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Title:

Promoting educational achievement of language minority children in mainstream Merseyside primary schools

Abstract

This paper investigates socio-linguistic needs of language minority children or children who speak English as an additional language (LMC/EAL) in mainstream primary classrooms. The paper outlines policy and provision of the teaching of LMC/EAL children within mainstream classrooms and details major and significant issues in teaching LMC/EAL children. Concerns over the underachievement of LMC/EAL children and a commitment to improve provision for these children has been acknowledged across a series of government reports and other documents over the last decade. Therefore, the paper intends to focus LMC/EAL pupils in the mainstream classrooms, and instructional strategies and a range of practices available in schools to be responsive to their needs, whatever their population alongside native speakers in Merseyside primary schools. In addition to this, utilising qualitative interview data collected from the primary school staffs and local authority advisers in Merseyside. The paper further aims to provide insights into the current dilemmas within mainstream classrooms, recognising the importance of bilingualism and community (use of first language), the lack of resources and support based on the perceptions of staff members operating within the sector. Moreover the paper indicates having most participants from a dominant language (English) background, embedded in institutional cultures.

Key Words: Multilingualism, Linguistic and Cultural diversity, Educational policy, School improvement

Mainstreaming and linguistically and culturally diverse schools
Historical context

In the last decade, increasing number of language minority children with a variety of languages has resulted in how integrating these children from communities into British school system. The education of LMC/EAL children has become a great concern across United Kingdom. Government figures (2009) claimed 14.4% of learners who come to schools speaking English as a second language. Some of these students have arrived in from many countries around the world; whilst others are born in UK but have little exposure to English until they start school. Some of these children were therefore not being educated in their first/home language (L1). Thus, many LMC/EAL children faced learning in a language they do not understand and their academic and social success in school depended entirely on interactions that conducted in a language they have not yet mastered.

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

Education systems at very beginning had a provision to withdraw LMC/EAL pupils from mainstream lessons for intensive language instruction, some local authorities set up specialist centres outside schools, during lunch time or after school. However, in 1985, withdrawal seemed to be seen as ethically and methodologically unsound, therefore, there was a shift towards including all LMC/EAL in mainstream classes. In 1985, a major change in pedagogic discourse

about bilingual children came with The Swann Report (DES, 1985) "Education for All", this was an official policy statement on the education of bilingual learners from minority ethnic group that outlined the following:

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

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

However, in recent years schools have tended to adopt a flexible approach (withdrawal or mainstreaming) but the Swann Committee explicitly rejected the idea of developing bilingual education program, excluding LMC/EAL children from mainstream classrooms and the rationale given for this was that they were anxious about recommending specific forms of provision that would result in the segregation or marginalization of LMC/EAL pupils in a climate of increasing institutional inequality, which is clearly emphasis by government policy of "Every Child Matters". The Swann Report suggested a new means of providing language support (e.g. a bilingual staff member, a non-teaching assistant, bilingual resources) and bilingual supports as a form of educational provision within the mainstream classroom, providing opportunities for each school with large population of LMC/EAL children to have a bilingual resources someone who could "help with the transitional needs of non-English speaking children starting school" (DES, 1985: 407). In other government reports, (Bullocks, 1975; Swann, 1985 quoted in Bourne, 2001: 251) there was strong emphasis on "No child should be expected to cast off the language and culture of the home as s/he crosses the school threshold and the curriculum should reflect those aspects of their life."

