
A17	TA (EAL lead)	people with knowledge, understanding and competence to work with pupils and parents in partnership; more EAL support for targeted interventions, more staff training: understanding age and stage, not always matching as pupils are not starting from same place
B5	CT	more support on entry/prior to school better; encourage par to view education as important; in and ideal world: native speaker in school (interpreter)
A6	CT	more time for specialist English out of class (money for employment), less pressure to include EAL children in mainstream literacy & maths sessions they cannot yet access
B1	Deputy HT	extra money to pay for extra TA support
A28	CT	getting children to school and on time
A25	LM	materials in their language as well as English to help with understanding; DVDs, recording equipment, visits, interpreter
A29	CT	
AXT	CT	more time with support teacher, background facts about families, home conditions, family size, living conditions
AW3	CT	training in cultural awareness

Question 14a: *What are the challenges you are faced with?*

Code	***Role***	***Original responses***
C4	CT	lack of common language, difficulty to fill in forms
A0	LS	communication
A7	BSW	no specific training
A2	CT	language barrier; first point of call is a very busy office
A3	CT	language, lack of understanding about British system
A6	CT	language barrier
A14	TA	
A16	TA	not seeing parents, only siblings; parents illiterate – problems with letters
A17	TA (EAL lead)	extended family collect older pup or go home alone – rarely see parents; liaison via phone/letters: language barrier, pupils translate
B5	CT	
A6	CT	lack of direct communication; one community member picks up all RGT children
B1	Deputy HT	language, support from governmental agencies, e.g. around benefits etc.
A28	CT	very many of myself, as I am a new member of staff
A25	LM	time to spend with families; language barrier; families live out of the community
A29	CT	
AXT	CT	speaking – general communication difficult
AW3	CT	

Question 14b: *What are the challenges for the parents?*

Code	***Role***	*Original responses*
C4	CT	not able to support their children, e.g. Asking how an injury was sustained
A0	LS	ability to express themselves to teachers
A7	BSW	language, culture, understanding what they may be able to contribute, understanding of the system
A2	CT	other parents in community
A3	CT	as above
A6	CT	language barrier
A14	TA	
A16	TA	trust in the educational system, no literacy skills, no English, money issues, long working hours
A17	TA (EAL lead)	some reticence to enter school – fear of unknown. Language barrier, communication difficulties
B5	CT	
A6	CT	communication; lack of experience with schools: neither here/nor in home country
B1	Deputy HT	as above
A28	CT	lack of understanding about the importance of education
A25	LM	as above
A29	CT	
AXT	CT	communication difficulty
AW3	CT	

Question 14c: *How do you think the situation could be improved?*

Code	***Role***	*Original responses*
C4	CT	free English language sessions for parents
A0	LS	understanding of other cultures
A7	BSW	cultural links, liaison officers, getting other aspects of family life stabilised
A2	CT	open day for all parents with interpreter at beginning of the year
A3	CT	not sure – maybe Slovak translation of law
A6	CT	bi-lingual TA; translator when needed or member of staff learning some of the languages
A14	TA	
A16	TA	community links, education to parents
A17	TA (EAL lead)	parent-partnership workshop; time for parent groups not about curriculum, but e.g. crafts, cooking, aerobics etc. non-threatening, non-dependent on language
B5	CT	
A6	CT	workshops with parents, English teachers/bilingual helpers
B1	Deputy HT	clearer rules re benefits and people knowing what they are doing; clarification regarding expectations of attendance, support with communication including letters
A28	CT	more meetings with parents
A25	LM	specific time given to support families; several staff trained and involved to offer support
A29	CT	
AXT	CT	support group for parents; language development
AW3	CT	

Question 16b: *What are the role's [RG link worker] main responsibilities?*

Code	***Role***	***Original responses***
C4	CT	New to English team
A0	LS	
A7	BSW	EAL support lead role in establishing links between school and children
A2	CT	Everything
A3	CT	EMAG worker, supporting children and staff to maximise learning opportunities
A6	CT	teach small groups English language (training from September 2011 to become EAL champion)
A14	TA	
A16	TA	liaising with families; interventions, assessment
A17	TA (EAL lead)	help pupils access the curriculum
B5	CT	SENCo, EAL provision and new to English; personalised learning provision (some in-class support)
A6	CT	2 hours per week with every RGT child from each age group; liaising with RGT parents
B1	Deputy HT	teacher without class responsibility, overseeing SEN, EAL, new o English and behaviour issues, and how school can best support them
A28	CT	
A25	LM	to engage with all children and families; to offer educational support
A29	CT	
AXT	CT	support groups, track progress, confidence and reassurance with parents

Appendix 9: The Sheffield Achievement Survey (SAS) – Overview

Children learning English as an additional language (EAL) in School A are initially assessed by the EAL lead, using the Sheffield Achievement Survey (SAS) within the first four weeks after pupils' enrolment. Four steps for listening, speaking, reading and writing are differentiated below National Curriculum level 1 (see tables with descriptors below). EAL children are re-assessed each term and once they reach National Curriculum (NC) level 1b, they no longer receive EAL support.

The initial assessment of EAL children in this school also includes testing their receptive and productive (English) vocabulary based on concepts usually learned in nursery; for example, following simple instructions, naming everyday items from different semantic fields, prepositions, simple verbs, and a short sequencing task based on sorting the pictures of a story. If a child is unable to produce the word in English, she/he is asked 'What is this in your home language?' instead. Basic writing skills at phoneme, word and sentence level are also assessed. To obtain a holistic view of children's language abilities, additional data are obtained through observations of EAL children in- and outside the classroom by teachers and TAs. Assessments are repeated every term and once children perform in English at NC level 1, they are usually discharged from the EAL support.

Appendix 9: Sheffield Achievement Survey (SAS) – Listening and Speaking

Listening		***Speaking***	
Step 1	Pupils respond to familiar people, routines, activities and actions, including responding to own name.	**Step 1**	Pupils communicate simple needs, wants or feelings with intent, using facial expressions, signs or sound as appropriate. They are generally silent.
Step 2	Pupils show and understanding of the names of familiar object, for example, items in a picture book e.g. 'Point to the house'	**Step 2**	Pupils attempt to join in whole class speaking activities (songs, rhymes, chants or repetitive stories) by mouthing words or exhibiting appropriate body language. They may by communication in home language to peers where present.
Step 3	Pupils listen attentively for short burst of time. They use non-verbal gestures to respond to greetings and questions about themselves, and they follow simple instructions based on the routines of the classroom.	**Step 3**	Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. They express some basic needs, using single words or phrases in English.
Step 4	Pupils understand simple conversational English. They listen and respond to the gist of general explanations by the teacher where language is supported by non-verbal cures, including illustrations.	**Step 4**	Pupils copy talk that has been modelled. In their speech, they show some control of English word order and their pronunciation is generally intelligible.
Level 1 Threshold	With support, pupils understand and respond appropriately to straightforward comments or instructions addressed to them. They listen attentively to a range of speakers, including teacher presentation to the whole class.	**Level 1 Threshold**	Pupils speak about matters of immediate interest in familiar settings. They convey meaning through talk and gesture and can extend what they say with support. Their speech is sometimes grammatically incomplete at word and phrase level.
Level 1 Secure	In familiar contexts, pupils follow what others say about what they are doing and thinking. They listen with understanding to sequences of instructions and usually respond appropriately in conversation.	**Level 1 Secure**	Pupils speak about matters of interest to a range of listeners and begin to develop connected utterances. What they say shows some grammatical complexity in expressing relationships between ideas and sequences of events. Pupils convey meaning, sustaining their contributions and the listeners' interest.

Appendix 9: Sheffield Achievement Survey (SAS) – Reading and Writing

Reading		***Writing***	
Step 1	Pupils can look at picture books and identify objects they know. They can follow a sequence of pictures and simple text to read.	**Step 1**	Pupils can make marks to represent writing, which go from left to right across the page. They are beginning to trace English letters and to understand their importance as building blocks of meaning.
Step 2	Pupils can identify initial sounds of names of objects in books and can match some letters and sounds in English.	**Step 2**	Pupils can copy English letters correctly and are beginning to write letter strings to attempt communication.
Step 3	Pupils participate in reading activities. They know that, in English, print is read from left to right and from top to bottom. They recognise their names and familiar words and identify some letters of the alphabet by shape and sound.	**Step 3**	Pupils use English letters and letter-like forms to convey meaning. They copy or write their names and familiar words, and write from left to right.
Step 4	Pupils begin to associate sounds with letters in English and begin to predict what the text will be about. They read words and phrases that they have learned in different curriculum areas. With support they can follow a text read aloud.	**Step 4**	Pupils attempt to express meaning in writing, supported by oral work or pictures. Generally their writing is intelligible to themselves and a familiar reader, and shows some knowledge of sounds and letter patterns in English spelling. Building on their knowledge of literacy in another language, pupils show knowledge of the function of sentence division.
Level 1 Threshold	Pupils can read a range of familiar words, and identify initial and final sounds in unfamiliar words. With support they can establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. They respond to events and ideas in poems, stories and non-fiction.	**Level 1 Threshold**	Pupils produce recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division and word order. Most commonly used letters are correctly shaped, but may be inconsistent in their size and orientation.
Level 1 Secure	Pupils use their knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. They comment on events or ideas in poems, stories and non-fiction.	**Level 1 Secure**	Pupils use phrases and longer statements which convey ideas to the reader, making some use of full stops and capital letters. Some grammatical patterns are irregular and pupils' grasp of English sounds and how they are written is not secure. Letters are usually clearly shaped and correctly oriented.

Appendix 10: National Curriculum levels – Descriptors for English

Level	Listening and speaking (En1)	Reading (En2)	Writing (En3)
1	Pupils talk about matters of immediate interest. They listen to others and usually respond appropriately. They convey simple meaning to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.	Pupils recognise familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their respond to poems, stories and non-fiction by identifying aspects they like.	Pupils' writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.
2	Pupils begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant details. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.	Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.	Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.
3	Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.	Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.	Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is joined and legible.

4	Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately some of the features of standard English vocabulary and grammar.	In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.	Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.
5	Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary. In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views. They begin to use standard English in formal situations.	Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. They retrieve and collate information from a range of sources.	Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.
6	Pupils adapt their talk to the demand of different contexts with increasing confidence. Their talk engages the interest of the listener through the variety of its vocabulary and expression. Pupils take an active part in discussion, showing understanding of ideas and sensitivity to others. They are usually fluent in their use of standard English in formal situations.	In reading and discussing a range of texts, pupils identify different layers of meaning and comment on their significance and effect. They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views. They summarise a range of information from different sources.	Pupils' writing often engages and sustains the reader's interest, showing some adaption of style and register to different forms, including using an impersonal style where appropriate. Pupils use a range of sentence structures and varied vocabulary to create effects. Spelling is generally accurate, including that of irregular words. Handwriting is neat and legible. A range of punctuation is usually used correctly to clarify meaning, and ideas are organised into paragraphs.

