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Students aged 3-6 years with special educational needs working in
second language environments: exploring the transferability of
pedagogical approaches from England to Taiwan

Submitted for the Degree of Doctor of Philosophy
At the University of Northampton

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Wen-Yen Chen
(Josephine)

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Abstract

This study aims to compare pedagogical strategies adopted in Taiwan and England for children aged 3-6 years using languages additional to their home languages, some of whom have a diagnosis of special educational needs and disability (SEND), in order to identify any pedagogical strategies used in English early childhood settings that might also be employed usefully in Taiwanese early childhood settings. In its action research cycle, the study goes on to investigate the potential for transferability of such strategies from early childhood settings in England to early childhood settings in Taiwan.

A study focused on issues concerning the experiences of 'New-inhabitants' is new in Taiwan, since this demographic has emerged and increased significantly in the past twenty years. 'New-inhabitant' children in Taiwan tend to be more likely than their peers to have a diagnosis of Special Educational Needs, which may be attributable to the high percentage of their fathers with physical disabilities or intellectual impairments. Equally, many of their mothers are from countries other than Taiwan and their first language is not Chinese so that these children tend to present with language and communication delay in Chinese. Taiwanese early childhood teachers have reported that they find it difficult to teach 'New-inhabitant' children and an emerging issue has been the increasing need for teachers in Taiwan to adapt their traditional teaching methods to make early education in Taiwan accessible to 'New-inhabitant' children. Conversely, teachers in England have been teaching children with English as Additional Language (EAL) and Special Educational Needs (SEN) for many years so pedagogic practice in these areas is relatively well established in England.

This action research study has been an opportunity to compare pedagogic strategies

employed by teachers in both England and Taiwan and to investigate if – and how – strategies from English settings might be transferable to Taiwanese settings. In the study, the methods included semi-structured interviews with teachers and observations of pedagogic practice in early years settings; observation data comprised photographs, videos and field notes, while interviews elicited teachers' voices, revealing information as well as their thinking and beliefs. In the interviews, teachers discussed the learning environments and activities they had created, specific strategies for children with EAL or SEN, and shared their opinions about cooperation with schools and Local Authorities.

Findings reveal similarities and differences in the pedagogic strategies employed by teachers in early childhood settings in England and Taiwan. They indicate that it was possible to transfer some pedagogic strategies from English settings to Taiwanese settings supporting children with Special Educational Needs and Chinese as an Additional Language. However, the study found this transferability to be limited and strongly affected by the need to adapt resources to make them culturally appropriate for the children in Taiwan. The findings provide insights into the real world practices of early childhood teachers in England and Taiwan, enabling other teachers to learn from their work so that they might use these experiences to inform their early childhood provision.

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I am also most grateful to the primary schools in English and Taiwanese settings that participated in the study. Teachers and children provided the research data that led to findings which have the potential to inform the work of early childhood teachers in England, Taiwan and elsewhere.

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Wen-Yen (Josephine) Chen

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Glossary of Acronyms

BERA	British Education Research Association
BSL	British Sign Language
CAL	Chinese as additional language
CD	Creative Development
CLL	Communication, Language and Literacy
DCSF	Department for Children, Schools and Families
DfE	The Department for Education
DfEs	Department for Education and Skills
EAL	English as Additional Language
EYFS	Early Years Foundation Stage
EYFSP	The Early Years Foundation Stage Profile
ICT	Information Communication Technology
IEP	Individual Educational Plan
KUW	Knowledge and Understanding of the World
LA(s)	Local Authority (Authorities)
NTPC	New Taipei City
PD	Physical Development
PSED	Personal, Social and Emotional Development
PSRN	Problem Solving, Reasoning and Numeracy
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
TA(s)	Teaching Assistant (s)/Teacher Assistant(s)

Chapter One

Introduction

1.1 The focus of this study

This action research study compares pedagogic strategies adopted in Taiwan and England for children aged 3-6 years using languages additional to their home languages, some of whom have a diagnosis of special educational needs and disability (SEND), in order to identify any pedagogic strategies used in English early childhood settings that might also be employed usefully in Taiwanese early childhood settings. In the study, special focus is given to “New-inhabitants” in Taiwan. Children in this group often have limited understanding of the Chinese language (including Mandarin, Taiwanese or Taiwanese dialects) which may inhibit their learning. These children are known as having Chinese as an additional language (CAL). In England, newly arrived children often have English as an additional language (EAL).

“These terms are used to describe the learning of English in addition to the learner’s first language. The two terms are interchangeable. However, in England the term ‘English as an additional language’ or ‘EAL’ is generally used to refer to learning English in an English speaking environment, such as a school. This was deemed a more neutral term and it also recognises that, for some learners, English may be their third or fourth language (NALDIC, 2015a)”.

Cross-cultural comparative research is not without challenges but can also be useful (Jament & Feng Yan, 2008). This study was undertaken because of its potential usefulness.

1.2 New-inhabitants

In order to determine the usefulness of this study it is first necessary to provide some

contextual details in respect of the issues discussed. It is also important to define some of the terminology that will be used throughout the thesis.

1.2.1 Who are “New-inhabitants” or “New immigrants”?

New-inhabitants in Taiwan

“Analysis of the last 30 years shows the population was grown very fast in Taiwan” (Wong, 2009:4). Many of the New-inhabitants are women from Mainland China and Southeast Asia, married to Taiwanese men (Wong, 2009). This new group “tends to be noticed by people in Taiwanese society and need more resources to help them to integrate” (Wong, 2009:4).

Taiwan is a multi-ethnic country. In 1949, almost 1.5 million mainland Chinese migrated to Taiwan and these immigrants are referred to as “Mainlanders” (Pao-tsum, 2001). Throughout history people from other countries have established themselves in Taiwan and the term “New-inhabitants” has often been used to describe all peoples who live in Taiwan but not of indigenous Taiwanese origin. Many different groups live within the country but the main groups are Fukienese, Hakka, Mainlanders and Taiwanese aborigines, the early inhabitants of the land.

Since 1990, foreign spouses from Southeast Asia, mainland China or other countries have been permitted to stay in Taiwan through intermarriage. These immigrants, the majority of whom are female, are identified by the term “New-inhabitants” which is now being used to refer specifically to this group. Figure1.1 shows the pattern of immigration associated with these people over a twenty year period (Kuo and Su, 2013).

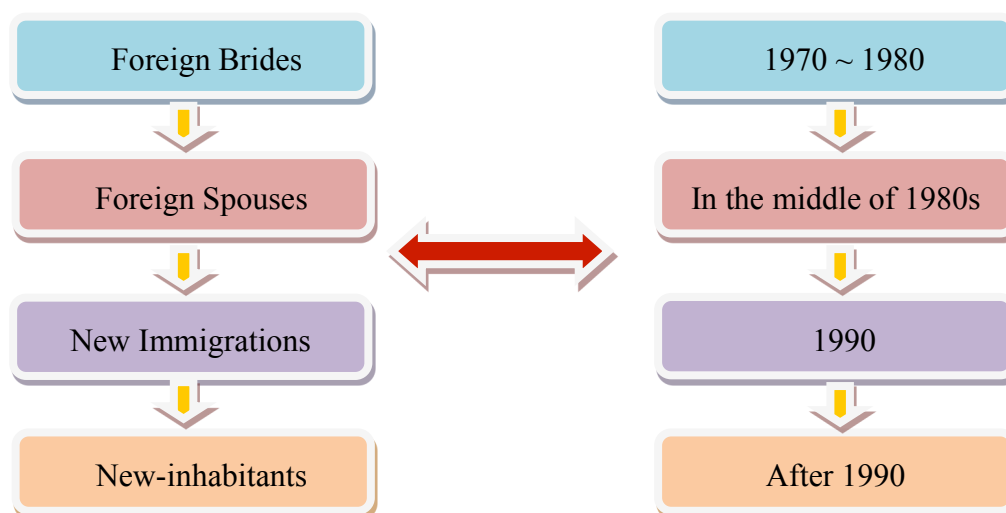


Figure1.1: The pattern of immigration associated with New-inhabitants in Taiwan

New-inhabitants in England

According to the Office for National Statistics (2013), residents in the UK came from other EU countries. Polish was the most common non-British nationality in the UK in 2013 (Office for National Statistics, 2015a). The Office for National Statistics (2015b) also indicated “Polish was followed by Irish and Indian. These three countries together accounted for 30 per cent (1.2 million) of all foreign nationals and 22 per cent (1.7 million) of the non-UK born”.

A DCFS report (2007b:3), suggests that new arrivals may be described as:

1. International migrants – including refugees, asylum seekers and economic migrants from overseas.
2. Internal migrants – including children joining the school as a result of moving home within the UK, for example, Gypsy, Roma and Traveller children.
3. Institutional movers – children who change schools without moving home, including exclusions and voluntary transfers.
4. Individual movers – children who move without their family, for example

looked after children and unaccompanied asylum seeking children.

For children with EAL who are newly arrived, schools and local authorities can create a welcoming environment within communities. According to the DCFS (2007b), it is important to make new arrivals feel comfortable and in school “they are made to feel part of the normal lessons and learning environment as soon as possible in order not to experience marginalisation and exclusion” (p.10).

1.2.2 What kind of problems do the new inhabitants face?

This section discusses the problems that New-inhabitants may experience on entering a new country. Many of these difficulties are culturally related and may include those associated with day to day issues such as diet, local custom and expectations within the local society (Li, 2006).

In Taiwan, Li (2006:54) considers that New-inhabitants will meet five problems:

1. The government policy and limits of enactment
2. The attitude deviation of the society and media
3. The family life and daily living
4. Language and communication problems
5. Differences of cultural value

Regarding the first point, Li (2006) believes that the Taiwanese government should make a special policy for New-inhabitants in order that they have fair treatment and equal rights. It is suggested this is critical if Taiwanese people are to accept and respect New-inhabitants. As Kuang (2010:118) points out:

“We (Taiwanese people) must learn to respect and tolerate different cultures, and thus to enjoy their culture and others. If we are to understand our differences, each culture has to be respected; it is easy to eliminate many of the differences and to create a harmonious society”.

For these New-inhabitants, Taiwan is already home yet they are a minority group in Taiwan. In 2014, the New-inhabitants population was over 640,000 in Taiwan and comprises the fifth largest group in Taiwanese society. The others are aboriginals, Taiwanese, Hakka and Mainlanders (National Immigration Agency, 2014). They are often associated with bad news in the media: Wang (2009a) notes that the media in Taiwan tends to report that foreign spouses and the group of outsiders are responsible for falling standards of education and that most have married lower class men in Taiwanese society. In Taiwanese society, foreign spouses tend to be characterised as disadvantaged or having social problems and are not recognised by many. New-inhabitants often have negative images of this population which requires that Taiwanese people know and understand their ways of life (Wang, 2009a).

Wang (2009a) advocates assimilation, rather than pluralism, noting that there are significant differences between the New-inhabitants and the Taiwanese indigenous population, for example in regard to food and culture. Wang (2009a) proposes that the New-inhabitants came to a foreign country and need to adapt. Otherwise, as a result of different living habits and life style, the New-inhabitants might have conflicts with more established groups.

Speaking the language of their peers is an important medium for children's socialisation; moreover the processes of intellectual development and academic learning are founded on a considerable degree of language ability (Wang, 2009a). Therefore, language ability has a significant influence upon children's cognitive development. As Diaz (2007:33) observes "recently, more attention has been given to descriptions of different types of bilingual experiences that might have different effects on children's cognitive development". In addition to the impact upon learning

of language and communication problems experienced by some children, having limited skills in the local language may make it difficult for New-inhabitants to make connections and establish themselves within Taiwanese society (Hsu, 2009). Sometimes this may result in misunderstanding when children want to share their opinions or ideas. When this happens they may become silent and afraid to communicate their ideas, thus becoming more isolated within Taiwanese society. Roseberry-McKibbin and Brice (2015) note that: "Children may also manifest a common second-language acquisition phenomenon called the silent period. When children are first exposed to a second language, frequently they focus on listening and comprehension. These children are often very quiet, speaking little as they focus on understanding the new language".

Wang (2009a:4) observed that "New-inhabitants from different cultural areas often need to face the impact of cross-cultural adaptation and life values differences" which can mean that many New-inhabitants live alone or in a discrete section of society. Because of social and cultural discrimination, lack of social support and social interaction opportunities, the New-inhabitants often lack knowledge of those services and cultural influences that can provide effective support for child-rearing (Wang, 2009a).

Within Taiwan, pluralism is still common; the different races live in different environments and choose to form their own groups within which they feel comfortable. This is not an unusual situation and is indeed one replicated in other Asian and European societies (Van Kempen and Özüekren, 1998). Therefore each of these separate micro-societies, being influenced by their own cultural heritage, form different opinions about the wider society, in terms of economy, culture, cuisine, education, clothing, living and behaviour. Condor (2000) suggests that in many

instances it takes a long time to understand, respect and accept the beliefs and traditions of others and this has certainly been in evidence in Taiwan.

In England, New-inhabitants may face problems too. Spencer (2004:13) identified six often mutually reinforcing factors that limit the process of integration. These relate to the migrant, to aspects of the host society and to the policy framework, and affect different groups of migrants to varying degrees. They are:

Lack of language skills and/or recognised qualifications

National employment and education data show a high correlation between insufficient English language and lower attainment at school and performance in the labour market. In employment, lack of recognition of qualifications is widely acknowledged as a barrier.

Mobility

Moving from place to place disrupts schooling, prevents continuity in health care, forces reliance on temporary accommodation, and disrupts social networks and community life.

Migrants' lack of knowledge of the system

This includes, for example, how to find accommodation, and lack of familiarity with the school system or the role of GPs (General Practitioner).

Generic services insufficient, in part, to meet migrants' needs

Studies consistently suggest that needs can go unmet, although it is not always clear whether this applies to migrants only, or reflects general resource limitations.

Hostile public attitudes

Studies suggest that lack of information about new arrivals, exacerbated by unbalanced media coverage, can create a climate of fear and some overt hostility and violence in which migrants can hesitate to venture into the

streets, to access health services or provide personal information.

Legal barriers to integration associated with immigration status

For some migrants, direct restrictions are placed on access to jobs, to housing, to free post-16 education, to non-emergency health services, and to welfare benefits.

(Spencer, 2004:13)

1.2.3 Challenges faced by the children of New-inhabitants in education in Taiwan and England

Within the community of New-inhabitants children often experience challenges in adapting to the norms and expectations of a local education system (Chen, 2012). Taiwanese schools do not always find it easy to respond to the needs of these children. Many countries in western society have faced similar challenges.

Having identified some of the problems faced by this population it is necessary, in the context of the present study, to compare some of the challenges encountered by children with English as an Additional Language (EAL) and children encountering Chinese as an Additional Language (CAL). Challenges for the child with EAL on entering school in England may include managing the transition to a new country, feelings of insecurity or trauma due to prior experiences, isolation and lack of friends, separation from one or both parents, general changes in family situation, no previous schooling due to a different starting age in their home country. In addition to the feeling of being misunderstood, they may feel unvalued or alienated if they cannot see their culture, language and experiences reflected around the school or in the classroom, and in extreme cases if they experience racism in or out of school (DCSF, 2007c:12).

The child with CAL entering school in Taiwan may also encounter issues. Firstly, some of them have strong accents and dialects that can result in them being mocked and marginalised by other learners, an aspect of racism which results in them being marked as different in the class. Secondly, a lack of confidence and self-belief might result in them being afraid to play with their peers. For some it may be assumed that their learning abilities are slow compared with others who have been brought up within the traditions of the country, especially in the early years (RONG-GUICA, 2004). For these reasons, RONG-GUICA (2004) suggests children need to improve cognition and knowledge, otherwise, “their learning of languages and language structure may be slow compared to their peers” (RONG-GUICA, 2004: 37).

It is possible that because teachers in the UK have faced these challenges for a longer period of time they may have made adaptations to their educational systems from which Taiwanese educators can learn. Whilst there are difficulties with transferability of educational approaches across cultures (Crossley, 2000), this study explores the extent to which comparisons can be made between England and Taiwan. In order to do this it is important to establish from the outset some of the comparative indicators and challenges faced by additional language learners in both national contexts.

In Taiwan, New-inhabitants have had an influence upon the marital state and family structures that have commonly been seen within the country (Zheng, 2010). This influence has affected educational debate, with educators increasingly identifying challenges and trying to find solutions within school contexts. From Hsiao's (2007:2) perspective,

“...the impact of new generations on education - the ‘school system’, not only the view of new generation, is more than the meaning - poverty,

minority, multi-culture, and the justice and equality. It gives the opportunity of renew the issues of them and provides the much more deeply reflectiveness of teachers”.

If the issues surrounding children of New-inhabitants are not addressed in school these children are likely to meet other difficulties in their future lives (Li, 2006). Therefore, teachers may need time, and new skills and understanding to support New-inhabitant children. The children of New-inhabitants born in Taiwan are Taiwanese but still often need to learn the social mores and ways of the society adopted by their parents from other countries (Hsieh, 2012).

In research conducted in Taiwan into the developing problems of children with CAL, Wu & Fu (2008) showed that language was perceived as the biggest barrier to their learning. They establish six factors that can affect the development of children with CAL. Firstly, that language tends to be the big problem for children with CAL: they speak their additional language with different accents, find it difficult to speak in complex sentences and often use words and meanings incorrectly. Secondly, the parents of New-inhabitant children tend to lack basic care knowledge which can result in serious problems for children's teeth, eyes and general health. Yet, suggest Wu & Fu (2008), a third factor that may affect the development of children with CAL is that these children tend to be healthier than indigenous children. In Taiwan, premature birth is less common among foreign mothers than Taiwanese mothers. Fourth, it should be noted although these children will be affected from birth by their mothers' nationality and race they do not always have developmental problems. Fifth, poor paternal health may cause developmental problems when fathers are older or have physical and mental disabilities or unhealthy habits (Wu & Fu, 2008). Finally, Wu & Fu (2008) suggest that low status in society can result in New-inhabitant

children developing problems in the context in which low education levels and low societal status are linked.

Whilst Wu and Fu make a number of interesting observations, these do appear somewhat contradictory so they may be challenged. A report from the British Council (2015a) suggests “EAL learners are a very diverse group”. It points out the definition of a learner with EAL includes anyone who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or in the community. This includes, for example:

- *new arrivals from abroad who speak little or no English;*
- *children or young people from other countries who are in the UK for a limited time, for example if they have a parent who is studying here, who have been educated in an English-medium school abroad and are fluent in several languages;*
- *young people who were born in the UK and speak English most of the time at home and school, but who also speak another language occasionally to extended family members.*

British Council (2015a)

Furthermore, it is required that in respect of the population of children with EAL in schools “there are more than a million children between 5–18 years old who speak in excess of 360 languages between them” (NALDIC, 2015b). Moreover, the annual report of the Department for Education in January 2013 showed that one in six primary school children in England - 612,160 - do not have English as their first language. The number and percentage of pupils who are bilingual or have EAL vary widely by school, school type and region across the country (NALDIC, 2015b).

1.3 Why are children with CAL and EAL seen as problematic for teachers?

1.3.1 Children with CAL present problems for teachers in Taiwan

Language is the biggest problem for the new residents, because language differences can mean there is poor communication with a child's family. Additionally language barriers often cause inconvenience in New-inhabitants' lives, and may mean that they struggle to integrate into life in the new country, remaining marginalised (Li, 2006).

Whilst these are not the only difficulties experienced by the children of New-inhabitants, language problems present as a major inhibiting factor for children with CAL in early years education in Taiwan (Wang, 2009b). Typically in Taiwan, teachers do not speak languages beyond their native tongue and they talk and teach children in Mandarin in the setting. If children do not understand what the teachers are saying, this can make the children feel helpless and disappointed in learning (Huang, 2007). Another problem for teachers is the communication with parents. Most of care afforded to children is given by mothers and they often cannot understand teachers' words and miss announcements of events and expectations (Wu & Chan, 2010). When teachers need to give parents information or ask questions to them, the New-inhabitant parents often lack of languages skills so teachers become frustrated. Therefore, in Taiwanese classrooms, teachers have perceived the need to spend a lot of time teaching children with CAL individually and improving their Mandarin language abilities. Nevertheless their parents cannot practise speaking Mandarin and other local cultural skills at home where they are surrounded by others with similar linguistic challenges.

1.3.2 Children with EAL may present problems for teachers in England

The '*annual survey of Newly Qualified Teachers*' (2013) teaching stated that

supporting students with EAL is the aspect of their work that newly qualified teachers say they feel least equipped for. All teacher trainees receive training in working with children with EAL but some report receiving only two hours of training and feeling that they are not fully competent to teach and support these learners. “Non-specialist teachers therefore need more training and support to be able to create the best learning environment for learners with EAL” (British Council, 2015b).

An English government report (DfES, 2006:14-15) indicates that some teachers in England may also experience difficulties teaching children with EAL in early years settings. The report indicates, therefore, that some early years teachers in England may need considerable support to feel fully confident about teaching children with EAL. For example, teaching in groups is difficult if each child’s level of English is different and children with EAL who do not speak English at home may need additional support; compared with technical aspects of reading, comprehension and inference may often be more difficult for children with EAL to grasp when they are learning to read in English. Moreover, Eastern European children tend to start school later than English children (usually 7), so it can be difficult to determine whether they should join a class that is age appropriate or work with younger children while they become acclimatised to school in England.

As mentioned previously, it is common for children with EAL joining a school in England to enter the ‘silent period’ which can mean that it may be months before they talk to teachers or peers. This can present challenges to teachers who are not prepared and do not know that this is common so the DfES (2006) report found that head teachers and teachers thought classroom teachers need more training for working with children with EAL. Equally, the report found that head teachers and teachers thought many children with EAL would benefit from more peripatetic

teaching than the 45 minutes that some received.

1.3.3 Summary

In conclusion, teaching the children of New-inhabitants may present a challenge to teachers for which they require new ideas and teaching methods. This adds importance to research which can be conducted in this area and has been the driving factor behind the present study. The research reported in this thesis investigated whether different methods of teaching specifically deployed in England, but not practised within Taiwan could be applied successfully by Taiwanese teachers.

Lewis and Munn (2004:5) define research questions as:

1. Questions which makes explicit the precise area of an investigation.
2. The vital first steps in any research.
3. Those questions that guide you towards the kinds of information you need and the ways you should collect that information.
4. Those questions that also help you to analyse the information you have collected.

For this study the research questions are:

1. What are the specific pedagogical strategies adopted by teachers in English early childhood settings working with children for whom English is an additional language?
2. What are the specific pedagogical strategies adopted by teachers in English early childhood settings working with children with special educational needs (SEN)?
3. To what extent can these strategies be transferred to a Taiwanese education system?

1.4 The Research Locations

1.4.1 An introduction to New Taipei City (NTPC)

Situated in the northern part of Taiwan, surrounding the country's capital; New Taipei City has an estimated population of over 3.9 million and an area of 2,052 km². Since 2010, the city has become one of the newest cabinet levels of municipality of the Republic of China (NTPC, 2011).

In its location the city has many advantages. New Taipei City is the second major city of Business Industries to Taipei City, with “over 240,000 privately owned companies and 20,000 factories, which equates to a total capital of NTD.1.6 million” (NTPC, 2011). In NTPC, high technology, service and tourism, complement the major industries and attracts a high volume of job forces from all over the country with abundant employment opportunities. As a result, “70% of the population is from a different part of Taiwan” (NTPC, 2011). There are some special characteristics about NTPC.

1.4.2 Introduction to Northampton in the UK

Northampton is the county town of Northamptonshire in the East Midlands of England. Northampton has quite convenient location in which “lies on the River Nene, about 67 miles (108 km) north-west of London and 50 miles (80 km) south-east of Birmingham. The county has seen one of the most significant levels of growth during the past 30 years, well in excess of national and regional growth trends” (Northamptonshire County Council, 2014:9). At the time of the 2011 census, Northamptonshire's population was estimated at 691,952. This has increased “in the latest population estimates for 2013 to 706,600” (Northamptonshire County Council, 2014:11). Research in the field of migration reports that “Northamptonshire has the largest Polish-born population out of the 9 unitary authorities and counties of East

Midlands, with 12,475 residents born in Poland in 2011, representing 23% of all Polish-born residents in the region and 17% of the local foreign-born population” (Krausova and Carlos, 2013:12). Northamptonshire County Council (2014:9) indicated that “a key transformation within the population profile has been and will continue to be the representation of different ethnic groups in the area. Growth amongst Black, Asian, and Mixed Ethnicity groups has been high in the period 2001-2011 and this is expected to continue. The concentration of these populations is seen most prominently in Northampton and in the other key urban areas of the county”.

From the descriptions above it can be concluded that both New Taipei City and Northampton have increasing populations and have been impacted by immigration. Sometimes the “geographic preferences are particularly worthy of study due to their potentially unique role in parents’ decision”: urban development, educational opportunity, public institutions and the economy may also be considered by parents (Bell, 2007:377). The advantage of location becomes the priority and an important factor in families’ decision to stay in these cities.

1.4.3 The rationale for the choice of the research locations

Northampton and New Taipei City have advantages from the perspective of this study, as indicated in the paragraphs above. These two cities have a relatively high percentage of families whose children are no being educated in their first language. The choice of these two locations was therefore appropriate for this study.

As Bell (2007) indicates, newly arrived families consider a city’s geographic, urban development, educational opportunity, public institutions and the economy when making the decision about relocation. The two locations studied have a relatively

lower living cost in regard to food, transportation and rent when compared to other larger cities. This undoubtedly influences the choice of parents to stay in these locations.

Another influence upon choice of location was the well-established relationship which the researcher had with schools in both Northampton and New Taipei City. This made it possible for the researcher to collect the data in primary schools. During the research process the university provided helpful resources and information in collecting data and found appropriate schools, children and teachers. Additionally, the researcher worked in preschools for many years in New Taipei City. These schools have a good relationship with the researcher which was helpful in enabling her to establish a local sample.

1.5 Recent Early Education Policy in Taiwan and England

1.5.1 Recent Early Education policy in Taiwan

Since 2012 in Taiwan, early childhood education has undergone a significant change. The “Integration of Kindergartens and Nursery Schools” was practised from 2012 in Taiwan. “In the past, kindergartens and nurseries were the two main institutional providers of education and child care services for pre-schoolers aged 2 and above. The two types of institutions were established under separate laws and governed by different authorities. To settle the problem of having two separate systems, the Ministry of Education (MOE) began pushing for the integration of preschool education and nursery care--a trend that is growing around the world. On January 1, 2012, Taiwan implemented the Early Childhood Education and Care Act and became the first country in Asia to combine kindergartens with nursery schools” (Executive Yuan, 2013). A policy of developing integrated preschools which take children from all cultures and of all abilities came into effect. The major thrust of this

education reform has been to turn Taiwan into an Asian leader in the national implementation of “preschool integration” (Taiwan News, 2011). “Preschool integration” is defined by the Department of Education in Taipei City (2012) as “Kindergartens and Nurseries restructured into kindergartens, unified management by the Department of Education, enrolling children between 2-6 years old.” This means that preschools can now accept 2-6 year old children, whereas previously primary schools accepted 3-6 year old children and infant schools accepted children from birth to 2 years. According to the Farseeing Publishing Group (2009) these changes have been characterised by a number of points. Firstly, the Early Childhood Education and Care Act (2011) replaced the current Preschool Education Act (2011). Secondly, integration of kindergarten and nursery school took place, the competent authority being the Ministry of Education. Thirdly, kindergarten management is now handled by the government, and encourages private institutions to set up private schools. The Department of Early Childhood and Early Childhood Adopting has become a Pre-school Department in order to cultivate professional teachers serving children aged 2 to 6 in kindergartens. Equally, integration has meant that the kindergarten professionals will be divided into the principal, teachers, support teachers and assistants. The qualified registered kindergartens and nurseries are offer integrated within primary schools and integration of early childhood education and care is divided into three main areas: 0 to 2-year-old daycare centres and home services, 2 to 6-year-old primary schools, and 6 to 12-year-old after-school clubs.

From these main starting points, the government intends to establish more public schools and make the percentage of private schools and public schools equal in number. This change is likely to have a significant impact on most private schools which are part of a highly competitive educational model (Duan & Ma, 2013). Most parents will choose public schools which they often find cheaper and more

convenient. It may be that in the future, a significant proportion of private schools will close. For this reason, the government needs to consider other policy changes which may help these schools to survive (Duan & Ma, 2013).

1.5.2 Recent Early Education Policy in England

Over the past two decades there has been a transformation in policy relating to early childhood in England, (DfE, 2014). In 1996, the DfEE (Department for Education and Employment) established 'Desirable Outcomes for Learning' for children aged 3-5 years by the time they entered compulsory education (Schools Curriculum Assessment Authority (SCAA) and DfEE, 1996) (in England, this begins the term after the child's fifth birthday). They emphasised early literacy and language, physical and creative development, numeracy, the development of personal and social skills, and children's knowledge, understanding and skills in other areas. Presented as six areas of learning, SCAA and DfEE (1996) was intended as a foundation for children's later achievement.

In 2000, the DfEE replaced SCAA and DfEE (1996) with statutory 'Curriculum Guidance' for children aged 3-5 years in 2000, intended to help "practitioners plan to meet the diverse needs of all children so that most will achieve and some, where appropriate, will go beyond the early learning goals by the end of the foundation stage" (2000:5).

In 2008, the Department for Children, Schools and Families (DCSF) document, 'Statutory Framework for the Early Years Foundation Stage', replaced DfEE, (2000) and two other documents (Department for Education and Skills (DfES), 2002; DfES, Department for Work and Pensions (DWP) and SureStart, 2003). DCFS (2008) set out new legal requirements relating to learning and development and welfare for

children aged 0-5 years, and alongside this, provided non-statutory guidance for practitioners (2008c:8).

In 2012, the Department of Education replaced the EYFS (DCFS, 2008c) with the *Statutory Framework for the Early Years Foundation Stage* (DfE, 2012b). This document was revised in 2014. The 2012 EYFS framework enacted some recommendations made in the 2011 Tickell Review. This reform contained key changes to the learning and development requirements and to the welfare requirements (2012b). The statutory documentation was complemented by non-statutory guidance - *Development Matters in the Early Years Foundation Stage* (Early Education, 2012), - “to help adults to understand and support each individual child’s development pathway” (2012c:1). Although the international definition of early childhood is ‘...the period below the age of 8 years’ (Office of the High Commissioner on Human Rights (OHCHR), 2005: 2) , there is a tendency in England to consider early years provision as confined to 0-5 years. This tendency is reflected in policy: the revised *Statutory Framework for the Early Years Foundation Stage* (DfE, 2014) is for children aged 0-5 years, while the statutory National Curriculum (DfE, 2014) is required for children from 5 years.

1.6 Overview of the Thesis

This first chapter has identified the focus of the study and has defined and considered the issues facing the New-inhabitants in two country locations: Taiwan and England. Chapter 2 will review the literature according to two themes: the first addresses early years education in England and Taiwan and the second interrogates the teaching of English and Chinese as additional languages in England and Taiwan respectively. Emphasis in Chapter 3 is on discussion concerning the challenges of comparative research, sampling and the decisions made with regard

to shaping an interpretative, qualitative research project such as this. Moreover in chapter 3, the selected methodology and methods are outlined and reasons why decisions were made are provided. Chapter 4 describes and justifies the field work, including the processes involved in developing the project, its research questions, design and participants. Furthermore, focus is given to how the action research, interviews and observations were developed and undertaken, alongside document scrutiny, in English and Taiwanese settings.

The research findings are presented in Chapters 5 to 7 and these findings are structured according to research methodologies and methods: action research, observation including documentary evidence and interview. Chapter 8 shows how the data were managed and analysed and how they were interpreted. The final chapter discusses what was learned from this research and how the findings addressed the research questions. In the concluding chapter, there is discussion about ways the research has begun to influence work in Taiwanese settings and primary schools, the challenges encountered, further plans and some recommendations for action in England and Taiwan regarding pedagogic strategies for young children learning in a language additional to their home language.

Chapter Two

Literature review

2.1 Introduction

This chapter considers the development of legislation and provision for children in the early years in both England and Taiwan. It further discusses the challenges of addressing the needs of children in this period of their education, who are learning in a language that is not their mother tongue. These children - often referred to in England as children for whom English is an Additional Language (EAL) and in Taiwan as children for whom Chinese is an Additional Language (CAL) - are seen as presenting particular challenges to the education system (Conteh, 2012; Palaiologou, 2013). This chapter therefore presents and discusses literature that considers these specific phenomena, and places this within the context of the two contrasting countries which are the locations for the present study.

The difficulties experienced by children working in a second language are often intensified if they have a special educational need (Aitchison, 1992; Wall, 2011). Children who experience difficulties with learning or may exhibit intellectual difficulties have been seen to struggle in educational contexts in which they have challenges decoding information and processing language (Hall, 2001; Conteh, 2012). The literature addressing this issue is limited, but is considered within this chapter.

This chapter also addresses key aspects of early years practice: Early Childhood Pedagogies, Play, Early Childhood Curriculum, Observations, Early Years Practitioners, Early Years Practitioners Supporting Children with EAL and Children with SEN, Parent Partnerships and Resources.

2.2 In England

2.2.1 The Early Years Foundation Stage and Children with EAL

The Department for Education (DfE) (2014) pointed that "...the Early Years Foundation Stage (EYFS) set the statutory standards for the learning, development and care of children from birth to 5 years old" (p.1). The EYFS (DfE, 2014) is the successor to several iterations of statutory EYFS frameworks and guidance in England over the past two decades (SCAA, 1996; DfEE and QCA, 2000; DCFS, 2008a; DfE, 2012a). Similarly to its predecessors, this most recent EYFS (DfE, 2014) is underpinned by principles: 'the unique child', 'positive relationships', 'enabling environments' and 'children develop and learn in different ways and at different rates' (p.6). However, although these principles are stated in the document, greater emphasis is given to three sets of requirements: learning and development requirements, assessment and safeguarding and welfare requirements, with learning and development requirements foregrounded. The EYFS (DfE, 2014) has seven areas of learning and development which are divided into two categories: three prime areas

- Communication and language
- Physical development
- Personal, social and emotional development and four specific areas
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

Each area has statutory early learning goals that practitioners should support children to achieve by the end of the EYFS when they are five years old. EYFS practitioners are required to '...consider the individual needs, interests, and stage of

development of each child in their care' (p.8) and apply these in their planning to give each child '...a challenging and enjoyable experience for each child in all of the areas of learning and development' (p.8). Yet despite this and the EYFS stated principle that 'children develop and learn in different ways and at different rates' (p.6), school readiness is a primary focus for the EYFS: settings are expected to "...ensure that all children under five in childcare benefit from a safe, secure and happy environment where they can play and develop, laying the foundation for success with the primary school curriculum" (Family Learning, 2014).

The teaching of personal, social and emotional development is critical in developing a sense of self-confidence and respect towards other people including adults and peers (Formby, 2011), and also encourages the development of social skills (Bennett and Palaiologou, 2013). Early years settings have adopted a number of approaches aimed at promoting personal, social and emotional development. For example, in order to promote social interaction, role play corners may be established to encourage dialogue between children and to enable them to develop essential social skills. In fostering the promotion of communication and language as well as literacy, teachers provide for shared experiences in speaking, listening to stories, writing simple words or names and communicating with adults and peers (Bennett and Palaiologou, 2013). According to Baranowski (2008), children also need to develop problem solving skills and in settings, this may be achieved through the use of imaginative stories, songs, games and role play, as part of communication and language or literacy. In these activities, children will work out their own ways of solving their problems when they have difficulties or find themselves in dispute with other people. Young children benefit from the area 'Understanding the world' as it helps them to establish their sense of their place in society and to explore their environment as well as using different tools and materials (Thompson, 2013). In

today's early years settings, the use of ICT (Information Communication Technology) is increasingly used to promote this aspect of learning (Miller, Cable and Devereux, 2005). In well-structured situations physical activity assists children to develop their coordination and movement skills and also to become familiar with the importance of a healthy diet and lifestyle (Butcher, 2007). Within the DfE (2014) documentation, 'Expressive arts and design' focuses on supporting children to develop their imagination and creativity through activities which may include art, music, dancing, and role play. Despite the emphasis given to areas of learning and development in the EYFS (DfE, 2014), little consideration is given in the statutory documentation to children who come to settings with a home language that is not English.

As part of achieving the communication and language early learning goals, the English EYFS (DfE, 2014) requires that children aged five should listen and pay attention in story time or circle time, sometimes responding or asking questions and are encouraged to concentrate and to be involved. Some children have good awareness of the speaker and can provide some ideas or describe experiences and are quite confident in speaking. However, those children with English as an additional language have often been seen to have difficulties in this area (Schaefer and Fricke, 2015). As Leicester (2006:4) indicates, "story, and its inherent emphasis on values and emotions, resonates, as we have seen, with the personal, social and emotional goals of circle time" the link of story and circle time. Moreover, circle time also promotes "speaking, listening and discussion skills" (Leicester, 2006:2). Learners with EAL who may find it difficult to understand discussion or dialogue with teachers or peers may say nothing or very little, but as their confidence increases they will begin to communicate through the use of single words such as 'yes' or 'no' (Browne, 2007).

To achieve the physical development early learning goals by the age of five, children are required to know that good health, a healthy diet and physical exercise are important, and should be able to talk about how to stay healthy and safe (DfE, 2013a; 2014). They should know how to improve their health, move and control their bodies and use equipment and tools to do some exercises. Young children also need to gain independence in areas such as dressing and going to the toilet by themselves (DfE, 2014).

The third goal means that in the setting, every child needs to build positive relationships including child to child, child to adult, and adult to child. In these relationships the child should play different roles in a range of events. For example, he/she could play the role of teacher whereby he/she can be encouraged to be a model and example to other children. From different relationships children will know adults' and peers' feelings and share them with each other. In these different relationship children may have different behaviours and reflections. They learn how to organise these relationships and feel confident to talk with peers or adults.

In addition, the fourth goal, with reading and writing, "literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest" (DfE, 2014:8). Following this principle, teachers can design different activities with a range of materials. Through these activities, children can learn some regular words and simple sentences in reading and writing.

Fifth, in acquiring mathematical concepts, children need to know the numbers from 1 to 20 and say which number is one more or one less than a given number (DfE,

2013a). Also, they need to recognise shape, space and measures. Often, using objects to match numbers is a good method to improve their mathematical logical concept.

Furthermore, the sixth goal, in this “key starting point for children is that they find out about past and present events relevant to their own lives or those of their familiars” (Beauchamp, 2013:294). In other words, children can talk about their family members, lives and acknowledge similarities and differences between places, objects, living things, environments, animals and plants in the world. They also can talk about how they change and why some things occur in this world. In this goal also includes using technology for finding interesting things at home or school such as computers, videos or tablets. The technology has benefits for children by enhancing their hand-eye coordination and fine motor skills. Otherwise it can also improve children’s understanding of the world around them, enrich their worldview and expend their openness of mind (Gordon, 2007).

Finally, with regards to expressive arts and design, the definition of this goal is to involve and “supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology” (Optimus Education, 2012). There are two parts to this goal including, Exploring and Using Media and Materials: “this is about how children experiment with media and materials finding out about their properties and modifying and manipulating them and also includes exploring sounds, patterns, movement and different tools and techniques” (Early Years Matters, 2015). Another one is Being Imaginative: “this is about children’s explorations into the world of pretence, building on their experiences of the real world and transforming them

into something new – whether through role play, music, pretend play, block play or small world play or a range of other areas” (Early Years Matters, 2015). The implication of this goal is that children should build their interests and use these to create inventions or make something on papers that they have experienced and seen. The adults in the setting can encourage children to choose and use materials and resources by themselves help them to make decisions and have confidence about their works and ideas (Early Years Matters, 2015). These documents indicate children with EAL in England are catered for within the EYFS. The early years practitioners may follow these strategies to help children with EAL in improving their learning ability.

2.2.2 Strategies to support children with Special Educational Needs (SEN)

Northamptonshire County Council (NCC, 2013:1) states that its “Strategy addresses children and young people aged 0-25 years with Special Educational Needs and Disability (SEND)” will “strengthen inclusive opportunities for learning and living for all children and young people with SEND, to promote their achievements and outcomes and to use resources in the fairest and most effective way possible (NCC, 2013:1). Moreover, it also points out that “the strategy must be proactive in ensuring that the needs of children and young people and their families are met and delivered in the current context of financial challenge, increasing pressure on services and significant changes in the role of local government and its relationship with providers (NCC, 2013:1). This - and other - Northamptonshire Council documents were important in the context of this study as data were collected in 2013 from within this context.

Northamptonshire County Council (NCC, 2013:6-7) uses this strategy to support the children and young people in their settings, financial, family supports and education.

There are six priority goals. These are described as:

- Priority 1. Working in partnership with children, young people and families.
- Priority 2. Early recognition of needs and appropriate intervention
- Priority 3. Strengthening inclusion in mainstream settings
- Priority 4. Ensuring local provision is responsive to local need
- Priority 5. Fair and efficient use of resources
- Priority 6. Integrated working between agencies

For the first priority, any practitioner (any person working with children or young people) should ensure that children and young people feel confident, fully engaged, aware and informed, and pay attention to the needs of individual children and young people. Secondly, they need to ensure that “children and young people’s additional needs are recognised early and preventative action is taken that helps children overcome their difficulties and enables them to realise their potential” and “special care is taken when children transfer from one setting to another” (NCC, 2013:6). Thirdly, schools or agencies and practitioners should take responsibility to support children and young people’s learning, activities, opportunities and services. Therefore, they need to develop their own knowledge, skills and understanding of equality for all children and help them to overcome their difficulties. The fourth priority aims to “support collaboration between mainstream and specialist/special provision to give children and young people access to provision according to their needs” (NCC, 2013:6). Professionals need to ensure they have fully acknowledged the concept of special needs and help and support children in early years settings. The DfE (2013b:59) also refers to “provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. This may take the form of additional support from within the

setting or require the involvement of specialist staff or support services.” Providing useful resources is the fifth priority. The professionals should not only provide resources to children and young people but also need to offer support to the parents. For parents of children with special educational needs they “have a tendency to see the early education of their children and parents are responsible for supporting their child’s development and skill learning” (Wall, 2011:62). That means parents should get resources in support of a placement that addresses the need of the child. In other words, “supporting families is important in our support of the child with special needs” (Wall, 2011:54). Finally, the agencies refer to the local authority, health commissioners and providers, education personnel and other frontline providers of support like the voluntary sector (NCC, 2013). They should work together and prioritise an efficient and useful way of supporting and helping children with SEN and young people.

As the DfE (2013b:59) points out in their report in support for children and young people with SEN:

*“All early years and education providers are responsible for meeting special educational needs. The governing bodies, proprietors and management committees of mainstream schools, maintained nursery schools, pupil referral units (PRU) and institutions within the further education sector **must** use their ‘best endeavours’ to secure the special educational provision called for by a child or young person’s SEN” (DfE, 2013b:59).*

These providers should instigate the different approaches, learning arrangements and environments, and resources to support children’s settings and involvement. Otherwise, an SEN setting should be identified that can provide the needs and security are available to serve individuals with SEN. This latter point may, however,

be seen as controversial in an environment with a significant commitment to the promotion of inclusive education.

The importance of involving parents of children within early years settings is emphasised in many national and local policies and endorses the suggestions put forward by many researchers working in this field (Epstein 2001; Hornby 2010). It is suggested that involving parents effectively in the setting and review of outcomes from the outset leads to better progress and improved attainment overall (DfE, 2013b; Henson, 2015). Furthermore, as Hornby (2010) has emphasised, schools and settings have become increasingly aware that those children who experience difficulties with learning, require the kind of consistency of approach that can only be achieved through well considered partnerships with families. Parents play an important role in the learning of children with SEN and they can also support the settings in gaining an appreciation of the individual needs of children and a greater understanding of the challenges that they face in a range of situations (Todd 2007). According to a DfE report (2013b:60) “planning and reviews of SEN support should closely involve the student, parents where appropriate, teaching and support staff and a member of staff with oversight of additional SEN support, along with any other relevant professionals.” Wall (2011:79) similarly pointed out that “parents can become real partners in the learning that takes place within the setting or within the home if they are involved in the planning as well as the delivery of that learning”.

All early years providers are required to have and implement a policy and procedure to promote equality of opportunity for children in their care. This includes support for children with SEN and disabilities. These requirements are set out in the Early Years Foundation Stage framework (DfE, 2013b). Moreover, this document also emphasises the early years provision and states that “the Early Years Foundation

Stage (EYFS) sets the standards that all Ofsted registered early years providers, and schools (offering early years provision) must meet to ensure that children learn and develop well and are kept healthy and safe” (DfE, 2013b:68). For early years providers they need a clear approach to assessing children with SEN and monitoring the process and development of all children.

The EYFS (DfE, 2014) includes two specific points for providing written assessments for parents and other professionals. These are when the child is aged two and when the child turns five (DfE, 2013b:71) (see Appendix O): a Progress Check at age two, for which practitioners review progress when a child is between 2 and 3 years then give parents and carers a short written summary of the child’s development and assessment at the end of the EYFS – The Early Years Foundation Stage Profile (EYFSP), conducted in the final term of the year when children turn five. The EYFSP is a holistic assessment of a child’s knowledge, understanding and abilities (STA, 2013). “Assessments will be based primarily on observation of daily activities and events. Practitioners should note in particular the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts” (STA, 2013:5). The EYFSP is important in children’s transition from Reception to Year 1. It is intended that this file will support future curriculum planning and provide the Year 1 teacher with important information about every child’s approach to learning (STA, 2013).

2.2.3 Strategies to support children for whom English is an additional language (EAL)

Most teachers who have children in their classes who primarily speak languages other than that of the host country do not share those languages. This can present challenges in addition to everything else the teacher needs to know about and be

able to do to support children (Conteh, 2012). Conteh also emphasises that with more and more bilingual children – or children with EAL - in the setting, teachers need to recognise other languages and have an appreciation of cultures of other countries. In England, government has issued a series of 26 suggestions for teachers when teaching newly-arrived children with EAL (DfES, 2005:5) (Appendix P).

Haslam, Wilkin and Kellet, (2008:26) also mention some teaching suggestions to support teachers to succeed with children with EAL in the setting. Firstly, the use of preferred languages: this means children in the setting do not necessarily have to focus entirely on English (Haslam, Wilkin and Kellet, 2008). They can use their home languages to share their learning with adults and peers. Teachers can encourage children to communicate in English but not limit children or prevent them from speaking their home languages. Secondly, key visuals can be used to communicate to children or children can use them to indicate a depth of understanding beyond what can be expressed in language. Visual tools such as pictures, cards or photos are the common methods to assist understanding and to address children's needs in the setting (Haslam, Wilkin and Kellet, 2008). Even if the child cannot speak any English he/she also can express his/her feelings or requirements. Thirdly, collaborative group work: in which the teacher organises the children possibly by ability, gender or age, so that they can work together and communicate each to other, share and exchange information in a structured way can be advantageous (Haslam, Wilkin and Kellet, 2008). Fourthly, modelling which can be done by adults or peers (Fisher, 2001). For children with EAL this may provide a template to work from.

Haslam, Wilkin and Kellet (2008) attach great importance to strategies for teaching children who are bilingual or with EAL. They stress that, when teachers group

children, they should not be placed in lower ability groups all day. Reassurance is very important because when children cannot understand what people are saying they become very sensitive to body language, tone of voice and atmosphere (Cooper, Brna and Martins, 2006). Moreover, when children are placed in groups, they have better access to good language role models (Gross, 2013) with an opportunity to provide the stimulation of a rich language environment and the opportunity to interact with adults and peers. Teachers should give the pupil plenty of encouragement and by increasing confidence in children in speaking, by using sequencing cards, text or both to scaffold sentence production (Haslam, Wilkin and Kellet, 2008). When children can make simple sentences they can share writing tasks which involve all language skills – listening comprehension, speaking, reading and writing (Haslam, Wilkin and Kellet, 2008).

Language is considered to be an everyday activity and is a system of symbols that we use to communicate with people (Verderbers and Sellnow, 2014). If a child who speaks English as an additional language joins a setting, the teacher will want to ensure that the child and family feel as welcome as possible and when the child with EAL is first involved the setting he/she needs to feel confident and secure (DCSF, 2007a). This requires that teachers should set up a suitable environment for them (Pianta, Ia Paro, Payne, Cox and Bradley 2002). In this learning environment children should have opportunities to develop self-confidence and establish their identity as learners and to feel that they belong and are valued in the communities in which they are learning (Conteh, 2012). As Conteh (2012:29) suggests “learning is often described as ‘sociocultural’. This implies that learning is not simply the transmission of knowledge, but a process of negotiation and co-construction between teachers and learners”. Teaching and learning are seen as an interactive cyclical activity which is happening in the setting constantly. It should be seen as “a

feature of many current models of action research in schools, it helps teachers to develop a professional discourse about learning and provides opportunities for the sharing of ideas across different institutional contexts” (Baumfield et al., 2008:10). Teachers through the ‘basic action research routine’ (Stringer, 2007) are encouraged to look (observe), think and act in daily activity. Investigating children’s interests and needs tends to lead to the teacher identifying appropriate activities for special children which can enhance their development (Sharma and Mahapatra, 2007).

Furthermore, according to Fumoto et al. (2007:3), “working with EAL children can be their challenging for adults, as it can be extremely difficult to ascertain whether problems in making progress in their settings are due to their limited experience in English language or due to their learning difficulties in general”. In other words, if teachers and learners have good relationships and coordination, it might make for more effective and successful learning. Teachers need to provide as many opportunities as possible for the encouragement of language, and should give more time to a consideration of these critical environmental factors.

In this section I have focused on documents in the EYFS with EAL issues in England and also indicated some strategies for teaching children with SEN and EAL. These strategies will be presented in chapters (5 to 8) and also linked to the research questions.

2.3 In Taiwan

2.3.1 The history of early years education in Taiwan

After the Chinese government moved from China to Taiwan, Taiwanese scholars changed the educational system development process into four different periods

based on three issues: social, political and the economic environment. Four periods are commonly defined in respect of this developmental process: a continuation and restructuring period (1945-1952), a reliance period (1953-1964), a development period (1965-1981) and a prosperous period (1982 to present) (Weng, 1996:2).

According to Weng (1996), these four periods were elaborated by Huang (1995) and Hong (1998) who suggested that they should be defined as

1. A continuation and restructuring period (1949-1952)

In this period, the establishment of kindergartens was based on the National Government announcement of the "kindergarten setting approach" in 1943. The average annual number of kindergartens was only 165 and the average annual number of suggested wording 22,391.

2. The reliance period (1953-1964)

The numbers of kindergartens were gradually increased in this period, so the Ministry of Education amended "Kindergarten curriculum standards" in 1953; due to "Kindergarten" or "Primary school" being different, the Ministry of Education changed and unified to "kindergarten" in 1956. In 1961, they promoted the "Provisional kindergarten equipment standards" to establish the foundation decree in kindergarten's development. In this period, the number of kindergartens was 528; with average annual numbers of 63,431 children enrolled.

3. The development period (1965-1981)

During this time the population grew fast in Taiwan and there was a substantial growth in the child population during this peak period. Therefore there was an urgent need for early educational provision, but there were difficulties related to poor government funding. The government encouraged people to establish private kindergartens but it also awarded and set up kindergartens under elementary schools. During this period the

average annual number of kindergartens were 766, the average annual number of children enrolled was 121,013. There were 64 per cent of private kindergartens therefore private schools became the mainstream schools in early years.

4. The prosperous period (1982 to present)

The Government announced the “Early Childhood Education Act” in 1981 which was to establish the legal status of kindergartens; in 1987 they amend the “Kindergarten curriculum standards” in order to improve the quality of early childhood education. During this period, the kindergarten and preschool enrolment number increased substantially; the total number of kindergartens was about 2,362, which was accounted by 74% in private sector; the annual average number of children enrolled was approximately 233,748, and the number enrolled in private kindergartens accounted for 81%. The important policies in the prosperous period include:

(i) The curriculum history of early education in Taiwan

- kindergarten curriculum standards in 1987
- preschool education syllabus in 2002
- kindergartens Teaching and Nursing activities and syllabus in 2008

(ii) More recent innovation

Before 2012, early years education in Taiwan can be divided into Nursery and Kindergarten, but in 2012 there was a major change. Because of the huge decrease in the birth rate, Nurseries and Kindergartens were combined, with new curricula and standards established. Today, they are all called preschools.

2.3.2 Early years Educational Strategies in Taiwan

As part of the New Curriculum, in 2012, the Ministry of Education in Taiwan published six learning areas and six learning abilities to be addressed in the preschools:

Six learning areas (see Appendix Q)

- 1) Body movements and Health
- 2) Cognitive
- 3) Languages
- 4) Community
- 5) Emotion
- 6) Aesthetic

These six learning areas have similar concepts or goals with the six learning areas in the 2008 English EYFS (DCFS 2008) modified to seven learning areas in a later version (DfE, 2014). For example, communication and language may be seen to equate to language; physical development to body movements and health; personal, social and emotional development to emotion; literacy and mathematics are about cognitive; understanding of the world has aspects of community; and expressive arts and design align to aesthetic.

In a report, the Ministry of Education in Taiwan (2012:4) suggested that “every individual child should interact with the environment based process relevant to their early childhood mental ability”. Two specific areas were identified as critical: the holistic development of young children and the value of cultural environment, and planning early childhood learning areas and abilities. Through the six areas outlined above are suggested that teachers set up activities suitable to children’s ages and abilities. Teachers should have the opportunity to provide an early learning

programme, and practical courses should cover the whole class, small groups and individual activities (Ministry of Education in Taiwan, 2012). The report also recommends that these teaching styles need to be interconnected with each other, the planning of courses also requires interaction between the children and learning situations, and sometimes teachers need to make some tactical adjustments. From these activities, children can develop their acknowledgement of humans and artefacts around their lives.

The six learning abilities include

- 1) Awareness and Identification
- 2) Expression and Communication
- 3) Care and Cooperation
- 4) Appreciation and Reasoning
- 5) Imagination and creation
- 6) Self-management

There is further detail concerning these abilities in Appendix R.

The relationship between the New Curriculum areas and abilities is presented in Figure 2.1.

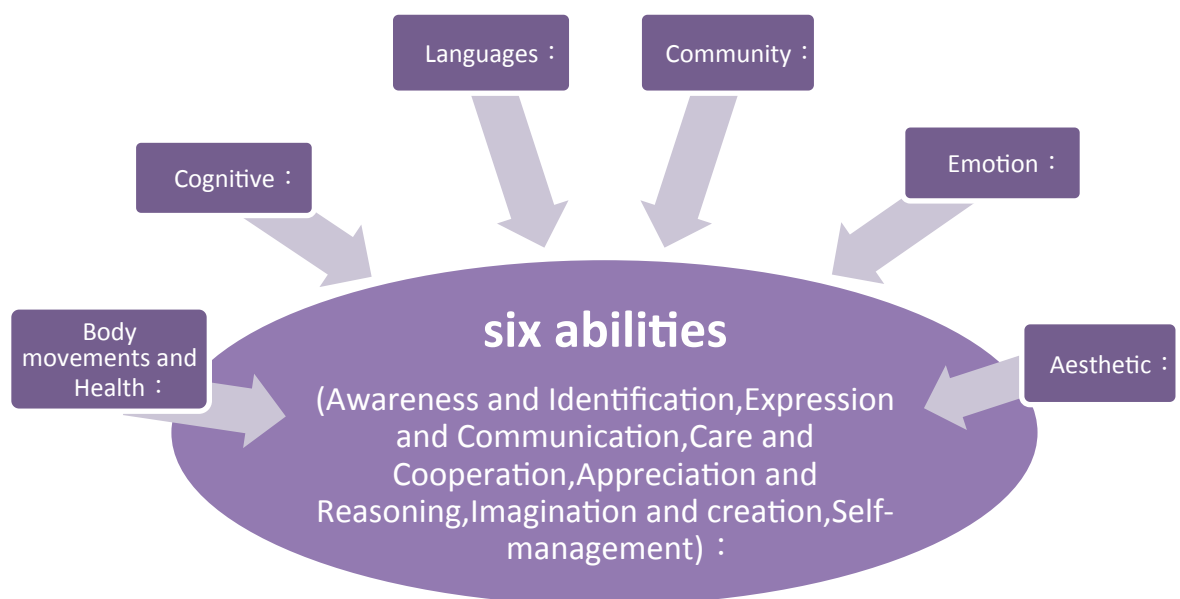


Figure 2.1: The relationship between the learning areas and abilities

In every area of the model presented above there are established Field goals, Course Objectives and a Learning Index. In Taiwan, today preschools can be divided into four different age levels (2-3 years old, 3-4 years old, 4-5 years old and 5-6 years old). For every age group, settings are required to have appropriate goals, objectives and a learning index for children's development and needs. Furthermore, teachers set up different achievements which children need to gain within those six abilities. In conclusion, Taiwanese documentation recommends that "teaching and nursery activities' planning should take into consideration the children's lived experiences in different ages and moreover pay attention to individuals' early childhood development" (The Ministry of Education in Taiwan, 2012:8).

2.3.3 SEN Strategies in Taiwan

In Taiwan, the Special Education Act is a policy which announced to teachers, schools, children and other families that priority must be given to ensuring that children with SEN have benefits and rights and that professionals assume responsibilities through actions taken. The Act was passed in December, 1984 and amended in June, 2014. The purpose of this Act is for "individuals with disabilities and/or giftedness to receive appropriate education, fully develop their potential, foster personality, and empower social services" (The Ministry of Education in Taiwan, 2014:1). In the Act, some specific articles refer to the early years. Seven of these articles are particularly significant and are presented in full in Appendix S. In brief, these articles require that:

1. Special education is managed by local authorities, with incentives for the private sector.
2. Preschools, and educational institutions at all levels shall identify students

who require special education

3. In order for special needs children to receive early intervention, special education practices shall start as early as two years old.
4. Educational institutions at all levels shall undertake the assessment, teaching, and counselling of special needs students using an interdisciplinary team approach.
5. Schools should develop an individualised education plan (IEP) for each and every special needs student.
6. Schools should offer families of children with special needs consultation, counselling, parenting education, and transfer of services, funded by local authorities.
7. At least one parent of a child with SEN should be member or standing member of the school parental committee, participating in the operation of special education affairs.

Strategies for the implementation of Taiwan's Special Education Act are set out in "Implementation Measures for Special Education Curriculum, Teaching Material and assessment methods" (The Ministry of Education in Taiwan, 2010) and include specific teaching principles such as a supportive environment, clear objectives, interdisciplinary collaboration alongside specific teaching strategies that include grouping methods and the deployment of human and other resources (see Appendix T).

2.3.4 Strategies to support children with Chinese as an Additional Language (CAL) in Taiwan

CAL is the usual term applied to "Chinese as an Additional Language" and indicates the child's first language is not Mandarin and that he or she learns language from the mother or carer who is not a Mandarin speaker. Such people within Taiwan are

usually referred to as “New Immigrants” and the family as a “New Immigrant Family”. There are increasing numbers of new immigrant families in Taiwan. Xu (2011) explains the reason for this increase and identifies some issues:

“In the past two decades, Taiwanese government’s policy was to actively promoting economic to south countries, with the vigorous development of the marriage agency; more and more foreign women were married by the agency. That developed many transnational marriages, but also led to a dramatic increase in new immigrant families. In Taiwan, the spouse of the new immigrant women mostly from lower status of society, moreover they might have older age, poor social and economic status, disability and other issues” (Xu, 2011:28).

As would be expected of any population, some of the new immigrant children entering Taiwan have learning difficulties. Yen and Lin (2008) pointed out some of the dilemmas which they identified in a study of primary schools resulting from this changing population. They found that some schools had not established multicultural approaches in the teaching environment or complete sets of guidance and that some provided limited assistance to teachers (p.11). “Multicultural is a term associated with policies and practices related to ethnic difference” (Bimrose, 2006:71). In Taiwan, the development of multicultural education is still in the infant stage (Huang, 2001) therefore, teachers do not have enough resources for children with CAL in teaching.

However, Yen and Lin (2008) also found some improvement strategies which had been put in place to help children with CAL, teachers and schools. From an academic perspective, these included the use of psychological theory to help new

immigrants' children build a positive sense of self-worth, the use of social learning theory to construct good observations, imitation skills in children and a supportive learning environment, a multicultural educational model to create mutual respect and harmonious social atmosphere and implementation of the global education and training with global awareness and literacy of citizens. From a practical perspective classroom management strategies were invoked alongside improvements to the teaching and learning environment and teaching quality and promotion of social resources and referrals to assist parenting education activities.

As with other migrant populations, the proportion of children with SEN is relatively small; because of family issues such as parents' social and economy statuses they are indicated as 'Socially vulnerable groups'. These immigrant children usually stay in poor long-term environments that have the result that they have lower motivation in learning and lack of confidence in the class (Xu, 2011). Therefore to assist the new immigrant children to establish a sense of positive self-worth is a fundamental task. Furthermore, teachers can set up a good learning environment with the appropriate model to help new immigrant children improving their learning ability and achieve the goal of learning (Yen & Lin, 2008).

On the other hand, many teachers are increasingly challenged by a multicultural phenomenon in the preschool where there are groups of children who have languages other than Mandarin Chinese. Consequently, teachers need to learn how to apply multicultural teaching and an integration strategy to eliminate ethnic and cultural prejudices towards children.

Tsai (2011) indicates some strategies which can be used in the classroom. The first of these is to relate theme and program design to ethnicity, culture, gender and other

multicultural issues. Multicultural concepts for early childhood development may have a considerable impact. For example, 'festivals in different countries', for which children explore festivals in different countries under the guidance of teachers, and are therefore exposed to ethnic and cultural diversity. Use of local learning courses is another strategy proposed by Tsai (2011), who suggests that as children's multi-cultural awareness and cultures come from their life experiences, the use of local teaching activities is likely to capture children's curiosity about cultural differences, and that such activities should include various ethnic groups, including Aborigines, Hakka, or other minority groups in Taiwan. To enhance children's awareness of different cultures and countries, Tsai (2011) also promotes the use of 'Multicultural Week' activities to highlight ethnic customs, traditional festivals, clothing, food and culture. For example, a Japanese week might involve pupils in activities such as learning to hand-roll sushi while in a Korea week children might make traditional Korean fans and cook and eat a barbecue dinner. Other strategies that Tsai (2011) advocates include lively and interesting multicultural picture books that include images of real world children and families from different cultures as well as role-playing to explore feelings, attitudes, values, relationships and the use of multimedia information technology in teaching that enable children to listen to different languages. These approaches, suggest Tsai (2011), make learning more attractive and interesting for children.

In Taiwan, such teaching strategies are frequently practised in settings and can be used individually or combined with other strategies. Teachers design different activities from different cultures and traditions which can establish children's understanding of the world and enable them to respect people who come from other countries. For example, the experience of listening or telling a story is valuable for developing children's language and cultural awareness (Conteh, 2012), and using

picture books as Tsai (2011) suggests can be helpful.

2.3.5 Interim Summary

No matter which strategies or methods are applied in the multicultural classroom, the approach must be seen to help and improve children's learning in the setting. Helping children with EAL or CAL to feel comfortable, confident and secure is the most important initial priority for teachers (DCSF, 2007a). Children with EAL or CAL need support to become integrated in the setting and to build relationships with adults and peers. Most of all, as Conteh (2012) states regarding the English context: "It is important to remember that all the children you teach, not just those who are categorised as EAL (CAL) or bilingual, have knowledge and experiences of languages and of varieties of English outside school that are different from those they use and learn in school". This belief about children in English educational settings can also be applied by Taiwanese teachers regarding the knowledge and experiences of languages and of varieties of Chinese that children bring into Taiwanese educational settings.

2.4 Key Aspects of Early Years Practice

Previous sections have focused on general ideas and strategies for children with EAL or CAL or SEN in English and Taiwanese settings. This section is concerned with key aspects of early years practice. The learning environments created in Early Years setting activities are critical in terms of helping children to develop skills, explore and make sense of the world (Palaiologou, 2009). Dependent upon children's needs and interests practitioners should provide a creative and playful environment for them (Palaiologou, 2009) and should have an in-depth understanding of what pedagogy is in order to formulate a curriculum that underpins and reflects our views of pedagogy" (Palaiologou, 2012:133). Early years learning

environments tend to be characterised by a range of key aspects of early years practice that have featured commonly in literature that has influenced English early childhood across two decades (Pascal and Bertram, 1997; Drury, Miller and Campbell, 2000; MacNaughton, 2003; Miller, Cable and Goodliff, 2010; Waller and Davis, 2014). These key aspects include Early Childhood Pedagogies, Play, Early Childhood Curriculum, Observations, Early Years Practitioners, Early Years Practitioners Supporting Children with EAL and Children with SEN, Parent Partnerships and Resources.

2.4.1 Early Childhood Pedagogies

Recently, the field of early childhood has been influenced by fields such as neuroscience and economics and this has proven to be “compelling for policy-makers, resulting in impositions of increased policy, increased investment and increased regulation on early childhood pedagogy” (Murray, 2015:2). Allen and Whalley, suggest that “Pedagogy can be viewed as a body of theory and practice that draws on philosophy, psychology and social science” (Allen and Whalley, 2010:14). Some approaches for example Montessori, Reggio, Waldorf and Froebel are presented in early childhood settings around the world. Some Taiwanese private preschools have also adopted these approaches in settings and teachers and training has been provided by specific organization such as the Association Montessori International (AMI) or American Montessori Society (AMS). “England’s pedagogical approach puts emphasis on age-appropriateness and play in pedagogy, and encourages staff to employ different approaches and practices flexibly” (DfE, 2015:4). It seems that certain pedagogical practices use mixed methods in teaching but need to consider which method is better to stimulate children’s developmental needs.

In Taiwanese public preschools, 'thematic teaching' as a mainstream pedagogy has been encouraged. 'Thematic teaching' is a pedagogy that is based on children's learning and life experiences, and developing a theme about those things that children are interested in exploring (Chen, 2002). Teachers and children choose a common theme according to children's interests and learn by discussing, experiencing and co-constructing knowledge (Lin, 1997; Chen, 2002). The early years curriculum encourages that education and care plans should be considered in thematic teaching and activities need to relate to the thematic plan (Ministry of Education in Taiwan, 2012).

Every child is unique so teachers should provide space and freedom for children and design activities which match their interests in the setting (Selmi et al., 2014). Working individually with children can help teachers to recognise children's particular strengths and identify whether they need any special help in an area of development (Tassoni, 2004). For children with EAL working with the teacher one to one provides more opportunities to talk with each other and can also help to improve the child's language skill in preschool (Cross, 2011). An individualised approach seems to be especially common for teaching children with SEN (Rutter et al., 2011). Moreover, assessment is often more effective in individual face to face situations which enable teachers to become aware of the child's level of understanding and offer an opportunity to the child in conversation (Hughes, 1997).

The practice of teaching homogeneous groups of children stratified by achievement or perceived ability is commonly referred to as ability grouping (Rosenthal, 2008). In the setting grouping children is generally arranged according to their attainment in different subjects so a child may be in the high level of one subject and in lower level in another one (Ireson and Hallam, 2003). Such grouping is very commonly used in

the primary school for teachers in teaching English and mathematics. It enables teachers to work with a group of children rather than working individually and it also enables them to match work to children's needs (Ireson and Hallam, 2003). Therefore, in many settings, teachers group children by low, middle and high level groups according to children's abilities. Some studies have shown small positive effects and others small negative effects in ability grouping. Hallam, Ireson and Davies (2013), they indicated "within-class groupings appear to be beneficial in raising achievement but their success depends on the way that they are implemented in the classroom" (p.14). Furthermore, the teaching quality and the way that groupings are aligned with particular teaching tools needs to be considered carefully (Hallam et al., 2013).

2.4.2 Play

Children need a rich, attractive, safe and secure, and happy environment to learn and play (Early Years Matters, 2015). "Play provides children with the non-threatening opportunity to explore new experiences with no right or wrong way of doing so" (Daly, Byers and Taylor, 2006:167). Play is the most natural way for children to learn from the world and it is also very important for educators to provide children every opportunity to engage in play with playful experiences (Moyle, 2010).

Play should be encouraged in both the outdoor and indoor environment. Teachers planning play in indoor space need to accommodate children's interests and needs (Early Years Matters, 2015; Gordon and Browne, 2013). Resources in the indoor space should be varied in order to stimulate a broad range of children's learning. Children also gain enormous benefits from learning outdoor where they can explore without restrictions, have fresh and clean air, and use all of their senses (Haughton and Ellis, 2013), Play supports the development of confidence, problem-solving and

creativity with other peers (Early Years Matters, 2015). It is important to acknowledge that teachers should create a playful and rich environment in indoor and outdoor spaces. Play is key in supporting “children’s emotional and intellectual growth” and early years educators “are pivotal in the development of playful learning experiences in the environment they provide and the nature of their interactions with children” (Howard and King, 2015:129).

2.4.3 Early Childhood Curriculum

The EYFS (DfE, 2014) places particular emphasis on physical development, personal, social and emotional development and communication and language development. Nevertheless, because of the focus in England on school readiness as a rationale for early childhood education and care, literacy and numeracy are strongly emphasised in settings (Murray, 2015). Early childhood teachers in England adopt a wide range of strategies to support young children’s learning and development in these areas. For example, children learn one-to-one matching and identify the names of numbers, often before they learn to count (Edmonds, 2006). Card games are regarded as an effective way to teach a variety of subjects (Hirsh-Pasek, et al., 2003). Teachers often use card games for teaching mathematics because children experience fun in learning this way (Crewton Ramone’s House of Math, 2015). In card games children can be encouraged to engage in competition, experimentation, exploration, innovation, and transgression (Squire and Jenkins, 2003). Practitioners can stimulate children’s curiosity and promote their creativity with well chose materials and equipment that may be used to assess the children’s needs, interests, abilities, experiences, learning styles, family values, and backgrounds and also to create a stimulating, engaging environment (Herr, 2013).

In literacy, reading stories at home or school can improve children's literacy skills (Medwell, Wray, Moore and Griffiths, 2012). Ehri (2005) proposes that children learn to read and write words by repeating what they could remember and teaching writing can help children to develop other skills, for example, reading and speaking. Use of pictures can support emergent readers' early literacy skills and meaning making (Anderson and Richards, 2003; Antonacci and O'Callaghan, 2004). Taiwanese teachers also tend to focus on young children's literacy skills. They design writing practice activities to improve children's writing ability, for example, copying and tracing words (Liou, 2006). These are seen as important in Taiwanese settings because they help "in the child's physical development by improving hand-eye co-ordination and by providing opportunities to refine the child's fine motor skills; developing the child's growing awareness of print by drawing; give children to reflect on their writing" (Washtell, 2010:93).

Young children often communicate non-verbally (Bae, 2009; Lansdown, 2010) yet their speaking and listening skills can develop well in a small group. As Burnham and Jones (2002) commend, teachers should encourage children to speak and give them opportunities for speaking and listening in the class or in a small group so that children feel comfortable and confident speaking in front of others.

2.4.4 Observations

Observations can help teachers to plan how to extend the play and how to move children to other levels (Cooper, 2010). The English EYFS areas of learning and development "relate to the distinctive needs of individual children" (Thompson, 2013:154). Children develop secure relationships in positive and enabling environments and through being involved in learning through play, exploration and critical thinking (Thompson, 2013). Teachers are encouraged to observe individual

children when they are playing in the setting, in order to know how they interact during play and what their interests are (Papatheodorou, Luff and Gill, 2013).

2.4.5 Early Years Practitioners

Early years practitioners who work with young children often experience demands that are not experienced similarly by staff working with other age groups (Moyle, 2001). These practitioners should focus on each child's individual learning, development and care, interests and needs, and appropriate support to remove or overcome children's barriers where they already exist; be alert to signs of potential difficulties and respond quickly to involve other agencies as necessary (DCSF, 2009). Furthermore, effective early years practitioners are "on a constant quest for new and exciting ways of inspiring young children's learning and the sharing and pooling of ideas is to be encouraged" (Drake, 2014:89).

The term 'assistant' is used to describe support personnel in schools and settings (O'Neill, 2010). In England, the definition of TA (teaching assistant) is determined by the variety of contexts in which they work and consequently the wide range of tasks carried out by them as they are employed to work in mainstream primary, post-primary and special schools (O'Neill, 2010). The TAs play an important role in the teaching and learning process in English settings. Nevertheless, their roles complement rather than compromise the work of the teacher (O'Neill, 2010). However, they need to cooperate with the class teacher in children's learning. The relationship attempts to separate the parts of 'encouraging', 'modelling', 'listening', 'assisting' and 'supporting' into teacher and assistant roles and quite quickly becomes an exercise in semantics through generally a consensus emerges that these nurturing aspects of teaching are shared between teachers and assistants. More than this their relationship with teachers and the importance of establishing

teams and collaborative partnerships to support the needs of students with SEN is paramount (O'Neill, 2010).

2.4.6 Early Years Practitioners Supporting Children with EAL

Early childhood practitioners working with children with EAL "...help these children to developing and maintaining a home language, as this foundation for knowledge about language will support the development of English and should be encouraged" (DfE/DCSF, 2007:4; Cable, Drury and Robertson, 2010). From this point of view, having the bilingual teachers in the setting is useful for children with EAL in learning. Moreover, their importance and roles are not just "in supporting the learning of their peers, but also in raising all children's awareness of the importance of bilingualism in our society and as a role model of the positive benefits of bilingualism" (Conteh 2012:73). Therefore, it is advantageous to have bilingual teaching assistants or support assistants who speak children's home language and work with the teacher and support individual children or small group of children in their communication skill and learning (Conteh, 2012). It is likely that children with EAL can communicate with someone in their home language at school which will provide them with security and confidence in an otherwise difficult environment and is helpful to improve their English learning skills.

2.4.7 EYs Practitioners Supporting Children with SEN

Sign languages such as Makaton and U1 patterns tend to be used in settings with children who need special support. They have been found to assist children with EAL and CAL in English and Taiwanese early childhood contexts (Dryden, 2014; Chen, Qiu, and Wen, 2003). Johnson (2015) and Walker (2012) suggest that Makaton is simple and uses a common vocabulary that is compatible with everyday speech, enabling children and adults to use it to communicate. Johnson (2015) and Walker (2012) also suggest that Makaton is valuable because it can incorporate the

use of picture cards and ties in facial expressions with the word to produce more content in the shortest form. Symbols printed on cards can also be used where appropriate and applicable. Moreover, they suggest that because Makaton uses speech, actions and symbols, it encourages children to learn different forms of communication which has been shown to produce good results in academic and social achievement by those who use it. Makaton has also been proven to increase literacy and numeracy skills and encourages development of visual, recognition and identification skills; a person communicating orally using Makaton identifies the key words and expresses these with gestures or signs (Johnson, 2015).

