

<b>Institution:</b> Anglia Ruskin University
<b>Unit of Assessment:</b> 20 Social Work and Social Policy
<b>Title of case study:</b> Enhancing Integration for Pupils with English as an Additional Language
<b>Period when the underpinning research was undertaken:</b> 2013–2020
<b>Details of staff conducting the underpinning research from the submitting unit:</b>
<b>Name(s):</b>  Dr Claudia Schneider <b>Role(s) (e.g. job title):</b>  Associate Professor in Migration Studies <b>Period(s) employed by submitting HEI:</b> January 1995–present <b>Period when the claimed impact occurred:</b> 2014-2020
<b>Is this case study continued from a case study submitted in 2014?</b> No
<b>1. Summary of the impact</b> (indicative maximum 100 words)  <p>Research carried out at Anglia Ruskin University (ARU) into the social, linguistic and academic integration of pupils with English as an additional language (EAL) has led to demonstrable impact on educational strategies and outcomes. Pupils have been integrated more successfully into the classroom, and both pupils and parents into the wider school community. EAL teaching practice and teacher training have changed. More than 96,000 pupils, 144,000 parents and 20,000 teachers have benefited from the research, either directly or as national and international “downstream” beneficiaries. A total of 24 NGOs in the UK and two other countries also benefited, including the original grant-giver, the Bell Foundation. The Welsh government used the findings as statutory guidance for its national curriculum, and five English local councils adopted the EAL Assessment Framework based on the research.</p>
<b>2. Underpinning research</b> (indicative maximum 500 words)  <p>There are more than 1.5 million pupils in UK schools who speak English as an additional language (EAL), meaning that they have grown up speaking another language at home. More than 20% of primary school pupils and nearly 17% of secondary school pupils are classified as EAL, and it is likely that numbers will increase in future due to migration needs in the UK employment market. EAL pupils follow the national curriculum. Those who are not proficient in English must develop their English skills at the same time, which puts them at an educational disadvantage. Support strategies for such pupils and their parents are therefore vital to avoid an attainment gap between EAL and non-EAL pupils. ARU research has aimed to develop such strategies through an interdisciplinary mixed-methods and multi-site research design.</p> <p>This case study builds on Dr Claudia Schneider’s research on the integration of migrant communities since 2004. The case study comprises two linked projects on the social, linguistic and academic integration of EAL pupils (2013–14 and 2014–16) which she co-led in collaboration with Cambridge University (CU) (equal partners; 50/50 share of funding; overall funding for two projects £90,000). As co-lead, Schneider was responsible for all areas of the EAL research process, including data collection, analysis and the co-production of research reports. Schneider led on social integration, academic achievement, school–home communication and parental engagement, while CU staff led on assessment, language development and classroom pedagogy. The two EAL projects were innovative in that they</p>

adopted an interdisciplinary and holistic approach to researching the social, language and academic integration of EAL pupils and their parents. The projects were funded by the Bell Foundation, which aims to improve practice and policy for disadvantaged communities.

The mixed methods projects involved a regional survey of 48 secondary schools in the East of England (out of 145 schools contacted) and in-depth case studies of four schools (primary and secondary); including 136 interviews with teachers (including senior management teams and EAL staff), EAL pupils, parents of EAL pupils and EAL experts in the community, as well as a survey of 407 EAL and non-EAL pupils, a survey of 64 EAL parents, and a writing task for EAL pupils. Interviews with pupils and teachers and the writing task had a longitudinal aspect (repeated twice). Qualitative and quantitative data were subjected to a thematic analysis (using NVivo data analysis software) and descriptive and inferential statistics (using SPSS statistical software) respectively.

The research found major obstacles to the social, language and academic integration of EAL pupils: a lack of a holistic and co-ordinated approach to EAL in schools [1-4]; limited social integration of pupils (e.g. low levels of friendship groups between EAL and non-EAL pupils); teachers lacking information about migratory experiences and countries of origin; ineffective communication about EAL among teachers and with EAL pupils and their parents, leading to low levels of understanding and empathy about EAL on the part of teachers; deficiencies in school-home communication [1-4], e.g. one-way communication, leading to EAL parents being left with a limited knowledge of the English school system and their children's learning [1,2]; and discrepancies between parents' and teachers' views of parental knowledge regarding their children's schooling, engagement and barriers to engagement [1,2]. The findings also identified limited use of effective EAL teaching practices [1-4], a focus on basic English for everyday communication rather than enhanced English for analysis in English language teaching [3,4] and ineffective initial EAL assessment practices [3,4]. On the basis of these findings, the researchers developed EAL strategies for pupils and families with diverse migration backgrounds.