7	Pupils are confident in matching their talk to the demand of different contexts. They use vocabulary precisely and organise their talk to communicate clearly. In discussion, pupils make significant contributions, evaluation others' ideas and varying how and when they participate. They show confident use of standard English in situations that require it.	Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts. They articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features. They select and synthesize a range of information from a variety of sources.	Pupils' writing is confident and shows appropriate choices of style in a range of forms. In narrative writing, characters and settings are developed and, in non-fiction, ideas are organised and coherent. Grammatical features and vocabulary are accurately and effectively used. Spelling is correct, including that of complex irregular words. Work is legible and attractively presented. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader.
8	Pupils maintain and develop their talks purposefully in a range of contexts. They structure what they say clearly, using apt vocabulary and appropriate intonation and emphasis. They make a range of contributions which show that they have listened perceptively and are sensitive to the development of discussion. They show confident use of standard English in a range of situations, adapting as necessary.	Pupils' response is shown in their appreciation of, and comment on, a range of tests, and they evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices. They select and analyse information and ideas, and comment on how these are conveyed in different texts.	Pupils' writing shows the selection of specific features or expressions to convey particular effect and to interest the reader. Narrative writing shows control of characters, events, and settings, and shows variety in structure. Nonfiction writing is coherent and gives clear points of view. The use of vocabulary and grammar enables fine distinctions to be made or emphasis achieved. Writing shows a clear grasp of the use of punctuation and paragraphing.
Exceptional performance	Pupils select and use structures, styles and registers appropriately in a range of contexts, varying their vocabulary and expression confidently for a range of purposes. They initiate and sustain discussion through the sensitive use of a variety of contributions. They take a leading role in discussion and listen with concentration and understanding to varied and complex speech. They show assured and fluent use of standard English in a range of situations and for a variety of purposes.	Pupils confidently sustain their responses to a demanding range of texts, developing their ideas and referring in detail to aspects of language, structure and presentation. They make apt and careful comparison between texts, including consideration of audience, purpose and form. They identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate.	Pupils' writing has shape and impact and shows control of a range of styles maintaining the interest of the reader throughout. Narratives use structure as well as vocabulary for a range of imaginative effects, and nonfiction is coherent, reasoned and persuasive. A variety of grammatical constructions and punctuation is used accurately and appropriately and with sensitivity. Paragraphs are well constructed and linked in order to clarify the organisation of the writing as a whole.

Based on information retrieved December 18th, 2012 from
http://www.education.gov.uk/schools/teachingsandleraning/curriculum

Appendix 11: Teaching staffs' contributions to questionnaire section H

Table Section H: Additions from participants about working with RG children across schools

Additions from teaching staff about working with RG children (N = 6/17)
1. X and Y are target cities for many displaced people. If continued expectations of assimilation are given without offering specific input especially in young children's and peoples' education we are creating long-term problems. If our expectations are for them to reach their potential, necessary input and intervention must be in place.
2. Barriers significant due to cultural differences; each family has to be treated individually to establish supporting relationships. Whilst children may want to attend school the family values are not always supportive of schooling as a priority.
3. Many staff [members] are unable to layer down [appropriate] activities for these pupils: lots of fill-in activities. Huge difficulties with new-to-school older pupils – expectations initially often too high. Children need to understand (receptive language) before they are able to express themselves; they need to be confident in their home language before willing to learn a 2nd or 3rd (Romani, Slovak, English). Not always fitting stage- and age-appropriate materials; more 1:1 and small withdrawal groups needed; also more in-class support – more staff. These children need to talk together but are often split up from their language peers. Need lots of basic language input before output can be expected. Staff need to do a balancing act and so not always teach to top as directed by management.
4. Romani children: acquisition of English is limited on entry, plus parental communication difficulties (interpreters: costly).
5. Irish Travellers: different needs, no language barriers – access to curriculum worse now due to cuts to Traveller Education Service within school. It is difficult to put all [RG**/**T] groups in one category due to differing needs.
6. RG**/**T children are generally very pleasant and full of character. More integration into school life/general society needed. Provision of daily English lessons (maybe during other children's literacy), rejoining mainstream for maths, foundation subjects. Blend of vital EAL support and integration into normal classroom life. Attendance is a major issue: sporadic at best – hard to get much momentum going when 'they' are at school Monday, Wednesday, Friday but missing out Tuesday and Thursday.
7. Families from these communities sometimes feel vulnerable and misunderstood due to their communication difficulties. A little time, patience and willingness to engage with these families makes a difference to them and their children.

Appendix 12: The Language Enrichment Activity Program (LEAP)

The Language Enrichment Activity Program (LEAP, Clarke, Endacott, Majid, Sutton, Holmes, Gray and Gardiner, 2010) originally was designed for children with language difficulties, special educational needs and learning difficulties. Its aim is to equip children with basic vocabulary, sentence structure and comprehension from two to four key word (KW) level. Also, attention and listening, turn-taking and other social skills are targeted. Key words are equivalent to 'information carrying words' (ICF) which are the major information units of a sentence. Typically these are subject, object, verb and adjective/preposition.

Example: The big dog is on the table. (ICF / KW)

The program has been proven to be successful for a range of children by the authors (Clarke et al., 2010) in a sample of 53 children aged 4;5 to 6;4 years. This included children with EAL who had no or poor English when arriving new to the UK as well as children with ASD. The program is structured to be delivered over 6 weeks, including 2 weekly sessions of 20-30 minutes in a small group setting (no more than six children). Three group levels are differentiated to include children at different KW-levels (1-2 KW, 3KW and 4 KW). Each week focuses on a different topic that is based on early semantic development (body parts, actions, clothes, food, animals, home and transport). To affiliate children into suitable groups, the screening procedure includes active vocabulary, KW understanding and speaking (Appendix LEAP). Every session follows a similar structure (hello song, listening activity, speaking activity, activity focusing on social skills, goodbye song). This is supported by the use of visual timetables, picture cards representing desirable behaviour, such as good looking, good listening, good sitting, which are already known from the class context. In addition, the use of Makaton signs is highly recommended. After the delivery of a block of LEAP intervention, children are re-assessed. In addition, teacher observation sheets are available, where staff can indicate the development of children in the areas of 'attention and listening', 'turn-taking', 'good sitting', 'good looking/eye-contact', 'confidence in making contributions', 'joining in' group activities, 'asking for help', 'play', 'behaviour' and 'general maturity'. Data for children who participated in LEAP intervention in School A generally showed progress from the initial to their re-assessment. This was not only in vocabulary knowledge but also regarding confidence and being able to follow rules and routines.

Appendix 13: Interview Schedule for Teaching Staff: Phase 1.2

Introduction

"Thank you for taking part in the interview and agreeing for it being audio-recorded. All answers you give will be treated confidentially. [*If applicable*: You have filled in the questionnaire already and] some questions that will be touched on in the interview directly relate to themes in the questionnaire. Others will touch on related matters to working with children and families from RGT backgrounds. If you feel uncomfortable answering a specific question, you do not need to. Is there anything you would like to ask before we start?"

1. In the questionnaire I was asking you about potential barriers, if any, children from *RGT communities* may experience in accessing the school curriculum. What do you think is the main challenge for children from RGT backgrounds?

   (Prompts: personal experiences, policies, attitudes, language/literacy abilities, parents; outer or inner boundaries, parents expectations)

2. Are there certain approaches in your school regarding a) teaching in-class and b) communicating with RGT EASL children out of class?

   (same/different across class-room; knowledge 2nd language acquisition across teaching staff)

3. (How) Does your school communicate with parents regarding educational attainment of children from RGT backgrounds? (How) Does this differ from 'typical' practice with other children?

   a) If yes, how?
   b) (How) Does this differ from 'typical practice' with other ethnic minority children?

4. What are the expectations of parents from RGT backgrounds regarding educational attainment for their children?

5. What role do you think their parents' (a) language and literacy skills, (b) and overall educational background play for children's educational attainment in RGT communities?

6. What kind of involvement (a) do RGT parents have, (b) you wish they had in your school?

7. What are *your* expectations and experiences about educational attainment for children from RGT communities?

   (prompts: in comparison to children from (a) the mainstream community, (b) children from other minority backgrounds)?

8. Does school attendance of children from RGT backgrounds differ in comparison to other children in your school? Yes [ ] No [ ]

   If yes, how?

   What do you think are the reasons?

9. How are you informed about children's absence?

Summary/Conclusion

"Thank you very much for your participation and time. I will listen to the interview again to transcribe your answers and you will be unidentifiable in the transcript. After analysing all interview data, your school will receive a summary of the *overall* outcomes across all participating schools. This will take some time but will be latest after the project finishes overall. In the meantime if you have any questions or comments please feel free to contact me."

Appendix 14: Distribution of topics and nodes across transcripts using NVivo software

	Transcript number									
Topic ↓	**1**	**2**	**3**	**4**	**5**	**7**	**8**	**9**	**11**	**12**
Attendance	14 (2.1%)	6 (2.5%)	1 (0.5%)	7 (1.5%)	1 (1.4%)	6 (2.2%)	2 (2.7%)	7 (8%)	2 (2.5%)	9 (5%)
Child	2 (0.05%)	2 (1%)	3 (2.6%)	1 (0.4%)	6 (3.5%)	2 (1.8%)	4 (5.4%)	2 (2.4%)	4 (2.7%)	6 (2.1%)
Culture	3 (0.1%)	2 (1.9%)	7 (7.1%)	1 (0.2%)			1 (1.1%)	3 (5.2%)	1 (0.7%)	5 (2.7%)
Differences	1 (0.04%)	3 (1.6%)	9 (9.7%)	5 (5.4%)	4 (4.6%)	3 (3.5%)	4 (3.7%)		4 (4.8%)	16 (12.8%)
EAL		3 (1.3%)	1 (.64%)	2 (2.6%)		3 (5.8%)	1 (.9%)	1 (0.6%)	5 (3.6%)	5 (2.9%)
Effort		1 (1%)	2 (1.4%)	7 ($%)	4 (2.8%)	1 (1.2%)		4 (2.7%)	1 (0.5%)	11 (6.6%)
Expectations	2 (0.1%)	5 (5%)	5 (6.4%)	5 (4.2%)	1 (2.2%)	1 (0.7%)	5 (6.5%)		2 (2.5%)	5 (4.5%)
Hope		4 (1.9**%**)		3 2.90**(%)**				2 (4.7**%**)	1 (1.6**%**)	3 (2.3**%**)
Language	14 (1.2**%**)	4 (0.6**%**)	3 (1.4**%**)	1 (1.5**%**)	2 (0.7%)			2 (2**%**)	3 (6.8**%**)	12 (8.2**%**)
Links		4 (1**%**)	2 (1.4%)	3 (2.5%)		1 (1.2%)			1 (0.6**%**)	1 (0.41**%**)
Literacy	2 (0.6**%**)		1 (0.8**%**)	1 (1.1**%**)		1 (1.5%)	1 (2.4%)			
Main barriers	2 (0.2**%**)	1 (0.05%)	2 (1.4%)	1 (0.06%)	5 1.4**(%)**	2 (6.5%)	3 (1.2%)	11 (13%)	2 (1.1**%**)	8 (5.3**%**)
Meeting		2 (0.7%)	1 (0.04**%**)			1 (0.04%)	1 (0.4%)	3 (3.1%)	1 (2.1**%**)	2 (0.9**%**)
Money	1 (0.02**%**)		1 (0.02**%**)	2 (1**%**)	1 (0.4**%**)			1 (2.1%)		6 (6.7**%**)
Needs					7 (3%)		2 (3%)	4 (5.3%)	3 (5.4**%**)	4 (3**%**)
Overall		2 (0.5%)	3 (2.7**%**)	2 (1.9**%**)		1 (0.5**%**)	1 (0.4**%**)	1 (1**%**)	1 (1.4**%**)	3 (0.8**%**)
Parents	11 (0.8**%**)	7 (4.1**%**)	3 (2.4**%**)	4 (3.4**%**)	5 (5**%**)	5 (3.5**%**)	8 (13.2**%**)	6 (8.6%)	5 (9.3**%**)	14 (8.2**%**)
Progress	1 (0.03**%**)			3 1.36	3 3.38		2 2.06	1 1.42		1 (0.6**%**)
Resources		2 (0.4**%**)			14 (9.6%)	6 (10.2**%**)	7 (4.8%)	3 4.98	6 (12.1%)	6 (3**%**)
Stand-out group		1 (1**%**)	1 (0.3%)	1 (0.8%)	3 (2.4%)	2 (2.9%)		3 (3.2%)	1 (2**%**)	
Translate	8 (1.2%)	3 (1.1%)	5 (4.4%)	1 (0.07%)		1 (0.1%)	2 (3.2%)	3 (3.2%)	3 (3.5**%**)	
Trust		1 (0.04%)	2 (1.1%)		1 (0.9%)	1 (1.1%)		1 (0.3%)		
Unfamiliar			1 (0.04**%**)		3 (0.9%)	2 (1.1%)	2 (2.2%)	2 (2**%**)	1 (1.6**%**)	3 (1.6**%**)
Visual	4 (0.3**%**)		2 (0.9**%**)	2 (0.4**%**)		2 (0.1**%**)	2 (2.7**%**)			1 (0.4**%**)