In Taiwan, U1 patterns are used instead of Makaton in early intervention and special education (Assistive Technology Engineering Lab, 2014). The U1 patterns can be considered as the gallery of different communication symbols which are supportive of the development of a common vocabulary and simple communication signs. It is currently used to support people with special needs and it is suitable for all ages (Chen, Qiu, and Wen, 2003). The purpose of using these symbols is to facilitate communication and support the development of more standard language systems. It can help people with special needs who use it to communicate with other people and to support their learning needs (Chen, Qiu, and Wen, 2003). Some studies indicate that using U1 symbols and signs in communication can help people to improve the relationship and reduce aberrant behaviour (Chen, Qiu, and Wen, 2003). In teaching, U1 patterns have achieved significant results to help children with learning difficulties in communication and literacy skills (Chen, Qiu, and Wen, 2003).

2.4.8 Parent Partnerships

In England, Local Authorities and schools are encouraged to promote closer, positive relationships between school and home, and to enable parents to become

more involved in the education of their children (Digman and Soan, 2008). In settings, teachers and parents should be encouraged to contribute to the life and experience of their child in collaboration with professional colleagues. Parents may have more opportunity to be involved by volunteering their time and skills (Daly, Byers and Taylor, 2004). Meanwhile, to establish a positive communication with parents is important in the teacher-parent relationship (Mandel, 2007). The early years practitioners and parents should be close allies in supporting children's learning as Knowles (2013) indicates when stressing that, the advantage of involving parents in the early years is to assist parents in effectively supporting and extending their child's learning at school and home.

In Taiwan, schools and teachers are supposed to encourage parental involvement in school or class activities. Involving parents through their participation in learning activities in the school or setting is conducive to the promotion of learning and the mental development of young children (Lu, 2014). Hsu (2008) also suggests that the good parent-teacher relationship has a positive impact on children's development and learning because where parents and teachers work in harmony to encourage the independence of young children through both structured activity and less formal play situations.

2.4.9 Resources

Some studies argue that children should use natural resources in learning. Howe (2012) believes that "providing children with natural materials will do more to foster curiosity than providing a toy or resource that evidently has a specific purpose predetermined by the adult mind" (p.1). Thornton and Brunton (2013) indicate that using reclaimed and natural resources will give children the opportunity to develop their creativity. In their study, some pedagogic strategies use food as learning

materials, including pasta, jelly and corn flour, This approach can often be seen as contradictory to teachers in a Taiwanese setting because teachers always teach children that food is to eat not to play with. This was a point that particularly interested me when discussing the transfer of activities that I had witnessed in the UK to Taiwan (Md-Yunus, 2009). Whatever children play with in the inside or outside environment teachers should provide an abundance of opportunity for children to explore natural materials in the setting (Raikes, Edwards, and Jones-Branch, 2009).

2.4.10 Summary of Key Aspects of Early Years Practice

Early years practice includes early childhood pedagogies, play, early childhood curriculum, observations, early years practitioners, early years practitioners supporting children with EAL and children with SEN, parent partnerships and resources in this study. Each practice plays an important role in supporting children's learning in the setting. Different pedagogies and curricula are used in England and Taiwan. Teachers can use observation of children to extend opportunities for play, and build upon their interests and needs (Filer, 2008). For children with SEN or EAL, the early years practitioners provide helpful strategies, environment and materials to improve their learning. Parents and practitioners should establish a positive relationship because they are key people in children's learning (Hsu, 2008). Furthermore, the advantage of using different resources in teaching are indicated in the literature from both England and Taiwan which have different cultural contexts. These key aspects are linked together and also interact and influence each other.

2.5 Conclusion

According to DfE (2014), the most recent EYFS framework draws on seven learning areas which help practitioners working with children from birth to five years. These seven (2014) learning areas are connected to each other. The importance of

learning through play is also emphasised in the early years (Boyd and Hirst, 2015).

Strategies for children with SEN or EAL have been considered in this chapter. This literature review influenced the design of the action research used for this study. Whilst there are studies which consider early childhood pedagogies in England and Taiwan, until this point there has been a lack of research that compares the two and investigates transferability across these differing cultural contexts.

Chapter Three

Research Methodology

3.1 Introduction

This chapter outlines the approach that was taken to develop the research instruments used in conducting the field work. It considers the research samples, the collection and analysis of data and the ethical issues that needed to be addressed whilst working in both English and Taiwanese contexts.

The purpose of educational research has been described as being “twin-focused — a systematic inquiry that is both a distinctive way of thinking about educational phenomena, that is, an attitude, and of investigating them, that is, an action or activity” (Morrison, 2004:13). Moreover, Bassey (1999: 39, 2003:111) has an explanation about the purpose of educational research. He suggests that “educational research is critical and systematic enquiry aimed at informing educational judgements and decisions in order to improve educational action”. On the other hand, Horn’s opinion is that “the most common perception is that the purpose of educational research is to ensure the effectiveness of educational practice” (Horn, 2002:160). Research in education can engage teachers, policy-makers and education itself, however, it also conducts/guides educational practitioners to improve educational action in the setting (Bassey, 1999). In conclusion, the purpose of educational research is to improve teaching in the schools (Horn, 2002).

3.2 Action research

Action research has been adapted for the study reported in this thesis.

“Action research is about practitioners creating new ideas about how to improve practice and putting those ideas forward as their personal theories

of practices” (McNiff and Whitehead, 2006:5).

As McNiff and Whitehead state “one of the attractions of action research is that everyone can do it.” It can be used in any field and can certainly be developed in support of education and teaching. Before understanding action research, the researcher needs to think about some questions and how they will be addressed. Those questions are fundamental to the research questions within McNiff and Whitehead’s (2005) model. Parker supports this notion by making clear his definition of action research and how it works. This he states (Parker, 2006):

1. What is action research about?
 - 1). Action research is a practical approach to professional inquiry in any social situation.
 - 2). Action research in education is grounded in the working lives of teachers, as they experience them.
 - 3). Educational research through action research does not produce understanding that has universal truth; it is about me in the here and now understanding what I can do to ensure my values and intentions are realized in my teaching situation.
2. How does action research work?
 - 1). Action research involves the careful monitoring of planned change in practice.
 - 2). The action is thus used as a research tool.
 - 3). Both elements of action and research are of equal prominence in the approach.

3.2.1 Action research model

An action research model was adopted in order to consider aspects of the transferability of those administrative and pedagogical approaches used by teachers

in English settings to a Taiwanese context. A standard action research model (McNiff and Whitehead 2005, Reason & Bradbury 2001) was applied to the study (Figure 3.1). This followed a staged approach whereby at the initial reconnaissance stage data was collated which identified those actions taken in English schools to support children with SEN for whom English is an additional language. This was achieved by conducting non-participant observations in settings which have teachers who have experience of teaching children with EAL and a group of children from EAL families. The researcher observed the teachers using peripheral observation approaches to identify those pedagogies used to support children when they do not use English as their first language in settings. These observations were undertaken using Croll's (1986) six variables in learning areas and coded according to a thematic model.

At the first reflection stage, the data gathered is considered alongside the literature which discusses the findings from research in this area. A key concept search was deployed in order to identify key texts related to UK based experiences. During the reconnaissance stage of the research the researcher spent an intensive month in the English settings, as agreed with the head teachers of these schools. The purpose of this time was to become familiarised with the schools, whilst gaining the confidence of both teachers and children and obtaining all necessary consent from parents.

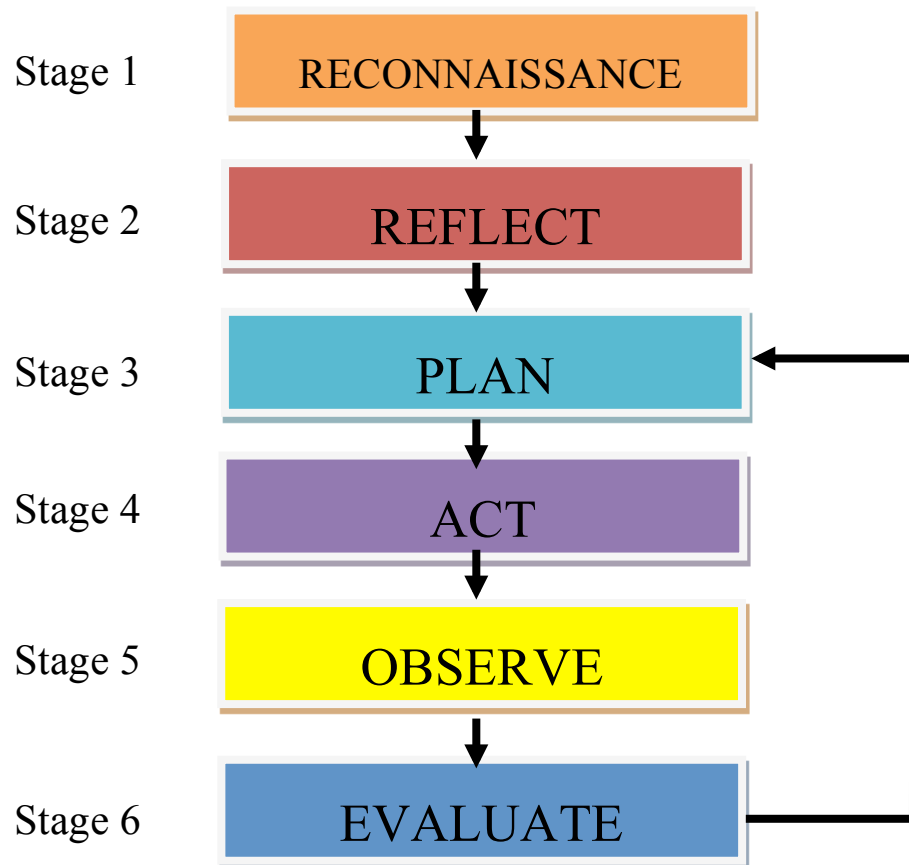


Figure 3.1: Action research stages

The first two stages of the model above enabled the researcher to plan the actions which she put into place in a setting in Taiwan (stages 3 and 4). At stage 4, with the co-operation of teachers in the setting in New Taipei City district, a programme of support for children for whom Chinese as an additional language and who have SEN could be put into place. At stage 5, the focus was observing the outcomes of the actions and gathering data through semi-structured interviews with key participants (teachers and children) in order to gauge the effectiveness of these measures. This led to a period of evaluation (stage 6) and the modification of the programme for the second phase of the action research cycle.

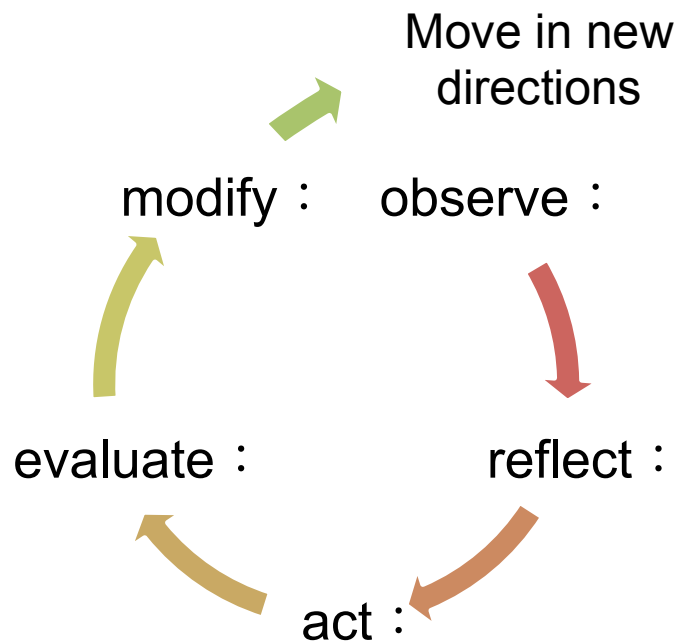


Figure 3.2: An action-reflection cycle

The Figure 3.2 takes from McNiff and Whitehead's (2011:9) perspective. These authors' opinion influenced my research design suggest "the process of 'observe – reflect – act – evaluate – modify – move in new directions' is generally known as an action to reflection, approach although no single term is used in the literature" (McNiff & Whitehead, 2011:10). This circle shows how action research may proceed when the researcher follows this research step by step. Otherwise, McNiff and Whitehead (2011) suggested that the researcher would "identify a particular concern and try out a different way of doing things, reflect on what was happening, check out any new understanding with others, and in light of the reflections try a different way that may or may not be more successful" (p.9).

When doing action research, Figure 3.1 or Figure 3.2 models can be used to design the research and then to bring about development in practice by analysing the existing practice and identifying elements for change (Keeley-Browne, 2014). Furthermore, when planning an action research project the researcher needs to think about the "WH" questions. These being: What, Who, Which, When, Where and

Why? In the following paragraph are from McNiff and Whitehead's (2005) strategies to answer these "WH" questions with this study.

1). Research question model

A. What?

What is the problem when the percentage of children with CAL in school is increasing?

How do I ...?

How do I improve children's standard of speaking Mandarin (Chinese) in the early years setting?

Answer:

Teachers might feel difficult in teaching children with CAL and to use different methods can improve their interests and encourage them to play in the setting.

B. Who?

Who will I involve?

How do I ...?

How do I involve and negotiate with them?

Answer:

The research participants, collaborative colleagues, critical friends, validators and advisers, and interested observers should be involved in this study. To inform the school and teachers are very important. They need to know how and what will do in the setting with children. Through the discussion with each other, problems and changings can be solved.

C. Which?

Which people shall I choose to be research participants?

How do I...?

How do I involve them into the research?

Answer:

Children with EAL, CAL and learning difficulties, English and Taiwanese class teachers were the participants in this study. Otherwise, use action research, interviews and observations to involve them in the research.

D. When?

When will I begin gathering data and when will I finish?

How do I...?

How do I make a timetable for my research?

Answer:

The observations data need to be collected first and they may take more than 2 terms. The observations nearly finish, the researcher should build a positive relationship with teachers and children. Interviews need to arrange after the observations.

The time table is very important. The researcher needs to do the research step by step and the scheduled cannot be delayed. In this study the timetable is including: planning, thinking, reading, gathering data, making sense of it in order to generate evidence, talking with critical friends, convening validation meetings and writing a report.

E. Where?

Where will I do the research and find my resources?

How do I...?

How do I secure these resources and the research location?

Answer:

The resources are from university, schools and the Internet. University can provide some document papers, books, supervisor's suggestions and electric equipment. Schools can provide teachers' experience and children's

reflection. Otherwise some materials are provided from photocopying, camera or tape recorder.

F. Why?

Why do I want to pursue this particular research issue?

How do I...?

How do I influence teachers in Taiwan through action research to change their pedagogies for learners with learning difficulties?

Answer:

To bring different ideas and methods from England and practice in Taiwan and hope it will help children with SEN or CAL to improve their learning ability.

G. How?

How do I evaluate my influence?

Answer:

If the data can provide the evidence that pedagogies are useful to adapt in the Taiwanese setting. These strategies will practise or suggest to be used in Taiwanese early years system to improve children with Chinese as an additional language in learning abilities.

2). Approach, methodology and methods: Starting to do action research

Thinking about challenges with children and teachers

Two key documents from the English education system have identified the challenges which are faced both by children and teachers in educating children for whom English is an Additional Language (DCSF 2007a; DCSF 2007b). This has also been discussed in children with CAL and Taiwanese teachers.

Challenges for the children with EAL on entering school in England
difficulties in managing the transition to a new country
feelings of insecurity or trauma due to prior experiences
isolation and lack of friends
separation from one or both parents, general changes in family situation
no previous schooling due to a different starting age in their home country
little, no or fractured previous education due to the lack of opportunities or instability in their home country
different style or emphasis of prior education
Feeling misunderstood, unvalued or alienated if they cannot see their culture, language, experiences reflected around the school or in the setting
facing racism in or out of school
Literature source: Department for children, schools and families (2007), <i>New arrivals excellence programme guidance</i> , DCSF Publications, p.12.

Table 3.1: Challenges for the child with EAL on entering school in England

Challenges for the teacher of the children with EAL on entering school in England
Keeping children safe when they may not understand your verbal instructions.
Giving children 'time out' from English and space to think their own thoughts.
Understanding that many children will go through a 'silent' period at some stage, sometimes for an extended period; being patient during this time and continuing to expect that children will respond.
Literature source: Department for children, schools and families (2007), <i>Primary National Strategy- Supporting children learning English as an additional language</i> , DCSF Publications, p.8.
It is an assessment challenge to create learning environments that will elicit

children knows behaviours that can be observed and assessed.
Literature source: National Assessment Agency (2007), Guidance notes: assessing children who are learning English as an additional language , National Assessment Agency, p.6.
Schools are becoming increasingly aware of the need to improve understanding of children's diverse backgrounds and experiences in order to meet the challenges of a changing demography.
Literature source: Department for children, schools and families (2007), New arrivals excellence programme guidance , DCSF Publications, p.11.

Table 3.2: Challenges for the teacher of the child with EAL on entering school in England

Challenges for the children with CAL on entering school in Taiwan
some of them have strong accents and other pupils might laugh at them
racism in or out of school and being marked as different in the class
lack of confidence and self-belief, so they are afraid to play with their peers
their learning abilities are slow compared with others who have been brought up within the traditions of the country, especially in early years
need to improve cognition and knowledge
learning languages and language structure is slow compared to their peers
Literature source: RONG-GUICAI (2004), The education problem of new-inhibitions' children and strategy , Taiwan Education, 626, p.32-37.

Table 3.3: Challenges for the child with CAL on entering school in Taiwan

Challenges for the teacher of the children with CAL on entering school in Taiwan
The problems of learning language.
Learning disabilities
Communication between parents and teachers
Peers' recognition and exclusion

Cultural identity
Literature source: Ru-Yuan, Xu (2010) <i>“Foreign spouses their children's education and their coping strategies”</i> - New Taipei City Guangfu Elementary.

Table 3.4: Challenges for the teacher of the child with CAL on entering school in Taiwan

From an analysis of these challenges, before the action research started, the researcher clarified the nature of these challenges and sought answers and reasons from the action research process. This was managed by an analysis of the observations in settings and interviews conducted with teachers.

3). Thinking about the challenges of cross-cultural comparative research

Because there are two geographically diverse research locations - East (Asia – Taiwan) and West (Europe – England) - this study can be considered cross-cultural comparative research. Cultural differences tend to impact upon the ways in which effective research is conducted (Aswathappa and Dash, 2008). Many of the cultural differences experienced by the children in the two sample countries are self-evident and the researcher took account of these when discussing what had been observed in classrooms in both contexts, as indicated in the thesis.

The comparison of information across cultures has challenges in relation to translation of language, transferring meaning from one culture to another, and the differing ways in which we interpret information, along with the practicalities of collecting data in these settings (Altman, Rapoport and Wohlwill, 1980). In this action research project, the observation data was collected in the English settings and recorded in English. When some strategies were adapted in the Taiwanese setting the date needed to be

translated into Mandarin; this included teaching methods, steps and function of each strategy. Had this process not been undertaken, the meaning of strategies might have been invalidated when comparing different cultures. For example, strategy sample – Activity 1: Action cards (p.67). This strategy helped children to remember different simple words and match these with pictures. In England, teachers used their voices and physical prompts to teach children words and assist in the matching of these to pictures. However, in Taiwan, teachers also taught words using a similar approach but there was an emphasis upon teaching Chinese characters which children had to remember. Taiwanese teachers and parents think that writing is very important when children study in the early learning stage (Liou, 2006).

Different approaches to teaching can be verified from the interview data collected from both English and Taiwanese teachers in this study. The English teachers were more proactive in providing information but Taiwanese teachers were conservative and passive by comparison. In the interview process, most of the English teachers were talkative and sometimes provided extra information that elaborated upon the topic discussed. They liked to share their teaching experiences and methods and liked to learn about culture and teaching from other countries. This enabled the researchers to gain rich data from the English teachers. On the other hand, when interviewing Taiwanese teachers the researcher needed to use far more prompts with them to gain more than the most basic information. Cultures are very complex and subjective. In Western countries interactions between teachers and students are generally though respectful two-way communication. This means that it is acceptable for student to disagree with the teacher and express their opinions. However, in Eastern countries, one-way communication is more

dominant and students have no freedom in the class and sometimes lack the confidence to disagree or correct the teacher (Skukaite, 2012).

“Worldwide cross-cultural studies are generally more cost effective, as well as more generalizable, than other kinds of comparative research” (Embers, 2009:18). In comparative research, the researcher must be respectful of the different cultures investigated, by selecting appropriate materials and tools to generate and analyse the data. Before the research process described in this thesis was designed, the cultural differences needed to be considered in the plan.

3.2.2 Samples

A purposive sample was obtained within two Taiwanese pre-school settings in Taipei and Taipei County. These schools formed the focus of case study development and were utilised as centres for the action research process to be undertaken for this study. Within each of these settings my observations focused on the work of 5 individual teachers. The children within these samples mirrored those observed within the English school settings in terms of having been identified as having learning difficulties and who faced the additional challenge of learning in an additional language. Observations within England were conducted in two pre-school settings and were focused upon two teachers in each school and six children in each location.

Strategy samples

In this study I applied 6 different activities from English settings and practiced them in the Taiwanese setting. In order to address different culture background and traditions, the teachers changed some materials to use in the Taiwanese setting. The result will be discussed in finding chapters (Chapter 5-8).

English teaching activities were practised in the Taiwanese setting.

Activity 1: Action cards

To help children to remember words, teachers taught children some simple words and matched them to simple pictures.

England



Taiwan



Picture 3.1: Action cards

Activity 2: Shaving Foam

The children made marks in shaving foam with scrapers and traced different shapes in the foam. They also observed different shapes that had been traced.

England



Taiwan



Picture 3.2: Shaving Foam

Activity 3: Pasta and tongs

Children used instruments to grasp pasta or noodles and move them from one place to another.

England



Taiwan



Picture 3.3: Pasta and tongs

Activity 4: Sorting colour objects in jelly

The children identified the colour of objects that were in a tray of jelly and sorted the

objects according to colour.

England



Taiwan



Picture 3.4: Sorting colour objects in jelly

Activity 5: Corn flour

Children played with corn flour using their hands and fingers.

England



Taiwan



Picture 3.5: Corn flour

Activity 6: Observing shells

The children used tools including a magnifying glass to observe shells then looked for information relating to the shells in books.

England



Taiwan



Picture 3.6: Observing shells

3.2.3 Settings in English primary schools

Step 1: Finding schools - before observations

At the outset of the research making a plan is important to let schools know what the researcher wants to do in the setting. Therefore, the preparation of information for schools and teachers is essential to help the researcher to clarify the process.

1. Establishing a sample

Through the university I was enabled to visit different type of schools and find out which schools were most suitable for the data collection and willing to participate. These schools had to have characteristics that enabled a match to the research purposes, aims, and timeframe to be established. For these reasons, an assess of the school environment and obtaining more information about schools which might possibly be used in the research was essential.

The selection criteria used for establishing the English settings were,

1). Location

A criterion of establishing a location with many EAL families was necessary in order to secure a good numbers of research participant.

2). Children' age

The Northamptonshire Country Council has a guide book for applying for a primary school place reports out some policies for parents. The child “lives in Northamptonshire” and “has his or her 4th birthday between 1st September and 31st August” the parents must apply for a place at primary school (Northamptonshire, 2012:11).

Northamptonshire County Council requires children to start their compulsory education from the beginning of the term following their 5th birthday.

“The law says that children must start their education from the beginning of the school term that follows their 5th birthday at the latest (some children start their education before this). Our system is based

on a 3-term year with terms starting in September, January and April”.
“In Northamptonshire, we offer all children a full school year in Reception class, i.e. a place is available for all children from the beginning of the school year in which they become aged 5 – this is children who will have their 5th birthday between 1st September and 31st August.”

(Northamptonshire, 2012:176)

For this study I chose the age range between 3 to 5 years (Nursery and Reception) in the EYFS area to be the participants.

3). Settings

In choosing settings I needed to consider the ages of children, time available to teachers and schools' cooperation. Moreover, the different system also needed to be considered, such as in Taiwan private preschools include Baby class (2 to 3), Primary class (3 to 4), Junior class (4 to 5) and Senior class (5 to 6) which is similar to the model of childcare (under 3), Nursery (3 to 4), Reception (4 to 5) and Year 1 (5 to 6) in primary schools in England.

4). Numbers of children with SEN or EAL

Children with EAL or SEN are important participants in this study. Understanding how many different languages were used in settings, and children's needs and individual characteristics was important. In English settings participating in this research, these children's home languages included Somali (n=6), Polish (n=6), Bengali (n=5), Russian (n=2), Swahili (n=2), Chinese (n=1), Romanian (n=1) and Lithuanian (n=1).

Two schools were eventually selected to be participants. The characteristics of these are outlined below.

- General statement (Table 3.5)

<i>C primary school</i>	
Total number of children on roll (all ages)	369
Children with statements of SEN or supported at School Action Plus: number	39
Children with statements of SEN or supported at School Action Plus: percentage	10.6%
Children with SEN, supported at School Action: number	152
Children with SEN, supported at School Action: percentage	4.2%
Number of children on roll aged 10 as at 31 August 2009	45

(Information from Ofsted, 2009)

<i>SL primary school</i>	
Total number of children on roll (all ages)	257
Percentage of children with SEN statement or on School Action Plus	6.6%
Percentage of children with English not as first language	56.6%

(Information from Ofsted, 2009)

- Description of schools (Table 3.6)

A. C primary school

Location	C school is larger than most primary schools and near the town centre.
Age range of children	3-11
Description of the school	
1. Ethnic groups	A wide range of ethnic groups are represented in the school, the largest groups are Bangladeshi and White British.

2. EAL	Thirty-five home languages are spoken by different groups of children and a large majority does not speak English as their first language. Over half of these children are in the early stages of learning English and a significant number have recently joined the school speaking no English.
3. SEN	Children start school in the Early Years Foundation Stage in either the Nursery or the Reception setting. The proportion of children with learning difficulties and/or disabilities is well above national average.
4. Sports	The school has achieved Healthy School status, a Sport England Active mark, the Football Association Charter Standard and an International School Award.
5. Other information	The proportion of children entitled to free school meals is above the national average. The movement of children in and out of the school is well above average.

(From Ofsted, 2009)

B. SL primary school

Location	The school, which serves a community in the middle of Northampton and near the town centre, is smaller than average but student numbers are rising.
Age range of children	3-11
Description of the school	
1. Buildings	The building is managed under a private finance agreement. Provision for the Early Years Foundation Stage is in a purpose-built nursery and a Reception setting.
2. SEN	The school takes up to 15 children with speech and language difficulties. They are taught in mainstream settings and return to other local schools when they have made sufficient progress.

	The proportion of children with special educational needs and/or disabilities is above average.
3. Ethnic groups	Two-thirds of children are from a range of minority ethnic groups, the largest two being of Somali and Polish origins.
4. EAL	Over half in many settings speak English as an additional language. In all, 28 different languages are spoken. The number joining or leaving at times other than at the start and end of each year is much higher than usual.
5. Children centre	There is a children's centre providing a range of services to the community including day care before, during and after school each day. This was inspected separately and a report will be available for parents.
6. Other information	The proportion eligible for free school meals is well above average.

(From Ofsted, 2010a)

3.2.4 Research Ethic

Researcher information

After making a selection of schools, the researcher prepared a letter (Appendix A) to be sent to head teachers. The content of the letter included personal information, educational background, and professional experience of the researcher. The additional information included research questions to be addressed, the reason for having selected the schools and a description of how the researcher intended to collect data. This information enabled head teachers and schools to make a decision about collaboration and to provide resources and documents required for the research. It also enabled them to discuss which teachers might wish to be involved and to begin the process of contacting parents. The schools also provided a confirmation with the time arrangement in observations and interviews (Appendix B).

CRB (Criminal Records Bureau) check

Before the researcher was able to start the research, she needed to apply for a Criminal Records Bureau (CRB) check which is an essential factor in determining researchers access to schools. The CRB service enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying individuals who may be unsuitable for certain work, especially that involving children or vulnerable adults. This system aims to help protect children and vulnerable adults by providing a secure service to support organisations recruiting people into positions of trust.

Participants – children

As McNiff & Whitehead said, the research participants have the same status in your research as you. In other words, “you have to check how they are responding to you as you interact with them.” (McNiff & Whitehead, 2011:94) In this study, there are two main participants, Nursery and Reception children between the ages of 3 to 5 years old and teachers. Through observations some children with EAL in nursery start to build up language ability. They might use both home language and English at schools. This study hypothesized that those children with SEN or EAL in schools might have more language problems than other peers.

Teachers, in the setting or school, are key people with real daily meaning and emotional significance to children and families (Elfer, Goldschmied and Selleck, 2012). Because when such children have troubles or need someone’s help the teacher is seen as the first source of help in settings. To improve these children’s ability is a challenge for teachers. They ask key questions such as which methods should be used? What kind of materials should be used? How can I solve children’s

problems? By interviewing teachers the researcher intended to find out teachers' thinking and how they deal with children's problems.

Conclusion

According to BERA (British Education Research Association) (Furlong, 2004) all educational research should be conducted within an ethic of respect for five aspects: the Person, Knowledge, Democratic Values, The Quality of Educational Research and Academic Freedom. In addition, in the guidelines the Association sets out the headings in researcher's responsibilities to participants, sponsors of research and the community of educational researchers. In Croll's (1986) view the research should be asked for consent, and the extent of access offered should be respected and it should be worthwhile and not harmful to the subjects. These are two important considerations for researchers in dealing with ethical issues.

In addition to these suggestions, as the study involved children, teachers and schools, it was therefore essential to communicate ethical issues. Before the observations conducted in settings, it was important to inform the participants of what the researcher wished to do. This enabled them to understand and agree to be a part of the research. Besides, it was necessary to inform parents about the ethical matters, including how the researcher would protect all the information about children, which evidence would be shared with schools and what is the value of this research. These were all addressed in the beginning before data collection in the setting. The data was not available in a public domain but used only in this research study. Furthermore, participants were given pseudonyms in the study, as recommended by BERA (2011) which suggests that "researchers must recognize the participants' entitlement to privacy and must accord them their rights to confidentiality and anonymity" (p.10).

Schools have responsibilities to protect children to avoid risks from outsiders (Stanley, 2004). For this reason, to make schools feel comfortable and safe, they must be aware of the research purpose and outcome very clearly. As researchers, embark upon data collection, they need to respect the participants and the sites for research (Creswell, 2003).

3.2.5 Settings in a Taiwanese preschool

Establishing a sample

In Taiwan, New Taipei City, there are 1,160 private and 240 public preschools (Table 3.7).

幼稚園概況-學校所在縣市別															
Summary of Preschools - By Locations of Schools															
101 學年度 SY2012-2013															
	園數 No. of Schools			園長數 No. of Principals		教師數 No. of Teachers		教保員數 No. of Educare Givers		助理教保員數 No. of Educare Assistants		職員數 No. of Staffs		幼生數 No. of Children	
	私立 Private	公立 Public	分班 Branches	私立 Private	公立 Public	私立 Private	公立 Public	私立 Private	公立 Public	私立 Private	公立 Public	私立 Private	公立 Public	私立 Private	公立 Public
總計 Grand Total	6,611	1,888	(505)	4,715	234	12,477	6,032	24,426	5,393	3,386	407	14,121	3,050	459,653	131,423
臺灣地區 Taiwan Area	6,579	1,864	(505)	4,707	233	12,358	5,913	24,333	5,324	3,380	407	14,077	3,017	457,590	129,593
新北市 New Taipei City	1,160	240	(60)	867	26	1,639	987	4,180	725	665	36	2,185	518	72,112	20,210
臺北市 Taipei City	723	149	(-)	560	14	1,853	1,011	2,042	266	171	2	1,689	175	43,737	14,647

(Table 3.7: Summary of preschools-by locations from Department of Statistics in Taiwan, 2015)

In Taiwan, preschools can be identified as comprising two types - public and private. Most of the children who age from 2 to 6 study in private schools. In presently, the LAs have set up more and more public schools under the elementary school system. These schools have lower fees and more resources and parents prefer to choose them. On the other hand, a declining birthrate of children has become a problem to

the Taiwanese government and private school owners. In a very high percentage, most children with SEN and CAL will be found in public schools, because these children have a priority enrolment over other children in public schools (Wong, 2009). However public schools cannot refuse special children and teachers need to accept at least one special child in each class (Wei, 2007).

Teacher's background

Teacher Lee is an active and experienced person in teaching. She has 24 years' experience in the primary school and of working with children with SEN or CAL. Her belief is that no children should be given up. She has received many teaching awards in Taiwan. For example, the Excellent Teacher Award of the Ministry of Education and GreaTeach-KDP award.

The selection of an appropriate setting

This public school is located at Xindian District in New Taipei City. It is not an independent school but set up under the XH elementary school. There are four settings and 120 children aged from 4 to 6. Otherwise, there are 30 children in one setting with two teachers. One is the class teacher and the other is a TA. The introduction of XH preschool is in the following table (Table 3.8).

Location	In Xindian District, New Taipei City.
Age range of children	4-6
Description of the school	
◆ Children with SEN	There are 4 settings and almost 120 children. In fact, there are 3-5 children with SEN in one setting; however, it is more than that. Most of them are developmental delay, ADHD, Asperger syndrome and Autism.
◆ Children with CAL	Over 12 home languages are spoken in different

	groups. Actually most of the children with CAL are from Vietnam. The second group is from China.
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(Table 3.8: Information from <http://youweb.hhps.ntpc.edu.tw/eweb/kids>)

3.3 Interviews

The definition of the interview is “a kind of conversation; a conversation with a purpose” (Robson, 2011:273). Moreover, the purpose of the interview is “to satisfy the researcher’s questions; it is he or she who overly directs the proceedings” (Powney & Watts, 1987:18). If the interviewer wants to investigate unique phenomenon, the interview is a good method to adapt. Rose & Grosvenor (2001:112) report that “interviews can take different forms including structured, semi- structured, unstructured and group interview.” The semi-structured interview is often seen as the best form in educational research and it was used in this study. In this study the researcher interviewed 10 interviewees in England and 6 in Taiwan individually. This sample included class teachers, head teachers and teaching assistants. This posed challenges for the researcher when considering that “a one-hour interview takes about ten hours to transcribe into a tidy format: and you cannot do your analysis properly unless it is written down” (Gillham, 2000:9).

Before each interview started, the questions had to be arranged. Open questions are probably more commonly used in interviews (Robson, 2011). They can encourage interviewees to answer the questions more widely and deeply and the interviewer can obtain more information. The interview schedule used for this research can be found in Appendix C. The interview questions included six sub-headings: EAL, SEN, government policy, experience, personal opinions and school and parents. These different areas were linked to the research questions and I used them to design the interview questions.

An important consideration in the interview process is the relationship between interviewer and interviewee. A good relationship can enable the interviewer to more easily attend to the purpose. After face-to-face interview transcription is critical in enabling teachers' opinions demonstration because of "good interviewers always try to see things from the respondent's point of view" (Powney & Watts, 1987:44) to avoid the interviewees hide their true feeling beheld the words.

3.4 Observations

"Observation is a very direct method which provides the researcher with close contact with the subject, behaviours or events being studied, thereby enabling a 'real life' picture to be achieved" (Rose & Grosvenor, 2001:30). This immediacy is one of the reasons why many researchers use observation in their research. For the observer in the real teaching environment it is possible to make objective judgments and describe events in a balanced manner. Croll (1986:89) gave the suggestion to all observers that "initial discussion with the teacher should establish that the observer is to be treated as a 'fly on the wall' and will not be taking part in the activities of the setting or interacting with teachers and pupils". It identifies the role of the observer and where she or he should be set in the setting. Therefore, the observation plan becomes a very important part when researchers want to plan their research in the beginning. As a researcher interested in understanding the experiences of teachers and children it seemed appropriate therefore to use observation as a method of data collection.

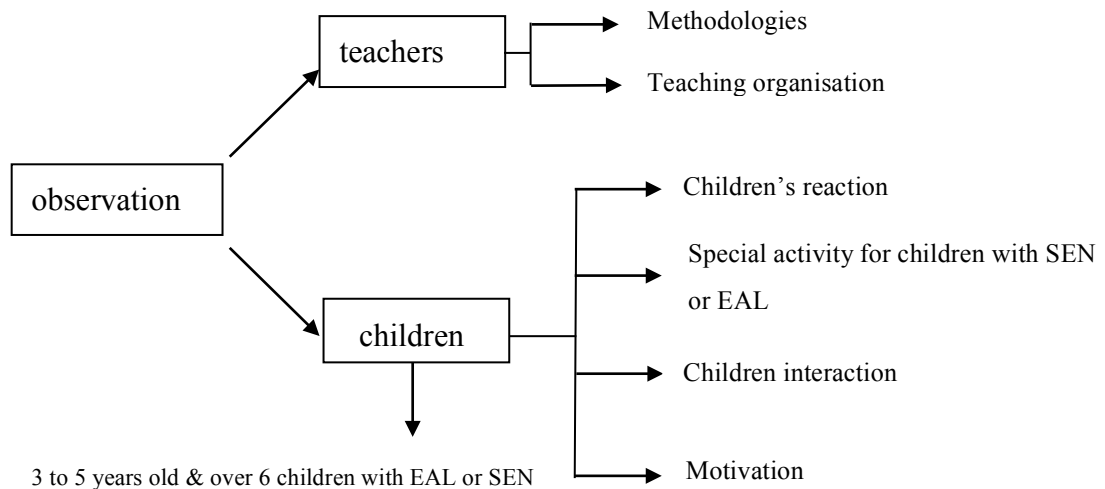
Robson (2011) divides research observation into two different polar extreme types, "participant observation" and "structured observation". The definition of 'participant' and 'non-participant' were indicated by Rose & Grosvenor (2001:31). "In participant observation the observer attempts to become a part of the group to be observed". By

contrast, “the non-participant approach whereby the observer attempts to be the ‘fly on the wall’ in the setting, sitting at the edge and taking field notes”. Croll (1986) emphasises a similar point about observation, actually in the real setting for the observer it is hard to be a non-participant or participant completely.

Observation tends to be time-consuming (Robson, 2011). In the primary stage teaching is continuing and non-stop in every minute. It is hard to record every item, action and event. Sometimes there are no specific activities or events which are relevant to the research questions to be observed. The observation process may not always provide the information needed for the study. There are many unpredictable things which may happen with children or teachers in setting and the observer cannot always predict there. Croll (1986) suggests that observers need to manage their relationship with the children as well as with the teacher to reduce some issues that affect the observation result.

Rose and Grosvenor (2001:30) propose that “observation is a very direct method”. Robson (2011:310) also points out that “a major advantage of observation as a technique is its directness.” Observation may also have other advantages. According to Palaiologou (2009), observations can help professionals to think about children’s voices, their needs and experiences, and also to establish pedagogical activities comply with children’s interests. Furthermore, she also considers “observations are a purposeful and daily reflective tool for gathering information about children’s behaviour, their needs and development” (2009:46).

There is a structure in the following Figure 3.3; it shows some observing points in this study.



Observation structure (Figure 3.3)

From this structure, the observations were focused on two participants: teachers and children. For teachers, methodology and teaching organisation were main points to be observed in settings. Teachers designed and organised different activities according to curriculum topics, aims, children's needs and interests. The materials and methods were also emphasised in the observation process. When doing the observation of children the observer needed to notice on children's reaction, interaction, motivation and special activity for children with SEN or EAL. These were pointed out and noted during the observations, and presented and discussed as evidences in findings.

3.5 Document scrutiny

Document can be a rich source of data in schools. In this study, I collected different documents from the local authority in Northampton and primary schools in England. These documents provided a rich source of evidence and references to understand school policy for children with EAL or SEN in England.

1. Edison Learning Curriculum (2011)

This document aims to give a brief overview of the section review, its implications for Primary schools, and a view on how the Edison Learning Primary Curriculum

will help schools to build an exciting and compliant curriculum from September. In 2014, their website provides the *curriculum map* for teachers to design their topics and activities. The website also allows teachers to download free samples for practicing in the settings. That is a reference sample in Appendix D.

2. Northamptonshire County Council checklist for EAL (2009)

This checklist will help teachers think about the policies, practices and procedures that underpin an effective, inclusive service.

3. Language in common new EAL steps (pink sheet from SL primary school)

In this sheet, there are four parts: speaking, listening, reading and writing. In every part, there are two steps, level 1 threshold, level 1 secure and NC level 2. Teachers teach according to the content of children's abilities and write down the date to identify the achievement of children.

4. Language Screening Test Score Sheet (SL primary school)

This sheet has three different levels: One Word Level, Two Word Level and Three Word Level. Teachers can use different objects and pictures to request some questions in the procedure. The purpose is to make sure the child can understand the teacher's speaking and combine with the correct pictures. When children finish the whole requests, they can get a score to determine they are achieved or not.

5. Equal Opportunities Policy (SL primary school, 1995)

In S school they use the Equal Opportunities Policy to be their principle. In this policy, they mention that the aim of this policy is to develop the children's awareness of the increasing diversity of the society in which we live. The children should be equipped to develop their own attitudes towards a pluralistic society. The school's experience is that children of all backgrounds should be part of our community.

6. Special Educational Needs Policy (SL primary school, 2003)

The aim of this policy in S school is to enable equal access for all children to the wide range of educational opportunities offered by observing the National Curriculum and the Foundation Stage Curriculum. The school's staff seek to integrate all children who may have some special educational needs to the fullest by identifying, assessing, providing for and monitoring and reviewing the particular need.

7. Designated Special Provision Specification (SL primary school, 2007)

This provision provides for children with severe special speech and/or language disorders. The aims are children will have full access to the National Curriculum with support as necessary and taking into account their communication difficulties. Otherwise, children will receive support in small groups and individual help as necessary, with emphasis on acquiring communication skills.

8. Inclusion Policy (C primary school, 2010)

At C school they believe that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop children's achievements and recognize their individuality. They recognize a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. These aims to help children develop their personalities, skills and abilities; provide appropriate teaching which makes learning challenging and enjoyable and equality of opportunity for all groups who make up the school community. Then, to encourage respect for and interest in different cultures and backgrounds and also share good practice with all interested parties. Moreover, it is to engage in close analysis of ethnicity breakdown of enrolments, attendance, achievement/attainment levels and progression data. Finally is to take account of any special trends or influences through monitoring and action planning for improvement.

3.6 Summary

Action research was the methodology adopted and observation and interview the main methods used for field work in this study. Using this model I conducted observations and interviews in England and then encouraged teachers in Taiwan to replicate the approaches I had seen. This was followed by the collection of data using similar methods in Taiwan, and an analysis of the transferability of these from one context to the other.

Chapter Four

Description of the field work

4.1 Introduction

This chapter describes the research field work in this study. It reports an investigation or exploration of a problem, identifies questions to be addressed, and includes data collected, research methods and interpreted research. Consequently, there are some questions to explain and identify in this chapter.

1. Which research methodology was used in this study?
2. How to use the action research model?
3. How to process the interview and observation data?
4. How to collect document data?

Otherwise, during the research process, the plans, ethical issues and preparation should be emphasised. Moreover, the data collection was also the main point in this study. These data will be reported in finding chapters (5-8) and support research questions as evidences.

4.1.1 Qualitative? Or Quantitative?

Baumfield et al. (2008:21) mentioned “there are so many different data types which you can think about collecting that it is important to sift through which are the best appropriate to your own interests, to your context and to your intended audience”. According to Hennink et al. (2011:16) point of view, there is an arranging and comparing of quantitative and qualitative research data in the following Table 4.1.

	Qualitative research	Quantitative research
Objective	To gain a detailed understanding of underlying reasons, beliefs, motivations	To quantify data and extrapolate results to a broader population
Purpose	To understand why? How? What is	To measure, count, quantify a

	the process? What are the influences or contexts?	problem. How much? How often? What proportion? Relationships in data.
Data	Data are words (called textual data)	Data are numbers or numerical data
Study population	Small number of participants or interviewees, selected purposively (non-randomly) Referred to as participants or interviewees	Large sample size of representative cases Referred to as respondents or subjects
Data collection methods	In-depth interviews, observation, group discussions	Population surveys, opinion polls, exit interviews
Analysis	Analysis is interpretive	Analysis is statistical
Outcome	To develop an initial understanding, to identify and explain behaviour, beliefs or actions	To identify prevalence, averages and patterns in data. To generalize to a broader population

Table 4.1: Key differences between qualitative and quantitative research

To consider the differences between these two methods, this study was appropriated for qualitative research method. Moreover, the research methods included action research, observation and interview in getting data. “The decision to use different qualitative methods as the fieldwork approach will be guided by the research questions and the purpose and objectives of the study” (Hennink et al., 2011:53). Furthermore, the purpose of qualitative research is to understand or explain behaviour and beliefs identify processes and understand the context of people’s experiences (Hennink et al., 2011). In addition, in this study the objectives are:

1. To investigate specific pedagogical approaches used by professional English practitioners in the education of children aged 3-5 years with special educational needs (SEN) and English as an additional language (EAL).

2. To develop an action research approach to implement pedagogical approaches from England within a sample of the Taiwanese setting
3. To investigate the transferability of pedagogical approaches from an English to a Taiwanese environment.
4. To produce guidance related to good practice to be disseminated within Taiwanese schools.

“Exploring a problem is a characteristic of qualitative research” (Creswell, 2012:110). Thinking about the research questions and use the factors that Creswell (2012) provided requires to consider in qualitative research: if the research problem is to learn about the views of individuals, assess a process over time, generate theories based on participant perspectives, or obtain detailed information about a few people or research sites you should use the qualitative research. For this reason, the research problem is how to improve learning ability of children with CAL or SEN in the Taiwanese setting. Moreover, it is appropriate, one of factors in Creswell’s points (2012), such as learning about the views of individuals can relate to the point of teacher interviews in this study.

4.1.2 Qualitative data collection and analysis

Creswell (2012) suggests five process steps to collect qualitative data. The explanation briefs as follow.

1. Identify the participants and sits on purpose sampling, based on places and people.
2. Need permissions to begin the study. However, qualitative research needs greater access to the site because we will typically go to the site and interview people or observe them.
3. In qualitative research, the approach relies on general interviews or

observations. So do not restrict the views of participants and collect data with a few open-ended questions that were designed in the beginning.

4. In qualitative research the researcher will record information on self-designed protocols that help to organize information reported by participants to each question.
5. Administer procedures of qualitative data collection with sensitivity to the challenges and ethical issues of gathering information face-to-face and often in people's home or workplaces.

On the other hand, "during qualitative data collection, the researcher will collect text or words through interviewing participants or by writing field notes during observations" (Creswell, 2012:239). After that, "the most complete procedure is to have all interviews and all observational notes transcribed" (Creswell, 2012:239). In this study, the researcher conducted 10 interviews from English teachers and 6 from Taiwanese teachers. The data analysing in interviews was hand analysis. The hand analysis means that researchers read the data, mark it by hand, and divide it into parts. Traditionally, analysing text data involves using "colour coding to mark parts of the text" or "cutting and pasting text sentences onto cards" (Creswell, 2012:239). From English and Taiwanese teachers' transcriptions, the researcher could find out differences and similarities in thinking and opinions in teaching strategies. Complementary, from observations in English and Taiwanese settings were taken many photos and writing notes. These were analysed in forms (Dimensions of observation) (Robson, 2011) in order to compare methods and materials, special activities for children with SEN or EAL or CAL.

4.1.3 Research questions

The definition of research questions is "research questions are questions in

quantitative or qualitative research that narrow the purpose statement to specific questions that researchers seek to answer” (Creswell, 2012:110). In quantitative research process and qualitative research process the research question(s) is an extremely important step because these questions narrow down the research objective and research purpose to specific questions that make researchers attempt to address in their studies (Creswell, 2005). Additionally, Baumfield et al. (2008:15) put forward their starting points about the research questions as below:

1. I would like to improve...
2. I want to change ... because...
3. I am perplexed by...
4. Some people are unhappy about...
5. I am really curious about ...
6. I want to learn more about ...
7. An idea I would like to try out in my class is ...
8. I think ... would really make a difference to ...
9. Something I would like to do is to change ...
10. I am particularly interested in ...

“In qualitative research, the questions include the central concept being explored and narrow the purpose of a study into specific questions” (Creswell, 2012:111). In this study, the central concept is how to practise the English strategies and adapt them to the Taiwanese setting. It was explored by different research methods such as observing teachers and interviewing them to get information about their thought in teaching children. Furthermore, “research questions reflect the problem that the researcher wants to investigate” (Onwuegbuzie & Leech, 2006:478). The researcher can follow these questions (problems) to think and make his/her own research questions. As these reasons, the research questions in this study are considered for

these reasons:

1. What are the specific pedagogical strategies adopted by teachers in English early childhood settings working with children with EAL?
2. What are the specific pedagogical strategies adopted by teachers in English early childhood settings working with children with SEN?
3. To what extent can these strategies be transferred to a Taiwanese education system?

These three main research questions should be based on research methodologies, research process, research plan, data collection, data analysing, findings and future research. Each part is linked to research questions and emphasised in this study. The relationship is showed on Figure4. 1.



Figure 4.1: The linking with research questions

4.1.4 Research plan

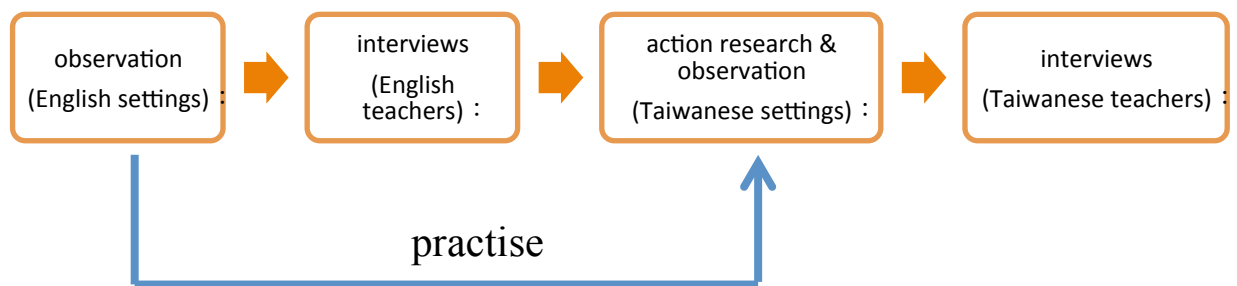


Figure 4.2: Research plan

Figure 4.2 is the thinking process and research procedure of this study. The main research methods include observation, interview and action research. Some targets and items were identified and planned during the process.

1. Observation (English settings): two primary schools which included Reception and Nursery settings. To observe teachers who used different strategies and resources to teach children with EAL or SEN in settings.
2. Interview (English settings): interviewed Reception and Nursery teachers and tried to get enough information about teaching, children and schools.
3. Action research & observation (Taiwanese settings): according to the action research model, this plan was on 'act' and 'evaluation' steps. The reflections and act results of Taiwanese children were observed in the setting.
4. Interviews (Taiwanese teachers): this stage was to get information such as teaching theories or problems, relationships with parents and challenges they faced in teaching children with CAL or SEN.

4.1.5 Research participants

The research participants were located in primary schools of Northampton (England) and the preschool of New Taipei City (Taiwan). The research methods included "Action Research", "Observation" and "Interview" on teachers and children. In Northampton, the main participants are two primary schools, SL and C primary

schools, and in Reception and Nursery settings. On the other hand, in Taiwan, the XH preschool affiliated XH Elementary School in New Taipei City. All information is indicated in Table 4.2.

Participants (Northampton) :	SL Primary School :
<ul style="list-style-type: none"> •Recetpion (4-5 years old): 22 children with one class teacher and one TA. : •Nursery (3-4 years old): 30 children in the morning and afternoon with one class teacher, TAs (more than two) and volunteers (parents). The TAs also helped the SEN and EAL children to do the group or individual works. : •SEN and EAL teacher: they are set up in the school. : 	
Participants (Northampton) :	C Primary School :
<ul style="list-style-type: none"> •Reception (4-5 years old): 25 children with one class teacher, one TA and other adults (volunteers). : •Nursery (3-4 years old): 15 children in the morning and afternoon, one class teacher and two TAs. : 	
Participants (New Taipei City) :	XH Preschool :
<ul style="list-style-type: none"> •Senior & Junior Class: the class is a mixed one with 28 senior (5-6 years old) and junior (4-5 years old) children. They had 30 children in one class with one class teacher and one TA. : 	

Table 4.2: The information of participants

4.2 Action Research

4.2.1 Why action research?

Action research designs focus more on procedures useful in addressing practical problems in schools and the classrooms often utilize both quantitative and qualitative data (Creswell, 2012). The problem in this study is the increasing population of children with CAL in preschools. They might overcome it through learning new strategies when teachers face this problem. As Creswell (2012:577) said “action research designs are systematic procedures used by teachers (or other individuals in an educational setting) to gather quantitative and qualitative data to address improvements in their educational setting, their teaching, and the learning of their students”. Furthermore, “action researchers explore a practical problem with an aim

toward developing a solution to a problem”. In other words, the action research is applied, practical design to solve a problem. Stringer (2007:1-34) identified some meanings for action research:

1. Action research is a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives.
2. Action research focuses on specific situations and localized solutions.
3. Action research provides the means by which people in schools, business and community organizations, teachers, and health and human services may increase the effectiveness of the work in which they are engaged.
4. Action research, however, is based on the proposition that generalized solutions may not fit particular contexts or groups of people and that the purpose of inquiry is to find an appropriate solution for the particular dynamics at work in a local situation.
5. Action research provides the means to systematically investigate issues in diverse contexts and to discover effective and efficient applications of more generalized practices.
6. Action research is a collaborative approach to inquiry or investigation that provides people with the means to take systematic action to resolve specific problems.
7. Action research is always enacted in accordance with an explicit set of social values.
8. Action research seeks to engage people directly in formulating solutions to problems they confront in their community and organizational lives.

Admittedly, the action research employed for this study was designed based on the aforementioned reasons:

1. This study included two countries, England and Taiwan.
2. English teachers have good experience in teaching children with EAL or SEN which could be a good example and strategies in Taiwan.
3. England has completed policy and training programme in teaching children with EAL or SEN.
4. The population of children with CAL is getting up and teachers need different methods to teach children, and examples to establish new policies and methodologies.

4.2.2 Action research model and process

According to McNiff and Whitehead (2005), Reason and Bradbury (2001), the action research model includes six stages: reconnaissance, reflect, plan, act, observe and evaluate.

1. Reconnaissance: McNiff, Whitehead and Lomax (2003) describe reconnaissance as activities that allow a determination for the action researcher of where I was at, what I hoped to achieve and how I thought that I would get there. In this study, the first step was to improve the teaching strategies in teaching children with SEN or CAL in Taiwanese settings. The goal in this study is: through the English teachers' experience and adopt to practise these strategies in Taiwan.
2. Reflect: from Mills (2006) explanation reflect is on the area which focuses in light of your values and beliefs; how things got to be the way they are; and what you believe about teaching and learning. The belief in this study is to adopt new methodologies into another language environment and it can help teachers to explore their teaching and ideas. Furthermore, it might improve teachers' teaching skills and children's learning abilities.
3. Plan: an action plan communicates the idea that a project or task should be

undertaken in a systematic way (McNiff and Whitehead, 2005). The context is: New-inhabitants have had an influence upon the social-economic status and family structures in Taiwan. This has been influential upon educational debate with more and more educators identifying challenges and trying to find solutions to these within school contexts. Moreover, to help Taiwanese teachers to create new ideas in teaching children with SEN or CAL is more important. Observation and interview were planned and organised in two different language environments then to practise some strategies from English settings to the Taiwanese setting (see research plan in Figure 4.2).

4. Act: this step is to put plans into action in relation to social action and in relation to learning (McNiff and Whitehead, 2005). The action needs to consider what kind of evidence should be found in the process, how to get evidence, how to help children's learning and why it is important. In this study, the act was referred to practise effective methods from English settings to a Taiwanese setting. Using observation and interview for getting evidences.
5. Observe (or monitor): The observations included teachers' teaching strategies and children's reflections in English and Taiwanese settings. The observations were recorded in notes and photographs. The observations become very important evidence for supporting the study and should be related to the research questions (McNiff and Whitehead, 2005).
6. Evaluate: the final step is evaluation. "Evaluating your research is to do with establishing its validity, that is, the extent to which what you say is credible and trustworthy" (McNiff and Whitehead, 2005:91). In other words, it is about establishing the reasons "why people should believe you" (McNiff and Whitehead, 2005:91). McNiff and Whitehead (2005:92) also indented three steps to generate evidence:

- 1). Setting criteria
- 2). Selecting data
- 3). Generating evidence.

They identified the definitions of data and evidence.

“Data refers to all the information you have gathered about your actions, both your social actions in the world and also your mental actions in your learning. By the time you come to producing your report you will have amassed a good deal of data, and you now have to decide which pieces are directly relevant to what you are claiming to have achieved. Making choices about which data to use involves setting criteria”

(McNiff and Whitehead, 2005:92).

After the data collection of observations and interviews the evidence needs to be analysed in these diverse data. In this study, the evidence will be indicated, analysed, and discussed in Chapter 5-10.

4.2.3 Action research’s values and importance

“Values are the things we believe in and that give our lives meaning, such as love and fairness. Action research begins with people thinking about what they value, and how they might act in the direction of those values, i.e. how they can achieve what is important to them”

(McNiff and Whitehead, 2010:19).

In doing the research, it is important to think about what is the value of this study. In this study the value is to learn new teaching strategies and ideas in teaching CAL or SEN children for Taiwanese teachers. After using these strategies, children might improve their learning abilities. For English teachers may reassess their own

teaching methods.

The importance of action research was indicated in Costello's (2003:26) points of view. He mentioned some issues that action research is an important research method.

1. reflective practitioners are concerned with studying their own practice and action research provides an excellent medium for this to take place.
2. action research enables practitioners to explore relationships between educational theory and practice.
3. the critical scrutiny of educational research has led to an increasing emphasis on the importance of practitioners undertaking their own research studies.
4. a move towards developing teaching as a research-based profession should lead practitioners to:
 - 1). take an increasingly prominent role in the processes of gathering and analysing research data, and reporting research findings;
 - 2). complete action research projects regularly (and not only as part of higher degree courses).
5. action research can have a beneficial impact both on school improvement and on the professional development of teachers.

Mertler and Charles (2010) indicated five importance points in action research:

1. Action research deals with the problems, not someone else's.
2. Action research is very timely; it can start now – or whenever you are ready – and provides immediate results.
3. Action research provides educators with opportunities to better understand, and therefore improve, their educational practices.

4. As a process, action research can also promote the building of stronger relationships among colleagues with whom we work.
5. Action research provides educators with alternative ways of viewing and approaching educational questions and problems and with new ways of examining our own educational practices.

Undoubtedly, the action research provides its value and plays an important role in doing research.

4.3 Observations

4.3.1 Observation schedule

The observation schedule allows researchers to focus on a specific group of children such as individual, small group or the big group and identify their predominant behaviours over the duration of the teaching (Baumfield et al., 2008). In this study, the observation targets focused on individual children with EAL or SEN, the small groups of children who were grouped by learning ability and the big whole group in English settings. Before the observations, teachers had provided children's (with EAL or SEN) information about their basic family background, learning achievement and language ability. Teachers had to write a profile (Appendix E) to identify children's ages, sex, year group, language spoken at home, parents' nationalities, special needs. The important column should include comments on children's English language acquisition level, the behaviour in the setting, learning areas and ability in reading and writing.

The observations were undertaken in two primary schools (including two Reception and two Nursery settings) in England. The individual observations had six children in each setting, small groups of children with EAL or SEN, and the whole class. For the individual child, the observation schedule was based on six learning areas

(Appendix I):

1. Personal, social and emotional development,
2. Communication, language and literacy,
3. Problem solving, reasoning and numeracy,
4. Knowledge and understanding of the world,
5. Physical development,
6. Creative development.

These six learning areas were used in daily activities and noted individual children's reactions in settings.

Furthermore, the small and whole groups were recorded by writing notes (Appendix G). The notes were recorded from daily activities which teachers designed by the topic. The notes emphasised on the environment setting, teaching tools, time, special events and reactions of children. Actually, it was hard to record everything happened in settings because "the observation process is an ongoing and continuous process" (Palaiologou, 2012:105); children were keeping their work and could not stop to wait for the record.

4.3.2 Equipment

The equipment was used to record everything happened in settings. Writing notes and camera were used to collect data in this study. Paper, pencil and colour pens were used for the writing notes to record daily activities. It was focused on some items: places, people, objects, acts, activities, events, purposes, time and feelings. In the observation process, there are many things to record such as teaching tools, children's reactions and behaviours, special activities for children with EAL or SEN, environment setting and solving problems for children and so on. The observers must take immediate decision about what to record during the observation process

(Palaologou, 2009) and these records were presented in findings.

On the other hand, camera can quickly take both photographs and videos, and make a decision immediately in the observation process. “The digital camera or the digital video recorder can be used to add another dimension to the observation” (Palaologou, 2009:71). Therefore, “using images, photos, and videos is a good way of describing an activity or behaviour and it makes it vivid and real” (Palaologou, 2012:92). These photographs were presented clearly in children’s learning, reflections and teaching methods.

4.3.3 Groups and environment setting

For the groups, two primary schools were selected in a large town in the English midlands and observations were conducted in both Reception (4-5 years old) and Nursery (3-4 years old) settings over seven months. In these settings, there were significant numbers of children with EAL. Most of the children were from Somali, Polish, Bangladeshi, Indian and Swahili families. The observation focused on:

1. how English practitioners designed daily activities for children aged 3-5 years;
2. how English practitioners used different materials and aids to teach children aged 3-5 years;
3. how English practitioners supported the abilities and progress of children with EAL and recorded in their profiles;
4. the views of children with EAL or SEN concerning their learning;
5. how the English schools adopted different resources or SEN teachers to support children with EAL or SEN.

Moreover, the observation of children in different contexts in English settings: as a

whole group or in small groups sorted by the practitioners according to children's learning abilities. As individuals, children were specially selected according to whether they had SEN or EAL captured their views about experiences in settings as well as the relationships with peers and adults in settings. Photographs, notes and school documents provided useful evidence for developing the study. These information were able to identify convergence between the English and Taiwanese teachers' approaches in teaching and using teaching aids for similar topics.

4.3.4 *Non-participant*

This study was based on non-participant observation. The non-participant position of "non-participant observation requires the professional to step outside the role of practitioner and not to be involved in interacting with the children, acting instead as an objective observer of the child or an activity" (Palaiologou, 2009:56). It also pointed out in Caldwell and Atwal's report (2005:43) that "in non-participant observation, the researcher remains detached and adopts a 'fly on the wall' approach". "Non-participant observation has much value in capturing social action and interaction as it occurs, but unless multiple observers are used (which is not always feasible) it is reliant on the selective subjectivity of the observer, who chooses what to observe and what to record" (2005:43). The non-participant in this study could focus on each event which happened in settings. Certainly, in the observation process, the records have to link to research questions and the aims of the observation and achievement (Palaiologou, 2012).

4.3.5 *Ethic issues*

"The ethical considerations should be intrinsic to any research design" (Baumfield, 2008:32). It is also stated in Palaiologou's book (2012:102). She pointed out that "ethical considerations should underpin the whole of the observation process". There

were some events need to be organized and prepared before to start the observation. That should be done in English or Taiwanese settings.

1. Apply a CRB (DBS) check (In England only).
2. Write a letter to schools. That should include: the researcher's name, personal information and researcher description. (Appendix A)
3. Talk to the head teacher and explain the purpose. Moreover, get a permission to make sure children's data are only used in this research not in public. Then informed them which equipment will be used in settings.
4. Meets the class teachers, the researcher introduced herself and discussed about the target children, provide information to the researcher and arranged the timetable.

The first step is to apply a CRB check. "The Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) have merged to become the Disclosure and Barring Service (DBS). CRB checks are now changed to DBS checks" (GOV.UK, 2014). Who needs to use the DBS checks?

A DBS check may be needed for (GOV.UK, 2014):

- certain jobs or voluntary work, eg working with children or in healthcare
- applying to foster or adopt a child

It is to make sure children are secure and are protected. On the other hand, the second step, writing a letter to school is important. From the introduction letter, schools can easily understand the researcher's background, the research purpose, research targets and any resource the schools can provide to the researcher. In addition to, after the head teacher agrees the research can be presented in settings, he or she can explain to class teachers to support the research in settings.

Furthermore, the researcher was involved in settings the class teachers had to tell

other adults and children about the researcher's role in settings. When a stranger gets into a setting, "children need to be informed and explained the purpose of the observation process" by teachers (Palaologou, 2009:78). It builds up the good relationship between the researcher, children and adults.

In this study, the data included paper records, photographs, videos and voice recordings. All names in the data have been changed to preserve anonymity. In addition both in England and Taiwan, schools, teachers and parents had agreed and confirmed that the researcher was allowed to collect image data in settings. At the end of the project, all of the data has been encrypted and will be used only for the purposes of reporting.

The researcher was aware of the importance of behaving ethically in regard to the use of photographs. "The use of photographs in research raises a multitude of ethical issues; gaining research participants' informed consent is therefore of particular importance" (Ralph and Boxall, 2009: 50). The visual data was utilised only for the purpose of this study and to provide evidence to support the discussion of research questions in this study.

4.4 Interviews

4.4.1 Semi-structured interviews

The "semi-structured" means the interviewer establishes a general structure and including what basic and main questions need to be asked (Drever, 2003). In addition, the interview structure can make "the person interviewed answer at some length in his or her own words, and the interviewer responds using prompts, probes and follow-up questions to get the interviewee to clarify or expand on the answers" (Drever, 2003:1).

In this study, the interview was based on semi-structured interview. According to Drever (2003:1) “semi-structured interviews can yield a variety of kinds of information”. Even within one interview the researchers can:

- gather factual information about people’s circumstances
- collect statements of their preference and opinions
- explore in some depth their experiences, motivations and reasoning

Therefore, two parts of interviewees were included in this study: English teachers in Northampton and Taiwanese teachers in New Taipei City. Each interview was about 30 – 60 minutes in length. The interviews should organize an interview schedule based on the research questions and make sure the time with teachers and digital equipment was prepared.

4.4.2 Interview schedule

“Nothing is more important to the success of an interview study than having a good interview schedule” (Drever, 2003:18). Drever (2003:18) also said “in developing the schedule the starting point should be the research questions”. In other words, each question in the schedule should be linked to research questions and the research questions are the important issues when start to think and design an interview schedule. According to Friesen’s definition, interview schedule is “the list of questions asked of a respondent” (2010:105). These questions can be classified to closed-ended and open-ended questions. The distinction between two of them are (Friesen, 2010:110):

- Closed-ended questions: Questions in an interview or survey with a predetermined and limited number of possible responses.
- Open-ended questions: Questions asked of an interviewee with no predetermined responses or categories created.

In the semi-structured interview there has a clear list of questions and might be both closed-end and open-ended (Friesen, 2010). In this study, the interview schedule includes more open-ended questions than closed-ended questions. For example, one open-ended question: How do you make children with EAL feel comfortable on first entering the setting? It gave the interviewee more options to answer this question and the interviewer could get more information from the response and probe the answer from the interviewee's words. A closed-ended question: Do children with EAL ever argue with their English-speaking peers? In this question, the interviewee might answer "Yes" or "No" and he/she does not want to talk about it anymore. At this time, the interviewer should ask more questions to induce the interviewee to say more opinions or give examples such as: If a child with EAL argues with another pupil, how do you deal with that? Try to get more words and responses from interviewees. The whole interview schedule is showed in Appendix C.

4.4.3 Interview questions

In designing the interview schedule, the researcher should consider the number of questions as well as the number of 'open' and 'closed' questions before the interviews to ask. The interviews with English teachers had four different schedules which for class teachers, head teachers, and SEN or EAL teachers and the TA. In each schedule there were three main catalogues: Personal Questions, Main Questions and Further questions. Each catalogue included 4-25 questions and the main questions were the important part in interviews. The main questions had 6 items for class teachers, 9 items for head teacher and SEN or EAL teachers, 3 items for the TA. These items are:

- Personal Opinions

- EAL
- SEN
- Government Policy
- Experience
- Schools & Parents

For Taiwanese teachers, there were 17 questions which were translated from the English question schedule. However, it was added some different questions such as the experience to use other methods from other countries in teach special children (Appendix M). Additionally, the main questions led through the topic. They should form a logical sequence, so that the interview 'flows' naturally (Drever, 2003). "The key point is that the order of the questions affects what people have in mind when they answer each one, and this can influence what they say" (Drever, 2003:22). In interview process, the interviewer needs to keep the schedule simple and the language is easy to make the interviewee understand (Drever, 2003), and also can lead him/her to respond the right answer directly which the interviewer wants from the questions. To consider Drever's (2003) point about the order of questions the more general questions were placed first when the interview started.

4.4.4 Planning and preparation

A "good preparation is more important than having 'interview skills'" (Drever, 2003:59). In this study, teachers were interviewed. They were very busy in every day to work with children. The time consideration of interviews needs to be prepared and planed with teachers.

1. Finish the research schedule and check all the questions are appropriate.
2. Get the permission from the head teacher.
3. Ask teachers' permission and arrange the time and place.
4. Prepare the equipment such as digital recorder, paper note, pencil and so

on.

5. After enquire each teacher's time, make a list to make sure there are no conflicts.

In the interview schedule, questions "should be carefully formulated to ensure that participants are given the maximum opportunity to present events and phenomena in their own terms and to follow agendas of their own choosing" (Stringer, 2007:72). The interview schedule had another column named "What information do I need". This column was to explore questions and get more information from the interviewees. To check the schedule and make sure each question makes the interviewee feel comfortable and secure, and all based on ethical and respect issues. The British Education Research Association (BERA) (2011:4) considers that all educational research should be conducted within an ethic of respect for:

1. The Person
2. Knowledge
3. Democratic Values
4. The Quality of Educational Research
5. Academic Freedom

Moreover, the BERA also make clear content about the researcher's responsibilities to participants.

"Educational researchers should operate within an ethic of respect for any persons involved in the research they are undertaking. Individuals should be treated fairly, sensitively, with dignity, and within an ethic of respect and freedom from prejudice regardless of age, gender, sexuality, race, ethnicity, class, nationality, cultural identity, partnership status, faith, disability, political belief or any other significant difference" (BERA, 2011:5).

These issues should be considered and the permissions should be gained for teachers to plan the time and place by face to face. The interviews are not the normal conversation. It is a formal encounter with a specific purpose (Drever, 2003). In the interview process the researcher had to record the dialogue and take notes. Stringer (2007:73) pointed out that “technical difficulties with equipment may damage rapport with respondents, and people sometimes find it difficult to talk freely in the presence of a recording device, especially when sensitive issues are discussed”. In conclusion, the helpful appropriate equipment can make the interview successfully.

4.4.5 Interview process

“The interview process not only provides a record of participants’ views and perspectives but also symbolically recognises the legitimacy of their experience” (Stringer, 2007:69). The interviews were carried out with English and Taiwanese teachers in two countries. Make an interview schedule to check the questions, inform teachers, plan time list and prepare the equipment were considered after observations. Before interviews, the researcher and teachers had built up the relationships and were familiar with each other for a period of time in observations. That helped the whole process to avoid embarrassment between interviewer and interviewees. Then start interview processes as follows.

1. With English teachers - Setting, Equipment and procedure

To find a quiet and no interference place for the interview. The timing also should be emphasised in the process. Working time was a bad choice for teachers to do interviews most of the teachers were interviewed at break time or after class. Most teachers had taken interviews after class time when children went back home. During the process, they felt relaxed and comfortable in conversation. In that space, it was very quiet without interrupts by children or other staff.

The first thing was to check the digital recorder and comfortable atmosphere in the room. The interviewer started with a friendly greeting with each other and the researcher had to inform the interviewee that the interview would be recorded in the whole process. Smiling is a good starting to make the interviewee feel relaxed, friendly, confident and easy to talk his or her opinions (Watkin and Vincent, 2012). Keeping smile in each question and make sure the interviewee was happy. The researcher paid attention to the changing of emotions of interviewees.

Second, the interviewer asked the questions in the schedule step by step, and took the notes in the sheet and checked the interviewee answered each question. Another point was the interviewer should consider about reading questions. When the researcher read the questions he /she needs to read them carefully and clearly and make sure the interviewee understand all questions. Because of that sometimes the interviewer would ask “Do you know what I mean?” or “Do I need to explain it?” Sometimes the interviewer needs to prompt and probe the questions in the process. As Drever (2003:23) identified “the purpose of prompts and probes is to help people say what they want to say” and the interviewer encouraged people to say something, moreover, asked people to clarify and explain their opinions.

Finally, the researcher checked the schedule and each question should be asked and got enough information from the interviewee. After that, had a friendly eyes contact and said “Thank you for your time and cooperation”. Turned off the digital recorder and mentioned ‘we finished the interview’ at the end.

2. With Taiwanese teachers- Setting, Equipment and procedure

The interview process with Taiwanese teachers was similar with English teachers. Enquired a quiet place and time, checked the digital recorder was working and prepared the interview schedule and took notes. Otherwise, there was a benefit when interviewed Taiwanese teachers. The interviewer and interviewees used the same language (Mandarin). In process, they could use fluent and clear language skill, and it was easily to understand each other and avoided misunderstanding in conversations.

In the beginning, the interviewer explained the research topic that included what had done in England and how to practise some strategies in the setting. It was a short introduction about the purpose and explained questions to Taiwanese teachers. For the first contact with Taiwanese teachers, the interviewer should give them a general idea of the subject, but may not want to say too much in case they talk to others or prepare their answers in advance Drever (2003) because it might affect their thinking, opinions and judgments.

4.5 Documents

A valuable source of information in qualitative research can be documents, they represent public and private documents (Creswell, 2012:223).

1. Public: meetings, official memos, records in the public domain, and archival material in libraries.
2. Private: personal journals and diaries, letters, personal notes, and jottings individuals write to themselves.

Moreover, “documents represent a good source for text (word) data for a qualitative study and the advantage of documents is being in the language and words of the participants, who have usually given thoughtful attention to them” (Creswell,

2012:223). The negative side of documents is “documents are sometimes difficult to locate and obtain. Further, the documents may be incomplete, inauthentic, or inaccurate” (Creswell, 2012:223). For example, some documents are not available to the public, and the handwriting might be hard to read so these kinds of documents are difficult to transcribe and become the data for research.

In this study, the document data were from some specific places.

1. Web sites: England – DfEs (Department for Education and Skills), DfE (Department for Education), GOV.UK, schools websites and so on.

Taiwan – Ministry of Education Taiwan, National Special Education Information Network, and school website, and so on.

2. School documents: such as teaching curriculum, daily schedule, school policies and teachers’ description of children(profiles).

Most of document data were form Web sites because in qualitative research Web pages are full of documents such as personal and institutional home pages, documents and files, online journals or advertisements to download from these pages (Flick, 2006).