The educational provision moved towards the mainstreaming of bilingual pupils was already well underway in Britain in the 1980s and early1990s. Bilingual education as well as teaching and learning in British schools took place within the mainstream and within all subjects (Creese, et al 2003; Bourne, 1991; McKay, 1991). Instruction is provided in both English and the minority language in rare cases (Coles, 2005; Conteh, 2003, 2006). Mainstream classes taught by a subject teacher who is proficient only in English or by two teachers (bilingual assistant), one of whom is bilingual. Bilingual programmes were, unlikely to be used in schools where the language minority population was very diverse and represented many different languages (Corson, 1992; Bounre, 1991, 2001; Conteh, 2003, 200; Cooke, 2004). All LMC/EAL children with diverse language backgrounds, who were accommodated in the same class, could have teachers who not need to be proficient in the first language(s) of their students. Pull-out was generally used in most primary school settings where LMC/EAL children represented different languages. LMC/EAL children spent part of the school day in a mainstream classroom, but were pulled out for a portion of each day to receive instruction in English as a second language (Martin-Jones and Saxena, 2003; Bourne, 1991, 2001; Conteh, 2003, 2007). Research showed that neither in policy documents nor in practice (Creese, et al. 2003) bilingual EAL teacher/assistant received any encouragement to expand their role in using other languages for the teaching of the subject curriculum beyond transition to English. There were no bilingual programmes in place, instead, bilingual EAL assistants were engaged primarily to play a support role in curriculum learning and were employed to use their first language to ease the transition to English in mainstream. Bilingual teachers/assistants were not employed to teach the curriculum bilingually. As a result subject teachers were faced with making their classrooms into arenas in which language and content learning could be integrated (Baker, 2001; Bourne, 1989, 1997, 2001; Martin-Jones & Saxena, 2000). Furthermore, transition towards the appointment and training of bilingual classroom assistants from minority ethnic groups to bilingual support still resulted in a long process and had considerable variation in the ways in which the role and status of bilingual staff and bilingual resources were defined from one local authority to another and from one school to another (Kenner, 2009). In most parts of Britain the bilingual support was introduced by Ethnic Minority and Travellers Achievement Service (EMTAS) to work closely with schools, recognizing needs of individuals and providing appropriate support in schools and local authorities.

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

Cultural diversity and Mainstreaming

By increasing the number of immigrant children in British schools in the last decade the problem of integrating these children from such diverse backgrounds into the British school system was demanding. Some of these LMC/EAL children were born in the UK and can speak English fluently, whilst others have arrived in the UK with a completely different cultural background and had been at various stages of schooling. Some children had spoken English as their mother tongues all of their lives whilst others could hardly understand it (Hall, 2000, 2001; Conteh, 2003). It is important to consider that children are educationally different with varied cultural and linguistic backgrounds, so there is a need to employ instructional strategies and a range of practices in classrooms to be responsive to their different needs (Cummins, 1982). It was highlighted over one decade ago that LMC/EAL children of all levels of proficiency levels are integrated into primary classrooms where learning take place in a language they do not understand or have limited proficiency in and where teachers are ill equipped to meet the needs of linguistically diverse children (Cummins, 2000). Their academic and social success in school has depended entirely on interactions that are conducted in a language they have not yet mastered. Integration in this context has been defined as a process aimed at bringing students' cultural and linguistic backgrounds as an integral part of the educational environment, not without systematically segregating their schooling (ibid). Taking the perspective of building the linguistic and cultural inheritance that their families pass on, enable LMC/EAL children to

achieve a high level of language proficiency and value all individuals. It is clearly obvious that children had unique and urgent needs, beginning with and though it is not limited to language. It was important that teachers and educators help LMC/EAL children to overcome language barriers and access to the curriculum the same as native peers in mainstream classrooms. It continued to outline it was essential that educational programmes develop approaches to address demands of diversity in the classrooms and simply make school comprehensible, thus enabling language minority students to do academic work appropriate to their age, ability and grade. To have an effective educational programme the basic standards should be met in each school in terms of curriculum, planning, teaching strategies, professional development and home-school links. (Crawford, 2006; Derrington, 2000)

Needs of LMC/EAL children

Importance of first language in acquiring second language

Language is not separate and isolated units. Language and identity are link together and an understanding of these links is very important for success in education. Our identities are formed from the activities we do everyday and the conversations we have with the people around us. Acquiring English academically is a slow process for many LMC/EAL children and as Collier and Thomas (1907) and Cummins (1981) asserted it takes from five to seven years for these children to acquire a level of English proficiency comparable to native English speaking peers; this was sometimes used to argue that LMC/EAL children should learn 'sufficient' English before they join the mainstream classes. Moreover, Language awareness is important for teachers and can result in classroom practices that effectively support the language development of LMC/EAL children. Teachers also needed to understand process of second language development and importance of L1 on academic achievement for LMC/EAL (Lightbown, et al. (2004). Research showed that teachers cannot wait for LMC/EAL pupils to develop high levels of English language proficiency before tackling the demands of the curriculum, but they must enable pupils to participate in curriculum content learning while they are simultaneously learning English. Research also showed that learners with strong L1 educational backgrounds were able to transfer skills and knowledge to English and had greater success in acquiring both content and language skills than children who had no schooling in their L1 (Krashen, 1987; Cummins, 2000). Gibbons (2002:17) argued that development of children's home or first languages is crucial for cognitive

development in English: "if there is a gap in a learner's language resources, then the thinking processes that were dependent on them will also be restricted".