Appendix 15: Preliminary table of themes after analysis of the interview data (Phase 1.2)

Theme	Areas	Examples in the transcripts
Diversity	• of abilities within the group of children • of parental involvement • families' needs	T1, l. 102-112: T12, l. 165-172, 182-186;
Challenge(s)	• Language/communication barrier • • Teamwork • • Assessment of needs and progress	T1, l. 55-57; T11, l. 16-19; T12, l. 143-145; T1, l. 185f; l. 203ff; T5, l. 84-87; T12, 192f;
Barrier(s)	• language barrier • lack of attendance • • lack of resources (time in classroom) • inadequacy of NC content – inaccessibility • multiple • distance of travelling • lack of understanding from staff	T2, l. 8; T9, l. 97-100; T1, l. 15-18, l. 21; T7, l.15ff, 197-201; T11, l. 177-182 T5, l. 167-175; T7, l. 51-60; T5, l. 65-68; T3, l. 7-13; T5, l. 12-22; T8, l. 12, 102-104; T9, l. 11-18; T9, l. 48-51; T12, l. 15;
Emotions	• Positive: acknowledging hard starting conditions • Negative: frustration, resignation, disappointment of staff due to low take up of support, language barrier, lack of attendance, de-valuing of education, lack of resources...	T1, l. 276ff; T2, l. 133ff; T1, l. 37f; T5, l.259-262; T7, l. 16-23, 51-60;
Recognition	• Strengths • • Limitations/boundaries • Hopes • • Pre-conditions: difficult start • Gaps (for children AND staff: awareness, training , learning, support, daily life) • • Other issues • Significance/importance of needs in this group • Home as teaching environment, L1 for L2	T2, l. 93-97; T5, l.202f; T8, l. 42-44; T11, l. 124-126; T9, 149-159; T1, l. 164-169; l. 211ff; l. 222ff; T12, l. 351-362, 365-379; T2, l. 137-144; T3, l. 156-172; T5, l. 178-183; T9, l. 132-137 T3, l. 125-132; T7, l. 25-31; T9, l. 76-80, l. 84-88, 111-115; T4, l. 238-243; T9, l. 26062; T4, l. 180-192; T7, l. 117-123;
Differentiation	• Similarities and differences to other EAL • (pre-conditions) confidence • • Involvement/participation (some but not all parents) – no generalisation possible • • Level of effort •	T3, l. 80-86; T7, l. 90-92; T11, l. 101f; T12, l. 149-162; T12, l. 384-407; T12, 193f; T8, l. 122-125, 128-135; T1, l. 104-112;

	• Children's AND parental needs (English learning, daily life, homework...), expectations • Cultural differences boys vs. girls	T3, l. 44f; T2, l. 10ff; T3, l. 92-99; T3, T5, l. 131-133; T2, l. 75-78; T3, l. 100-103;
Pre-conditions **Pre-requisites**	• (Mis)Trust • Lack of educational experience • • Lack of confidence, familiarity • Motivation of children (vs. parents)	T2, l. 56ff; T5, l. 83f; T1, l. 230-235; T3, l. 189ff; T12, 243-254, 262-267; T1, l. 276ff; T3, l. 7-13; T1, l. 143-148; T12, l. 408;
Prioritisation	• Avoidance • • Daily needs vs. education	T3, l. 125-132; T3, l. 228-233; T12, l. 452-54, 458-62; T1, l. 116f; T2, l. 88-92; T4, l. 238-243; T7, l. 21-23;
(Dis)Continuity	• of attendance • • of support • rising numbers of children/families	T1, l. 292-299; 27-31; T4, l.26-32; T5, l.213-221; T5, l. 157-164;
Facts and figures	• number of languages per classroom • number of RGT children increasing	T1, l. 209ff; T11, l. 95-97; T2, l. 62-66; T12, l. 479-481; T9, l. 227-230;
Resources	• (lack of) time, material, support (for children, parents and staff), translator ... • Visual element • 1st hand experience • ... • Money	T1, l. 38-42; T5, l. 182-186; T5, l.189-191; T1, l. 68-71; T4, l. 114; T1, l. 72-76; T5, l. 194-196;
Awareness	• lack of whole school approach and understanding of specific cultural issues • Progress? • Support? • Needs: assessment?	T3, l. 18; T4, l.51-56; T5, l.231-235; T5, l.168-175, l.238-242;
Critique	• NC • (current practice) • Misperceptions, prejudice, society ...	T2, l. 126-129, 149-153; T3, l. 10ff;
Gaps and limitations	• Staff: (lack of) extra training • Children: gap to others • Parents: prejudice	T3, l. 18-34; T5, l. 155-157; T12, l. 14f, 24f;
Current practice	• (In)Consistency • • Translation – communication with parents via children, pictorials, 1:1 • Talk partners in class • EAL small group support • Extra parents evening with translator (one-off)	T7, l. 36f-44; T11, l. 142-145; T12, l. 271-276; T1, l. 215-219; T8, l. 17f, 36ff; T9, l. 63-67; T8, l.24-32; T11, l. 22-28;

Attainment/ achievement	• Progress • (pre-conditions) • Motivation of children	T2, l. 130f low; T4, l.198-201, 211-214; T9, l. 27f; T9, l. 219-227; T11, l. 97-100; T9, l. 183-191, 199f, T11, l. 150; T2, l. 93-97;
Expectations	• Teachers, parents, school, government... • • Pressure from government due to attendance figures, NC content ... • Parents :	T1, l. 5; l. 244-247; T12, l. 105-108, 204-214, 219-225; T1, l. 308-313; T12, l. 114ff; T12 T7, l. 107-113; T8, 85-88;
Basics	• Key word strategy for general communication • Teach basics first – follow normal development • Pre-requisites for learning	T1, l. 199-203; T1, l. 251-259, 263-265; T5, l.163f; T3, l. 117-124;
Future suggestions	• native speaker employed in school • • drop-in-service for parents with • translator, advice centre • more 1:1 or small group provision – groups of ability, not age • involve parents in school/classrooms • • include Roma topics in NC • Q+A time at meetings for Roma parents • Teacher training • Provision of education for RGT parents • Community groups with translator • Cultural awareness • More staff • • Specific language lessons • Multi-lingual exercises • Simplify level of language	T2, l. 19f; T5, l.263-266; T9, l. 28-32; T11, l. 34-36; T9, l. 69-71, l. 262-266; T1, l. 228-236; T4, l. 105-108; T2, l. 109-115; T7, l. 161-174, l.188-193; T11, l. 161-164, 67; T2, l. 128ff; T7, l. 143-147; T11, l. 108-111; T3, l. 70-77; T5, l.248-256; T9, l. 264-266; T11, l. 36-39; T8, l. 95-100, 159-165 T9, l. 171-175; T12, l. 574-580; T11, l. 46f, 50; T11, l. 156-161; T12, l. 284-291, 300-304; T12, l. 313-319, 325-328;

Appendix 16: Table of main themes emerging from the interviews

This table has been reduced to the general structure of themes arising from the interviews. The final examined copy of the thesis additionally holds the quotes from the interviews and is available in the University Library.

THEME	***Sub-themes and transcript lines***
1. BARRIERS and CHALLENGES	***1.1 Language and communication*** **T11, l. 16-19** **T2, l. 8-12** **T9, l. 97-100** ***1.2 Attendance*** **T1, l. 15-19** **T7, l. 15-23** **T7, l. 197-201** **T11, l. 177-182** **T9, l. 242-245:** ***1.3 Unfamiliarity*** **T3, l. 7-13** **T5, l. 12-22** **T9, l. 48-56** **T7, l. 23-31** **T12, l. 14f** ***1.4 Multiple challenges*** **T8, l. 12-16** **T9, l. 11-21** **T9, l. 132-137** **T9, l. 76-80**
2. RECOGNITION of needs	***2.1 Parent's needs*** **T12, l. 165-172** **T12, l. 143-145** **T9, l. 199f** **T9, 219-227** **T8, l. 84-88** **T12, l. 219-225** **T12, l. 313-319** **T1, l 185-193** **T9, l. 260-62/7** ***2.1.1 Participation of parents, confidence and familiarity*** **T3, l.7-13** **T12, l. 384-403** **T3, l. 45-54** **T2, l. 9-12** **T3, l. 92-99** ***2.1.2 Priority: Daily needs vs. education, avoidance*** **T1, l. 116-121** **T2, l. 88-92** **T7, l. 21-23** **T12, l. 452-54** **T12, l. 458-62** **T1, l. 292-300** **T9, l. 84-88** **T9, 111-115** **T4, l. 238-243**

	2.1.3 Building trust and relationships **T2, l. 56ff** **T5, l. 82-4** **T3, l. 45-50** ***2.2 Children's needs*** **2.2.1 Differentiation to other (EAL) children** **T3, l. 80-88** **T7, l. 90-96** **T11, l. 96-102** **T12, l. 149-162** **T3, l. 178-86** **T3, l. 191-95** **T3, l. 89ff** **T12, l. 243-56** **T8, 128-135** ***2.2.2 Pre-requisites of RGT children*** **T2, l. 9-12** **T1, l. 55-57** **T12, 193-95** **T1, l. 229-237** **T1, l. 251-260** **T1, l. 223ff** **T3, l. 117-224** **T4, l. 180-192** **T7, l. 117-123/7** **T2, l. 130-34** ***2.2.3.Traditions and perceptions in RGT communities*** **T2, l. 75-78** **T3, l. 99-103** **T3, l. 103-109** **T3, l. 125-132** **T1, l. 126-140** ***2.2.4 Motivation of children*** **T1, l. 144-49** **T2, l. 93-97** **T11, l. 150; 408** **T8, l. 42-44** **T1, l. 275-79**
3. ATTAINMENT and ACHIEVEMENT	***3.1 Educational expectations*** **T2, l. 130f** **T2, l. 137-144** **T4, l. 198-204** **T4, l. 211-218** **T9, l. 27f** **T9, l. 183-191** **T12, l. 262-67** **T1, l. 245-47** ***3.2 Limitations and boundaries*** **T1, l. 35-38** **T5, l. 202f** **T5, l. 259-262** **T9, l. 149-159** **T1, l. 165-70** **T1, l. 212ff** **T1, l. 104-112** **T12, l. 204-214**

	3.3 Hopes of teaching staff **T12, l. 351-362** **T3, l. 156-172** **T12, l. 365-379** **T9, l. 159-163** **T5, l. 131-140**
4. RESOURCES	***4.1 Use of pictorials / visual material*** **T1, l. 68-76** **T1, 80-82** **T4, l. 105-115** **T1, l. 72-76** **T8, l. 15-19** **T8, l. 24-28** **T8, l. 34-36** ***4.2 Awareness of support gaps for RGT children*** **T3, l. 18-22** **T4, l. 51-56** **T5, l. 231-35** **T5, l. 167-175** **T7, l. 51-60** **T5, l. 65-74** **T5, l. 238-242** **T5, l. 178-91** **T5, 187-196**
5. CURRENT PRACTICE	***5.1 Facts and figures*** **T1, l. 206-212** **T12, l. 479-81** **T2, l. 62-66** **T11, l. 95-97** **T9, 228-31** ***5.2 Provision*** **T7, l. 36-44** **T11, l. 22-28** **T11, l. 142-45** **T12, l. 271-76** **T1, l. 34-42** **T7, l. 51-60** **T8, l. 28-39** ***5.3 Translation and communication*** **T1, l. 216-222** **T9, l. 63-67** **T3, l. 39-48** **T1, l. 200-206** ***5.4 Critical remarks: curriculum, material and politics*** **T5, l. 155-63** **T2, l. 126-129** **T12, l. 14f** **T1, l. 311-316** **T12, l. 14-16** **T12, l. 105-108** **T1, l. 282-289** **T9, l. 245-250**
6. FUTURE SUGGESTIONS	***6.1 Overall suggestions*** **T2, l. 18-20** **T5, l. 262-267**