Summary

In this study, the research field work focused on action research, observations and interviews. In observations or interviews, equipment and procedure should be considered in the research process. The observations and interviews provided the data and evidence to link to research questions. In addition, images data was also important in the research. “Used with increasing frequency in qualitative research, images or visual materials such as photographs, videotapes, digital images, paintings and pictures, and unobtrusive measures are all sources of information for

qualitative inquiry” (Creswell, 2012:224). Using images is easy for readers to relate to the situations in research. According to Creswell’s (2012:224) point “images provide an opportunity for the participants to share directly their perceptions of reality”. In conclusion, using images data or materials is quite popular in research and easy to make participants or readers to understand what was happened in the observations or interviews. The data from observations, interviews, documents and visual materials will present in the next finding chapters.

Chapter Five

Presentation of Cycle One Findings:

Observations and interviews

In this chapter data findings from Cycle One of the study are presented - these emerged from observations and interviews. These findings are analysed in Chapter 6, then in chapters 7 and 8 data from Cycle Two - the action element of the study - are presented and analysed (Appendix G&H).

5.1 Introduction

In chapter 5, the findings from observations and interviews are presented. The observations were undertaken in two primary schools (including two Reception and two Nursery settings) in England and one preschool in Taiwan. The individual observations had six children in each setting, small groups of children with EAL or SEN, and the whole class in England. In the Taiwanese setting I observed children with CAL or SEN in the class and in individual supported sessions. In this study I also used semi-structured interviews and interviewed 10 interviewees in England and 6 in Taiwan individually. These included class teachers, head teachers and teaching assistants.

Sandelowski and Barroso (2002) suggest that “Findings have been defined as the databased and integrated discoveries, judgments, or pronouncements researchers have offered about the events or experiences under investigation” (p.214). Equally, Hennink *et al.* (2011) also emphasise the function of presenting research findings, stating that the “research findings need to be presented using a clear structure that not only highlights individual issues but also shows how they are linked together to provide a better understanding of the research problem” (p. 278). The research findings are an important part of a study because they demonstrate how data

provide evidence to address the research questions. As Harding (2013) indicates, "...the role of the researcher is to report their findings accurately, even if they simply confirm common sense knowledge or previous research. In such circumstances, the findings still make a contribution, albeit a small one, to knowledge about the social world" (p. 99). In this chapter, data are presented from observations of children engaged in learning and interviews with their teachers. Cycle One data emerged from observations of pedagogic strategies undertaken in both Taiwanese and English settings.

5.2 Observations

1,033 observations were undertaken: 702 were undertaken in English settings and 331 were undertaken in Taiwanese settings. Sharman et al. (2007) suggest the different recording media might be used for observation: Photographs, Video, Written, Tape recorder, Flow charts, Plans/Sketches and Graphs. Equally they note that "it is not easy to record what is taking place as you are trying to watch everything that is happening around you." (Sharman et al., 2007:22). The observer may miss an important interaction and it is not much use having a lot of observations that you are unable to read back (Sharman et al., 2007). Therefore, in this study, the 1,033 observations were undertaken using over 1,500 photographs, 130 videos and writing notes; all these methods were used together. Narrative and event sampling observations were conducted with individual children and small (n=4 to 6) and large groups (n=15 to 25) of children.

The findings from the observations are presented in seven parts. The first part presents strategies observed in both England and Taiwan. These strategies often adopted different materials in each country but represented similar ideas in respect of the strategies used to teach children and also in the ways in which curriculum

content was addressed. The second part discusses the physical environment of settings in English Reception and Nursery settings (3 to 5 years old children) and Taiwanese senior and junior settings (4 to 6 years old children). The findings indicate the ways teachers prepared the physical environment for children, and organized the tools and equipment in the settings. The next section, part three, describes the different methodologies that were used in English and Taiwanese settings. Part four refers to specialist provision made only for some students: the use of Makaton and U1 Patterns. These two tools were used with children with EAL or CAL respectively and a diagnosis of SEN. Part five of this chapter addresses some individual activities undertaken with children with EAL or CAL. Part six discusses the teaching assistant (TA) role. The TAs play different roles in English and Taiwanese settings, and in this section differences between the two are considered. The final section discusses the use of an additional adult in English settings who speaks the home language of a child or children with EAL. This is an approach not universally seen so is noteworthy in Taiwanese settings.

5.2.1 Strategies observed in both English and Taiwanese settings

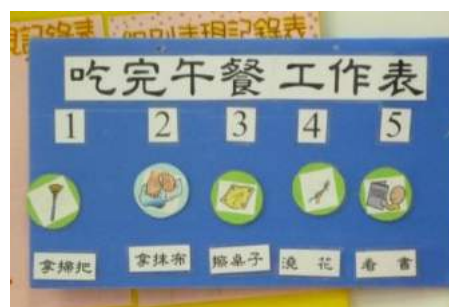
The strategies that are presented below are those that were observed in both English and Taiwanese settings.

Strategy 1: Communication cards

English setting:



Taiwanese setting:



These cards were used to help children with CAL or EAL and/or SEN to express what they wanted and also to help them to follow the teacher's directions (EO1; TO2).

=====

Strategy 2: Time and weather charts

English setting:



Taiwanese setting:



This strategy was adopted as a routine task in the morning when children started their work every day. It supported children to develop understanding of time and weather. Children learned to identify 'today', 'yesterday' and 'tomorrow', for example (EO234, 335; TO5).

=====

Strategy 3: Children task board

English setting:



Taiwanese setting:



This activity helped children to check their work for one day. Teachers then told children which tasks they needed to finish in one day and children checked the cards to make sure they completed their allocated tasks (EO2; TO4).

Strategy 4: Display of setting rules

English setting:



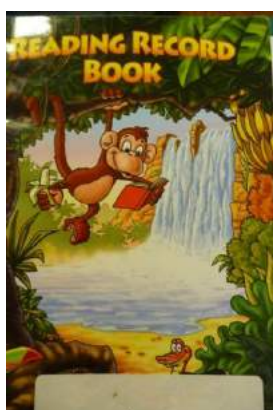
Taiwanese setting:



The classroom rule board was a popular strategy for teachers to help children to change their behaviour in the setting. The display enabled children to understand appropriate behaviour in the setting and the display also prevented children from arguing with each other (EO1; TO6).

Strategy 5: Reading record book

English setting:



Taiwanese setting:

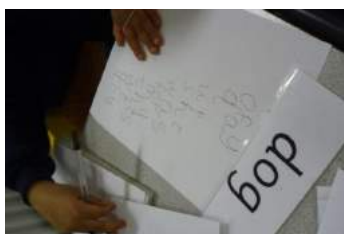


Children took reading record book home both once a week in English and Taiwanese settings and teachers and parents needed to make a record. In English settings, the teacher chose a story book which was appropriate to children's reading levels. They read at school once and children took it home to share with parents. In the Taiwanese settings, children could choose books from school or home. They could share with other children and also took books home to share with parents (EO274; TO7).

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Strategy 6: Tracing cards

English setting:



Taiwanese setting:

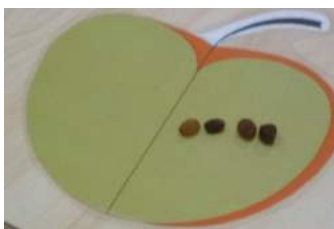


Teachers made some different word or pattern cards for children to practise their writing skills. Children looked at the cards and tried to copy or trace words or patterns on the papers (EO144; TO17).

=====

Strategy 7: Numerals

English setting:



Taiwanese setting:



Teachers designed different ways to practise learning numbers. English teachers use fruit models and raisins with cards. Children counted the numbers and matched these with the same models or raisins. Taiwanese teachers put spots under the

numbers so children could count the spots and check the numbers (EO222; TO20).

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Strategy 8: Finger painting

English setting:



Taiwanese setting:

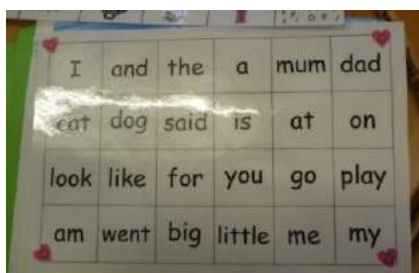


Children observed the different shapes of their fingerprints then noted that they all have different fingerprints. In Taiwanese setting, the children explored how to make pictures with their fingerprints. In this strategy, children in English settings gained awareness of their different fingerprints. In the Taiwanese setting, children learned to use their different fingerprints to create a picture (EO26; TO15).

=====

Strategy 9: Copying cards

English setting:



Taiwanese setting





After children had had some practice with copying simple words they advanced to another level which was to make nouns and simple sentences. In this stage, children needed to learn more verbs and nouns. Therefore, teachers used pictures with words to help children remember more words (EO303; TO27).

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Strategy 10: The Very Hungry Caterpillar

English setting:



Taiwanese setting:



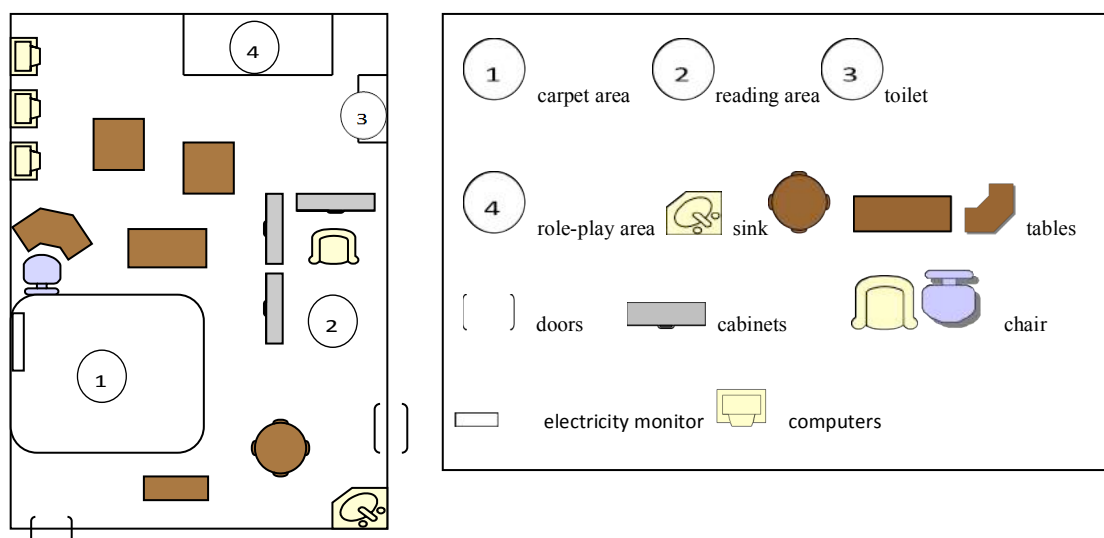
The teachers told the story of “The Very Hungry Caterpillar” to children then gave the

children different learning activities related to the story. These included making cocoons, painting caterpillars, using clay to make caterpillars and cultivating caterpillars. Children could learn the numbers and the life of butterfly from this story (EO93; TO40, 43-47).

5.2.2 The Physical Environment Settings

In this section, I will show three examples of the influence of the physical environment on settings. The present study focused on two English settings: one Reception and one Nursery (children aged from 3 to 5 years old). By contrast the settings in Taiwan comprised one senior and one junior class (children aged from 4 to 6 years old). The physical environment in settings is important in the early years. As Palaiologou (2009:113) points out “Early Years settings are learning environments where activities take place in terms of helping children to develop skills, and to explore and make sense of the world”. Therefore, teachers need to prepare materials and resources before children arrive in the setting. They always used the time after children went back home around 3:30pm or before the children got into the setting before 9am to set up environment, and valued a well prepared environment. It can provide the opportunity for children to select their own resources and activities (HighScope, 2015).

1. Reception setting (England) Key





activity table



classroom



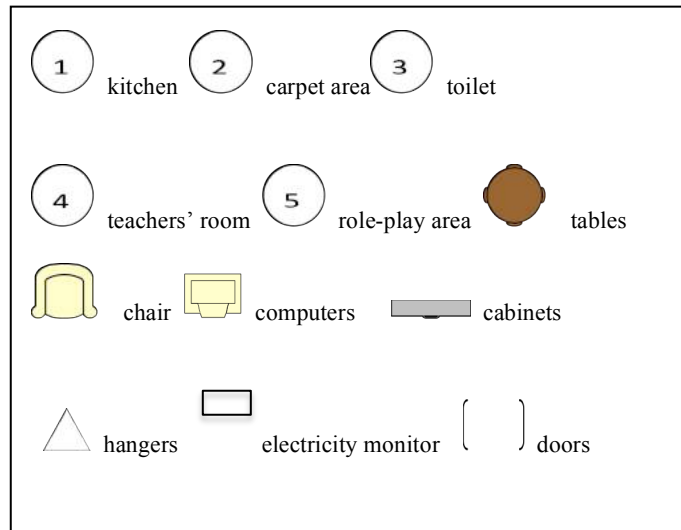
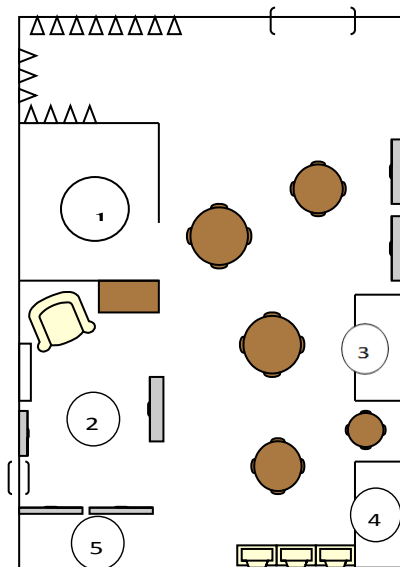
computer area



art activity

Picture 5.1: The physical environment of the Reception setting in England

2. Nursery setting (England) Key



role-play area



computers



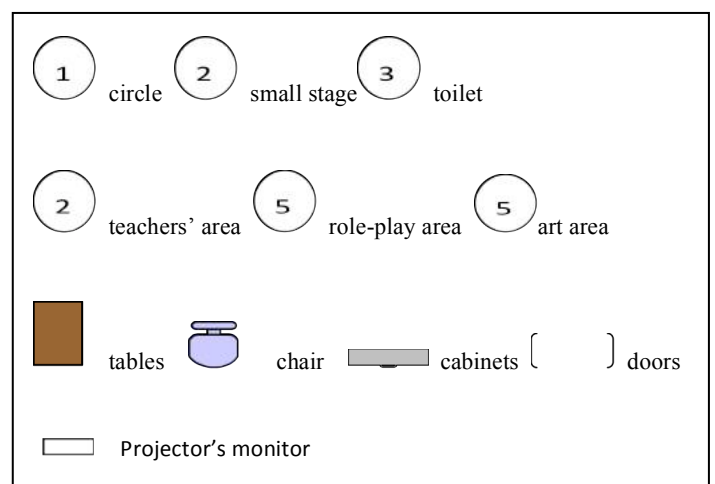
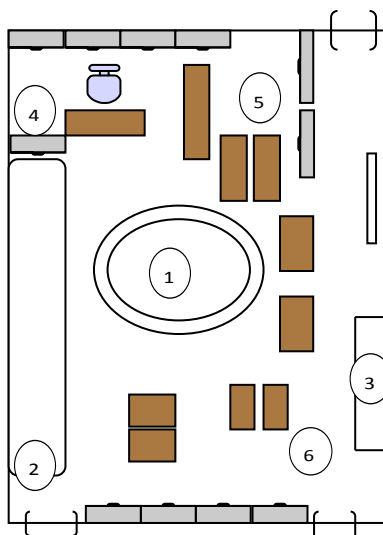
carpet (reading) area



activity table

Picture 5.2: The environment setting in Nursery, England

3. Senior with junior class (Taiwan) Key





Picture 5.3: The environment setting in Taiwan

The key differences between the three physical environments are: firstly, they provided very rich and diverse resources for children. Secondly, the Taiwanese setting had formal tables and chairs for each child but this was not the case in English settings. Thirdly, English settings had more computers and media aids than the Taiwanese setting. Finally, the Taiwanese setting had a big circle on the floor because the teacher adapted a Montessori activity, “Walking on the Line”, in teaching.

These three examples showed how teachers organized their learning environments for children and how they all provided resources for their teaching. This rich environment provided various materials and opportunities for children to choose their activities. For children with EAL or CAL, teachers designed specific activities to support learning.

5.2.3 Different Methodologies Used in England and Taiwanese Settings

During the interviews, teachers were asked about their teaching experiences, beliefs, theories and methods. Teachers identified different methods they used in English and Taiwanese settings. Teachers also talked about how they arranged the environment and prepared the tools for the activities (see Appendix K: Environment Setting, ES3).

1. Teaching Methodology in school (England)

Reception: at this age, children seem to learn more writing and reading works in the setting. They started to learn English letters and alphabets, numbers and numeracy, simple words and spelling these skills will help them to adapt in Year 1 settings (5-6 years). Sometimes, teachers combined learning literacy and numeracy skills with other activities like games and skills such as listening and speaking to help children to practise. Reception Teacher R (SL school) encouraged children to do more listening and speaking than reading and writing because “if you want to write something down, you need to know what you are writing” (Appendix K).



spelling (EO371)



phonics card (EO257)



phonics (EO338)



Math
(EO262)



spelling words
(EO304)



writing
(EO337)



letters
(EO326)

Picture 5.4: Samples in English setting A

These activities provide cards to help children's understanding of foundational math and literacy skills (Pappas, 2009). Teachers can make different kinds of cards such as numbers, letters, words or pictures.

Nursery: in Nursery, they did not have formal writing and reading works but they had some different pre-writing and pre-reading activities. For example,

tracing words or patterns, recognizing numbers 1-5 or more, comparing long and short, the correspondence of numbers and objects, and so on.



Picture 5.5: Samples in English setting B

Some of the activities were small group work such as the comparison of long and short. The teacher grouped children into several small groups of 3-4 children and taught them what is long and what is short. After that, the teacher gave them a sheet to draw their ladders in the fire trucks and the teacher asked them which one is long and short and wrote it on the paper. These activities help children to prepare the writing and reading work. Most of them were individual work, children could choose anyone they like and played by themselves. Children can set up basic concept for English and Math when they are in Reception they can learn more about these and start to learn more hard work in these areas.

2. Teaching Methodology in school (Taiwan)

In one setting, most of the teachers mix different methodologies. Two main methods were used in this setting, thematic teaching and corner teaching.

Thematic Approach

Taking a thematic approach is a strategy that encourages thinking skills and learning around the world for children (Adams and Hamm, 2005). Teachers are observers and supporters but not controllers during the teaching. In a thematic approach, children can be strongly empowered in the setting and decide which things they want to do in the setting. This theme serves as the focus or the binding idea in which the objectives and activities of different learning areas will be based. This provides a purpose, a link that makes learning integrated thus meaningful (The Project Approach, 2016). For example, the last topic “Life Master” was for the whole class. In the setting, teachers discussed it with children; they were pointed out several different items such as swimming, skating, jogging or diving (see Appendix: H, Activity 49), and decided to choose the topic ‘football’. Children identified activities they wanted to do with football and teachers gave their ideas and arranged activities for them. All the children were very excited and interested to get into the activities.



their balls (TO13)



discussing football game (TO18)



football class (TO18)



drawing a football story
(TO24)



making a football curtain
(TO14)



drawing a big football field
(TO14)

Picture 5.6: Samples in Taiwanese setting A

Corner (area) Teaching

In the Taiwanese settings, teachers set up 'corners' in which they placed materials for children to do their work (TO3). In the art area, children drew, painted and played dough. In reading area, they brought books which were about football and shared with everybody. In the play area, they pretended to be a football player and discussed games with their parents (TO3).



reading corner
(TO3)



art corner
(TO3)



role-play corner 1
(TO3)



role-play corner 2
(TO3)

Picture 5.7: Samples in Taiwanese setting B

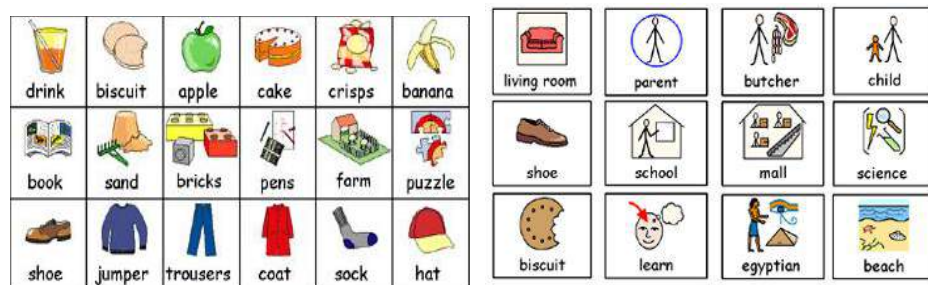
5.2.4 Specialist Provision Made Only for Some Settings

1. Makaton (signs)



Picture 5.8

Makaton (symbols)



Picture 5.9

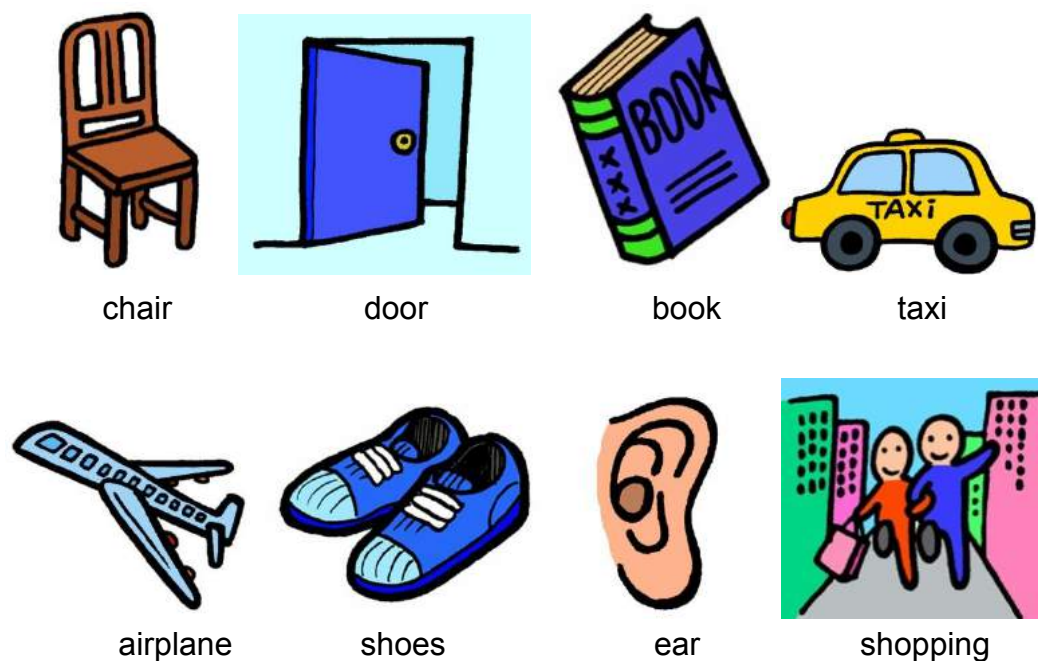
“Makaton is a language programme using signs and symbols to help people communicate. It is designed to support spoken language and the signs and symbols are used with speech in spoken word order” (Makaton Charity, 2013). In English settings, teachers adapted Makaton signs or symbols in strategies such as EO1 and EO2 (Appendix G).

2. U1 patterns (signs)



Picture 5.10

U1 patterns (symbols)



Picture 5.11

The U1 patterns include seven categories that are used in early intervention, special education, title transfer plan in employment and an aging population (Assistive Technology Engineering Lab, 2014); the purpose of it is to increase independent living and employability for disable people. In strategies TO2 and TO4 (Appendix H) were used some pictures from U1 patterns and these pictures helped children in learning.

The detail about Makaton and U1 patterns were indicated in Appendix U.

5.2.5 Individual Strategies for Children with EAL in England

Observations of individual children were conducted in two Reception settings and two Nursery settings in England each with six children with EAL in each setting. When the data collection took place in England, all English early childhood settings made provision across six different learning areas of the statutory Early Years Foundation Stage framework (DCSF, 2008) (Appendix I):

1. creative development (CD),
2. personal, social and emotional development (PSED),
3. knowledge and understanding of the world (KUW),
4. communication, language and literacy (CLL),
5. physical development (PD),
6. problem solving, reasoning and numeracy (PSRN).

In the observations, every child was observed in regard to how they responded to their tasks, how they interacted with peers and adults, how they used the resources and their reactions. The rate of recurrence results are showed in Table 5.3 to 5.6 in Reception and Nursery settings in England. For example, the following table shows how many times the children with EAL did the activities in the six areas. Out of six children, four children engaged with creative development more than any other areas. Children opted to engage with PSED less than any other areas.

Chart & Table 5.1 – 5.4: The rate of recurrence in schools: Nursery and Reception
C primary school in Nursery

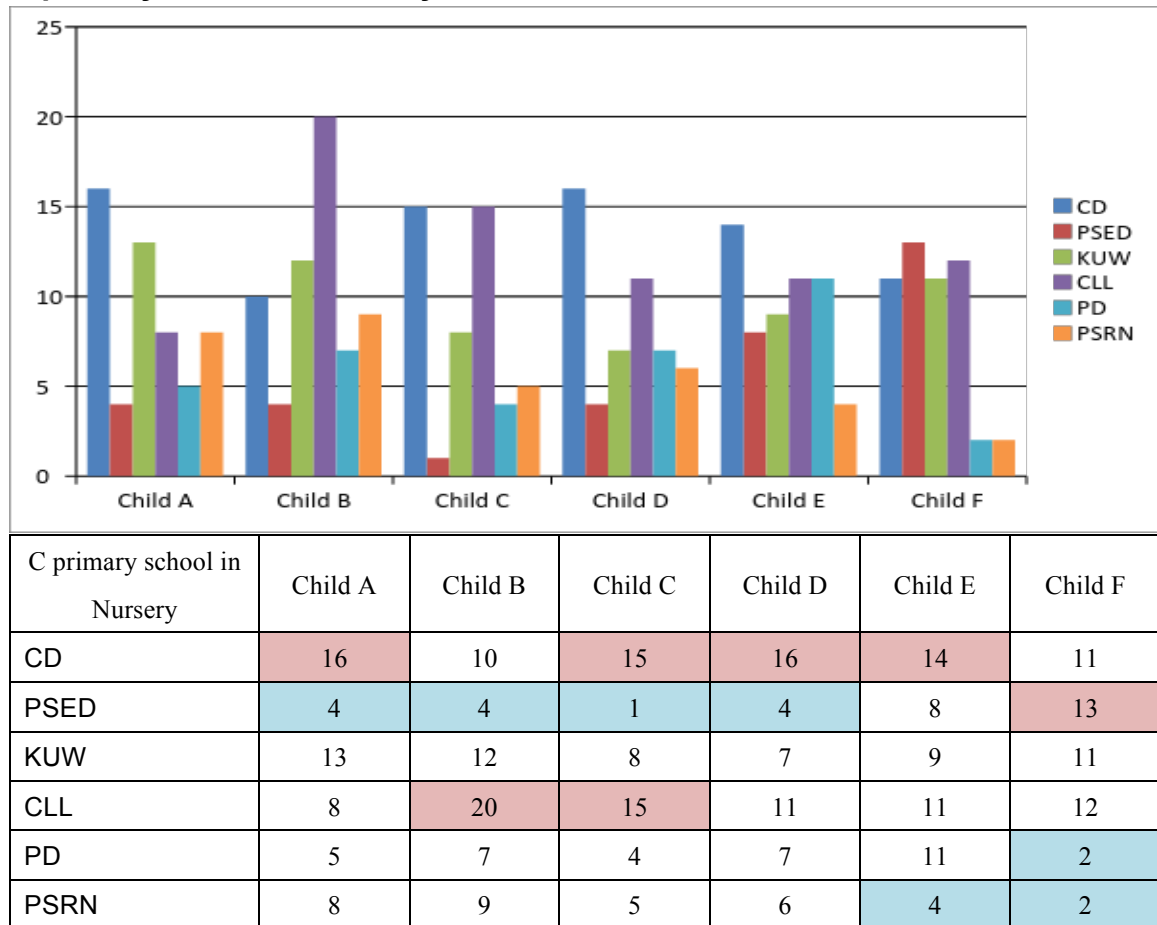
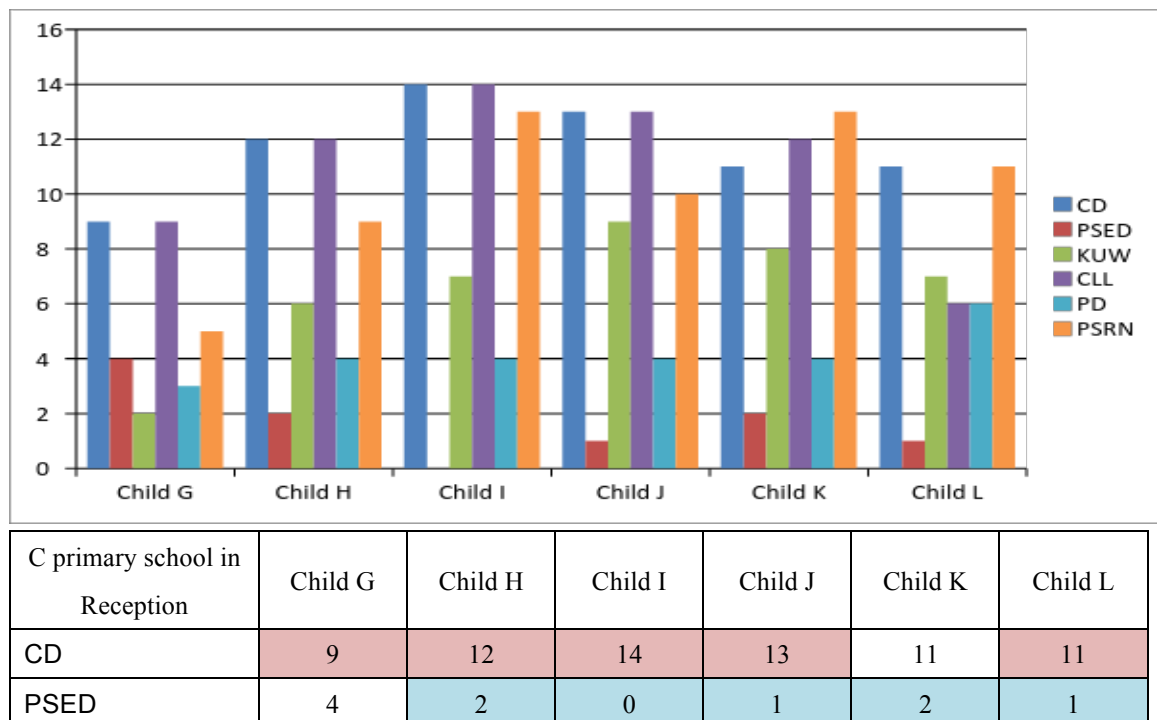


Chart & Table 5.1 The highest number The lowest number

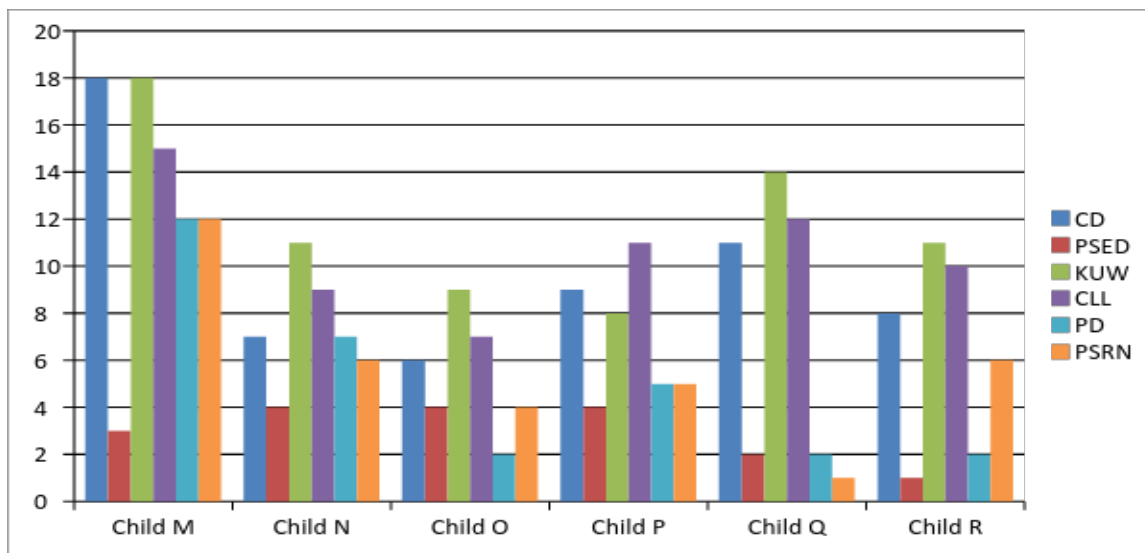
C primary school in Reception



KUW	2	6	7	9	8	7
CLL	9	12	14	13	12	6
PD	3	4	4	4	4	6
PSRN	5	9	13	10	13	11

Chart & Table 5.2 The highest number The lowest number

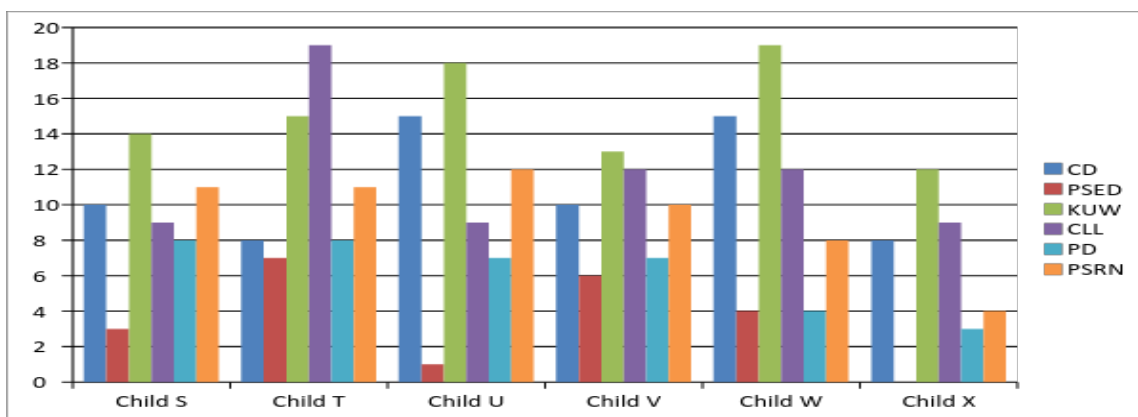
SL primary school in Nursery



SL primary school in Nursery	Child M	Child N	Child O	Child P	Child Q	Child R
CD	18	7	6	9	11	8
PSED	3	4	4	4	2	1
KUW	18	11	9	8	14	11
CLL	15	9	7	11	12	10
PD	12	7	2	5	2	2
PSRN	12	6	4	5	1	6

Chart & Table 5.3 The highest number The lowest number

SL primary school in Reception



SL primary school in Reception	Child S	Child T	Child U	Child V	Child W	Child X
CD	10	8	15	10	15	8
PSED	3	7	1	6	4	0
KUW	14	15	18	13	19	12
CLL	9	19	9	12	12	9
PD	8	8	7	7	4	3
PSRN	11	11	12	10	8	4

Chart & Table 5.4  The highest number  The lowest number

5.2.6 The Teaching Assistant / Teacher Assistant (TA) Role

In observations undertaken for the present study, ‘teaching assistant’ describes this role in the English settings whereas ‘teacher assistant’ described the role in Taiwanese settings. The following Table 5.5 draws on observations undertaken for the present study to compare TAs’ duties in England and Taiwan (Appendix J).

In England the TA...	In Taiwan the TA...
discusses and prepares teaching materials with the classteacher. (TAW12)	prepares materials before teaching according to the teacher’s list of instructions. (TAWT3)
join the teaching process, using teaching skills and knowledge. (TAW1-8, 13-14)	did not join the teaching process. After the teaching, the TA disciplined children to focus on teacher’s talking. (TAWT1)
observed and made records on sheets in the setting. (TAW9)	help the teacher to put student record sheets in order (TAWT5).
and the classteacher are regarded equally by children in the setting. When children need help they can find any adult in the setting.	is subordinate to the teacher: when children need help they asked the teacher first.
joined in with the teacher in service training. (TAW15)	joined in with teacher in service training. (TAWT6)
is often joined by other TAs in the setting. (TAW6)	are usually only in baby and primary settings. (TAWT7)

Table 5.5: The comparison of TA’s duties between England and Taiwan

5.2.7 A support worker who speaks the child's home languages competently

a). A Polish home language speaker in England

During one observation in England one of the Nursery teachers (C school) planned to include a Polish speaker in the setting because she had a few Polish children. Prior to the observation, Polish children did not talk with each other in either English or Polish so the teacher asked her Polish colleague to stay in her class with these children to play and communicate with them in Polish (Observation Note: EO141). The teacher (Nursery Teacher L in C school) tried to make a comfortable environment for children that involved the foreign speaker speaking the home language in the setting. In her interview she said:

‘They are talking Polish which is completely welcome to speak home languages. It's what we promote as well. If we haven't got a full time Polish teaching system. It's unfortunate we can't have people there, make them comfortable’ (Appendix L).

b). A Bengali Home Language Speaker in England

In a Nursery setting (C school) in England one of the TAs could speak Bengali. For Bangladeshi children she sometimes explained the situation to them but used few words. Most of time, she spoke English with children in the setting. The classteacher spoke about this TA's role in the setting in interview, she felt ‘very lucky we have the non-English speaker TA so she speaks Bengali’ for Bengali children they can have opportunity to speak the home language with the TA in the setting.

In Taiwanese settings, support workers who spoke the children's home languages were not evident.

This chapter now presents further interview findings in 5.3.

5.3 Interview findings

5.3.1 Introduction

The interviews in this research are presented in two sections: interviews with English teachers (n=10) and interviews with Taiwanese teachers (n=6). Each interview took between 30 to 60 minutes and was audio recorded. All the interviews were conducted in the settings after teachers had finished their daily work or during break times. After the interviews were completely transcripts then coding was the next step. The interview data were analysed in this study using thematic analysis. For this process coloured pens, highlighters, scissors, glue, sticky tapes, large sheets of paper and other devices for making, separating and reassembling the text were used providing a personal toolkit for analysing data (Appendix K). The transcripts were developed as working documents (Drever, 2003:62).

5.3.2 Interviews with English teachers

Semi-structured interviews were conducted with class teachers, TA, SEN teacher, EAL teacher and head teacher. According to the interview question schedule the questions were designed for all the participants.

When the interview data were analysed, the coding of each interview was distilled to four categories: Personal Opinions (PO), children with EAL (EAL), children with SEN (SEN), and Schools and Parents (SP). In the following Table 5.6, it shows the details about the coding.

Category	code	Explanation	code
Personal Opinion	PO	Teaching experience: about how long the teacher's teaching in schools	TE1
		Location: thinking about the school location influence EAL families	L2

		Teaching: teachers' ideas, theories about personal teaching styles	T3
		Working achievement: hope to achieve the goals for self or for children	WA4
		About the children: some ideas about how to teach children and what is good for them	AC5
		Teaching skills: using different tools to help children in need	TS6
		EAL children: some personal opinions and suggestions about children with EAL	EAL7
children with EAL	EAL	Percentage of children with EAL	PC1
		Location: the schools' location will affect the children with EAL percentage	L2
		Environment setting: in the beginning to set up everything in the classroom for children	ES3
		Reaction: in teaching process, the teacher find any responds from children and how they give the feedback to children	Re4
		Teaching skills: in the teaching process how the teacher uses different materials and resources	TS5
		Foreign speaker: involving different language speakers in the classroom	FS6
		Relationship with peers: how the children play with other peers	RP7
		Relationship with teachers: how the teacher builds up the relationship with children	RT8
children with SEN	SEN	Relationship with parents	RP1
		Special educational tools: using different tools and resources to support teachers and children	SET2
		EAL and SEN: the relationship between children with EAL and SEN definition	ES3
		Some opinions about special children	SC4
		Teaching special children	T5

Schools and Parents	SP	Home visiting: the teachers' duty to do it in the beginning and she also need to build up a relationship with parents before children come into class	HV1
		Priority: the first and important things for schools and teachers such as transition	P2
		Teachers and parents: how the schools help teachers to communicate with parents	TP3
		School policy: about local authority, training of EAL staff, the school's own EAL or SEN policy for children	SP4

Table 5.6: The coding explanation

According to the coding, the interview results of each category are shown in the following Table 5.7 – 5.10 (Appendix L).

Category code	Code	Results
PO	TE1	<p>These teachers had 1 to 35 years teaching experience in Reception or Nursery. Such as Reception Teacher J in C school she was talking about her teaching experience that she said 'before that I was in former village for about 17 years so I've been in the authority for 33 years, and 2 years in London, so I've been teaching since I was 21'.</p> <p>Some of the teachers had experience of working with children with EAL. One of the Nursery teachers she said she had taught in a small village school which was 100% white British middle-class in Reception (Nursery Teacher L in C school). Most of them were experienced in primary schools from year 1 to year 6 and they had also worked in the office for the school for example the Head Teacher L in C school.</p>
	L2	Relates to next category EAL – L2.
	T3	In Reception, C school, Teacher J mentioned 'the role of the teacher is to make the learning as dynamic and as exciting for the children as possible and the role of

		the teacher need to be as dynamic and as motivational as he or she could be in any one day and that's hard, that's challenging to maintain that high degree of enthusiasm for learning'. In Nursery, teachers focused on "understanding". Understanding languages, meanings which children want to say something and give them more opportunity to speak even they did not speak but they understudied (Nursery Teacher L in C school). The teacher also said that children are unique, different children you need to use different ways and need to give low level children a chance as well (Nursery Teacher L in C school).
	WA4	Teachers mentioned that profiles evidenced children's achievement. You could see they started from nothing to everything from the files. Moreover, some teachers said they liked to work with children and they always give something different. In their teaching, not a day is the same every day is different (Reception Teacher J in C school). One of the teachers talked about her thought in the challenge of children. She said, 'They are challenging, they are interesting' (Reception Teacher C in SL school).
	AC5	Most teachers grouped children according to their abilities. However, they swapped them between groups sometimes. 'Because children are not always working with the same group of children and children are working with different children, so that the dynamic changes. Basically, these children have to experience what they learn and success with their learning, they learn through play, they learn best through play and that play means he is experiencing what it is you want him to learn' (Reception Teacher J in C school). They want children to learn how to use resources and things in the classroom.
	TS6	In SL school Nursery Teacher C used the

		communication fan to help children in the settings. She said 'I use the communication fan with them when they first come in so we could show them a little picture, a code outside, snack, a happy face, and a sad face, just so that we could get some key language going, and even they can't speak it, they can show it to us whereas what it is they want to do'. Another way she used the fan was 'with the smiley face and pair children together and show them each of the smiley face, point to toys so that's lots of gesture and lots of pictures that we use to encourage that'.
	EAL7	For children with EAL 'speaking and listening are difficult. Because listening is very hard. Sitting with people talk, talk and you're only catching every few words that must be hard', otherwise 'maths is a region quite difficult because math needs a lot of language it's not just numbers. It's speak of them, score of them, shorter that, give me more, give me less, give me fewer. Maths is very language based I think'. (Reception Teacher C in SL school).

Table 5.7

Category code	Code	Results
EAL	PC1	Before the schools had many Polish children but now the Eastern European and African nations were increased. Head Teacher L (C school) said 'British come to 25% and Bangladeshi come to another 25% and the other 50% would make up of Polish, European children, black Africans, children come as far as Pakistan, South America'. For teachers they were happy to see this because the world becomes smaller and easy to travel to any country (Reception Teacher J in C school). Some teachers worried about the high percentage of children with EAL because they said

		they did not have enough resources for these children (Nursery Teacher L in C school).
	L2	The location of schools also can affect the percentage of families with EAL. Most of them chooses near the town or city centre to stay. These families with EAL were had a flat in the same area. One teacher said 'perhaps one family and you have got 30 families living in flats' (Nursery Teacher C in SL school).
	ES3	Nursery Teacher L in C school mentioned that 'get the environment right and make sure they are coming in and they feel safe to be here' is important. Those different areas in the classroom are bright and useful for children. 'We do try to make our teaching very what we call "multisensory" so there is kinesthetic learning, visual learning, audio learning, we try to buy all the resources to have English as additional language children's need in mind and we try to make everything as bright and visual as possible' said by Reception Teacher J in C school.
	Re4	Some children can learn English very well by pick up simple words from the models. Building routines from the first day the teacher can control children's behaviour. For example 'sounds are really great in nursery, from the day 1 teacher said if you hear this frog, you sit down. Another different sound the bells ring means come inside' (Nursery Teacher L in C school).
	TS5	In C school, the Nursery Teacher L used 'the hand gesture and Makaton signing as well. So although they don't understand all the things I am saying, but what they have known they would know I am sad, I am not happy to see when I come in in the morning, so they would know' that. For Reception children, Teacher R in SL school has dramatic facial expression, cards, body language and gesture with children with EAL.

	FS6	<p>The SL school had translators for Polish, Swahili and Bengali. Teachers wanted they could have more translators in schools. Sometimes, they also wanted to learn different languages. For EAL parents, good English speaking parents could help teachers to translate for other parents (Reception Teacher C in C school). In SL school the EAL Teacher T. who was in charge of children with EAL mentioned about the EAL staff in the setting. She said 'in this school we have a couple of members and staff who can speak other languages. They speak different languages but one of the main thing, that's not actually always you can speak the same language with the child, you've got that message and say they got security and value, they find happiness'.</p>
	RP7	<p>Children with EAL are not different from other children. The Reception Teacher C in C school said 'they learn from the children, they learn from their friends'. 'So they play together not different. I think if you've got two children can't communicate with each other if they are playing in the word tray, and they'll communicate in another way, either just with eye contact toward visual sign, and one will say something and the other one will repeat it and you've got some dialogue going on, they always teach each other, even it looks at this or empty or full, they actually find the vocabulary and teach to each other' said by Reception Teacher J in C school.</p>
	RT8	<p>In the setting, Reception Teacher R said 'the children try to teach me some of the greetings; we sometimes do different greetings to see where they're from'. That made it easy to build up relationships with children. They may feel they are cared about and find it easier to stay in the setting. When teachers really could not catch the meaning from children, visual prompts could be helpful such as pictures and cards. The TA in SL</p>

		school also had same opinion. She said 'I will start with visual things give them something they can show you if they need to go to the toilet or they want to have a snack'.
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Table 5.8

Category code	Code	Results
SEN	RP1	Teachers needed time to grow the relationship with parents. Making them trust you and encourage parents to speak. The SEN Teacher T in SL school said 'sometimes it's quick for the parents to take to the doctors or we can refer them to physical difficulties or school nurse as well'. The Reception Teacher C in C school suggested 'you have to be assuring that you're working with them and the intention is for the best of the child and they are doing the best in school, you want to help them work better'. If teachers have positive communication with parents they know they can have support from teachers and school.
	SET2	Every child 'has an individual education plan (IEP) and they have their targets and their marks, how much support they have and support them' (SEN Teacher T in SL school). Reception Teacher J in C school told about the resources: 'our SEN manager have arranged resources sort of tools so she could use if we have concern about the child, we'd share that with the parents'.
	ES3	If children with EAL they do not understand things in their home languages that might show they have SEN problems. As the SEN teacher T in SL school said 'sometimes there are children come in that in addition to their original language but it actually transpose they are not making the process and they might need special needs, and they would have an IEP and have support'. Another Reception Teacher C in C school

		<p>also mentioned ‘they would do some evaluation in the home language as well, if they don't understand in their home language, then it shows they have SEN problem’.</p> <p>Teachers should be careful about identifying language problems and special needs. It does not mean the children with EAL always have SEN problems.</p>
	SC4	<p>For special children the Reception Teacher R in SL school explained how she worked with the SEN teacher. She said ‘It's an individual educational plan, so if they've got special needs, they'll have plan and they'll have targets, and we sit with SEN teacher and we set the targets together and we'll have to get the parents to sign and then we'll have to give a 5 to 10 minutes one-to-one a week’.</p>
	T5	<p>The SEN Teacher T in SL school points out how she worked with children with SEN. She said ‘I'll teach file of observation or general support if that concern about children with special need or sometimes they might say one of the people is finding it difficult to do and additional to intent what I did and make it more interesting so the children with special needs, they need reinforcement, they are doing the same thing over and over again’ and ‘at the end of each term, we assess them again and to see if they meet target and make progress and that's ready to set the next term's target and lots of regular assessments and evaluations. Inclusion, ‘everybody in the school is involved with children with special needs. And everybody has the responsibility to support children with special needs. Then we talk about working policies to make sure children with special needs get the support they need’ (SEN Teacher T in SL school).</p>

Table 5.9

Category code	Code	Results
SP	HV1	The Reception Teacher J in C school explained how they do their home visiting. 'They'll (children) have the opportunity to come in twice to visit the classroom before they start in September, and then we do home visits from September. Then they come again and they meet the children who they need to be with in their new class, and then I go out and do home visit in September with one of the TAs and then they start school, so they'd have met me four times at least'.
	P2	'They got their learning journals (folders), all children have a learning journal and we will pass on all the information and records for all children' (Reception Teacher C in SL school). Reception Teacher R also explanted about the folders: 'we send them off to the authority and give the profile to the year one teacher so they could see where the children is at their learning and then the EAL and IEP folder will go the year one, and then when they go to year two, it will go to year three, so it carries over the school'.
	TP3	Teachers said they aimed to have good relationships with parents. They wanted the parents to come to talk to them when they needed to. Reception Teacher J in C school said 'we have a booklet to give them, and we say to them, we don't want you to teach them, we want you to encourage them to be independent, to be able to take off their own coat, be able to take off their own shoes, and maybe to be able to get them dressed so they could change for the PE'. Moreover, she also expected parents to do something with their child. 'keep doing what you do, talk to the children, make story up with them, count with them, talk about colours, talk about shapes because if parents play their part, children will be thirsty for learning, they just come to the school, all we do is to put the icing on the cake, you

		know parents are educators' (Reception Teacher J).
	SP4	The LA had some training course for children with EAL or SEN but schools needed to pay for that. As the EAL Teacher T in SL school told about this point that she said 'they don't (help). What they will do is they would ask and left as if oh another school down the road has got so much work in EAL why don't you go to see there. But lack of work with the authority could possibly deport everything in school; I don't have a lot of time to do that. So half of my email would advise but people who are doing EAL day to day would look for their colleague to that what we say the purpose group so we provide our own support in the county'. Furthermore, Reception Teacher J in C school had her opinion about the education in England. She thought 'Education in this country never stays still, there's never...never an initiative, documentation booking that is now belonging to us to run its course, evaluating, assess, and then rerun, to learn the one that's successful, things thrown to us because we are politically driven, which is not the right way for education. It doesn't make the education flow'.

Table 5.10

Having discussed interviews with English teachers, the next section presents data elicited from interviews with Taiwanese teachers. The results from both sets of interviews are compared to identify differences and similarities in the views of English and Taiwanese teachers and findings from that comparison are presented in Chapter 9, the Discussion Chapter.

5.3.3 *Interviews with Taiwanese Teachers*

For Taiwanese teachers, all the questions, methods and analysing were based on English teachers' methods. Every teacher had 17 questions; most of them were class teachers and just one was a head teacher. Therefore, their questions were

combined and condensed with the questions which were asked of the English teachers. Moreover, every question was related to the codes by the coding which is that of the same as the English teachers. The questions are (Appendix M):

Category	code	Questions	code
Personal Opinion	PO	Question 1: How long have you taught in the school and which level are you in?	TE1
		Question 2: What challenges and interests you in your teaching?	WA4
		Question 8: Have you ever used some teaching aids in your teaching that are really useful for children? Give me some examples in any area like Maths or Language.	TS6
		Question 11: How do you feel the influence of the children with CAL number is getting more and more for the school and society in the future? Please give me some advantages and disadvantages.	CAL7
		Question 13: Have you ever thought to use other countries thinking or methods in your teaching? Please give an example of which country and which methods?	AC5
Children with CAL	CAL	Question 3: What is your opinion about the increase of children with CAL in the school?	L2
		Question 4: What do you think that the environment affects the children with SEN and CAL in learning?	ES3
		Question 5: Which part is the children with CAL are behind other children in learning when you teach?	Re4
		Question 7: Do you have different achievement target for children with CAL? If so, what kind of differences with other children?	

		Question 6: In your observation in the classroom, how about the children with CAL relationship with other children?	RP7
		Question 10: In classroom management, when the children with CAL or SEN argue with other peers, how do you deal with it? Do you have any special standards?	
SEN children	SEN	Question 12: What do you think if you have more SEN children in the classroom? What is the impact of it in the class?	SET2
		Question 15: Do you think that New-inhabitation parents will have high percentage of children with SEN? Why?	ES3
		Question 17: What is the difficulty of communication with parents of children with SEN?	RP1
Schools and Parents	SP	Question 9: How do you feel that the government's policy to advise and assist the New-inhabitations? Which part do you think that the government can improve?	SP4
		Question 14: Has the government provided some materials or resources to school or teachers? Do you use them or not? How about the effect?	
		Question 16: In communication with the parents, what is the difficulty when you communicate with parents of children with CAL? Please give an example.	TP3

Table 5.11: Taiwanese teachers' questions and coding

The following tables (Table 5.12 – 5.15) show the interview results for Taiwanese teachers (Appendix N).

Category code	Code	Results
PO	TE1	These teachers had teaching experience of between 3 to 18 years. The children were between 2 to 8 years old

		(Appendix N: Q1).
	WA4	For teachers to communicate with different kind of parents is a challenge. Teachers needed to know parents' culture, economy, education backgrounds and talk with them in their ways (Teacher A). Most of teachers enjoyed to work with children and listen to them. Teacher D felt teaching children with SEN are more difficult because teachers need to pay attention, patience and time for them but they could not have extra time.
	TS6	Teachers like to use story books, pictures, cards and play a drama (Teacher E) to teach every subject. You can find different subjects in the stories (Teacher F). Playing games also very useful in teaching children like to play games and it can be used in every subject (Teacher D).
	C(E) AL7	The advantage of the increase of children with CAL in the population - children can learn different countries culture, habits, languages and the school can get many different materials to use (Teacher A). The disadvantage of the increase of children with CAL population – felt difficult to communicate with parents, children had lower learning abilities (Teacher C). Teacher D said children might have personality and behaviour problems and feel confused in self-identity.
	AC5	Some teachers did not think about using other teaching skills form other countries (Teacher A) because they could not get information about it. Moreover, if they could get some information and it could be useful in their teaching they would try to use that (Teacher C).

Table 5.12

Category code	Code	Results
CAL	L2	Teachers thought that jobs and marriages had led to an increase in the families with CAL (Teacher A). It is easy

		to travel in other countries and do businesses so that could be the reason have many children with CAL in schools. As Teacher B said 'children's main carers are mothers and most of them are not speaking good Chinese because they speak their mother tongue at home'. These children needed to be educated so that is why the percentage of children with CAL is getting higher.
	ES3	Parents in Taiwan always want children learn as much as they can. They also ask teachers to teach everything to the children (Teacher B). The children with SEN need to imitate learning in the environment. They can copy the behaviour and study with a good model. That helps them to improve their learning (Teacher F).
	Re4	Actually, some children with CAL are smarter than other children - they do not have learning problems (Teacher A). However, for some children they have language problems that could influence their Chinese learning in reading and writing. For them Chinese is more difficult to learn because the structure, grammar and alphabets (Teacher B).
		Most of the teachers had no special targets for children with CAL. They were the same as other children (Teacher A, C, F). However, Teacher C had a different target for every child. She thought because they were from different living environments and cultural backgrounds they needed time to accept everything and you could not expect them to be as good as other children.
	RP7	The children with CAL had very good relationships with other peers. They were not different from other children (Teacher D). Sometimes, they could not use language to express the meanings but they had their own way to communicate. That's children's language. Every child

		is unique (Teacher E); they have their own personalities not because of their nationalities (Teacher F).
		For children, Teachers (A, B, E and F) did not have different standards for them no matter who they were. When arguments happened in the class teachers needed to ask why and the reasons. Children had to know what the wrong action was and maybe you could hurt your friends (Teacher D). If that was very serious teachers would tell the parents and deal with that together (Teacher D). However, Teacher C had a different standard she said 'I will deal with the problems which depend on the children's understanding'.

Table 5.13

Category code	Code	Results
SEN	SET2	According to the government's regulation, the percentage of SEN in the classroom is 2:1. That means if you get one child with SEN and you can decrease two normal children (Teacher A). If there are too many SEN children in the class I will reduce some group works and try to use one on one to teach them said Teacher B. They did not have extra time to take care of them and they needed more adults in the class. Teacher B also said 'sometimes you need to pay more time with children with SEN and you will ignore other students'.
	ES3	'In the recent research, there is no evidence that the New-inhabitation parents will have high percentage of SEN children. So you cannot say it must happen but maybe there are some cases point out the SEN children's parents are New-inhabitation' said by Teacher A. However, Teacher E thought 'it is higher than other Taiwanese families. Because of some people they are disabled and link with foreign spouses

		so that is easy to get children with SEN. That is very complicated’.
	RP1	Most of teachers found it difficult to communicate with parents who had children with SEN. Sometimes they could not accept their children had special needs (Teacher B). Teacher A had her opinion that was ‘when the teacher pointed out some suggestions and opinions for the child with SEN they always have a very strong reaction. So you must very carefully communicate with them’. On the other hand, Teacher F mentioned ‘it depends on parents’ educational backgrounds. If they were educated in higher education they found it easy to accept it and very keen to cooperate with teachers’.

Table 5.14

Category code	Code	Results
SP	SP4	Teachers had totally different opposite opinions about the government’s policy. Some teachers thought that government did not care about these families of children with CAL and lacked resources and materials they could get the real help in their lives (Teacher B). However, Teacher E thought the government gave so many benefits for these New-inhabitation families. Actually they can get more advantages from the government. It is not fair for Taiwanese children. Because of the government’s policy, some CAL families might not pay any fee to schools but some Taiwanese children are poor and have no money to pay for it (Teacher E).
		Most teachers (A, B, C and D) they did not get any resources or materials from the government. They used their own thinking and tools of their own. So when they taught in the class they just need to prepare everything and create

		everything on their own. Teacher E, she said she had some multicultural picture books from the school and other teachers could borrow them.
	TP3	‘I feel to talk to CAL parents is helpless. For example, the language is a big problem, sometimes I cannot express my meaning to them and that is easy to make them misunderstanding everything’ (Teacher B). Moreover, Teacher D identified language as the big problem when talking with parents of children with CAL. She also mentioned that ‘we do not have translators or other people to help us to translate the information’. It became very difficult to communicate with parents.

Table 5.15

From the interviews, these ten teachers’ teaching experience of working with two to six years old children aged 2-6 years was from 3 years to almost 20 years. They had all taught some children with EAL and CAL or SEN in their settings. When they met increasing number of children with CAL most of them felt that teachers needed to accept it because that is the current social phenomenon in Taiwan. For these children, teachers had to use extra time to help them with their learning and they said they found the parents were not always helpful to these children’s learning. On the other hand, teachers thought that was very difficult to tell parents if their children had SEN. They said parents could not accept their children had learning, behavioural or emotional difficulties at this age. Teachers said they needed to collect and prepare much evidence to show parents and tell them to take their children to hospital in order to secure a diagnosis of SEN. In public preschools, teachers were required to accept no more than two SEN children in one setting because it will make it difficult to take care of other students. However, teachers said that in private settings, the setting could decide to accept the child or not but always suggested

parents that their child should attend special school.

5.4 Summary

In observations, the different strategies and methodologies used in English and Taiwanese settings link to the research question which was to find out the specific pedagogical strategies adopted by teachers teaching children for whom English is an additional language. In addition to direct teaching other issues affected children's learning experiences, for example physical environment, special provision tools and the TA's role. Moreover, the individual observation notes according to the statutory Early Years Foundation Stage framework's six learning areas for observed target children with EAL were presented (DCSF, 2008). From the statistics in each area, Creative Development (CD) has the highest percentage in four settings. A support worker speaking the home language helped children with EAL; this was a strategy for children with EAL in England that did not happen in the Taiwanese setting.

The interview findings included 10 English teachers and 6 Taiwanese teachers. Their interviews were coded and classified according to four categories that emerged from the data. These teachers were experienced and they had developed their own strategies for teaching children. An English teacher (Teacher L) in C school involved a support worker who spoke with the children in the setting in their home language. The teacher's rationale for this was to help children with EAL feel comfortable and safe. The teacher said this strategy facilitated positive responses from the children: they became more active and willing to speak to other people in the setting. Otherwise, another point is the support of the LA and schools in England. English teachers want more support and resources from them to help children with EAL in their learning. On the other hand, Taiwanese teachers said they found communicating with parents to be a significant challenge for them. Taiwanese

teachers said they found it hard to tell the parents of children with CAL or SEN that their child might have difficulties and that parents' reactions make it difficult for teachers to give a label to children's difficulties. Taiwanese teachers also said that the LA and schools in Taiwan did not provide enough resources for teachers. However, the percentage of children with CAL is getting higher (Appendix E: Q3, Teacher E).

These results were elicited from the first cycle of action research for this study: plan, act and observe (McNiff and Whitehead 2005, Reason & Bradbury 2001). A plan was developed to conduct observations and interviews to gather data concerning pedagogic strategies for children in England with SEN and EAL and children in Taiwan with SEN and CAL. The plan was enacted and the action was observed and recorded here. In the next chapter, the content focused on the reflection on what was observed.

Chapter Six

Analysis and Reflection on Cycle One Data

6.1 Introduction

This chapter reflects critically on analysis of observations and interviews undertaken in both Taiwanese and English settings for the first action research cycle in this study. The observations included in this cycle were of pedagogic strategies that were mirrored in both Taiwanese and English settings before English pedagogic strategies were introduced into Taiwanese settings as the Cycle Two action.

6.2 Modes of Analysis

Both inductive and deductive analysis were adopted for this study, each for different purposes. The data analysis approach used for observations was deductive. Creswell (2014:186) explains that in deductive analysis, “researchers look back at their data from the theme or whether they need to gather additional information”: Hyde (2000:83) describes deductive reasoning as ‘...a theory testing process which commences with an established theory or generalisation, and seeks to see if the theory applies to specific instances’. A pre-determined framework was adopted for the observation data (Robson, 2011), which allowed them to be described, categorized and explained; further detail is provided below (6.2.1) concerning how Robson’s framework was used for this study.

However, in deductive analysis key themes may be obscured and reframed, or left invisible because of the prejudices in the data collection analysis procedures imposed by investigators (Thomas, 2006). Conversely, inductive analysis allows research findings to emerge from the frequent, dominant, or significant themes inherent in raw data, without the restraints imposed by structured methodologies; it is

a systematic procedure for analyzing qualitative data where the analysis is likely to be guided by specific evaluation objectives (Thomas, 2006). In semi-structured interviews, teachers in the study were invited to offer their views on the observation data and these data were inductively analysed, complementing the approach used for observation data. For the teachers' interviews, a semi-structured interview schedule was adopted but analysis of interview findings was not constrained by a tightly structured pre-determined framework. Hyde (2000:83) describes inductive reasoning as "...a theory building process' and Creswell (2014:186) explains that the inductive process involves building 'patterns, categories, and themes from the bottom up by organizing the data into increasingly more abstract units of information'. Although I was the researcher, the teachers contributed to the analysis of observation data by supporting meaning making in their interviews. Teachers' interview findings are presented and discussed in Chapter 9.

In this study, inductive and deductive analysis approaches were used to extract concepts, identify themes and categories from raw data of observations. Furthermore, the interview data were used to explain evidence which was elicited from the observation data.

6.2.1 Mode of Analysis for Observations

Data from observations were placed into tables which facilitated deductive analysis according to eight factors - Space, Actors, Strategy, Objects, Acts, Events, Goals and Feelings, based on Robson's Dimensions of Observation (2011). The rationale for adopting this mode of analysis was to channel diverse raw data through a single set of concepts to create a theoretical framework that is grounded in 'real world' data, enabling me - the researcher - to understand the data and also to be able to explain it to others (Robson, 2011:325). These tables also indicate how specific questions

relating to the research aim and objectives were answered. These questions are:

1. How do teaching spaces influence teaching?
2. How are they used?
3. How are these similar in Taiwan and England?
4. How are these different in Taiwan and England?

Following these questions, the researcher described and compared the activities which were observed in the settings.

Initially, the setting, people and events that occurred in the data were described (Robson, 2011). The dimensions of descriptive observation include: *Space* which is layout of the physical setting, rooms, outdoor spaces, etc. *Actors*, the names and relevant details of the people involved. *Activities* are the various activities of the actors. *Objects* refer to physical elements, furniture etc. *Acts* mean specific individual actions. *Events* are particular occasions such as meetings. *Time* is the sequence of events. *Goals* are what actors are attempting to accomplish and *Feelings* talk about emotions in particular contexts (Robson, 2011:325). This is the initial “story” or “narrative account” (Robson, 2011) based on the events in which the researcher has been involved. This descriptive approach involved in developing a set of concepts, the details of the story in this study which could help the researcher to explain to others and readers to understand, what was going on observations (Robson, 2011). In this study, the analyses of observation data to show by Robson’s framework which indicated nine dimensions with photographs could help Taiwanese teachers to adapt these strategies in settings. Taiwanese teachers can read and follow the description of each strategy to design and set up activities for children with CAL or SEN. The purpose of these specific strategies is to help Taiwanese teachers to practise in settings. Conversely, some specific Taiwanese strategies for children with CAL or SEN also can provide a different sample for English teachers to practise

in settings.

6.3 Cycle one Data Analysis and Reflection

In this section, analysis of the Cycle One data is presented and comparison is made between different pedagogic strategies employed in English and Taiwanese settings for children with SEN and EAL or CAL.

6.3.1 Analysis and Reflection on Observation Set A

STRATEGY 1

Strategy 1 in English settings (Communication cards: EO1)



Dimensions of observation (Robson 2011)	Observations
Space	One corner in the setting near the toilet.
Actors	Children or teachers.
Strategy	Teaching words to children with EAL or communicating with them.
Objects	Simple pictures and real photo pictures.
Acts	Any time.
Events	To help children to learn words and communicate.
Goals	To understand what children with EAL want.

Feelings	Children developed confidence to try to communicate with other people.
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<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar to Taiwan?</p> <p>How is it different from Taiwan?</p>
<p>When children did not know how to say some words this strategy enabled them to communicate in pictures. Children or teachers pointed to the words and spoke them. In Taiwan, teachers offered similar pictures to children. Some of the pictures were real photographs, not drawn pictures. When teachers needed to teach some words or children did not have the vocabulary the teacher used these pictures to teach words, enabling the children to learn them quickly. Clear, simple pictures helped children to understand the meanings of the cards easily, whereas photographs showed the reality of actions. When children or adults needed to say something or show their feelings, they used this strategy. For children who could not speak English this strategy enabled them to communicate and convey meaning. The strategy enabled children and adults to communicate with each other non-verbally (Bae, 2009; Lansdown, 2010).</p>

Strategy 1 in Taiwanese settings (Communication cards: TO2)



Dimensions of observation (Robson 2011)	Observations
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Space	On the setting walls.
Actors	Children and teachers.
Strategy	The first time the children came to their settings their teachers explained the board to them. Subsequently, if children forgot what tasks they were required to complete, they knew they could check the board.
Objects	One board, cards including pictures, numbers and direction words.
Acts	The boards were on the setting walls so, that, once the teachers had told the children how it worked, the children could look at it when they needed to.
Events	Useful when children forgot something they needed to do
Goals	To build children's life skills and ability to self-regulate.
Feelings	Children can do many things by themselves so they feel very confidence.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar to England?</p> <p>How is it different from England?</p>
<p>This strategy informed children of the things the teacher needed them to do in the setting. It was used after lunch and told the children they needed to do five things. Similarly to England this strategy included pictures to convey meanings. Differently from England, this strategy included instructions in words on the board. This strategy helped the teacher to teach: children easily knew what they must do every day and did not need to ask teacher repeatedly. This strategy helped children to build their life skills (World Health Organisation (WHO), 1997) and self-regulate (Whitebread, 2012).</p>

Strategy 1 Summary:

For children who could not speak English this strategy enabled them to communicate and convey meaning. The strategy enabled children and adults to communicate with each other non-verbally (Bae, 2009; Lansdown, 2010) are agreed that young children communicate using a wide range of modalities including play, body language, facial expressions, and drawing and painting. However, in Taiwan, this strategy presents slightly differently in that it includes words; moreover, its purpose is different in Taiwan where it is intended to help children to build their life skills (WHO, 1997) and self-regulate (Whitebread, 2012).

STRATEGY 2

Strategy 2 in English settings (Time and weather charts: EO234, 335)



Dimensions of observation (Robson 2011)	Observations
Space	One was on the wall the other was movable.
Actors	The teacher identified what needed to be changed and the children changed the words and pictures accordingly.
Strategy	In the mornings, before the activities began, teachers and children sat together and talked about the calendar.
Objects	Numbers and images, including different kinds of weather, month cards and date cards.

Acts	Morning activity to enable children to know the day and date.
Events	Children learned about days, dates, seasons and weather.
Goals	To know temporal and scientific language and concepts and to develop numeracy skills.
Feelings	Because the calendar was the first morning activity every day in settings, it was a signal for children that their school day was beginning.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar to Taiwan?</p> <p>How is it different from Taiwan?</p>
<p>This strategy - a calendar – enabled children to learn temporal concepts and language, for example, “before”, “now” and “future”, “yesterday”, “today” and “tomorrow”. Every morning the teachers and children in English reception settings made a circle on the floor. They talked about elements on the calendar including the weather, month and date. One of the children counted the number of students and the children were asked to identify how many children were in the setting that day, how many were absent and who was absent.</p> <p>In the Taiwanese private setting, the teacher had a similar calendar. The Chinese teacher discussed the elements on the calendar in Chinese and the English teacher in the Taiwanese setting did so again, in English. The Taiwanese private setting calendar had similar images and wording to the English setting calendars.</p> <p>A range of different concepts relating to time and weather were included on the calendars in English settings and the Taiwanese private setting, whereas in the Taiwanese public settings, usually only the date was displayed on the calendar. Young children learn about time in two different ways - the passage of time and how that is measured (Montague-Smith and Price, 2012) and this strategy supports both</p>

elements. Moreover, this strategy supports young children’s scientific understanding relating to weather concepts, though this would be significantly enhanced were links made to children’s first-hand experiences of the weather outdoors (Brunton and Thornton, 2009).

Strategy 2 in Taiwanese (public) settings (Time and weather charts: TO5)



Dimensions of observation (Robson 2011)	Observations
Space	On the white board in the corner.
Actors	Teacher and children.
Strategy	Read the date and numbers.
Objects	Number cards, a board.
Acts	Morning activity that taught children about the date.
Events	In the mornings, the teacher asked “what date is today?” and children had to count the date and check it.
Goals	To learn numbers and know the date each day.
Feelings	The calendar helped children to know the date each day and show this by inserting the correct number on the calendar. When children answered correctly, they seemed happy and confident.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p>
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How is it similar to England?
How is it different from England?
<p>Children learned numbers from the calendar and know the months, for example, they learned that January, March, May, July, August, October and December have 31 days and so on. This strategy was always used in the morning, so it was a regular task for children. After several times, they were able to complete the Strategy by themselves and discuss with other students.</p> <p>The calendar in the Taiwanese public school did not include images for the children to change; equally, the calendar in the Taiwanese public school did not include elements concerning weather. Children in these settings appeared less interested in this strategy than children in the English settings and Taiwanese private setting, suggesting that visual images supported their motivation, a key aspect of curiosity for learning (Chak, 2007).</p>

Strategy 2 Summary:

A range of different concepts relating to time and weather were included on the calendars in English settings and the Taiwanese private setting, whereas in the Taiwanese public settings, usually only the date was displayed on the calendar. Young children learn about time in two different ways - the passage of time and how that is measured (Montague-Smith and Price, 2012) and this strategy supports both elements. Moreover, this strategy supports young children's scientific understanding relating to weather concepts, though this would be significantly enhanced were links made to children's first-hand experiences of the weather outdoors (Brunton and Thornton, 2010). The calendar in the Taiwanese public school did not include images for the children to change; equally, the calendar in the Taiwanese public school did not include elements concerning weather. Children in these settings appeared less interested in this strategy than children in the English settings and Taiwanese private setting, suggesting that visual images supported their motivation,

a key aspect of curiosity for learning (Chak, 2007).

STRATEGY 3

Strategy 3 in English settings (Children task board: E02)



Dimensions of observation (Robson 2011)	Observations
Space	On the touch screen board.
Actors	Teacher and children.
Strategy	The teacher displayed daily activities each day on the white board.
Objects	Some picture cards, including Register, Carpet time, Activities, Number work, Choosing and Home time.
Acts	Before the register, the teacher explained to children what they should do that day.
Events	Every day, the teacher changed the cards, depending on the schedule.
Goals	To ensure children knew what tasks they were required to complete
Feelings	Children knew what they had to accomplish. They decided which order to complete the tasks in before they started, helping them to feel independent.

Questions

How does it influence teaching?

How is it used?

How is it similar to Taiwan?

How is it different from Taiwan?

This strategy reminded children what work they needed to do each day. Some children with EAL could not read the words but could look at the pictures and follow them.

In the morning, before the start of activities, the children and teacher sat down and talked about the children's jobs.

This strategy was evident in some Taiwanese settings, using a special board that was in the corner of the setting so children could easily look at it and check it by themselves.

This strategy was conducted similarly in both English and Taiwanese settings but the children's jobs were presented in different ways. The strategy enabled children to develop some functional independence, which is likely to help them to 'feel more in control of their own lives and give them self-respect' (Dowling, 2010: 59). Moreover, this was another strategy that supported self-regulation (Whitebread, 2012). Nevertheless, it may be argued that these benefits could have been enhanced further had the children planned their tasks themselves.

Strategy 3 in Taiwanese settings (Children task board: T04)



Dimensions of observation (Robson 2011)	Observations
Space	On the wall and easy to see.
Actors	Children and teachers.
Strategy	The teacher explained the whole schedule in one day. Children could check everything at any time on the board.
Objects	A poster, time cards, events and picture cards.
Acts	At the start of all activities.
Events	Activities were changed every day.
Goals	Children could learn words, times and complete their tasks as required.
Feelings	Children knew what they had to do, helping them to feel independent.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How does it influence teaching?</p> <p style="text-align: center;">How is it used?</p> <p style="text-align: center;">How is it similar to England?</p> <p style="text-align: center;">How is it different from England?</p>
<p>This strategy enabled children to know what would happen next in their settings. The adoption of this strategy meant that children did not always need to ask the teacher what they would do next, so that the teacher could focus on teaching rather than organisation.</p> <p>The picture cards enabled children with EAL and some children who were not yet readers to understand the meanings of the words. The cards also helped children to learn times of the day and Chinese words. The pictures were consistently in a similar place to enable children to understand them easily.</p> <p>This was a strategy that supported young children's independence, enabling them to</p>

'feel more in control of their own lives and give them self-respect' (Dowling, 2010: 59). Furthermore, the strategy's use of pictures supported emergent readers' early literacy skills and meaning making (Anderson and Richards, 2003). That said, this strategy was different from the equivalent strategy in English settings: it showed times, to help children to understand more about the passage of time and how that is measured (Montague-Smith and Price, 2012), including reading times on the clock.