Research over the last two decades showed an increased attention to the role of L1 in the process of learning L2. Most research has supported the use of first language as a resource in mainstream classrooms, to build on prior knowledge and make curriculum content accessible (Edwards, 1998). The research clearly emphasised the importance of bilingual children L1 in process of learning L2 and overall their personal and educational development. Language education research clearly, defined that children need to be competent in their first language and also in the dominate language of their country, which allowed access to academic success and day to day communication in their personal lives. Cummins, (2000:17) also argued that development of child's mother tongue is a "strong predictor of their second language development" which provides general patterns of second language development in mainstream classrooms. Research emphasised that both L1 and L2 learners acquire language naturally and without explicit instruction. Moreover, both Learners tended to precede through simple one word utterances to complex sentence structures which support constructivist and social interactionist perspectives of language learning (Krashen, 1986; Vygotksy, 1978). According to Cummins, (2001) the opportunities to use the different languages of the learners, enabled the users to appreciate each others' languages as equally important to their own.

Cummins's Developmental Interdependence Hypothesis clearly emphasised that bilingual contexts are so crucial to the success of bilingual learners that allow for the prior knowledge and expertise that LMC/EAL children have in their L1 to be used as the basis for learning their L2 (Cummins, 1987; Cummins & Collier, 1987, 1995; Hakuta at al., 2000). Language development model learning context adapted from Collier, (1997) also defined that LMC/EAL children have common characteristics and similar learning needs to those children whose mother tongue is English in mainstream classrooms. However, LMC/EAL children have different needs from native language children and in fact LMC/EAL are learning in and through L1 language with backgrounds and communities and different understandings and expectations of education, language and learning (Cummins, 2001, 1989, 1997, 2000, 2003; Conteth, 2003, 2007, 2008; Baker, 2000; DfES, 2004) LMC/EAL children are taught within the mainstream curriculum, but their needs are different and the most obvious differences is that they are learning through a

language other than their first language, therefore, LMC/EAL children have two main tasks in the learning context of the school: they need to learn English and they need to learn the content of the curriculum. The learning contexts have an influence on their academic achievement and scio-cultural aspect of their learning. Mainstream pedagogy is, therefore, about using strategies to meet both the language and the learning needs of LMC/EAL children in a wide range of teaching contexts. Figure 1 describes the main factors which effect on LMC/EAL children within mainstream classrooms.