	T11, l. 33-39 **T1, l. 229-237** **T4, l. 105f** **T2, l. 109-116** **T7, l. 161-174** **T11, l. 156-164** **T7, l. 143-147** **T11, l. 108-111** **T3, l. 66-77** **T5, l.248-256** **T9, l. 171-175** **T12, l. 574-580** **T11, l. 46f** **T11, l. 156-161** ***Suggestions for 'good practice' in classrooms*** **T12, l. 284-291** **T12, l. 300-304** **T12, l. 325-328**

Appendix 17: Quotes from Teaching Staff Interviews (Phase 1.2)

Super-ordinate Theme I: Barriers and Challenges

Theme 1: Language and communication barrier

1) I think there are a few barriers but the main one has got to be language. In particular Roma kids, a lot of them, have no English at all or very little English, and some of them (…) have not even been in a school. Specific problems we have got are the parents haven't got much English either. (Bob, educational support)

2) I think if English isn't their first language that is the main barrier, initially. (…) And secondly once they begin to understand it's actually writing that is the biggest barrier. (Jenny, teacher)

3) I mean obviously it's very difficult to communicate sometimes with the children and the parents because, you know, no one [*of the staff*] speaks Slovakian. (Trevor, educational support)

4) (...) obviously it is easy to speak to the white English parents and sometimes you don't even have to, you just send out a letter, that's it. (…) So that's probably the only way I differentiate the two really. It just requires a little more effort and a bit more, a few more hand gestures understanding the language. (Paul, teacher)

5) *Communicating with RG parents*] is one of the greatest problems we've got and we have their children translating messages to them (…), which is okay unless it is about the child, I suppose. (Tracy, TA)

6) (…) we do [*communicate with parents*], and if they are sort of in the corridor some of the older children will translate for us. (…) Every parent's evening we have translators in, for all our children with English as an additional language where the parents would need translation (…) (Holly, teacher)

7) Because the children particularly Key Stage 2 they will have left them at the gate and their children walk in by themselves. They might not even know who the parents are. (Paula, educational support)

8) We have occasionally asked people that can write in Slovak or whatever language they can read in, to do us little copies for open nights (…) if they would translate small paragraphs with all the key details on so we have the written forms. (Tracy, TA)

9) I know [*EAL support*] has had reports translated. But otherwise (…) I kind of muddle along (…). The children get reports or whatever sent home but there is no one there to make sure the parents understood it. So that I guess could be a problem. (Jenny, teacher)

10) We (…) translate the key messages into four (…) different languages, (…). The inclusion team does have the home-school link worker, the SENCo and personalised learning champion and they'll go and really talk to parents if something's mega-mega. (…) And with the best will in the world we can't accommodate everyone. (Holly, teacher)

11) I think the best way is face to face but because of the language difficulties, that's not always easy. But I do find if you're not afraid of looking a fool you can actually get across for what you need to get across. And I think most of the parents take that as a good gesture. (Tracy, TA)

12) I feel that what we do (…) is talk to them at an educational level that is – past even basic. You know, talking to them at an intellectual level rather than giving them basic structure, and I'm saying 'school, today, your girl is not here' – 'I know, sick' – 'what's the matter?' (Paula, educational support)

13) We (…) have staff that deal directly with our Roma children make a big effort to communicate with parents (...) on a day-to-day basis. I and a lot of my colleagues, when we stay at the front yard, we do talk to the Roma parents. (...) men that speak the English and it's the women (…) that don't speak as much English. (Bob, educational support)

Theme 2: Inconsistency of attendance

14) I think it's more obvious that there are attendance issues with the Gypsy Roma community. You get the isolated case with the White British families where attendance is poor as well – but in terms of percentage of the population and attendance I think among the Gypsy Roma community it stands out that it's quite poor. (Paul, teacher)

15) Regardless of whether they work hard or not when they are here, it does make a big impact if they are only coming 3 out of 5 days a week. (Paul, teacher)

16) I think the problem stems from a lot of them come from Z [*neighbour village*]. So if Stanislaw's off then his sisters and his brothers tended to be off quite often. (…) The Roma kids we have in our school … some of their siblings might be in other schools. So the parents who are new to the country split between, you know at least two schools; which in a new place (...) is a problem (...) to get from A to B (...). (Bob, educational support)

17) And if they haven't got the money there's no taxi that day … And if the car hasn't got any petrol, they are not going to come. (…) they might (…) only have 5 pounds and they cannot spend it on petrol for they have to buy food for lunchtime or dinnertime (…). (Paula, educational support)

18) We had the odd days (…). And (…) we did have quite a few that returned to Slovakia for family things. (…) So a lot of them things combined meant that they were poor attenders. (Bob, educational support)

19) And a lot of our [*Indian and Pakistani*] parents when they go on extended leave ask for work to take with them. So (...) there is some learning going on. Parents do see the value of it. (Holly, teacher) (…) Whereas you're lying on the bed waiting for the repairman to come (...), you're just having a day off school. (Rose, teacher)

20) I suppose if I were in their position, my priority would be housing, jobs, then possibly school. I would probably like to know what to do about a doctor or a dentist (…). (Bob, educational support)

21) I had a case before when I asked 'Why didn't you come?' – 'Well, we went to ASDA to get shopping' and things like that. (…). (Paul, teacher)

22) You might get one word 'sick', (…) 'vomit' or 'temperature' … for sickness so we know they're ill. (...) Or (…) the mum phoned me up and they said 'my child was sick' and eventually I got out of them … they just didn't realise that he was to come in. (Paula, educational support)

23) They will never phone; maybe one or two (…). But I think because of the barrier of the language to phone us, for them to say what is wrong – particularly if it's not the truth, I would feel I'd want to lie. (Paula, educational support)

24) You will have two Education and Welfare Officers (EWOs) until the first of November (…). So, (…) they deal with families. (…) and we have one that works fully for our Eastern European families. And one who works for anybody else of those who come to school. (…) that is why I think it is (…) seen as a big (…) issue throughout [*the city*]. (Rose, teacher)

25) So, in a way it's me and the other [*educational support*] who are actually going to do some of these home visits. It's difficult, a big challenge for us because we can't speak their mother tongue. (Trevor, educational support)

26) So, if the children don't come to school they're not going to be able to develop. (Trevor, educational support)

27) I think if they are attending regularly then you've got every chance of getting them to progress. (Colin, teacher)

28) We have an emphasis on that pre-teach which basically scaffolds the learning for all of our children. (…) And then they turn up on a Thursday they have missed all that. (…) it just makes life a lot harder – not only for them but for the teacher as well. The teacher

does not have time to do that all again with some (…). (…) we are here for 420 children at this school and that has to be what we work towards. (Rose, teacher)

29) I think it is also a shame for those children who come regularly (…) of the same nationality (…). And they almost have to do the work twice, because the reliance is on them to help the children who have not been here. So they don't get any further with *their* learning because they are spending time helping their friends. (Holly, teacher)

30) 'Cause we've got to keep the figures up, they [*pupils*] have to learn, they have to be here. There's a government issue; we've to do it that's a problem. (Paula, educational support)

31) I take big lead in attendance because it does need to get better (…). We'll always have a school target, we always have to justify ourselves to OFSTED. (…) What I don't like is, in a way schools get penalised for their attendance. (Holly, teacher)

32) I mean some of them got 100% whereas last year we were getting 85 and 90 %. (Bob, educational support)

Theme 3: Mutual unfamiliarity of RG families and schools

33) I think it's fear about (…) case authority, (…) being very unfamiliar with the system, (…) it's general mistrust. (…) the Roma already met a lot of prejudice and I think they expect to meet it. And I think the fear partly is (…) not knowing how to access the systems, not knowing where to go and who to ask. (Tracy, TA)

34) (…) there are barriers already there. So, (…) the parents have not taught them to count one, two, three, four, five and nursery rhyme books. (Paula, educational support)

35) I had a child who arrived at the age of 8 he'd not been to school before. Lovely boy, and (…) he did not know how to behave in a classroom and he was just running around like he would like in a nursery (…). So, like every other child he just needed to settle in when all the other children have been here for 4 or 5 years and they know how to act in a classroom environment. (Paul, teacher)

36) (…) sometimes the main barrier [*is that*] parents never went to school so why should their children? They only send them to school because in this country it is a law to go to school. They send them because they have to. Not because they see it as a worthwhile experience, which I find really sad. (Holly, teacher)

37) And because it's like a whole new bag (…). None of us has had proper training (…). We're sort of struggling because they are not really getting what they are supposed to be getting (...). You go along with the routine (…) but every individual child has got individual needs. (Annabel, TA)

38) The interpreters (…) have (…) have admitted that in their country the parents of these children do not have a big emphasis on education. Their education comes from their culture. (…) it is more important for them to learn how (…) to make money, rather than go to school (…). And all their customs and way to make money are passed from generation to generation. (Holly and Rose, teachers)

39) I think a whole school approach (…) a staff meeting (…) would be absolutely fantastic! About their culture and what they eat and about why … they … might be coming in a bit later or not queuing up and not wanting to get changed (…), everybody should know (…)! Their culture is amazing (…) and just who they are. I think we're talking about being multi-cultural we're gonna show it and not just talk about it. (Paula, educational support)

Theme 4: Restricted resources in schools

40) Because it's like 10 minutes here or 10 minutes there or they're in a group situation. They really need 1:1! And you can see them sometimes and you feel so sorry for them, 'cause (…) they're so well behaved so they're just sat there and they haven't got a clue what's going off. (Annabel, TA)

41) It's a time thing as well. 'Cause we're timetabled from the morning we come in 'til 3o'clock. So we're limited. (…) even though we're willing, the time's not there. (Annabel, TA)

42) I would say it's not a consistent thing (…) because if I spend 10-15 minutes with them one day in a lesson I think I can't do that the next day because that's not fair on the other children. So it's really finding that consistency which is difficult. (…) you feel bad for a reason or another. (Paul, teacher)

43) I would like to go on more training (…) to learn what I am supposed to be doing (…). I can only deal with them as from a mother's point of view and a teaching assistant's point of view (…). But (…) actually know a bit more about them, (…) how to help them. (…) everybody's floundering (…) nobody's actually got 100% idea of what's supposed to be happening. (…) we're getting more and more (…) which is going to be a big problem if it's not sorted. (Annabel, TA)

44) Some of them have okay English; they can get a message across, and they know quite often the alphabet. Other children, there's nothing (…). So, it's tricky (…), because it nearly needs small group or 1:1 support in the classroom. But there's so many other pupils who need your attention. I don't think any of us are really able to offer what they need on a day-to-day basis in the classroom, which is a shame. (Paul, teacher)

45) Sometimes you've prepared something for them especially but due to the needs of the rest of the class you don't get the time to really explain what you want or how they are supposed to do it. So you just cross your fingers and hope that they can do what you've given them. (Paul, teacher)

46) I have differentiated targets for all our groups. (…) And the parents (…) were notified what children's targets were, SEN as well as EAL children. And they were all sent home doing their (…) homework (…) referring back to the targets. (Daisy, teacher)

47) I had Year 6 for science this morning and I had kind of two lessons going on: one for the three EAL children – and then another one for everybody else. Because they've got to do the same thing but they can't. So it's kind of juggling constantly (…). (Jenny, teacher)