Strategy 3 Summary:

Strategy 3 was conducted similarly in both English and Taiwanese settings but the tasks the children were required to undertake were presented in different ways. The English version enabled children to develop some functional independence, likely to help them to 'feel more in control of their own lives and give them self-respect' (Dowling, 2010: 59). Moreover, this was another strategy that supported self-regulation (Whitebread, 2012). Nevertheless, it may be argued that these benefits could have been enhanced further had the children planned their tasks themselves. The Taiwanese version of this strategy also supported young children's independence, enabling them to 'feel more in control of their own lives and giving them self-respect' (Dowling, 2010: 59). Alongside this, the strategy's use of pictures supported emergent readers' early literacy skills and meaning making (Anderson and Richards, 2003). That said, this strategy differed from the English version because it displayed times, to help children to understand more about the passage of time and how that is measured (Montague-Smith and Price, 2012), including reading times on the clock.

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STRATEGY 4

Strategy 4 in English settings (Display of setting rules: E01)



Dimensions of observation (Robson 2011)	Observations
Space	In the corner and on the wall.
Actors	Teachers and children.
Strategy	The teacher explained the rules to children. They followed the rules in the setting.
Objects	<p>Pictures with words.</p> <p>The sentences were:</p> <ul style="list-style-type: none"> *We use kind hands and kind feet in Nursery. *We listen to both the adults and the other children in Nursery. *We share the toys at Nursery with all our friends. *We always walk in safe at Nursery. *We always use kind words in Nursery to all of our friends and the adults. *We try to remember to say please and thank you and ask our friends to share and play with us.
Acts	When the children first came to the setting the teacher informed the about the rules.
Events	When children flouted the rules, they were required to look at the rule board so they would not do so again.
Goals	To maintain desired behaviour in the setting so that teaching and learning could take place

Feelings	Children knew how to behave in the setting.
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<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar to Taiwan?</p> <p>How is it different from Taiwan?</p>
<p>Teachers had introduced rule boards into settings in England to give children explicit guidance on appropriate behaviour for the setting. All children in the settings were required to follow the rules.</p> <p>The pictures were intended to help children to understand the written rules. Equally, when children flouted the rules, the teachers used the boards to point out the rules and explain them again.</p> <p>When children joined the settings, the teachers told them the rules and ensured all the children agreed to follow them.</p> <p>The same strategy was adopted in Taiwan but usually only with older children and without pictures to support the words on the boards.</p> <p>The rule board strategy in English settings is an example of positive behaviour management (Bullock and Brownhill, 2011; Garner, 2011) and is intended to support children to conform to required pro-social behaviours in the setting (Honig and Wittmer, 1996; UNCEF, 2014) and to self-regulate (Whitebread, 2012)</p>

Strategy 4 in Taiwanese setting (Display of setting rules: T06)



Dimensions of observation (Robson 2011)	Observations
Space	On the wall and easy to see.
Actors	Children and teachers.
Strategy	The first time the children went to the setting the teacher discussed with children and they made the rules together in the setting.
Objects	<p>Word cards. The sentences were:</p> <p>I can concentrate in the setting.</p> <p>I can take out something I need and put it back in the same place.</p> <p>I can turn down my voice in the setting.</p> <p>I can treat my friends friendly.</p> <p>I can help people who need help.</p> <p>I can think and I can do it.</p> <p>I have ability to plan things.</p> <p>I have a dream and I will achieve it.</p>
Acts	Teaching and explaining in the beginning. Children could see the board clearly and followed the rules.
Events	When children did not follow the rules in the setting the teacher showed the rules to them and asked them to obey them because they had agreed them.
Goals	To manage behaviour by encouraging children to conform to their own agreement.
Feelings	Some children may have felt pressurised to conform and may have been concerned about flouting rules inadvertently a little bit pressure on them.

Questions

How does it influence teaching?

How is it used?

How is it similar to England?

How is it different from England?

The rule board in Taiwanese settings was intended to create an environment in which learning and teaching could take place.

The children and adults in Taiwanese settings made the rules together for this strategy: the rule board. Children agreed the rules and discussed them with their teachers. The teachers and children expected the children to take responsibility for conforming to the rules. If children did not conform, they had to accept consequences.

Children seemed to find the rule board in Taiwanese settings easy to understand and they were able to conform; nevertheless, pictures may have helped some children to gain better understanding, since images support emergent readers' early literacy skills, including meaning making (Anderson and Richards, 2003).

It may be argued that the Taiwanese model of the rule board strategy was superior to the English model, given that significant benefits have been identified in regard to encouraging young children to contribute to identifying a setting's rules (Lansdown, 2001; DeVries and Zan, 2003).

Strategy 4 Summary:

The rule board strategy in English settings is an example of positive behaviour management (Bullock and Brownhill, 2011; Garner, 2011), intended to support children to conform to required pro-social behaviours in the setting (Honig and Wittmer, 1996; UNCEF, 2014) and to self-regulate (Whitebread, 2012). Children seemed to find the rule board in Taiwanese settings easy to understand and they were able to conform; nevertheless, pictures may have helped some children to gain understanding, since images support emergent readers' early literacy skills,

including meaning making (Anderson and Richards, 2003). It may be argued that the Taiwanese model of the rule board strategy was superior to the English model, given that significant benefits have been identified in regard to encouraging young children to contribute to identifying a setting's rules (Lansdown, 2001; Devries and Zan, 2003).

STRATEGY 5

Strategy 5 in English settings (Reading record book: EO274)



Dimensions of observation (Robson 2011)	Observations
Space	In the reading corner.
Actors	Children
Strategy	Children chose one book and read it with parents. They needed to read to teachers and take it back home to share with parents.
Objects	Reading story books, reading record book.
Acts	The teacher recorded information about each child's reading after children read their books in school and parents could share their ideas when children read at home.
Events	Once a week
Goals	Children practised reading and parents and teachers liaised

	about each child's reading
Feelings	<p>Children liked to read books. They could choose any books they liked within the level identified for them by their teacher.</p> <p>Parents' comments in the reading log books indicated that they also liked to listen to their children read because this gave them time with their children and enabled them to know what they learned at school.</p>

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar to Taiwan?</p> <p>How is it different from Taiwan?</p>
<p>Children could improve their reading abilities by reading at home and school (Ofsted, 2010b). Children read the book with the teacher first and the teacher recorded it in the reading record book. Both parents and teachers knew how many books that children read. Then they could know which reading level children could achieve.</p> <p>Both in England and Taiwan, children could bring books home and read them to parents. For example, through the Early Words Together programme in England, parents are enabled understand that literacy, communication and language development are important for children (National Literacy Trust, 2015). One setting in England had a corner for these reading books and when children had free time they could read books by themselves.</p> <p>These books were sorted according to different levels. The teacher told the children which level they were at so children could choose books that were available for their levels (Moon, 2006).</p>

Strategy 5 in Taiwanese setting (Reading record book: T07)



Dimensions of observation (Robson 2011)	Observations
Space	In the reading corner.
Actors	Children
Strategy	During corner time or free time children read books in the reading corner. Every week they could choose a book to read at home. They also could bring books from home and share with friends. They had to put their names on the record.
Objects	Story books, reading record book.
Acts	Children chose a book to read with friends at school and took a book home once a week. The teacher recorded which books children selected and reminded children to bring them back the following week.
Events	Once a week.
Goals	Improving reading ability and giving children practice in reading a story aloud to other people (speech).
Feelings	Children liked to read books. Even if they did not know every word they could use their own words to explain the story with pictures.

Questions

How does it influence teaching?

How is it used?

How is it similar to England?

How is it different from England?

When children knew a lot of stories they shared their experience with each other. It gave more opportunity to children to talk (Wallace et al., 2005). Teachers hoped children could learn more vocabulary it plays an important role in both communication effectiveness and academic success (Butler et al., 2010). When children tell stories their vocabulary increases (Robbins and Ehri, 1994).

In the Taiwanese teacher and children focused on a topic for every month; the teacher found many books which were about the topic and put them in the reading area. It was different with England settings, children could bring their own books from home (Winnicott, 1953). Sometimes, the teacher told the stories or children spoke the story with other children.

In Taiwan or in England, the similar place was teachers needed to record the books. They could know this child's ability and which level he or she could read (Farrall, 2012).

In Taiwanese settings, the story books were not sorted out by levels. They were almost all picture books which were full of large pictures, novel features and simple texts (Bennett, 1997).

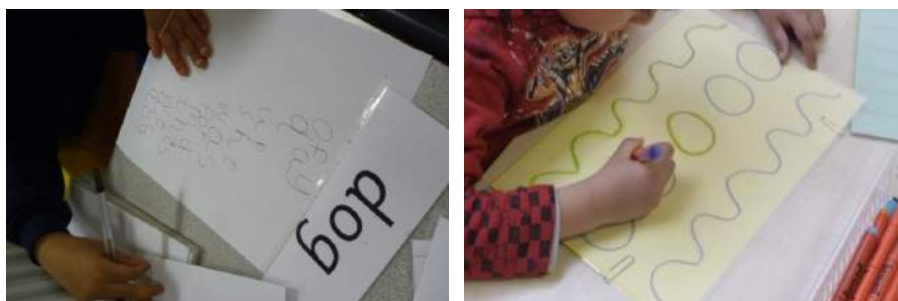
Strategy 5 Summary:

Children could improve their reading abilities by story reading at home and school (Ofsted, 2010b). Through the Early Words Together programme in England, parents can understand that literacy, communication and language development are important for children (National Literacy Trust, 2015). Books were sorted according to different levels and the teachers told the children which levels they were at then children could choose books from those that were available within their levels (Moon,

2006). In Taiwan, when children knew a lot of stories they shared their experience with each other. It gave more opportunity to children to talk (Wallace et al., 2005). Teachers hoped children could learn more vocabulary as it plays an important role in both communication effectiveness and academic success (Butler et al., 2010). When children talk stories it is important to understand how young children achieve their vocabulary growth (Robbins and Ehri, 1994).

STRATEGY 6

Strategy 6 in English settings (Tracing cards: EO144)



Dimensions of observation (Robson 2011)	Observations
Space	Writing table.
Actors	Children
Strategy	Copy writing.
Objects	Paper, cards and pen or pencil.
Acts	The teacher made some word cards for children to practise writing. They copied these simple words and the teacher taught them how to read them.
Events	This was not teacher focused work, but part of continuous provision. It was a writing area activity, for children to do if they wanted to at corner time.
Goals	Improved writing ability and word recognition.

Feelings	Children concentrated on their writing. The teacher taught them how to read and write then they chose this work to do. They could repeat and copy again individually.
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<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar to Taiwan?</p> <p>How is it different from Taiwan?</p>
<p>Teaching writing does not only enable children to learn to write. It also helps children to develop other skills, for example, reading and speaking and children in the present study read and wrote words by repeating what they could remember (Ehri, 2005).</p> <p>This strategy was part of continuous provision in England; the teacher put pens or pencils, paper and cards on the table (Bromley, 2006; DCSF, 2008d). If children wanted to write something they chose to do so themselves, able to be independent in the settings (Dowling, 2010).</p> <p>In Taiwan, children also have writing practice in their settings. However, students have eight classes per day five or six days per week, carry a lot of books, go to 'cram school' in the evenings and on weekends and have more homework than they can finish (Hsieh, 2015).</p> <p>In Taiwan, children typically spend up to 50% of the school day engaged in paper-and-pencil tasks (Tseng and Chow, 2000). Data gathered for this study indicated that in England, children had more time for individual learning, including more opportunities to decide their own learning objectives (Pollard and James, 2004).</p>

Strategy 6 in Taiwanese settings (Tracing cards: TO17)



Dimensions of observation (Robson 2011)	Observations
Space	The writing table.
Actors	Children
Strategy	Writing names.
Objects	Colour pen, laminated name card
Acts	Practised how to write their names. Chinese names are quite difficult. Children needed to spend a lot of time to learn them.
Events	In the senior setting they needed to write names. They practised in the morning when they arrived at school or after the setting and waited for their parents.
Goals	They could write their names.
Feelings	Some children's names were difficult and they were not interested in writing them. When that happened, the teacher asked them to write their surnames first and gave them more time to write their first name.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar to England?</p> <p>How is it different from England?</p>
Writing names was challenging work for children in Taiwan because Chinese words

are complicated. A traditional way of learning letters and characters is repeated (hand) writing (Naka, 1998). So when the teacher taught how to write names she needed patience and time. Sometimes the teacher needed to teach children with EAL and SEN individually.

In group work, the teacher taught children how to use the card and to recognise their names. After that children could use their free time to practise how to write their names.

Tracing words is the same method used in English settings and is preparation for children's handwriting (Graham et al., 2007).

The name cards were laminated. When children wrote on them with coloured pens they could erase what they had written and reuse the cards.

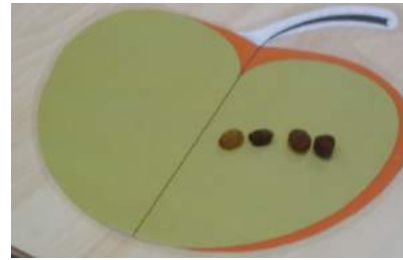
Strategy 6 Summary:

Teaching writing does not only enable children to learn to write. It also helps children to develop other skills, for example, reading and speaking. Children read and wrote words by repeating what they could remember (Ehri, 2005). The teacher provided pens, pencils, paper and cards on a table (Bromley, 2006; DCSF, 2008) and children wrote independently in English settings (Dowling, 2010). In English settings, children engaged more in personalized learning, including more opportunities to decide their own learning objectives (Pollard and James, 2004). A traditional way of learning letters and characters in both Taiwan and England is repeated (hand) writing (Naka, 1998), while tracing words is regarded as preparation for children's handwriting (Graham et al., 2007).

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STRATEGY 7

Strategy 7 in English settings (Numerals: EO222)



Dimensions of observation (Robson 2011)	Observations
Space	In the corner and on the table.
Actors	Children
Strategy	To match numerals and numbers of objects.
Objects	Cards with numerals, different amounts of imitation fruits and raisins.
Acts	Children had to match the numerals and numbers of objects by putting them together
Events	Every day, the teacher put this activity on the table and children could choose if they wanted to do it.
Goals	To know the numbers and count accurately.
Feelings	Children were happy to do this activity. Some children played for over 10 minutes. They changed different fruits to match the numbers. Moreover, they counted raisins to match numbers. When they had the correct answer they could eat raisins.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar to Taiwan?</p> <p>How is it different from Taiwan?</p>
<p>Before children learn to count they must learn one-to-one by matching objects to another and children identified the names of numbers (Edmonds, 2006).</p>

This strategy was used once children recognised numerals. As part of continuous provision, they practised it by themselves.

In Taiwan, similar materials are used to practise numbers (Observation note: TO61). Teachers could change other objects to replace the fruit models. For example, blocks, animal models or toys have the same purpose.

Teachers often use cards because cards make learning fun for children (Crewton Ramone's House of Math, 2015). In teaching mathematics, teachers may vary methods or objects for children. These teaching tools could be reused many times (Alonso, 2011).

Strategy 7 in Taiwanese settings (Numerals: TO20)



Dimensions of observation (Robson 2011)	Observations
Space	In the corner table.
Actors	Children
Strategy	Number matching game
Objects	A4 size and single separate 1-9 cards with spots.
Acts	Cover single cards and match to A4 cards.
Events	In continuous provision, children could choose this strategy to play with a partner.
Goals	To count numbers of spots and match numerals to numbers

Feelings	They seemed interested by this game, yet they already knew the numbers so they could play confidently by themselves.
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<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar to England?</p> <p>How is it different from England?</p>
<p>This strategy is practice for children and important as Taiwanese children must have basic knowledge about the symbols, names of numbers, shapes and their everyday applications (Ministry of Education in Taiwan, 2012). Otherwise, they also need to know how to count the spots one by one. It can improve the ability of mathematics.</p> <p>Each child needed a partner and each had an A4 card. They turned over every card and picked up one to match their own card.</p> <p>When children used these cards they learned numbers quickly. In English settings children could use their hands to touch and feel the number cards. The strategy has the potential to help children to create mental representations of mathematical ideas and procedures (Ginsburg et al., 2013).</p>

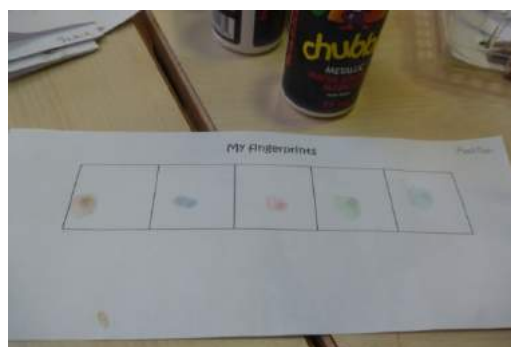
Strategy 7 Summary:

Before children learn to count they must learn one-to-one matching and the names of numbers (Edmonds, 2006). In Taiwan there are similar materials to those in English settings for practising number work (Observation note: TO61). Teachers could replace the imitation fruit with other objects, for example, blocks, animal models or toys. Teachers often use cards because cards can make learning fun for (Crewton Ramone's House of Math, 2015). In teaching mathematics, teachers may vary methods or objects for children. These teaching tools could be reused many times (Alonso, 2011). This strategy is practice for children. They must have basic knowledge about the symbols, names of numbers, shapes and their everyday

applications. (Teaching and Caring activity syllabus, 2012). In English settings children could use their hands to touch and feel the number cards. The strategy has the potential to help children to create mental representations of mathematical ideas and procedures (Ginsburg et al., 2013).

STRATEGY 8

Strategy 8 in English settings (Finger painting: EO26)



Dimensions of observation (Robson 2011)	Observations
Space	In the corner table.
Actors	Children
Strategy	Fingerprints
Objects	A sheet, different colour glues
Acts	Children put coloured glue on their fingers and printed each finger on the sheet.
Events	At the writing table, children could do this activity during corner time.
Goals	They printed their fingers on the sheet with different colours.
Feelings	Children seemed to find this work interesting. They could use different colours which they appeared to enjoy.

Questions

How does it influence teaching?

How is it used?

How is it similar to Taiwan?

How is it different from Taiwan?

This strategy enabled children to recognise and know colours. Also they learned something about their fingers and hands, for example their functions and names.

Colourful glues were easy for the children to put on their fingers. It was clear to see the fingerprints on the paper. Children seemed to find this work interesting (Berlyne, 1954; Chak, 2007).

Both in England and Taiwan, children seemed to enjoy mark making with their fingers. Such activity enabled them to use their imagination: “the very condition of possibility for all knowledge and experience” (Norris, 2000: 384).

In an English setting, children put their fingerprints on the white sheet using different colours and they observed shapes and patterns of each fingerprint or made a picture (EO31). However, in a Taiwanese setting, children used their fingers to paint a picture (TO15). Children use painting and drawing to create images with unique qualities (Duffy, 2006) and finger painting has been among the favourite activities of children for many years because it provides an entertaining and educational activity for children. Finger painting encourages artistic creativity and teaches the combining of primary colours into secondary and tertiary colours (Stevenson, 1985).

Strategy 8 in Taiwanese settings (Finger painting: TO15)



Dimensions of observation (Robson 2011)	Observations
Space	Painting corner, on the table.
Actors	Children
Strategy	Painting fingerprints
Objects	Papers and different colour inks
Acts	Used fingers especially the second and third one to print on the white paper.
Events	All the materials were in the painting area. In the corner time children could choose it to work.
Goals	To develop children's imagination and to explain their work to their peers
Feelings	The children concentrated on their work and sometimes they discussed it with each other. They also shared their ideas and pictures and understood they were required to appreciate other people's works.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How does it influence teaching?</p> <p style="text-align: center;">How is it used?</p> <p style="text-align: center;">How is it similar to England?</p> <p style="text-align: center;">How is it different from England?</p>
<p>Children did finger painting regularly in school. In a Taiwanese setting, teachers asked children to design a picture that was difficult for them. For example, they were asked to paint a person or flowers. Drake (2003) suggests that Early Years practitioners "have an important role to play in supporting children's growing creativity in the paint area and also can enhance children's artistic development" (p.75), suggesting that such practice is common in English settings too.</p>

Strategy 8 Summary:

Children can use their imagination to create things because imagination is: “the very condition of possibility for all knowledge and experience” (Norris, 2000: 384). Children use painting and drawing to create images with unique qualities (Duffy, 2006) Drake (2003) suggests that Early Years practitioners “have an important role to play in supporting children’s growing creativity in the painting area and also can enhance children’s artistic development” (p.75).

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STRATEGY 9

Strategy 9 in English settings (Copying cards: EO303)



Dimensions of observation (Robson 2011)	Observations
Space	On the writing table in the corner.
Actors	Children
Strategy	Writing practice
Objects	Letter cards, high frequency word cards, pencils and papers.
Acts	Children copied words from the cards. Some children were able to make a simple sentence from these cards.
Events	The teacher put this work in the cabinet and when children wanted to do it they took it for themselves.
Goals	Practising writing words.
Feelings	The children concentrated on this work. They copied words from the cards but could not always read them. They could ask

	teachers to help them to read. When they wrote they could repeat words and try to remember words.
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Questions

How does it influence teaching?

How is it used?

How is it similar to Taiwan?

How is it different from Taiwan?

The teacher had made some sample cards for writing and some of them included pictures. These cards helped children to remember, write and read. When they wrote they could understand the meanings. They copied words and wrote with pencils and tried to make simple sentences. Copying is a way for young children learn to write words that are new to them (Barron, 1980).

Teachers prepared pencils and papers and children chose the sample cards and practised writing. They looked at the cards and copied words on the paper. Some cards had pictures to help children to recognize words.

In both English and Taiwanese settings, teachers adopted the same strategy for practising writing words: copying. Sample cards helped children to copy words and make a sentence independently so teachers had more time to teach elsewhere. Children learning to read and write in Mandarin need time to practise (Gnanadesikan, 2009).

Strategy 9 in Taiwanese settings (Copying cards: TO27)



Dimensions of observation (Robson 2011)	Observations
Space	At tables or on the floor.
Actors	Children
Strategy	Copied writing
Objects	Word samples, white papers and colour pens.
Acts	Children copied teachers' examples to write the Chinese alphabet and painted pictures.
Events	The teacher prepared everything in the cabinet and in the corner time or writing time children could choose it to practise.
Goals	Practising writing
Feelings	They chose any page they wanted to write then copied words and painted pictures. They seemed confident to do this activity. This was their self-chosen work so they could choose samples which they liked to do.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar to England?</p> <p>How is it different from England?</p>
<p>Teachers taught words in a big group and children learned the words then they chose this work to do. In Taiwanese settings “the basic learning steps for children involve repeating the pronunciation after the teacher and practicing writing the Chinese characters over and over again” (Sun, 2015:55). When they copied words pictures could help them to remind how to read words. The teacher made a sample book of high frequency words for children. They copied words and drawn pictures on the white paper and they put their completed work into folders.</p>

Both in English and Taiwanese settings were individual activity. Children had time and spaces to do this activity.

Strategy 9 Summary:

The teacher had made some sample cards for writing and some of them with pictures. These cards helped children to remember, write and read. When they wrote they could understand the meanings. They copied words and wrote with pencils and tried to make simple sentences. Copying is a way for young children learn to write words that are new to them (Barron, 1980). In both English and Taiwanese settings, teachers adopted the same strategy for practising writing words: copying. Children could copy words and make a sentence independently so teachers had more time to teach elsewhere. Children learning to read and write in Mandarin need time to practise (Gnanadesikan, 2009). In Taiwanese settings “the basic learning steps for children involve repeating the pronunciation after the teacher and practicing writing the Chinese characters over and over again” (Sun, 2015:55). When they copied words pictures could help them to remind how to read words. The Taiwanese teacher made a sample book of high frequency words for children. They copied words and drew pictures on paper and they put their completed work into folders.

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STRATEGY 10

Strategy 10 in English settings (The Very Hungry Caterpillar EO93)





Dimensions of observation (Robson 2011)	Observations
Space	On the table, painting corner/area.
Actors	Children
Strategy	The Very Hungry Caterpillar
Objects	Cocoon: glue, paper, paper cups, colour pens. Potato print: half potato, green and red colour paint, white paper. The story book, models, caterpillar and butterfly books and pictures, real butterfly hatching kit, cards, egg boxes.
Acts	All the activities were designed from the story and teachers used different materials and tools. The purpose was to make children more familiar with the story and characters.
Events	It happened in the spring when they told about the seasons. So the teacher found the story and designed activities.
Goals	To learn dates, numbers and times.
Feelings	Children could easily understand what was happening in the story and tried to remember the context and different kinds of fruits (numbers) in the story.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar to Taiwan?</p> <p>How is it different from Taiwan?</p>
<p>This story was very short and simple. The pictures were very easy to understand.</p>

Although young children may not be able to read the words they can understand the story with pictures (Merchant, 2008). Teachers designed different activities to complement this story and children seemed excited to do these activities.

Teachers found many books which were about butterflies, insects and caterpillars. As identified in an earlier strategy, this strategy highlights deriving information from texts as a key literacy skill that even very young children can acquire: "...children need to be at the controls when it comes to using reference and indeed all information texts" (Mallet, 2010: 374). A real butterfly hatching kit enables children to observe how the caterpillars become butterflies, the process with educational value (Tomasello et al., 1999).

This book is widely recognised and published in many languages. In English and Taiwanese settings, teachers used different materials and tools to teach this story and also taught children how to count.

Strategy 10 in Taiwanese settings (The very hungry caterpillar: TO40, 43-47)



Dimensions of observation (Robson 2011)	Observations
Space	On the floor and painting tables.
Actors	Children and teacher.
Strategy	The Very Hungry Caterpillar.

Objects	Watercolour, papers, leaves, clay, CD, paper cups real caterpillar and big posters.
Acts	This story taught children about numbers. According to the story, the activities were designed by the teacher in the setting.
Events	The monthly topic was caterpillars so the teacher found many different materials to relate to caterpillars.
Goals	To learn about the life cycle of a butterfly.
Feelings	Children concentrated for this strategy. They seemed to enjoy the whole teaching process and gained knowledge about insects.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar to England?</p> <p>How is it different from England?</p>
<p>Children had learned how to read and find references from the book which can provide information to answer their questions (Booth, 1998; Mallet, 2010). They took the caterpillars to the setting and made a home for them. Children watched the whole process and did that by themselves. There is a wealth of theory to suggest that children learn by doing - by linking first-hand experiences in the real world with their own thinking (Piaget, 1950, 1972; Montessori, 1964; Erikson, 1963; Elkind, 1986). For corner time, the teacher put out resources for painting on the table. Children could use models to draw a caterpillar. In both English and Taiwanese settings teachers chose the same book to talk about caterpillars and butterflies. Moreover, teachers had the similar thinking and ideas about activities to help children to learn related to this book, though their goals were different, with the focus in an English setting on learning dates, numbers and times and in a Taiwanese setting on learning</p>

Strategy 10 Summary:

This story was very short and simple. The pictures were very easy to understand. Although young children may not be able to read the words they can understand the story with pictures (Merchant, 2008). As identified in an earlier strategy, this strategy highlights deriving information from texts as a key literacy skill that even very young children can acquire: "...children need to be at the controls when it comes to using reference and indeed all information texts" (Mallet, 2010: 374). A real butterfly hatching kit can let children to observe how the caterpillars become butterflies (Tomasello et al., 1999). Children had learned how to read and find references from the book which can provide information to answer their questions (Booth, 1998; Mallet, 2010). Children watched the whole process and did that by themselves. There is a wealth of theory to suggest that children learn by doing - by linking first-hand experiences in the real world with their own thinking (Piaget, 1950, 1972; Montessori, 1964; Erikson, 1963; Elkind, 1986).

6.4 Reflections on Cycle One Data Analysis

These strategies were selected from observations in English and Taiwanese settings. Generally speaking, teachers used the same ideas to help children's writing by tracing or copying words such as Strategy 6 or writing words and phrases with pictures (Strategy 9). Furthermore, teachers used the same book (Strategy 10) to explore different activities. Nevertheless, teachers made different teaching aids but children learned the same things which teachers tried to teach children the numbers from the story. However, in Strategy 7, teachers used different aids in teaching numeracy. In the English setting it seems more helped children to recognise the names of numbers and match the same objects. Having compared general

pedagogic strategies in this chapter the next chapter focuses on specific pedagogic strategies for children with EAL or SEN in their settings. Chapter 7 will present different strategies identified for children with EAL or SEN in English settings and for children with CAL or SEN in Taiwanese settings. Additionally, examples of pedagogic strategies transported from English settings to Taiwanese settings as the action element of this action research study will also be presented.

Chapter Seven

Presentation of Cycle Two Data

7.1 Introduction

This chapter presents data from the study's second action research cycle which focused on transferring pedagogic strategies for children with EAL or SEN in English settings for use in Taiwanese settings with children with CAL or SEN. The rationale for this action was to investigate and adapt some strategies that had been used successfully in English settings to support children with EAL or SEN for use in the Taiwanese settings to support children with CAL or SEN.

The presentation of Cycle Two is in two parts and is formed of a series of vignettes, each illustrating a pedagogic strategy. Part One focuses on specific strategies in English settings and Taiwanese settings that were specifically adopted for children with EAL or CAL respectively and SEN. English and Taiwanese settings had different strategies to teach children with SEN and designed activities specifically for them. Part Two addresses strategies which were adapted from English settings to Taiwanese settings, as the action element of the action research. In Part One, the English strategies were trialled in the Taiwanese setting but barriers to success occurred. For example, the same materials or documents were not always available, teachers had different training, time arrangements varied, as did levels of parents' cooperation and prescribed courses. In presenting the strategies that were adapted from English settings for use in Taiwanese settings, Part Two features strategies that were the easiest for Taiwanese teachers to prepare because they used similar materials and teachers did not worry that they could not implement them because their training had been different from that of the English teachers.

7.2 Presentation of Cycle Two Observation data

7.2.1 Part One: Specific strategies in English settings

Strategy 11: Summative Assessment (EO102)



This strategy was a one-to-one summative assessment that took place after children had been learning particular words or numbers for a period of time. The teacher identified how many words or numbers each child had learned. She recorded the result and told the parents the levels their children had reached. The teacher was then able to use the assessment to identify what individual children had to learn next.

Strategy12: Simple Pictures (EO2)



For children with EAL whose English was not fluent, simple pictures were used as tools for communication with others. When these children wanted to communicate, they could select pictures so that others could understand.

Strategy 13: Home Language Labels (EO108)



For children with EAL whose English was not fluent, these labels showed common words in their home languages. Teachers referred to the labels to speak in the children's home languages so that the children could understand the meaning of what the teachers said. Teachers put many of these labels on the wall, each with a different word.

Strategy 14: Small group work for learning phonics (EO12)



The teacher had a small group of children with EAL. She taught English letters and started from “a”. Some cards had pictures on the back or had pictures to draw with the letters and teacher could also teach children simple words such as “a” for apple, “d” for dinosaur.

Strategy 15: Using single words to teach numbers, shapes and colours (EO14)



A group of several children with EAL was identified by the teacher as the group of lowest ability children in the setting. To help children to learn numbers, shapes and colours, simple objects with easy-to-read labels were used and the teacher spoke and repeated single words.

Strategy 16: Assessing progress in comprehension as a one to one strategy

(EO154)



A one-to-one strategy was adopted to assess comprehension in children with EAL. During 10-20 minute sessions, the teacher recorded the children's ability to understand instructions related to a series of objects and checked this monthly, identifying areas of development that were then addressed.

Strategy 17: Role play to learn fruit names (EO23)



In this role play activity, the teacher tried to use dolls to 'speak' the names of fruits with the dual aim that children would learn the names of fruits and would learn to read them. However, this was not a successful strategy in terms of its aims because children focused on the dolls rather than the names of fruits.

Strategy 18: Learning numbers (EO41)



Children liked to play in the playground but the teacher needed to know which numerals they recognised. The teacher chose very simple numbers 1-10 for children with EAL, that they could read easily and with confidence. When a child wanted to go to the outside playground the teacher held the child's hand and asked him to step on numeral carpets one at a time and tell her which numeral he was standing on.

Strategy 19: A small group to learn numbers (EO79)



In this group, just a few children with EAL could read 1-15. The teacher used different numerals on carpet squares. Children read each number and picked up the matching carpet square. They started from simple numbers 1-5 and moved to 6-15.

Strategy 20: Individual Assessment (EO181)



The teacher followed instructions from a guidance document. She had to read out some sentences to the child and after each sentence was read, the child had to complete the action required by the sentence. For example, “put a pen in the box”.

Strategy 21: Colour identification (EO128)



The teacher put different coloured teddies in a big bag which was passed to each child. Each child had to take out one bear from the bag and put it on the floor, and the children said the colour of the bear.

Strategy 22: Shape identification (EO129)



The teacher prepared shape cards such as circle, triangle, square and rectangle, and taught the names of shapes. She also took some bricks of different sizes and colours. Children had the bricks and matched them to the appropriate cards.

Strategy 23: Speaking group (EO135)



The teacher worked with a small group of children, almost all of whom had EAL. The teacher said she had a puppy and it would like to listen to the children's stories. When each child held the puppy they had to share their experiences about an aspect of home.

Strategy 24: Card rings for requirement (EO146)



These cards were made for children with EAL who could not speak good English. Teachers gave these cards to children who could use them when they needed to say something but they did not know how to say it in English. The cards had the word in English and a matching photograph, for example: 'snack', 'playground' and 'toilet'.

Strategy 25: Listening to a story (EO178)



The teacher and children shared a book which was about a map. The teacher gave paper and pencils to children. She read the story and told to children to draw a map which showed the context of story. As the children copied or created their own maps, the teacher could see if the children understood the story.

Strategy 26: Changing clothes (paper dolls) (EO194)



The teacher made a teddy, a boy, some clothes and accessories from paper, coloured them then cut them out. She worked with one child at a time and she asked the child to put the clothes on the teddy or boy. Each child listened to the teacher's instructions and completed the required actions.

Strategy 27: Individual reading time (EO217)



The children each had a reading record book and they could take a book home and read with their parents every week. At school, teachers read the books with them first and made a record then they could take it home. Parents were also asked to give feedback on the reading book.

Strategy 28: Where do these animals live? (EO247)



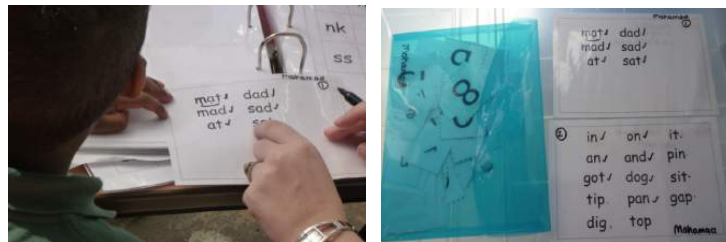
The teacher found some pictures with matching words of animals and their homes. She made them into cards. Children looked at the cards and matched the animals to their homes. Children who could not read the words in English were able to demonstrate their understanding by using the pictures.

Strategy 29: Writing practice (EO272)



The teacher used some letter cards and helped children to write down some simple words. If children could not remember the letters they could check the card. The teacher also helped them to check their spelling.

Strategy 30: Phonics and words practice (EO257)



Teachers made word cards which included simple, common words. After they practised reading these at school with teachers, children took them home and practised again with parents. Teachers also made a record of the words children could recognise.

Strategy 31: Spider games- teaching shapes (EO374)



The teacher used a game to teach children shapes. She and the child threw the dice, counted the spots and moved the spider accordingly. When the spider stopped on a shape the person whose turn it was had to say the name of the shape. They played it for 10-15 minutes.

Strategy 32: Counting numbers (EO385)



The teacher played a game with the child with EAL whose English was limited to simple words such as “I”, “You”, “yes” or “no”. When they played together the teacher tried to teach her to count the spots on the dice in English.

Strategy 33: Communication fan (EO397)



This was a tool that children with EAL or SEN used to communicate with adults in the setting. When children could not articulate their feelings about something in English or they needed someone to help them they found it a useful tool to communicate with other people.

Strategy 34: Recognising coins (EO396)



The teacher had a tool which included different sterling coins and they also had different sizes and materials. The teacher taught each child the 2 pounds, 1 pound, 50p, 20p, 10p, 5p and 1p sterling coins. They observed their patterns, numbers and colours.

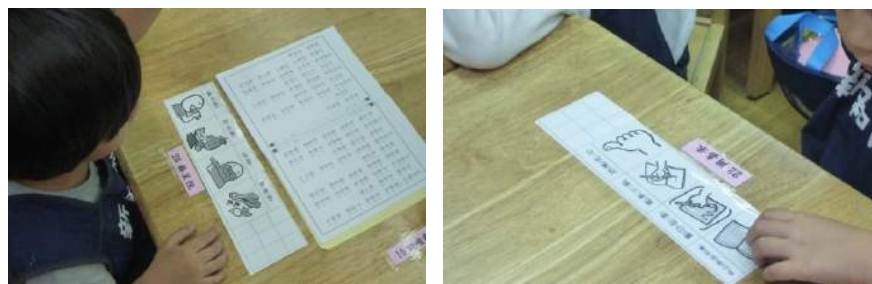
Strategy 35: Numbers in spots (EO422)



The teacher and child played this game together. They needed to find the numbers on cards and matched with the right spot cards. After they threw a dice they needed to add up the numbers.

7.2.2 Part Two: Specific strategies in Taiwanese settings

Strategy 36: Checking sheets (TO12)



The teacher gave some children with SEN a sheet and pasted it on the table. There were some pictures which showed some tasks children needed to do in the setting. If they could do it well the teacher gave them a stamp. This strategy encouraged the children to complete their tasks by themselves.

Strategy 37: Writing names (TO17)



The teacher made children's name cards so they could practise writing their names by themselves. This card was laminated so it could be used many times: children used the colour pens to write then erased their writing using tissues. For some children with SEN the teacher made tracing lines with numbers showing the formation. This strategy helped children to remember how to write their names.

Strategy 38: Mission cards (TO16)



<p>上 課</p>	 安靜	 坐在椅子上	 專心聽老師上課	 我聽得很專心， 聽老師幫我 蓋好學習位置
<p>到戶外活動</p>	 去排隊	 做平躺	 收玩具	 我聽得很專心， 聽老師幫我 蓋好學習位置

The teacher made these cards for children with SEN. Some children with ADHD or learning difficulties could not concentrate on their work so she made these cards to remind them and to record their activity.

Strategy 39: I am a good boy/girl (TO48)



This board was used to promote children's desirable behaviour in the setting. For example, they helped their friends, finished their own tasks or helped teachers to clean the environment. They could then put their numbers on the board to indicate these behaviours. Other children could also see who the 'good' boys or girls were each day.

Strategy 40: Positioning items (TO36)



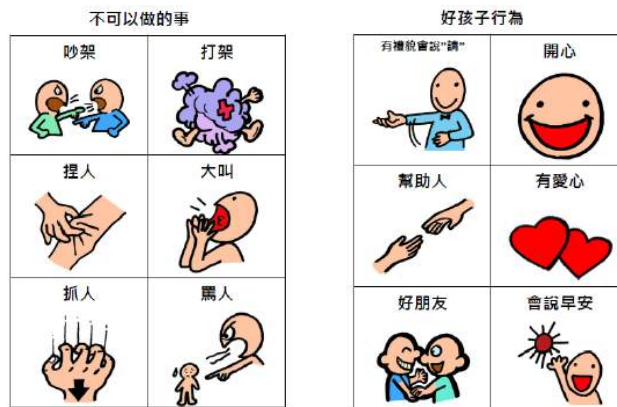
Some children with special needs sometimes forgot their personal belongings and frequently needed to find them in the setting. Therefore, the teacher gave their belongings a place and put the child's name on it. Children could then find their belongings easily and knew where they were.

Strategy 41: Using U1 patterns in role-play area (TO34)



In the role-play area, the teacher used U1 signing pictures and made a sequence of combing hair from them. Children could follow the pictures and learn to comb hair. The role-play area supported this strategy.

Strategy 42: Behaviour changing cards (TO62)



The teacher made these two cards for children with ADHD. One of the children had presented with undesirable behaviour in the setting. He fought other peers or kicked their chairs. Therefore, the teacher tried to change his behaviour by using these cards to teach him things that we can do and things that we cannot do in the setting.

7.3 Strategies adapted from English settings to Taiwanese settings: the ‘action’

Strategy 43: Sorting colour objects in jelly (EO192/ TO42)

English setting:



Taiwanese setting:



The children identified the colour of objects that were in a tray of jelly and sorted the objects according to colour. This strategy was adapted from English settings: children had to pick up all the snowflakes from the jelly and place them into bowls whose colour matched the snowflake colour. The jelly smelled like coffee and the children smelled it again and again. In English settings the jelly was tasteless but in the Taiwanese setting teachers could not find the same jelly so they used the coffee jelly as a substitute.

Strategy 44: Action cards (EO239/ TO20)

English setting:



Taiwanese setting:



To help children to remember words, teachers taught children some simple words and matched them to simple pictures. This strategy helped children to understand different verbs: they read and spoke the words, and learned more specific words about actions such as 'jump', 'run' or 'sit'. In the English setting the teacher played a bingo game with children. They liked to play this game and learned words quickly. In Taiwanese settings children worked in pairs: they needed to find a friend to play together. This was copied from the English settings. In the English setting the cards had no words. However, in Taiwan the teacher put words and pictures together. Children could learn the words and compare with the pictures. The cards were useful for teaching actions as well as teaching colours, fruits and vegetables.

Strategy 45: Shaving foam (EO201, EO91/ TO41)

English setting:



Taiwanese setting:





This strategy was adapted for Taiwanese settings, from English settings. The children made marks in shaving foam with scrapers and traced different shapes in the foam. They also observed different shapes that had been traced. They seemed to like doing this and appeared curious about what would happen next. Another activity was to hide objects in the foam. Children could use their hands to find out where were the objects. In Taiwanese settings to begin with, the children followed instructions about how to make marks but after few minutes they did it their own way. They used their fingers to trace in the foam and they found they could draw pictures in it. They started to discuss it and some children smelled the foam.

Strategy 46: Pasta and tongs (EO19/ TO26)

English setting:



Taiwanese setting:



Children used instruments to grasp pasta or noodles and move them from one place to another. Children needed to use their hands and fingers to operate the tools. The tools and food were adapted according to different eating habits and cultures: in the English setting, they used clips or tongs but in the Taiwanese setting they used chopsticks. The children in the Taiwanese setting found it quite difficult to use chopsticks because they had to keep balance and put their fingers in the right places. This strategy could be an individual activity or 2 or 3 children played together.

Strategy 47: Corn flour (EO359/ TO30)

English setting:



Taiwanese setting:



This strategy was adapted for Taiwanese settings from English settings. Children liked to touch and play with cornflour. They played with it using their hands and fingers. In English settings, children had different tools and they found that by using different tools they could make different tracings in the cornflour. Many children could do this together which led to much conversation among them. In the Taiwanese setting, children picked up different colours of flakes and sorted them in the bowls by colours. The teachers could not find a big tray and the same materials as the English setting so it was redesigned for one or two children to do in Taiwan.

Strategy 48: Observing shells (EO386/ TO38)

English setting:



Taiwanese setting:





The children used tools including a magnifying glass to observe shells then looked for information relating to the shells in books. In English settings, shells could be hidden in the sand or put in a tray to observe. Children could choose any shell or other equipment to observe the shells. In Taiwanese settings, the shells were hidden in corn flour: children had to find the shells and they could also work with their peers. They discussed the activity and shared their experiences about where they had seen shells before.

7.4 Summary

The observations presented in this chapter include pedagogic strategies 11 to 35 undertaken in English settings and pedagogic strategies 36 to 42 undertaken in Taiwanese settings for children with SEN, EAL or CAL. Strategies 43 to 48 were adapted from English settings for the Taiwanese setting. The strategies differed between Taiwanese and English settings in regard to materials and contents. For example, for the bingo cards, the English teacher just drew pictures on paper whereas the Taiwanese teacher added words with pictures. Pictures with words can help children to learn new words and also can develop their vocabulary in one or more languages (Cappellini, 2005). Equally the strategy involving clips and chopsticks, jelly and shaving foam had a few differences between the English and Taiwanese settings because it was adapted to match the cultures and habits of the countries where children used them. Nevertheless, though the resources may have been different, the strategies' purposes seemed to be the same in both teaching environments. Chapter 8 provides in-depth analysis concerning pedagogic strategies 11 to 48.

Chapter Eight

Reflection on Cycle Two Data

8.1 Introduction

This chapter analyses and critically reflects on data from the study's second action research cycle which focused on transferring pedagogic strategies for children with EAL or SEN in English settings for use in Taiwanese settings with children with CAL or SEN. Many strategies presented in observations in English settings had some potential to translate to Taiwanese settings but it was important to identify strategies that could be adapted appropriately for children with CAL or SEN in Taiwanese settings. The first consideration was the resources. To accommodate differences in the cultures and habits of these two countries, it was important to adapt some resources, while maintaining other aspects of the learning process including the aim of the given strategy. For example, in England, people use knives and forks for eating meals but in Taiwan people tend to use chopsticks so it was necessary to adapt an English strategy that required forks to chopsticks for use in the Taiwanese settings. This section reveals pedagogic strategies used in English and Taiwanese settings that were specifically intended to support children with EAL or CAL and SEN.

8.2 Strategies for children with EAL/CAL or SEN in English and Taiwanese Settings

A range of pedagogic strategies that were adopted in English settings were captured during observations and these are analysed below. Equally, a range of the pedagogic strategies used in English settings were adapted for use in Taiwanese settings, and observations were made of their uses in Taiwanese settings; analyses of these observations also appear below. Some strategies in Taiwan used similar

materials to the English strategies to help children to develop skills, while some included Makaton and U1 patterns, signs and symbols in card games. In English settings, teachers used visual tools in the environment: cards, pictures and photos were commonly used in the teaching process. For some children with EAL, CAL or SEN, teachers used one-to-one teaching. Teachers recorded assessments for every child and checked whether or not they could achieve the aims. When some children could not achieve the set goals, teachers used other strategies or materials to help them.

English teachers worked with each child to increase their knowledge and skills, while accommodating each child's individual needs and abilities in one-to-one provision as necessary: this individualised approach seemed especially common for teaching children with SEN (Rutter et al., 2011). Moreover, the English teachers set up particular activities to explore specific skills, alongside observing and assessing children's everyday activities (Wall, 2011). The English teachers treated every child as unique (Zucker, 1998), a key principle for the English early childhood curriculum (DCSF, 2008; DfE, 2014) and provided space and freedom for them to choose activities that matched their interests in their everyday work; in other words, activities in English settings were as rule-free as possible and tended to be child led (Selmi et al., 2014). Furthermore, English teachers also gave young children with SEN additional help to support their development (Wall, 2011).

Some activities in the Taiwanese settings were designed for children with SEN. For example, the teachers used simple pictures and words to show them what their daily work in the settings was to be (EO2). Taiwanese teachers put pictures and words on the desk to remind children to check everything they had to do in the settings (TO12). After the children finished their tasks the teacher gave them stamps as a reward:

they could collect stamps and exchange them for gifts. The Taiwanese teachers also made some special tools for children with learning disabilities. These children could not follow the normal steps to write their names therefore the teachers gave them paper with their name and numbers and they could follow the numbers to trace their names (TO17). Further strategies are analysed in detail below.

As indicated on Chapter 6, analysis of observations was based on Robson's nine dimensions (2011) which were used to describe the raw data as well as categorise and explain them. Reference is also made to extant literature as a tool for critically analysing the data and adding further support for claims made on the basis of evidence that has emerged from the present study's data.

8.3 Analyses of Pedagogic Strategies used in both English and Taiwanese

Settings

8.3.1 Part One: Analysis of Specific Strategies used in English settings

In English settings, these strategies were undertaken for children with EAL or SEN or children who need special support. From these strategies, teachers could know children's abilities and provide useful teaching aids to support them in individual or in small groups.

Strategy 11: Summative Assessment (EO102)




Dimensions of observation (Robson 2011)	Observations
Space	One-to-one table
Actors	Child and teacher
Strategy	Achievement test
Objects	Cards and numbers
Acts	Teacher pointed to the cards and the child was required to say the numbers to indicate he could recognise and read the numbers.
Events	Every month, at the end of each month. The teacher had to record the child's achievement and include it in their profile.
Goals	To ensure children could achieve the targets which were identified for them according to their abilities.
Feelings	This boy seemed to feel a little confused: he could not identify 5 and 7.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>This strategy was a one-to-one summative assessment that took place after children had been learning something for a period of time. The teacher identified how many words or numbers they had learned. She recorded the result and told the parents the levels their children had reached. The teacher was then able to use the assessment to identify what individual children had to learn next.</p> <p>“Assessment is more than just marking books and is so much effective when carried out face to face” (Hughes, 1997:64). It is easy for a teacher to access a child's level of understanding and provide a chance to teacher and child to talk to each other about the child works (Hughes, 1997). Some children with SEN or EAL seemed to</p>

need more time to learn things in settings, so this was a good opportunity for adults to spend additional teaching time with children with EAL or SEN. As Edgington (2002:35) suggests, “young children (all learners) need uninterrupted time to work in depth and to wallow in their learning”.

When the teacher did the assessment with the child it required more than 10 minutes for each child.

Strategy 12: Simple pictures (EO2)

	
Dimensions of observation (Robson 2011)	Observations
Space	On the white board or in a corner.
Actors	Children and teachers
Strategy	Simple picture cards to show where, what and how to do children's work.
Objects	Picture cards
Acts	Teachers used these cards to tell children about the rules, tasks and manners in settings.
Events	At the start of the day, the teacher explained the whole day's work to children and children could check on the white board. Children with EAL found it was easy to follow it because it included clear pictures.
Goals	To manage the setting to allow the teacher to teach. Children

	needed to follow the rules or tasks but sometimes they might forget about this. These pictures reminded them. This strategy also helped teachers to manage the setting so they could focus on teaching.
Feelings	Children checked their work immediately when they forgot. They did not need to ask teachers what they should do next. They seemed busy and confident about what they were required to do.

Questions How is it used to help children? What is the advantage or disadvantage in this Strategy?	
<p>'Children can use pictures to communicate their wants and needs, but first they need to be taught what the pictures represent' (Ahlers, and Zillich, 2008:49). For children with SEN whose English was not fluent, simple pictures were used as tools for communication with others. When these children wanted to communicate, they could use these pictures so that other people could understand.</p> <p>Pictures are an effective tool to encourage children learning languages, and also more tangible and permanent children can refer to the image to help him/her understand the direction (Ahlers, and Zillich, 2008).</p> <p>Teachers used these cards to make pictures, alongside conversation with simple dialogue to support children's understanding (Dash, 2007).</p>	

Strategy 13: Home Language Labels (EO108)



Dimensions of observation (Robson 2011)	Observations
Space	On the wall
Actors	The teacher made and presented the label
Strategy	The teacher made this picture with different languages and put it on the wall. Chinese, Polish, Swahili and Somali were included.
Objects	Cards with different languages, the colour of orange.
Acts	The teacher taught children how to read the word “orange” in their home languages.
Events	The label was on the wall; when the teacher taught about colours, children could look at pictures and read in different languages.
Goals	To help all children to feel they belong in the setting. If the teacher can speak the home languages of children with EAL the children feel valued.
Feelings	When the teacher read these words in the children’s home languages they seemed interested and very actively joined the conversation.

Questions How is it used to help children? What is the advantage or disadvantage in this Strategy?
<p>The teacher labelled colours on the setting walls in children’s home languages. Although the children were not always able to read the labels their teachers read them for the children, enabling them to know the colour names in their home languages to communicate more with the adults. This strategy enabled children to learn and understand other languages and provided an opportunity to discuss with each other. Some children with EAL seemed afraid to talk to someone else but when they used their home languages, they revealed that they knew more and this</p>

encouraged them to talk more. Millam (2011) suggests that “if children are speaking their home languages in the setting then this should be encouraged” (p.226).

In one English setting, the teacher put the labels on the wall but they were too high for children. If they wanted to read or touch the card it was difficult to do that. So if the cards had been put at the children’s sightline they might have provided more opportunities for children to talk with each other.

Strategy 14: Small group work for learning phonics (EO12)



Dimensions of observation (Robson 2011)	Observations
Space	A separate room for a small group
Actors	Teacher and Children with EAL
Strategy	Learning letters
Objects	Cards. One side has an initial letter and the other side has a picture.
Acts	The teacher taught children how to read the letters and showed the pictures to them. For example,” a” is an apple.
Events	Every week the teacher had a small group for this Strategy. Sometimes, she grouped them according to their abilities or levels. The children had 20-30 minutes to do it with teachers and needed to record the result for each child.

Goals	To help children with EAL to improve their reading levels and made sure they understand the letters.
Feelings	As this was a small group, children could hear the teacher clearly and they had more opportunities to speak to the teacher and share their thinking with their peers even though they could not speak much English. However, some children with EAL were quiet and seemed shy.

Questions How is it used to help children? What is the advantage or disadvantage in this Strategy?
<p>Children with EAL were given time in small groups to learn phoneme-grapheme correspondences as part of their phonics learning. “Phoneme-grapheme mapping builds a bridge between phonemic awareness and phonics and also simultaneously building an association of sounds to the spelling of words. Moreover, spelling is linked to word reading” (Mather & Wendling, 2012:283). In these small groups the children with EAL were able to listen and concentrate and their teacher could identify easily which children understood and which did not.</p> <p>The big cards were clear for children to see and read – children tend to learn when they are guided by a “big picture” (Hunt & Marshall, 2012). The pictures behind the letters made it easy for children to remember letters. They saw that the pictures were related to the letters and they read them.</p> <p>The small group children had more chance to read and speak. However, some children with EAL were very shy and quiet. They did not want to speak in the settings and the teacher did not have extra time to talk with them one to one.</p>

Strategy 15: Using single words to teach numbers, shapes and colours (EO14)




Dimensions of observation (Robson 2011)	Observations
Space	On the corner and floor
Actors	Children and teacher
Strategy	Teaching numbers, shapes and colours.
Objects	Number cards, shapes and colours by colour papers.
Acts	Group children to three levels. Put different materials in the trunk by levels.
Events	They did this group work every 2 weeks.
Goals	To recognise and name numbers 0-10, shapes and colours.
Feelings	Children concentrated on what the teacher said. The teacher repeated each word and sentence slowly. Children with EAL could understand what the teacher said.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>To help children to learn numbers, shapes and colours, simple objects with easy to read labels were used and the teacher spoke and repeated single words. As Reys et al. suggest, when teachers teach mathematics they could “speak slowly and repeat, using different words whenever possible” (2014:97).</p>

For example, in this case a star, number one, two and blue. If the teacher said “a blue star”, this was too many words in one sentence. Teachers grouped children in small groups and they were intended to work closely together; this has been identified as a more effective form of pedagogic organisation for children who find learning difficult in school than whole class work (Lewis, 2002). A group with several children with EAL was identified as the group with the children of lowest ability in the setting. After children achieved the targets in the recent group that they could upgrade to next level. But for other children who stayed at the same level the teacher might think other methods to help them (Nursery Teacher L in C school, Appendix: L).

Strategy 16: Assessing progress in comprehension as a one to one strategy
(EO154)

	
Dimensions of observation (Robson 2011)	Observations
Space	Separate room
Actors	The child and teacher
Strategy	Recognising objects
Objects	Teddy bear, spoon, cup, teeth brush and brick
Acts	This was a one-to-one assessment strategy. The teacher used 10-20 minutes to test Children with EAL. For example, take the brush to brush teddy's teeth.

	Put the spoon in the cup.
Events	Every month
Goals	To assess children's English comprehension.
Feelings	In the beginning, the child seemed hesitant: he needed to think for a while and did the actions. The teacher also needed to repeat words several times and make sure the child could understand and do the actions.

Questions How is it used to help children? What is the advantage or disadvantage in this Strategy?	
<p>A one-to-one strategy was adopted to assess comprehension in children with EAL. During 10-20 minute sessions, the teacher recorded the children's ability to understand instructions related to a series of objects and checked this monthly, identifying areas of development that were then addressed. The "one to one instruction has been used successfully to assist students with learning problems to acquire new skills" (Cicchelli, and Ashby-Davis, 1986:130).</p> <p>Sometimes, the teacher seemed to find it difficult to know whether or not the child with EAL understood if the child did not give any feedback or say the words.</p>	

Strategy 17: Role play to learn fruit names (EO23)

	
Dimensions of observation	Observations

(Robson 2011)	
Space	A separate room
Actors	Teacher and Children with EAL
Strategy	Learning fruit names
Objects	Two dolls (a girl and a boy) and fruit cards.
Acts	Used two dolls to pretend they wanted to eat some fruits and teach children how to read the names of fruits.
Events	Every week
Goals	To teach children the names of fruits in English.
Feelings	The children were very interested in the two dolls and tried to touch them and play with them. Some children did not listen to the teacher because they just wanted to play with dolls.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>In this role play activity, the teacher tried to use dolls to ‘speak’ the names of fruits with the dual aim that children would learn the names of fruits and would learn to read them. This was not a successful strategy in terms of its aims because children were attracted by the dolls and they focused on them.</p> <p>However, the dolls could be used in other ways. For example, Gardner (2002) explains the dolls can become a “living being” for children to relate to through the telling of a story. These dolls can be used with young children as a vehicle to raise, discuss and resolve difficult issues and concerns that children experience in their lives.</p>

Strategy 18: Learning numbers (EO41)



Dimensions of observation (Robson 2011)	Observations
Space	Outdoors in the playground
Actors	Teacher and child
Strategy	Learning numbers
Objects	Small carpets with numbers
Acts	Before the children could play freely in the playground they had to read the numbers in English
Events	This strategy did always happen in the setting. Only when the teacher chose children who needed to practise the numbers and they also wanted to go to play in the playground.
Goals	To assess the child's knowledge of numerals 1-10 in English.
Feelings	Some children wanted to go to play immediately so they did not have patience to read numbers but they had to read numbers to the teacher. Some children tried to read as fast as they could so they could go to play more quickly, indicating that they were not interested in the teacher's agenda.

<p>Questions</p> <p>How is it used to help children?</p> <p>What is the advantage or disadvantage in this Strategy?</p>
<p>Children liked to play in the playground but the teacher needed to conduct a mathematical assessment. The teacher chose very simple numbers 1-10 that children with EAL could read easily and with confidence. Parks (2015) proposes that the “outside playground could help teachers to recognise where children develop their metaphors for thinking about mathematics and to identify experiences that could be drawn on in the classroom to illustrate difficult concepts” (p.13).</p> <p>The advantage was that teachers could use free time to help children to practise numbers. It was only 2-3 minutes for a child and the teacher would know how many numbers they could read.</p> <p>A disadvantage was that some children who were shy or had not yet learned their numbers 1-10 in English might feel stressed because they may be afraid that if they could not read numbers then they could not go to play outside. For this reason, they wanted to read numbers as fast as they could. Therefore, the teacher could tell children they would not be punished first.</p>


Strategy 19: A small group to learn numbers (EO79)

	
<p>Dimensions of observation (Robson 2011)</p>	<p>Observations</p>

Space	A corner in the setting room
Actors	Teacher and children
Strategy	Learning numbers 1-15
Objects	Number carpets
Acts	The children started to learn numbers 1-15. They had already learned 1-10, so were now learning 11-15.
Events	Every 2 weeks
Goals	To recognise numerals 11-15.
Feelings	When children knew the numbers and could read them this seemed to give them confidence to try to answer the teacher's questions.


<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>In this middle level ability group, just a few children with EAL could read 1-15. The carpet tiles captured their interest because the numbers were shown in different ways, not only on paper or on the white board. In this group, some children for whom English was their home language could read these numbers quickly. Children with EAL might learn language from their peers who English as their home language. This is modelling: children learn through observation of other children's behaviour (Parker et al., 2006).</p> <p>For young children mathematics can be very non-representational (Maher, 2003). In this strategy some children found it difficult to remember numbers. So, if the teacher could use bricks or models to count with the numbers it might help children to remember.</p>

Strategy 20: Individual Assessment (EO181)

	
Dimensions of observation (Robson 2011)	Observations
Space	Corner table
Actors	Teacher and child with EAL
Strategy	Assessment
Objects	Pictures and recording papers
Acts	The teacher used a formal sheet to test children about their knowledge of some simple objects. For example, cow, dog, cat, pen, flower. Otherwise, the teacher read some simple sentences and the child needed to complete actions identified by the teacher.
Events	Every month
Goals	To assess children's ability to identify and name objects in English and to complete actions identified by the teacher in English.
Feelings	These children with EAL could follow the teacher's directions. They knew the simple words. But if they could not say some words they seemed to become confused and the teacher tried to ask them 'yes' or 'no' to make sure they understood or not.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>According to Tassoni (2004) early childhood settings need a system in place for monitoring progress that addresses the individual needs of children. Recording children's progress can help teachers to recognise children's particular strengths and identify whether they need any special help in an area of development. In other words, the advantage of this strategy for the teacher was that it helped them to help children to improve their abilities and design some different activities for their needs. In this assessment, children needed to identify some simple and common objects which they could see around their environment such as animals including dog, cat, fish and tools including spoon, cup, pen etc.</p>

Strategy 21: Colour identification (EO128)

	
Dimensions of observation (Robson 2011)	Observations
Space	A separate room
Actors	Teacher and children with EAL
Strategy	Learning numbers and colours
Objects	A big bag and different colour bears
Acts	The teacher put bears in the bag and asked children to take out

	a bear from the bag. Children had to say the colour and all the bears on the floor. Children and the teacher counted the bears with colours and numbers. For example, two green bears.
Events	Once a week
Goals	To recognise colours and numbers and to count to 10 in English.
Feelings	In the beginning, children could not see the bears in the bag so they were curious about what was inside the bag. They were quiet as they waited their turns.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>This was another method to teach colours and numbers. The teacher used a big bag to keep the bears inside it a mystery. The children did not know what was inside the bag so they were interested enough to wait for this game.</p> <p>When they took out the bears from the bag they smiled and were surprised.</p> <p>If children had enough English vocabulary in listening and speaking the teacher could put more different objects inside the bag. Children could say the names of colours, numbers and objects. Furthermore, the teacher could also sort out objects by colours or numbers.</p> <p>This game was called “Mystery Bag” and was an excellent activity for children of a variety of ages to learn how to describe objects through the sense of touch (Platz, 2005:314).</p>

Strategy 22: Shape identification (EO129)




Dimensions of observation (Robson 2011)	Observations
Space	A separate room
Actors	Children and teacher
Strategy	Learning shapes
Objects	Cards with pictures and names, shape bricks
Acts	Children picked the bricks and matched with the cards
Events	Once for 2 weeks, 10 minutes
Goals	To recognise shapes and to know and read the shape names in English
Feelings	The children seemed to find matching the shapes easy. Even when they did not read the words they could match them by pictures so they could complete the task quickly.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>According to Wills (2006), using pictures to identify objects is helpful in children's learning. In this case, the teacher used real objects with pictures to help children make the transition from pictures to objects and children could make a connection between the picture and the real object. The objects helped children to remember</p>

these shapes' names and find the clue to match them together.

Buckley and Bird (2001) advocate that when “playing games (that) use matching, selecting or naming activities with real objects, pictures or toys are an effective way to teach new words and concepts” (p.26). Repeating the names of shapes several times was a way that children could remember them quickly.

Strategy 23: Speaking group (EO135)

	
Dimensions of observation (Robson 2011)	Observations
Space	A small room
Actors	Teacher and children
Strategy	Speaking practice
Objects	A puppy (or anything)
Acts	The teacher gave a puppy dog to children and they needed to pass it by turns. When the child held the dog he/she needed to answer teacher's questions. For example, who is your best friend at home? Do you have toys at home?
Events	10 minutes. It was not a formal activity. When the teacher thought some children need to practise their speaking and listening skills they could do this together.
Goals	Encouraging children to speak their feelings and ideas.

<p>Feelings</p>	<p>Some very shy children found it difficult to speak in this activity because they had to say many words. However, in this group, the teacher used Q&A, so when children did not know how to say that the teacher tried to guess their meanings and asked yes or no. The teacher tried to ensure the children were not afraid to speak to adults.</p>
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<p>Questions</p> <p>How is it used to help children?</p> <p>What is the advantage or disadvantage in this Strategy?</p>
<p>This strategy supported a small group of children to develop their speaking skills. It seemed useful for children with EAL to work with a teacher or TA, identified as one of the most valuable participation structures for EAL learning (Ahmed, 2011). Some children with EAL could not speak much English so in this strategy they could practise speaking and listening to peers. Burnham and Jones (2002) suggest that teachers should encourage children to speak and give them opportunities for speaking and listening in the class or in a small group so that children feel comfortable and confident speaking in front of others. When each child held the puppy that meant it was their turn to speak. Other children knew they needed to listen to him/her and to be a good listener.</p>

Strategy 24: Card rings for requirement (EO146)



Dimensions of observation (Robson 2011)	Observations
Space	No particular space
Actors	Children with EAL
Strategy	Picture cards
Objects	Picture cards with words
Acts	Children used these pictures to express their requirements when they did not know how to say something in English
Events	The teacher put these pictures in a place from which children could easily select them. When a child could not understand a word in English the adult could use these cards to communicate with the child.
Goals	To help children to express what they want to do and how they feel and to help them to understand what adults are saying to them in English.
Feelings	When children did not know how to speak they could use these cards to express their feelings and requirements. Children knew these cards could help them so they seemed at ease to take the cards and speak to adults.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>These cards helped children with EAL to express their emotions or needs. Smith and Atkinson (2012:132) point out that “picture communication symbols can be used to create picture exchange communication system and visual timetables. It is a method of teaching children to communicate by exchanging information on cue cards until</p>

the desired result is achieved". In this case, the teacher made these cards using pictures and words so the children could choose pictures easily even if they did not read words. This is a tool to help children to communicate with other people in the settings room.

In the settings, only 1-2 children used these cards when they had troubles. The teacher should encourage children with EAL to use this tool when they need help in the setting.

Strategy 25: Listening to a story (EO178)




Dimensions of observation (Robson 2011)	Observations
Space	A separate room
Actors	The teacher and children
Strategy	Reading a story and draw a map.
Objects	Story book, papers and pencils
Acts	The teacher told a story to children after that she asked children to draw a map which was the road from your house to school.
Events	In the story time and around 20 minutes.
Goals	To listen actively and to learn to pay attention to the teacher.
Feelings	When the children listened to the story they were interested in it. They seemed to enjoy drawing on the paper. They also tried to

	think what they saw when they went to school.
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<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>This strategy addressed children's listening, concentrating and drawing skills in reading a story. The teacher read the story or asked questions and let children predict what would happen next so that children were listening and involved with the story (Flora, 2010). After the story, the teacher discussed with children about the story and children could draw a map which was about the story. This strategy was designed to help children to become active listeners and also to improve their abilities to pay attention (DfE, 2014) and concentrate (Flora, 2010).</p> <p>This was a small group activity. To read the story from beginning to end and discuss it took nearly 20 minutes. The teacher selected children with EAL with higher level of English in listening and understanding for this strategy because they needed to aware of the story content and draw their own pictures.</p>


Strategy 26: Changing clothes (paper dolls) (EO194)

	
Dimensions of observation (Robson 2011)	Observations
Space	A separate room

Actors	The teacher and child
Strategy	Paper dolls
Objects	The teacher made a boy and a teddy out of paper. The children helped to change the clothes.
Acts	The teacher made a boy and a bear with papers. She also made many clothes for them and children could change clothes for them.
Events	For children with EAL, the teacher worked with a child and taught for about 10 minutes.
Goals	To know the names of clothes in English.
Feelings	The children seemed interested in this strategy. When one boy played this he always had a smile on his face.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>This is a one-to-one strategy; Jasmine (1995) provides teacher guidelines regarding use of paper dolls. She suggests that play with paper dolls can provide a learning opportunity for children because it provides concrete experiences with materials relevant to their lives and enables them to develop small-muscle skills. In an observation for the present study, the teacher said “Help the boy to wear his pants.” The child needed to find pants and help the paper doll to wear them.</p> <p>In this case the adults also made a record every time they completed the activity with a child. The teacher could make different items of clothing for use by different children; moreover, teachers could prepare more paper dolls and provide children with opportunities to play by themselves.</p>

Strategy 27: Individual reading time (EO217)

	
Dimensions of observation (Robson 2011)	Observations
Space	Reading table
Actors	The teacher and child.
Strategy	Reading book
Objects	A story book and recording book
Acts	The teacher taught the child how to read the book. They started from the cover and read sentences
Events	One a week. 10 minutes for a child.
Goals	To understand key features of reading a book and to develop a disposition for reading.
Feelings	The child concentrated on the story. He repeated sentences after teacher. He tried to spell some simple words and remembered the story.

Questions How is it used to help children? What is the advantage or disadvantage in this Strategy?
<p>Every week, children took a book home and read it with their parents. According to Browne, (1998), reading a story can improve children's reading skills because "...stories have always acted as a resource for introducing children to reading.</p>

Experience of stories is not only learned through listening to or reading books but it is also acquired as children hear those around them relate personal stories concerning everyday events” (Browne, 1998:39).

The books that were used for this strategy were set at different levels so children read books that were appropriate for them at their own levels, selected by their teachers. As Cappellini (2005 notes, an effective teacher knows which levels her children are working at and what she needs to do to help them to progress; it may therefore be argued that this strategy is indicative of effective pedagogy.

Strategy 28: Where do these animals live? (EO247)




Dimensions of observation (Robson 2011)	Observations
Space	A separate room
Actors	The teacher and children.
Strategy	Matching game (animals and their houses)
Objects	Animals and their houses cards
Acts	The teacher taught the animals' names and their houses. After that the children could match them together
Events	They played with the cards for 10-15 minutes together.
Goals	To recognise animals and their homes. To match animals to their homes. To know the names of animals and their homes in English
Feelings	When the children knew how to match these cards they were

	happy to do it independently and the teacher helped them to correct any errors
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<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>For this strategy, children linked similar items by matching pairs of images, enabling them to practise their matching skills. They also used vocabulary they had learned to discuss the terms in the pictures (Olson, 2012). The strategy gave children an opportunity to learn names of animals and their homes that they were likely to encounter commonly in their everyday lives. Indeed, the children seemed to be quite familiar with animals in the pictures. Two children and one child with SEN were observed; the child with SEN had cognitive impairment and physical disabilities and he recognised a few animal cards and matched their houses, for example, dog and fish.</p>

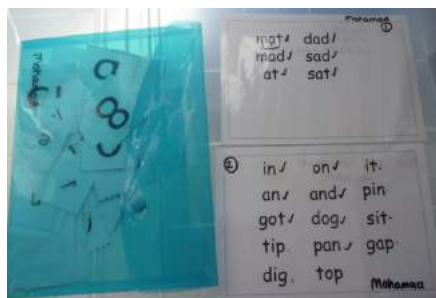
Strategy 29: Writing practice (EO272)

	
Dimensions of observation (Robson 2011)	Observations
Space	A writing table
Actors	The teacher and children
Strategy	Writing alphabets

Objects	Writing sheet, letter cards
Acts	The teacher taught the children to write words. The letter cards helped children to write down the words. If they did not know how to write letters they could see the letter cards.
Events	The teacher taught them once and put this work in the writing table. After that children could do it by themselves.
Goals	To learn to write selected words in English
Feelings	This was the first time the children had done this activity and they concentrated on it. They listened to the teacher and followed the teacher's directions to write and spell words.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>In the Reception setting where this strategy was observed, most of the children could read many words and the teacher had judged that this indicated they were ready to start to practise some writing. Children referred to the letter-word cards when they were writing (Fitzsimmons et al., 1994). They could check the letter cards when they forgot how to write particular words. Nevertheless, the literature indicates that this strategy should form one of several ways to support children's writing (Cabell et al., 2009) advocate that the teacher should spend time and sit with the children as they write to support and encourage them to write words, letters, and sentences and to participate in writing activities.</p>

Strategy 30: Phonics and words practice (EO257)




Dimensions of observation (Robson 2011)	Observations
Space	In the writing table
Actors	The teacher and child
Strategy	Reading phonics
Objects	Cards
Acts	The teacher copied many phonics cards and put them into a bag. The teacher assessed which words the children could read
Events	The teacher worked with a child with EAL once every two weeks in this activity.
Goals	To read phonetically regular consonant-vowel-consonant words. To spell phonetically regular consonant-vowel-consonant words independently
Feelings	When the teacher asked a child to read words and he knew the answers he seemed to feel very confident to spell words.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>Initially, the teacher taught the children the words on these cards at school then the children took them home to practise. The teacher recorded the phonics levels each</p>

child achieved. Children with EAL had a bag to keep these cards together. They could use the cards to spell words with their teachers and parents. Tompkins, Campbell, Green and Smith (2015) provide a rationale for this strategy: “As children learn about phonics, they apply what they learn through both reading and writing” (p.153). In other words, learning phonics can improve children’s literacy skills. Moreover, Gooch and Lambirth (2010) posit that “...one to one teaching phonics can create rich opportunities to discover more about individual children in the class. They provide teachers to learn about their abilities to reflect on their own development” (p.110).