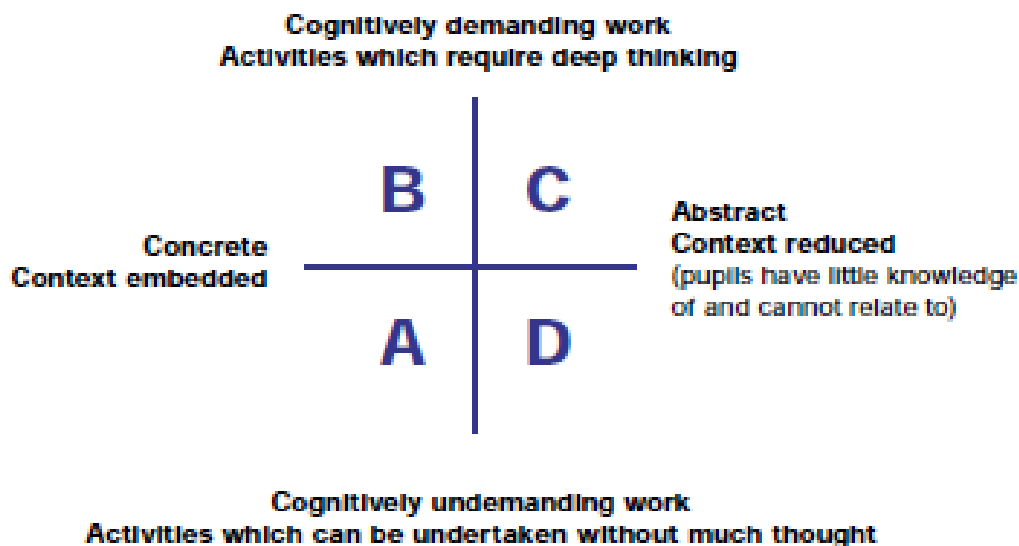Figure 1Learning Context
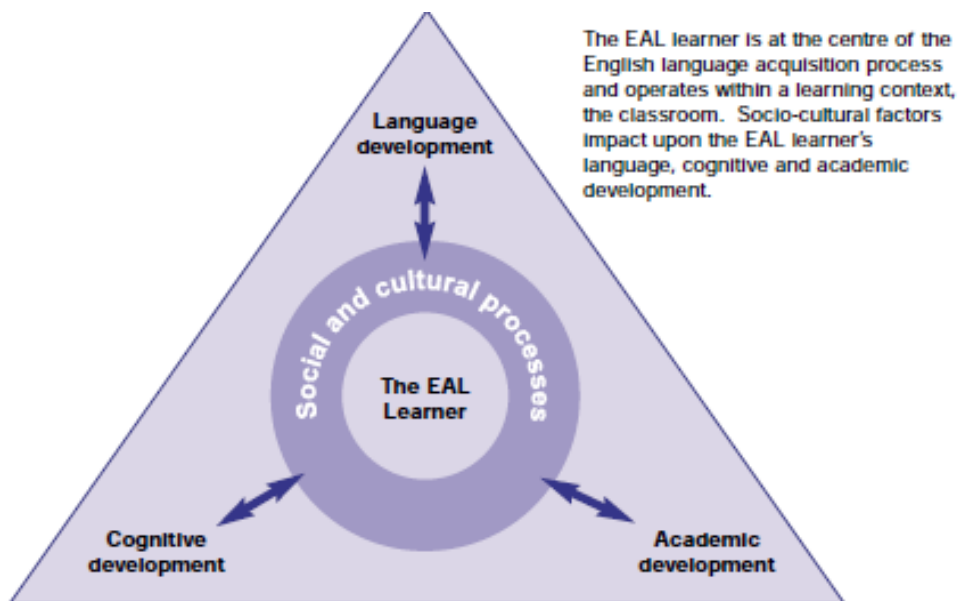
Sources: Collier, V (1997)

Language development needs competency in both conversational and academic language. Research has shown that newly arrived LMC/EAL children develop conversational fluency within one two years which is described as having Basic Interpersonal Communicative Skills (BICS). Academic language development takes longer five to seven years which is described as having Cognitive Academic Language Proficiency (CALP) (Cummins, 1997, 2003, 1984; Thomas, and Collier, 1997).

Research evidence showed that LMC/EAL children are already proficient in one or more other languages which enable them to transfer their linguistic and cognitive skills from one language to another. This reinforces the importance of strong development in first language for pupils while

they are learning an additional language. Cummins developed a learning quadrants figure 2 below that highlights the types of thinking skills and language functions differ from subject to subject. Cummins, (1981) provided a theory of related to L2 development, beginning with Basic Interpersonal Communication Skills (BICS) and continuing toward Cognitive Academic Language Proficiency (CALP). The BICS level is typically context embedded that takes 2 to 3 years to develop communicative language and on the other hand CALP is cognitively demanding which takes from 5 to 10 years to achieve (Cummins, 1981; Thomas & Collier, 1997, 2002; Krashen & Biber, 1988). Therefore, it requires effective planning and contextual support for LMC/EAL children that maintain and use L1 by building on pupils' experience, impotence of talk around a topic across the curriculum, the use of first language and using visual clues

Figure 2 Cummins' Quadrants

Cognitively demanding work
Activities which require deep thinking

B | C

Concrete
Context embedded

Abstract
Context reduced
(pupils have little knowledge
of and cannot relate to)

A | D

Cognitively undemanding work
Activities which can be undertaken without much thought