48) If you imagine Holly having 30 children in her class, and last year you had an incredible amount of first languages, didn't you? (…) It was [*other teacher*] who had 6 and yours was about 12. It was double the amount the same year group next door had, in first languages. (Rose, teacher)

Sub-theme 4.1: EAL support

49) Yeah, it's difficult, I know it is. But they are here, that's one thing and there's *some* support. It's a drop in the ocean though (…) and it would be even less if [*the EAL support*] wasn't there, absolutely! But I think it should be – 10 times more! (Paula, educational support)

50) When the children first enter school they have fantastic [*EAL*] support. So they have a good start with [*the EAL support*] but once they leave [*EAL support*] they have to just get on with it in class. (Jenny, teacher)

51) It must be really hard for [*the EAL lead*] because in one small group she could have a Gypsy Roma child who is really good at English, who's getting much better in reading and writing and then she's got another one who doesn't have anything. (Paul, teacher)

52) The ones of us that have been here many years have acquired certain skills and knowledge. Mainly because we've done language and intervention work, predominantly early years, or delayed disordered language. (…) I think as a school, widget is used, rebus is used, picture prompts are used. I'm not exactly sure that it's formalised throughout the years but predominantly in KS 1 (…) and hopefully a knock-on effect onto KS 2. (Tracy, TA)

53) So, one child is (…) listening to a lesson and they are not even gonna manage. They (…) are doing something that's inappropriate to their level. So we all sort of scurry around and observe children and thinking what their needs are. (...) If they've got any problems

about work they obviously talk to the teacher and then (…) we discuss that and see which ways we can make it easier for them. (Annabel, TA)

The detection of SEN

54) [*There's*] lots of SEN stuff around these kids and nobody really seems to know (…) [*where*] these EAL children are starting from. So it's just a case of sit lesson and lesson and give them a piece of paper with some numbers on it and see how they are getting on with that. There's nothing, no (…) proper programs going on. So you can't see any progress really, can you? (Annabel, TA)

55) Because they're EAL you sometimes don't realise that they've got special needs. You just take it for granted because they (…) can't talk English. (…) a majority [*of*] our [*mainstream*] kids they're assessed. I'm not seeing any assessing for these [*RG*]. (...). If we got resources … we could actually work the level the kids are at. (…) if not, they slip through the net (…), and they don't get any further. (Annabel, TA)

Super-ordinate theme II: Recognition of RG families' Needs and Skills

Theme 5: Differences between RG and other EAL parents

56) A lot of them [*other EAL families*] have been established here over the time. (…) the other EAL children have been (…) most probably born here. And so they know the structure, (…) how to go to a doctor, (…) how to go to the shops (…). And I think their confidence is different coming in and speaking to us. I think with the Eastern European children it's just because it's new it is difficult. They just arrived and all of a sudden they are thrust into a new society and just left. No guidelines, no support; (…) that's what is harder. (Paula, educational support)

Sub-theme 5.1: RG parents skills and L1

57) Their [*parents*] role is massive. I think it's equally important for them to learn the English language (…). Because [*then*] they can communicate with school better and keep more in touch with their child's education and their progress. (…) Obviously homework is a big barrier (…) 'cause the parents [*should*] actually support their children with their homework but they are not being able to. (Trevor, educational support)

58) And we do encourage them to speak in their first language, you know that is something we would want to encourage because it is understanding that we are hoping to get in whatever language. (Holly, teacher)

59) So I think it's absolutely vital, that there's conversation in the home, that there's vocab in the home; because if they actually got one lot of words it is then easier to pick up a second language as if they don't have any basics to start with. (Tracy, TA)

60) The home is as important as school. I mean they go home, (…) their parents have them all evening. That's a great chance for them to spend time and talk and read stories and (…) work with them (…). Obviously, they'll make more progress at home if they're working in Slovakian – and, if these children read stories in Slovakian then that's fantastic (…). I would not expect them to do anything else. I would hope that (…) then they're building a confidence in their own language and then English will come (…). (Colin, teacher)

Sub-theme 5.2: Participation and confidence of RG parents

61) I've noticed as well (…) when we're going on trips, educational visits to the seaside, to the museum they're always off that day in my experience. I know it is not the case in every class. (…) And then you get to expect them not to be here. And that worries me as well, because, it's not the child's fault. (Holly, teacher)

62) I had a gardening event (…) and some parents of the EAL children did come and that was really fantastic. And they worked really hard it was great! But that was a one-off. (Jenny, teacher)

63) [Rose:] Every parent's evening we have translators in, for all our children with EAL where the parents would need translation. And – the [*RG*] parents don't come. (...) [Holly:] Well no, I was just about to say on the other hand there will be parents who will come and sit and read with their children. But they tend to be the ones that got a certain amount of English and (…) they want their children to do well. (Rose and Holly, teachers)

64) I think for the [*RG*] parents to walk up to the teacher and trying to express themselves (…) – forget it. By the time they think about what to say it's so hard trying to get the words out. (Paula, educational support)

65) I think it's just the confidence as well of parents to come in and speak with the teacher, not knowing what to say or knowing what to ask as well using their vocabulary. (Daisy, teacher)

Building trust and relationships

66) (…) you sort of zone in onto it don't you and by the end you think 'oh, cracked that one!' And probably because you've mastered one, they come and ask you again. And then you sort of grow a relationship. (Annabel, TA)

67) [*For example*] one of our Slovakian families, really quite a poor family but (…) quite a good attender now (…), they made a link with our home-school link worker (…) who sorts benefits and things like that. And we have seen that team build up. And I don't know if they are particularly from an educated background, but I think they embrace this is for our children (…). On the whole I think you can tell, those are going to engage with you and those (…) going to be hard work. (Holly, teacher)

Theme 6: Differences between RG and other EAL children

Sub-theme 6.1: Lacking educational experience

68) [Holly:] [*RG*] children come without hooks to hang things on. (…) So, we provide them with the hooks and then we expect them to hang things on them. (…) But it is no way trying to teach children (…) anything unless they have hooks to hang things on. [Rose:] Those basic things 'cause whenever you meet something new you draw on the past. So, if you haven't got those already there, you can't build up and you just remain. (Holy and Rose, teachers)

69) The gap with the others is just because they start much later, so they are already years behind. So, even if they're bright children they did not have the opportunity and that means they are slow, not necessarily unable. (...) [*Some other EAL children*] are already coming to school with expected behaviours. The Roma kids can sometimes quite frankly be 'wild and free' and you have to get through that before you can get onto anything else. (Tracy, TA)

70) But if we haven't (…) the concept of giving them the basic first they will not achieve at all. (…) I just want (…) people to give them the chance to do it in little stages. And they expect level 5 when they see them. Go to level 1, then 2. (…) if there are people who have done work before, they can fast track. And these children haven't done it before. (Paula, educational support)

Motivation of RG children

71) It's really, really hard for them [*RG children*] and I think they are quite brave really. I mean (...) they're so well behaved. (...) I don't have any behavioural issues (…) with my EAL children. (Daisy, teacher)

72) The children are brilliant; they embrace everything that you do with them. (…) And that is the sad part for me, that the parents don't embrace it the same way as the children. The children are so excited about learning, about coming to school. And (…) they take a piece of work out to show their parents and the parents don't even acknowledge it (…). (Holly, teacher)

Sub-theme 6.2: Prejudice against RG children and bullying

73) (...) The other parents (...) are looking negative at them. (…) I feel like I always have to defend, I defend all the time. (...) English parents are saying 'Look at *them* … they are not queuing'. And I'm saying 'they don't know how to queue, no one's taught them queuing. They are not pushing in, that's how they do it'. (…) 'they are having very, very poor manners'. (Paula, educational support)

74) I don't think some of them feel important. And they definitely not feel valued. They feel like outsiders and they are sometimes treated like outsiders. So, they huddle together in their little groups, which is what I would do if it was me to protect myself. But then because they do this they are exposed to 'look at *them*!' (…). (Paula, educational support)

75) [*Eastern European children*] also have a class system amongst themselves, and they do show that in school. They're sometimes negative. Some they call 'Gypsies, they're lower than me' (...). So they sometimes bring their own little side-line barriers in. (Paula, educational support)

76) Occasionally we get children (…) saying 'that group of boys have come to us and called us names', and 'they are bullying me', but I think that's a misuse of language. We get occasional (…) slip across racial lines, EAL lines. (…) It's not something that happens every day (…). We occasionally get what would be construed as 'mistaken identity'. (Bob, educational support)

77) We've had reports from ex-pupils saying that when they go to the secondary school whichever one it'd be, uh, that there's quite a bit of animosity on the bus, coming and going. And I would say that bullying outside school would be more apparent. (Tracy, TA)

Super-ordinate theme III: RG children's educational attainment

Theme 7: Educational expectations of RG parents and schools

78) (…) academically they [*RG parents*] don't ever talk about it (…). Most of their English is 'reading, read, read, speak, speak' and no more than that. (…) after school clubs and things (…) never get that far. (…) 'School is good', that's what they say. But they don't know structures or anything. They just know it's good to be in school, it's the norm. And that's where the children learn to speak English. (Paula, educational support)

79) They [*RG parents*] seem to be happy to be here and kind of just expect [*RG children*] to learn because they're here. (…) The attendance issue would suggest that occasionally they are not overly bothered about it but I've never had someone coming up to me saying 'my child's not doing well enough (…) what are you going to do about it'. (Paul, teacher)

Sub-theme 7.1: Gender roles in RG communities

80) And a lot of our (…) Roma girls are not expected to do a lot after school. They are expected to be little mothers now and they are expecting once they leave school they have another five or six children and they don't expect to work. (Tracy, TA)

81) But that's in a way what can be a blockage because if they know that's what they're gonna do when they get older. Whether that is working with their dad on a building site or whatever they [*the RG boys*] might be doing, they are not really going to be focused on their education at secondary or primary school. (Trevor, educational support)

82) We did have a volunteer come and work with us who was Gypsy Roma and she was (…) was talking to the Year 6 group last year about how she went to college and would they like to do that. And it was not something they had actually considered. But they have gone home (…) and their parents said that they would be able to do that if they wanted. So I think it is something (…) that some of them probably hopefully are now doing. (Tracy, TA)

Sub-theme 7.2: Achievement levels of RG children

83) But we do expect it, we have those high expectations and we will put in high challenge cause it's nothing more boring than just saying well because you come from [a different country] and you can't speak English you won't be able to do that. (Rose, teacher)

84) Well, I would absolutely love (…) to see they are all going to do SATs and going to achieve at national levels but I absolutely know, that is pulling (…) on land. (Tracy, TA)

85) At the moment academically, (…) I can't see many rocket scientists or brain surgeons coming through this school in terms of Roma kids. But I would hope that they get to a level by the time they leave they are 15, 16, 17 and (…) able to access a reasonable profession, let's say car mechanic. I hope they don't just end up on building sites, I hope the girls don't end up having babies at 16 and 17 (…). And given the right educational environment, they'll achieve more than that. (Bob, educational support)

86) Part of the other children (…) have a vocabulary of 1000 already, and they've got 10. How are they expected to compare? (…) But they [*teachers*] want the same level, and the same achievement levels – that's impossible. (Paula, educational support)

87) I mean academically we know that it's going to be a huge challenge (…) 'cause they are starting (…) right from the bottom (…). So, learning the alphabet and some words of English and then being able to have a conversation with someone really is a great achievement. So, (…) in Year 6 if they can speak English well, read and write possibly, that's great. (…) realistically expecting (…) high grades in their SATs results is quite a challenge. Some may grasp the concepts really, really well but some find it really challenging. (Trevor, educational support)

88) I can't see the point, spreading National Curriculum out so extending on how we see (…) Queen Victoria and things for instance, or Ancient Greeks or Romans (…) I do think there is a need to learn about invaders and settlers and that sort of thing and maybe [*figures of historic importance*] within Roma communities. (Bob, educational support)