Strategy 31: Spider games - teaching shapes (EO374)

	
Dimensions of observation (Robson 2011)	Observations
Space	A quiet room, on the table
Actors	The teacher and EAL child
Strategy	Spider game (recognise shapes).
Objects	The game package with dice, cards and toy spiders.
Acts	The children played a game about spiders that needed to go back home. The children threw the dice and spoke the shape names out loud in English, after which the spiders could move to their home.
Events	No specific time. The teacher chose free time to do this game

	with children
Goals	To learn the shape names in English
Feelings	The child seemed interested in the game and seemed to like playing it with the teacher. She could not say all of the shape names but the teacher taught her step-by-step and repeated names again for her.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>This strategy was a game to help children to recognise shapes. When the strategy was observed, a child tried to read the shapes' name but found it quite difficult to say all of them. Consequently, the teacher repeated each shape name for her and she repeated the shape names. Playing games can help children to learn mathematical concepts such as numbers, colours or shapes (Bird, 2000). Nevertheless, VanderVen (2008:67) points out that "...it is important for young children to have an interest in learning and that this interest is even more crucial to early school success than knowing specific letters, shapes and numbers". This strategy enabled children to be interested in the game whilst also acquiring new mathematical learning.</p>

Strategy 32: Counting numbers (EO385)

	
<p>Dimensions of observation (Robson 2011)</p>	<p>Observations</p>

Space	In the setting room, a corner side
Actors	The teacher and child
Strategy	Learning and counting numbers
Objects	A dice, small animal models and number cards
Acts	First the teacher taught the child to count the spots on the dice then told her to throw it, read the number and take the same number of models. The child needed to find numbers from cards and put the same number of models together.
Events	In the corner time, 5-10 minutes.
Goals	Children could read the numbers and take the same number of models.
Feelings	The child thought she was playing a game with the teacher so she seemed very excited and happy to play the game.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>This strategy was observed as a one-to-one activity undertaken with a child with EAL whose spoken English was limited to simple vocabulary and numbers 1-10. For some children with EAL, teachers need to identify and assess children's individual needs and provide them with activities and support that enable their needs to be met and learning to take place (Browne, 2007). This strategy enabled the child in the observation to have additional opportunities to speak individually with the teacher to help improve the child's language skill in preschool (Cross, 2011).</p>

Strategy 33: Communication fan (EO397)




Dimensions of observation (Robson 2011)	Observations
Space	Anywhere
Actors	Children with EAL
Strategy	Show feelings
Objects	Fan cards
Acts	When children with EAL did not know how to express their feelings and meanings they could use these cards.
Events	Children could use it in anytime when they needed it they know where could get it.
Goals	To help children to express what they want to do, especially children with EAL
Feelings	When children were worried, in a bad mood or needed help from adults they could use these cards to say something.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>This strategy was a fan card with many pictures including faces showing emotions, places around school such as toilet and playground, and things children do in school, for example, line-up, drink, wash hands. It was a tool to enable children and adults to</p>


communicate in the settings by using the cards to identify emotions, places, objects and actions (Mistry and Sood, 2015). In the setting where the strategy was observed, few children with EAL used it; instead it tended to be used by teachers who needed to observe children's behaviours in the setting and asked them to do certain things.

Strategy 34: Recognising coins (EO396)

	
Dimensions of observation (Robson 2011)	Observations
Space	Corner table
Actors	The teacher and child
Strategy	Recognising coins
Objects	Paper coins and toy coins.
Acts	The teacher taught the child to recognise different coins.
Events	This strategy was designed according to the monthly topic and fit with other activities.
Goals	To recognise coins and understand how they are used.
Feelings	The child seemed to enjoy playing with coins because he had had experience of using money in the shops with his family. He seemed interested in the activity and told the teacher about his experience.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>Venkatesan (2004:188) suggests that by playing with coins "...as the child learns to read or recognize numbers up to at least 10 or 100, he or she can be taught to read values of coins. The child may be able to read the number(s) on coins or notes to identify their specific values". Moreover, "...the additional practice and elaboration on money-handling skills can be incorporated by 'business' and 'trade' or playing shop games" (Venkatesan, 2004:188). In the strategy, the child learned the paper coins first and then the toy coins after that so he knew how to identify coins.</p>

Strategy 35: Numbers in spots (EO422)

	
Dimensions of observation (Robson 2011)	Observations
Space	A separate room
Actors	The teacher and child
Strategy	Ladybird number game
Objects	The ladybird game pack. Fan cards with numbers, dice, spots cards and cards with ladybirds (there are different numbers on cards)
Acts	They played this game for 10 -15 minutes to learn and count numbers. In turn, the teacher and child threw the dice and found

	the ladybirds, counted the spots and checked the same number in the fan cards.
Events	This one-to-one work for children with EAL usually happened in the free time and the teacher chose a child to do it.
Goals	To recognise, read and match numerals and numbers
Feelings	This game seemed to make the child feel interested. When he worked with the teacher he seemed confident and concentrated on counting numbers.

Questions How is it used to help children? What is the advantage or disadvantage in this Strategy?
<p>This strategy was a game played by a pair so a teacher and child could do it together. It enabled the teacher to assess the child's counting skills and provided the teacher and the child with additional opportunities to communicate with each other. Petty (2004) notes that "Simple dice games are excellent for teaching numbers" (p. 251). Children seemed to want to play the game rather than purely practise counting, enabling them to gain understanding and skills more easily from play than purely from practising counting (Graham, 2008).</p>

8.3.2 Part One: Analysis of Specific Strategies used in Taiwanese settings

This section analyses strategies that were observed in the Taiwanese setting which the teacher adopted to help children with CAL or SEN to improve their learning. The teacher used many different cards and patterns to assist children in their literacy and daily life skills. Children could follow these directions and finish their own tasks by themselves.

Strategy 36: Checking sheets (TO12)




Dimensions of observation (Robson 2011)	Observations
Space	In the settings, on the table
Actors	Children
Strategy	Reminder cards
Objects	A card made from paper
Acts	The teacher used four pictures to show what children needed to do in the setting. If they could finish everything they could get a stamp.
Events	On the table.
Goals	To remind children with special educational needs what they needed to do in the setting.
Feelings	The children seemed to be independent and also seemed to feel safe because they did not need to worry about their unfinished work.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>The main resource for this strategy was a card on the table for some children with special educational needs. The card includes very simple pictures representing daily activities, for example eating lunch, eating more fruit and vegetables, brushing teeth</p>

and writing homework. The children had to complete a series of tasks to receive a stamp. After each child had collected nine stamps they could exchange them for a gift from the teacher. Even when the children could not read the words they knew the meaning of each picture so children could self-regulate and recall their activities by checking their works by themselves with these pictures even though they could not read the words on the card. Bender and Larkin (2003) suggest that “The use of pictures can result in enhancing the memory of students with learning difficulties” (p.120). Furthermore, the pictures also help the children with self-regulation (Whitebread et al., 2005; Whitebread, 2010).










Strategy 37: Writing names (TO17)

	
Dimensions of observation (Robson 2011)	Observations
Space	Writing table
Actors	Children
Strategy	Writing name
Objects	Colour pen and name card.
Acts	The children used the colour pen to trace their name on the paper the first time. After that they copied the name on the second line
Events	The children could do this work in the corner time in the writing area

Goals	To read and write their names
Feelings	Children seemed to like doing this because they could use different colours to write their names and erase their names with tissues. They could repeat this work and did not seem to feel bored.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>This strategy was designed to enable children to learn to read, recognise and write their names. The card was laminated so the child could use it for many times. There were two lines on the card: the first line was a sample with numbers for children to trace. The second line was intended for children to practise and copy their names.</p> <p>Washtell (2010) provides several reasons to justify their use: they support the child's physical development by improving hand-eye co-ordination and by providing opportunities to refine the child's fine motor skills, they develop the child's growing awareness of print by drawing and they give children opportunities to reflect on their writing (p. 93). Moreover, Washtell (2010) posits that "...tracing activities teach children about directionality and familiarise them with the key movements that underpin handwriting and letter information" (Washtell, 2010:93).</p>

Strategy 38: Mission cards (TO16)


	上課	 安靜	 坐在位子上	 專心聽老師上課	 我做得很好， 請老師幫我 蓋好寶寶印章
	到戶外活動	 去排隊	 做平躺	 收玩具	 我做得很好， 請老師幫我 蓋好寶寶印章

Dimensions of observation (Robson 2011)	Observations
Space	These cards were either put on the table or the teacher made small books and children could put them in their school bags
Actors	Children
Strategy	The purpose of these cards was to remind children about their tasks
Objects	Cards and small books
Acts	The teacher made these cards to help children to remember what they needed to do in the setting. If they completed their work they could get a stamp.
Events	Every day. The cards were about the children's work.
Goals	To help children to remember their responsibilities
Feelings	Because the cards helped children to know what they needed to do in the setting this strategy helped children to feel more independent.

Questions How is it used to help children? What is the advantage or disadvantage in this Strategy?
<p>This strategy was designed to help children with special educational needs (for example autism) in their learning, communication and developing self-control, by providing visual aids and symbols (pictures or patterns) from simple to complex conceptualisation, and concrete to abstract conceptualisation (Luo, 2015). The cards had pictures depicting U1 patterns and words. Some children could read words so they knew how to follow the directions. The teacher chose simple pictures to enable children to understand and be aware of their tasks. The cards enabled children to</p>

work at home as well because children had a small book in their school bags, so parents could check it and give stamps to the child.


Strategy 39: I am a good boy/girl (TO48)

	
Dimensions of observation (Robson 2011)	Observations
Space	On the back of a door
Actors	For children
Strategy	I am a good boy/girl
Objects	A big poster displaying children's numbers
Acts	This poster indicated children's numbers. If they finished brushing their teeth after lunch they could put their numbers on the line
Events	A daily activity
Goals	To remind children to brush their teeth after lunch
Feelings	Children operated independently and supported each other by saying: "do not forget to brush your teeth".

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>This strategy was a poster placed on the back of a door near the sink where the</p>

children brushed their teeth after lunch. It was intended to remind the children to brush their teeth every day and to save the teacher from having to give children this direction so that the teacher could have extra time to help other children in the setting. Sometimes, the teacher asked children to check that their peers had followed the direction: these children were called “little helpers” to establish their responsibilities. As Bailey and Guskey (2001) suggest, teachers can implement a variety of instructions and management practices in schools and settings to encourage children to develop a sense of responsibility. Children can make responsible decisions themselves - “constructive and respectful choices about personal behaviour and social interactions” (CASEL, 2013).

Strategy 40: Positioning items (TO36)

	
Dimensions of observation (Robson 2011)	Observations
Space	On the desk
Actors	Children
Strategy	To remind children with SEN to put their lunch boxes in the right places
Objects	Children's name and number on the paper, the lunch box or water bottle
Acts	The teacher wrote down each child's name and number on

	paper and put it on the table. Children needed to put their lunch box beside the paper.
Events	After lunch and snack time, every day
Goals	To remind children to put everything in the right place
Feelings	Children knew the correct places to put their lunch boxes so they did not need help to finish their tasks

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How is it used to help children?</p> <p style="text-align: center;">What is the advantage or disadvantage in this Strategy?</p>
<p>Sometimes, children with SEN forgot where their spaces were and put their stuff in other people's spaces. This strategy enabled them to develop 'domain concepts' (Hirsh, 2004) and to arrange their own things. It also helped the children to become more independent and improved their self-confidence. Hirsh's (2004:241) explanation for domain concepts is that "domain knowledge has been identified as a factor that influences information-retrieval task behaviour among adults and cognitive task behaviour, such as problem solving, among children".</p> <p>A disadvantage of this strategy was that the children's names were written down in the Chinese alphabet so children needed reading ability in the Chinese alphabet to engage with the strategy.</p>

Strategy 41: Using U1 patterns in the role-play area (TO34)








































Dimensions of observation (Robson 2011)	Observations
Space	In the play area
Actors	Children
Strategy	Using pictures teach children how to comb the hair
Objects	Pictures with steps to comb the hair, hair brush, dolls, mirror
Acts	Children could sit on the chair and follow the steps and use a comb to comb hair
Events	Children could choose to play in the corner time.
Goals	To understand experiences outside the setting. To learn to comb hair. To interact with peers.
Feelings	Girls particularly seemed to like this activity. They seemed happy to do it as they engaged in discussion when they did this activity.

Questions How is it used to help children? What is the advantage or disadvantage in this Strategy?
<p>This strategy was set up in a role play area to enable children to make sense of their real world experiences, to provide opportunities for children to practise spoken language and to engage with others (Jones and Twani, 2014). The pictures presented simple steps for children to learn how to comb their own hair, peers' hair or the doll's hair in the role-play area. Engaging with this strategy in the role play area enabled children to converse with each other, to make sense of what they had experienced at home, in the local community and in the wider world. This strategy in the role play area also enabled them to practise roles and the accompanying</p>

language and to learn how to play and talk with each other. For adults in the setting, it provided a deeper insight into each child's personal world (Jones and Twani, 2014).

Strategy 42: Behaviour changing cards (TO62)

<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>不可以做的事</p> <table border="1"> <tr> <td>吵架 </td> <td>打架 </td> </tr> <tr> <td>捏人 </td> <td>大叫 </td> </tr> <tr> <td>抓人 </td> <td>罵人 </td> </tr> </table> </div> <div style="text-align: center;"> <p>好孩子行為</p> <table border="1"> <tr> <td>有禮貌會說“請” </td> <td>開心 </td> </tr> <tr> <td>幫助人 </td> <td>有愛心 </td> </tr> <tr> <td>好朋友 </td> <td>會說早安 </td> </tr> </table> </div> <div style="text-align: center;">  </div> </div>		吵架 	打架 	捏人 	大叫 	抓人 	罵人 	有禮貌會說“請” 	開心 	幫助人 	有愛心 	好朋友 	會說早安 
吵架 	打架 												
捏人 	大叫 												
抓人 	罵人 												
有禮貌會說“請” 	開心 												
幫助人 	有愛心 												
好朋友 	會說早安 												
Dimensions of observation (Robson 2011)	Observations												
Space	These cards put in teacher's desk												
Actors	The teacher and children												
Strategy	Behaviour changing cards												
Objects	Desirable and undesirable behaviour sample cards												
Acts	When children displayed undesirable behaviour in the setting the teacher showed these cards to them and told them not to behave in that way in the setting.												
Events	When children displayed undesirable behaviours the teacher told them not to do that and taught them the desirable behaviours.												
Goals	To help children to recognise desirable and undesirable behaviours and to present with desirable behaviours in the setting												

Feelings	When children had presented with undesirable behaviours they told the teacher and cried, indicating they were distressed. They denied they did the wrong things so the teacher gave the cards to them and taught them which behaviours were desirable.
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Questions How is it used to help children? What is the advantage or disadvantage in this Strategy?
<p>This strategy was a behaviour management tool that was designed to reduce behavioural issues in the setting and enable children to focus attention on their tasks (Notbohm and Zysk, 2010).</p> <p>The two cards displayed behaviours that teachers regarded as either desirable or undesirable for children in the setting. Undesirable 'bad' behaviours included fighting, quarrelling, pinching, shouting, scratching and reprovig. Desirable 'good' behaviours included saying "please", to help each other, to be kind, to be friendly and say "good morning".</p> <p>The teacher explained these behaviours to the children and asked if they should be 'good' or 'bad'. They all said they wanted to be 'good'. The teacher gave the children rewards if they presented with 'good' behaviours in the setting.</p>

8.3.3 Part Two: Analysis of Specific Strategies adapted from English settings for Taiwanese settings

The following strategies from English Reception classes and Nurseries were employed in the Taiwanese setting. The purpose was to observe if these strategies were transferable to provision in a Taiwanese setting.

Strategy 43: Sorting colour objects in jelly (EO192 / TO42)

a). Sorting colour objects in jelly in English settings (EO192)



Dimensions of observation (Robson 2011)	Observations
Space	Corner table
Actors	Children
Strategy	Sort out objects by colours
Objects	Plastic coins (yellow, red, blue and green), jelly (mixed with water) and bowls
Acts	Picked up coins from jelly and put in the bowl, matching the same colours
Events	This activity was on the corner table and the teacher prepared it when children needed some practice to recognise colours
Goals	To sort by colour
Feelings	The children seemed to like playing with the jelly because it was smooth so they liked to touch it.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar to Taiwan?</p> <p>How is it different from Taiwan?</p>
Teachers in English settings designed different activities for children to practise

activities focused on colours and this strategy was developed to help children to sort according to colour. The teachers changed materials to retain children's interest; in this observation, the jelly did not smell and was quite hard. There are many ways to improve the recognition of colours and it is regarded as important early mathematical learning: "...when learning about quantities and their representations, and attributes of objects and collections (children) will have opportunities to investigate attributes of collections, in particular, texture, colour, measurement and shape" (QCAA, 2006:2). An advantage of this strategy is that the use of touch is likely to support learning: the sense of touch develops in the womb (Field, 2001) and young children up to 8 years explore the world through their senses, including touch (Ardiel and Rankin, 2010; Brierley, 1994; Murray, 2012).

b). Strategy 43: Sorting colour objects in jelly in Taiwanese settings (TO42)



Dimensions of observation (Robson 2011)	Observations
Space	On the floor
Actors	Children
Strategy	Sort out snowflakes by colours
Objects	Bowls, snowflakes and jelly (coffee)
Acts	Picked up snowflakes from jelly and put them in the right colour bowls

Events	The activity was in the cabinet and children could do at corner time
Goals	To sort by colour
Feelings	The children seemed curious and appeared to enjoy playing with jelly. They tried to use their fingers to pick snowflakes carefully; however, finally they used their hands to pick flakes and smelled the jelly.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar to England?</p> <p>How is it different from England?</p>
<p>This strategy required children in Taiwanese settings to categorise colours, “seeing similarities in different objects and events”, regarded as “an essential feature of how we make sense of the world” (Lightfoot et al., 2012:191). In the process, they shared their feelings with peers. They smelled the jelly (which smelt like coffee because it was coffee jelly) and started to discuss this. They seemed curious and happy to engage with this strategy. In regard to this strategy, the distinction between English and Taiwanese settings was the difference in materials used such as the jelly: the jelly used in England was not available in Taiwan so coffee jelly was used as a substitute.</p>

Strategy 43 Summary:

Sense of touch develops in the womb (Field, 2001) and young children up to 8 years explore the world through their senses, including touch (Ardiel and Rankin, 2010; Brierley, 1994; Murray, 2012). There are many ways to improve the recognition of colours and this is important for early mathematical learning “...when learning about

quantities and their representations, and attributes of objects and collections (children) will have opportunities to investigate attributes of collections, in particular, texture, colour, measurement and shape” (QCAA, 2006:2). When the children categorised colours they were “seeing similarities in different objects and events... an essential feature of how we make sense of the world” (Lightfoot et al., 2012:191). In the process, they shared their feelings with their peers. They smelled the jelly (which smelt like coffee because it was coffee jelly) and started to discuss this. They seemed curious and happy to engage with this strategy. In regard to this strategy, the distinction between English and Taiwanese settings was the difference in materials used such as the jelly which could not find the same one in Taiwan so it used the coffee jelly to substitute.

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Strategy 44: Action cards (EO239 / TO20)

a). Strategy 44: Action cards in English settings (EO239)



Dimensions of observation (Robson 2011)	Observations
Space	Individual work on the table
Actors	Children and teacher
Strategy	Action bingo cards
Objects	Different action cards, two different A4 card composite cards plus single action cards.
Acts	The child and teacher got an A4 composite card and turned

	over other single cards. They took turns: the child picked up one card to match her own card and the teacher was next.
Events	In one-to-one time, for EAL children
Goals	To know the names of actions in English
Feelings	Children seemed to enjoy playing this game. They also learned some words and seemed interested.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar or different to Taiwan?</p>
<p>This one-to- one strategy supported children with EAL and helped them to learn to describe actions in English. By focusing on the pictures the children could derive the meaning even though they could not say all the words.</p> <p>The teacher and child each had one A4 composite card featuring action pictures. Other single cards that matched the images on the composite card were turned upside down. The teacher and child then took turns to turn over one single card at a time and match it to their composite card; the first person to cover all the pictures on the composite card won the game.</p> <p>Cards are regarded as an effective way to teach a variety of subjects (Hirsh-Pasek, et al., 2003) and through card games children were encouraged to compete, experiment, explore and innovate (Squire and Jenkins, 2003).</p> <p>The cards used for this strategy featured drawn pictures, however if they had used real photographs it may be that children could have copied and practised actions more easily as real objects help children to understand (Tomasello et al., 1999).</p> <p>In Taiwan, teachers also used cards to play games (Appendix X: TO20).</p>

b). Strategy 44: Action cards in Taiwanese settings (TO20)



Dimensions of observation (Robson 2011)	Observations
Space	On the floor
Actors	Teacher and children
Strategy	Bingo action cards
Objects	2 A4 composite cards plus single cards
Acts	In the group work, the teacher taught children how to play bingo
Events	After group work, the teacher put the cards in the corner. Children could play cards during corner time
Goals	To know and read the names of actions in Chinese
Feelings	The children seemed curious and they concentrated and were quiet when they played the game.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar or different to England?</p>
<p>Games can be useful tools to help children to gain knowledge (Kojima and Yoshikawa, 2001). This strategy was a Bingo game that enabled children to learn useful words in the additional language. In the process, they also learned how to describe actions and to read the words.</p> <p>The teacher and children each had one A4 composite card with action pictures and</p>

words. Other single cards that matched the images on the composite card were turned upside down. The teacher and child then took turns to turn over one single card at a time and match it to their composite card; the first person to cover all the pictures on the composite card won the game.

This game was copied from English settings. The teacher also adapted the game to feature other subjects such as colours, shapes, animals and fruits. They played according to the same rules but each set had different images.

In English settings, the cards only had pictures. However, in the Taiwanese setting the cards also had words so that children could read words from cards when they saw the pictures. By playing the game, the children learned both the actions and the words (McGee and Morrow, 2005).

Strategy 44 Summary:

This one-to-one strategy supported children with EAL or CAL. By playing this game, the children knew how to describe actions and also helped them to learn to describe actions in their additional language.

Cards are regarded as an effective way to teach a variety of subjects (Hirsh-Pasek, et al., 2003) and through card games children were encouraged to compete, experiment, explore and innovate (Squire and Jenkins, 2003). The cards used for this strategy featured drawn pictures, however if they had used real photographs it may be that children could have copied and practised actions more easily, as real objects help children to understand (Tomasello et al., 1999).

Games can be useful tools to help children to gain knowledge (Kojima and Yoshikawa, 2001). In English settings, the cards only had pictures. However, in the Taiwanese setting the cards also had words so that children could read words from cards when they saw the pictures. By playing the game, the children learned both the actions and the words (McGee and Morrow, 2005).

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Strategy 45: Shaving foam (EO201, EO91 / TO41)

a). Strategy 45: Shaving foam in English settings (EO201, EO91)



Dimensions of observation (Robson 2011)	Observations
Space	In the corner table
Actors	Children
Strategy	Shaving foam
Objects	Shaving foam, animal models and differently shaped scrapers
Acts	Used scrapers to make shapes. Hid animal models and children found them in the foam.
Events	The children did this activity during corner time. Teachers changed the animals to other objects to match the teaching topic.
Goals	To recognise patterns and animals.
Feelings	The children seemed interested in playing in the foam and appeared to like this activity. They seemed to like to touch the foam and to feel it.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar or different to Taiwan?</p>
In one strategy in English settings, teachers taught children about animals by

arousing their curiosity with model animals in shaving foam. They put animals in the foam and covered them in the foam then children had to find animals (EO91).

Another strategy with shaving foam was to encourage the children to use differently shaped scrapers in the foam. Children used the scrapers as mark makers, observing the tracings in the foam after they had used scrapers (EO201). Differently shaped scrapers made straight lines, curves and waves and children observed these different shapes (Montague-Smith and Price, 2012).

Hiding and revealing objects or using containers seems to stimulate curiosity because children want to know what is inside and teachers can easily explore the next teaching step (Staves, 2001). Therefore, these activities may enhance children's motivation.

In a similar strategy, English teachers also used a hiding bag and put an object inside. Children picked out an object from the bag and said something about the object (English Observation notes: EO128).

Prior to the present study, teachers did not use shaving foam in Taiwanese settings, though many used model animals – sometimes on cards – to teach children about patterns or animals.

b). Strategy 45: Shaving foam in Taiwanese settings (TO41)



Dimensions of observation (Robson 2011)	Observations
Space	On the floor during corner time
Actors	Children

Strategy	Shaving foam
Objects	Foam and shaving scrapers
Acts	Used scrapers to make different lines. Children did it alone or with partners.
Events	For corner time the teacher prepared materials and put them in the cupboard. Children could take and play.
Goals	To recognise patterns, for example, straight line, curve, and wave.
Feelings	The children seemed fascinated by this strategy because they had never done it before.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How does it influence teaching?</p> <p style="text-align: center;">How is it used?</p> <p style="text-align: center;">How is it similar or different to England?</p>
<p>This strategy was copied from one of the English settings for use in a Taiwanese setting. The materials were the same as those used in the English setting. The children in Taiwanese settings had not previously experienced this strategy and they seemed to like it and were very engaged by it. When teachers think about how to teach children it is important to make them feel engaged (Laevers, 2000) so that “children’s initiative, involvement and relative control over their own activities and participation” come to the fore (Helm and Katz, 2001:2).</p> <p>This strategy enabled the children in Taiwanese settings to develop their observation skills: they observed the different places between the scrapers. They also used other senses to gather information and their discussion about smelling the foam encouraged them to communicate ideas, directions and descriptions (Charlesworth and Lind, 2015).</p> <p>In the English setting the foam did not have a fragrance but in Taiwan it was hard to</p>

find the same one so the foam smelled sweet like candies. So when children played it they smelled their hands and discussed what they found in this activity (Charlesworth and Lind, 2015).

Strategy 45 Summary:

The children used different shaped scrapers to make different patterns in the foam and they observed these (Montague-Smith and Price, 2012). The children used the scrapers to make different shape lines in the foam and hid animals under the foam to find later. Hiding and revealing objects or using containers seems to stimulate curiosity because children want to know what is inside and teachers can easily explore the next teaching step (Staves, 2001). Therefore, these activities may enhance children's motivation. The children in Taiwanese settings had not previously experienced this strategy and they seemed to like it and were very engaged by it. When teachers think about how to teach children it is important to make them feel engaged (Laevers, 2000) so that "children's initiative, involvement and relative control over their own activities and participation" come to the fore (Helm and Katz, 2001:2). This strategy enabled children in Taiwanese settings to develop their observation skills: they observed the different places between the scrapers. They also used other senses to gather information and their discussion about smelling the foam encouraged them to communicate ideas, directions and descriptions (Charlesworth and Lind, 2015).

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Strategy 46: Pasta and tongs (EO19 / TO26)

a). Strategy 46: Pasta and tongs in English settings (EO19)



Dimensions of observation (Robson 2011)	Observations
Space	Corner table
Actors	Children
Strategy	Clip pasta
Objects	Different shapes of pasta, small bowls and clips.
Acts	Used clips to pick up pasta in the bowls
Events	During corner time, children could play at this activity by themselves. This was a daily work.
Goals	To develop fine motor coordination in preparation for handwriting
Feelings	The children focused on how to pick up pasta but sometimes found the activity difficult.

<p style="text-align: center;">Questions</p> <p style="text-align: center;">How does it influence teaching?</p> <p style="text-align: center;">How is it used?</p> <p style="text-align: center;">How is it similar or different to Taiwan?</p>
<p>This strategy enabled children in English settings to develop skill and strength to open the clip, pick up the pasta and move it to a bowl. This was difficult for many of them but it was useful preparation for writing. Using tongs to pick up pasta helped children to develop fine motor skills and the pincer grip that is useful for handwriting (Graham et al., 1997; Jarman, 2002).</p>

The teacher prepared a big clip for children so they could pick up the pasta easily. If they could not pick up pasta with one hand they found that using two hands was helpful.

b). Strategy 46: Spaghetti and chopsticks in Taiwanese settings (TO26)



Dimensions of observation (Robson 2011)	Observations
Space	On the floor
Actors	Children
Strategy	Clipping pasta
Objects	Pastas, bowls and chopsticks
Acts	Children used chopsticks to pick up pasta in the bowls.
Events	One child at a time could play with this activity on the floor
Goals	To develop fine motor coordination to use chopsticks and in preparation for writing.
Feelings	The children concentrated on this activity but seemed to find it difficult.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar or different to England?</p>
In Taiwanese settings, this strategy was used as a prewriting activity for children.

The goal was to develop independent learning, concentration, develop coordination and good work habits: it helped children to manipulate with three fingers of one hand for 'using chopsticks' (Jian, 2005) and the strategy was also intended to make children's fingers nimble and stable to enable them to use pencils with relative ease when they started to write words (Jian, 2005).

Meggitt (2012) points out that children learn through play and they also need opportunities to learn by repeating activities: children in Taiwanese settings repeated this activity daily.

In both English and Taiwanese settings children needed to co-ordinate their fingers to manipulate small objects with a tool but children seemed to find the clip easier to manipulate than chopsticks. The difference between English and Taiwanese practice was that the clip was exchanged for chopsticks in the Taiwanese setting to take account of the cultural environment.

Strategy 46 Summary:

This strategy enabled children in English settings to develop skill and strength to open the clip, pick up the pasta and move it to a bowl. This was difficult for many of them but it was useful preparation for writing. Using tongs to pick up pasta helped children to develop fine motor skills and the pincer grip that is useful for handwriting (Graham et al., 1997; Jarman, 2002). In Taiwanese settings, this strategy was also used as a prewriting activity for children, though the goal was broader and intended to support children to develop independent learning, concentration, develop coordination and good work habits. The strategy helped children to manipulate with three fingers of one hand for 'using chopsticks' (Jian, 2005) and was also intended to make children's fingers nimble and stable to enable them to use pencils with relative ease when they started to write words (Jian, 2005). Moreover, aligning with Meggitt's view (2012) that children learn through play and also need opportunities to

learn by repeating activities, children in Taiwanese settings repeated this activity daily.

In both English and Taiwanese settings this strategy required children to co-ordinate their fingers to manipulate small objects with a tool but children seemed to find the clip easier to manipulate than chopsticks. The difference between English and Taiwanese practice was that the clip was exchanged for chopsticks in the Taiwanese setting to take account of the cultural environment.

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Strategy 47: Corn flour (EO359 / TO30)

a). Strategy 47: Corn flour in English settings (EO359)



Dimensions of observation (Robson 2011)	Observations
Space	Tables
Actors	Children
Strategy	Tracing by corn flour
Objects	Corn flour, toys with wheels, big plastic containers and waterproof aprons
Acts	Corn flour was mixed with water. Children needed to wear aprons and they played with toys in the tray.
Events	The teacher prepared everything on the table and children could choose and play it during corner time.

Goals	To develop observation skills. To develop coordination for writing.
Feelings	Driving car or aeroplane wheels through the corn flour seemed to interest the children. In particular they seemed to find it funny when the wheel marks on the flour disappeared quickly. They shared their experiences with peers and played many times.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar or different to Taiwan?</p>
<p>Children's emotional well-being and involvement are linked (Laevers, 2000; Helm and Katz, 2001) and children in English settings appeared to enjoy making traces in the flour and seemed highly engaged when they did so for this strategy. The teacher put the corn flour in a big plastic tray so many children could play together. The children selected different toys like cars, planes to make traces in the flour.</p> <p>The strategy helped children to develop their observation skills regarding objects or events (Charlesworth and Lind, 2015): they observed that different shapes made different traces. Additionally, when children touched the corn flour they started to discuss how they felt and what they thought.</p> <p>In Taiwanese settings, this strategy had not been practised before; foodstuffs are seldom used in the settings because teachers in Taiwanese settings teach children that food is to eat, not to play with. This indicates a cultural difference between English and Taiwanese settings (Md-Yunus, 2009).</p>

b). Strategy 47: Corn flour in Taiwanese settings (TO30)



Dimensions of observation (Robson 2011)	Observations
Space	On the floor and in the corner time
Actors	Children
Strategy	Colour classification
Objects	4 bowls, yellow, green, red and blue. Corn flour, a big iron tray and snowflakes
Acts	Corn flour was mixed with water and took some toy snowflakes were placed in the flour. Children needed to sort out the snowflakes into the bowls by colour.
Events	It was in the corner, and children could do the activity individually or with peers. The teacher had previously prepared this activity and put it in the shelf, ready for the children.
Goals	To identify colours and they needed to know colours: red, yellow, blue and green.
Feelings	In the beginning, the children seemed to be very careful to use their fingers because they were afraid to make their fingers dirty. However, after a few minutes they started to use their hands to pick up snowflakes and played happily in the corn flour.

<p>Questions</p> <p>How does it influence teaching?</p>
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How is it used?
How is it similar or different to England?
<p>This strategy enabled Taiwanese teachers to know which colours children recognised; this is a Taiwanese government requirement for children to achieve the standard level (Ministry of Education in Taiwan, 2012).</p> <p>In England, the children made traces in the corn flour with their fingers. In the Taiwanese setting, the teacher used similar materials but changed the purpose of the strategy to focus on colour classification, regarded as an important skill in children's learning (May, 2011) and also to comply with government requirements (Ministry of Education in Taiwan, 2012).</p> <p>One of the disadvantages in the Taiwanese setting was that the space was limited so not many children could engage with this strategy at any one time.</p> <p>However, an advantage is that teachers can adapt this strategy by introducing new materials to maintain children's interest (Laevens, 2000; Helm and Katz, 2001).</p>

Strategy 47 Summary:

Children seemed engaged when they made traces in the flour (Laevens, 2000; Helm and Katz, 2001). When children touched the corn flour they started to discuss how they felt and what they thought. Children used different toys like cars, planes to make traces in the flour. This strategy may also help children to improve their observation skills (Charlesworth and Lind, 2015). In Taiwanese settings, this strategy had not been practised before; foodstuffs are seldom used in the settings because teachers in Taiwanese settings teach children that food is to eat, not to play with. This indicates a cultural difference between English and Taiwanese settings (Md-Yunus, 2009). This strategy enabled Taiwanese teachers to know which colours children recognised; this is a Taiwanese government requirement for children to achieve the standard level (Ministry of Education in Taiwan, 2012). In England, the children made traces with the flour, whereas in the Taiwanese setting, focus was on

colour classification, regarded as an important skill in children's learning (May, 2011) and also to comply with government requirements (Ministry of Education in Taiwan, 2012).

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Strategy 48: Observing shells (EO386 / TO38)

a). Strategy 48: Observing shells in English settings (EO386)



Dimensions of observation (Robson 2011)	Observations
Space	On the table in the corner of setting room
Actors	Children
Strategy	Observing shells
Objects	Different kinds of shells, magnifying glasses and shells information book.
Acts	Children used magnifying glasses to observe shells and identify differences between them. They also looked at the book and found information about the shells
Events	The teacher had prepared materials on the table and children could do the activity during corner time.
Goals	To understand how to gain information about objects by observing and by consulting a reference book.
Feelings	The children seemed to enjoy pretending to be scientists.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar or different to Taiwan?</p>
<p>This strategy enabled children to learn how to do an observation, recognised as a key scientific skill (Brunton and Thornton, 2010; Siraj-Blatchford and MacLeod-Brudenell, 1999). Children also learned how to use a non-fiction book to find information, which Mallet (2010) regards as important: "...children need to be at the controls when it comes to using reference and indeed all information texts" (p.374). As Mallet (2010) advocates, the teacher taught the children how to use these tools, what points to investigate and how to make comparisons. The strategy may also have helped the children's perceptive abilities: as Hourcade (2008:17) explains, "...perception involves using the senses to construct an internal representation of space and the body. These abilities are the key to making use of technologies, and thus it is crucial for developers of children's technologies to understand how they evolve as children grow up".</p> <p>Children in Taiwanese early childhood settings would not usually engage in this strategy but in elementary schools they are likely to do similar work in science.</p>

b). Strategy 48: Observing shells in Taiwanese settings (TO38)



Dimensions of observation (Robson 2011)	Observations
Space	On the floor. Children could do it as part of continuous provision

Actors	Children
Strategy	Observing shells
Objects	Different kinds of shells, magnifying glasses and corn flour.
Acts	The teacher put out some corn flour and covered shells with it. The children picked out a shell and used magnifying glasses to observe the shell and identify differences between the shells.
Events	The teacher prepared the activity in a big tray and children could take the tray and do the activity during corner time.
Goals	To understand how to gain information about objects by observing. To share experiences.
Feelings	The children seemed interested because the corn flour covered all the shells and they needed to seek them out.

<p>Questions</p> <p>How does it influence teaching?</p> <p>How is it used?</p> <p>How is it similar or different to England?</p>
<p>This strategy was designed to improve children's observation skills (Brunton and Thornton, 2010). They learned how to observe objects and make comparisons.</p> <p>The activity was part of continuous provision. Stimulating children's motivation and curiosity are recognised as important aspects of facilitating learning in early childhood (Curtis, 1998) and this strategy provided a novel experience for children in Taiwanese settings to enable them to learn how to observe and share their observations.</p>

Strategy 48 Summary:

This strategy enabled children to learn how to do an observation, recognised as a

key scientific skill (Brunton and Thornton, 2010; Siraj-Blatchford and MacLeod-Brudenell, 1999). Children also learned how to use a non-fiction book to find information, which Mallet (2010) regards as important: "...children need to be at the controls when it comes to using reference and indeed all information texts" (p.374). The strategy may also have helped the children's perceptive abilities: as Hourcade (2008:17) explains, "...perception involves using the senses to construct an internal representation of space and the body. These abilities are the key to making use of technologies, and thus it is crucial for developers of children's technologies to understand how they evolve as children grow up". In Taiwanese settings, children would not usually engage in this strategy but in elementary schools they are likely to do similar work in science; this strategy was designed to support young children to develop observation skills (Brunton and Thornton, 2010). Additionally, stimulating children's motivation and curiosity are recognised as important aspects of facilitating learning in early childhood (Curtis, 1998). This strategy provided a novel experience for children to enable them to learn how to observe and share their observations.

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8.4: Summary of Chapter 8

This chapter is structured in two parts. The first part has addressed specific strategies that English teachers used with children with EAL or SEN, followed by specific strategies that Taiwanese teachers used with children with CAL or SEN. The first part highlights differences in strategies used in English and Taiwanese settings. For example, in English settings teachers often worked individually with children including Strategies 11, 16, 20, 26, 27, 30, 31, 32, 34 and 35. In Taiwanese settings, teachers often used cards they had prepared to teach children including Strategies 36, 37, 38, 40, 41 and 42. While working with individual children, English teachers recorded many assessments whereas the Taiwanese teachers used their cards to

teach their children and to try to change their behaviours in the setting.

The second part of this chapter has discussed findings from an action research cycle: a range of strategies used in English settings were adapted for use in Taiwanese settings. This action revealed differences and similarities in pedagogic strategies seen in both England and Taiwan. For example, for Strategy 46 (Pasta and tongs/ Spaghetti and chopsticks: EO19; TO26), children in the English setting used tongs to pick up pasta but in the Taiwanese setting children used chopsticks; this variation reflects a cultural difference between the two countries. The strategies that feature in Part Two were taught by English and Taiwanese teachers and experienced by English and Taiwanese children in the settings.

Further detailed analytical discussion concerning the present study's findings is presented in the chapter that follows. As part of that discussion, interview data are presented; these data were inductively analysed and contributed to the overall analysis of the observations. Raw data from observations and interviews are available in the appendices.

Chapter Night Discussion

9.1 Introduction

This discussion chapter summarises the study findings and considers the meanings and implications of the findings in relation to the study aim. **The study aim was to compare pedagogic strategies adopted in Taiwan and England for children aged 3-6 years using languages additional to their home languages, some of whom have a diagnosis of SEND, in order to identify any pedagogic strategies used in England that might also be employed usefully in Taiwan.** To achieve this aim, the research methodology that was adopted was action research and the methods were observation and interview. The research design and field work were discussed in Chapters 3 and 4 and the data presented and analysed in Chapters 5 to 8. The findings indicate the challenges inherent in attempting to transfer pedagogic strategies from English settings to a Taiwanese setting and highlight that even where this was possible, adaptations seemed to be necessary. The research findings may also contribute to theory, literature, research questions and practice. This relationship is shown in Figure 9.1.

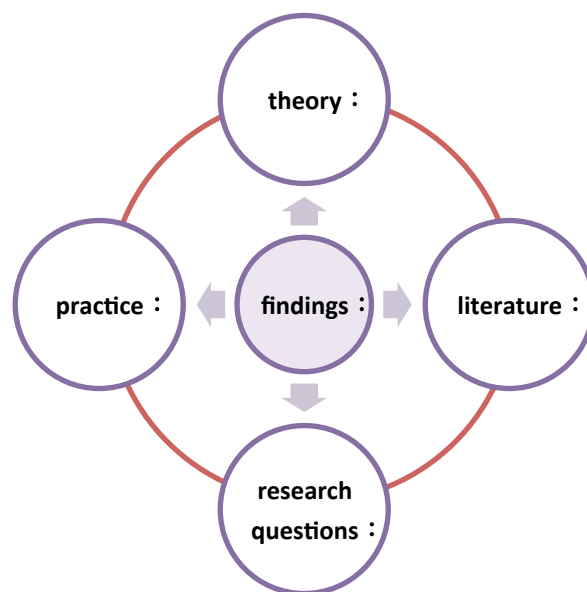


Figure 9.1: The relationship map

9.2 Summary and the meaning of findings

9.2.1 Summary and meanings concerning observation data

At the time of the fieldwork, the participating practitioners and I - as researcher - gathered observational data for different purposes. As discussed, observation of children engaged in their everyday activities is widely used as a professional tool by practitioners in early childhood settings for assessing young children's learning and development and for gaining knowledge of their developing competences, schemas and personal interests (Devereux, 2010; Palaiologou, 2009). Observation of children for these reasons was statutorily required of practitioners in England at the time this study's fieldwork was conducted: "Through observing children and by making notes when necessary, practitioners can make professional judgments about children's achievements and decide on the next steps in learning" (DCSF, 2008b:22). For this study, observation was also used as a research instrument: these research observations not only focused on the daily activity of children with EAL, CAL or SEN, but also on the daily activity of early childhood teachers. Practitioners used the observation data they gathered to identify strategies and activities to support and enhance young children's learning and development; this included provision for children with SEN, with EAL, and with both SEN and EAL. The observation data that I collected for research purposes was evaluated with the purpose of identifying pedagogic strategies that might be transferable from English to Taiwanese settings. Observation data indicated that three types of partnership were consistently found in all the study settings: child to child, child to adult, and adult to adult and these linked together to support children's learning in the settings. This section is structured according to findings from observation data and focuses on four groups of participants: (i) English teachers, (ii) Children with EAL and / or SEN, (iii) Taiwanese teachers and (iv) Children with CAL and / or SEN, as well as (v) The role of TA in the setting, (vi) Mother tongue speakers, (vii) Makaton and (viii) Individual work with

children with EAL.

(i) English teachers

The English teachers used many different methods for designing activities for children. For these activities, teachers were required to follow the EYFS curriculum and learning goals. For some children, they used one-to-one teaching and regular assessments to support children's learning and development (see Chapters 7 & 8). Reception and Nursery teachers focused on different aspects of learning and teaching. For example, the Reception teachers designed more reading and writing activities in settings (EO217; EO272) and children had regular reading homework (EO274) and numeracy practice (EO222; EO396). Conversely, Nursery teachers focused on role-play (EO23) and small group work for talking and sharing (EO135). However, no matter what ages or abilities of the children, the English teachers adopted the same principle that children learn from play.

English teachers used the six learning areas of the EYFS (DCFS, 2008) to plan pedagogic strategies, design activities and identify topics related to the curriculum. For example, during the fieldwork, the Nursery teacher in C primary school had planned according to Table 9.1:

PSED	Have an awareness and pride in self as having own identity and abilities. Have a positive approach to activities and events. Show confidence in linking up with others for support and guidance.
CLL	Begin to be aware of the way stories are structured. Hold books the correct way up and turn pages.
PSRN	Find items from position or directional clues. Are beginning to understand variations in size. Order two or three items by length or height.
KUW	Realise tools can be used for a purpose. Enjoy imaginative and role-play with peers. Show interest in different occupations and ways of life.
PD	Engage in activities requiring hand-eye coordination. Show respect for other children's personal space when playing among

	<p>them.</p> <p>Persevere in repeating some actions or attempts when developing a new skill.</p>
CD	<p>Create 3D structures.</p> <p>Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p>

Table 9.1: The explanations of six learning areas

For PSED, practitioners supported children to develop self-confidence and self-awareness, to manage feelings and behaviour and make relationships in the social environment (Bennett & Palaiologou, 2013). Children had opportunities to show their confidence and build relationships with peers and adults. These skills were often facilitated in rich role-play and story area provision using resources such as toys, costumes, dolls and puppets (show on Figures 9.2).



Figures 9.2: Samples in English settings (PSED)

Reading stories related to CLL. At Nursery level, this often meant that children showed they could hold the books and turn the pages correctly (Figure 9.3). Although they could not read the sentences or words they could understand pictures and tell the story in their own words. They could also share and discuss the story with peers or adults, providing good opportunities to practise communication and social skills.



Figure 9.3: Samples in English settings (CLL)

PSRN activities included puzzles and comparisons between big and small, long and short and colours and shapes. Strategies the teachers used related to topics that interested the children. For example, in Figure 9.4, children needed to draw short and long ladders on the fire trucks, and teachers asked them which was short and which was long then teachers wrote it on the paper. Another strategy was to look at animal pictures and match their patterns. PSRN activities helped children to make sense of - and better understand - the world around them by problem solving and reasoning as well as gaining number skills (Needham, 2013:283).



Figure 9.4: Samples in English settings (PSRN)

Beauchamp (2013) identifies that “Young children need opportunities to explore materials and objects in many different contexts” (p.289). The EYFS area of learning and development that was Knowledge and Understanding of the World (KUW) was another area that was often implemented in role-play areas, for example, teachers set up costumes and a world map for children to explore. This enabled those children with EAL who were newly arrived to find information about their home country, and it provided a context for discussion about different cultures. Such strategies also provided opportunities for children to learn more about various

occupations, such as a vet (Figure 9.5).

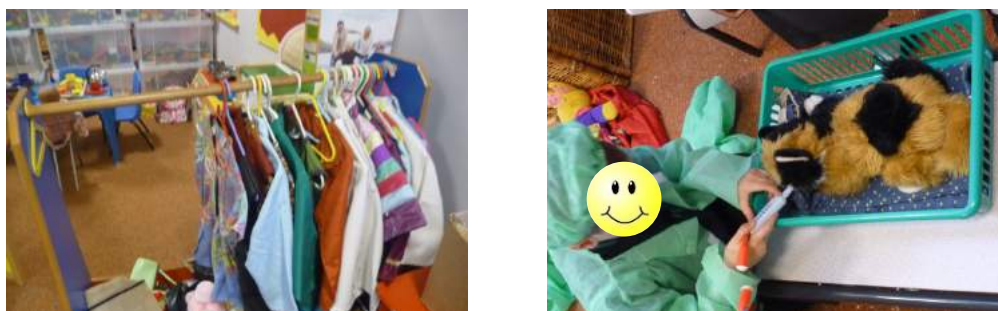


Figure 9.5: Samples in English settings (KUW)

PD activities included “...practising skills, gaining in confidence by achieving and making explorations through motor play such as running, walking, jumping, climbing, catching or throwing” (Palaiologou, 2013:300). Children’s skills in balancing and hand-eye coordination for making a cup tower were examples in the study data (Figure 9.6). Their play was “characterised by movement (that) should be encouraged” (Palaiologou, 2013:308).



Figure 9.6 Samples in English settings (PD)

Owen *et al.* (2013) suggest that “early years settings should create opportunities for children to be able to explore different materials and ideas, and to be able to engage in self-expression so that they have the best possible chance to embark upon a creative development journey” (Owen *et. al*, 2013:322). Children in English settings often seemed to favour creative activity where they used their imagination and different materials to create their own artefacts. Some of the children focused for a significant time on a single on creative activity; they also liked to share their work with other people and when this was celebrated, their self-confidence was often

enhanced (Figure 9.7).



Figure 9.7: Samples in English settings (CD)

(ii) Children with EAL and / or SEN

For children with EAL and / or SEN, the English teachers used many visual tools in settings and Makaton played an important role in supporting communication between children and adults in settings (EO146). Used particularly widely with children with SEN, Makaton is an additional resource available for use with children experiencing communication difficulties; it combines speech and gestures or signs which are further supported by a standard line-drawn picture (Wall, 2011). In observations, teachers used these visual resources for children and they were useful for children to express their meanings. Children used signs and symbols to communicate to adults what they needed and what they wanted to do in the settings. Wall (2011:158) also suggests that Makaton can be practised at home: “Makaton can be used easily within any setting and ideally should be introduced within the home situation at the same time”. It is also a method which teachers could suggest for parents wishing to support their child’s English ability or skill at home.

Other strategies that were useful for children with EAL and SEN in settings included use of signs to organise children’s daily work (EO2), reminding children what they should do for the day, and teaching children different actions with bingo cards (EO239) which helped children’s speech, language and communication by giving

them opportunities to hear language and speak it and to learn new vocabulary.

(iii) Taiwanese teachers

In the Taiwanese setting, teachers had some similar ideas to their English counterparts regarding designing and planning activities (see Chapter 5). Play is considered important work for children (Haughton et.al, 2013:84). However, in the Taiwanese setting, there was limited space for activities which meant that teachers tended to avoid some activities which may use water, sand or other liquids because they created a mess which teachers would then need time to clear. This meant that children in the Taiwanese setting had fewer opportunities than their peers in England to explore different materials: Taiwanese children may benefit if their teachers provided such opportunities and materials for children to explore their world (Hwang, 2014). Equally, in the Taiwanese context, there is greater emphasis on the indoor learning environment than the outdoor learning environment (Huang, 2012). Interview data indicated that Taiwanese teachers did not have opportunities to learn new ideas from other countries for their teaching, though they were curious and motivated to try new methods from English settings.

(iv) Children with CAL and / or SEN

Devereux (2010:75) suggests that “Play is a vitally important part of a child’s activity”. However, most Taiwanese children have little time to play in their settings especially in private preschools (Pan, 1994). In Taiwan, there is an imperative for children to learn as early as possible and to become more able than their peers; parents expect this because they want their children to be able to compete successfully so children are pressured into losing opportunities to play in their childhood years (Li, 2006). Parents may not understand that children learn by playing: “a way of trying out things”, “a problem solving process” and “the child’s arena for self-development and

motivation” (Lillemyr, 2009:19).

(v) The role of the TA in settings

Hall (2005) defines the TA’s role in the setting as:

“an assistant who is used directly to support children engaged in work will require briefing about the task, will need a certain amount of training in interpersonal skills, in how children learn, in motivation and how to manage and differentiate tasks in order to provide the best for the children in the group” (p.27).

In other words, the teacher needs to take time to discuss children’s needs, organise activities, learning outcomes and achievement with the assistant. The TA should be aware of what he or she should do in the setting and how to support children in their learning. There is a partnership between the assistant and the teacher and the assistant and the children. If the teacher has a good relationship with assistants that will provide the positive influence in children’s learning (Hayes, 2013). The assistants play an important role in supporting children’s educational progress, helping younger children with self-care and hygiene, dealing with conflicts and accidents and applying teaching aids (Kay, 2005). “Teaching assistants have an important role in feeding back to teachers in terms of the success or otherwise of a particular activity or lesson” (Kay, 2005:11). However, Hall (2005:30) pointed out some issues that TAs need to know:

- when to pass on certain information;
- the right level of intimacy with children, as many teaching assistants are known to children outside school;
- how to be reflective and how to work with the teacher in evaluating all aspects of delivering a task; and
- how important they are to the activity of learning.

Conversely, the non-teaching assistants in most Taiwanese private preschools need to be:

- discreet about information overheard;
- flexible and adaptable, being able to work for a variety of different teachers;
- honest about his or her skills, know what he or she can and cannot do;
- able to look at the work of others to pick up and adapt ideas;
- able to work with a certain amount of initiative and;
- more adult focused than child focused but still be able to see the classroom from a child's perspective. (Hall, 2005:31)

The role of the teaching assistant has developed to meet the complex and demanding curriculum needs, teaching groups and perceived increases in children with SEN and formal assessment (Kay, 2005). Moreover, if the school has teaching assistants for children with EAL, they support children to use their home languages in settings and help children to communicate with other people. These workers provide opportunities for children to practise their language skills and develop their vocabulary. They also provide more opportunities for children with EAL to use English in the setting (Watkinson, 2009).

Watkinson (2009:147) also observes that teaching assistants in England should “be aware that sometimes things that we assume that ‘everybody knows’ are not known by some EAL pupils”. When teachers work with individual children with EAL or a small group they should “speak at a normal pace initially and then slow down or focus on key words as necessary”; equally, when teachers ask children with EAL questions, they should “...allow a little more time for the child to respond because the child may need more time to process the question” (Watkinson, 2009:148).

(vi) Mother Tongue Speakers

The role of mother tongue speakers in the setting is to communicate with children with EAL. This role may be termed bilingual teaching assistant or just TA in schools. Conteh (2012) describes the bilingual teaching assistant's role in the school as:

“In a school with a positive, welcoming ethos, knowledge of languages is seen as something to be celebrated and – more importantly perhaps – to be shared as a resource to use in strategies that promote children’s learning. Bilingual colleagues have an important role to play in this”.

(Conteh, 2012:73)

Observations undertaken for this study suggest that bilingual teaching assistants play an important role in children’s learning, teachers’ teaching and communication between parents and teachers. These mother tongue speakers not only support children individually or in small groups but they also help class teachers to translate important information for parents who have EAL. They encourage and provide the opportunities for children to speak their first languages in the setting; this supports young children’s learning and understanding (Hall, 2001). In an interview, one of the English teachers (Nursery teacher L in C school) said that she found a Polish colleague and the Bengali TA in her class to be valuable in supporting children’s self-confidence and communication skills. Furthermore, she wanted the school to involve more mother tongue speakers in the setting to help different children with EAL with their language acquisition.

(vii) Makaton

As indicated, Makaton is a useful visual tool that supports children with EAL to communicate with people in settings: “Makaton can give additional support and structure to enable communication without the need to verbalise” (Wall, 2011:157). It

has a similar function to the U1 patterns used in Taiwanese settings. These symbols or signs may be used not only with children with EAL or SEN but with all children. Children can understand simple meanings conveyed by peers or adults and they are also able to use the pictures to communicate themselves. Makaton or U1 patterns may also be designed into some games by using symbols with different actions like bingo game cards (see, for example, Chapter 7: Strategy 44). Through repetition with their teachers, children learn and begin to use these words very quickly. Consequently, Makaton and U1 patterns enable communication and increase children's self-confidence as they relieve the frustrations of not being able to verbalise and communicate in the same way as other English children (Wall, 2011).

(viii) Individual work with children with EAL

Daily observations of individual children in English settings were based on six learning areas. The records were marked according to the area chosen by each child, the child's own reflections and how many times the child selected the activity from the beginning to the end of observation (Chapter 5: 5.2.5). There were six children with EAL in four settings (2 Receptions and 2 Nurseries) in 2 schools. Data for each area indicated that children tended to return to activities they had selected before.

When comparing data for nursery settings in C School and SL School, children in C School opted to do the CD activities most frequently but children in SL School elected the KUW activities most often. Furthermore, specific PSED activities were least often selected by the children, suggesting they were not attractive or interesting for children. Observation data indicated that the Nursery teacher in C School designed and planned many CD activities related to the topics each month because children enjoyed doing creative activities. Conversely, the teacher in SL School said

that most children liked to play in the role-play area which had many costumes, toys, cooking equipment and dolls. Children tended to play with peers in the role play area and often chose role play every day.

In the reception setting in C school, the CD area was also favoured by children, while in the reception setting in SL School, KUW was a favourite activity for children. However, similarly to the nursery children, the PSED area was the choice favoured least by reception children.

The observation data indicate that there are aspects of the study settings' organisation and provision that teachers could rethink and improve to encourage children to select the full range of activities across all areas of learning. Teachers might also use this data to do more to identify children's interests and use that information to develop and provide many different activities to support young children's learning and development.

9.2.2 Summary and meanings concerning interview data

Two key features emerged from interview data: different pedagogic strategies and the importance of environment for early years' settings. Below, different *pedagogic strategies* are discussed, firstly with focus on teachers in English settings and secondly with focus on teachers in Taiwanese settings. Discussion about the importance of environment for early years' settings is then considered, followed by focus on meanings emerging from English teachers' interview responses, then meanings emerging from Taiwanese teachers' interview responses.

(i) Different pedagogic strategies - English teachers

In their interviews, English teachers responded to every question clearly, directly,

freely and thoughtfully. In the interviews, most of the questions linked to pedagogic strategies. Teachers in England revealed their own theories and teaching principles. Reception Teacher C in SL school discussed her own teaching theory:

"I like the challenge (of ensuring) the children get what they need. You feel you are doing something good, you hope you are doing something good for them. I think that's what makes children willing to learn. They are challenges, they are interesting".

"Probably the way of teaching, I do not like to be too formal, I do not like teaching a subject and they tend to be quite, I like that they have freedom and more chance to play".

Reception Teacher J in C school had opinions about a teacher's role and how to teach as well as helping children to overcome difficulties.

"The role of the teacher is to make the learning as dynamic and as exciting for the children as possible and the role of the teacher needs to be as dynamic and as motivational as he or she could be in any day and that's hard, that's challenging to maintain that high degree of enthusiasm for learning, but I think that is the key to educate young children".

"You've got to be enthusiastic, you've got to sell it to them. And if children are struggling with it, then it's up to the teacher to find different way of presenting the same concept. So whether you use ICT as a vehicle, or drama, or just talking, demonstration, practice activity, it's what's going to help the children to learn that concept".

English teachers prefer to use small groups, specific groups and individual for special children when they were teaching. For example, Reception Teacher J mentioned how she organized children into different groups:

“When I organize a class, I put them in three bands: able, average, and less able, and my way would be choosing any five of the ten children...to work with me, so it won't always be the same children to work with me together”.

“You could just mix them up a bit more; also make sure children are not always working with the same group of children”.

The English teachers also indicated that they found visual tools such as pictures, as well as body language and gestures useful in teaching; they identified that these helped with communication and helped very young children and children with EAL to understand. Two teachers in England identified how they used visual tools and body language in their classes:

“We use a communication fan with them when they first come in so we could show them a little picture, a coat outside, snack, a happy face, and a sad face. Just so that we could get some key language going and even they cannot speak it. They can show us what it is they want to do” (Nursery Teacher C in SL school).

“I think the most important thing is picture and action with small children by facial expression and body language. So much communication is done through body language and facial expression (Nursery Teacher L in C school).

(ii) Different pedagogic strategies - Taiwanese teachers

The Taiwanese teachers indicated that they preferred to use story books in their teaching. Stories can be used in any area and for language learning; they are also a powerful medium (Conteh, 2012). In the following interviews, some Taiwanese teachers explained why they liked to use story books in their teaching.

“I like to use storybooks to teach children in language area. After they know the story about the characters and content they can learn and copy the stories. From the stories, they can learn the right concept and ideas and how to express themselves” (Teacher A).

“Story books, that is the best ways to teach children. You can find different subjects in the stories. The pictures are very colourful and the content is very interesting. Sometimes you can find a big storybook that is easy to read for children” (Teacher F).

Other teachers mentioned different tools they like to use in their teaching. For example, Teacher D said:

“I feel storyboards, matching games and poker cards are very useful in my teaching. I like to use these tools no matter which subject I teach. The children enjoy playing games”.

Teacher E contributed a point about numeracy:

“Role playing and story-telling can engage children to concentrate on your teaching. Snowflakes, little boxes can be used to teach children about colours, numbers and lots of other things”.

In the interviews with Taiwanese teachers, they were asked about using different pedagogic strategies from other countries. Most of the teachers did not think about using strategies from other countries. They would observe their colleagues' pedagogic strategies or those of teachers from other schools in Taiwan but had not looked for information about pedagogic strategies in other countries. Teacher F said:

“I do not use the teaching methods from other countries. I think every country has its own way in teaching. However, every country has different culture and living background. In Taiwan, the curriculum is not

good enough but it is suitable for our children”.

In their interviews, Taiwanese teachers indicated that they tend not to have resources and information about using different pedagogic strategies for their teaching; some thought they could not use strategies from other countries. Therefore, it may be beneficial for Taiwanese teachers to be made aware of international trends in education and teaching. Lai (2011) suggests that:

“Technology's impact is far and wide, the world is smaller, ‘education’ should be changing with the times, developing an international perspective, multi-cultural views of different races, religions, society and culture, and even gender differences; global citizens should recognize differences, respect, admire and cherish each other in a multicultural view of literacy” (2011:21).

(iii) The importance of environment for early years’ settings

“The environment is an intricate interaction of spaces, resources, values, patterns of expected behaviour and interactions” (Anning and Edwards, 2010:10). Moreover, “...the environment should include a balance and variety of experiences, which are multi-sensory and can be delivered with differentiated learning intentions for children, dependent on their needs” (Coates and Thompson, 2013:126). In addition, a rich environment can support development of children’s higher-level thinking skill and problem-solving ability (Coates and Thompson, 2013). The activities which are provided in the early childhood learning environment should be challenging, achievable and based on children’s individual interests and experiences (Coates and Thompson, 2013). In their interviews, teachers spoke about their settings’ learning environments. Furthermore, they also mentioned how they organize provision to support children with EAL in their settings. Nursery Teacher C in SL School

explained how she set up the environment in her setting:

“The environment will be using the information the parents provided in, ‘all about me information’, we will be using the things the children like to do to create the environment (so) that we know they are going to like to come in”.

Another Nursery teacher in C School said she needed to do two things in the setting with children:

“We try to do... (the) first thing is get the environment right, make sure they are coming in and they feel safe to be here. The second thing is absolutely to build a relationship with us so being at child level, having a good talk to them, maybe as a special person”.

Reception teacher J in C School thought the most important thing for the setting environment is that children need space. She said:

“Space, children need space, that’s the inside environment, outside, children need water, they need sun, they need space to climb, they need space to do wheel toys, particularly at this age, and they need a construction area where they can construct the bigger materials, they need a creative activity outside, everything that’s represented inside should ideally be outside as well”.

Robson (2010) also alludes to the arrangement of indoor and outdoor spaces into distinct areas. The indoor environment may offer a role play area, small and large construction, malleable materials, sand and water and so on. However, outdoor environments also offer unique opportunities for play and activities such as digging, running or riding bikes, or more physical and mental freedom than indoors, through the use of large-scale sand and water play.

One of the interviewees was a TA in the reception setting in SL School, and she

played a very important role in teaching children with EAL in both SL School's nursery and reception settings. She talked about how she set up the environment for children with EAL when she worked with them:

"I think the learning environment is very important you got the children in EAL and be big friends and talking privately. In the Nursery is about giving them the vocabulary they need in that environment, especially in that language skill and pre-teach they are going to do in Nursery and get back to that vocabulary and they might have more access in Nursery environment".

"They get into reception ...they are talking and more to do with reading and listening and develop their listening skill. We don't use language too difficult because they might be new arrivals and don't know English at all".

(iv) Meanings emerging from English teachers' interview responses

Meanings emerging from the English teachers' interview responses can be distilled to eleven points, as follows:

1. Participating teachers in England were all highly experienced in teaching children in the early years;
2. The school location in England can affect the percentage of children with EAL who attend the school. If the school is in an urban area the population of children with EAL may be higher than if the school is in a rural area;
3. Every participating teacher in England revealed a personal teaching style and their own preferred habits but they all said they liked working with children and said it was because it was interesting and challenging;
4. Teachers in England recognised that children need to play and saw play as an important part of their learning.
5. Teachers in England said they like to use visual tools to teach children especially for those with EAL and their rationale was that visual tools

enable children to understand;

6. Teachers in England said they like to group children according to their different abilities, learning levels or interests;
7. As part of supporting children with EAL, early childhood settings in England sometimes included mother tongue speakers who might be their colleagues or TAs;
8. Teachers in England believed that the relationship between teachers and parents needs time and trust to build up and they identified that it was sometimes helpful for parents to translate for each other and for teachers.
9. Teachers in England were clear that children with EAL should not be automatically labelled as having SEN because most will be able to access the curriculum in England once they can communicate in English.
10. Teachers in England said they thought their schools and LAs did not provide enough resources for teaching children with EAL. Sometimes the teachers had had to find the materials or resources by themselves.
11. Most teachers in England said they did not provide different achievement measures purely for children with EAL because they thought they were no different from other children but a few thought that achievement should be measured differently for children with EAL to enable them to achieve more easily so they did not become frustrated.

(v) Meanings emerging from Taiwanese teachers' interview responses

Meanings emerging from the Taiwanese teachers' interview responses can be distilled to eight points, as follows:

1. Some Taiwanese teachers have rich teaching experience and said they liked to work with children and also felt that was a challenge and good learning experience to teach diverse groups of children;

2. Taiwanese teachers preferred to use story books as a pedagogic strategy for any subject;
3. Taiwanese teachers did not consider adopting pedagogic strategies from other countries. They do not have access to enough information and resources to do so, but they were willing to see new pedagogic strategies presented in their settings;
4. Taiwanese teachers said their government or school did not provide enough resources or materials for teaching children with CAL or SEN or both.
5. Taiwanese teachers said they thought the percentage of children with CAL in Taiwan would increase because it is a trend in Taiwanese society;
6. Taiwanese teachers said they found it difficult to communicate with parents about their children's SEN, especially in private schools;
7. The outdoor activities in the Taiwanese early childhood setting were insufficient to engage young children in free play, particularly water or sand play;
8. Most Taiwanese teachers said they did not provide different achievement measures purely for children with CAL because they thought they were no different from other children but a few thought that achievement should be measured differently for children with CAL to enable them to achieve more easily so they did not become frustrated.

9.2.3 Discussion concerning action research

This discussion is separated into two sections: (i) Summary of the use of action research for this study and (ii) What was the value of action research for this study?

(i) Summary of the use of action research for this study

Action research allows the researcher to involve practice, action, reflection and evaluate in research: “It aims to improve educational practice and undertaken to understand, evaluate and change” (Costello, 2003:5). In comparison with teachers in the Taiwanese setting, teachers in English settings planned more activities for children with EAL or for individual children. Teachers in England always used cards and pictures in their teaching. For some children with SEN in English settings, individual activities were useful for supporting learning, and this also seemed to be the case also for children with CAL in the Taiwanese setting. Chapter 8 shows how some pedagogic strategies that were used in English settings were introduced later into a Taiwanese setting. Because the cultures and experiences of children and adults in English settings tended to be different from children and adults in the Taiwanese setting, some activities needed to be changed in respect of materials or tools in order that they could translate usefully from the English to the Taiwanese context. Below, some issues relating to this point that arose in Chapters 5 and 7 are identified and discussed.

	Strategies
Chapter 5	1, 3
Chapter 7	12 (English class) 36, 38 (Taiwanese setting)
The uses of Makaton and U1 patterns	
These activities used Makaton or U1 patterns in the settings. They used many signs and symbols to help children to learn, especially children with EAL or CAL or SEN. These activities were designed to help children’s self-regulation and enable them to understand what they should do in the settings.	

Table 9.2: Comparison in Makaton and U1 patterns

	Strategies
Chapter 5	7, 8, 13
Chapter 7	15, 17, 22, 24, 28,30,31, 33, 35 (English setting) 37, 38, 42 (Taiwanese setting)

The uses of games, cards and visual aids	
<p>Game playing is often meaningful for young children: “Meaningful play occurs when the relationships between actions and outcomes in a game are both discernible and integrated into the larger context of the game. Creating meaningful play is the goal of successful game design” (Salen and Zimmerman, 2004:34). Cards and visual aids were evident in teaching that was observed in England and Taiwan and the children in both countries seemed to enjoy playing games. Salen and Zimmerman (2004:47) suggest that “...people use signs to designate objects or ideas. Because a sign represents something other than itself, we take the representation as the meaning of the sign” as the card games showed in Chapters 5 and 7. Pim (2012:59) acknowledges the potential usefulness of game cards for learning: “...connection cards are matching pairs, pairs that go together: vocabulary and definitions, top and tail sentences, cause-and-effect statements” and “a bingo starter activity is an excellent way to recap key language in preparation for the main lesson activity”. All originated in English settings but were adapted to accommodate appropriate cultural meanings for use in a Taiwanese setting; for example, children used clips in an English setting but chopsticks in a Taiwanese setting.</p>	

Table 9.3: Comparison in games, cards and visual aids

	Strategies
Chapter 7	English setting
	Pictures with different languages: 13
	Individual improving: 11, 16, 17, 18, 20, 26, 27, 30,31,32, 34, 35
	Small group improving: 14, 15, 19, 21, 22, 23, 25, 28, 29
	Taiwanese setting
	36, 37, 40, 42
The grouping of children with EAL or CAL or SEN	
<p>English teachers often grouped children with EAL or SEN according to their abilities or they worked with them individually. During the teaching, teachers needed to record everything on paper for each child before they designed the next activity.</p> <p>In the Taiwanese setting, a teacher adopted some specific images for children with CAL or SEN to support children’s in learning and to acknowledge their needs. These tools helped children to self-correct and self-review when they found something wrong or unfinished. The children knew how to check their own work each day,</p>	

relayed the result to their teachers and were rewarded for their effort.
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Table 9.4: Comparison in EAL/CAL/SEN children

(ii) What was the value of action research for this study?

Action research is regarded as ‘...a common-sense approach to personal and professional development that enables practitioners everywhere to investigate and evaluate their work, and to create their own theories of practice’ (McNiff and Whitehead, 2005:1). “Doing action research begins with asking ‘How do I improve my work?’” (McNiff, 2000:228). This study set out to improve Taiwanese teachers’ teaching skills by transferring pedagogic strategies from English settings to Taiwanese settings, particularly for children with CAL or SEN. Action research was the designated methodology as it has the capacity to invoke change. In educational contexts, this means identifying teachers who are open to new ideas and finding allies to support the change process (McNiff, 2000:231).

Reason and Bradbury (2001) highlight the action research as a six stage model: reconnaissance, reflection, plan, acting, observing and evaluating. In this research, the *reconnaissance* stage was about gathering information and thinking about what needed to be done, *reflection* was reflecting on beliefs and understandings, *planning* was organizing and choosing the research methods, *acting* was collecting data and putting the plan into action, *observing* was monitoring what was happening, and *evaluating* was establishing the trustworthiness of the findings and the reasons why they may be valued. As McNiff and Whitehead (2011:7) suggest, practitioners produce their accounts of practice to show:

1. how they are trying to improve what they are doing, which involves first thinking about and learning how to do it better;
2. how they try to influence others to do the same thing.

In Taiwan, teaching children with CAL is a new challenge for teachers. English

teachers' pedagogic strategies had the potential to provide good examples that could be adapted to Taiwanese learning and teaching environments. Findings from this action research study indicate that Taiwanese children with CAL or SEN responded positively to a very limited range of pedagogic strategies that they had never previously experienced. However, even among this very limited range that it was possible to transfer from English settings to a Taiwanese context, it was necessary for Taiwanese teachers to consider Taiwanese children's needs, interests and cultural experiences and to make adaptations accordingly. In other words, this action research study found that successful transfer of early childhood pedagogic strategies from one cultural context to another cannot be assumed, so the change that it was possible to establish was limited. Nevertheless, the process of action research was valuable for this study: it provided evidence that the wholesale transfer of pedagogic strategies from one cultural context to another cannot be assumed.

9.3 How do findings relate to the research questions?

This study compared pedagogic strategies adopted in Taiwan and England for children aged 3-6 years using languages additional to their home languages, some of whom had a diagnosis of special educational needs and disability (SEND), in order to identify any pedagogic strategies used in English early childhood settings that might also be employed usefully in Taiwanese early childhood settings.

The three research questions that guided this action research study were:

- What are the specific pedagogical strategies adopted by teachers in English early childhood settings working with children for whom English is an additional language?
- What are the specific pedagogical strategies adopted by teachers in English early childhood settings working with children with SEN?
- To what extent can these strategies be transferred to a Taiwanese

education system?

The specific pedagogical strategies identified in the first two questions arose in daily activities which teachers designed for children in English early childhood settings and these strategies were captured in observations and recorded in photographs, notes and documents. The observation data showed that every activity has its own meaningful purpose and all the activities are related to six learning areas (DCSF, 2008). These pedagogical strategies were not only for children with EAL or SEN but also supported other English children's learning too. Moreover, in interviews, teachers mentioned how they set up the environment, how they used different materials, and how they organised the groups of children. They also spoke about their teaching beliefs, skills, relationships with parents, and school and LA policies. Data indicated that the pedagogic strategies adopted by teachers in English settings engaged the English children with EAL or SEN, or EAL and SEN. As part of the action research process, it was possible for the Taiwanese teachers to adapt and transfer a small number of the English pedagogic strategies to their own practice: this was a new experience for the Taiwanese teachers. The Taiwanese children seemed curious about these different activities from England and seemed interested in them.

In regard to the third question concerning the extent to which English pedagogic strategies can be transferred to a Taiwanese education system, by no means was it possible to transfer all the pedagogic strategies that were observed in English setting to the Taiwanese context. Even where this was possible, adaptations had to be made because the cultural backgrounds and experiences of children and teachers differed significantly. In regard to those pedagogical strategies that did transfer, with adaptations, from England to Taiwan (Chapters 5-8), findings indicate that Taiwanese children experienced activities they had not previously encountered. They found that

materials and tools were different from those they were used to; these excited the children and made them wanted to engage in the new activities. It was possible for some of the specific pedagogic strategies adopted for children with EAL to be adapted for use with children with CAL in the Taiwanese setting.

9.4 The implications of findings

The goal of this study was to compare pedagogic strategies adopted in Taiwan and England for children aged 3-6 years using languages additional to their home languages, some of whom have a diagnosis of special educational needs and disability (SEND), in order to identify any pedagogic strategies used in English early childhood settings that might also be employed usefully in Taiwanese early childhood settings.

The findings emerged from the use of action research and two research methods: observation and interview. The findings were:

- a) It was possible for some of the specific pedagogic strategies adopted for children with EAL to be adapted for use with children with CAL in the Taiwanese setting.
- b) the wholesale transfer of pedagogic strategies from one cultural context to another cannot be assumed.

These findings have some implications for research, policy and practice. Given that it was possible for some pedagogic strategies to be adopted for children with EAL in England to be adapted for use with children with CAL in the Taiwanese setting, it would be useful to develop a similar, but larger scale research project to include a wider range of countries, to investigate if similar issues arise. It would also be useful to investigate how Taiwanese pedagogic strategies might transfer to English settings. Findings also indicate the need for the Taiwanese government to develop policy for

teachers working with children with CAL so that children's interests and needs are addressed more in Taiwanese settings. Moreover, evidence from this study indicates that Taiwanese teachers would welcome more opportunities to learn about new pedagogic strategies that they can adapt for the children in their settings.

The finding that the wholesale transfer of pedagogic strategies from one cultural context to another cannot be assumed carries the key message that acknowledging cultural considerations in transnational educational research is very important; it is a message that policymakers should note carefully. This finding also suggests that teachers play a vital role in developing and adjusting pedagogic strategies to make them appropriate for the children they work with.

9.5 Similarities and differences in the field study

9.5.1 Teaching

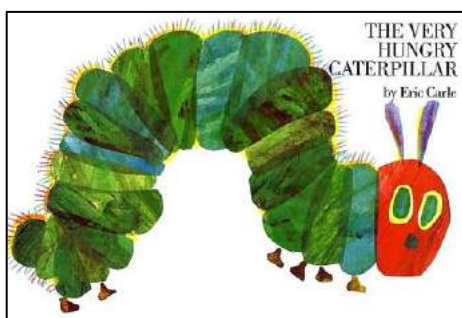
The data in observations and interviews showed that, despite differences, English and Taiwanese teachers had some similar concepts, principles and beliefs in regard to teaching young children. For example, interviews indicated that teachers in Taiwan and England thought that the teaching environment was important for children's learning and behaviour. However, while English teachers could design different activities according to children's interests and the EYFS (DCSF, 2008), Taiwanese teachers seemed to have more restrictions in regard to tools and space.