### 3. References to the research (indicative maximum of six references)

The references below have all gone through a thorough peer-review process.

- [1] **Schneider**, C. and Arnot, M. (2018) Transactional school-home-school communication: addressing the mismatches between migrant parents' and teachers' views of parental knowledge, engagement and the barriers to engagement. *Teaching and Teacher Education* 75: 10–20. <https://doi.org/10.1016/j.tate.2018.05.005>. Available via DOI or on demand.
- [2] **Schneider**, C. and Arnot, M. (2018) An exploration of school communication approaches for newly arrived EAL students: applying three dimensions of organisational communication theory. *Cambridge Journal of Education*, p. 1–18. <https://doi.org/10.1080/0305764X.2017.1329399>. Available via DOI or on demand.
- [3] Evans, M., **Schneider**, C., Arnot, M., Fisher, L., Forbes, K., Hu, M. and Liu, Y. (2016) *Language Development and School Achievement: Opportunities and Challenges in the Education of EAL Students*. The Bell Foundation. <https://mk0bellfoundatiw1chu.kinstacdn.com/app/uploads/2017/05/Language-development-and-school-achievement-full-report.pdf> Available via link or on demand.
- [4] Arnot, M., **Schneider**, C., Evans, M., Liu, Y. Davies-Tutt, D. and Welply, O. (2014) *School Approaches to the Education of EAL students in England: Language development, social integration and achievement*. The Bell Foundation. ISBN 978-0-9928894-0-1. Available on demand.

### 4. Details of the impact (indicative maximum 750 words)

The main beneficiaries of this research have been EAL pupils and their parents, teachers, five local authorities in England, the Welsh Government, the Bell Foundation and another 26 national and international organisations working in the educational field.

**Impact on education through the Bell Foundation:** Between 2016 and 2019, the research had direct impact on the educational activities of its main funder, the Bell Foundation (BF), who incorporated our findings on EAL pupils' social integration, EAL communication within the school, school-home communication with parents of EAL pupils, parental engagement, and EAL language development and assessment into their Language for Results Programme (LRP). BF rolled out LRP in 36 **national training sessions** (2016–17) across the UK and 12 **British Council** seminars in the UK (on EAL strategies) for 481 British school teachers (primary and secondary). Both schemes had significant impact by increasing teachers' understanding of EAL and their application of EAL strategies in the classroom and wider school context [1b].

BF also incorporated our research findings on assessment, social integration and school-home communication into their development of a new EAL Nexus website [1c]. The site had over 596,000 users (2018–2020), with 56% from the UK and 44% from outside the UK including the **US** (9.9%), **India** (5.7%), and **Australia** (3.5%) [1b]. Users of the website stated: *"There are some great resources on Nexus [...] supporting EAL learners to participate fully in their education"* (teacher, Twitter, 2018); *"You are now a 'go to' site for me!"* (teacher, 2019) [1b].

BF further developed new assessment strategies on the basis of our research, resulting in an EAL Assessment Framework which changed schools' EAL assessment strategies. Between 2017 and 2020 the Framework, support strategies and the new digital tracker had been downloaded 42,411 times [1b]. The framework won the **British Council's ELTons Award for Local Innovation** in 2018. Since 2019 it has been adopted by **five local authorities (Leeds, Cambridgeshire, Luton, Hampshire and Essex)** and became part of statutory guidance in the **Welsh national curriculum**, changing EAL strategies in Welsh schools [1a]. BF also built on the research findings in lobbying the UK government in 2016 to introduce an EAL postgraduate degree and quoted the research in materials prepared for the **Department for Education's Early Career Framework**. Highlighting the significance of the research to their work, the BF's Director stated in February 2020: *"The research... helped frame a holistic approach to the child's attainment looking at both language and development, academic achievement and social integration. The 'Language for Results' intervention... is now being scaled to schools across England"* [1a].