89) I think the older they are the harder it is. (...) Probably because by the time, as they get older, and older we're kind of expecting them to be more independent. But still, some children need that language input, I suppose. (Jenny, teacher)

90) And I think, if you look at School B's data, we are in the top 2% nationally for progress. And it is purely that because once they [*EAL children*] get the language we can get the children to (…) the national expectations. And getting children to progress, to be there – we're pretty good. (Rose, teacher)

91) I would personally hope (…) that each [*RG*] child could have a basic conversation in English (...). (...) that they could learn a bit of prediction, reasoning, sequencing (…). To be print-aware, (…) know the letters, blend letters and (…) reading at least a KS 1 book *with* understanding. (…) that they could all string a few sentences together and then to read it back. (...) And I think beyond that we are very, very lucky. But (…) some children that have not come in from below zero have been able to go on to the normal NC programs. (Tracy, TA)

Theme 8: Current practice and developments

92) Visual environment that is just fundamental for learning – not just the EAL [*but also*] children from less advantaged background and their language skills might not be as high (…). That visual element to all our curriculum is just vital. (...) And bringing in resources talking about picnics or animals (…). (Rose, teacher)

93) So when I'm explaining a task (…) it's always using a lot of pictorial things so they are clear what they need to do. (…) for EAL children (…) I have the picture but I have the English word for it as well and I tend to try to get children to come up with it (…). Especially my SEN (…) and EAL children it really (…) helps them develop. And because it is repeating language (…) they are picking up vocabulary as well. (...) we use a lot of symbol

for maths or looking at time tables, looking at letter recognition for literacy (…). (Daisy, teacher)

94) Most of the time, I use (…) talk partners in my class. (…) my EAL children's partner is somebody who is well advanced but who is also an EAL child (…) so they can reflect from each other (…). I am finding with one of my boys who is new to England, (…) he was very, very quiet (…) he hardly spoke (…), now he's beginning to pick up wide vocabulary, his confidence is growing and he's working really well with his talk partner. (Daisy, teacher)

95) Last term we (…) we invited the parents to school and we addressed a number of issues with an interpreter there, one of which was (…) attendance. (…) And it had a huge impact on some of these families. Also we talked about (…) that parents can come and talk to us in school and that we would obviously try to help them. Given the language barrier we will still try and do what we can. (…) So, it's quite a fruitful experience that. (Trevor, educational support)

96) They did not [*get*] a lot of time last time (…) and we've asked for longer. Next time is their chance to reply and their chance to ask (…). I will be suggesting (…) we will have an open evening, even if it is only (…) to have notes from class teachers (...) and that we have someone who can actually talk that through to the parents that want a drop-in (…). (Tracy, TA)

RG parents as a resource

97) And it's only through true language translation and making the parents feel part of the community, making them feel that education is so important to their lives and their children's lives that they need to come to school and by the age of 16 they can have GCSEs, a good education and they can go on to have good jobs. (Trevor, educational support)

98) Because they [*parents*] pass on their capacities to their children and also they need to be aware of their own welfare of educational needs. 'Cause there's always (…) night classes and all sorts out there they can go. (…) But as for adult education, I'm not sure exactly what they are doing for that. (…) if anyone asked we'd point them in the right direction (…). (Annabel, TA)

99) I had a case last year where one of my Gypsy Roma children was progressing faster in reading than the other. And it's simply because his dad could read in English and would help him read at home. (…) And obviously if he is reading well then that will influence the writing, the speaking and everything. (…) I think that it's [*education*] useful for the parents (…) whether (…) from their own country having been taught there or (…) going to classes here. (Paul, teacher)

The urgency for change: rising numbers of RG children

100) I think we've got something like 96 EAL children at [*School A*], speaking as their mother tongue about 20, 21 languages. But overwhelmingly we got about 35 to 40 Roma children, so they are the stand-out group. I think probably they are the ones we spend most effort on as a school. (Bob, educational support)

101) But again, schools need more support. (…) in the last two years we've taken on (…) 27 families. So our number of Eastern European families in school is around 45. (Trevor, educational support)

Super-ordinate theme IV: Future suggestions

Examples of recommendations

102) Just one thing: I need support! The children need support! The staff need support! Otherwise we're failing the children – not because we want it! (…) It's been such a rapid increase that we did not really have a chance to catch up. And it's time we did now. (Jenny, teacher)

103) I'm really happy that people are (…) recognising the importance of this and I can only (…) see the numbers going up in schools. So the fact is we need more support with the language translation. And also working with these parents – whether it's people who come in to do work with them or home visits or an advice centre or something where the parents can be educated both in English and also about the educational system in schools. (Trevor, educational support)

104) (…) if our school is willing to (…) have like little community groups with Romani (…) parents. And then we can get a translator in and assess if there are any gaps where they could support their children, if there is something in maths or literacy they need support with themselves. And if they're getting better (…), their children could get better with it as well. That'd be really good. (Daisy, teacher)

105) Especially to help with parents, to explain messages or letters that go home. Because they have so many children I don't think the odd occasional translator would be enough. It needs to be somebody who is employed in school. (…) as staff we need more development and how to -maybe even learn some of the languages – provide for the children. 'Cause (…) there's such a wide range of abilities and how far they are with the language acquisition and assessing whether there are special needs as well etc. (Jenny, teacher)

106) I think EAL children are new to the school but there's still a lot of support that they (…) need. And (…) it's not only the children that need support it's the parents as well. And (…) making them aware of the education side of learning, (…) have little groups, maybe not even in school, (…) something in the community somebody going out there to support parents (…) that would be really good. (Daisy, teacher)

107) (…) mainstream lessons half of the time but for (…) literacy and maths, (…) they'd be in (…) groups based on their ability in English – not on age because I don't see that works. (…) So, (…) if they were streamed regarding their ability in English, that would make it a lot easier for everybody. (…) we could have 5 different streams with 5 different periods during the day and each child in every ability group would at least get one hour of English provision tailored to their ability level per day. (Paul, teacher)

108) So, I think to have the parents in the classroom with the children, I mean it would support them as well, depending on if they can commit their time. But if they wanted to they'd have the option (Jenny, teacher).

Appendix 18: Ethical approval of Phase 2

ETHICS REVIEWER'S COMMENTS FORM

This form is for use when ethically reviewing a research ethics application form.

1. Name of Ethics Reviewer:	Richard Body Silke Fricke Ruth Herbert
2. Research Project Title:	Language and literacy skills in children from RGT backgrounds: Phase 2
3. Principal Investigator (or Supervisor):	Christina Haupt
4. Academic Department / School:	HCS
5. I confirm that I do not have a conflict of interest with the project application	

6. I confirm that, in my judgment, the application should:			
Be approved:	Be approved with *suggested* amendments in '7' below:	and/or Be approved providing *requirements* specified in '8' below are met:	NOT be approved for the reason(s) given in '9' below:
✓			

7. Approved with the following suggested, optional amendments (i.e. it is left to the discretion of the applicant whether or not to accept the amendments and, if accepted, the ethics reviewers do not need to see the amendments):
8. Approved providing the following, compulsory requirements are met
Ethics reviewers do not need to see the required changes:
9. Not approved for the following reason(s):
10. Date of Ethics Review: 10 July 2012

Appendix 19: Information Sheet for Parents – Phase 2

The University Of Sheffield.

Research Project:

Children from Roma, Gypsy and Traveller (RGT) Backgrounds: Learning English as a New Language

Sheffield, 10th July 2012

Dear parents and carers,

Your child is invited to take part in a research project which is led by Christina who is working at the University of Sheffield. The project has been approved by the ethics review panel in the Department of Human Communication Sciences (in line with the University's Ethics Review Procedure).

Before you decide if you want your child to take part, it is important to understand what the project is about. Please read the following information carefully and discuss it with others if you wish. Contact me, Christina Haupt, if there is anything that is not clear or if you would like more information. My contact details are at the end of this document. Thank you for reading this.

What is the project about?

This project aims to find out about how primary school children from Roma, Gypsy and Traveller backgrounds are learning English and literacy in school. We are contacting you because your child is going to the school where this project is taking place.

What is your child going to be asked to do?

If you decide for your child to take part in the project she/he will talk to Christina about her/his experiences of learning English. A translator can be present if your child does not feel comfortable answering in English. Additionally, your child will complete two short tests to find out how easy speaking and understanding English is for her/him. Christina is going to be in class for one literacy session and in one English support session to observe how your child learns. Christina will look at the school data to find out how long your child has been going to school and the progress she/he is making.

If you are happy for your child to take part in this research project, Christina will meet her/him in school at an agreed date for no longer than 40 minutes. What your child says will be audio recorded for Christina to listen to again and write down. The audio recordings of your child will be kept confidential. Any identifying information will be deleted and not written down. Examples of answers may be used for reports or presentations resulting from the project. Your child's name will not be mentioned anywhere. No one outside the project will listen to the recordings. No other use of the data will be made without your written permission.

Please sign the attached consent form if you agree for your child to participate in (1) the interview, (2) the English tests, (3) the classroom and English support group observation, and (4) for Christina to look at your child's school records.

Does my child have to take part in the project?

You decide if you want your child to take part in this project. It is fine to say 'no'. If you say 'yes', please tick all the appropriate boxes on the consent form and sign it. You can still withdraw your child at any time without giving a reason. Keep this information sheet so you can read it again if you wish to.

Are there any risks involved?

This is a very low risk project with no disadvantages for the children taking part. It may however make your child aware of her/his English skills which may be perceived as challenging for some children. During the session your child can ask Christina questions,

stop at any point and a translator can help, if needed.

What are the possible benefits?
There may be no direct benefit from the project but the outcomes can contribute to a better understanding of how the school works with children from Roma, Gypsy or Traveller backgrounds and how this may be improved in the future.

Is my child's information kept safe?
All the information that is collected from your child during the course of the research will be kept confidential and safe; she/he will not be identifiable in any reports or publications.

What happens to the outcomes of the project?
The project is part of a research thesis done by Christina Haupt. On completion it will be available online for people interested in the research (UK national eTheses, British Library). Parts of the project may be published in academic journals and be included in talks to teaching staff, speech and language therapists, parents or others. None of the children's names will be mentioned in any of the published results or presentations.

What next?
Please feel free to contact Christina Haupt, if you have any questions regarding this project and/or on completing the forms.

If you agree to your child's participation in the project, please complete and sign the *consent form*. Please put it into the enclosed A5 envelope, seal it and send it to me or take the envelope to your school office where I will collect it on [*date to be added after ethics approval*].

How can I contact you?
Please contact Christina if you want to ask any questions of talk to her about the project. Feel free to contact a supervisor of the project (Dr Judy Clegg or Professor Joy Stackhouse) if you are unhappy about anything regarding the project.

Alternatively, you can contact the Head of Department (Professor Shelagh Brumfitt, Department of Human Communication Sciences, 31 Claremont Crescent, Sheffield S10 2TA, e-mail: s.m.brumfitt@sheffield.ac.uk, Tel.: 0114 – 22 22418). Also, you may use the University complaints procedure and contact the following person: Registrar and Secretary, Registrar and Secretary Office, University of Sheffield, Firth Court, Western Bank, Sheffield S10 2TN, Tel.: 0114 222 1100.

Thank you very much for your interest.
Christina Haupt

Contact details: Christina Haupt: c.haupt@sheffield.ac.uk (Tel.: 0114 2222 412)

Department of Human Communication Sciences, University of Sheffield, 31 Claremont Crescent, Sheffield S10 2TA

Supervisors: Dr Judy Clegg: j.clegg@sheffield.ac.uk (Tel.: 0114 2222 450)
Professor Joy Stackhouse: j.stackhouse@sheffield.ac.uk (Tel.: 0114 2222 401)

Appendix 20: Consent Form – Parents of RG children for Phase 2

The University Of Sheffield.