Source: Jim Cummins, 2000

Research also showed that a learners' L2 competence is partly dependent on the level of competence already achieved in L1 and more development in L1 is easier to develop L2 (Baker, 2001). Teachers can promote strong literacy development among EAL pupils by relating their pre-existing knowledge to new learning. That is involves connecting what EAL pupils know in their first language to English. Cummins, (2001) strongly argues that schools and teachers must explore classroom strategies that have proven effective in helping students transfer knowledge they have in their first language to English and engagement with literacy is fundamental to

student success in school. Use of two languages in the same time enables a build up of cultural understandings in one language when working with texts or practices in another language and linking new material to familiar worlds (Martin-Jones and Saxena 2003). Language is linked with cultural identity and self esteem which can support educational achievement (Cummins, 1996, 2006; Bourne, 2001). Research also demonstrated that children can explore their identities through using both English and first language through interaction in the classrooms. The research richly showed the role of L1 in the learning process and the concepts of non-verbal communication and productive language which consider having essential implication for developing of quality of learning environment (Cummins, 2001: 24-25) (Genesee, 1987; Baker, 2000; Bourne, 2003; Cummins, 1991; Miller, 1996).

The review of literature and current research showed that teacher preparation was an integral part of preparing mainstream teachers to work with LMC/ELA children; teachers have to have the opportunity to develop their skills related to the domains of language and culture. Awareness of language is important for teachers and can result in classroom practices that effectively support the language development of LMC/EAL children. It is essential that teachers understand process of second language development and importance of L1 on academic achievement for LMC/EAL children in order to be effective in mainstream classrooms.

Research language theories also emphasised that learners acquire oral language naturally and without explicit instruction. Moreover, learners start with simple words/ utterances to complex sentence structures which support constructivist and social cultural perspectives of language learning. Without understanding the complex relationship between cognition and language proficiency for LMC/EAL children, it is difficult for mainstream teachers to systematically assess and provide an appropriate academic proficiency levels appropriate for these children. Teachers must understand oral language developments proceed quickly and easily, but academic language skills develop at a much more gradual (Cummins, 2000; Thomas & Collier, 1997, Edwards, 2004; Gibbons, 2002). It is important that mainstream teachers recognize the distinctions between social and academic language and oral proficiency; it is not simply being in an English language environment and interacting with native speakers result in academic language learning. Language often required explicit modelling and instructional strategies and providing opportunities for learners to actively engage in the process of negotiating meaning through academic language

must become an integral part of curriculum planning (Gibbons, 2002; Freeman & Freeman, 2000).

Moreover, without understanding the cultural and linguistic assumptions behind these instructional techniques, these activities can be ineffective. Teachers need to understand and accept that learners come to school with a wide range of experiences and background learning and also value differences in order to adjust (learners' different learning styles) and to meet the social and cultural needs of LMC/EAL children in multilingual and multicultural classrooms (Gregory, 2008). It is important for mainstream teachers to learn more about their own students' cultural backgrounds and experiences so that they can anticipate and respond to cross-cultural differences. Teachers must accommodate differences and understand like native learners, L2 learners' background knowledge developed through their cultural experiences and that these will influence L2 learners' conceptual learning and language skills. Therefore, mainstream teachers make sure to build on individual students' background knowledge and apply variety of strategies in order to meet the diverse needs of LMC/EAL children. Furthermore, for more than 15 years, it has been argued that there is a strong and complex link between cultural identity, language use, and proficiency in two languages (Baker, 1996; Bialystok, 2007). Understanding the socio-psychological foundations of second-language learning is important for teachers so that they can respond to a range of learners. In order to facilitate this It is required a close collaboration between policy-makers and practitioners not only to meet the social linguistic needs of LMC/EAL children but also to provides an excellent opportunity for linguistic minority students to hear and use language by putting together the bits of language they know (Blackledge, 1994). It is important to consider that these children are educationally different with varied cultural and linguistic backgrounds and schools need to ensure that LMC/EAL children are fully included in teachers' planning and learning needs are to be met. It is now universally agreed that language in its broadest sense of communicative competence is central to the learning process in the acquisition of a second language. It was believed that teaching LMC/EAL children needed different methods and materials that were somehow separate from those relevant or appropriate to other pupils. Linguists and educationalists have recognised that the teaching methodologies developed as a response to mixed ability classes are also those that are relevant and appropriate for bilingual learners.