**Impact on schools and teachers:** The projects had direct impact (2014–2019) on EAL practice at 68 schools and on 560 teachers who participated in our two research projects or the Bell Foundation training programmes described above, plus 150 teachers and trainees who have attended EAL training each year since 2017 in one of the case study schools [1b, 9, EAL reports 1/2]. Teacher impact is related, for example, to the use of new and effective EAL teaching strategies and two-way communication strategies with pupils and parents, which fostered mutual understanding, increased empathy and the confidence of teachers: *"[I gained] understanding how EAL pupils feel in the classroom environment and the importance of techniques to support them, e.g. modelling"*; *"[The training] made me consider strategies to help make classes more inclusive for EAL students"* (teachers); *"The SLT [senior leadership team] now receive far fewer panicked requests from teachers about EAL"* (Assistant Principal); *"The training [...] has already raised the profile [of EAL] and is having an impact on practice"* (Senior Vice Principal). Impact also related to initial teacher training (ITT): *"The Bell Foundation programme [...] improved the overall quality of our training provision [...] in the latest observation, the EAL training session was judged to be outstanding"* (ITT Training Manager) [1b]. The project had a "downstream" impact (2016–19) on 20,000 teachers via the EAL research projects, workshops organised by ARU, CU and schools, the British Council seminars and the Bell Foundation's training programmes (excluding teachers' use of the Nexus website; see above) [1b, 1d, 3, 8–10; EAL reports 1/2], and via EAL staff who had participated in the above events, cascading their knowledge to fellow teachers.

**EAL pupils:** The projects impacted (2016–20) directly on the social integration, language development and achievement of 1,250 EAL pupils who attended the case study schools and

10,230 EAL pupils via the BF's EAL programme [1c]. Pupil impact related, for example, to higher levels of confidence, a sense of being part of the class and school community, improvement of academic English, uptake of GCSE subjects such as English, and higher GCSE grades: *"When I first came and got support in class, I felt more safe and comfortable; my projected grades for English language and literature were 2/3. Six months later, I got 4/5 in the real exams"* (EAL pupil); *"The strategies have had a positive impact on the achievement of EAL pupils"* (EAL staff). Downstream impact extended to 96,000 EAL pupils via the teachers who attended the Bell Foundation training programmes, EAL projects, and national and international workshops and projects [1b, 3, 4, 7–10; EAL reports 1/2].

**Parents of EAL pupils:** The project had a direct impact on 165 parents (East of England) who participated in the research projects and English classes at one of the case study schools (30 parents per year since 2016). Parental impact was reflected in increased parental knowledge about their children's learning as well as parents' English language development, confidence, engagement and employment: *"I feel more confident when talking with other people, I can easily fill out an application and write email, I can support my children in learning process"*; *"Now I am more confident in speaking with another people...I applied for Senior Operator job and I passed all test. So now I have a better job"*; *"Helped me to discuss with teachers at school about my kids without my husband's support"*; *"Definitely an increase in EAL parents attending"* (EAL staff). The British Council and Bell Foundation training programmes, the research projects and national and international workshops and projects had a downstream impact on 144,000 parents [1b, 3, 4, 7–10].

**NGOs:** The findings impacted on 22 national and 2 international NGOs including bilingual advice services, community minority group services, and political think tanks. Several used our research in their own reports on aspects of EAL, including the **National Association for Language Development in the Curriculum (Naldic)**, the UK's National subject association for EAL [2]; the **National Literacy Trust** [4]; and **Renaissi**, a social enterprise that helps disadvantaged people and places thrive. Renaissi's Head of Schools & Communities wrote: *"I have taken some really good, practical ideas for our service"* [7]. The recommendations based on our research enhanced these NGOs' training programmes for teachers and/or parents and enabled the implementation of new EAL teaching practices, parent engagement strategies and school-home communication. The recommendations also impacted on advice given by the **National Institute of Economic and Social Research** (report on *How Schools are Integrating New Migrant Pupils and their Families*; 2019) and the **Institute for Public Policy Research** (report on Britain's supplementary schools: *Saturdays for Success*, 2015) [5, 6].