Title of Research Project:

Children from Roma, Gypsy and Traveller (RGT) Backgrounds: Learning English as a new language

Name of Researcher: Christina Haupt (Dr Judy Clegg, Prof. Joy Stackhouse)

Participant Identification Number **for this project:**

(Please tick appropriate boxes before signing)

- I have understood the information sheet dated *10.07.2012* explaining the research project I had the opportunity to ask questions about. ☐
- I understand that my child's participation is voluntary and that we are free to withdraw at any time without giving any reason and without any consequences. ☐
- I agree for my child to be assessed with two short English tests. ☐
- I agree for my child to be observed by the researcher in the classroom and English support group during English sessions. ☐
- I give permission for the researcher to look at the school files of my child. ☐
- I agree for my child to take part in an *interview* about her/his experiences of daily school life and learning English. ☐
- I agree for the interview with my child being audio-recorded. ☐
- I agree for the audio data to be kept securely until the end of the research project and destroyed after it is finished (2015). ☐
- I agree for an interpreter to be present and translate the tests and/or interview, if my child uses her/his first language. ☐
- I understand that my child's responses will be kept strictly confidential. ☐
- I give permission for members of the research team to have access to my child's *anonymised* responses. I understand that my child's name will *not* be used in the research materials, so she/he will not be identifiable in any written reports resulting from the project. ☐
- I agree for my child's anonymised data to be used for future research. ☐
- I agree to be approached at a later time by the researcher and/or team during this project. ☐

_____	_____	_____
Name of Participant (child) (*or legal representative*)	Date	Signature

_____	_____	_____
Researcher	Date	Signature

To be signed and dated in presence of the participant

Contact information:

Researcher: Christina Haupt – Tel. 0114 2222 412 – c.haupt@sheffield.ac.uk

Supervisors: Dr Judy Clegg – Tel. 0114 2222 450 – j.clegg@sheffield.ac.uk

Professor Joy Stackhouse – Tel. 0114 2222 401 – j.stackhouse@sheffield.ac.uk

Appendix 21: Interview schedule for RG children

Phase 2: Children from Roma, Gypsy (RG) backgrounds: Learning English as a New Language

Objective: to find out about subjective experience of RG children regarding communication and learning in school – potential challenges and needs

5 (very good)	4 (good)	3 (okay)	2 (not so good)	1 (bad)
(very easy)	(quite easy)	(okay)	(a little hard)	(hard)

1) How do you feel about school (in general):

2) What do you like?

3) What do you NOT like?

How do you feel about

4) Playtime?
   a) who do you play with?

5) Language (EAL) support group?

6) Being in class?

7) Homework?

8) Lunchtime?

9) Travelling
   a) to school
   b) home

10) school trips?

11) Do you have a favourite … (if yes, which)
   a) Subject?
   b) activity of the day?

12) How do you feel about ...
   a) **Speaking** English (now – when you came)

      I) What language(s) do you speak at home?

   How do you feel about ...

   b) **Speaking** home language(s)

      II) Are there any other languages you speak?

13) How do you feel about …
    a) **Understanding** English: (now – when you came)
    b) Understanding L1:

14) How do you feel about …
    c) **Writing** English: (now – when you came)
    d) Writing L1:

15) How do you feel about …
    e) **Reading** English: (now – when you came)
    f) Reading L1:

16) How do you feel about **talking to** ...
    a) Others in English:
    b) Others in L1:

17) What do (did) you find helpful for learning English? (now – when you came)

18) Can you think of anything at school that is helpful for ...
    a) You?
    b) Your parents?

19) Can you think of anything you would wish for in school to help ...
    a) You?
    b) Your parents?

20) Do you think the following would be helpful? (how much on the smiley scale)
    f) More sessions of EAL:
    g) Someone who speaks your home language
       (e.g. to explain tasks/talk to parents):
    h) More time from teachers:
    i) Parents presence:
    j) Any other suggestions:

21) Were there any problems when you first came to this school?

22) Are there any problems now?

23) Anything you want to add you think is important?

➔ All questions can be expanded with 'Why do you think this is?' (older/more articulate children)
➔ Questions can be related back to school assessment data
➔ Topics can partly be related to the teacher questionnaires from Phase 1

Appendix 22: Class-teacher feedback on individual RG children's attainment

Dear class teacher, as part of a current research project in your school, I would very much appreciate your time to complete the following attainment scheme for some of your children in class. All data will be anonymised and kept strictly confidential. Your Head-Teacher consented for me approaching you regarding these data and if you have any questions, please do not hesitate to ask me!

Kind Regards and many thanks! Christina Haupt (c.haupt@shef.ac.uk).

Please circle the appropriate year-group you are teaching in: 1 – 2 – 3 – 4 – 5 – 6

Child:	
(Code: please leave empty)	
English *Speaking/ Listening*	NC sub-level: NC sub-level:
English *reading*	NC sub-level:
English *writing*	NC sub-level:
English Overall level:	
Literacy target group in class	
Strengths (+)	
Weaknesses (-)	
Maths	NC sub-level:
Maths target group in class	
Strengths (+)	
Weaknesses (-)	
Does the child receive intervention/which? Other comments	

Appendix 23: Simplified information sheet / assent form for RG children

Children from Roma, Gypsy and Traveller Backgrounds:

Learning English as a new language

The University Of Sheffield.

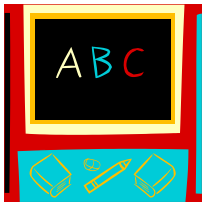
Christina works at the University of Sheffield. She is interested in how children learn to talk English in school. Because your school is taking part in Christina's project and you are learning English as a new language, she would like to talk to you about how you do this. She would also like to talk to your teacher about how you are doing in school and look at some work you have done.

Christina wants to be with you in class when you do English reading and writing. She will also talk to other children about how they are learning to talk English. She will ask you to do two short tests to find out how well you can talk in English.

Your answers will be written down and recorded. There may be a translator who can help you to talk to Christina. Christina will not let other people hear what you said. You can ask for help and choose if you want to do it. It is okay to say 'No'.

You will be with Christina for an interview and two short English talking tests. This will be in a room at school. You can decide which tasks to do, and stop any time. You can bring someone with you.

On a different day, Christina will come and see you in class. Christina will write about what she finds out and other people will read this. Also she may talk about the project to people who are interested in it. No one will be told your name.



☹ [ ] I don't want to do the tests with Christina.

☹ [ ] I don't want to do the interview with Christina.

☺ [ ] I am happy to do the tests with Christina.

☺ [ ] I am happy to do the interview with Christina.

Child's name: _____

Christina's signature: _____

Also, your parents have to agree for you to do the tests and talk to Christina about learning English. They talked to her and got an information sheet and if they are happy for you to take part, they signed a form.

Any further questions?

Christina's phone number: 0114 22 22 412; e-mail: c.haupt@sheffield.ac.uk
Supervisors: Judy Clegg, tel.: 0114 22 22 450; e-mail: j.clegg@sheffield.ac.uk
Joy Stackhouse, tel.: 0114 2222 401; email: j.stackhouse@sheffield.ac.uk

Appendix 24: Quotes from RG children's interviews (Phase 2)

Question 1: How do you feel about school?

1) Child 4 (C4), Year 4 (Y4): School? When there is other children, happy.

2) C 13 (Y4): Good, because I learn English, I learn to write, uh, I learn how to do different things and it's good.

3) C17 (Y3): Happy, (…) because I am playing with my friends and love to write.

4) C6 (Y6): Very good (…) because they're helping like when, when I don't know nothing. Like, on literacy, when I put like my hand up, then the teacher help me.

Researcher (R): Okay. Why is that? Why do you feel very happy?

5) Child 1 (C1) (Year 4): Because I come to school, I writing and I go with my brothers, I play with my friends. Then we I play football, I go back to my class, then is dinner. I play a little bit outside, I come inside, I just writing - I go home. And I enjoy, enjoying.

Q3: What do you not like about school?

6) C6 (Y6): Maths, because when teacher tell me what I do then (…) she go away, two minutes and then I don't understand.

Q4: How do you feel about playtime?

7) C18 (Y5): Good, (…) 'cause I got many friends in school, even English people which are (…) not my language.

8) C6 (Y6): Ah, good, because I'd in my class, my ah friend she no here, because we'd play. Like in year 5, I was with her but in year 6 not now. So, like on playtime I see her every day.

Q5: How do you feel about EAL support?

9) C3 (Y3): I like them how writing ... it is very good help writing.

10) C4 (Y4): Yeah, I like when I'm uh come to everybody.

11) C13 (Y4): Yeah, because she's good teacher, she she's funny and all that.

12) C11 (Y3): With you and [EAL support] I feel happy.

R: Why is that? Can you say why that is?

C11: Because I like [EAL support] and you.

13) C13 (Y4): Yeah, in Y3 but [now] I'm not. She said um, ah, uh, "You're too big now, so I have to work with the little children".

R: Oh! How did you feel about that?

C13: Good … sad ... but it's good cause she helps other children to help him English because it's not only me who has to know English, everyone.

14) C8 (Y1): Uh, I like (...) about it ... I can be teacher when I'm big. And when I can be big, and when I can be strong then I can be a teacher. (…) Sometimes I can be a teacher [*during EAL session*].

Q6: How do you feel about being in class?

15) C6 (Y6): Like, good. Because my friend she, she good English. When I (…) need help, she tell me.

16) C18 (Y5): Mh, good. Because (…) I learn lots of (…) different things that I don't know.

Q7: How do you feel about homework?

17) C6 (Y6): Okay, uh, because (…) my teacher, she don't tell me what to do. She just explain me and then I tell [*ask*] her and then she tell "I just say", you know.

18) R: Not quite happy [about homework], why is that?

C9 (Y4): Because sometimes we get a hard test.

19) C13 (Y4): Homework, good, because it's better when you work.

R: Do you do your homework, then?

C13: Yeah, but (…) like when I finish this I don't bring it because there's lots of things. So, I finish all then I bring it. That's better.

20) C3 (Y3): I writing, and then bring in, I writing and then I bring in.

Q8: How do you feel about lunchtime?

21) C11 (Y3): Okay (…) because, I don't like uh that one food, I like that one food.

22) C3 (Y3): And when school go to the dinnertime and girls and boy mess about, I want to sit to brothers and to sisters.

Q9: How do you feel about travelling to school / home?

23) C1 (Y4): Sometimes I go in the bus, and sometimes my, my dad brings me with the car. (…) You know my dad to go in the job sometimes to six o'clock he comes to home, some 2 o'clock.

Q10: How do you feel about school trips?

24) C18 (Y5): School trips, good, 'cause I enjoy it. Even when it is boring I enjoy it.

R: (laughing) So, what might be boring?

C18: Um, sitting there and just looking at things.

R: Like museum or something?

C18: Yeah.

R: So what is your favourite trip?

C18: It was in Year 4, uh, in zoo, no Wildlife Yorkshire Park.

25) C13 (Y4): And, (…) we gone to a dance, and (…) I was doing street dancing (…) but it wasn't on the stage, was just playing.

26) C5 (Y6): Amazing! Because I heard to go [*EAL lead*] with.

Q11: Do you have a favourite time of the day?

27) C6 (Y6): Morning, like I don't know what to do. Then, like, afternoon, when I come, we don't go to our room, we stay in with like C2 [*child in other class*] – he help me.

Question 12a: How do you feel about speaking English?

Researcher: How did you feel about speaking English, when you came, when you were little?

28) C11 (Y3): I don't speak English when I come to school.
R: How did you feel?
C11: Sad. I want to go to mum.

29) C13: Mh, well I was crying in [*other school*]. And then, when I gone in Y2 it got better and better. (…) because then everyone (…), you know like they get me.