Observations revealed two sets of activities designed by teachers in Taiwan and England that had strong similarities: one set related to the Eric Carle story "The Very Hungry Caterpillar" (Chapter 5, Strategy 16) and one was about football. "The Very Hungry Caterpillar" was read to the children in Chinese in Taiwan and English in England. Teachers in both countries designed different activities that used varied art

materials, for example, potatoes and paints to make a caterpillar on the paper, and cups and colour papers to make cocoons and butterflies.

For the second set of activities for which there were strong similarities across both countries, football was one of the PD (Physical Development) activities in the outdoor playground in an English reception setting. Children seemed confident in playing football and they knew the rules, how to control the ball and took the ball with very good skills. In the Taiwanese setting, football was an activity designed for one of the monthly topics. The purpose of the activity was that children would play a real football game and become familiar with the rules. Beforehand, children learned many things about the football through painting (drawing), reading stories, making footballs with paper, learning how to play as well as learning the rules. After these preparation activities, then they had a real football game in the outdoor playground. The research data indicated that that most children had very good football skills and knowledge in English setting, but the Taiwanese children had to be coached and taught to understand what football was. This comparison revealed a cultural difference between the two countries.

English setting



Taiwanese setting



9.5.2 *The relationships between teachers and parents*

Parents play an important role in children's learning ability and the influence prevails: "Parents are the first educators of the child and do not stop being such when children start at a setting, but their role is different and complementary to that of the setting" (Devereux, 2010:74). During an interview, Reception Teacher J. (C School) spoke about the parents' role:

"I want you (parents) to talk to them and...keep doing what you do, talk to the children, make stories up with them, count with them, talk about colours, talk about shapes because if parents play their part, children will be thirsty for learning, they just come to the school, all we do is to put the icing on the cake, parents are educators".

This indicates a teacher's awareness that parents are important in children's lives. If teachers and parents have a good relationship and cooperate with each other, children can improve their learning in any area (Beveridge, 2005).

Communication between teachers and parents who have children with SEN or CAL emerged as a challenging issue for Taiwanese teachers but this was not the case for teachers in England regarding parents who have children with SEN or EAL. In their interviews, most English teachers said they felt comfortable about communicating with the parents of children with SEN or EAL. For children with SEN, when teachers found the child had some difficulties accessing the curriculum, they had to talk to the head teacher and there was a period of observation in the setting to find out he or she had difficulty in learning. Schools in England have specific and special teachers to help both teacher and children with SEN and some have specific teachers to support children with EAL such as in SL primary school where they had two teachers

responsible for SEN and EAL support for teachers, parents and children. For example, SL school provided support for parents with EAL that included a learning conference and workshops which help parents to learn reading, writing and mathematics. An email and texting service and translation website (Ematch UK) were also used to help teachers and parents to translate information for each other.

Teacher T. at SL school who was doing an SEN induction explained how she tried to help parents and children to deal with some difficulties.

“We all have the meeting together and we will discuss the difficulties the child is having and they would see the child, offer advice, do report (IEP), and meet the parents again with the class teacher and the other staff involved”.

The parents knew teachers tried to help them and their child, and they did the assessment for the child, so parents could understand their child’s difficulties and that they needed to cooperate with teachers. Consequently, the teacher identified the child with difficulties, Teacher T. (SL school) explained that to

“identify children with special needs through assessment, they record their progress and what the education plan is, how they sat together to set the targets, and also with the teacher she explained the Code of Practice which is a staff requirement in school and follow the guidelines”.

“In addition, to support children with SEN the government (LA) has teachers, special coordinators, and the school has the class teacher and support staff. Otherwise there are also special professionals who are the psychologist, behaviour inclusion, physical difficulty team, pre-school term, mental help, learning difficulties, communication and language, so (a) lot of expertise there” (Teacher T., SEN, SL school).

Teacher interview results indicated that Taiwanese teachers felt language was a significant barrier to their communication with mothers who are the primary carers if they could not speak Mandarin. The teachers said they needed to spend more time explaining everything to parents. Some understood and some were confused about important issues: *"Parents help is useful in communication. Some parents had good language skills and could help teachers to translate for other parents"* (Teacher B). Taiwanese teachers said they could not have all support they needed from school or the LA so they had to find some ways to solve this problem by themselves. Taiwanese teachers also reported that they found it very difficult to communicate with parents who have a child with SEN because the parents did not accept that their child needed special support: *"Teachers must be very tactful when communicating with them. You have to be totally unbiased in your opinion"* (Teacher A). Below are some responses that Taiwanese teachers paraphrased from parents:

"Some parents do not believe that their children have special problems. They just think they are a little bit slow and they need more time to learn"
(Teacher E).

"Most parents they do not accept their children need special supports and need to see the doctor. They are afraid of their children being labelled"
(Teacher B).

Communication barriers may create problems when teachers want to discuss their children's difficulties with parents: "Parents are considered to need help in order to understand and accept their child" (Paige-Smith, 2010:40). However, it is also teacher's responsibility to convince parents to accept the child's difficulties and teachers also need to build a relationship of trust with parents. Knowles (2013:168) points out "building and maintaining effective partnerships with parents is essential in developing an awareness of the needs of the child". The data from this study indicate that some Taiwanese teachers may have a significant challenge ahead of them in

terms of improving their communication skills to talk with parents about their children with special needs.

9.5.3 Policy and Legislation

In England, a plethora of legislation, policy and guidance documents focused on curriculum and pedagogy for young children has emerged in recent years (for example, DfEE/QCA, 2000; DCSF, 2008; DfES, 2007; DFE, 2014). In contrast, until two years ago, Taiwan had just one early childhood curriculum focused on children's needs and schools' and teachers' responsibilities: the Early Childhood Education and Care Act (Taiwan Ministry of Education, 2013). For children with SEN in Taiwan, the Special Education Act (2014) is intended to ensure that individuals with disabilities and/or giftedness receive appropriate education, fully develop potential, foster personality, and empower social services (Taiwan Ministry of Education, 2014). Nevertheless, neither the government nor LAs in Taiwan has produced particular legislation, policy or guidance relating to curriculum and pedagogy for children with CAL. This is an issue that the Taiwanese government will need to address in the near future in order to serve the increasing population of families with CAL in Taiwan.

9.6 Integrated summary discussion

The study has compared pedagogic strategies adopted in Taiwan and England for children aged 3-6 years using languages additional to their home languages, some of whom have a diagnosis of special educational needs and disability (SEND), in order to identify any pedagogic strategies used in English early childhood settings that might also be employed usefully in Taiwanese early childhood settings. There are likely to be significant cultural differences between children with EAL in England and children with CAL in Taiwan and this has been an important consideration throughout this study. For Taiwanese teachers, teaching children with CAL or SEN is

a new challenge (Chung and Chao, 2009). I undertook this study with the intention of helping Taiwanese teachers to review and develop their pedagogic strategies for supporting the learning of children with CAL and SEN.

The observations conducted for the study identified how English teachers set up different activities across the EYFS six learning areas (DCSF, 2008) and how Taiwanese teachers attempted to adopt some of these activities in their own context. In English and Taiwanese settings I recorded over 1,000 activities from notes and photographs. I needed to consider the relevance of materials, cultural backgrounds of participants, previous training of teachers, and the different documents and policies, time arrangement and life experiences of children when attempting to transfer English early childhood practices to the Taiwanese setting. These considerations meant that the range of pedagogic strategies that could be transferred was extremely restricted: many strategies could not be practised in the Taiwanese setting. Having identified the challenges associated with attempting to transfer pedagogic strategies between diverse cultural contexts, in this study I have been able to raise points for discussion and consideration within the Taiwanese education system and beyond. At the core of this study is the identification of the need to exercise caution when considering the implementation of approaches from one country to another. This finding has the potential to influence policy, research and practice in the field of education so is an outcome of the study which gives it value.

Chapter Ten

Conclusion, recommendation and future plan

10.1 Conclusion

10.1.1 Outline of the study

10.1.1.1 Research structure

In this research the purpose is: identifying pedagogic strategies that might be transferable for children with EAL or SEN can improve the abilities of children with CAL or SEN from English to Taiwanese settings. In the follow Figure 10.1, it is the structure of the whole research.

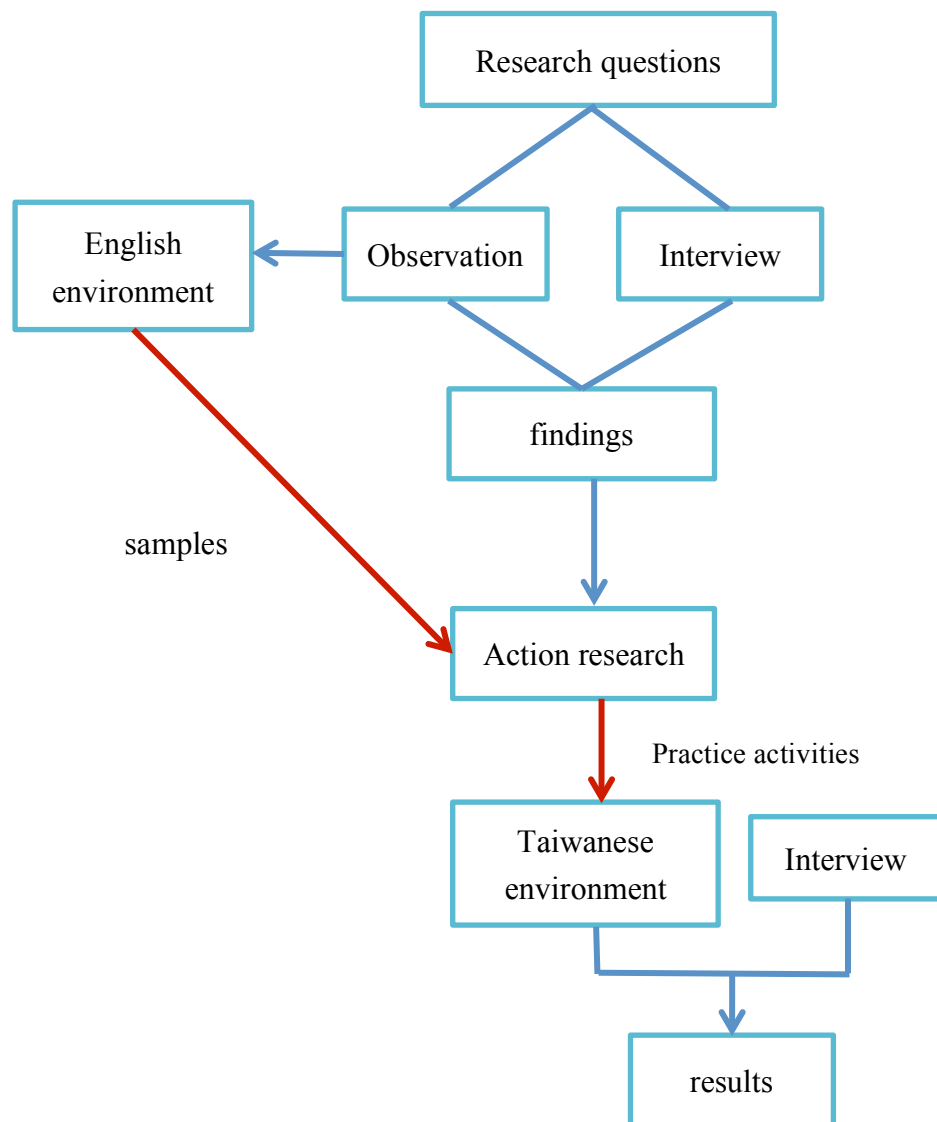


Figure 10.1: The structure of the research

The main research methods were observation, interview and action research. The observations were based on English settings and interviews were from English teachers. Basically, the observation data in English settings were important because they were used to design the action research activities and samples in the Taiwanese setting. Therefore, these samples and practices were presented in the Taiwanese setting and the results were showed that these activities could be adapted in the Taiwanese teaching environment or not. Obviously, from the action research results these strategies were worked and adaptable, teachers and children were to see some changes willingly.

10.1.1.2 Research questions

Even the culture and habits are different in two countries but the pedagogy and teaching strategies could be transferred and adapted. Actually, English teachers and Taiwanese teachers had very similar concepts in teaching strategies and activities to improve children's learning. It could be supported from the findings and results of observations and interviews. Therefore, the three research questions in this study had been answered by the result findings.

1. What are the specific pedagogical strategies adopted by teachers in English early childhood settings working with children for whom English is an additional language?
2. What are the specific pedagogical strategies adopted by teachers in English early childhood settings working with children with SEN?
3. To what extent can these strategies be transferred to a Taiwanese education system?

Question 1 and 2 were answered in Chapter 8.2. Question 3 was answered in Chapter 8.3.

For Early Years practitioners engage with children and planning of learning activities informs from the pedagogy which offers a broad framework (Papatheodorou and Potts, 2013). For teachers, “teaching as being part of pedagogy, but it is the thinking behind teaching that is at the heart of pedagogy” (Papatheodorou and Potts, 2013:58). Whatever, English strategies could be adapted in the Taiwanese setting when children with CAL or SEN need supports in learning. Therefore, strategies and materials can be used in many different ways. It also depends on children’s needs and interests.

10.1.1.3 Research methods

(1) Observation

“Observation is a systematic method of studying human behaviour or phenomena within a specific context and should always have a precise purpose” (Palaiologou, 2012:42). In early years, to observe children’s behaviour in the setting can offer the teacher or researcher important information about children’s abilities and interests. Otherwise, Palaiologou indicates “observations are part of early years practice, and are subsequently emphasised by the EYFS, is that they can offer us important information about children, their abilities and their interests” (2012:43). In this research, non-participant observation was referred to conducting an observation without participating in the activities when you are observing (Hennink et al. 2011:185).

The non-participant observation was practised in this study and it took a long time to collect data completely. The observations had organised with the whole class, small groups in different abilities and individual children with EAL. Moreover, the observation played an important role and provided lot of information in this research. Some main points arose from the observations:

- 1). Comparison activities in England and Taiwan
- 2). Makaton and U1 Patterns
- 3). Special individual work in children with EAL
- 4). TA's role
- 5). Involving language supporter in the setting

The observation techniques included photographs, videos and writing notes. All of the data from the observations were analysed by Robson's dimensions of observation (2011). He identified eight items which the researcher employed to analyse the observation data. There are **Space, Actors, Activity, Objects, Acts, Events, Goals, and Feelings**. To describe each photograph with these items could provide clear information in children's reactions and teacher's teaching strategies (Chapter 6 & 8).

(2) Interview

All the interviews were based on semi-structured interviews. From Drever's opinion, he mentioned one particular point about semi-structured interview. It is "a very flexible technique, suitable for gathering information and opinions and exploring people's thinking and motivations" (2003:8). The interview schedule allows both closed-ended and open-ended questions but the open-ended questions are the best route to let interviewees speak for themselves and to answer the question in their own words (Friesen, 2010:102-103).

The interview schedule in this research was designed for head teachers, class teachers, TA, SEN and EAL teachers. Those questions were similar and based and explored on the research questions. Nevertheless, for head teachers, TA and SEN/EAL teachers they had several specific questions in their working area and professional knowledge about their jobs.

In the interview process the tape recordings were important and could be as an evidence to support the research questions. These interviewees provided their 'facts' in their interviews. Furthermore, on the basis of these 'facts' which people said at interviews are also reported as 'findings'. People's personal opinions, judgements of what is feasible, accounts of their own activities, criteria and evidence for making judgements, and some account of people's reasoning in findings (Drever, 2003). Interview analysis included two main bodies: transcription and translation in this study. Transcription is the original interview records and exchange to word document with listening and writing skills. Translation is for Taiwanese teachers because their first language is Mandarin and the whole interview processes were presented in Mandarin. Consequently, Mandarin records should be transcribed to word document and then translated to English.

The final step was to identify different categories and coded interview transcriptions. The main categories are **Personal Opinion**, **Children with EAL**, **Children with SEN**, and **Schools and Parents**. According to English teachers' transcriptions, the researcher coded their words to four categories, and compared with Taiwanese teachers. The results showed both similar and different teaching strategies, beliefs, thinking and opinions between English and Taiwanese teachers.

(3) Action research

In McNiff and Whitehead's (2011:10) explanation, action research is about:

- action: taking action to improve practice, and ...
- research: finding things out and coming to new understanding, that is, creating new knowledge.

In action research, the knowledge is about how and why this has happened. “Moreover, the purpose of all research is to generate new knowledge. Action research generates a special kind of knowledge” (McNiff and Whitehead, 2011:14). For Taiwanese teachers, they could get new information and knowledge from this study, and learn different teaching strategies from English teachers. In other words, using action research is about receiving knowledge.

In the practicing environment action research plays an important role (Craig, 2009). From Piaget’s cognitive theory, he identifies two important intellectual functions: assimilation and accommodation (Palaiologou, 2012:28).

- Assimilation is the process by which the child cognitively adapts to, and organizes the environment, and which therefore allows growth but not a change of schemata.
- Accommodation is part of the process of adaptation in which old schemata are adjusted and new ones are created to produce a better fit within the environment.

For Taiwanese children, practised English methods in their original environment were a changing for them. However, through the process of assimilation and accommodation, they could create new schemata to adapt the environment. Therefore, it made the action research process very successful to adapt in children’s daily activities.

Furthermore, English teachers had some special strategies which were presented in the setting for children with EAL or SEN. Similarly, Taiwanese teachers also had some specific ways to teach children with CAL or SEN. The comparison activities were described in Chapter 7 and 8.

10.1.1.4 Research results

The results were founded from three research methods: observation, interview and action research. Key findings were pointed out from those research methods as follow:

(1) Observation

- 1). In English settings, teachers set up the environment in different areas according to six learning areas.
- 2). Teachers used different materials to combine the curriculum with children's needs.
- 3). Special individual work for children with EAL or SEN.
- 4). From the individual work with children with EAL in observations, creative development, knowledge and understanding of the world seemed to be their most favourite activities in Reception and Nursery settings.
- 5). Grouped children by their abilities, needs or interests and also need to change the groups regularly. It is not a good idea to keep the same children in the same groups.
- 6). The full-prepared environment is important for children. It could affect children's learning interests in learning skills.
- 7). Using story books might create family time between child and parents, and it also could improve the child's reading and listening abilities when the parents read the book with him or her.
- 8). Makaton and U1 pattern were very useful tools in communication in settings.
- 9). TA played an important role in English settings.
- 10). Involving language supporters might improve children with EAL speaking skill and self-confidence.

11). The children's profiles are important for them. It was a whole year record in Reception or Nursery. The transition of children to the next year, these profiles had to be transferred to the new teacher. For children with EAL or SEN had the special profiles had to be emphasised.

(2) Interview

- 1). The school location could affect the percentage of children with EAL. Normally, if the school is near the city or town centre there might has a higher percentage of children with EAL.
- 2). Most of teachers mentioned that environment setting was very important for children's learning in their interviews.
- 3). In Taiwan, thematic teaching and corner (area) teaching seemed to be a trend in early years curriculum.
- 4). In teaching belief and concept, English and Taiwanese had very similar issues, such as the relationship between adults (teachers and parents) and children can affect their learning. Each child is unique; you need to teach the child in his or her interest and ability and so on.
- 5). Actually, teachers did not have enough resources to help children with EAL or CAL. They need to find other support or materials by themselves.
- 6). For English teachers, the relationship with parents was positive even in communicating with parents about children's difficulties. However, for Taiwanese teachers, it was hard to talk about children's difficulties and they had to be careful with the conversation because teachers could not mark or label the child.

- 7). Not all of children with EAL or CAL have SEN problems. Some of them might have language problems but they were the same as other children.
- 8). When teachers had to identify a child with SEN, a period of observation, the IEP form and assessment should be processed and finally had to get a diagnosis from the doctor.
- 9). A teacher shared her experience with a foreign colleague (Polish supporter) in her class and found children were became confident and willing to speak their mother tongue.
- 10). Parents could be a helper to translate information to other parents had lower English ability.

(3) Action research

- 1). When chose activity samples the researcher had to think about the different culture background and habits.
- 2). Not all the activities from English settings were appreciated and useful to be practised in the Taiwanese setting. The culture, habits and other issues had to be considered.
- 3). For some Taiwanese teachers in public schools, it was quite hard to ask them to change their teaching methods or the teaching schedule. Therefore, the strategies were practised in the setting had to be very useful and special to attract children and teachers felt they were valuable to practise.
- 4). In English settings, teachers made some special strategies or materials for children with EAL, such as had different languages beside the colour labels on the wall (Chapter 7, Strategy 13).
- 5). In the Taiwanese setting, there were also some special strategies

for children with CAL or SEN. For example, used U1 patterns to design some cards to remind children what they should do in their daily works.

- 6). These activities practised in the Taiwanese setting were useful. The children's reaction showed they liked to do and more concentrated on their work. The important thing was their interests were be emphasised in strategies.
- 7). English teachers had to record each child about their learning achievement. For children with EAL or SEN they had special records and every time these records could be a standard for children and for teachers to design the next activity.

(4) Play and environment in the Early Years

Play is an important part of a child's learning. Children play because it is fun and they use all of their senses during play (Haughton and Ellis, 2013). All the strategies designed by teachers for children include 'play'. "The role of the adult is crucial in such as environment that values play as enabling children to be creative and playful in their ideas" (Palaiologou, 2009:96). Therefore, the relationship in play and environment is cooperation with each other. On the other hand, "the environment must offer high-quality opportunities for children to be playful and engage in play, alone and with others, and to communicate and interact with a range of talk partners" (Robson, 2010:222). For this reason, "play provides an opportunity for children to build communication skills, social and emotional skills, physical skills and creativity" (Haughton and Ellis, 2013:85). Children with EAL could play with other peers without any language. They used their faces, voices, bodies and gestures to tell people what they think and what they want

(Nursery Teacher L in C primary school). Otherwise, for children with SEN, they also can play with some specific children (models) and learn something from them. For teachers to design a well-prepared environment for play is a big challenge. The environment setting should be designed for the whole class children, small groups of children and the individual child. Each child is unique, he or she has his or her own interests and these interests could help teachers design activities in children's development and learning. In this study, the observation and interview results showed the environment could stimulate children's willing to play in different areas and develop their abilities and achievements.

These findings will be used for supporting colleagues in the development of early childhood practice and as a basis for consideration of further research. This study focused on the adapted strategies from English settings to Taiwanese settings and some of these strategies were useful in providing support to specific groups of children with CAL or SEN. Therefore, the findings will be used to inform teaching on teacher-training courses and to influence practice in schools. They will form the basis of professional discussions and support for teacher colleagues.

10.1.2 The scalable study

10.1.2.1 The further influence for Taiwanese teachers

In Taiwan, New-inhabitants have had an influence upon the marital state and family structures that have commonly been seen within the country. This has been influential upon educational debate with more and more educators identifying challenges and trying to find solutions to these within school contexts (Chen, 2006). For this reason, learning effective teaching strategies from English teachers and try to practise in the Taiwanese setting. Moreover, through this study the researcher

hope to help more and more Taiwanese teachers to create their own ideas in teaching children with SEN or CAL.

The aim of this research is to compare pedagogical strategies adopted in Taiwan and England for children aged 3-6 years using languages additional to their home languages. Some of who have a diagnosis of special educational needs and disability (SEND) in order to identify any pedagogic strategies used in English early childhood settings that might also be employed usefully in Taiwanese early childhood settings. Furthermore, some objectives were presented in this research:

1. To investigate specific pedagogical approaches used by professional English practitioners in the education of children aged 3-5 years with special educational needs (SEN) and English as an additional language (EAL).
2. To develop an action research approach to implementing pedagogical approaches from England within a sample of Taiwanese settings.
3. To investigate the transferability of pedagogical approaches from an English to a Taiwanese environment.
4. To produce guidance related to good practice which may be disseminated within Taiwanese schools.

From this study, Taiwanese teachers can get different information, ideas and strategies in teaching children with CAL or SEN. The increasing population in families having children with CAL has becoming a new area under discussion currently for Taiwanese teachers.

This study provided samples for Taiwanese teachers in teaching for all children. From teachers or children's reflections and results were the indication that the

possibilities to adapt English strategies in another language environment were executable. How to encourage teachers to continue these strategies and create new ideas for children should be considered in the future.

1. Try to find some teachers who want to adapt new strategies and spend extra time in improving their own acknowledgement in their settings.
2. To push these sample strategies in private schools and ask teachers to practise in their settings at schools.
3. To translate this study in Mandarin and publish in Taiwan.
4. This publishing book can be a textbook and use in the teacher training course, seminar or lecture by the researcher.
5. To analyse other extra data which was not shown in this research and organise it to publish a practising guideline or booklet.

The findings from the action research were practised in the Taiwanese setting. Teachers had noticed about the influences and advantages for children were positive. It indicated that these strategies were helpful and provided different ways for teachers to rethink their own ideas of design activities. To encourage Taiwanese teachers to practise these ideas and strategies continually, the information should be updated regularly. Moreover, a good working relationship between the researcher and teachers can implement these strategies in the future.

10.1.2.2 The advantage for English teachers

In this study, English teachers were implementers and Taiwanese teachers were learners. In other words, Taiwanese teachers can learn something about teaching from English teachers. Conversely, the findings also promote some special strategies for children with CAL or SEN in the Taiwanese setting. English teachers can practise these different strategies in their settings. This kind of culture exchange

in Western and Eastern countries benefits children from both countries. For English teachers could try to accept other people's teaching experiences in other countries. To be a teacher one should improve the acknowledgement and search more information around the world to teach children. Again, "every child is unique and valuable, and children's needs are important factors that influence their learning" (Palaologou, 2012:35). Specifically, for early educators this might be a difficult task. Teachers need to "attend to what children are learning, how they become people who are learners and how children learn and how that learning is supported" (Anning and Edwards, 2010:8). If Early Years educators who teach in England and Taiwan may understand and practise strategies from this study maybe children will get positive interests in the future.

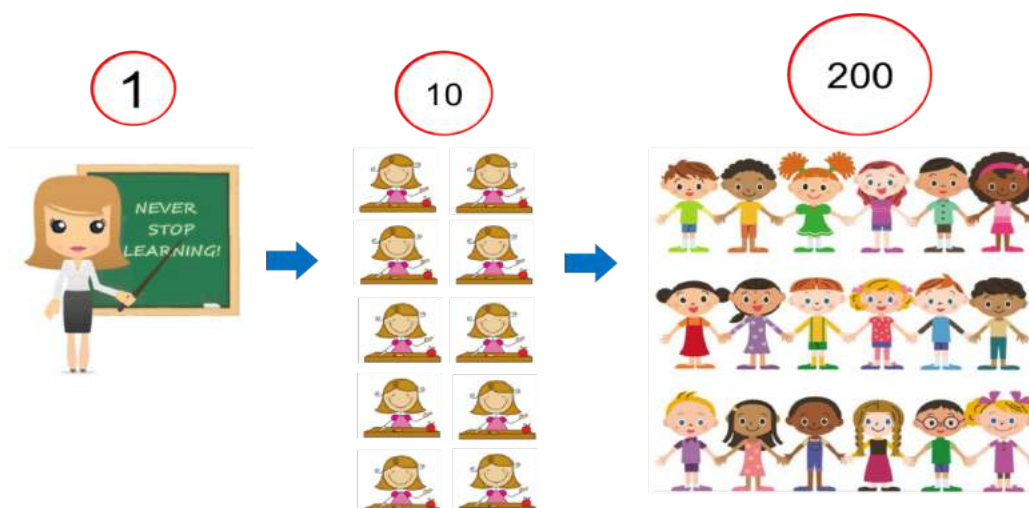
10.2 Recommendation and future plan

10.2.1 Recommendation

This study is not only to be a sample for Taiwanese teachers in teaching children with CAL but also attempt to influence Taiwanese government and LAs to pay attention to the problems which teachers face in teaching. From the research results that Taiwanese teachers should create new acknowledgement and improve their pedagogy strategies for children with CAL or SEN. Learning and using new skills or strategies which could help children to improve their abilities. The action research cycle reflected the positive results when presented some strategies in the Taiwanese setting. For the government and LAs, they should be aware of that the "Early childhood is the foundation on which children build the rest of their lives" (Smidt, 2007:48). It is the preparation for children to the next stage of life or learning. Therefore, the early childhood is important and valid in itself (Smidt, 2007).

Taiwanese teachers need more information and strategies when they teach children

with CAL or SEN. Most of all, the government and LAs should provide appropriate resources and courses for teachers' learning. As McNiff (1993:10) said that "the best teaching is done by those who want to learn". In other words, keep learning will help teachers in teaching. When teachers teaching children with CAL or SEN this study can enhance Taiwanese teachers' awareness of how to use effective strategies or aids to teach and support these children. This may encourage Taiwanese teachers to develop their own new ideas and concepts in teaching children with CAL or SEN. From this study, teachers can reflect and use the English strategies in their settings. Moreover, these research experiences and results in England can be a sample and share with Taiwanese teachers. The long influence is that Taiwanese teachers can adopt these pedagogy strategies in schools. There is a future map of influence Taiwanese Teachers' thinking in Picture 10.1.



Picture 10.1: The future influence in Taiwanese teachers

This is a hypothesis. If the findings can affect 10 teachers to accept and adapt new ideas and strategies, and each teacher has 10 children, the result will have an effect on 200 children who will participate these new ideas and strategies from this study.

On the other hand, English teaches can get some reflections from this study. For example, teachers' pedagogy strategies can be reassessed and reviewed to

improve their teaching skills, materials or thinking. As the DfE report “teachers learn best from other professionals and that an ‘open classroom’ culture is vital: observing teaching and being observed, having the opportunity to plan, prepare, reflect and teach with other teachers” (2010:19). In this study hopes to investigate teachers’ responsibility are “not only aim to describe what is happening, but also want to explain how it works and why it is that things work that way” (Boeije, 2010:14). Therefore, English teachers can find the answer of what, how and why from the research methodology: action research, interview and observation in this study.

10.2.2 Future plan

(1) Anticipated publications

This study has identified a number of journals which are likely to be interested in this research area in the UK - EYFS and special education needs - for example, *British Journal of Special Education*, *British Educational Research Journal*, *Early Child Development and Care* and *Early Years journal*. Similarly, some educational journals are published in Taiwan: such as *Journal of Educational Research and Development*, *Journal of Early Childhood Education & Care*, *Journal of Special Education* or *Special Education quarterly*. I might publish some articles which have similar topic or explore some specific points from this study in the future. Furthermore, I am planning to write Chinese books about EYFS or children’s books in Taiwan. From these publications provide knowledge and new pedagogy strategies for preschool teachers in Taiwan.

(2) Teacher training

“The evidence from around the world shows us that the most important factor in determining the effectiveness of a school system is the quality of its teachers. The best education systems draw their teachers from the most academically able, and

select them carefully to ensure that they are taking only those people who combine the right personal and intellectual qualities” (DfE, 2010:19).

For this reason, teacher training plays an important role in improving teachers’ teaching quality and professional teaching skills. It indicated in DfE’s report “the initial training of teachers is perhaps the most important part of their professional development” (2010:22). DfE also mentioned the teaching quality can affect children’s learning. Current and future teachers should be trained in a well-prepared training program to help them improve children’s abilities in settings.

“All the evidence from different education systems around the world shows that the most important factor in determining how well children do is the quality of teachers and teaching. The best education systems in the world draw their teachers from among the top graduates and train them rigorously and effectively, focusing on classroom practice” (DfE, 2010:9).

In Taiwan, I had the opportunity and experience in organising and participating the teacher training courses with LAs. The training program has two different ways to do this. For current teachers, The Taiwan Ministry of Education requires teachers have to take at least 18 hours training courses a year. Through these training courses teachers learn and assimilate information from different areas of Early Years. This is an appropriate way to explore the theory and finding results in this study to teachers in training programmes.

(3) International teaching exchanging

The university provides a good stage for researchers to share their experiences, opinions and critical thinking, especially for international students to share their cultures, educational system and different teaching methods. Some of them may

have very similar places in education curriculums and teaching methods for children. To adapt to different cultures and habits these exchanges could be another resources in teaching children. Perhaps, through these cultural exchanging teachers or researchers might visit or study to other countries. Maybe it will be practised to invite some professional teachers, professors and researchers to Taiwan in the future.

(4) Recommendation further readings

- Action Research

Jean McNiff with other authors wrote many action research books. These books are easy to read and understand. Some books provided very useful samples or strategies for early researchers. The researcher can follow the rules and samples to plan his or her own action research steps. These books are:

Action Research for Professional Selling, Peter McDonnell and Jean McNiff, Farnham, Gower Publications, (2014).

Action Research: Living Theory, Jack Whitehead and Jean McNiff, London, Sage Publications, (2006).

Action Research for Teachers: A Practical Guide, with Jack Whitehead, London, David Fulton Publisher, (2005).

All you need to know about action research, with Jack Whitehead, London, Sage Publications, (2005).

You and Your Action Research Project, 2nd edition (with Jack

Whitehead), London, Routledge, (2003).

Action Research: Principles and Practice, Second Edition, London: Routledge, (2002).

Action Research in Ireland (edited with Gerry McNamara and Diarmuid Leonard), Dorset, September Books, (2000).

Action Research in Organisations, London: Routledge, (2000).

Rethinking Pastoral Care (edited with Úna M. Collins), London: Routledge, (1999).

You and Your Action Research Project (with Pam Lomax and Jack Whitehead), London: Routledge, (1996).

Teaching as Learning: an action research approach, London: Routledge, (1993).

Action Research: Principles and Practice, First Edition, London: Routledge, (1988/1992).

- Qualitative Research (Interview and Observation)

There are too many books were published in qualitative research area. In this study used interview and observation to be the main methods in the EYFS. There are some useful books as following list.

Doing qualitative research: a practical handbook, David Silverman,

3rd ed. SAGE, (2010).

Doing your early years research project: a step-by-step guide,

Guy Roberts-Holmes, 2nd ed. London: Paul Chapman, (2011).

Research methods in early childhood: an introductory guide,

Penny Mukherji, Deborah Albon, SAGE, (2010).

Doing research with children: a practical guide, Anne Greig, (Anne

D.); Tommy MacKay; Jayne Taylor, 3rd ed. London: SAGE, (2013).

Bill Gillham wrote some books about interview. These books also can provide some ideas to organise an interview plan and design the interview questions.

Small-scale social survey methods: real world research, London:

Continuum, (2008).

Research interviewing: the range of techniques, Open University

Press, (2005).

The research interview, London: Continuum, (2000).

Palaiologou has written many books on children observation. It covers ethical issues and practice in settings.

The early years foundation stage: theory and practice, 2nd ed.

London: SAGE, (2013).

Ethical practice in early childhood, London: SAGE, (2012).

Child observation for the early years, London: Learning Matters, (2012).

Ethical practice in early childhood, London: SAGE, (2012).

Childhood observation, Exeter: Learning Matters (2008).

- EAL and SEN books

Special educational needs: the basics, Janice Wearmouth, London: Routledge, (2012).

The SEN handbook for trainee teachers, NQTs and teaching assistants, Wendy Spooner, London: Routledge, (2011).

Teaching primary special educational needs, Jonathan Glazzard, Exeter: Learning Matters, (2010).

English as an additional language: approaches to teaching linguistic minority students, edited by Constant Leung and Angela Creese, (2010), London: SAGE.

Supporting language and literacy 0-5: a practical guide for the early years foundation stage, Suzi Clipson-Boyles, London: Routledge, (2010).

Promoting learning for bilingual pupils 3-11: opening doors to success, edited by Jean Conteh, London: Paul Chapman, (2006).

Inspecting post-16: English for speakers of other languages and English as an additional language: with guidance on self-evaluation, London: Ofsted, (2002).

Teaching and learning in multicultural classrooms, Paul Gardner, London: David Fulton, (2001).

Special educational needs, edited by Ronald Gulliford and Graham Upton, London: Routledge, (1992).

Summary

These recommended books are a small part of action research, interview, observation and EAL or SEN. However, these books can provide different thinking and ideas to readers if they interested in Early Years or research area. From this study pointed out the different teaching strategies in both countries and tended to improve children's abilities and achievements in settings. Otherwise, some pointes were mentioned in the previous chapters. For example, early childhood pedagogies, play, early childhood curriculum, observations, early years practitioners, early years practitioners supporting children with EAL and children with SEN, parent partnerships and resources in this study. Many findings were not presented in this report. For example, the school and LAs' role in early years, the transition of children EAL or SEN from home to Nursery, Nursery to Reception and Reception to Year 1, and how to establish the relationship with parents. These topics can be explored in further studies and research in the future.

Finally, this is a quote from Jean McNiff and she explained her role in education and society. It also indicates the core and expectation of this study.

“I, an individual, am engaged in education – that is, improving the process of the development of an individual’s rationality. So, in the first instance, I am concerned to develop this individual, myself.

I am a teacher. As such, my business is education, and my job is to educate. So I facilitate the process whereby another person engages in the process of developing herself.

My education (trying more fully to realise my values in my practice) is concerned with developing my ability to facilitate the development of another person (trying more fully to realise her values in her practice)”.

(McNiff, 1993:105-106)

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Appendices

Appendix A: Introduction letter for schools

Name	WEN-YEN CHEN (Josephine)
Personal Information	<p>I come from Taiwan and I am currently a PhD student in the University of Northampton now. In Taiwan, I have two different teaching licenses. One is for teaching in the preschool, the other is as a college lecturer working in early years education. My teaching experience in preschool is about 10 years. Therefore, I am familiar with a range of approaches for working with these children. On the other hand, I also have 5 years teaching about early years in the college. This enables me to understand what teachers' beliefs and their dilemmas are in working with parents and children.</p>
Research Description	<p>My research is related to "Special Education Needs" (SEN) and "English as an Additional Language" (EAL) pupils. I want to observe EAL pupils and the ways in which teachers work with them in the classroom. My supervisor is Professor Richard Rose, he is Head of CeSNER; Jane Murray, a senior lecturer in English and Early Years education is also supporting me in my research process.</p> <p>In my research, I need to observe two different types of situations with children,</p> <ol style="list-style-type: none"> 1. to find a group of (more than 5) EAL pupils 2. to observe individual child with SEN and English as an additional language <p>I also need to interview the class teacher to ask some questions about their experiences of teaching EAL pupils. After that, I will use the result of my findings to put methods observed into practice in Taiwanese classrooms. I want to find out if the methods used in England can be used with Taiwanese children who have Chinese as an additional language. My purpose is to improve the abilities of Taiwanese EAL pupils in learning and give teachers new methods to support their teaching skills.</p>

Appendix B: Observation and interview meeting outline

Meeting with Jane Murray and Josephine Chen Thursday 6th January 2011

Josephine will be carrying out her PHD project research at our school and C Primary school. She will spend the initial four weeks getting to know the staff and pupils prior negotiating days and times to come into school to carry out more formal observations and staff interviews during the Spring and Summer terms.

The focus for her PHD is researching how early years' EAL pupils acquire the language of their new country, both here and in Taiwan. She will be working in the reception classes, Year 1 class and in our nursery and was introduced to the staff she would be working with.

Josephine's timetable for the next four weeks:

Week Beginning	SL Primary School	C Primary School
Monday 10 th January 2011	Thursday – Reception Class with Miss Mason am Year 1 Class with Miss Stephenson pm Friday – Nursery Unit with Mrs Bull all day	Monday Tuesday Wednesday
Monday 17 th January 2011	Monday – Nursery Unit with Mrs Bull all day Tuesday – Reception Class with Mrs Cameron all day Wednesday – Reception Class with Miss Mason all day	Thursday Friday
Monday 24 th January 2011	Thursday – Reception Class with Miss Mason am Year 1 Class with Miss Stephenson pm Friday – Nursery Unit with Mrs Bull all day	Monday Tuesday Wednesday
Monday 31 st January 2011	Monday – Nursery Unit with Mrs Bull all day Tuesday – Reception Class with Mrs Cameron all day Wednesday – Reception Class with Miss Mason all day	Thursday Friday

From: T. Hamilton

Appendix C: Interview schedule

Class teachers

Personal Questions

1. How long have you taught in this school?
2. Have you taught in other school before coming here?
3. What do you particularly enjoy about working here?
4. Are there any particular challenges about working here?

Interview Questions		What information do I need
1. Personal Opinions	Q1: Do you think the EAL pupil population will increase in the future? If so, what are the implications of this for the school?	
	Q2: What are teacher's expectations towards the EAL pupils when they first arrive in the class?	
	Q3: I will attempt to apply some of the pedagogies I have seen in English classrooms to practice in the Taiwanese classroom; could you give me some suggestions before I do?	
	Q4: Do you make specific adjustments to the learning environment for EAL or SEN pupils?	What adjustments do you make?
	Q5: How do you make EAL pupils feel comfortable on first entering the class? Is this easier in some subjects?	Make sure you know which subjects
2. EAL	Q1: Are there some subjects which you find more difficult to teach to pupils who have English as an additional language?	Which subjects are more problematic? Why are these more problematic?
	Q2: From your observations, how is the relationship between EAL pupils and their native English speaking peers when they first arrive in the classroom?	
	Q3: In the classroom, how do you know when the EAL pupils need your help? What kind of indicators are there?	
	Q4: Are your expectations for children with EAL different from those for native English speakers? If so, how do you decide on the learning outcomes you require?	In what ways are expectations different?
	Q5: How do you encourage other children to play and work with EAL	

	pupils?	
	Q6: What kind of teaching aids can help you when EAL pupils do not understand your meaning?	Can you give me examples of how you use these?
	Q7: Have you attempted to learn any of the children's own languages? Has this been advantageous?	Which languages? Why? What advantages?
3. SEN	Q1: Do you believe that EAL pupils should be identified as having SEN?	Why do you think this?
	Q2: What kind of skills do you believe EAL pupils lack at the beginning of their learning? For example in reading, writing or communicating.	
4. Government Policy	Q1: Are you familiar with the Department of Education policies on EAL? Do you find these helpful? Why?	
	Q2: Do you think the National Curriculum adequately addresses the needs of EAL pupils?	In what ways?
5. Experience	Q1: Can you tell me how many years experience do you have teaching EAL pupils?	
	Q2: Can you explain some of the pedagogical approaches you use to teach EAL pupils?	Make sure you get examples
	Q3: Do you ever teach EAL pupils one on one? Tell me how you manage this situation in a busy classroom?	
	Q4: Which specific teaching tools or support do you think you need to use in your teaching when working with pupils with EAL?	
	Q5: Do children with EAL ever argue with their English speaking peers? When an EAL pupil argues with another pupil, how do you deal with that?	Make sure you get examples
	Q6: When an EAL pupil argues with another pupil, how do you deal with that?	
6. Schools & Parents	Q1: If the school is required to accept more EAL pupils, how do you feel about this? Do you think it is a disadvantage or advantage for the school?	

	Q2: When you talk about the children with parents do you adopt a different approach to that which you use with the parents of English pupils?	
	Q3: Have you discussed with the parents about pupils' language problems?	

Other questions I need to ask

- What is the folder for? Why need it? Do you get any feedback from parents?
- How often you change the groups? How you change it?
- How many different groups?
- How do you decide this child should go up or keep in the same group?
- Do you think the group work is useful for EAL pupils? Why? (SL-P)
- Where you find the resources? (SL-P)
- Children bring books and read at home on every Wednesday, are that useful to improve children's reading skill? Any examples or feedback about it? (C-P)

Senior/ Head teachers for SEN and EAL

Personal Questions

1. How long have you taught in this school?
2. Have you taught in other school before coming here?
3. What do you particular enjoy about working here?
4. Are there any particular challenges about working here?

Main Questions

- 1) Can you tell me about your main responsibilities for children in the school?
- 2) Do you have any special experience or training in related to your teaching SEN (EAL) children? If so, could you share this with me?
- 3) When teachers find that a child has problems in learning, what's the standard procedure (SOP) will you take? And how do you help the teacher?
- 4) Have you ever encountered young children with EAL who also have SEN? How do you help them? If they do not understand your language?
- 5) How does the school cooperate with the local authority in addressing EAL (SEN)?
- 6) Is the local authority providing some resources for the school? Have you used these with children? How effective are these?
- 7) For the EAL (SEN) children, do you have principles for working with them? What are the principles?
- 8) In your opinion and experiences, what is the impact of current procedures for SEN (EAL) children whom you see in the school items of their learning?
- 9) Have you met parents who do not agree with the school that their children have SEN problems? How do you solve this situation?
 - How many pupils within this school learn English as an additional language? Has the number increased in recent years?
 - How many languages are spoken in the school?
 - Does your school have a policy for teaching English as an additional language? (get a copy)
 - If so, what are the key elements of this policy?

TA ~ teach EAL children in Nursery and Reception

Personal Questions

1. How long have you taught in this school?
2. Have you taught in other school before coming here?
3. What do you particular enjoy about working here?
4. Are there any particular challenges about working here?

Main Questions

1. Personal Opinions	Q1: Do you think the EAL pupil population will increase in the future? If so, what are the implications of this for the school?	
	Q2: What are teacher's expectations towards the EAL pupils when they first arrive in the class?	
	Q3: I will attempt to apply some of the pedagogies I have seen in English classrooms to practice in the Taiwanese classroom; could you give me some suggestions before I do?	
	Q4: How do you make EAL pupils feel comfortable on first entering the class? Is this easier in some subjects?	Make sure you know which subjects
2. EAL	Q1: Are there some subjects which you find more difficult to teach to pupils who have English as an additional language?	Which subjects are more problematic? Why are these more problematic?
	Q2: Are your expectations for children with EAL different from those for native English speakers? If so, how do you decide on the learning outcomes you require?	In what ways are expectations different?
	Q3: What kind of teaching aids can help you when EAL pupils do not understand your meaning?	Can you give me examples of how you use these?
	Q4: Have you attempted to learn any of the children's own languages? Has this been advantageous?	Which languages? Why? What advantages?
	Q5: Do you believe that EAL pupils should be identified as having SEN?	Why do you think this?
	Q6: What kind of skills do you believe EAL pupils lack at the beginning of their learning? For example in reading, writing or communicating.	

	Q7: Can you explain some of the pedagogical approaches you use to teach EAL pupils?	Make sure you get examples
3.Experience	Q1: Which specific teaching tools or support do you think you need to use in your teaching when working with pupils with EAL?	

- What's the biggest different between teaching EAL children in Nursery and in Reception?
- When you preparing the materials for children what is the different for Nursery and Reception?
- You teach EAL children for a period of time which part they improve a lot? How do you know they are improving?

The interview schedules:

1. Class teachers

- 1). Personal questions: teaching experience, challenges of the job
- 2). Personal opinions: students with EAL, learning environment, learning subjects (6 areas)
- 3). EAL and SEN: students with EAL in the setting, language problems
- 4). Government policy: for students with EAL
- 5). Experience of teaching students with EAL in the setting
- 6). School and parents: talk with EAL parents, problems in communication
- 7). Group work: useful? How you organize it?

2. EAL teacher

- 1). Personal questions: teaching experience, challenges of the job
- 2). Special experience of teach students with EAL (examples)
- 3). Standard procedure to help teachers
- 4). Local authority resources
- 5). Working principles for students with EAL
- 6). Communicate with parents
- 7). The learning impact of students with EAL in the school
- 8). The number of students with EAL in the school in recent years
- 9). School policy for students with EAL (I need a copy)

3. SEN teacher

- 1). Personal questions: teaching experience, challenges of the job
- 2). Special experience of teach students with SEN (examples)
- 3). Standard procedure to help teachers
- 4). Local authority resources

- 5). Working principles for students with SEN
- 6). Communicate with parents
- 7). The learning impact of students with SEN in the school
- 8). The number of students with SEN in the school in recent years
- 9). School policy for students with SEN (I need a copy)

4. Head teacher

- 1). Personal questions: teaching experience, challenges of the job
- 2). Personal opinions: students with EAL, learning environment, learning subjects (6 areas)
- 3). EAL and SEN: children with EAL in the setting, language problems
- 4). Government policy: for students with EAL
- 5). Experience of teaching students with EAL in the setting
- 6). School and parents: talk with EAL parents, problems in communication
- 7). Group work: useful? How you organize it?
- 8). Local authority resources
- 9). Working principles for students with EAL

5. TA

- 1). Personal questions: teaching experience, challenges of the job
- 2). Personal opinions: students with EAL, learning environment, learning subjects (6 areas)
- 3). EAL and SEN: students with EAL in the setting, language problems
- 4). Government policy: for students with EAL
- 5). Working with class teachers
- 6). School and parents: talk with EAL parents, problems in communication
- 7). How you organize the EAL groups?

Appendix D: EdisonLearning Implementation Plan

EdisonLearning Lead Academy Schedule

School Implementation

Term One	<p>Headteacher Planning and Key Lead preparation. Introduction to EdisonLearning Primary Curriculum. Lead Academy - 'Our School Values'</p> <p>Lead Academy - Introduction to 'Learning With Others' and the Integrated Curriculum. Teacher Session - Introducing Core Learning Skills</p>	<p>Key Lead introduces Core Learning Skills and 'Learning With Others'</p> <p>Key Lead introduces 'Learning With Others' Teachers trial 'Learning with Others' and an Integrated Learning Unit (<i>optional</i>)</p>
Term Two	<p>Lead Academy - Introduction to 'Developing Independence and Responsibility' and subject time allocation.</p> <p>Lead Academy - Introduction to 'Improving Own Learning and Performance'</p>	<p>Teachers begin to implement Integrated Learning Units and CLS 'Learning With Others' Key Lead introduces 'Developing Independence and Responsibility' Responsibility'</p> <p>Teachers implement second Integrated Learning Unit and CLS 'Developing Independence and Responsibility'</p>
Term Three	<p>Lead Academy - Introduction to 'Developing a Sense of Self-Worth and Understanding of Self and Others'</p> <p>Lead Academy - Introduction to 'Thinking Skills'</p>	<p>Teachers continue to implement Integrated Learning Units and CLS 'Improving Own Learning and Performance' Key Lead introduces 'Developing a Sense of Self-Worth and Understanding of Self and Others'</p> <p>Teachers continue to implement Integrated Learning Units and CLS 'Developing a Sense of Self-Worth and Understanding of Self and Others'</p>
Term Four	<p>Lead Academy - Introduction to 'Speaking and Listening'</p> <p>Lead Academy - Review planning for next steps</p>	<p>Teachers continue to implement Integrated Learning Units and CLS 'Thinking Skills' Key Lead introduces 'Speaking and Listening'</p> <p>Teachers continue to implement Integrated Learning Units and CLS 'Speaking and Listening' Key Lead reviews year with staff, planning for year two</p>
Term Five	<p>Lead Academy - Responsive to project requirements</p>	<p>Teachers implement second year of cycle. School is now operating a Curriculum 2011 compliant programme.</p>

Each school will receive one day of on-site consultation where an EdisonLearning Achievement Adviser will work with the school's Key Lead to solution plan from and arising issues

Appendix E: Pupil Profile

Pupil's name: _____

Information

Date of birth	
Boy/Girl	
Year group	
Language spoken at home	
Nationality of Mummy	
Nationality of Daddy	
Date admitted to school	
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom, learning areas and abilities in reading and writing.

Thank you very much! Josephine

--

PUPIL PROFILE

Pupil's name: [REDACTED]

Date: _____

Information

Date of birth	25/2/09
Boy/Girl	G.
Year group	Nursery
Language spoken at home	Somali
Nationality of Mummy	Somali
Nationality of Daddy	Somali
Date admitted to school	Sept 2010.
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom and area learning and development. Thank you very much!

[REDACTED] displays good level of comprehension in English. She often talks quietly during large or small group situations but confidently volunteers 1-3 word answers.

Outside she is often heard to call loudly to friends and can communicate her needs to staff.

PUPIL PROFILE

Pupil's name: [REDACTED]

Date: _____

Information

Date of birth	24/7/07
Boy/Girl	G.
Year group	Nursery
Language spoken at home	Polish
Nationality of Mummy	Polish
Nationality of Daddy	Polish
Date admitted to school	Sept 2010.
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom and area learning and development. Thank you very much!

[REDACTED] is in the early stages of learning English but has good understanding and expression in Polish. She has basic 1-2 word English to communicate to staff, (words which she has learnt in Nursery). [REDACTED] repeats words role modelled by adults and support by actions.

PUPIL PROFILE

Pupil's name: [REDACTED]

Date: _____

Information

Date of birth	27 / 12 / 06
Boy/Girl	B
Year group	Nursery
Language spoken at home	Polish
Nationality of Mummy	Polish
Nationality of Daddy	Polish
Date admitted to school	Sept 2010.
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom and area learning and development. Thank you very much!

[REDACTED] is in the very early stages of learning English. He frequently repeats words expressed by staff and peers. He understands words based on Nursery routines and activities when supported with actions and/or demonstrations.

PUPIL PROFILE

Pupil's name: [REDACTED]

Date: _____

Information

Date of birth	19/12/06
Boy/Girl	Boy
Year group	Nursery
Language spoken at home	Bengali
Nationality of Mummy	Bangladeshi
Nationality of Daddy	Bangladeshi
Date admitted to school	Sept 2010.
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom and area learning and development. Thank you very much!

[REDACTED] has developed his understanding of and naming in English. He can express his needs to staff through broken sentences and showing/pointing to the problem. He prefers closed questions and options when asked in English. [REDACTED] lacks attention and listening skills which would further his learning.

PUPIL PROFILE

Pupil's name: [REDACTED]

Date: _____

Information

Date of birth	২০/৬/০৭
Boy/Girl	B.
Year group	Nursery
Language spoken at home	Bengali
Nationality of Mummy	Bangladesh
Nationality of Daddy	Bangladesh
Date admitted to school	Sept ২০১০.
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom and area learning and development. Thank you very much!

[REDACTED] has a good understanding in English and Bengali which is enough to help him with daily rules and routines in Nursery. Clear instructions and talking at eye level helps his behaviour and learning.

PUPIL PROFILE

Pupil's name: [REDACTED]

Date: _____

Information

Date of birth	24/01/07.
Boy/Girl	Boy
Year group	Nursery
Language spoken at home	Bengali
Nationality of Mummy	Bangladeshi
Nationality of Daddy	Bangladeshi
Date admitted to school	Sept 2010.
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom and area learning and development. Thank you very much!

[REDACTED] is a quiet boy although he understands a good amount of English - mainly based on daily routines and life. [REDACTED] understands Bengali also. He is mainly seen communicating non-verbally or 1-2 word level with peers.

PUPIL PROFILE

Pupil's name: [REDACTED]

Date: March 2011.

Information

Date of birth	18.06.2006
Boy/Girl	Boy
Year group	F.S. 2.
Language spoken at home	Chinese
Nationality of Mummy	"
Nationality of Daddy	"
Date admitted to school	Sept 2010
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom and learning areas and development. Thank you very much! Josephine

Beginning to use familiar phrases, and can name numbers, letter sounds, colours, many objects, shapes etc. Well-behaved, quick to grasp new concepts, very inquisitive. Visual learner. Keen to succeed.

PUPIL PROFILE

Pupil's name: [REDACTED]

Date: March 2011

Information

Date of birth	03.04.2006
Boy/Girl	Boy
Year group	F.S.2.
Language spoken at home	Russian.
Nationality of Mummy	Latvian
Nationality of Daddy	Latvian
Date admitted to school	Sept 2010
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom and learning areas and development. Thank you very much!

Uses familiar phrases, can name numbers, letter sounds, colours, shapes, most objects. Converses in English with friends.

Quite boisterous but usually well-behaved in class.

Quick to grasp new concepts, will avoid pen/paper activities even though he is capable.

PUPIL PROFILE

Pupil's name: _____

Date: March 2011

Information

Date of birth	28.02.2006
Boy/Girl	Boy
Year group	F.S.2.
Language spoken at home	Polish
Nationality of Mummy	"
Nationality of Daddy	"
Date admitted to school	2009 Sept - Nursery. 2010 Sept.
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom and learning areas and development. Thank you very much!

Understands most English and uses it quite confidently at 3/4 word level.
Very well-behaved, sociable. Visual learner.
Good at all number work. Very eager to please

PUPIL PROFILE

Pupil's name: [REDACTED]

Date: March 2011

Information

Date of birth	23.02.2011
Boy/Girl	Girl
Year group	FS.2.
Language spoken at home	English.
Nationality of Mummy	Asian - Indian.
Nationality of Daddy	Somalian
Date admitted to school	Sept 2010
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom and learning areas and development. Thank you very much!

Very competent at English - good vocabulary.
Can be a bit spiteful, likes to dominate and finds it difficult to share friends.
Very able, but does not always apply knowledge in problems.

PUPIL PROFILE

Pupil's name: _____

Date: March 2011

Information

Date of birth	04.08.2006
Boy/Girl	Girl
Year group	F.S.2.
Language spoken at home	Bengali + English
Nationality of Mummy	Bengali
Nationality of Daddy	Bengali
Date admitted to school	Sept 2009 - Nursery. Sept 2010
Special needs(if he/she has)	—

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom and learning areas and development. Thank you very much!

Has developed English steadily and understands most of what is said. She converses well in full sentences - sometimes responds with what she thinks you've said, rather than what has been said.

Very well behaved - tends to be dominated by stronger characters.

Steady progress - quick to answer questions.

A good listener!

PUPIL PROFILE

Pupil's name: [REDACTED]

Date: March 2011

Information

Date of birth	01.05.2006
Boy/Girl	Girl
Year group	F.S.2
Language spoken at home	Bengali & <u>English</u> .
Nationality of Mummy	Bengali
Nationality of Daddy	"
Date admitted to school	Sept 2009 Nursery. Sept 2010
Special needs(if he/she has)	—

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom and learning areas and development. Thank you very much!

Competent in English.

Very well-behaved, likes to mother other ch.

Good progress, but quite shy in whole class sessions.

PUPIL PROFILE

Pupil's name: [REDACTED]

Date: 7/2/11

Information

Date of birth	22.07.07
Boy/Girl	Girl
Year group	Nursery
Language spoken at home	Romanian
Nationality of Mummy	EAL both parents.
Nationality of Daddy	↓
Date admitted to school	Sept 2010
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom and using the National Curriculum English scale for reading, writing, speaking and listening.

Autumn 2010

Speaking pre Step 1

Listening and understanding - pre Step 1

[REDACTED] is a very quiet member of the Nursery group who plays with a small number of children. A lot of the time she chooses to engage non verbally during a group time but will engage never the less.

PUPIL PROFILE

Pupil's name:

Date:

Information

Date of birth	26.09.06
Boy/Girl	Boy
Year group	Nursery
Language spoken at home	Lithuanian
Nationality of Mummy	Both not English speaking ↓
Nationality of Daddy	
Date admitted to school	Sept 2010
Special needs(if he/she has)	At present being assessed.

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom and using the National Curriculum English scale for reading, writing, speaking and listening.

Autumn 2010

Speaking - pre Step 1

Listening and understanding pre Step 1

 has very limited English approx 5 words. He is beginning to utter words in his own home language. He is a solitary child who tends to play alongside others rather than with them.

PUPIL PROFILE

Pupil's name: [REDACTED]

Date: 7/2/11

Information

Date of birth	09/11/06
Boy/Girl	Boy
Year group	Nursery
Language spoken at home	Swanili
Nationality of Mummy	African
Nationality of Daddy	African -
Date admitted to school	Sept 2010
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom and using the National Curriculum English scale for reading, writing, speaking and listening.

Autumn 2010

Speaking - L1 threshold

Listening and understanding L1 threshold

[REDACTED] is a confident member of the group but can need reminding of the behavioural expectations especially during group times. He enjoys a range of activities both inside and outside.

PUPIL PROFILE

Pupil's name: [REDACTED]

Date: 7/2/11

Information

Date of birth	09/07/2007
Boy/Girl	Boy
Year group	Nursery
Language spoken at home	Somali
Nationality of Mummy	African
Nationality of Daddy	—
Date admitted to school	Sept 2010
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom and using the National Curriculum English scale for reading, writing, speaking and listening.

Autumn 2010
 Speaking level 1 threshold
 Listening and understanding Step 2

[REDACTED] is a confident member of the group who has a good awareness of the behavioural expectations of the setting.

His English language is clear and he is able to make himself understood to all adults and his peers.

■■■■■ DOB 13.06.07 (Girl)

language. Pashtu.

Autumn 10

Dual nationality parents.

Speaking pre step 1

listening + understanding pre step 1

Year Group Nursery

September 2010 Start date.

~~moved to pre step 1~~
~~boys of~~

When joining in September ■■■■■ was a very quiet little girl. She is now however joining in group time and her language skills have improved immensely. She interacts well now with her peers and has no behavioural issues.

■■■■■ DOB 16/9/07 (Girl)

language - Polish

Autumn 10

Both Parents Polish.

Speaking pre step 1

Year Group Nursery

listening pre step 1

September 2010 Start date.

■■■■■ is a very ^{quiet} member of the group who is now engaging well within activities after a shaky start. She is now beginning to establish good routines and experiment with finding her feet. At present she has no behavioural issues.

[REDACTED]

(Boy) DOB 25/11/2006

language Somali

Mum & Dad both Somali

Tea group Nursery

September 2010 Start

Autism 10

Speaking step 1

listening + understanding
- step 1

[REDACTED] is on an IEP and receives support from the physio, speech and language therapist and has 1:1 sessions in the Nursery. At times [REDACTED] finds it difficult to share and will squeal at other children. He does engage well within group time and his speech is improving.

PUPIL PROFILE

Pupil's name: [REDACTED]

Information

Date of birth	25 / 08 / 06.
Boy/Girl	G.
Year group	R.
Language spoken at home	Polish / Russian.
Nationality of Mummy	
Nationality of Daddy	
Date admitted to school	Setp. 10.
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom, learning areas and abilities in reading and writing. Thank you very much! Josephine

Writing: In the beginning, her writing is like drawing. She draws lines.
now, she has the shape of the letters. like "m" "s" "p" "t".
so, that's better. Improving.

PUPIL PROFILE

Pupil's name: [REDACTED]

Information

Date of birth	01 / 01 / 2006
Boy/Girl	G.
Year group	R.
Language spoken at home	Somali
Nationality of Mummy	
Nationality of Daddy	
Date admitted to school	Sept. 2010.
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom, learning areas and abilities in reading and writing. Thank you very much! Josephine

Writing = she write some letters and numbers in the beginning. and she can write more letters. and the first letter of words.

PUPIL PROFILE

Pupil's name: [REDACTED]

Information

Date of birth	24 / 12 / 05.
Boy/Girl	G.
Year group	R.
Language spoken at home	Russian. Russian
Nationality of Mummy	
Nationality of Daddy	
Date admitted to school	Nov. 10.
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom, learning areas and abilities in reading and writing. Thank you very much! Josephine

Writing: she can write letters in the beginning and now she can write the sentences. and get more right words. especially the first and last letters

PUPIL PROFILE

Pupil's name: [REDACTED]

Information

Date of birth	01/04/06.
Boy/Girl	B.
Year group	R.
Language spoken at home	Somali
Nationality of Mummy	
Nationality of Daddy	
Date admitted to school	Sept. 2010.
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom, learning areas and abilities in reading and writing. Thank you very much! Josephine

Writing: He can write letters, but cannot become a word. sometimes he knows the first letter. what he want to write.

PUPIL PROFILE

Pupil's name: [REDACTED]

Information

Date of birth	06/05/06.
Boy/Girl	B.
Year group	R.
Language spoken at home	Swahili
Nationality of Mummy	
Nationality of Daddy	
Date admitted to school	Sept. 09.
Special needs(if he/she has)	

Please comment on this pupil's level of English language acquisition, the behaviour in the classroom, learning areas and abilities in reading and writing. Thank you very much! Josephine

Writing = In the beginning, there is no any words or patterns on it. now he ~~became~~ can write like "M", "N", and "O".

Appendix F: Observation analysis form

PHOTO

Dimensions of observation (Robson 1993)	Observations	Questions How does it influence teaching? How is it used? How is it similar to Taiwan? How is it different from Taiwan?
Space		
Actors		
Activity		
Objects		
Acts		
Events		
Goals		
Feelings		

Appendix G: Observation data in English settings

2011-14 Nursery in

Δ Children - morning class $\rightarrow 35$, afternoon class $\rightarrow 30$.

Teachers (including TA) about 6

△ The first thing children will do all different tools when they get into the classroom.

* I need 6 ZAL pupils in each class.

② all the information about ZAL

1/17 Nursery

ED1.

language environment

They have some pictures show different meanings.

there are so many different pictures with

different languages to show on the wall.

△ every week plan = "repeat" is very important. → practice everyday
children can familiarize all the activities.

△ EAL children : Trs. will repeat their words or stances for pupils and use body language to improve.

△ every child has a file which put their paper works in but not give it to parents.

△ low level C need to spend more time in group time, compare with other groups.

Q: What kind of subjects need to group children?

- o most of parents speak HL when they take C to Nursery.

environment setting = they have their rules in the class. If they don't follow the rules. Trs. will ask them to see the pictures and remind them.

Nursery 8=45 ~ 11=40.

2:30 ~ 3:15

Reception 8:45 ~ 12:00 + lunch

(222 day) $1 = 0.5 \sim 2 = 1.5$

吃晚飯
出去玩到
再進教室
有人在外看
衛生也清

- Reception

- 1/8 Δ group work - phonics \rightarrow they group children by their abilities
- (EO2) Δ every classroom they must have "projection machine", "touching screen" computer (for Tr. and children (more than 2)).
- Δ Tr. said "Most of children from the poor area. some EAL parents they do not know it and they move into this area. But it is not mean their children have low abilities some are good than the native pupils"
- Δ Reception and Nursery use Edison Learning. They will take turns and change the topic every module (term/semester).
- Δ On their white board Tr. put many pictures to tell children what kind of works they need to do today.

EO3

(comins)

Small group work - Tr with 6 pupils

- a story book (told it before)

- children's writing and drawing book.

- imaging writing

- letter card

- words card

(usually used)

* Tr. will remind the story and show the other children's picture. Children can draw their own picture and write some words.

Tr. will ask the child "what you write?" and write down for the child.

* For better child Tr. use the cards to show let and child can write down the correct word (one by one).

@ pupils → children's level

low - just some symbols, not words or letters

middle - some letters will be written but not whole words.

high - can follow the cards to write letters and words down (sometimes you can guess the words)

reading group - share the story (they read at home with parents) and ask questions (comins)

↓ once a week

* Reading book (orange) - Every time Tr. will give a chance to parents.

Ex. "Ask your child to re-read the story in their own words."

* every group has the same book so they can share together.

big group time - sharing tools

Tr. use pupes to show a story and teach children you should share tools with others

EO4

reception

every term children will play and read with parents one day morning (W3)
- parents' day.

Tr. can talk with parents and show children's works to them. - around 2 hour

Children centre in Spring Lane - why? For what? the purpose?

making rocket - parents provide the idea children can make one with adult.
- children have to cut, draw, paste

When children too noisy Tr. has to make children to stop their works. can use

- Nursery

EO5

△ library books - children will take one book at home and read with parents every Wednesday.

△ ICT website - CBeebies

△ music teacher. - singing + action.

△ T will design different activities for the topic and change it everyday. (but some activities will keep because C need to practice

△ sell cakes - children make cakes and cookies with T. after that T sell them to parents they have to buy them 50p per each.

7/6 △ There are new pupils and parents come to the Nursery for visiting.


New children will come on September. They need to leave the information on a sheet. before Sept. (maybe on May) the school

will sent a letter to parents, their child has a place and they don't need to pay any fees. just takes a document to

Northampton County Council and take a stamp.

- Reception

1/4 Δ The teacher said they group children by abilities but she does not want a child stay in one group. She hopes every child can learn from others (which have high levels). For that reason, children (low levels) can learn and improve abilities very fast.

Δ speech bubbles ⇒ 

(EO6) Δ When children had improved their abilities they can go up a level
Δ story time - before the afternoon class. Tr. will ask 1 to 2 pupils to read a small book. Just few words or use their own languages. Tr. will repeat the words or stances for low level pupils.

██████ + ██████ → play outside everyday!

██████ - Nursery

7/ Δ group work - topic: fly. introduce the morning works.

(come to tea)
(E01) story time - most children concentrate the reading (about 15 mins)

██████ - Tr. to the rocket. s colour. he can repeat: "read". He didn't know
↓
Asking questions when reading a story. Tr's meaning so I had to ask many times
after finish the story I ask questions about "Do you like the story? Why?"
(give me a response)

Tr. tell children about her opinions why she likes the story.

before individual works they have to count the numbers by fingers

██████ = can count very well (1 hand + 2 fingers)

██████ ICT - he doesn't know how to play the game (Driving Licence) just click th screen

(E02) Δ air balloon - scissors, colour pens. ~~the~~ → children have to write down their name with the first capital letter and cut the shape. TA help them to cut

* ██████ ≠ ██████ / ██████ ██████ ██████

(E03) Δ small story group - emotion story (sad, happy, love, scared, angry)

Tr with 3-4 children tell the story and ask questions children should understand the story and answer the questions. After finish all stories, I discuss with children the story and feelings.

Δ when they cut the air balloon they will rip the paper when they cannot cut it

Δ outside playing: ride the bikes. - they have to use their feet to ~~ride~~ ~~the~~ ~~bikes~~.

7/ ██████ - Nursery

(E04) Δ Topic - animals

Δ different animals' prints (ink) - samples (I made) - children can copy the pictures

Δ play animals: different languages children they play together use their own language + body language + shout or sound to show their meanings. Even they don't understand but they can play together. Sometimes they won't share ^{toys} ~~toys~~ nearly to fight.

██████ = never speak English in Nursery. I have to repeat again and ask him to say that again.

Δ ICT: counting numbers - touch board the computer will count for children.

→ feds: colour papers, markers, pictures

Δ painting: paper, brush, inks - child can draw their own picture.

Δ cutting area: children can practise scissors and paste every thing on the paper

Δ ██████ painting - draw the whole paper with one colour before he draw different colour but no meaning, like his construction so draw the whole paper.

7/9 EO₁ group time (story) - "Have u seen the Crocodile?" (10mins)

ask everybody "What do you see on the picture?" (the cover)

reading story (with book) → cards (roles in the story) → play games = take 2 cards take one away children have to guess what's missing? → 2 cards → 3 cards → to more

group 1: [redacted] when I ask questions to him he never answer but I need to ask him again or again

* They read the story before so today just review the whole story.

* every group has the same story. I ask children to repeat the words in story.

[redacted] can repeat the words but speak his own language with other children

* When child doesn't understand T's order I have to show the action directly.

group 2: * EAL children are not easy to control. spend a lot of time to repeat and control. (15mins)

* They can't play "What's missing" so T changes the game. T read the words and C point out the picture.

EO₂ group time (story) - "Have u seen the Crocodile?" (10mins)

* games = using "frog" (story) and "magic wand" to point out the card and C have to read it

a

⇒ C have to read sound

a

⇒ C have to read a → apple

* they practice the phonics when they go to the reception they can learn very fast

* When C hit each other or other C T will let C sit on the chair and count down

██████ - Nursery

7/8 a short and long = using 2 things to compare. let C know short and long
(= 5 mins).

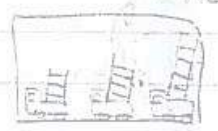
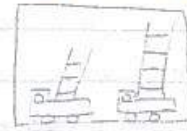
EO13

they have to draw ~~ladders~~ ^{ladders}. (2 different sheets)

* put words in order = teaching short, middle, long

* after they draw ladders. Tr. need to ask which one is short and long?

Today's topic = ~~police~~ ^{police} car, fire engine
~~ambulance~~ ^{ambulance}
~~ambulance~~



drawing fireman = copy pictures and colour it, using colour pencils.

EO14

Small group time = numbers - 1, 4, 5 shapes - ~~circle~~ ^{circle}, ~~star~~ ^{star}, ~~triangle~~ ^{triangle} (by EU)

first to identify the numbers and shapes and cover the box, take one away
children have to guess what's gone

██████ in the H Level ⇒ numbers + shapes. (15 mins)

numbers = 9, 10, 15 shapes = ~~oval~~ ^{oval}, ~~ellipse~~ ^{rectangle}, ~~rectangle~~ ^{trapezoid}

✓ APSED = Have an awareness and pride in self as having own identity and ability

Have a positive approach to activities and events

Show confidence in linking up with others for support and ~~guidance~~ ^{guidance}.

CoL L = Begin to be aware of the way stories are structured.

Hold books the correct way up and turn pages.

PSRN = Find items from position or directional clues.

Are beginning to understand variations in size

Order two or three ~~things~~ ^{items} by length or height

KUL = Realise tools can be used for a purpose.

Enjoy imaginative and role-play with peers

Show interest in different occupations and ways of life.

PD = Engage in activities requiring hand-eye coordination.

Show respect for other children's personal space when playing among the

Perceive ^{sequence} in repeating some actions or attempts when developing a new skill

CD = Create 3D structures

Begin to construct stacking blocks vertically and horizontally,
making enclosures and creating spaces.

██████ - Nursery → Flashing Fire Engines

7/6 ~~✓~~ story folder (15 mins) = the story is about the topic this week. T tell the

EO11 story with put "short" and "long" in the story. remind C to say these words

Δ ICT = hear the sounds - click the pictures can show the sounds.

EO18 C want to try this very ^{actively} ~~active~~ and enjoy the sounds.

* ██████ = he draw the picture for a long time almost 20 mins. He is looking at other C not very construct on his drawing. but he knows and can talk about his painting.

EO19 Δ group time = looking C's folder. (20 mins)

They share their works in 6 areas. T ask them if they want T to explain.

C see pictures and ask questions ██████ and ██████ can see pictures and talk what he did at that time.

██████ = said he got a gift and play bubbles.

██████ = said he made fire engines, play games with C. show his painting.

██████ = look the folder very fast, didn't speak anything. know friends names. when he see photos. When T point his photo he can said ██████ and repeat T's final words. He also do a clips work to practice the fingers and hands.

██████ = show her folder to other C. very interested about other people's folders. few conversation with others.

* every child has a folder. there are some pictures and paintings when they did in Nursery. It's separate by 6 areas. (question: ① what's the folder making? ② why need it? ③ what's the folder of pictures?)

██████████ - Nursery

7/9 Δ ██████████ = He plays the doll for a long time (over 10 mins). he brush her hair, he just play it alone.

(EO20) Δ playing outside = ride the bike ██████████

(EO21) Δ group-time = count the teeth (1-12). using scissors to put up crocodile's teeth.
(10 mins)
↳ feeding practice (us) singing a song - make a circle. take around.

(EO22) Δ 2 new pupils (ZAL) they speak the same language they always play together and communicate with their own language ██████████ / ██████████ ⇒ polish.

(EO23) Δ group time ██████████ ██████████ = cards (food), dolls (one boy, one girl) 10 mins.

* ██████████ is very good can recognise the cards. and say the right words. she also help ██████████ to find the right card.

* ██████████ very quiet doesn't speak.

remind all cards - see pictures and say the correct words.

██████ - Nursery

1/10 cooking - introduce material (cakes)

EO4 ✓ Tr. prepare all the material and teach C to mix butter and ~~flour~~ ^{sugar} then 2 egg and flour.