**Local integration projects:** The research findings regarding integration and communication were the basis for two further integration projects in the community, led by Claudia Schneider. The project "Arriving at a new place" increased understanding between residents with diverse backgrounds (including EAL and non-EAL students of a secondary school) in Cambridge and was presented at the Being Human Festival 2019 (800 visitors). In March 2020, it was rolled out online (due to Covid-19) and was taken up by five organisations nationally and internationally [10]. The findings from the EAL projects relating to integration and communication impacted on an integration project in Harlow (commissioned by Harlow Local Council via Rainbow Services; February–July 2020) and two integration workshops for 11 local governmental and non-governmental organisations. Harlow Council's social integration strategy has changed significantly in line with the project's recommendations on reciprocal integration strategies [3].

**International impact:** At an Erasmus Plus workshop in Cambridge (2018), the research findings were shared with international representatives of six organisations working with young people with diverse backgrounds in **France, Italy, Poland, Romania, Slovakia** and **Spain**. An online group was developed, which exchanges information on the social integration of migrant pupils. One of the participants (Maison de l'Europe des Yvelines) went on to use the findings to lobby their regional government in France to enhance migrant pupils' social integration (since



2019) [10]. The findings of the EAL projects and the impact project *Arriving at a New Place* were also used by organisations in **Germany, Norway, Romania and Slovenia**. The Center for Diversity, Democracy and Integration in Education (University of Hildesheim, Germany) has incorporated the research findings and the *Arriving* project into their teacher network (488 teachers/staff) and a community integration project with “super impact organisations” in Germany. The Norwegian University of Science and Technology has used the findings for a school integration project (2018–21). The youth organisation IPTA (Projects and Ideas for Active Youth) in Romania has used the recommendations of the EAL projects and the *Arriving* project for a pilot curriculum for refugees living at the Emergency Transit Center in Romania (UNHCR). The Slovenian Migration Institute (Research Centre of the Slovenian Academy of Sciences and Arts) has applied the findings and the *Arriving* project to a project on diversity teacher training (workshops with six schools in 2020; indirect impact: 10,000 teachers who are connected to the project nationally). To enhance the ongoing impact, Claudia Schneider has established an international network on Social Integration, Migration and Local Communities with eight national and international partners to exchange best practice regarding integration in schools and the wider community [10].

### 5. Sources to corroborate the impact (indicative maximum of 10 references)

- [1] Bell Foundation: [1a] Email from Director, Bell Foundation, 21 February 2020; [1b] Collated impact information supplied by the Bell Foundation, including data collected by the British Council for the Bell Foundation (four documents, 2018-2020); [1c] EAL Nexus and BF EAL Programme website; [1d] British Council launches and round table discussions with NGOs.
- [2] Naldic link to the Bell Foundation website, including report 1 and report 2, on their website: <https://naldic.org.uk/about-naldic/collaboration-and-partnerships/the-bell-foundation/>.
- [3] Evidence from national workshops organised by ARU and/or CU independently from The Bell Foundation: SLEG (Second Language Education Group) seminar; MAAS (Minority Attainment & Achievement Services) workshop; two integration workshops and three launches for integration project in Harlow (Rainbow Services and Harlow Council).
- [4] Email from Programme Manager, Early Years, National Literacy Trust, 21 May 2019.
- [5] National Institute of Economic and Social Research: Manzoni, C. and Rolfe, H. (2019) *How schools are integrating new migrant pupils and their families*. <https://www.niesr.ac.uk/sites/default/files/publications/MigrantChildrenIntegrationFinalReport.pdf>
- [6] Institute for Public Policy Research: Ramalingam, V. and Griffith P. (2015) *Saturdays for Success: How Supplementary Education Can Support, Pupils from All Backgrounds to Flourish*. [https://www.ippr.org/files/publications/pdf/saturdays-for-success\\_Sep2015.pdf](https://www.ippr.org/files/publications/pdf/saturdays-for-success_Sep2015.pdf).
- [7] Email from Head of Schools and Communities, Renaisi, 18 November 2015.
- [8] Survey and telephone/online interviews with EAL teachers and NGOs (ARU 2017–19).
- [9] Jack Hunt Peterborough (evaluations from EAL training programme).
- [10] Evidence emails from international organisations: Maison de l’Europe des Yvelines/France; University of Hildesheim; Norwegian University of Science and Technology; IPTA (Projects and Ideas for Active Youth/ Romania). Slovenian Migration Institute; Website for international Migration, Integration and Local Communities network.