Methods

Two separate rounds of interviews were scheduled to collect data on the two dimensions of the study. To conduct the initial interview sessions, a 13 question interview guide was prepared and tested with both peers and a trial participant. This interview guide served as the form for collecting the personal information of each participant, and for collecting specific notes during the interview. Interviews were audio taped and transcribed, which are available for review. The second round of interviews used a 12 question interview guide was prepared and passed to participants.

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

Participants

20 primary schools in Merseyside were selected relatively the schools with high population of LMC/EAL children to make any conclusions and findings more secure. The target population for this study included teachers, heads, supply teacher, teaching assistants and EAL coordinators in primary schools. The schools were selected according to an index of deprivation which is most commonly associated with high levels of poverty, parent's education, social background and a well above average percentage of ethnic minority language. However, it is important to note that, although the schools were situated in deprived areas, they were widely recognised by inspection and performance data as being effective. Primary school administrators were telephoned to ask for permission from head teacher. Head teacher at each school was contacted by telephone and asked to participate in the research study. The purpose of the interview was explained to participants. They were informed that the interviews would be audio taped and notified that their

participation was voluntary. After the initial contact was made with the school administrators and head teacher by telephone, formal follow-up letters were mailed to each school detailing the nature of the study. Letters were also sent to the selected primary schools requesting their participation in the research study. Participants were asked to sign a consent form allowing the student to participate in the research study. Criteria for teacher selection were based on the teacher's willingness and availability to participate, number of LMC/EAL pupils and their experience working with culturally diverse children in mainstream classrooms. Only five schools were agreed to participants in interview.

Interview with member of staff in schools

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

The procedure used for conducting the interviews was performed as follows. Participants were scheduled for a 45 minute session in a private location, typically a conference room in their work place agreed in advanced. The description of the research was passed to participants prior to interview in order to clarify the nature of the study. They were asked to read and sign the informed consent. Following the research description, participants were asked a series of questions in a semi-structured format. In an attempt to minimize bias, each question was asked in a similar voice and manner among all participants, and minimal clarification was given if requested by the participant. If a question would not apply in the situation of the participant, it was skipped and the next question was asked.