* children can use a stick to mix ⇒ put all the mix into paper cups ⇒ in ^(10 mins) oven
C learn "mixing" "cooking" and "storing" 3 words

EO5 ✓ MUSIC (India) group time a clock with 10000 have to play the drum 3 times
singing with different ~~words~~ - █████ and █████ so quiet and they cannot sing any songs.
██████ and █████ can follow. It's singing and actions. █████ not construct always talking with █████ (even 3-4 words or playing)

* Chubbie ?? - 32

EO6 ✓ 2 eggs / sugar 4 us / flour 4 us / butter 4 us / 10 mins ^{in oven} ~~10000~~ / 10000

██████ = Doing "My fingerprints", she can do it by herself and know how to do it but no talking just show her eyes and actions.

EO7 ✓ Cakes sale - T and C make cake together. these cakes will sale to parents they have to buy them 20p for each

Book sharing - C with parents to read books.

When C's parents come in the classroom the C can choose 1-2 peers to read a book with their parents. (10 mins but the fire alarm test is stop)

Nursery

10 Butterfly - I cut the shape of butterfly and fold it to half. C paint it and make it

EO₂₈

it will become colourful. (对称图)



EO₂₉

a story time (3 little pigs) book (书) - most children they don't understand the

all 3AL pupils

interesting but they can see pictures and say some simple words.

then show different house pictures. Task C "Where are you living? a house or a flat?"

C can point out the picture. (5 mins) 5-6 pupils in one group

* every group is mix with some low pupils and high pupils. so the low pupils can talk

and listen with high level pupils.

EO₃₀

a group time (before they learn about animal's patterns.

story (My Mum and Dad make me laugh) - spots (点), stogh (stomach) (something)

listening the story when I want her to point out spoty she can do it.

thinking for a long time confidence. It's question. He try to said some words with Er

say picture
the picture
in book
Zorbar
Elephant

* when reading the story and ask questions make sure they know the story

* using different animals' dolls to show spots and straight.

■ Nursery

7/11 register - I make ~~is~~ sure everyone is in class. He/she has to read everyone's names. It's can let C know names and build confidence.

△ morning excises = monday morning C feel ~~off~~ sleepy so need to work up

(EO₂₁) △ finger painting = C use their fingers to paint the fire engine

△ snack = C have to use everything by themselves. I can teach them how to use it.

(EO₂₂) △ playdough = yellow colours (like cakes) with some stones

△ computer = printing (C Beesbees) / matching games

(EO₂₃) △ story group = emotion books (5 books) - small groups to share one book after the story. I ask questions and make a note.

(EO₂₄) △ shoes shop = I prepare many different shoes C can try these shoes.

* For C, they don't know how to use money to buy shoes. Some C just put all the shoes into the bag and show everyone ^{most} girls will try the shoes and walk around the classroom.

(EO₂₅) △ story = love (big group) valentine's Day

* explain the story. I need to ask questions about C's personal experience.

- Nursery

7/11 small group work - cards - glue...papers (different colours), ~~12~~ 12H

(EO*) * I give C the paper and glue...they use the glue on the paper and give them some felt to decorate the card. I will write down some words on the card.

(EO*) * group work (ac) = matching food cards - 2 different cards (5 min)

* T speak different food's name and C repeat again they play bingo games.



x2 (different foods)



x2 (different)

cover these cards in the beginning.

* finish the game T has to re-read the cards again let C know and remember the cards.

* C has to choose one card to match their own card if ~~is~~ not his/her card, have to put it back. most C play this game quick, easy to them to remember the card even for ZAL C they are easy to say the words.

(EO*) * parking - a car parking building, many different cars.

(EO*) * actually most ZAL C they play alone in most time, even some of them have the same HL but they quiet few to talk b/ HL like polish.

██████ - Nursery

7/5 Δ story time - group(B)/(15 mins). - Dazzling Diggers

after the story T want C to count how many diggers in the book?
and what colours are they?

EOU

Δ shoes print - C use colour pencils to draw their own shoes on the paper.

Δ watch - C have to draw and cut the watch on the paper. use tape to put the watch on their hands.

EOU

Δ counting - T put 1-15 cards on the ground when they want to go outside to play they have to stand on the card and read it. T can see how many numbers they can count.

EOU

Δ ICT = string of beads - use the string of beads to copy colour sequence patterns.

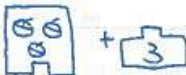


EOU

(s). Δ group time = talking "what's your faviaur game / TV programme / toy?" (10 min)
██████ = red car at home. T ask what will U do with ur car? He repeat he has a red car at home. If asking the opening question the c don't know the mean. T change the question let C to choose the ^{answer} ~~answer~~.

██████ fire man in Nursery. he can say play "outside".

██████ big car at home and motorbye x2. he can say play with his brother. and he has 2 cars.

- Nursery.

7/5 Δ matching cards 1~10 =  +  ⇒ 

EO₄₄

EO₄₅ Δ animals patterns. → animals' pictures and models. C have to match them together.

Δ draw letters' shape: Q ⇒ made by wood. C use colour pencils to draw the shapes

EO₄₆

on the paper.



→ C can colour it but they don't have passion to finish it.

EO₄₇

Δ T use a small computer to test C's writing. using the computer to show the order of letters and C can copy it again.

EO₄₈

Δ children pushing. T tell the pusher "you cannot do that, you should be kind." and ~~let~~ ^{let} the child sit down on the floor for a while.

EO₄₉

Δ EAL pupils when they have argues each other. they want to tell T. but not speak Zn. they speak their HL.

EO₅₀

Δ  He is a SEN pupil. He needs other pupils to take him to play.

██████ - Nursery

7/6 ~~Foot print~~ - C take turns to print their footprints.

(EO51) ~~snack area~~ - T put a card on the table C have to count 5 cookies to eat
Δ For new child, T will ask parents to teach simple Zn words at home ex. drink, to
The new term will start on September. T will do home visit.

(EO52) ~~group work~~ - police talk with C. C ask her some questions
Δ colour police man

(EO53) Δ draw numbers. = using numbers put on the paper and draw the shapes.

7/7 ~~group work~~ (story) = The train ride - book + some different characters in a bag.

(EO54) ~~prepare some objects who can find in story~~. When T speak story it can use these characters to show C.

* The story repeat "What should I see?"

(EO55) Δ print letters = C can use letters' block print on the paper

(EO56) Δ ICT = see the weather and choose the correct clothes.

(EO57) Δ music = about 15hr. singing, play games, numbers, body language.

(EO58) Δ story time (parents) = small group C can choose one book and share with adult.

* In ██████ group they are so excited about the story. they can discuss the story and show their own opinions. but one or 2 ^{pupils} ~~people~~ ~~people~~ not very construct on the story, sometimes leave the sits.

- Nursery

- 16 Δ Bee-box = a toy bee. U can control it to go right, left, back, forward.
(EO₅₉) C can put the butterns $\leftarrow \uparrow \rightarrow$. It's not easy to control the direction.
- 2) (EO₆₀) Δ group time. = listening music ask C "how do u feel about the music"
* different kind of music to make C have different feeling.
- (EO₆₁) Δ counting = cards and colour bears. C have to count bears on the card
(10mins) and pick up the same number's bears.
- (EO₆₂) Δ animal patterns matching game. - print different animals' patterns.
C have to find out the right pictures.
- Δ make a crocodile. T prepare materials and teach C how to do that.
(EO₆₃) C do more paste and other difficult part T will do it.
- Δ physical problem. and speech problem. He also go to hospital.
- (EO₆₄) Δ one-by-one language support. T and C together play game. In the process T is talking to C ask him ~~the~~ to repeat words, or to say words by himself. (5mins).
- (EO₆₅) Δ shapes pizzle - C can recognized the shape "circle" and "rectangle"
objects. ex. ball \rightarrow O, door \rightarrow \square .
- (EO₆₆) Δ EAL pupils easy to speak their H L, when they play each other. Sometimes
It depend on what language they say at home and their age and sex.

██████ - Nursery

Topic - animals

(EO67) Story time - When T tell a story she asks many questions about the story. ex. what animals in the picture? Who's tail? She wants pup to say animals and construct on the story.

(EO68) ICT - numbers 1-10. = follow the voice to find the correct number.

(EO69) pointing - numbers.

(EO70) colours animals - children have to put the different colours animals in the correct colour bowls.

██████ is very quiet. but when she plays with another Polish girl they speak Polish each other. not very much talk. but she seems very confidence when she speak Polish. She shows 5 fingers to another girl. means only 5 cookies.

(EO71) group(s) time. - numbers 1-9.

* ██████ He know "5" and say quickly. He knows 1-9, 10.

* ██████ He know "6" and say it quickly. He already knows 1-~~4~~. 8, 10.

* ██████ He can say "2" but not clear. very loudly "1". familiar with "1", 5.

* ██████ = she cannot see "3" and say it. she need to count, 1-3. sometimes copy what T said

* If put numbers in order. they can count. but when T pick any one it difficult to recognize it.

* This group has low level with numbers. so the T just focus on number 1-3.

most of children. confuse about 2 and 3. like ██████. Actually ██████ and ██████ knows 1-9. when T show the cards in the beginning.

Δ

- Nursery.

28 butterfly a cycle. - T using different pupys to show butterfly's life.

ED72 卵 → 幼虫 → ~~蛹~~ → ~~蝴蝶~~.

egg → caterpillar → → butterfly (The very hungry caterpillar).

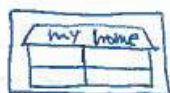
ED73 puzzles - different pieces about butterfly.

ED74 blocks - making houses. = different building's picture. pupils can follow the pictures to build a house.

FD25 group(s) time - houses. (domins).

* introduce different rooms ex. bathroom. kitchen. bedroom. ---.

* make a house. - paper (a house). glue. different pictures in the rooms.



T help pupils to cut pictures. they can paste all the pictures in different rooms. do ^(starting) living room first → kitchen

→ bedroom → bathroom → after finishing share everybody's house

* ~~she~~ can follow T's instruction put everything in the right room.

She is so quiet. No talking or repeating in process.

██████ - Nursery

3/1 Δ ICT - Kent ICT (fishes and sea)

(ED) ~~book time~~ - The rainbow fish (big book)

* see sea animals pictures (espresso) first

* When T tell the story, children need to say and repeat the word "fish". T has good tones^{voice} emotion. to speak the story so children construct.

(ED) Δ sand with shells - C can touch different shells. some are smooth, some are rough. C can feel the different.

(ED) Δ drawing sea animals - paper. different sea animals' models.

(ED) ~~group time~~ - numbers.

* ██████ knows "10". miss "6". 11~15 need practice.

1
3
15 { ██████ - not construct sometimes T ask him the number he cannot answer.

15 { ██████ - count 1~10 using fingers. 11~15 not clear.

██████ - count 1~20. not really clear after 20. after repeat several times she knows. the rules that 20~29 start with 2

* Q: How long to change the group of ^(numbers) numeracy story or others?

(ED) Δ children can copy the painting with T. it makes them feel confidence in painting.

Δ information - stages of speech and language development.

www.talkingpoint.org.uk / learning to talk, talking to learn.

- Nursery.

3/ Δ small story book - The very hungry caterpillar.

(EO2)

* First prepare several story copys. C can colour different pages of story. finally put them together. write down C's name.

(EO2)

Δ painting = all about the caterpillar.

(EO2)

Δ singing (taddy bear) group time. \rightarrow T teach C singing + actions. (15mins)

It's a new resource for teachers. children have to learn singing and writing.

Δ he try to sing and do the action.

Δ her action is good. but singing very small voice.

Δ raining = Δ is good. she follow T and sing

* using Δ = T hit the Δ if it slow C have to walk slow. If fast C have to walk fast. and stop.

* It's a new teaching because most of primary schools they don't have separate music teacher. so the school teachers can follow the handbook and CD to sing songs with pupils. (It's for age 0~5 years).

Q: 1. How many different groups?

2. How do you decide this child should go up or go down?

3. How long will you change the group?

4. What kind of resources will you use in different groups?

5. Where you find these materials?

6. Do you think this way is useful or not? How about for EAL pupils

- Nursery

3/2 Δ ICT - puzzles, the kidz page, www.thekidzpage.com

(EO₈₄) ✓ video - sea animals (ocean life) (5 mins)

(EO₈₅) Δ Rainbow fish - decorate your fish and hang it from a tree to brighter up the garden. (www.scholastic.co.uk/nurseryedplus)

(EO₈₆) Δ story time - review the rainbow fish. ask C to say the story using the own words.

(EO₈₇) Δ painting - a big paper, and colour pen / pencils. C can draw on the paper.

(EO₈₈) ✓ one-on-one teaching words. = T point to pictures C have to say the words

(EO₈₉) Δ 动物印章 - use different sea animals' 印章 with 颜料. put on a big paper.

~~4/2 T can't see the materials with C but why can't C see pictures and some was really poppy and she didn't like the materials for testing?~~

→ T talk to C and give him a direction, so the C have to do the action.

ex. "put the ball under the table." "put the teddy in the box."

* DLS = Derbyshire Language Scheme → for some special C to improve their language

Group 1 - Adish C. = repeating ^{reminding} words. skills. That is an assessment for them

Group 2 - 2-3 words. level

(EO₉₀) Δ group time (numbers) (15 mins) (5).
part 4.5

number 1~3. she can use finger show "1" but cannot say "one".

1~5, practice 3 and 5. easy to forget. "3" is a little difficult to say for him.

* When they count in order that is easy for them to remember.

* T use different colours ^{paper} to show numbers. and short sentence to help C remember numbers. ex. talking 2.

- Nursery

3/2 (EO4) Δ animals with shape bubbles. (spiders).

(EO4) Δ reading books (animals).

(EO4) Δ The very Hungry Caterpillar - In story there are so many different fruits everyday. I copy ~~the~~ fruits in black and white. C can colour them in different colours. after that use a line (绳子) to put them together.

1 apple + 2 peafs + 3 plums + 4 strawberry + 5 oranges.

(EO4) Δ small pc (lap top) = painting games.

(EO4) Δ listening + reading the hungry caterpillar. - play the CD. C can follow the story and instruction to turn next page. That is a sound to remind C to turn the page. so when C hear the sound they know need to turn to next page.


(EO4) Δ Train track - C use different pieces of tracks to build their own train station. C have to know how to link them. they can learn the correct method in mistakes.

(EO4) Δ group time (s) (10 mins).

*  she knows the game rules. when she roll the ball she know other C's name.

* give every C one different colour bear. if 2 C got red bear. they have to change their seat. (swapper)

* I take out a "special ball" from a box. roll the ball to another people and say his/her name. practice other C's names. in turns.

* practice the song that taught yesterday  is good. she is trying to sing.

Nursery

~~Story~~ time - everyday morning a big group for story. I will choose some books which are match the topic. everyday different books or review the book.



(EO.09) Δ role-play area = decorate the sea environment. and put different fish models in.

(EO.10) Δ sea animal printing = a big shark c use their fingers to colour the shark.
(gray and blue colours)


(EO.101) Δ practice writing = T draw some samples and put another ~~SB~~ paper on it. c can use pen to follow the patterns.


(EO.102) ~~one-on-one test~~ = teacher with individual child and test he/she about the understanding of every activity

- Nursery


3/3 EO104 = cups, papers, colour 保護龍球. (make butterfly's body), cotton wipe 棉頭
依明蝶 ~ 龍球. - put 2 cups together and cut one cup of bottom  is a 蝶
using papers to cut butterfly's wings.  put 保護龍球 on the paper.
colour the butterfly. finish and put the butterfly in the cup. → sticky bricks.

EO104 Δ fishing game: c use 釣竿 to put the fishes out and in.

EO105 Δ ^{potato} printing = cut one potato to half and 38 colours and print
on the paper, printing a caterpillar.  green
using fingers to draw its feet.

EO105 Δ  If T speak or ask a long sentence, he always doesn't know how
to answer or doesn't understand. But T ask him to repeat one word, he can
repeat it. (open his mouth).

EO107 Δ numbers - one T to 2 pupils.

* 1. count the people models. 1 ~ 10. 

2. see the number cards. ask c to put cards in order.




EO108 Δ environment observation: in this class, teacher put many pictures on the wall
some of them use different languages to tell about c.
They can read words by their home languages.

██████ - Nursery

3/7 (EO109) story time - smiley shark (5 mins)

██████ - Task "Why they away from the smiley shark?" she answer "they fee scared". That's good!

(EO110) (stippling?)
Δ painting - paper, colours, and sea animals' shapes.  painting brush.

C use the painting brush to ~~is~~ colours on the paper.

(EO111) Δ 變 H. - 變 H + water. they can play like playdough. words cards.

(EO112) Δ writing practice - T makes some papers writing. ex shark sand. C can use pen to copy that words on the paper. T can help them to practice holding the pen. (using 3 fingers)

(EO113) Δ group time (circle) - T and C make a circle, and sit down. first T clap hands to next C, and turn to next. second, hold hands. next smile to your friend, and make sounds to next. take a round.

██████ - he is not concentrate, because when T talk the rules to C he isn't look at T. so he doesn't know what is the next step.

(EO114) (home)
Δ nearly finishing time. T show C's writing to everyone, and give them stickers, give them a clap. ██████ ██████

(EO115) Δ put several numbers (different colours) in a bag. ask C to pick up one number say it and colours.

- Nursery

3/7 ^{10 mins} frog's life - book (about frog), pictures (show frog's ⁵ steps).

Tr. explain the frog's life by book pictures. and tell them how to said it.
then. give them the big pictures and want C to put them in order.

(frogspawn)

eggs → tadpole → tadpole with legs → tadpole with tail → frog.

Wednesday 23 of March. (trip to farm) ⇒ change the timetable with [redacted] (10 mins)

ED 117

story time (small group) - The teeny weeny tadpole. [redacted] / [redacted].

The story want to tell C that tadpole's mummy is frog. and what animals
can jump. [redacted] is very concentrate. and she tell other peer "sh". because he is
too noisier. [redacted] wants to ask questions when T tell the story. like "is tadpole
big?". several time he want to ask. but T stop him. when T ask the frog's life. He
can say that in order. Finally, they sing a song about 5 frogs. [redacted] is good.
she is following T's singing.

Nursery

3/8 EO118

Story time (ss) - topic = pets - Shaggy Dog and the Terrible Itch.

Introduce "what kind of animals could we have as a pet at home?" C think about what animals can be a pet. ex. dog, fish, cat.

EO119

ICT - using space bar. (Tug of War). choose your character, then use the spacebar to pull the rope in their direction.

EO120

making pancakes - ~~flour~~ milk, eggs, sugar, and mix them. ~~stir~~.

EO121

painting - cat's pictures. = show C different colour's cats, and draw a cat.

EO122

role-play area - pets' hospital. = many pets toys, vets tools, pictures.

EO123

likes to clean everything. He is really helpful. But he spend a long time to clean the floor rise. Task him ~~more~~ need to play with peers.

EO124

group time (ss) - colours, red, blue, yellow, white, orange, black, green, brown, pink, purple.

same group.

He take a "blue" brick but cannot say it. He knows black, cannot say others.

He knows "blue". black, cannot say it, others are ok.

Task what colour is that? she say "blue". She know blue, orange, pink, purple.

He knows "Green". brown is not clear. (Task every colour).

she pick up a blue brick. she say "blue". Task what is the begining sound.

put different colour's bricks in a bag. C cannot see and pick one from the bag.

In her group, she knows all colours, so T teach sounds which begining with the colour. ex "b" → ~~the~~ blue, "r" → red. → (guess)

They don't know the colours in their HL because it's more difficult than En.

Teachers know a little bit Polish and Bangali, this 2 languages more EAL pupils say it at home.

- Nursery

3/8 EO125 Δ separate colours - different colours animals, and plants.

C have to put (pick up) animals to the same colour's plants.

EO126 Δ pancake - show instruction in big pictures. T do it with C. let C to do simple work. after finish, take it to the kitchen cook it.

EO127 Δ [redacted] - he is quite good on playing computer games. it repeat everyday so he already knows how to play it.

EO128 Δ group time (S) - [redacted] - doesn't say any words. (rammes) ^{↑ every Tuesday.}

colours - ^{one} put different colours teddy in a big bag. C pick out from the bag and say the colour. T repeat colours again.

EO129 Δ shapes: circle, Δ, □, ▢ all red ^{cards} and different small colour shapes to put the same shape together.

The teacher speak every word so slowly because this group is for low level EAL pupils. the teacher uses the extra time to improve their abilities.

* the group 2. - [redacted] [redacted] [redacted]

EO: 7/1

- Nursery.
- speaking = step 1. - speaks in home language (Oct. 10)
- speaking = step 1 - speaks in home language. (Sept. 10)
- step 2 - copies talk that has been modelled. (Oct. 10)
- speaking
- speaking = step 1 - speaks in home language (Sept. 10).
- speaking = step 1 - Pupils echo words and expressions drawn from classroom routines and social interactions to communicate meaning. (Sept. 10)
- They express some basic needs using single words or phrases in Zn. (Sept. 10)



- step 2 - copies talk that has been modelled.
- in their speech they show some control of Zn word order.
- Pronunciation is generally intelligible.
- joins in predictable refrains / repetitive language.
- gives one or two word utterances in familiar contexts. (Sept. 10)
- Level 1. (Threshold) - speaks about matters of immediate interest in familiar setting
- conveys meaning through talk and gesture and can extend what they say without support.
- speech is sometimes grammatically incomplete at word and phrase level.
- names objects and can use a range of simple vocabulary in the classroom.
- has a functional vocabulary for social needs. (Sept. 10)

- speaking
- Step 1. - They express some basic needs, using single words or phrases in Zn. (Oct. 10)
- speaks in home language (Sept. 10)
- step 2 - Copies talk that has been modelled. (Oct. 10)
- joins in predictable refrains / repetitive language (Oct. 10)
- gives one or two word utterances in familiar contexts.

This is a pink paper show children's language level.

- Nursery

3/4 website = CBBC pets (Google) - many animals there. click the pet there is an introduction. How to take care of your pets? (5 mins)

EO132
A story time = The Perfect Pet (big book) - every time when T tell the story children all very concentration. wonderful face, voice and emotion.

The story is about the fox and hen they make a pie.

EO133
A creative area = make a collar for pet.

EO134
A follow the pattern = children have to follow T's sample to draw the pattern.

EO135
(15 mins)
A group time = talking pet. T give C a cat. and want them to say something about it.

He say the cat has black. "I like cat." He nodded his head a lot.

I got a big fire engine. I play with it. It's red. I put it in my home.

= T cannot hear his voice. say "fire engine". Task "Have you animals at home?"

= "cat, Furry". T show his cat's pictures. his name "Oliver". 3 cats.



Δ The reception teachers start to get into the class and familiar with child

✓ Every Wednesday they have books at home. ^{Is that useful for reading?} How about that? ^{What's the best of parents?}

→ * T want every C to do it. T can record their abilities.

- Nursery

3/4 (EO 13) numbers = leaves and frogs. there are numbers on frogs and spots on leaves.
(10 mins)
(EO 14) group time (5) = review house. (using models to show every room in house).

she know how to say "house", "bathroom". she can translate En. to Polish. and tell other Polish pupils. when she doesn't know how to speak in En. she show in PL.

she is not speaking when Task questions about rooms. she can put the furniture in the right room.

Δ [redacted] and [redacted] are Polish girl [redacted] play with other Polish peers. she can speak a lot Polish. But [redacted] is speakless. even play with Polish peers she doesn't speak Polish with them.

(EO 15) a sheet - introducing English as an additional language to ^{young} children
From = Learning Achievement and School Improvement ; - Supporting EAL children
in Foundation Stage / Early Years Advisory Team.
* Children's file - including a record of additional support, paper works
Language Steps Screening Test Score Sheet, Individual EAL observation sheet
Learn Polish (words and pictures in Zn. and Polish).

2 purple
folder

██████ - Nursery

3/ ^{EO139} ~~to~~ Kent ICT. = test - make a pet passport.

^{EO140} A story time: Little rabbit Foo Foo.

^{EO141} Today there is a Polish translator in the class. She translates what T say in the class. ██████ and ██████ speak a lot Polish to her. These Polish children feel very confidence when they speak Polish to someone.

✓ ~~Q: why summary need teaching one-on-one for her? she has speech problem.~~

A pet passport - T ask several questions than C can choose the right pictures for their pets. and ask more information about pets

^{EO142} A book showing - ██████ showing book with ██████. they see pictures ██████ turn the pages ██████ speak some words to him.


^{EO143} ██████ with ██████ speak a lot about the book. sh is listening and point out the pictures on the book.

* Because the school no Polish input now. so Lucy ask every Thursday a Polish speaker will stay in Nursery for 1 and 1/2 hours. She can't communicate ^{with} them in Polish. They speak Polish to the translator very comfortable and fluency.

██████████ - Nursery
3/10 EOub Tracing patterns.



██████████ = T draw some patterns on the paper. and give him a pencil.
He follows the line to trace patterns. a little difficult
to hold the pencil. a little bit unstandable.

EOub
Δ numbers card + colour bears. = every cards has numbers and bears
on it ex. . if work with adults they need to read the number and
find the same number bears on the card. If they play by themselves
just put the right number bears on it.

Δ Actually, in these two schools they have samilar toys in classes.

EOub
Δ card ring = teacher made many pictures to show places, emotions and
requires. C can use it to tell the what they want and what
they want to do.

██████ - Nursery

3/4 individual - for some special children (need to improve) T will give them to TA and test or teach them. and others T read a book.

- DLS
EO147
- Δ ██████ - one word level - coat, hat, boot, = speak.
↳ TA show pictures and C have to say. show = scarf, jumper.
 - Δ ██████ - one word level - say = coat, hat, gloves, pant, shoes.
show = scarf, jumper, ^{trousers} T-shirt.
 - Δ ██████ - TA = put the teddy on the ^{chair} ~~table~~, put the ball in the box.
He can do that and repeat the sentences.
TA = put the car "under" the table.

T speak twice he can do that. He cannot speak "under" this word.

→ make him to speak the whole sentence T show the action to let him to say the whole sentence. ex. put the ball in the box. more practice "under"

EO149
Δ ICT - pet practice (Beebies) = create your own My CBeebies pet that you can dress up, feed and play with.

EO150
Δ pass things on (mix small group) = ① pass smile → ② Hello, shaking hand. ③ hahaha.

██████ / ██████ ██████ = ██████ is not looking. ██████ not very join that ██████ is good! and happy to do that.

██████ = pass clap - He always bite his fingers. when he need to do the action he can do.

██████ = He know the direction from T. he play with itram all the time.

██████ = she knows when TA say her name she need to clap her hands.

Nursery

3/4 (EO151) farm (cutting and pasting) - C have to ~~draw~~ paint a farm and colouring animal and cut animals paste to the farm.

(EO152) a reading book (The hungry caterpillar) - one machine can record C's voice. read the book's sentences.

(EO153) a group time (s). = farm. - what animals can you find in the farm? (15 mins) give C an animal. and sing a song. when T say your animal you have to put it on the farmer.

(EO154) (10 mins) A EAL (one-on-one) - T prepare some things and ask "which one is the key?"
→ pictures. ask "who is running?" C have to point out which picture → put the spoon in the cup. C have to do it. → T = can you wash doll's face? C have to take the ~~tooth~~ to wash doll's face → T = where is the big/little cup/ball/key? → T = can u put the spoon on/under/in the table?

hope. (usually in every term).

* actually test children every 2 month. (Sept. 10 / Jan. 11 / March. 11).

hope they can move to level 3 before they go to reception.

* T have to record in the sheet. and see the child is improve or not.

* For the new pupil. she/he only can repeat T's words. and she doesn't understand T's meaning and do the correct actions.

[redacted] - Nursery

3/5 story time - I live in the jungle. (5 mins)

It mentions 3 animals, Tiger, crocodile, monkey. they live in jungle.

EO 156 painting jungle animals. - using different colours. ex. giraffe is brown.

elephant or rino is gray.

EO 157 A jungle forest - prepare many animals' models, grass and trees. c can play with them together.

EO 158 group time (cs) - shapes. a white board and pen. and computer.

[redacted] = circles (small) ok. □ twice ok.

[redacted] = circle ok. □ ok. □ not ok.

[redacted] = first time draw a line. then draw 3 times finish a circle. □ ok.

[redacted] = draw a □ and □. but not a straight line. T helper.

[redacted] = □ ok. □ he say circle. Δ not real clear. O ok!

[redacted] O ok. □ ok. Δ not ok!

* I show shapes pictures first and c have to draw it by themselves.

EO 159 A song bag: before home time. c will pick up a picture from a song bag which have many cards in. (songs they learned before).

— Nursery

3/15/18 ^{EO:18} farm - a farm model = prepare a farm and put many animals there.

^{EO:16} fruits - separate different colours.

^{EO:16} puzzle - farm = with a picture. C can look at the picture and finish it.

^{EO:18} EAL group - singing (10 mins)

_____ = she can follow T to sing after practice 3-4 times.

_____ she can do the actions with T. but no singing

_____ = he can't sit very well. always leave the chair.

* In the beginning these children they can't sing. but can do actions. at the end _____ and _____ can sing a little.

* T has a special book for singing. she has to listen the CD before and sing that song for children. It can't play CD to children. because they have to learn songs for teachers not from CD.

* When T find the group is too lower. they can't sing so she changes the group and add some high level EAL pupils in.

111

3/16.5 sto

EO 1.65

EO 166

EO 1.62

* flour, salt, water. → make them to a dough. and make many small dough.

→ roll it to become a big dough.

EO 168

- * using a small colourful pieces to put on a board.

██████████

111

11

2/ED169

3/17 Δ ICT = \textcircled{D} photo match. game. { ~~Beber~~ ^{Cebebes} ~~Beber~~ ^{Cebebes}.

⑤

4 story

* C often confuse about lion and tiger.

* [redacted] and [redacted] always can answer the Yes/No questions.

EO 171/ Δp

FD 02

~~Δ~~ colouring = different animals pictures. c have to colour it.

ED, 17
Acht

2 children's file = outside the paper writing = My Learning Journey, 000. (Name)

- Nursery

3/7 ^{EO.194} Δ Threading (串珠) = different shapes and lines.

^{EO.195}

Δ Doing mask = T help C to make different animals' mask.

^{EO.196}

Δ numbers = 2 pupils. and T give them some small people than they have to count it than they will find they get the "same" number.

^{EO.197}

Δ playdough = using a face copy but no eyes, ears, nose and mouth.

C have to use dough and beans to make them.

^{EO.198}

Δ group time (s) = what the lady bird heard. (book)

\rightarrow copy the map in the story.

* review the story (they read before) \rightarrow they need to draw a map.

He knows the story very well. he can answer all T's questions.

His drawing is not really clear. because he is not concentrated. He can speak a lot but very silly.

██████ - Nursery

3/21 (EO179) story time - Monkey Puzzle: a baby monkey wants to find his mum. (and

(EO180) painting: O and O on a paper line.

(EO181)

DLS → A ████████ animals - He doesn't know "duck". He can make sound "sheep" but can't say it. not clear "graffe", "rabbit", "horse", "cow".

A ████████ TA ask: "Where is the cat / dog?" and she point out. second "What is that?" she has to say it. confuse "rabbit" and "frog".

she know: dog, cat, frog, sheep, graffe, cow

doesn't: rabbit, duck, horse, frog

(2 words level)
A ████████ using real things. TA ask "make the boy jump". He has to do it. TA ask "what is he doing?" He say "under the boy jump". He say "He is sitting on the chair". TA "what is the cat doing?" He "Cat is sleeping." He is hard to repeat the whole sentence after T. He is not listening. He can do actions but not speaking

(EO182)

group time (5) = make the sounds of animals. and guess

* ████████ guess Harry's sound "frog". He say animal's name not make sounds.

* ████████ she makes a cat's sound.

* ████████ He cannot make a sound by himself. Task him make a frog's sound.

* ████████ He doesn't know T's meaning. explain many times. finally he makes elephant's sound.

██████████ - Nursery

3/1 ^(EO 187) Δ ICT = where the animals live?

^(EO 184) Click the screen and animal will appear and make sound and lives.

^(EO 185) Writing practice = letter copy. - C can tracing the letters and colour it.

^(EO 186) Δ 字線板 = animals - C have to put the line ^{through} the whole and put it in order.

^(EO 186) Δ group time: ^(15 mins) ① show a caterpillar in a box and when it becomes bigger. put it in a big net. (That is a teaching resource.)

② story = Happy Hen. ██████████ she is listening the story quietly. she can't sit very concentration. Finishing the story. Task questions and show pictures to remind C about this story. Trying use pictures to guide C to say the story.

③ TA - what animals will you want to see? (in the farm). ██████████ say "pig".

Δ When T find the toilet's floor a lot of tissues. so she make all of children together and talk to them. Don't put tissues on the floor. if U see any tissue on the floor. U can pick it up to the bin.

██████ - Nursery

3/2 ^(EO:87) story time = Harry and dinosaur go to school. (5 mins)

^(EO:88) ICT = word - using keyboard to type C's names.

^(EO:89) Dinosaur mask = colour it and cut it.

^(EO:90) Magnetic Letters = different colours letter. C can put them on a blue board

* This is the first time they use keyboard to type their names, because they are not familiar the keyboard. where is the letters. so it takes a long time to find letters.

^(EO:91) ^(10 mins) group time = writing numbers / small white board and pen. (marker).

██████ = number 1, 2, 3. "2" is "5"

██████ write "b". he write "d". C → J.

██████ = can write 1, 2, 3 → write circles. no shapes of 2 and 3.

██████ = can write 1, 2, 3, 7, 9. and tracing 0-9. very good!

██████ = He ^{can} not to write numbers.

██████ = she cannot write any numbers.

* some low level C trace the numbers in white board.

^(EO:92) Singing a song = a song about dinosaur. with "little star"

July = use july and put different colours coins in and children need to sort them out.

- Nursery

3/2 (EOP) card game: the card one side is colours. the other side is animal. C has to throw the dices by turns. to find the colour and turn it over say who animal is that?

(15mins)
(EOP) Δ ZAL (one-on-one) = using paper teddy and doll. let C put different clothes and equipment on. T will repeat every item. ex jumper, shoes. C can change different clothes or T ask him to take different ones.

(EOP) Δ ZAL singing group = first remind C "my turn" (T's) "Your turn" (C's). C can follow the rules. just few pupils sing but more pupils do actions. can do actions. sing very small voice. not clear English. can do actions but no singing.

* magic fingers (new song) = show fingers numbers. first time they are hard to sing that song. they can remember few words in the song. They count the fingers from 1 to 5. Most children show their interests. That's good! Need more practice they can sing better. This time this group join two English speakers. That's better for the group. other ZAL pupils can copy their singing and actions.

(EOP) Δ language strategies. - a book. all teaching materials from that. It prepare different levels for C.

(EOP) Δ ZAL (one-on-one) = girl and boy pictures, bus, car, fire-engine, lorry and train. so the C have to say boy or girl + bus / car / lorry ... 2 words. She can do the action to put 'girl' in the bus but not clear to say that even T repeat many times. It's hard for her to catch every words. (5mins)

(EOP) Δ match cards. when he take a card he speak his HL first and T teach him speak English. (one word level) (5mins)

██████ - Nursery

3/4 story time - Saturday Night at the Dinosaur Stamp (15 mins)

EO200
Δ throw the sand bag = c have a bag and they have to throw the bag into the hoo.

EO201
Δ foam shapes : different shapes with scrapers. children use different shapes of scrapers to make patterns.

EO202
Δ Polish translator. : she is in the class half hour. talk to Polish Children and Mum after that she plays outside with them.

EO203
Δ Music = T repeat songs for c they can familiar with these songs but using different methods to music.

██████████ - Nursery -

3/11 a decorating animals: draw animals' shape on the (hard) paper and cut it down using many different materials ex fur, paper etc to decorate the shape.

EO204

a printing: trunk's toy...brown colour. - C have to use the wheels and put that in brown colour then to push the trunk and the colour will on the paper.

EO205

EO206 group time - story - a rhyme about a cow. (10 mins)

What did you see in a farm yesterday?

██████████ cannot speak out animals' name need to remind him.

██████████ she can answer "Yes, No" questions, sometimes she wants to answer. She make some voice when T talks. She can do action ex. feed → use hands

██████ - Reception

3/28 ^(EO>07) Δ register and ask C about lunch. (hot lunch or park lunch). and have 2 little helper to take the register book to office.

^(EO>08) Δ library (morning). - introduce what u should do in library?

We walk to the centre library. The librarian introduce the rules in the library and how to apply a library card. Reception C can ask few questions to the librarian.

^(EO>09) Δ EAL children learn very fast. because they listen and speak everyday. This is making them improve.

^(EO>10) Δ PE - warm up. * in a hoo (oh oh oh). running. jumping. walking. (40 mins).

* Second, do many actions on the bench. practice their balance.

* jumping up and jumping down. - this one is a little difficult. they forget to ~~put~~ ^{move} their hands forward.

* █████ nearly no talking with peers. █████ █████ have a little chat with peers

█████ a few chat with peers. all in Zn.

* lay down the bench and use hand to pull to move forward.

^(EO>11) Δ T prepare some video and story to show them about the library.

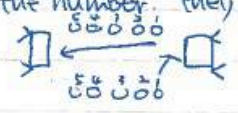
and a song about library. repeat several times they can follow if to sing.

^(EO>12) Δ football time. = warm up first. any kind of movement. make a big ~~box~~ ^{like} 

* When T say go ^{to} the yellow line. they have to stand on the yellow line.

* They practice using their foot to control the ball. when T said white they have to bring their balls to white line. Most boys are good than girls.

* Playing (木頭人) game = one child in the front and other kids bring the ball to move to the front. if someone move he/she has to go back to the beginning.

* 2 teams = give C a number. when T call the number. they have to bring the ball to kick to the goal. ~~that~~ ^{get} one point.  (→ 5-40 mins).

- Reception

3/9 Δ group time = talk about the library we went to yesterday. if c need to share their opinion they hold a ball and can talk.

EO 213

② share your favour book (story).

EO 214

Δ visit school library = the school has a nice library in ICT room. In the middle of all the classrooms.

EO 215

Δ drawing a book cover = c can choose a book and draw the cover on the paper.

EO 216

Δ drawing a little book = ① a long paper  they have to draw their own story on it. (need adults to help).

② a group write a story. every child have their part and put the story together.

EO 217

Δ reading book = one child about 5 mins. T with c one-on-one and c have a ready record book to record their reading.

* children be grouped, 5 in one group. when they do activities with T. they all in group.

EO 218

Δ phonic group = ee / oo.  (20 mins) → 25. 3 times a week.

mix with ① separate children to 2 teams (girl/boy). T show the word cards. c have to say the middle another class sound is ee or oo. who can make the sound and give the card to them.

② one boy stand up and choose a girl show the card to her. if she can read it and she can get the card.

Δ They will change the group in half term. and you can see their achievement in every term. ex. ^{fall} Sept 2010, ^{winter} 12, 2010, summer, 2011. (ask for a copy in summer term). (a whole class level sheet)

Sorting

EO 219

Δ make a story (group) = T work with one group. they can dress any clothes they like and T with help them to play a story. before they draw the story

Reception

EO220 Δ every Wednesday morning, the parents can play and learn with their C. (20mins) T introduce a useful website for parents.

EO221 Δ ICT: Topmarks - to practice math

EO222 Δ count resources: T give C some resources to count, first time 5, and eat 1. ask C how many you have? Another similar work is numbers with objects.

EO223 Δ painting - paper and sticks. - C can draw any thing they like.

Δ "-" take away, practice = using 10 bricks and tell C to take one away. how many left. C have to count, and teach C how to write take away sign "-" and "=" equal sign. after that C have to write a sheet

EO224 Δ reading book: Oxford Reading Tree. - that books are for C's reading. They read at home and in school. T and parents need to record. The books separe in different levels.

Δ easier = rober.

* C in different level group. if in low group they practice within 10. high level can over 10 to 14, 16, or more.

EO225 Δ Their snack card is 1 to 10, so they need to count 1-10 before they eat.

EO226 Δ group work (b) = doing math "-" in the computer. C try to finish the math sentence, and get the answer. after practice most C know how to do

Δ if explain in chinese about math sentence he is good. can do more than 10. He cannot mach numbers when he speak the numbers. so he need to count from 1.

EO227 Δ group time (b) = CeBeebie - guess vegetables / watching videos, or stories.

EO228 Δ story time = information / fact book - Tree. (20mins)

① share different colours, shapes leaves. C can speak their experience and what they see on the tree.

② flowers \rightarrow seasons (spring), and share what you can see on flowers.

EO229 Δ scratch scratch (story book / picture book). 10mins

Δ Home work = one sheet of math to do at home.

Reception

3/31 ⁶⁰⁻⁷⁰ Δ group time (b) = ^{every} 2 C talk "what can you see or what happen in spring" (10mins) each other.

⁶⁰⁻⁷⁰

Δ on invitation = this afternoon have a party C have to write an invitation to another class or adults.

* sandwiches = bread, jam and butter. - spread jam and butter and cut from corner to corner. become Δ.

* decorate cookies = cookies, chocolate, candy. to put on the cookies. first use the ^(sugar) sugar on the top.

Δ when they did a good job. T gave them a sticker.

* when everyone finish an invitation they give it to another class peers.

And say "Please come to our party, today, 2pm. in rainbow class."

⁶⁰⁻⁷⁰

Δ whisper game = C make a big circle. from T to speak a word to next C. and pass the word one-on-one. final the word come back to the T. (10mins)

~~memorize~~ memorize game = "When I left the part. I put the part hat in my bag" and the next C have to add one thing ex "When I left the part I put the part hat and coat in my bag". They have to listen what C put in the bag.

(10mins)

⁶⁰⁻⁷⁰

Δ music class = warm up - let C sing songs. and do some actions.

clock → C choose a time and sing. and they have to play music. ex 2 clock. they have to make 2 sounds. 2:00 the need to change the number and clock

They do some some rhymes. first T say and second time C say it. about cockles

Reception

4/4 (EO 234) A register: all 30 children they learn to count. and change the calendar

(EO 235) A a house = a copy paper

Person	Position
Action	Direction

 pictures. C have to cut pictures and paste in the right rooms.

(EO 236) A heading group = a group C read the same book. They use ~~of~~ oxford reading tree after reading write on "children reading record" books. and change a new one.

(EO 237) A spotty dog game: few C they have to turn the ~~cards~~ and count the spots on the dog. ex if turn 6. and find the dog with 6 spots. finish, turn the cards. C need to count how many bones they got.

(EO 238)

A reception Trs need to go to nursery. know the nursery children.

(EO 239)

A special time for EAL = match pictures. - for EAL children to improve. (one-on-one) ^{5 mins ↑}

* Monday morning - reception * Tuesday afternoon - nursery.

* ~~some~~ some pictures show actions and emotions. she have to match pictures and T teach her how to say the words of pictures. she can say quite a lot of words like jumping, walking, crying etc.

2 words level = person + verb.

* ~~she~~ she knows sitting. most of words need T to remind her. T do the actions with her. let makes she understand. T always ask to say "the boy's sitting" or "the girl's running". she can speak some long sentences ex. "kicking the ball." and T add "The boy is kicking the ball." she repeat again.

A afternoon = share C's works they did in the morning.

(EO 240)

A story time = We're going ^{on} a bear hunt. (10 mins)

The story context T using a rhyme to read for children. they learn very fast and ask C "do you notice about the ~~picture~~ picture?" C have to share their opinions.

- Reception

4/5 ^(EO 242) Δ Balancing = teaching C how to make 2 sides to balance.

^(EO 242) Δ ICT = 小黑板, paint, 2 children's computer and 1 big screen computer.

^(EO 242) Δ Role-play = changing shoes, hospital toys, house toys.

^(EO 242) Δ outside activity = group C to 2 teams. one play games, other the play toys.

^(EO 242) Δ story time = Grandpa. (b). - a little girl ask questions to her grandpa.

Nursery

^(EO 246) Δ EAL group. ^① [redacted] = singing songs. (15 mins) each.

C all can do actions, but no singing for a long time. The British C doesn't sing or other EAL C cannot follow the singing. I change another ways to read the song first and sing after. start from short sentence (2 words) is better.

I think that C cannot sing the song maybe they don't know how to speak the words. They have to learn how to speak the words and singing quite difficult.

② [redacted] = first teach and practice single words ex. shoulders, ears....

He is good. try to sing the song and speak "shoulders" very clear. This way is much better. most of children can follow the singing.

* The result = to change children from group 1 to group 2.

^(EO 247) Δ EAL (small group) = animals and places. - C choose an animal's picture and match the place where it lives. In the process I have to repeat the words for children and C need to repeat again. (10 mins).

* [redacted] He almost know where the animals live. But he doesn't know the snake. he cannot find the picture. The animals are familiar with children. but the places they choose by pictures. It's hard to read the words.

Reception

4/6 ^{EO248} ~~making~~ ^{basket} ~~chickens~~ ~~blanket~~ = a cup, green paper, colour paper. little chicken use colour paper to make a holder. and put green paper and chicken in.

^{EO249} Δ making cake = rice pops, mini eggs, chocolate, paper cup.

① melt the chocolate, put rice pops mix. put in the paper cup. and put 2 eggs on the top. put the cake in the cup (chicken's blanket).

^{EO250} Δ outside reading = the sunny weather. c can sit outside and read books.

^{EO251} Δ Actually, in reception. they don't have a lot language problems when they in the classroom. They can speak quiet well in., show their opinions and communicate with peers and adults.

^{EO252} Δ ICT = Lecky goes outdoors.

C have to see the outdoor weather and choose the right clothes, shoes and hats. when finish all the weather (raining, snowing, sunny) they can print it out.

^{EO253} Δ sometimes this 2 class mix together. and sometimes one do it in the morning. another do it in afternoon. they always share activities each other.

Reception

4/7

EO>54
△ Invitation = after Easter holidays, the class will have a party. C can dress their party clothes. C have to write down names and date and draw a picture on the back. (for royal wedding)

EO>55
△ role-play = Castle - a big toy castle and many characters ex queen, kn princess, etc.

EO>56
△ outside = reading, sand, water (bubble), spelling with T. (one-on-one).

EO>57
△ phonics = C take the phonic cards to home and T will test them every morning. T make a record make sure C can read and spell it.

EO>58
△ ICT = match words and colours and it's a sample there.

EO>59
△ group time (10 mins) = talking about the Buckingham Palace, because the prince will marry on April. They sing a song which is about the Buckingham. The Queen has 3 castles, Buckingham, Windsor and one in Scotland.

EO>60
△ drawing = [redacted] and [redacted] they draw pictures together. they all draw the sisters. they have a lot of conversation, talking about their family. Both of them have good Zn. skills.

Reception

- 4/56 ^(EO>61) numbers - a poster 1→100. = Task some children "what's the number." to close anyone to ask children.
- ^(10 mins) ^(EO>62) adding ~~some~~ and take away ~~some~~ = match / T teach C how to write a sentence for adding and take away. ex $3+2=5$, $6-2=4$, and T takes an sheet that C can practice later. Before C do the questions they have to think it is adding or taking away.
- ^(EO>63) colouring wedding pictures.
- ^(EO>64) painting a crown. (for party tomorrow). - T show how to paint it nicely. ^{10-15 mins.}
- ^(EO>65) small group (math) = introduce "+" and "-". using small people models. and numbercard to show the sentence. ex. $4+2=6$. Children have to say the sentence. ex 7 take away 3 quite 4. and practice several times. key words "all together" ⇒ "+".
- ^(EO>66) before lunch time. T and C share what C did this morning. some C can speak very clearly by themselves. but some need T to ask ^(simple) questions step by step. T takes 3 cards. "+", "-", and "=", and ask C what are they. (using "add", "take away", "equal")
- ^(EO>67) think and talk. = when C take a crystone ball (kiss). they have to say how do you feel? I feel x x x. because ----. T want them speak long sentences. and the T wants to read of a story. "Farmer Duck". so that activity to ask C how is your feeling is the warm up for the story. In the middle of the story. T want C to discuss how is the ^{duck} feeling. in pairs. and share their opinions together. when finish the story T ask questions to children about the story. Children are good can answer questions and share their opinions. The main point is "work together", "team work". T prepare puppys C can read the book and play puppys by themselves. (nearly 30 mins)
- ^(EO>68) role-play area = Veterinary surgery - many animals' puppys. and the place where the animals lives. and the vets need to put their surgery clothes on.

Reception

4/27 ^{EO>70} Δ the royal wedding = introduce who is prince William and his wife Kate. and the Queen. by ppt. with pictures.
(15 mins)

^{EO>70} Δ decorate crown = using different ^{colours} H. to decorate the crown.

^{EO>71} Δ colouring nation flag = C can copy the sample.

^{EO>72} Δ writing letter = C have to ^{copy words} write some words for the wedding ^{use word sheet}

^{EO>73} Δ drawing = a big white paper. C can draw what they want to eat or wear at the party.

^{EO>74} Δ reading = one-on-one. C have to read every word for T. if they cannot read T help them to spell the word. and take a record. They read in the school. and take it home. read with parents.

^{EO>75} Δ remainder this morning we did about the royal wedding. T let C try to read words from the ppt. and C can say what's happen about that photos.

→ C change the reading book every week. in every term they need to move to other level.

Reception

4/8 ^{EO 2/8} wedding invitation.

- C have to write their names, William and Kate, The Abbey, Friday, 11 o'clock on the invitation cards.

^{EO 2/8}

make a wedding cake. - colour some decorations on a paper wedding cake

^{EO 2/8}

making sandwiches - using butter, jam and toast, decorate a cup cake with sugar.

^{EO 2/8}

ICT - cooking game. (<http://www.cookinggames.com/truffles.html>.)

ICT. - she can play the cooking game, follow the introduction step by step

writing invitation - He can write many letters. even some big or some small but U can read it.

wedding cake - she colours many decorations ex. flowers, dolls or ~~flowers~~ and cut them glue on the cake. she is good!

she play cooking games with ~~she~~ she is familiar with the game.

Most of children they know how to use "Google" to search games.

Reception.

5/9 Δ Bible story (20 mins) = a gentleman come to school and speak a bible story. with the whole school children.

EO>31 Δ Farm = people, animals models. - children can pretend they are in the farm.

EO>32 Δ painting = colours, toy cars, big white paper. - C use the car's wheels which put on some colours, to draw a picture.

EO>33 Δ numbers = one table, put many books, puzzles about numbers, cards.

EO>34 Δ Travel agency = role-play. T prepare an area for travel desk. C can play in it.

EO>35 Δ Wood bricks = many big wood bricks. C can use them to build anything.

EO>36 Δ playdough with toy cars = C can roll the dough and use cars to make a wheel.

EO>37 Δ colouring = a copy car. trick.

* 铃鼓 = tambourine. 椭圆 = oval

EO>38 Δ before lunch time, share children's works in the morning.

~~✓ = Have you count the number of 3AL children every year? and percentage? (HT)~~
~~(ask to give me the numbers)~~

~~✓ = Could you decide your job in 1E school? (HT)~~

Δ I found when children argue with something they fight each other (not really serious) but so many times in the class.

EO>39 Δ Writing = alphab card, pencil, white paper, T helps C to write down some words or sentences about transport.

EO>40 Δ story time = The tiger who come to tea. (20 mins)

When T tell the story, children say their opinions one after one. a little noisy, other children cannot listen to the story. And someone talk to other peers. it makes the story speak slowly.

One child, she is really not in the rules. she always challenge T's patience. She always cry what T don't allow her to do something. -

- Reception

5/10 Δ every morning register, T and C practice to count 1 to 30 (30 children). 10.
(EO-91) (10, 20, 30 to 100), count how many children absent.



Δ Head teacher, all school children in the hall. about 20mins. - He show a ~~pic~~ picture (one sheep, 2 lambs, 1 rabbit, 1 bird). ask some questions ex. How many legs? How many animals in the picture? show flowers children have to say the names. give them January to December's cards to C. and make these cards in order.

(EO-92) Δ observation transportation = C have to see how many transport pass.
they do twice T give them a paper. if they find it. make a tick (v) on the paper.
There are 4 items. car, bike, people and truck (lorry)/van. (20mins)

After finish the observation, children come back and discuss what you see and how many you count? write down the number. the whole process about 1.5 hrs.

(EO-93) Δ C everyone get a book and T takes a letter. they have to find it in the books. They have to know the letter and find out from the book.

Δ T separate children to 2 groups. one do the survey in the morning another in the afternoon.

(EO-94) Δ writing middle sounds = cards with picture.   (3 letters).
- children have to read the word first, read the sound for every letter write down the middle sound, turn over the card and write the whole letter

- Reception

5/11 ~~EO 298~~ Δ group time = mix ≥ classes, and group children by ability. (12 children) 20min
writing practice = m. a. d. s. t. i. n. p. o. c. k b. white board, marker, cards.

* T read the sound and C repeat. T explain how to write the letter. write the letter on the white board. C use their fingers to write in the air. then. T choose a child to write on the white board.

→ read ex. t. t. tower. o. o. orange.

~~EO 296~~

Δ colouring a girl (Wilma) picture = she is in a story. before colour the picture T tell a story about Wilma. C have to write down "Wilma" on the paper.

~~EO 297~~

Δ bus stop = ^(for 4 people) everyone get a bus. and throw dice. (1 red 1 white). a map.

If the child throw 2 dice 3 → red, 4 → white. he move 3 from the map and it's "+". he can have 4 ^{passengers} ~~passengers~~ on the ~~the~~ bus. "-". have to take out 4 from the bus.

~~EO 298~~

Δ story time. a book about Wilma and her friends. T ask C "Who is your best friend?". They rise hands to answer. ~~for~~ ~~the~~ answer "Mummy" when T ask her. most of children want to answer. - The rope swing


* In the story. when T say something they feel interested they start to chant or talk excited. non-stop. it disturb the story.

* silly ?

~~EO 299~~

Δ video share - The little planet = introduce a country in Africa. from a child's human view to see their life. (from bbc / CBeebies)
↓ in Yop, eat yam.

Reception

5/12 ^{EO300} _{20mins} Δ group time = talking + listening = T and C. make a circle. T explain if speak a lot of words it's called sentence. Start from T. hold a teddy and say "My name is x x." and pass teddy to next person. Add second sentence to "My name is x x. I am five / four." When C read the sentence. the put a toy's button it will say "That was easy." → 
 * second run "I had". T ask "What did you ^{have} ~~had~~ your breakfast?"
 C have to answer "I had milk / toast / cake."

* phonics cards (b. f. c). many boxes that put different sounds models or to
 - T give boat, bell, banana, cat, carnal, folk, fish, to children. and C need to put them on the cards. by turns. ex. boat → b, cat → c.

^{EO301} Δ PE = operaters. - warm up: walking ^{↑ forward}, walk ^{↑ backward} back, side ways. 2 feets and 1 hand on the floor, one hand; one foot, (40 ~ 45 mins)

* 4 different activities - ① jumping ② clambing ladders. ③ balancing ④ clambing + rolli
 - group children to 4 teams. and start to practice. and few minutes after change to next one when children all finish 4 activities.

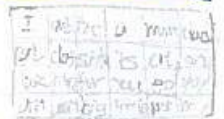
^{EO302} Δ watching video = teach children how to grow plants. how to use different tools + print patterns.

^{EO303} Δ word card = make a card for usual use words. when C practice writing they can copy from the card

^{EO304} Δ math = practice to write the answer on the answer sheet.

A math - How many? and Draw spots → look at numbers and draw spots.

↓
 count how many apples on the tree and write down the numbers.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

Reception

5/16 ^(EO 205) Length - Caterpillars - C have to count circles. and find out which one is the largest.

^(EO 206) A reading group = T and C read a book "Catch It" together. They read every page. After finish it. C have to draw a picture on a paper.


^(EO 207) A The ^{very} hungry caterpillar. - C have to know how many and how much different food it eats in the story. C cut the ~~picture~~ pictures and paste on a long colour paper. They have to paste pictures in order.

A www.pearsonschools.ac.uk

A T show them caterpillars become cocoons in the box. T types some word what they see in the box. and print it out.

^(EO 208) A PE = ① warm up = running, jumping, stepping - mix 2 classes. (50 mins)
② put hula on the floor. 2 children sit in one hoop. give one child a ~~ball~~ (bit) and put it on the back. like a tail. another C try to get the ~~ball~~. change. practice several times, and remind C to change the directions.

③ take a ball for ur partner. one to keep the ball. another try to get the ball

④ group children into 3. and put them in 3 different 
blue and yellow team need to throw ball to the middle.
if the red team people be touched by the ball they have to sit down. the balls will come in two sides. (blue and yellow).

* PE time - monday afternoon from 1 pm to ~~1:30~~ 2 pm. 2 - 2:10. take a rest
2:10 - 2:50. second times.

Reception

- EO309** 5/17 Δ butterfly sums - adding and taking away with a math sheet.
- Δ caterpillar - egg box. $\frac{3}{10}$ fix colours. = put $\frac{3}{10}$ in front of the box and colour the box in green, yellow. finally put eyes on.
- EO310** Δ Learning Intention - with T. T will say numbers and "+" or "-". C have to wait T show them how to get the answer. ① write down the sentence ex. $3+4=$ ② draw spots under it, ex $\begin{matrix} 3 & + & 4 & = \\ 000 & & 888 & \end{matrix}$ ③ count all spots and get the answer.
- EO311** Δ add and take away = animals model / a dice with "+" and "-". / dice with numbers
- throw the dice the first number, put animals. throw "+" or "-", throw numbers and add or take away animals. T need to read the sentence and C have to repeat it again.
- EO312** Δ story (question) time = T tell a story to C. and say the problems which the ^(Mona) little girl meets. about the friendship. ask C how to help her. and how should she does. T asks how to build relationship with your friends?
- EO313** Δ ICT = ladybird odd ~~spots~~ or take away spots. from ladybird's body.
- EO314** Δ story time (before home time) = The very lazy ladybird.
The story has many animals, kangaroo, tiger, cooedell, monkey, bear, elephant.
the ladybird lazy to fly. but when she meet these animals make she to fly.

Reception

cart, hard, card, market.

5/8 ^{EO 315} Δ group work - ppt file. = ar words → car, jar, far, park, mark, tart, dark.

* Tasks c every word's mean. c can explain it. (20mins)

^{EO 316} Δ drawing - ladybird = a copy of ladybird. c have to draw spots on it and use brush to paint it red. ^(black)

^{EO 317} Δ writing - ar and er = c have to trace ar and er and write down some words ex star, arm, car, garm, mixer.

^{EO 318} Δ marking ar and er words = T give c an article. they have to mark words with ar and er on it. T help c to read words and mark the

^{EO 319} Δ writing ar words = T write word first and read it for c. c have to write words on the paper.

* When doing marking and writing. T ~~is~~ focus and emphasis on "ar", "er".

^{EO 320} Δ story (continuing yesterday) = remind c the story. T told yesterday. and today will continue the story and what will happen. T questions and find out how to solve them.

Δ They like to use different materials to make something. it can improve their imag and they so provide to show their works

→ ** That's a simple and short one for low level group

- Reception

5/22 Δ creating table - C can use papers, glue, rule, colour pencils and scissors to make their own models.

EO 322 Δ puzzles = many different pieces puzzles C can choose.

Δ When T play puzzles with Gabriele, teacher teach her words about the puzzles.

EO 323 Δ reading, writing group = practice sounds, T point out a word and C have to say the sound. T put 3 cards together ex. [S] [I] [M]. C have to spell the word "sim" then, T give them a small white board. 2 C together, one be a teacher to teach another to spell words.

* Make a circle and give C everyone a card. T point C to stand up and char to read sounds, other C have to spell it.

* T use green cards to spell words, and practice many times, after that using finger to read sounds ex. "fox", using 3 fingers to spell it.

EO 324 Δ creating table = In the afternoon, some girls use papers to make a finger puppy they play together, and have a puppy show after finished puppie Δ and to be the audins to see peers play puppy show. They enjoy the show and clap hands for the performers.

EO 325 Δ singing game = T choose 5 pupils to be a duck and give them a duck mask. C and T sing a song and all ducks walk around T, and T will catch a duck, the number will get down C have to count 5 to 0. They also have frogs.

* T choose C to hold duck and frog's masks. C can count how many animals and make adding math. ex $3 \text{ (frogs)} + 2 \text{ (ducks)} = 5$

Reception

5/24 group time = every child has their own partner. they face to each other and ask "What did you eat in ur breakfast?" (warm up)

* show cards and c need to say the sounds. T spell a word. C have to tell the path ex = pot. sink. and T can ask one c to read the word for everyone.

* green cards = blip hand, give small white board and pen. C have to write down the words and spell, talk to the partner.

T read the sounds and c have to say the words. and using fingers to practice reading sounds and words. ex. 3 fingers. the word is sink → sink.

* book = Read Write Inc. (Oxford) www.oxfordprimary.co.uk → for phonics.

* This group is second level. they have good abilities. They do this every Mon - Thur. around 20 mins.

Miss [redacted] → Miss [redacted] → Mr [redacted] → Miss [redacted] → Mr [redacted] (H → L)

Δ story time = before lunch time. - c always forget to raise hands before they talk. they like to ask questions or share experience

My Place today. ~~Q: What is the biggest difference between teaching EAL children in Nursery and in Reception?~~

✓ ~~When you prepare the teaching materials, what is the first thing you think about in the Nursery and Reception?~~

✓ ~~For teaching Nursery and Reception for a while of time, do you think they improve a lot? How do you know they are improving?~~

Δ The toys, papers or big toys all from "Hope Education" www.hope-education.co.uk

Reception

5/5

EO 328

A group time = 30 mins.

① review cards. and T give C a word. ex "stop". C have to teach the path and exchange. practice several times.

② fingers sounds. - show fingers and read sounds. ex. fish → tish.

③ green cards = all children sit near T. T show cards C have to read the sounds and words. using different voices. C feel interested.

④ reading a story = Winnie the Witch.

T choose some simple words (3-4 letters). ask C to spell the word and read sound using white board to write down words. ex. black, bed.

EO 329

Δ individual reading = * C have different cards for sounds. and words. T cut the sound to many pieces. every time give C few small cards to practice at home. When C read sounds or words. T have to mark it. and record date and what they read on the box.
* Then, C need to read a book. which they can take it home to read. and give a new one.
* one child about 15 mins.

EO 330

Δ VIDEO time = before home time. sometimes C can have a video time. the video is about understanding the world. (almost recourse from BBC)

* after video, C play a small game. they sing a elephant song and count numbers. C have to hold hands. the first one play elephant's trunk. the final one play tail. or the numbers. 1 to 5, elephant child can choose next one follow the line.

- Reception

5/6

ED331

Δ group time = [redacted] (20mins).

* review sounds - T show cards and C have to say it's sound. (A4 size).
after read sounds. T ask C to think what words can start with "e"? ex. elephant
* T show some pictures which are start with "v". ex. van, then. they practice to write "v" in the air.

* C can look at card and use pen to write on the white board by turns.

* reading a book for C. and ask C what happens in the story.

↳ There was an old lady who swallowed a fly.

ED332

Δ dot to dot book = T explain how to write the book. C have to find number 1 and make a line with next number in order.

ED333

Δ standson = using different patterns to make a picture.

ED334

Δ singing = sing "head, shoulders, knees and toes". and every time you can do not sing one word. at the end, all words will miss.

- EO335** - Reception = Morning register - Tr. named everybody and change the calendar, date, week, and weather.
- EO336** 6/7 ATo link sounds (15 mins)
 T use the computer to show sounds "at". C have to spell words. ex. m+a
 → mat, and see patterns with words. practice several times. ask C to spell words. then, give them all letters. and C can choose a phonic to match "at" become a word.
- EO337** Δ writing words. = a paper copy. C have to see pictures and write down words. (these words were show on the computer before)
 Δ writing sentence = paper and word card.
 T read "I want to the park / London" C have to see cards and listen T's reading to write down the sentence.
 → * There are 3 different papers. → 4 letters. 3 letters and 1 letter.
 → * continue → read words. which one is missing? same page and miss one picture and word. C have to say which one is missing?
- EO338** Δ phonic group. (25 mins). → 3 different level groups. (top, middle, low).
 * C have to choose a partner. and sitting side by side. and T give them 2 cards "or" and "ar". put them on the floor.
 T read a word "farm". and C have to pick up "ar". → park, fork.
 * igh words = right, sight, high, fight, light, tight, might, night, fright.
 T teach them to break words. ex right → r, igh, t
 * take a board between two. C have to write words that T say. ex. light. offer that T show the right answer on the board.
- EO339** Δ sounds practicing = T takes and shows some cards for children. and they have to say sounds. (10 mins)
 * sound ↔ letter name.
- EO340** Δ story time = little red riding hood - show pictures. and something hide in the pictures. so T can open objects in the pictures. and C can see other pictures on the back. (10 mins)

Reception

6/8 Δ writing = a sheet write : If I had a magic bed ----- T discuss with C what you need to write continuing. ex. I can go to a toy shop and draw a picture on the bottom.

EO342 Δ magic quilt = C have a colour paper. they have to decorate it use different fur felt. and paper.

EO343 Δ group time = T with a group children to say a story about magic bed (magic journey). and use ^(George) doll and blanket to tell the story.

EO344 Δ Garage = role-play area. - C can use tools to fix car.

EO345 Δ drawing a quilt = a group have a big paper. they draw something on the paper.

(10 mins).
EO346 Δ counting 1-20 = * before lunch time T ask C to count 1 to 20. sometimes T choose some low children.

* T say 1.3.5 --- C say the next 2.4.6.

* The story is talking Georgey want to change a new bed. and his new bed take him to a magic journey at night.

EO347 Δ T takes a box. and ask C to ask questions. to guess what's in the box. C have to think about questions because that is about what they did today. The answer is magic quilt. (they decorated this morning). (10 mins).

EO348 Δ phonic group = paire work. (20 mins)

* review igh words. → everybody → by turns. → pick up one C.

* review some usually using words. ex. we, you, will, with, --- was, he, she, me.

* reading sentence. - T show a short sentence. that including igh word.

* T show the cards very fast. and C have to write down on the board. ex. We, It
T can remind them read the word 3 times.

Reception

6/9 Story = George's magic journey. (20 mins).

EO 309

- * T takes ~~photos~~ photos from book. and show them ~~with~~ by ppt with music.
- * T print some pictures and put them in the class everywhere. and T takes to go around the class to see where George go with his magic bed.

EO 350

△ painting = George's bed. - C use brush and colour every square ☐ in different colours.

EO 351

△ imagine your George. and write a post card to family.

△ treasure hunt (box) = a box, a photo of treasure.

T show the photo and explain to C. and C have to find out 8 things. after that they check everything together.

* when they finish then cut the paper. to be a post card and draw a picture on the back.

* They write To x x , I went to x x and (did something) . from OO (name) and write down the address.

EO 352

△ In music class. they know more rules and songs. so when T just sing the beginning they can continue to sing the whole song. and they also quite familiar with actions. they enjoy that class.

- Reception.

1/3 Δ group time: * all school. - show a talking picture. and ask C how they
n sembering (25 mins) talk? . ex= whispering. - let C thinking and speaking.
(EO 353) * tell a story. - Billy's Mum didn't listen to him. and a dragon
takes their home and eat all the food.

(EO 354) Δ Reading + Writing group = change C some of them. (30 mins).
* review sounds = cards. - T show cards. and C have to read sounds.
* show a new book. and C work by pairs. they point the sounds and read.
↳ Pin it on. → teacher use green cards to read words. these words are
from the book. and teacher make to green cards for C. 3 stories inside
* The first story is "Pin the tail on the donkey". C need to read words.
* Finally. to review green words.

(EO 355) Δ words = long, short. - when C play. they have to say longer, shorter. the
same. or middle.

(EO 356) Δ paste = a paper show shorter → longer, sticks, ^{or sticks} strews. long papers tape
C have to paste these 3 things from shorter to longer. T also give them
other long paper. they can cut by themselves. and paste on the paper.

(EO 357) Δ T ask some children to stand in front of everyone. and others have to
10 mins put these children in order by shorter to taller. Two children compare
each other. and T tell C. xx is taller than oo. oo is the shortest

(EO 358) Δ watch a video about PE. = T show the DV. and C have to copy actions
from the DV. warm up 1 → breathing. in ^{through} your ~~mouth~~ nose. out ^{through} your mouth.

(EO 359) Δ free activity = play with corn flour - children can use different teds make traces.

██████████ was able to identify shortest to the longest using next short
to next long with 7 worms.

██████████ was able to identify shortest → longest. using next short to
next longest with 5 worms.

██████████ identify shortest to longest with 6 worms using next shortest +
next longest.

(EO 360) Δ story time = ^(Bear) ~~the bear~~ on the ^{bike} ~~bike~~. - the bear ride a bike and go
everywhere. that's a journey of the bear. T use C's name to
call the bear. that C feel interested.

- Reception.

6/14 EO361

Δ doing exercises : follow the DV actions

EO362

Δ read-writing group : book and stick. (30mins).

* review green words. speed sounds. and story sentences.

* T write sentences on the white board. after C read from the book. they need to read with T from the white board. finally read the whole story.

* Task questions about the story. to make sure they know this story.

They always share and talk to the partner.

* when C read the story each other. T have to listen and check what they're

EO363

Δ story-time : on the beach. (before lunch time). (10mins).

* The story is about if you go to somewhere and you lost. what can you do. ask questions to C. anything you can do in the shop.

* T tell C you can find shop keeper. or anyone who wear uniform. they can help you to find Daddy and Mummy.

EO364

Δ T ask 2 C to compare who's taller and shorter. but if the shorter stand on the chair. and he still taller than the other. It's tell C. If they want to compare. they need to stand on the same place.

EO365

Δ number game = 5 people in a game. everyone get a empty ice-cream and they have to throw the dizz. and find the number of fruit. to put that in the ice-cream. (knickerbocker glory)

EO366

Δ story time = most one day. C have 2 times to listen stories. one is before lunch time. one is before home time.

- Reception

4/15 group time = (lower) 20 mins.

EO 361

* warm up = say "My name is x x". and C pass a toy (a easy bottom) by turns. "I like chocolate (food)". C have to say food's name.

* pass frog (Freddy) and say hello to him.

* my turn, your turn - read cards, sounds, words. ex: a. a - apple. s. d. m. t. put all cards on the table. ask C to choose what T say. ex. which one is a a. a.

* show "c" card. and T takes a box. and takes out a "car". pass to C and they have to say "It's a car." (camera, cat, cookie, camor)

If the C can't speak clearly. T will repeat again. and C practice repeating.

* T hide something under the table. and describe it for C. C have to guess.

EO 368

Δ read-writing group (Miss [redacted]) = 25 mins.

* review cards (sounds), one word, two words (ex. ck. th). show pictures and teach "th". ex. thinking, thumb, three.

* T gives C papers and pencils. T read the sounds. and they have to write. T will write the answer on the white board. C can check it.

Then, T read i - n - in. C have to write it. (m - a - t - mat, s - a - d - sad)

* review pictures. and tell the partner. what's the picture.

EO 369

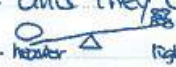
Δ heavy and light: 7/7. many different things.

* First, using hands to find. which one is heavy an light. C to pick up 2 different things. and tell T which one is heavier.

* C close their eyes and T give 2 things on hands. C have to feel. T which one is heavier and lighter.

* Tell C a story if you want to play a seesaw with an elephant how do you balance it.

* take out the 7/7. C takes 2 different things in the basket. and see which one is heavier. "The stone is heavier than the brick." They have to say

* give C a paper. and they chose 2 things ex. a stone, a teddy. and draw a picture. ex.  and T ask C which one is heavier and which one is lighter?

EO 370

Δ T give C 1 - 10 birthday card. (the card show numbers 1 - 10). and cover one card or 2 cards. and ask 1 child to say numbers which are covered.

- Reception

EO 3/11 6/6 Δ read-writing group = (Miss Mason) 20 mins.

* review sounds - cards.

* new words = "qu" - queen, quilt, quuror. (cards = pictures).

* writing = T show how to write "qu" on the white board and ask C + practice. individual.

* making words = T put some sound's cards and read a word ex "mud" and C have to read and find out 3 cards m . u . d.

* read green words = had . let . fish . ship . fun . shop.

EO 3/12 Δ group time (>5 mins)

* writing = tell C there's the sun, sky and water.

① T give C a paper and pencil. they need to practice writing "O".

↳ That's a pre-writing before they write words on a writing book.

② give them a paper with lines. and they write on the line.

Writing stage = Around letters = c . a . o . d . g . q.

(p.i.s.i).

Down letters = l . t . b . p . k . h . i . j . m . n . r . u . y.

Curly letters = e . f . s.

Zig-zag letters = v . w . z . x.

EO 3/13 Δ singing =

* 5 crocodal and monkeys.

* T give C . sheep . tiger . ladybird . and T sing "Who got a sheep?" and C have to sing back. "I got a sheep".

EO 3/14 Δ one-on-one improving.

* teaching shapes with a game. ^{spider} T ask the EAL C to speak 2n more and give them chance to repeat T's words they can remember and speak next time.

Reception

6/10 Δ painting = everyone get a plant. (盆栽). they paste newspaper outside. and they need to paint colours on it.

EO376 Δ more and less = a sheet. - they have to read sentences and write down the correct answer with T.

* The questions : 1 more than 3 is 4 and next is : 1 more than 4 is 5. this one is harder.

EO377 Δ doing excises = * they have to use 8 different excises by turns. jumping (35mins) crossing, balancing.

* after that, C have to close their eyes. and big C take them to pass all excises.

* mass? - a big mass build up with many paper boxes. C get into it and fix way out. in the space it's dark and with music. C feel it's so mid and interested to play. Frist, they go in groups, than by pairs.

* These excises about problem solving. they will do that once a year nearly end of terms. they choice different areas to test C. see how they are going. Actually in one week. they will do many activities about this.

Δ most of C. they can read sounds and write simple words by themselves
Δ tell parents no sweets in school. especially lunch.

Reception

EO 318 Δ Slide = C pretend on a boat and on the sea. they want to go to an island. they have to use hula-hoop to cross the sea. and the hula-hoop can stand 2 people. How can you move to island?

* give them 2 balls. C have to take them to the island. without hands. so they put balls between 2 people. and go to the island.

* C need to pass 2 balls to the island. and just 2 C can have ball.

EO 319 Δ T gives C 3 shapes, Δ . \square . \square . they compare about these shapes. and talk about what are these different. and the same places. Then, give them 1 stealer (吸管). and ask them to make a \square . then, give them 1 stealer and scissors and make a \square .

* how to make a long paper into 2 same pieces? T show C to fold the paper to half and cut it. the paper will become 2 same pieces.

* last, use one stealer to cut 4 pieces and show them how to make a \square .

EO 320 Δ music = C can chose one music instrument to play. 沙鈴. 响板. 铃铛. 铁琴. 铃鼓. they try to play these. making sounds.

Reception

6/3 Δ the same activities as yesterday. (straw problem).

(EO 381) Δ shapes = compare with □ and □. what's different between them?

Δ This week is problem solving week.
(1 hr)

(EO 382) Δ London organization. = to look at schools. and children. with science and math.