Q12b: What other languages do you speak at home?

30) C1 (Y4): Uh, you come from Slovakia everybody can speak (…) Slovak and Roma.

Q12b: How do you feel about speaking Slovak?

31) C10 (Y2): And my mum no speak English (…).

R: No? You can teach her!

C10: I speak to her my own language.

R: Okay, so that is easier for you, Slovakian. Your mum speaks Slovakian and your dad?

32) C11 (Y3): Everybody!

R: Everybody in your family, oh, right!

C11: Cause in family I learned this.

Q13a: How do you feel about understanding English?

33) C18 (Y5): Good, 'cause I (…) learn lots of different (…), cause I know Slovakian and then English, so that's something new to me.

34) C18 (Y5): Sometimes I don't understand something but when I ask my friends, my English friends, (…) they tell me what it means. Then I quite get it.

Q16: How do you feel talking to others in English?

35) R: And did they also teach you English in that school in Slovakia?

C14 (Y6): A bit because when our country we weren't in England that's why. So we learned only a bit.

Q17: What did help you to learn English?

36) C13 (Y4): Uh, coming to school.

37) C11 (Y3): When I went go to school, everybody who is English is helped me.

Researcher: I know your dad helped you at home.

38) C6 (Y6): Outside my friend English.

R: And was there anybody in school?

C6: My friend, always like, we have, like we need to do work as partner, then we talk English.

39) C18 (Y5): I came in school first, and English, so I knew a bit. Then I learned, then I start getting in my head and remembering, so I knew, so have to speak English.

R: And who helped you to learn English?

C18: There was a Slovakian boy. So he taught me, he teach me what it means, what that is, how do you say it in English.

40) R: You teach yourself, oh. And who helps you?
C4 (Y4): I'm helping to speak English my mum and my dad.

R: You teach your parents? Oh, that's good. And-

C4: And then she know.

Q20b: Do you think it would be good to have someone in school who can speak Slovak?

41) C14 (Y6): No, no wouldn't be good because she ... because you know the children they might always want to speak Slovakian and then they wouldn't get English that much.

R: Mh. Maybe at the very, very beginning when they don't understand anything.

C14: Well, most of the children they tell them what to do and just help.

42) C3 (Y3): I don't want anyone helping me. Just you.

Appendix 25: SALT analysis outcomes across participants – summary table

Age Group A (5;02-7;10 years, increasing age)

Code	Total utterances analysed	MLU (words/ morphemes)	Brown's stage	Number of different words	Bound morphemes	Utterance with mazes No. (%) (WM: maze words/total)	Utterance with omissions No. (%)	Omitted bound morphemes (WLEC: word-level error codes)	Non-verbal (%)	One-word (%)	Words / minute
C8	51	6.73/7.98	Post V	127/343 0.37	64	20 (39.22) (WM 22)	9 (17.65)	0 (WLEC 29)	5.56	1.85	65.45
C16	28	4.43/5.46	Post V	62/124 0.5	29	11 (39.29) (WM 28)	10 (35.71)	2 (WLEC 12)	22.22	10.71	29.74
C10	21	4.04/5.13	Post V	58/93 0.62	25	7 (30.43) (WM 11)	7 (30.43)	2 (WLEC 8)	14.81	17.39	23.42
C12	19	5.42/6.26	Post V	51/103 0.50	16	5 (26.32) (WM 6)	6 (31.58)	6 (WLEC 21)	0	0	30.70
C15	43	3.63/4.42	Late V	72/156 0.46	34	15 (34.38) (WM 15)	9 (20.93)	0 (WLEC 4)	3.77	20.93	40.39
C11	26	5.06/5.86	Post V	78/182 0.43	29	12 (33.33) (WM 13)	13 (36.11)	10 (WLEC 13)	0	5.56	42.16
C3	56	6.11/6.68	Post V	117 (342) 0.34	32	16 (28.57) (WM 8)	29 (51.79)	16 (WLEC 32)	1.72	5.36	58.91
C17	18	3.61/4.28	Late V	39/65 0.60	12	5 (27.78) (WM 17)	11 (61.11)	3 (WLEC 5)	32.14	16.67	13.81

➔ While comparing the participants across the commonalities of testing with the RAPT (same questions for all children), It is important to consider differences between them regarding their developmental stages (grammar), exposure to English, length of school enrolment and active use of English outside school.

Age Group B (8;08-11;00 years, increasing age)

Code	Total utterances analysed	MLU (words/ morphemes)	Brown's stage (month)	Number of different words	Bound morphemes	Utterances with mazes No. (%) (WM = maze words/total)	Utterance with omissions No. (%)	Omitted bound morphemes	Non-verbal (%)	One-word (%)	Words / minute
C13	25	6.56/7.84	Post V	90/164 0.55	32	10 (40) (WM 15)	6 (24)	1 (WLEC 5)	0	0	57.29
C4	20	6.45/7.80	Post V	61/129 0.47	27	11 (55) WM 20	11 (55)	6 (WLEC 19)	4.35	5.88	43.90
C9	23	4.17/4.92	Post V	55/100 0.55	18	9 (37.50) (WM 13)	16 (66.67)	7 (WLEC 10)	7.69	26.92	26.51
C1	40	5.60/5.90	Post V	98 (224) 0.44	12	20 (50) (WM 29)	16 (40)	7 (WLEC 22)	12.77	17.50	52.25
C18	16	6.19/7.00	Post V	55/99 0.56	13	9 (56.25) (WM 18)	5 (31.25)	1 (WLEC 11)	20	6.25	30.25
C14	21	7.33/8.57	Post V	79/154 0.51	26	7 (33.33) (WM 7)	1 (4.76)	1 (WLEC 5)	4.35	0	30.81
C7	48	5.00/6.04	Post V	82/240 0.34	50	23 (47.92) (WM 25)	16 (33.33)	7 (WLEC 30)	14.29	17.86	55.91
C2	31	3.65/4.03	Late V	69/113 0.63	12	9 (29.03) (WM 18)	14 (48.28)	5 (WLEC 10)	20.51	34.48	24.73
C5	22	5.09/5.68	Post V	65/112 0.58	13	12 (54.6) (WM 19)	12 (54.55)	3 (WLEC 11)	14.81	14.81	26.81
C6	27	5.89/6.33	Post V	80/159 0.50	12	11 (40.74) (WM 15)	19 (70.37)	20 (WLEC 10)	12.12	6.06	38.97

Appendix 26: Participants' individual language assessment scores and NC-levels in English and Maths

			Individual language test outcomes				*NC-levels (converted)*			*Prior experience*	
Year	*Child*	*Age*	*BPVS raw score*	*BPVS Standard Score*	*RAPT Information Score (IS)*	*RAPT Grammar Score (GS)*	*English*	*Maths*	*Time in School A*	*School*	*UK*
1	C8	5;02	43	92	34	22	0.7	0.7	15	no	yes
	C16	5;05	31	79	16.5	13.5	0.3	0.3	11		
2	C10	7;00	31	66	18	16.5	0.8	0.9	23	no	no
	C12	7;00	30	65	23.5	12.5	0.8	0.7	21		
3	C15	7;02	41	76	19	13	1.6	0.7	20		
	C11	7;08	41	71	21.5	17	1.3	1.6	25		
	C3	7;09	41	69	23.5	19.5	0.9	1.3	30		
	C17	7;10	33	62	21.5	17	0.6	1.3	11		
4	C13	8;08	35	54	32	25.5	1.75	1.9	12	yes	yes
	C4	8;09	44	63	18.5	18	1.9	1.9	20	no	no
	C9	8;10	35	54	24	16	1.6	1.9	21		
	C1	8;11	57	77	27	15	1.9	3.1	28		
5	C18	9;10	61	71	34.5	26.5	2.9	2.6	11	yes	yes
6	C14	10;07	56	62	32	22.5	2.45	2.45	12		
	C7	10;09	46	52	28.5	22	1.9	2.1	23	yes	no
	C2	10;10	48	53	29	16.5	2.1	2.9	28		
	C5	10;11	62	64	25	21.5	2.1	2.9	33	no	no
	C6	11;00	55	60	29.5	17.5	2.3	2.6	11	yes	no

Appendix 27: Outcomes from hand-coding morpho-syntax of the RAPT data

Table HC: Overview of the three most prominent morpho-syntactic irregularities of the participants

Participant	***Process1***	***Process 2***	***Process 3***
C8	auxiliary (~/+)	OG plural *–s*	(fluency)
C16	obligatory subject (-)	gender (she > he)	article (-)
C10	past tenses (~)	gender (~)	article (-)
C12	gender (he < she)	tenses (-/~)	3rd Sgl (-)
C15	auxiliary (~)	article (~)	WO, WF
C11	auxiliary (-/~)	tenses (-/~),WF, WO	3rd Sgl (~)
C3	auxiliary verb (-)	gender; article (--)	3rd Sgl (--)
C17	obligatory subject (-)	auxiliary (-)	tenses (-)
C13	WO	tenses (~/+)	article (-/~)
C4	subject (-)	gender (she < > he) (~)	3rd Sgl (-/~)
C9	obligatory subject (-)	auxiliary (-)	3rd Sgl (-)
C1	subject (-)	auxiliary verb (-)	3rd Sgl (~)
C18	subject (-)	auxiliary (~)	1 x OG plural *–s*
C14	1 x OG plural *–s*	tenses (~/+)	it > them
C7	auxiliary (--)	past tense (~)	3rd Sgl (~)
C2	subject (-)	auxiliary verb (-)	3rd Sgl (-); article (-)
C5	auxiliary (-)	OG plural *–s*	3rd Sgl (-)
C6	possessive *'s* (-)	plural *–s* (~)	3rd Sgl (--/~)

(-) = missing; (~) = inconsistent; + = produced; OG = over-generalisation;
WO = word order; WF = word-finding; 3rd Sgl = third person singular

Appendix 28: Participants' NC-level compared to age expectations

Participants' NC levels for English (for three children the NC levels were not specified, but estimated (C3, C8, C11)*

Tables retrieved December 12th, 2012 from http://www.pupilasset.com/resources/national-curriculum-levels-and-targets-explained.html

	Age Group A						**Age Group B**					
	Key Stage 1				Key Stage 2							
	Start of Y1	End of Y1	Y2 start	Y2 end	Y3 start	Y3 end	Y4 start	Y4 end	Y5 start	Y5 end	Y6 start	Y6 end
5a												
5b												
5c												
4a												
4b												
4c												
3a												
3b												
3c												
2a									C18			
2b												
2c												
1a					C15		C1, C4				C2, C5, C7	
1b							C9					
1c					C11*						C14↑, C6	
P8			C10, C12		C17 /C3*							
P7	(C8)*											
P6												
P5												
P4												
P3	C16											
P2												
P1												

Below target Just below target National average level Above average

Participants' NC levels for Maths

	Age Group A						**Age Group B**					
	Key Stage 1				Key Stage 2							
	Start of Y1	End of Y1	Y2 start	Y2 end	Y3 start	Y3 end	Y4 start	Y4 end	Y5 start	Y5 end	Y6 start	Y6 end
5a												
5b												
5c												
4a												
4b												
4c												
3a												
3b												
3c												
2a											C2,C5	
2b							C1↑		C18		C6	
2c											C14↑	
1a							C4, C9, C13				C7↑	
1b					C11							
1c					C3, C17							
P8			C10↑									
P7	C8		C12		C15							
P6												
P5												
P4												
P3	C16											
P2												
P1												

Below target Just below target National average level Above average

Expectations: levels 1 to 3 in Key Stage 1 (Y 1, Y2); end of KS1: attainment of level 2; levels 2 to 5 in Key Stage 2 (Y3 to Y6): end of KS2: attainment of level 4.

Information about participants from the study; tables retrieved December 18th, 2012 from http://www.educationcity.com/uk/teachers/national/curriculum/key/stages

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