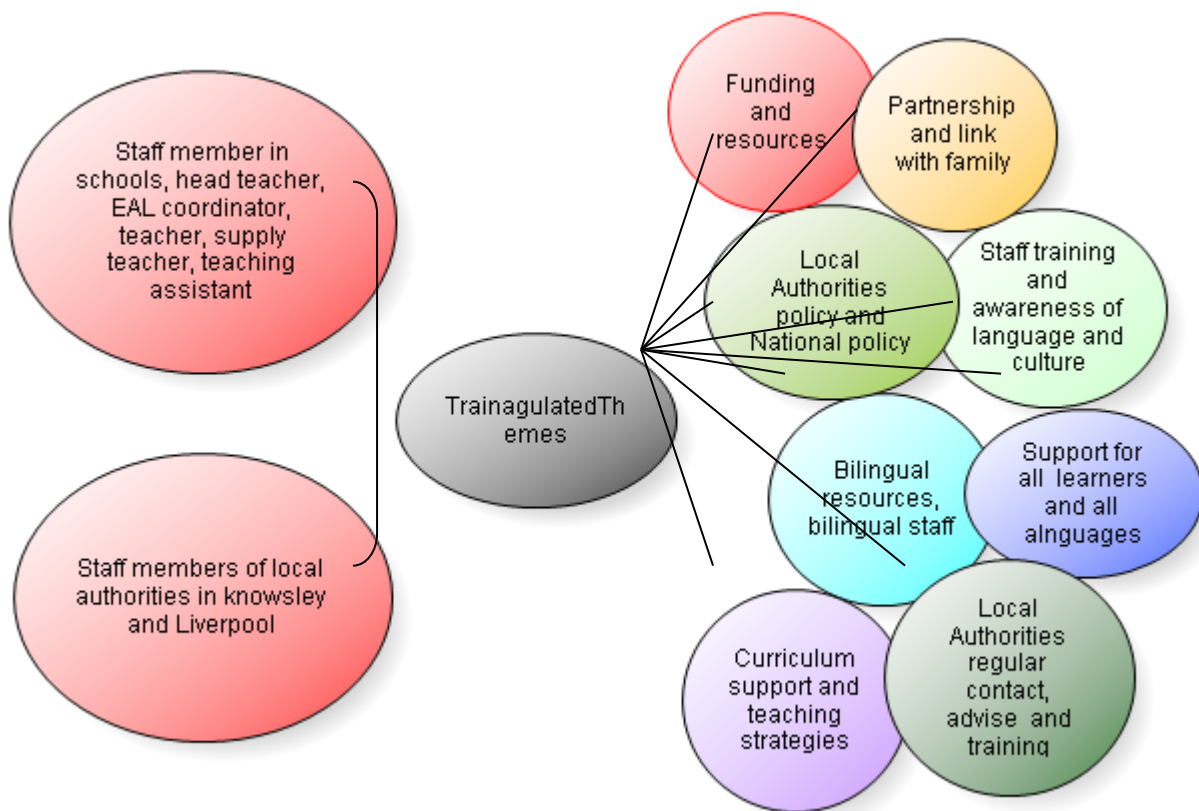**Interview with local authorities**

A similar procedure was followed for the additional interviews children services officers in two Merseyside local authorities. Informed consent was provided, and participants had the opportunity to stop at any time. A research description was passed to the participants, and any

clarifying questions were answered. The researcher proceeded with the 13 questions, using the interview guide as a guideline for staying on track.

Findings

This section details interview finding of the research and thematic issues were found to exist between primary schools with a high population of LMC/EAL children and local authorities. Interview findings were coded and analysed based upon the identified factors during the exploratory and quantitative research phase of the study which was starting point in which appropriate content was coded. The section below examines the issues uncovered by staff in Merseyside primary schools and local authorities. Figure 3 below Emerging themes from semi-structured interviews.

Figure 3 below Interview Key themes

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

Analysis of qualitative responses

In the semi-structured interviews, staff members highlighted the key issues that they confronted in mainstream classrooms. Staffs member expressed an increase growth in linguistic and cultural diversity, need for recognised and practical approaches to help LMC/EAL children along with all learners in mainstream classrooms. Schools have to identify more systematically needs of LMC/EAL children including newly arrived pupils in order to support children and emphasise on the enjoyment and engagement of all pupils in the learning process, and personalising education to meet the individual needs of all children more effectively in mainstream classroom. They highlighted need for trained and qualified support or bilingual workforce in the context of their work with key partner to develop classrooms and raise educational standards and improved all learners' life. Alongside of development in training for both mainstream and specialist staff there has been an emphasis on expansion of having diverse expertise and skilful staffs for schools in order to focus on teaching and learning activities and to allow schools to extend the curriculum, and provide more guidance and support for all pupils. Schools need to improve their performance and provide each child with an education that is tailored to their unique learning needs; and schools' workforce need to be equipped well to work effectively together to raise standards. Teaching assistants have to have a mainly pedagogical role and the present of a teaching assistant in the classroom helped maximize pupil's and teachers' attention to work. Teacher preparation highlighted as an integral part of preparing mainstream teachers to work with LMC/ELA children. Teachers have to have the opportunity to develop their skills related to language and culture and have an understanding of implications of the differences between L1 and L2 learning in order to be effective in mainstream classrooms. (See Appendix 1)

Members of staff in local authorities

Local authorities' officers also highlighted that schools should be enabled to develop their own approaches and share good practice. The provision of regular training was seen by some

respondents as a key role for the local education authority. It is been highlighted that schools need to engage with local communities to understand and resolve the issues. Key role of local authorities' highlighted:

- Providing consistent training in term of both cultural and language awareness,

- Sharing good practice to enable schools to raise standards and

- Providing advice and support and monitoring role to ensure that schools were making.

- Working with parents given a higher priority within the strategy

- Needing strategy to address the specific issues faces by schools

- Needing strategy to take account of wider issues that impact on pupil achievement

- Improving services and opportunities for learners should be at the heart of agenda

- Improving Partnership with schools

They highlighted that LAs with sufficient resources enable to play an effective role in supporting schools particularly LAs with relatively small numbers of minority ethnic and English as an additional pupils spread over a wide area. (See Appendix 1)

Emerging themes from the semi-structured interviews' responses
On Funding

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

- Training is required for all teachers on teaching in multilingual/multicultural environments

- Training for school governors is required on the needs of LMC/EAL children in order to raise standards for minority ethnic pupils

- Training or National Professional Qualification for schools and local authorities' management teams is required, focused on leading and managing LMC/EAL children

On Schools' staff members and their support, knowledge and skills

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

    - To equip staffs with support, knowledge and skills

    - To engage teaching and non-teaching staff

    - To inform methods of delivery

    - To address schools with particular needs

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

On promoting school approach to LMC/EAL teaching

- A majority of respondents considered that EAL training should be available for all staff, not just for specialists.

- Some respondents favoured the introduction of a national LMC/EAL strategy with clear guidance on teaching and learning and pupil entitlement to support.

- Respondents suggested that good practice ought to be incorporated into national guidance and training materials.

- Schools should be developed their own approaches and share good practice. The provision of regular training was seen by some respondents as a key role for the local education authority.

There was general support for LMC/EAL children to raise their achievement. Respondents highlighted the key themes from which are identified below:

-There is a need for more qualified bilingual teachers (other ethnic background) in schools, as both mainstream teachers and teaching assistants

-A more culturally relevant curriculum is required for all learners

-Schools should be encouraged to work more closely with communities in order to raise awareness of language and cultural

-Funding is needed to address issues of teacher recruitment and training

- Involvement of parents and communities is needed more so

- Professional development for mainstream teachers is required.

On Local authorities' roles in supporting schools

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

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

On Resources allocated through EMAG and a national strategy to raise the achievement of minority ethnic pupils

Findings revealed that government needs to provide local authorities with sufficient resources to enable it to play an effective role in supporting schools particularly local authorities with relatively small numbers of LMC/EAL children spread over a wide area to ensure that a strategy addressed:

- Improving services and opportunities for all learners should be at the heart of everything an Education Improvement Partnership

- The specific issues impact on pupil achievement and schools

- A higher priority within the strategy given to work with parents

Discussion of findings

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

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

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

The findings showed that use of L2 assists and facilitates the teaching and learning process. On the basis of this hypothesis it documented that the use of L1 in the classrooms play a useful role in learning/acquiring L2. Learner transfer their skills and L1 rules in learning/acquiring L2 process. This study shows bilingualism has an important role in learning process and communicating meaning and content. Data shows that children/learners have little opportunity in classrooms to use L1 and classrooms instruction is in English where there is no or little opportunities for LMC/EAL children to use their L1 and support is mainly not available or little available through translator/ unqualified support assistant that just they speak the same language.

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

The results of this study showed that teachers' lack of experience, lack of preparation, lack of teachers per-services and in-service training and professional development are variables that influence strategies is use. Findings of other work have shown that teacher in-service programs are not effective unless they are sustained, and targeted to the teachers' classroom and professional knowledge needs," (Echevarria et al., 2004). Findings in this work also revealed that short term training without follow-up is not effective. Also those teachers who have varying levels of English competence and different languages use more traditional teaching methods and

strategies and do follow national curriculum guidelines. Theoretically, children who speak little or no English present greater challenges to teachers that those who have beginning levels of English proficiency.

Research here identified that a range of practices were in place in primary schools in two local authorities where the research was carried out. Many teachers were uncertain about the bilingual support and mainly they followed mainstream curriculum. In most schools, LMC/EAL pupils had to follow the same structure without any language support available in the classrooms, however, teachers in some cases provided some resources (e.g. picture book and using other children who speak the same language to help EAL pupils) It was triangulated that the majority of teachers have found very difficult to get support from minority and traveler achievement services (EMTAS) or local authorities. The findings revealed that only a few schools had the bilingual assistants (in some cases those who only speak English while the others came from ethnic minority language groups) and such language support or bilingual assistant were not available all the time for each individual language and for pupils in the schools. In terms of awareness, participants felt local authorities had become less accessible when it is important to able to access professional advice from local authorities or colleagues outside their own establishment. There was virtually no in-service support for the staff, and no forum for discussing ways of working in the classroom that would facilitate the use of the children's home language. This positioning took various forms in different schools, but it included decisions about the duties that bilingual assistants were required to make, the extent to which they were involved in curriculum planning meetings, and the way in which the scope of their work was defined within the school.

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Appendix 1