* T takes a ^(2 sides) mirror. and ask C what can you do with a mirror? what's the different with the mirror. inside? How do you make a painting butterfly?

* show C many pictures. and C have to use the mirror and look for the pictures. work with partner. → choose a picture. put the mirror in the middle

* After C try to do the mirror. and they talk about some pictures. some of them are not real sematreco. when C try that they can find it.

* C need to stand the mirror and look at what will happen. and they can open the mirrors bigger and close them smaller. and find what change with these pictures.

* This organization will send a letter to schools and ask them need some science or math help. Sometimes the schools invite them to do activities for children.

* a sheet. there are a part of patterns. and use mirrors to make the whole one. C need to draw pictures with 3 Δ. and use the mirror to make it.

* T show a Δ mirror. use different shapes to see. there is mirrors inside. and you can put something in and look at mirrors.

Royal Institution

6/27

Reception

(EO 383)

Δ read-writing group (sam). Gominis).

* review cards = T show cards and C read sounds.

* C work by pair. they read speed sounds in the book.

* reading green words. and point out red words. after that they read the book

* C and T read the first together. and talk about the story each other.

and ask some question to C. these questions from the book.

* T write down the story sentences on the white board. and read with C together. then C have to read by themselves. and talk to the partner about the story.

* Task few C to write a ~~sentence~~ ^{words} on the white board. they spell all words. and try to write it down. "I like to hid in the sand". Even the did not write the correct. T did not correct them immediately.

(EO 384)

Δ reading book. drawing and writing = T tell a story "Bear ^{on a} ~~go to the~~ bike." and print some colour pictures from the book. There are different transportation C has to draw and write down the sentence. in their special book. When they write sentence. it's not really clear. but T help them to make it right. or T re-write it

(EO 385)

Δ numbers (one-on-one) = C to throw a ^{dice} ~~dice~~ ex. 5. and C have to count the ^{dice} ~~dice~~ and take 5 bricks on the floor. throw the ^{dice} ~~dice~~ again (get 2). C have to count all bricks. C have to try 3-4 times.

(EO 386)

Δ shell observation - T put many different shapes of shells and a guide book for children to look for information.

Reception

6/8 Read-writing group. 25 mins.

EO 387

* review sounds. → new sound "nk". pictures "sink", "think", "link", "hink".

T show cards and C have to say these words.

* sounds = z.ch.th.n.a.o.p.i.t. C tell something begin with these sounds. T read a word. C have to find cards. ex. thin.

* give C a paper and pencil. ask a child to find cards. other C need to write on the paper.

* read green cards. = fun, let, had, shop, fat, fish, ship.

EO 388

③ writing = a.c.e. — they have a sheet with lines. they need to write use lines.

* This is the same group as above. This top group has more practice in the morning. They almost have 1 hr including reading and writing.

EO 389

③ Miss Lee = T put some cards around the room. C have to find these cards and take it back and read it. (they go to find cards by turns).

EO 390

Δ bus stop = white dice → how many you move. red dice → how many people you take 4 people play it by turns.

EO 391

Δ Magnetic letters = many letters with 磁鐵. can put that in the small white boards.

EO 392

Δ ZAL Resources for Teaching and Learning.

* EMASUK → www.emasuk.com

Membership No = 871. Username = Springlane. PW = Spring12.

EO 393

Δ The 10 point checklist for children with English as an Additional Language (ZAL). from Northamptonshire County Council.

Reception

- 6/9 Δ read-writing group = (lower) Mrs [redacted] 6 children. 25 mins.
- EO 494
- * review sounds = using big (A4) cards to read. first everybody read together and after that they read individual by turns.
 - * T put cards in some places, different corner in the room. and T read the same and C have to run to the card. then T read words begin with "i, n, p, g, o." and they run to the card.
 - * T take "e" card. and "e" box. show different things start with "e". and read "e" → egg, elephant, envelope, they learn to read "this is an xx."
 - * show cards again, and ask what's the word on the other side of "t".
ex. t → tower, b → boot, l → leg, m → mountain.
- EO 495
- Δ group. = Mrs [redacted] better than last group. 4 children. 25 mins
- * review cards = m, s, d, t, o, g, n, p, i, c, k, a, b, f, r, h, sh, j, v, y, w, u, z, x, e. say pictures on the back. tell the sounds.
 - * T say one sound. if C's name start with it. they have to stand up.
 - * T say one sound that is something in the class. and C guess what's that.
ex. "p" → pencil, "l" → light, "c" → clock, "w" → window.
 - * story time. = when T say some special words. she asks C what's sound begin with it. ex. b → boat, dog → d, c → cat, r → rabbit, etc. in this story to about many animals. it's good for C to practice beginning sounds.
- EO 496
- coins = prepare different coins 1p, 2p, 5p, 10p, pictures (all coins).
- * give C a thing picture and there's a price on it. C have to choose right coins.
 - * teach C every coin in pictures. and also give C one thing with price and find the right coins.
 - * match real coins and pictures.
- EO 497
- Δ emotion cards = for EAL C when they cannot say the word about their feelings they can show cards.

Reception

7/4 Δ ICT: Journey to school. - using different direction battemms Δ ∇ \triangleright the girl need to move to school. T show the first time and children try to do it by the at the end. the computer will tell U how many steps you take?.

Δ numbers = small white boards, pen, number line. \angle $\begin{matrix} 1 \sim 100 \\ 1 \sim 20. \end{matrix}$

T read some numbers from 1 ~ 100. it depends on C's abilities. C have to write on the white board.

Δ Teddy's suitcase = Teddy will go to a journey. what will Teddy take with him. C have to draw on the paper.

Δ Bee - ~~bee~~ ^{bot} = * T explain the directions. and use the bee - ~~bee~~ ^{bot} to move to the goal. Task C how many steps the bee - ~~bee~~ ^{bot} will take. C have to say a number and put the number on bee - ~~bee~~ ^{bot}.

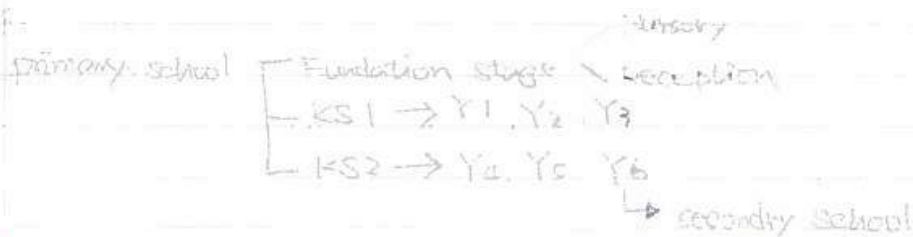
* T put a box in the middle. C have to think how many steps move forward an turn left or right.

* resource = sparkleBox. (www.sparklebox.co.uk) \rightarrow numbers.

Δ PE = france support shape \curvearrowright the back likes a table.

Reception

- 7/6 Δ This morning's activities all about animals, because they went to a farm yesterday.
- (EO 100) Δ Task C to put pigs in order, and count the number. take 1 away, and ask how many left? using a brick to ~~separate~~ ^{separate} pigs into 2 fields. one side 4 pigs, another 6, and use fingers to count.
- (EO 100) Δ dot 2 dot: number 1-20. - C have to find 1 first and follow numbers link them after that colour it.
- (EO 100) Δ spot the difference = a sheet that have 2 pictures, C have to find the difference between them.
- (EO 100) Δ draw animals and make math sentences ex. $\text{cat} + \text{cat} = 3$. so C have to draw animals and write down sentences, numbers by themselves.



- (EO 100) Δ My last painting = C have to draw themselves and put it in their file.
- (EO 100) Δ drawing = draw a farm picture, and write down animals names, with a card that have animal's pictures and names.

assembly.

Reception

- 7/1 A a story about school trip. after the story. T and C share the experience about trip in the farm.
- EO410 Δ when they draw themselves T guide them to draw from face, body, shirt, trousers, arms, fingers, shoes, eyes and mouth.
- EO411 Δ T teach them to write down sentences. "I went to the farm." "I saw xx and xx." They need to spell the sounds and find out words from the card. Even they cannot write down all the correct words. That's ok!
- EO412 Δ Reception see parents about half hour in lunch time. the purpose is to familiar with teachers and parents can ask questions face to face. That's the preparation for Nursery parents.
- EO413 Δ ICT group =
* introduce google, this week about the farm. so teach C to type "farm games" and enter. teach C how to search things you want and C can choose one computer to try.
- EO414 Δ music: T use a puppy dog (Johnny) and guitar. sing a song which about the body (shoulder, heart, thumb). and C can choose another peer to hold puppy.

~ Reception

7/11 Δ Assembly = C will go to year 1 class to know the new T from 10 to 2 pm. so T tell a story "leaving to Mrs. Gille." that's a boy worry to move to new class.

EO 446

* Today all children (In town). will move (visit) to new class and know her teachers. from 10am to 2pm. For children that's a good chance to familiar with new teachers and classroom.

EO 447 Δ worry box = T show a paper picture. that's a worry box for children C can write down something they worry about. and put it into letter box in the school.

EO 448 Δ game = Apple pie = one C stand in the front and cover eyes. ask a C to say "apple pie". and guess who say that.

EO 449 Δ children go to the new class. very exciting about everything different with the reception. sometimes they are not under the control.

EO 450 Δ Y1 ~ Y5 play football. = every one kick the ball. and the goal keeper will stop the ball.

- Reception

7/12 ~~EO 421~~ sports day = y1.2 and Reception play games.

~~EO 422~~ one by one teaching = the game of ladybirds = cards one side is the numbers 1~6 (spots) and the other side is ladybirds. C have to throw the dice and find the card and count ladybirds behind the card. When C count ladybirds T show numbers hand and to show 1~6.

* From one by one, T can really know C improve or not and easy to compare with before.

~~EO 423~~ 7/13 Read-writing group (20 mins). Miss [redacted]

* review sounds. → show a card and ask C what words begin with "v".

* give paper and pencil. T read a word and C have to find cards and write down on the paper. C take turns and try to find words from cards.

* When T read sounds she must very clear for every sound. C can understand which one is. so using voice and mouth are important.

* review green words for the end.

~~EO 424~~ 7/14 Read-writing group (Miss [redacted] (20 mins)

→ more difficult.

* review sounds. - show cards and C read sounds. (ch, th, sh, ng, nk.)

* T write a word and ask C to spell sounds. "link" this word is difficult for C to read sound. so T read sounds and C repeat.

~~EO 425~~

one by one reading test = a sheet there is some letters and simple word T need to ask C to read these words. If they can read make a ✓ on it another sheet have some usually use words ex. I. me. we. on.

- Reception

7/11 (ED 428) A read-writing group = lower (15 mins).

* story time = T ask C "Have you got any books in your home?" "Who read it to you?" Everyone have to share their books.

* The Doorbell Rang = show the big book and introduce the cover and back. They talk about pictures before talk the story.

* finish the story, they pretend they have besikes and eat them.

(ED 429) A read-writing group = sam. (20 mins). book - Let's sing.

* review cards - C tell sounds to their partners.

* new sounds "c", "k", "ck"

* open book - read speed sounds

* T show green words C have to read. and "the" red word. after C read these words in the book for partner.

* start to read the story to each other. after that they ask questions

* C pretend animals in the story and singing. and read the whole story on the white board.

* T gives them a paper book mark. they need to write names and one word them learned.

(ED 428) PE = hoola hoop, balls and etc.

* group children to 3 teams. and play these different activities.

- Reception

7/8 Δ painting = using a black crayon to draw a line. any line. and colour with different colours in every place.
(EO429)

Δ blue book = That's children's drawing book. T will give them a topic and they can draw on it. Today's topic is what did you do on the weekend?
(EO430)

trousers Δ Tomorrow will be the sports day. so all children group 4 teams. Lion, Tiger, Leopard and Jaguar. They need to write a sheet to show their teams and name on it. and take it home.
(EO431)

7/9 Δ sports day. = group children to different team and start games.
(EO432)
1. throw the bean bag. and see which one is farrest.
2. walk with a football and go around "S" shape.
3. put bean bag on the head and go ~~to~~ around
4. a hoop on the ground and throw bean bags (3) inside the hoop.

7/10 Δ counting = ① count together. ② choose one child start from 1. and continue
(EO433)
③ T say a number. and C have to say the next one.

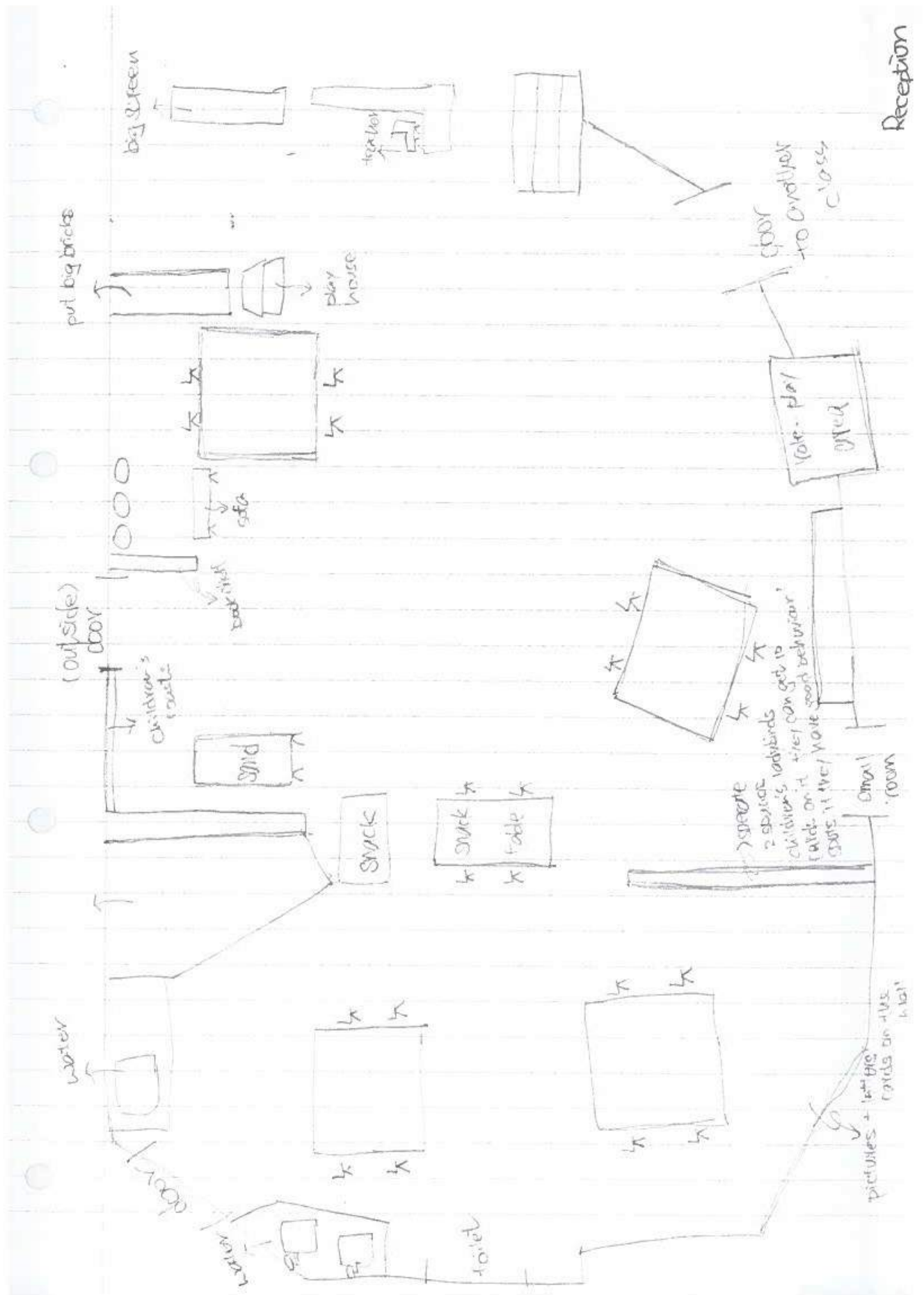
sums? Δ numeracy = using 2 dices. and make 2 numbers. and write down the
(EO434)
in adding sentences. ex. $3+2=5$. use fingers to get the answer.

Δ numbers sheet = tracing 1. to 10. and C need to write down the missing numbers on the tracks to 20.
(EO435)

* give C 2 small dices. and they can make their own sentences

7/11 Δ clear everything in the classroom. and give C their pictures and stuff and take them home.
(EO436)

magnetic.



Appendix H: Observation data in the Taiwanese setting

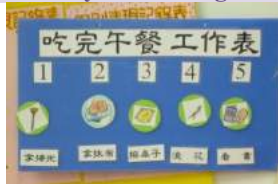
Observation in Taiwanese setting

Activity1: Di Zi Gui (TO1)



Every week the volunteer goes to the class, read and explain the “Di Zi Gui”. It can establish children’s ethic and character understanding.

Activity 2: working schedule (TO2)



In the class, the teacher put different work for children and this board can help children to check work which they need to do.

Activity 3: Environment setting (TO3)



In the class, the teacher set up different corners for children. The resources and materials are combined with the topic and children’s interests. There are including reading, art, and role-play corners.



Activity 4: Daily schedule (TO4)



This schedule shows the whole day work for children including time, activities and pictures. These pictures can help children who are not very good at recognizing words.

Activity 5: Time chart (TO5)



Before all the activities start, teacher and children sit together and talk about the date, time and weather. Moreover, they also ask who is absent today and how many children in the class.

Activity 6: 班規 (TO6)



In the beginning, teacher and children make class rules together. Children need to follow these rules if they make a mistake they need to see and read the rules again.

Activity 7: Reading record book (TO7)



Children can bring books form home or choose a book at school. They can read it with peers and share it with parents. Both the teacher and parents need to make a record for children.

Activity 8: Weekly painting (TO8)



Every morning, when children arrive at school they can draw the picture about their emotion and special events for them. After that teachers will ask children what they draw and write a note beside the picture.

Activity 9: Football (TO9)



This is about their topic this month and the teacher introduces different football uniform in different countries.

Special observation: Bad behaviour

In the class, I see a child with ADHD he kick other child's chair and push him. The teacher see that and warn him do not do that again but he still push another peer.

Activity 10: Big football uniform (TO10)



Teachers group children in 4 groups and give them a big paper. Children need to draw some patterns or pictures to make the uniform pretty.

Activity 11: Learning sheets (TO11)



This is the learning sheets. After the activity, the teacher will give sheets to children. Teacher maybe asks them to design their own football or to draw a story about the football. Children need to take it home and finish it then take it back tomorrow and share with other people.

Activity 12: Special activity for children with SEN (TO12)



For some Children the teacher makes a reminding card for them to so they can check everything they need to finish today. If they do the teacher gives them a stamp.

Activity 13: Balls Exhibition (TO13)



Children bring their own balls from home and put that in the class. Teachers also put a name card in front of his/her ball.

Activity 14: football decoration (TO14)



Children use the footable as a pattern to design their environment. The teacher teach their to make a curtain fo the door and a big field for the windows outside.

Activity 15: Fingerprints picture (TO15)



Children observe their fingerprints and they can find out the difference. Then they use different colour inks to make pictures.

Activity 16: Behaviour cards (TO16)



The teacher makes some cards for special children. The cards show they need to read, keep quiet and love your friends etc. if they can do that teachers can give them a stamp. After they collect 10 stamps they can change a gift.

Activity 17: Writing name (TO17)



Teachers print out their names and put the writing order numbers on it. Children can follow the order and practice to write their names.

Activity 18: football discussion (TO18)



The teacher and children discuss about how to play the football game. The teacher make a picture and explain the rules. After that they go to the outdoor place and play the real football game.

Activity 19: firework (TO19)



The background is black but under the black is colourful. Children use the toothpick to remove the black layer and the colourful background will show the painting.

Activity 20: Bingo cards (TO20)



These bingo cards are made by teachers including actions, fruits, numbers and vegetables. After teacher teaches how to play these cards then children can play them by pairs.

Activity 21: Making football gate (TO21)



Teacher brings a toy gate and children copy it to make a new gate with papers. They use colour pens, scissors, tapes and glues to make it.

Activity 22: Making a football (TO22)



The teacher gives every child a white paper and children use colours to paint the white paper. They can have a real football as a sample.

Activity 23: Threading paper (TO23)



The teacher draws a paper football uniform and puts several holes on it. Children hold a string and thread it through the holes one by one.

Activity 24: Football field (TO24)



Children draw a football field in their own drawing book and share with other peers.

Activity 25: Holiday poster (TO25)



After the holidays, when children go back to school, the teacher puts a big poster on the floor. Every child can draw a picture to tell everyone what they did in the holidays.

Activity 26: Chopsticks practicing (TO26)



Teacher puts different shapes of spaghetti in the tray. Children need to use chopsticks to pick up one by one to another bowl in different shapes.

Activity 27: Copy words (TO27)



The teacher draws pictures and writes words as a sample for children to practice and copy words. Children can see pictures and learn to read and write words.

Activity 28: Making pottery clay (TO28)



At first, teachers teach them to make a ball and other shapes. Then children can think about to make patterns by themselves.

Activity 29: Puzzle game (TO29)



The puzzles put in the box and children can play it in the free time or after they finish their own works. These puzzles can related to their every month topic and change them by children's interests.

Activity 30: Corn flour (TO30)



Teacher put some colourful snowflakes in the tray with corn flour. And also give them 4 different colour's bows. They can sort it out by colours.

Activity 31: Pottery clay in football uniform (TO31)



This is an explore activity from the topic. Children make their own uniforms and also put their own numbers on them

Activity 32: Spaghetti painting (TO32)



This is an explore activity about topic. Teacher copy the football picture and children glue spaghetti on the paper.

Activity 33: Shells painting (TO33)



Children need to collect the shells then glue them on the paper. According to the shapes children can make and draw pictures.

Activity 34: Role play area (TO34)



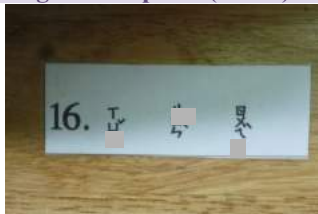
In the role play area, teacher set up many different tools and toys, and put that in boxes. Children can play by themselves

Activity 35: Story time (TO35)



Teacher use the camera to take photos from the book and project them in the white board. Children can see all the pictures and words very clearly.

Activity 36: Keep your own things in one place (TO36)



Children have their name on the table in their sits. They need to recognise their names and put their lunch bags in the right place.

Activity 37: Writing “春” for Chinese New Year (TO37)



Because of the Chinese New Year, teacher cut some read papers and make a sample for children. They write 春 on the read paper and put that outside the classroom. When the New Years comes they can take papers home and share with parents.

Activity 38: Shells observing (TO38)



Teacher put different shells and flour together and hid them. Children can pick up one shell form the tray and use the magnifier to observe.

Activity 39: Making hand shapes (TO39)



Children put their hands on the paper and use pencil to draw the shapes. After that they can cut paper hands and decorate them.

Activity 40: Making cocoon and butterfly (TO40)



2 paper cups put together can make a cocoon. Using white papers, iron wires and patterns to make butterfly. They all in the class.

Activity 41: Shaving foam (TO41)



Children use different shapes knives to draw in the foam. They also observe the different patterns they made and shared with other peers.

Activity 42: Jelly with flakes (TO42)



In the tray, teacher put the jelly and flakes together. Children need to sort out flakes by colours.

Activity 43: Teaching butterfly's life (TO43)



Teacher teaches children about the butterfly. From the eggs, worms, cocoons and butterflies. She uses pictures and books and also find really cocoons in the campus.

Activity 44: The very hunger caterpillar (TO44)



Teacher made some big posters to tell the story. Children can easy to understand about the story context.

Activity 45: The caterpillar by painting (TO45)



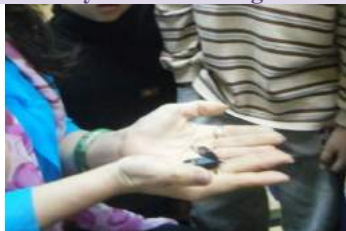
After the story time, children draw caterpillars in colour pans. They also can find circle shape in the class and make the caterpillar's body.

Activity 46: The caterpillar by dough (TO46)



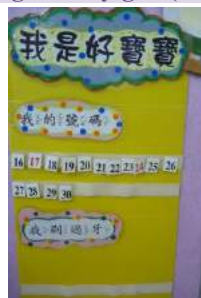
Children use play dough to make caterpillars then pick up a leaf from outside and put the caterpillar on it. Because the leaf and caterpillar are too soft so they use a CD to hold it.

Activity 47: Observing butterfly, cocoon (TO47)



Teacher and children observed the butterfly, cocoon and also find information from books. They also find a cocoon and feed it in the class.

Activity 48: I am a good boy/girl (TO48)



If children can do very good works in the class. They can put their name cards on the board. Other peers can see who are good today.

Activity 49: Topic network (TO49)



In the class, the teacher makes a topic and discusses it with children. Children can explore their ideas about the topic and teacher write down ideas.

Activity 50: Teaching behaviours (TO50)



The teacher teaches how to sit well when you listen to other people. Moreover, when someone is talking you need to raise your hand to ask questions.

Activity 51: Sketch book (TO51)



Every child has a sketch book. When they have free time or they finish their works earlier they can take their sketch books to draw pictures.

Activity 52: Corner activity board (TO52)



When children want to do some activities in the corner time they need to put their photos with names in the board such as in the reading corner, art corner and role-play corner. Then they need to record where they go today in their corner sheets.

Activity 53: Mixing groups (TO53)

分類	組別	教室	第一次	第二次	第三次	第四次	第五次	第六次
語文	許耀月	122	紅	藍	綠	紫	黑	紅
認知	張佳音	121	藍	綠	紫	黑	紅	藍
社會	曹惠嫻	120	藍	綠	紫	黑	紅	藍
美感	蘇婉文	119	綠	紫	黑	紅	藍	綠
情緒	李靜嫻	117	藍	綠	紫	黑	紅	藍
身體動作	簡桂枝	116	黑	紅	藍	綠	紫	黑

Every week, children will have an activity with other peers in other classes. They work with other teachers. So, every teacher has their main activity and children can choose any one by themselves. They mix all of children and go to other classrooms.

Activity 54: Good behaviour record (TO54)



Every month, teachers will choose some children who have very good behaviour or achievement and put their numbers in the board. The best one can has the lunch with principal in every class.

Activity 55: Christmas decoration (TO55)



Because the Christmas will come very soon so they made snow men, Christmas trees and flowers to decorate inside and outside the class.

Activity 56: Birthday board (TO56)



The teacher made a birthday board by children's birthday in every month. They put the board in the front or back door. It depends on different class. Every month, they have an activity to celebrate. Every birthday boy or girl has a gift and share a cake with everybody.

Activity 57: The stringing plate (TO57)



This activity copies from the Montessori Method. The teacher made the board by herself. It can help children to practice using their hand skills.

Activity 58: Table manners and setting (TO58)



The teacher teach children how to make a tablecloths then put flowers and paper towels on the table. They can enjoy their lunch like in the restaurant.

Activity 59: Towel animals (TO59)



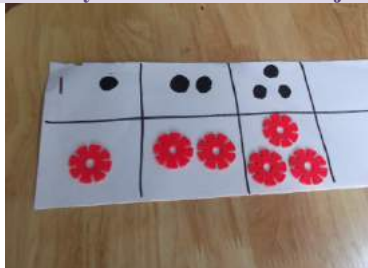
Children bring a small towel from home and teacher teach them to make a dog with rubber bands. Then put eyes, ears and mouth on the face.

Activity 60: Tiger mask (TO60)



Dragon and tiger are special animals in the Chinese New Year. So children use different colour papers to make masks and to pretend they are like the dragon and tiger dancing.

Activity 61: Numbers and objects (TO61)



Teacher used a paper and drawn some spots in numbers. Children used snowflakes to match each of one by numbers.

Activity 62: Behaviour changing cards (TO62)



Teacher used these cards to change children's bad behaviours in the setting especially for children with SEN. Sometimes, they cannot control themselves so the teacher use these cards to tell them “you cannot do these things in the setting and you need to be good and do ...”. For example, kick other people's chair.

school

Nursery

△



9

4

Date:

 $\frac{5}{2}$

Subjects \ Names						Date: / /
Creative development			absent			absent
Personal, social and emotional development	<p>✓ story - sad. : show sad sound - why, what make u sad. when. sound. using English to show her feelings. friend more he happy but he cannot said it.</p>	<p>✓ said "May I have a orange?" (fruit time) story (happy) - playing with friend more he happy but he cannot said it.</p>		<p>✓ (story) - not remember. look around everywhere. to love. can remember the picture. him to said "May I have the book (baby) more oranges? Thanks!"</p>		
Knowledge and understanding of the world						
Communication, language and literacy				<p>✓ cannot understand the instructions. This to repeat again and add some body language.</p>		
Physical development	<p>✓ using scissors harder. but she can cut by herself. very well!</p>			<p>✓ He cannot use scissors. need TA's help. (air balloon)</p>	<p>✓ He try to use scissors use it by himself. (air balloon)</p>	
Problem solving, reasoning and numeracy	<p>✓ can count 7 by fingers</p>					

Nursery - Cschool A B C D E Date: 7/8 F

Subjects \ Naines							
Creative development			absent				absent
Personal, social and emotional development						no patience always ask what can I do it or that	
Knowledge and understanding of the world	✓ can identify short ad long how 3 ladders but not construct finishing the sheet come back to finish it.			understanding short and long using pencil can draw the correct ladders. speaking slowly		not construct. not looking and listening. don't know Tr's order. he cannot draw ladders.	
Communication . language and literacy		✓ repeat Tr's words in group time.					
Physical development				she needs adult's help to use scissors. can write his first name "F" and "a"			
Problem solving, reasoning and numeracy	✓ 2, 10, 15. ○ □ ◇ She is good. knows the shapes and numbers. try to guess what's missing.	✓ when he needs help. he does not know how to ask and get back at U (take off the 5000) ✓ Sometimes can know what's missing. He gets well.		she is good. He knows the game and numbers and shapes.	✓ He plays with other children but make other people hurt. I told to him it's not good and made T sad. too much! cannot go outside to play. ✓ He knows the shapes. very noisy.		

Subjects / Names							
Creative development	<p>1. Task her. "What are you doing?" She said very loud sound. She use brush with colours. I had from the meaning but a little T to teach it again.</p>	absent		When he drawing he needs a paper and ask paper. "give me a paper" but paper doesn't understand.			absent
Personal, social and emotional development	<p>1. She always takes care another child (or everybody) when they do his painting he takes a paper for him.</p>	1		When T ring the bells C have to go inside. they didn't hear that. Just want to play, so T tell them not follow the rule don't play outside next time. otherwise go outside. he always play by himself.			
Knowledge and understanding of the world	<p>2. Guess the objects behind the door. C can hear the sound and guess, ex. iron, phone or ... He can hear but doesn't talk. (ICT)</p> <p>3. The same T ask him to make it long. He cannot speak "shd".</p>	2		1. T really enjoy play the sounds. know how to tickle. 2. C pretend himself a giraffe but want share and play with others. don't talk with C.			
Communication, language and literacy	<p>1. When T ask him question about the story, he try to answer her can say "blue".</p> <p>2. T teach him to say "look my hands" he repeat every words after teacher. but it's still a little difficult to say the whole sentence.</p>			1. When he play toys (blocks) with other C. he can speak English for 2-3 words with some BL.			
Physical development							
Problem solving, reasoning and numeracy							1. He always hit other people

* BL - Baby Language.

Subjects \ Names									
Creative development	omusic - very small voice 2	absent							
Personal, social and emotional development									
Knowledge and understanding of the world	side-play = just play while because she is watching the cooking area and mixing 2								
Communication, language and literacy	she is not here, reading a story with her. 1								
Physical development									
Problem solving, reasoning and numeracy									

U school

Nursery -

Date: 2/14

A	B	C	D	E	F	Subjects / Names
absent				He wants to go outside so he eat the snact quickly.	absent	Personal, social and emotional development
	After school he said "I finish". He cannot put the coat. He doesn't say "help me" when I take him. What I need to say "Yes" or "No" not really said. Understanding what is said. So less talking keep quiet.	Story - he is listening to the story. He always put his finger in his mouth. He said he feel happy at home. → This is the end of the school day. He need to talk the rules to him but he just listen not talking. (And doesn't know how to use money).	Story - he is listening to the story. He always put his finger in his mouth. He said he feel happy at home. → This is the end of the school day. He need to talk the rules to him but he just listen not talking. (And doesn't know how to use money).	He told T. one C hit him but it's not true. Story (lap) - listen. doesn't speak.		Communication, language and literacy
	She with his friend play together. He just sit at his friend's feet play. Using one colour to paint. no topic. Just draw her own try every bottle.					Problem solving, reasoning and numeracy
						Knowledge and understanding of the world
						Physical development
	playday - when he plays by himself. he speaks his own language in murmur.	finger painting - he can use different colours by his fingers but he know the five original is red. (or) he want to draw something.	painting - mix the colours. He knows use different colours but he know the five original is red. (or) he want to draw something.			Creative development

Nursery

Date: 7/5517

Nursery -

Date: 7/16

518

C school

Date: 7/7

Nursery

A	B	C	D	E	F	Subjects \ Names
<p>She talk to adult "I can't do it" teach her say. "Could u help me?"</p> <p>she can speak round when she knows and confidence.</p> <p>A</p>	<p>He can speak HL with peers. but they don't know what it means?</p> <p>B</p>	<p>Story: not read construct ask him questions about the story. no answer.</p>	<p>He wants to take other C's train and tell him "want play this here."</p>	<p>His Ma is in the class. so he never leave his Ma. He is not good at music class. Tugary with him but he seems doesn't understand.</p> <p>He doesn't speak "garn" and think for along time.</p>	<p>absent</p>	<p>Personal, social and emotional development</p>
<p>ICT: she wants to play but she doesn't have the shoes shop. He looked for him. He doesn't change the shoes. after few minutes he try to change.</p> <p>4</p>	<p>He don't use scissors. He don't use a watch but he cannot cut the paper. He feel so happy he get a watch.</p> <p>5</p>					<p>Communication, language and literacy</p>
<p>make a watch a her painting is so high.</p> <p>music - she can follow song and sing it.</p> <p>5</p>	<p>A letters painting - he find his name's first letter with No speaking in process. music - he can follow T and speak short words.</p> <p>4</p>	<p>music - quilt. sometimes singing.</p>	<p>music - singing do action construct.</p>	<p>music - No singing! eat his fingers.</p>		<p>Problem solving, reasoning and numeracy</p>
						<p>Knowledge and understanding of the world</p>
						<p>Physical development</p>
						<p>Creative development</p>

C school

Nursery

Date: 28

Subjects \ Names	F	E	D	C	B	A
Personal, social and emotional development	She can play with adults when she familiar with her. Get her questions, always get "Yes" or "No" answer.					She takes care about her peers. She always like to play with her.
Communication, language and literacy	A reading book - when she read a book with another person they speak Polish. She plays with Olivia and they speak Polish. Olivia ask the question and Amelia follow her.	She can say "spider". A book "What are you doing?" I want to wash my hand. They speak Polish.		He needs to wash his hands. He see TB gesture and say "at" just when hands and no talk.	Attack any animals. You know he needs to wash his hands. He see TB gesture and say "at" just when hands and no talk.	He stand with peers. He play just watch. No talking. He has chance to play. He can follow the sound to find the correct numbers.
Problem solving, reasoning and numeracy	She knows count to 5 to eat snack.				He is playing computer with him. He is role-play for playing. He is role-play chair, push it very fast with foam, for a while.	He play - she can put on shoes to baby. But spend a long time.
Knowledge and understanding of the world						She is not read out. He try twice of "I" and she says others.
Physical development						
Creative development	She just put animals in the bowl. doesn't spread by colors. She plays drums. Just smile and try different sounds. She can match the drum with the picture.	She use blue ink to make blue animals in the bowl. She use blue ink to make blue animals in the bowl. She use blue ink to make blue animals in the bowl.				

C school

Nursery -

Date: 3/1

Subjects \ Names							
A	B	C	D	E	F		
<p>1. She's confident in small group. She raises her hand several times want to answer the questions.</p>					<p>2. She's confident. She's happy to put water in the cup they have short Polish talk.</p>	Personal, social and emotional development	
<p>3. He shows he makes a mistake when I ask him what's that "whales". He answers in Polish. 4. He doesn't like raisins. He says "he eat one. he feel not good and give it to Oliver C."</p>		<p>5. He is difficult to say "whales". He sees pictures and always play along. 6. He says "it's a lot xoxo. I teach him to say 'whales'."</p>	<p>7. He is really quiet today. 8. He is really quiet today. 9. He is really quiet today.</p>	<p>10. He knows "black and white" of the killer whale. 11. He asks "I to have more milk" to put it on.</p>	<p>12. He cannot put her zipper. He asks to help her. Just show the zipper to put it on. 13. He is really speak Polish with mother tongue in long sentence.</p>	Communication, language and literacy	
<p>14. In small group she can count 1-20. Not clear about 20-30. But she knows start with 2.</p>		<p>15. He is not counting. He always say he needs to eat snack so time to feed him. Write.</p>				Problem solving, reasoning and numeracy	
<p>16. She put so many fish in the sea. I teach him to say "whole, starfish, shark, shrimp, turtle, fish. He answered."</p>				<p>17. When he play the baby and push chair. He talk with other peers. What's happen with the baby.</p>	<p>18. In role-play area with dolls. They talk about the baby not in.</p>	Knowledge and understanding of the world	
		<p>19. She's hands are powerful. Can put the blocks on the wall.</p>				Physical development	
		<p>20. He looks a starfish and use a shell sand. Little bear. Little orange pencil to draw on the paper.</p>			<p>21. She draw cubes. Not really like a crab. But I can see 8 legs.</p>	Creative development	

Nursery - L school

Date: 3/2

Subjects	Names	F	E	D	C	B	A
Personal, social and emotional development	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Communication, language and literacy	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Problem solving, reasoning and numeracy	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Knowledge and understanding of the world	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Physical development	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Creative development	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

C school

Nursery -

Date: 3/3

Subjects \ Names					
	A	B	C	D	E
Personal, social and emotional development			absent		
Communication, language and literacy					
Problem solving, reasoning and numeracy					
Knowledge and understanding of the world	<p>6</p> <p>As play sharks with peers she is shy just play about 2 mins</p> <p>As an animal sand - He pretend to be a shark. He likes to touch the fishes.</p>	<p>6</p> <p>He throw the sand red because it will hurt somebody. I stop and explain to him.</p>		<p>As fish models with sand - He play - she takes some fish is so happy and pretend he is go around and play with other a shark and eat other fish and with sea animals - the play alone.</p>	
Physical development					
Creative development	<p>7</p> <p>As he put different colour bricks, make a tall tower.</p>	<p>4</p> <p>As he print a turtle on the paper without help.</p>	<p>As he can use finger to color the shark's body with TA.</p>	<p>As he print a total picture. but he use his hand to play colours.</p> <p>As he work with Kawsar with no talking. they see each other's work.</p>	

Nursery - C school

Date: 3/7

Subjects\ Names	A	B	C	D	E	F
Personal, social and emotional development		absent.	He suddenly doesn't want to play anything he want to find his sister in reception. And tell his sister's name again and again.			As she is crying because Olivia hit her, she (A) talks to T. so she cry very loud. other peer tell T what's happen.
Communication, language and literacy			He doesn't want to eat apple, he just call it's name and show apple. T want he to talk what's wrong with the apple?	He has good (writing) when sound "s", "t" he know his peers names start with "s" and "t".		When other peers take her bag, she is angry. want to take it back, but no talking to the peer, finally she give up.
Problem solving, reasoning and numeracy	Apologies of numbers in 10. she do it well. she likes to do it after few minutes she do it again.					
Knowledge and understanding of the world	She play puzzles (10) 6 pieces about fish. she finish one tile.		He isn't good in using mouse, always click the wrong button.			As she is play and play games with Olivia.
Physical development			During the copy and paste, his "s" "e" is good.		When he want to go forward, push other "fish". only "f" is clear, to recognize that is unpleant.	
Creative development	Apologies - she knows keep painting brush to R on the paper. she make a crab, but take a long time.		He use drawing to put colours not R, but it still has a crab.	He can use R to make a whale.	He doesn't know how to R so he draw a crab. fishes.	As he doesn't know how to paint, put brush and paint the paper, need T to show again.

Nursery - ^{C school} [redacted]

Date: 3/8

Subjects \ Names	A	B	C	D	E	F
Personal, social and emotional development			△ They help T to decorate the area that is a pet hospital (Veterinary Surgery)			
Communication, language and literacy		△ T point her "eyes" about he to say eyes. △ He wants a parade doesn't say just sound "L, L, L," and eat quickly.	△ Task him what is the dog doing. He said "dog" but he just eat a bit of it. to T and want put it in the bin. △ He doesn't understand T said "cross legs" to him. T show other pens he knows that.	△ He doesn't (like) and but he take one and doesn't eat it. put it in the bin.		△ She can say "eyes". △ She take a dog and a bag from role-play area. She want me to open the bag and speak in Polish.
Problem solving, reasoning and numeracy			12			
Knowledge and understanding of the world		△ T - she can follow the instruction, but she doesn't know where is the space bar. after T tell her second time she knows how to play				
Physical development		△ He use spoon to put rise in the bottle. the spoon is big so a lot of rise outside the bottles, but he is happy to show the bottle make sound shake the bottle.	5		△ The spoon is too big he knows using it to put rise in.	
Creative development		△ He make pancakes - perfect a string and know the material. She eats the pancake.	9	△ He make pancakes - the same as yesterday, but he doesn't want to eat that. I think maybe the lemon juice is too big.	△ painting - draw cat. He use one colour to draw the whole paper.	

Date: 3/9

10

C school

Nursery -

Date: 3/10

Subjects \ Names							
A	B	C	D	E	F	Personal, social and emotional development	
She is quick to finish it. Her fingers need to be like to play pet's puppy and make different sounds. He make different sounds. He make a lot of fish to the family. He say "fish fish" "water fish".	She is so active today. He like to play pet's puppy and make different sounds. He make different sounds. He make a lot of fish to the family. He say "fish fish" "water fish".	A pet piglet - fish name is "fish". "chase right place food". "fun and exercise under plate". He say "fish fish" "water fish".	She is a tracing 1 zoo. not bad, quickly through.	He is easy out of control. always not concentrate play. He says "oh, I think it's" but always not "I think it's" but always not "I think it's".	She speaks a lot of fish and more happy she can draw her work and feeling to travelling. She says "oh, I think it's" but always not "I think it's" but always not "I think it's".	Communication, language and literacy	
She is enjoying the games and peer play. She is speaking when she plays. She can make pet's sounds.	She is so active today. He like to play pet's puppy and make different sounds. He make different sounds. He make a lot of fish to the family. He say "fish fish" "water fish".	A pet piglet - fish name is "fish". "chase right place food". "fun and exercise under plate". He say "fish fish" "water fish".	She is a tracing 1 zoo. not bad, quickly through.	He is easy out of control. always not concentrate play. He says "oh, I think it's" but always not "I think it's" but always not "I think it's".	She speaks a lot of fish and more happy she can draw her work and feeling to travelling. She says "oh, I think it's" but always not "I think it's" but always not "I think it's".	Problem solving, reasoning and numeracy	
She is enjoying the games and peer play. She is speaking when she plays. She can make pet's sounds.	She is so active today. He like to play pet's puppy and make different sounds. He make different sounds. He make a lot of fish to the family. He say "fish fish" "water fish".	A pet piglet - fish name is "fish". "chase right place food". "fun and exercise under plate". He say "fish fish" "water fish".	She is a tracing 1 zoo. not bad, quickly through.	He is easy out of control. always not concentrate play. He says "oh, I think it's" but always not "I think it's" but always not "I think it's".	She speaks a lot of fish and more happy she can draw her work and feeling to travelling. She says "oh, I think it's" but always not "I think it's" but always not "I think it's".	Knowledge and understanding of the world	
She is enjoying the games and peer play. She is speaking when she plays. She can make pet's sounds.	She is so active today. He like to play pet's puppy and make different sounds. He make different sounds. He make a lot of fish to the family. He say "fish fish" "water fish".	A pet piglet - fish name is "fish". "chase right place food". "fun and exercise under plate". He say "fish fish" "water fish".	She is a tracing 1 zoo. not bad, quickly through.	He is easy out of control. always not concentrate play. He says "oh, I think it's" but always not "I think it's" but always not "I think it's".	She speaks a lot of fish and more happy she can draw her work and feeling to travelling. She says "oh, I think it's" but always not "I think it's" but always not "I think it's".	Physical development	
She is enjoying the games and peer play. She is speaking when she plays. She can make pet's sounds.	She is so active today. He like to play pet's puppy and make different sounds. He make different sounds. He make a lot of fish to the family. He say "fish fish" "water fish".	A pet piglet - fish name is "fish". "chase right place food". "fun and exercise under plate". He say "fish fish" "water fish".	She is a tracing 1 zoo. not bad, quickly through.	He is easy out of control. always not concentrate play. He says "oh, I think it's" but always not "I think it's" but always not "I think it's".	She speaks a lot of fish and more happy she can draw her work and feeling to travelling. She says "oh, I think it's" but always not "I think it's" but always not "I think it's".	Creative development	

Nursery -

Date: 3/14

[illegible]

Nursery

Date: 3/16

Subjects \ Names	A	B	C	D	E	F
Personal, social and emotional development					absent	Alia read a story for her. She is listening to talking and smiling.
Communication, language and literacy		Alia says the picture he knows and say "coo coo coo". Alia knows "dog" and makes sound.				Alia with Olha play together, but she doesn't want to play with her. They argue with Polish.
Problem solving, reasoning and numeracy		17				
Knowledge and understanding of the world	11 Alia can roll the dough very well. Alia says she uses tools very good. Alia pull and roll sand to make up. (use 2 cups).	Alia is good to use his fingers.		Alia roll the dough and he can roll the dough to a ball very well.		Alia plays with a dog she likes and take it around class.
Physical development	5	6				
Creative development		8		Alia painting - he uses brush to print tiger's pattern.		

[illegible]

C School

Nursery -

Date: 3/21

A	B	C	D	E	F	Subjects/Names
						Personal, social and emotional development
<p>she is good can put them in the bin. He put over the drinks. He put them into small white, and had to take them to a long time.</p>		<p>she is always not join his group and do actions with this order. As I take him to T get him to do some actions or sounds in the group.</p>				Communication, language and literacy
<p>she can use mouse to click every item she wants. Around with peers she is happy to put sand in the cup with peers in. On happy birthday letters are round and take it no other people and say "Happy Birthday".</p>	<p>she is playing game on computer. He just click every item. try them and look what's happen after.</p>	<p>she is using the use knife to cut the dough and scissors to cut it. He say "scissors".</p>		<p>she play with peers all the time so just play a while.</p>	<p>she uses the sand and cup to make a cake and sing "Happy Birthday" in 2n.</p>	Problem solving, reasoning and numeracy
				<p>she ride a bike use his feet very well.</p>		Knowledge and understanding of the world
		<p>she is repeating blue and yellow O and O. good, no overlap.</p>			<p>she is painting the O with paint colours.</p>	Physical development
						Creative development

Subjects \ Names	A	B	C	D	E	F
Personal, social and emotional development	<p>After the girls cannot hold the 'A' He say "rush" "look" that he learn new words. So she cannot write 'A' correctly. So she cannot write 'A' correctly. So she cannot write 'A' correctly.</p>	<p>He cannot say his find 'g'. Just put all numbers to show and sound 'g'.</p>	<p>At the home he see the name 'A' and find the same letters from keyboard need to help. Actually 'A' mean by the door. In group - one.</p>	<p>Quintin's 'A' I want a number '8'. He got 2 and say 'I have two '8'.</p>	<p>At the school, I can type his name, not really find the letters and find 'A' in the keyboard. They need help.</p>	<p>Ashe is in the corner with Dina. And take some to send (Anas) with them. They just talk to each other in the class. They're all.</p>
Communication, language and literacy						
Problem solving, reasoning and numeracy						
Knowledge and understanding of the world						
Physical development						
Creative development						

C school

Nursery -

Date: 3/24

A	B	C	D	E	F	Subjects/Themes
<p>she wrote a "k" in a big paper.</p> <p>8</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>Personal, social and emotional development</p>
<p>she took many spaghetti and take it to share to other peers.</p> <p>13</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>Communication, language and literacy</p>
<p>she took many spaghetti and take it to share to other peers.</p> <p>13</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>Problem solving, reasoning and numeracy</p>
<p>she took many spaghetti and take it to share to other peers.</p> <p>13</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>Knowledge and understanding of the world</p>
<p>she took many spaghetti and take it to share to other peers.</p> <p>13</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>Physical development</p>
<p>she took many spaghetti and take it to share to other peers.</p> <p>13</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>she took the box a picture and say "it's big".</p> <p>she learn another peers name "Samuel" and he talk to match.</p> <p>20</p>	<p>Creative development</p>

Subjects		Names	
G	H	I	J
K	L	Personal, social and emotional development	
Communication, language and literacy		Problem solving, reasoning and numeracy	
Knowledge and understanding of the world		Physical development	
Creative development			
<p>He can say "good morning" but not "good night". He doesn't know the order. He is not doing anything.</p> <p>He is improving. In 2 months he will be able to say "good morning" and "good night".</p>		<p>absent.</p>	
<p>He knows how to borrow books from the library and say "please" and "thank you".</p> <p>He is asking her what's in the library? she said she likes the witch story.</p>		<p>Good balance. very good actions.</p>	
<p>He doesn't see the difference between the two actions. He is so concentrated and he is not doing anything. He is not doing anything. He is not doing anything.</p>		<p>Good balance. and walk test.</p>	
<p>He is not doing anything. He is not doing anything. He is not doing anything.</p>		<p>Good balance. and walk test.</p>	

C school

Reception-

Date: 3/29

Subjects \ Names						
Personal, social and emotional development	L	K	I	I	H	G
Communication, language and literacy						
Problem solving, reasoning and numeracy						
Knowledge and understanding of the world						
Physical development						
Creative development						

C school

Reception-

Date: 3/30

G	H	I	J	K	L	Subject names
<p>She is very confident about music game. He word to try and do the math actively.</p>				<p>She is easy to upset and cry when she play individual work.</p>		Personal, social and emotional development
<p>At lunch when I ask lunch. He say "Not lunch" first time.</p>	<p>When he play game with peers. He can speak in with them to talk about what's turn. Already they up time. He asks "Can I go back to play?"</p>				<p>When talk about the traffic light with TA. With good English very long sentences.</p>	Communication, language and literacy
<p>He use counting to do math. He know how to count. He know how to do math. He can get the correct answer. He can count 1-5 and more to 10. He can count to He write "10-1" and "2". He can count the answer is "9".</p>	<p>When he play game with peers. He can speak in with them to talk about what's turn. Already they up time. He asks "Can I go back to play?"</p>	<p>When he play game with peers. He can speak in with them to talk about what's turn. Already they up time. He asks "Can I go back to play?"</p>	<p>When he play game with peers. He can speak in with them to talk about what's turn. Already they up time. He asks "Can I go back to play?"</p>	<p>When he play game with peers. He can speak in with them to talk about what's turn. Already they up time. He asks "Can I go back to play?"</p>	<p>When he play game with peers. He can speak in with them to talk about what's turn. Already they up time. He asks "Can I go back to play?"</p>	Problem solving, reasoning and numeracy
					<p>She use the finger and not very well and not with adults very well.</p>	Knowledge and understanding of the world
						Physical development
<p>When he play game with peers. He can speak in with them to talk about what's turn. Already they up time. He asks "Can I go back to play?"</p>	<p>When he play game with peers. He can speak in with them to talk about what's turn. Already they up time. He asks "Can I go back to play?"</p>	<p>When he play game with peers. He can speak in with them to talk about what's turn. Already they up time. He asks "Can I go back to play?"</p>	<p>When he play game with peers. He can speak in with them to talk about what's turn. Already they up time. He asks "Can I go back to play?"</p>	<p>When he play game with peers. He can speak in with them to talk about what's turn. Already they up time. He asks "Can I go back to play?"</p>	<p>When he play game with peers. He can speak in with them to talk about what's turn. Already they up time. He asks "Can I go back to play?"</p>	Creative development

Subjects	Names						
Personal, social and emotional development							
Communication, language and literacy							
Problem solving, reasoning and numeracy							
Knowledge and understanding of the world							
Physical development							
Creative development							

C school

Reception-

Date: 4/27

Subject's Names	L	K	J	I	H	G
Personal, social and emotional development		When talking she speaks so loudly, so you can't hear her. When other people are talking she cry for few minutes.				When he doesn't know which word, read T to point out the letter in word. A reading: He can read 3 words sentence and spell the word by himself (I can see).
Communication, language and literacy	When she can read some simple words (no spelling) or I hear. It's a little difficult for her. I read the words for her. she can write the letters.	When she can read some simple words (no spelling) or I hear. It's a little difficult for her. I read the words for her. she can write the letters.	When she can read some simple words (no spelling) or I hear. It's a little difficult for her. I read the words for her. she can write the letters.	When he is good to write the words with card, and he knows repeat every word.	When he is good to write the words with card, and he knows repeat every word.	When he is good to write the words with card, and he knows repeat every word.
Problem solving, reasoning and numeracy						
Knowledge and understanding of the world	When she can read some simple words (no spelling) or I hear. It's a little difficult for her. I read the words for her. she can write the letters.	When she can read some simple words (no spelling) or I hear. It's a little difficult for her. I read the words for her. she can write the letters.	When she can read some simple words (no spelling) or I hear. It's a little difficult for her. I read the words for her. she can write the letters.	When he is good to write the words with card, and he knows repeat every word.	When he is good to write the words with card, and he knows repeat every word.	When he is good to write the words with card, and he knows repeat every word.
Physical development						
Creative development	When she can read some simple words (no spelling) or I hear. It's a little difficult for her. I read the words for her. she can write the letters.	When she can read some simple words (no spelling) or I hear. It's a little difficult for her. I read the words for her. she can write the letters.	When she can read some simple words (no spelling) or I hear. It's a little difficult for her. I read the words for her. she can write the letters.	When he is good to write the words with card, and he knows repeat every word.	When he is good to write the words with card, and he knows repeat every word.	When he is good to write the words with card, and he knows repeat every word.

Subjects	L	K	J	I	H	G	Names
Personal, social and emotional development			She is always not concentrate when she does activities, talk a lot and sometimes do something that I don't want to know it.				
Communication, language and literacy		She always chat when she play and talk about what I want to hear.	She say "I am feeling tired, because I do a lot of work in school."	She say "I feel happy because my friends make me happy."	She says "I feel happy because my friends make me happy."	She says "I feel happy because my friends make me happy."	
Problem solving, reasoning and numeracy	She can count and say the right numbers. She very concentrate and take what I'm talking. She can follow the directions and finish the work. Sometimes she write down the right answers.	She is so confident but often I teach her many things she knows step by step. She can count.	She can't write the words because I help her.	She also know take away and add some. He can read the subtraction problems.	He knows the take away meaning but not adding.	He doesn't understand it. He always about take away and add some. He can't write the subtraction problems when he write the subtraction. He knows how to write it.	
Knowledge and understanding of the world		She can play the video and find down the voice by herself. She knows the experiment well.					
Physical development				She uses left hand, very slowly.			
Creative development	She can draw and say the right words. She is quite creative. She can follow the directions and finish the work. Sometimes she write down the right answers.	She is so confident but often I teach her many things she knows step by step. She can count.	She can't write the words because I help her.	She also know take away and add some. He can read the subtraction problems.	He knows the take away meaning but not adding.	He doesn't understand it. He always about take away and add some. He can't write the subtraction problems when he write the subtraction. He knows how to write it.	

C school

Reception-

Date: 5/6

G	H	I	J	K	L	Subject's names
<p>He doesn't follow it's reading but when Task Do U like to? He answer he like to play. As Task him someone came here to take U home. Who is he? He can answer. "He's my uncle."</p>	<p>He should a certificate about he join the football club.</p>	<p>Reading: He can follow it's reading. If he see some words he knows but he can't read it by himself.</p>		<p>At reading: she heard it's reading and use her finger to point out every word. She also try to spell some words.</p>		<p>Personal, social and emotional development</p>
						<p>Communication, language and literacy</p>
						<p>Problem solving, reasoning and numeracy</p>
						<p>Knowledge and understanding of the world</p>
<p>One is easy not focus on T do something T did it say. So he always let T notice about him.</p>		<p>She is good play with his partner understand the rules.</p>			<p>She and her partner have a goal from both she knows the rules and follow it's direction.</p>	<p>Physical development</p>
<p>When I often reading he see the book and then a bag and then her red bag.</p>		<p>Reading and write: she knows all the food. try to cut them in pieces. Task her to finish it. So she do it very slowly.</p>				<p>Creative development</p>

C-school

Reception-

Date: 5/10

Subjects	Names
G	L
H	K
I	J
J	K
K	L
L	M
M	N
N	O
O	P
P	Q
Q	R
R	S
S	T
T	U
U	V
V	W
W	X
X	Y
Y	Z

she likes to play with peers but he is so shy, always afraid to speak too much with peers. When I need to teach in group he is gone, he join the group but don't learn from the teacher.

He likes the teacher and talk to her very easily. He is very shy and he is thinking when I ask him to join him to the group. He is shy and he is thinking when I ask him to join him to the group. He is shy and he is thinking when I ask him to join him to the group.

He likes to play with peers but he is so shy, always afraid to speak too much with peers. When I need to teach in group he is gone, he join the group but don't learn from the teacher.

Subjects	James	L	K	J	I	H	G
Personal, social and emotional development	absent	absent				she always like other people to be but I'm why? He just smile.	
Communication, language and literacy				she is active to answer T's question to explain. Every time she find out "or" and "er" that her you want to find so far and "or" she need T to help and find all words. After writing's not really good and talking with friend so loud, she writing listening she write down the words not really correct as T say but her try to spell words. and she can get the first and final sounds.	she is clear about the date cannot write down by himself. I heard say "or" mean T's words. He is not connecting write but others he write the words. she find a lot of "or" and "er" same word to connect them. I ask she can ask "or" can I play with it? He can find all "or" by himself. Writing: tracing words. It connect "or" into.	when T say words with "or" he cannot write down by himself. I heard say "or" mean T's words. He is not connecting write but others he write the words. she find a lot of "or" and "er" same word to connect them. I ask she can ask "or" can I play with it? He can find all "or" by himself. Writing: tracing words. It connect "or" into.	she likes playing games they check the connect, share how to play, but he doesn't use voice to play.
Problem solving, reasoning and numeracy							she is writing good writing. "or" can connect.
Knowledge and understanding of the world				last play games, she knows how to find games than website. She can chat the game with peers. a paragraph she use pencil to draw the laugh and she find that's funny.	last play games, she knows how to find games than website. She can chat the game with peers. a paragraph she use pencil to draw the laugh and she find that's funny.		
Physical development				she hold pencil with whole fingers			
Creative development					she draw big and small spots. He colour the side and finish the body very carefully. to draw another side.	she draw 6/2 spots in 2 sides. He colour the side and finish the body very carefully. to draw another side.	

Camp 1

Grade: 6/7

544

C school

Reception-

Date: 6/8

G	H	I	J	K	L	Subjects \ Names
absent.	absent.				absent	Personal, social and emotional development
		drawing = He writes "I can go to jungle" and draw a picture.		drawing = She copy the words write "I can go to a island." She can describe what she wants to do.		Communication, language and literacy
she's not good at it. it's all the same good.				it's good to count 1 to 30 and correct.		Problem solving, reasoning and numeracy
she's in the garage. He fix the car and help people to put the car board in.		a page = He's a operator. He pick up phone ask people who he want to fix.	a page = she tell the story with a T and track her questions about play block and toast them the story. She can answer where I want to go? and very clear about story.			Knowledge and understanding of the world
						Physical development
she will be group to draw a magic bed. He draw a lot of cats and rabbits and he gave with.		drawing = He decorate the house with a quilt. He use the glue very materials on the wall so he put everything on the top. bed. pet (dog and cat).	drawing = she is sewing all the stuff she can do it by herself. She put herself. She decorate color. Did put everything neatly.			Creative development

Reception-

Date: 6/9.

Subject: James

Bangali Bangdeshi

absent

Bangali: <u>Bangladesh</u>	That should be the the home or not? He think we should because that he found it.
----------------------------	--

absent.

Personal, social and emotional development

Wanting = she writes a postcard to Mum and Dad. She went to a good castle. I help her to choose words. She can think one spell by herself.

Communication, language and literacy

Problem solving, reasoning and numeracy

use with to find treasure, with her group.
 I give them clues and they confirm the treasure.
 They check everything in group.

Treasure hunt - He with his group went to find treasures. He works very hard, try to find everything.

Knowledge and understanding of the world

Physical development

Drinking = He colour squires very concentrate and he use left hand to write very clearly and neatly.

pointing: she can use brush
very careful to paint squiggles
using different colours, not over the line.

Creative development

school

Date: 6/30

547

Subjects \ Names	L	K	J	I	H	G
Personal, social and emotional development						
Communication, language and literacy		A T told her to read some words in the beginning and find the right pictures.		She's missing the lorry, but she can match correct one.	She confuse, lorry and tractor. makes the wrong answer. Heavy is the wrong right answer, but makes the wrong pictures.	
Problem solving, reasoning and numeracy			she puts up A, B, C. she thinks that names are easy to make a B with a straw, but use label that's difficult for her, she doesn't know how to bond it.	she's quickly into the situation and do the right action from teacher's order. (she takes a box and says it has 4 wheels (sides) after I explain how to make a line piece, she knows how to do.	she is not really happy and play with wrong way. she uses scissors to cut the straw but not the same as the (unit) make a box. she try to do a cutting paper to make a box.	
Knowledge and understanding of the world						
Physical development						
Creative development		Building models: she doesn't have any ideas, cut box paper make a house and she makes paper on the box and other pieces give her some ideas. she writes her number of the cut in the end. she still no ideas.				

C school

Reception-

Date: 6/3

Subjects \ Names					
	G	H	I	J	K
Personal, social and emotional development					
Communication, language and literacy	<p>Δ He likes boxes most. In the beginning he cannot answer the question. He answers someone else didn't do this week. After T explain he say one thing.</p>	<p>Δ He likes to do music instruments. And he likes different sounds.</p>	<p>Δ He likes to match up words and pictures. He likes climbing the box. He likes to read words and because she went to the top.</p>	<p>Δ She likes making a model. In this week, and she made a house with Bangla-style.</p>	
Problem solving, reasoning and numeracy					<p>Δ She knows □. □ she cut the story into many small pieces. That's hard to use different show places to make a □.</p>
Knowledge and understanding of the world					
Physical development					
Creative development	<p>Δ He likes to cut a head model. He likes to make a bus. He needs T to help make a voice car. Most of the time T to use tape to help him.</p>	<p>Δ He likes to make a bus. He needs T to help make a bus. He needs T to help make a bus. He needs T to help make a bus.</p>			

Subjects \ Names	G	H	I	J	K	L
Personal, social and emotional development						
Communication, language and literacy						
Problem solving, reasoning and numeracy	<p>She writes in 10 speed a long time then she can't write square. His 2, 9, not right but the 20s. He can write something need T's help, or see the card.</p>	<p>He writes numbers in 100. He can hop very long line without change leg. He is very good to tell when a note and he can write up quickly.</p>	<p>She and her friend in the back corner. They talk a lot, play with animal toys and some role-play.</p>	<p>She can write numbers. I need any number from 1 ~ 100. She's not clear about 10s, 20s, 50s, 100s.</p>		
Knowledge and understanding of the world						<p>She understood how to control bee - but she needs to try the directions. She thinks more and sometimes need to try more.</p>
Physical development	<p>She knows and copy T's action but sometimes he's really not concentrate on following. He can't touch his knees. He cannot stand a note and cannot stand up hold 2 feet.</p>	<p>He can hop very long line without change leg. He is very good to tell when a note and he can write up quickly.</p>	<p>She listens T's order quickly. So she always quite through. She can copy actions. She's good at this. 97.</p>	<p>She do every action hand and she do actions. She really do very hardy. not into a note is easy from sit up. She's got to do 97.</p>		
Creative development	<p>She can make a map. So they need to talk what kind of map they want to make a path that map. He can draw a boat with a car.</p>					<p>She draw the map with her group. She know herself can't.</p>

Subjects \ Names	Subjects \ Names	Subjects \ Names	Subjects \ Names	Subjects \ Names	Subjects \ Names
Personal, social and emotional development					
Communication, language and literacy					
Problem solving, reasoning and numeracy					
Knowledge and understanding of the world					
Physical development					
Creative development					

Date: 7/7

Reception- C school

Subjects\Names						
	G	H	I	J	K	L
Personal, social and emotional development						
Communication, language and literacy	<p>She write "I went xxx." He said "I went to the farm." I show not concentrate looking at the farm and find out words.</p>				<p>She write "I went to the farm." I show sheep's not very connect up in letters together. spelling not correctly, but she knows what she's doing.</p>	
Problem solving, reasoning and numeracy			<p>She find differences and had to tell her the final one and she cover her answers, not show to the peers.</p>			<p>She find some different places. She afraid to spot it. She can make sure she's right. I give her next order and she put pictures in some rows.</p>
Knowledge and understanding of the world	<p>He's ready to listen and hear. He put everything back with the book.</p>	<p>He's good in using words and he knows to follow the path.</p>	<p>He always look the path. He put the book beside her. He knows what's happen in her own.</p>	<p>She's waiting for the long time. But she's so patient. But she's not happy. Help to find the homepage.</p>	<p>She's waiting for the long time. But she's so patient. But she's not happy. Help to find the homepage.</p>	<p>She's waiting for the long time. But she's so patient. But she's not happy. Help to find the homepage.</p>
Physical development						
Creative development	<p>At the beginning he copy March. He's not good. He can draw every part by himself.</p>	<p>He's not good. He can draw every part by himself.</p>	<p>He's not good. He can draw every part by himself.</p>	<p>He's not good. He can draw every part by himself.</p>	<p>He's not good. He can draw every part by himself.</p>	<p>He's not good. He can draw every part by himself.</p>

C school

Reception-

Date: 7/8

Subjects \ Names	G	H	I	J	K	L
Personal, social and emotional development						
Communication, language and literacy				After watching is almost clear and understand every letter shape and can read words		
Problem solving, reasoning and numeracy						
Knowledge and understanding of the world						
Physical development						
Creative development	Blue book - He draw himself Dad and Mum. They went to a party.	Blue book = He draw his pants up side down. and himself sit on the ground	After watching he makes a big shape and small squiggly shape and paint it. So that's difficult to paint. separately and separate the	After watching she makes a big shape and small squiggly shape and paint it. separately and separate the	Blue book - she draw her friends. she met on the weekend.	

C school

Reception-

Date: 7/19

Subjects \ Names					
	G	H	I	J	K
Personal, social and emotional development					
Communication, language and literacy				Like easy to make poems so she doesn't like to share things with peers. so peers with complete don't hear.	
Problem solving, reasoning and numeracy	As for GIVE = when he sees good spot give = offer explaining he always don't count and say me he knows how to play the number. and count other and really get it. he got a wrong answer.				she color 3 shapes O Δ □ and sketches their names.
Knowledge and understanding of the world					use use computer to paint pictures. she like to draw.
Physical development					stand balancing she's really good put bean bag on the head and walk quickly.
Creative development					

Reception-

Date: 2/20

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SL school

Nursery -

Parent Data: 7/8

Subjects / Names

[Redacted] M

[Redacted] N

[Redacted] D

[Redacted] P

[Redacted] G

[Redacted] R

playdough - make balls.

like to use computer drawing even he doesn't know how to use it but he will try himself

blocks - make a train station

Creative development

Personal, social and emotional development

slide around and doesn't close any works for a long time.

Knowledge and understanding of the world

drawing chicken's foot prints. follow the line to draw ex. 1-2-3-4

adrian fish's bubble - pop it to draw a circle ex. 1-2-3-4 listening test

Communication, language and literacy

when she play with other peers. she doesn't speak to others. really quiet!

always ask "What's ur name?"
Good conversation with adults.

Physical development

playing water = used different tools in water.

playing soap water - he can use tools to make bubbles.

Problem solving, reasoning and numeracy

Subjects \ Names	M	7		P	Q	R
Creative development	A play fit and in with T. She can try every shapes and find the right places. She enjoys the singing even she doesn't sing.		A play puzzles, very construct and show his with a long time. He is no patience to sing songs. He just want to play outside.	A child follow T's orders. but he not singing. enjoy the activity.		
Personal, social and emotional development				A her can't speak along sentence but know what T said.	Always with a bear.	show her how sing song but doesn't speak.
Knowledge and understanding of the world	A role-play, dinner table. she say some words. Is not in. Sometimes mix a language. She is very happy but she T. Ask her question. She doesn't answer. She can listen.	A first thing he in the house. Is playing computer. Is in role-play. Ask ask him what's wrong? He answers with his own language. And give up. No conversation.		A He want to play computer but he can't say it. He use 4, 4, 4, 4. To show T. And T will help him. (PSE)	A role-play. making a phone call. she can speak short sentence. with Nicole.	A she plays with peers on adult. can't understand. but no talking.
Communication, language and literacy		A in group time. He doesn't say anything.			A child speak Polish to her. she answer by Polish.	A she can write "H" on the paper. and change it. A she knows every card and can say it correctly.
Physical development	A she is afraid to take out her teeth. second time she wants to try.	A play water with peers. no talking.	A playing outside - He can ride a bike very well.	A He cannot use scissors. need to teach him how to use.		
Problem solving, reasoning and numeracy		A play does no talking.		A count numbers and say it. play the dice and find the right card. ex. $10 = 10$		

Subjects \ Names	M	N	O	P	Q	R
Creative development	<p>Painting a butterfly - uses different colours to draw. She needs adult's help!</p>	absent			<p>She knows to paint outside, but she paint the white butterfly.</p>	
Personal, social and emotional development						
Knowledge and understanding of the world	<p>She can say orange say hello, to dolls and find orange card, cake card.</p>	<p>She likes airplane like to share it with adult.</p> <p>to role-play: he said 'I got cornet for my lunch.'</p>	<p>she can say, apple, banana drink, eggs, orange and egg picture, drink picture.</p>			
Communication, language and literacy	<p>She is quiet, always look at other peers.</p> <p>She can say 'daddy' when I said 'it on the "daddy"'</p> <p>she can say 'daddy' when I said 'it on the "daddy"'</p> <p>she can say 'daddy' when I said 'it on the "daddy"'</p> <p>she can say 'daddy' when I said 'it on the "daddy"'</p>	<p>she can speak in 2 words when she play in role-play (cooking)</p> <p>When she play alone, make a phone call, she speak with the phone. (quiet, a long sentence) always take the phone and speak with.</p>	<p>she reads a book so quickly after that, he took around she wants to open the picture in book, and point out, have sitting, good!</p>	<p>she reads a book so quickly after that, he took around she wants to open the picture in book, and point out, have sitting, good!</p>	<p>she reads a book so quickly after that, he took around she wants to open the picture in book, and point out, have sitting, good!</p>	<p>she reads a book so quickly after that, he took around she wants to open the picture in book, and point out, have sitting, good!</p>
Physical development	<p>She can match the numbers but confuse with 6 and 9.</p> <p>Sometimes cannot find the right way.</p> <p>she touch U means to draw, may work to U, or need help.</p> <p>another girl wants her toy and push her. she hide the toy very fast, no talking.</p>	<p>she can match the numbers but confuse with 6 and 9.</p> <p>Sometimes cannot find the right way.</p> <p>she touch U means to draw, may work to U, or need help.</p> <p>another girl wants her toy and push her. she hide the toy very fast, no talking.</p>				
Problem solving, reasoning and numeracy						<p>she can put the same colours' box together</p>

Nursery - SL school Date: 2/14

Subjects \ Names							
Personal, social and emotional development	absent						
Communication, language and literacy							
Problem solving, reasoning and numeracy							
Knowledge and understanding of the world							
Physical development							
Creative development							

When she work with T. If she see some food bowls she know she can speak them.

play big game with T. she know he play toy cars with other C. he was killed by others. He doesn't know how to deal with it. He need adult to help him.

she is not very passion to play games in pc and play 2 mins and go away.

Learn how to wash dishes with T. she plays mummy wash at home. she can peel 削土豆.

words - she can use the glue very well and watch other C how to do that.

outdoor playing - can ride a bike, play with others. can run, want to play ball with T. can throw the ball.

she always wear the clothes from the role-play area.

packing - she + black paper. she draw and herself. she knows how to say "sun" & "cake" - more careful with her T's order.

SL School

Nursery -

Date: 2/5

Subjects / Names					
██████ M	██████ Z	██████ D	██████ P	██████ Q	██████ R
<p>She is looking at T and what she do in the room.</p> <p>When she works with adult, she wants to play PC, but a adult say "No" to him. He go away.</p> <p>She play write letters very well. He can follow the order use fingers to write the right letters.</p> <p>Matching numbers 1-10. She can use cards to match numbers and items.</p> <p>She can see the pictures and match animals. She can not easy to define.</p> <p>She paste something on the paper with TA. She knows how to can repeat simple words.</p>	<p>absent</p> <p>absent</p> <p>He knows triangle and say it. □. □. □.</p> <p>She like to make noise when he play game.</p> <p>His hand-eye coordination is good. His finger is easy to write letters.</p>	<p>absent</p> <p>absent</p> <p>absent</p> <p>absent</p> <p>absent</p>	<p>He is happy when he play blocks with peers.</p> <p>He can say "paper" when he made a headbutt to make him into the noise to let adult know.</p> <p>He knows triangle and say it. □. □. □.</p> <p>He really likes to wear his own clothes.</p> <p>Swimming for him is a little bit difficult.</p> <p>When to the music he can dance with peers.</p>	<p>absent</p> <p>absent</p> <p>absent</p> <p>absent</p> <p>absent</p>	<p>absent</p> <p>absent</p> <p>absent</p> <p>absent</p> <p>absent</p>
Personal, social and emotional development	Communication, language and literacy	Problem solving, reasoning and numeracy	Knowledge and understanding of the world	Physical development	Creative development

Nursery

Date: 7/16

St. Peter's

Nursery -

Date: 2/17

Date: 2/17

Nursery -

DATE: 28

28

[illegible]

Subjects \ Names						
Personal, social and emotional development						
Communication, language and literacy						
Problem solving, reasoning and numeracy						
Knowledge and understanding of the world						
Physical development						
Creative development						

After about she can say E, W, and that she learn before, others she spoke her HL.

After about she can say E, W, and that she learn before, others she spoke her HL.

After about she can say E, W, and that she learn before, others she spoke her HL.

After about she can say E, W, and that she learn before, others she spoke her HL.

After about she can say E, W, and that she learn before, others she spoke her HL.

After about she can say E, W, and that she learn before, others she spoke her HL.

After about she can say E, W, and that she learn before, others she spoke her HL.

After about she can say E, W, and that she learn before, others she spoke her HL.

After about she can say E, W, and that she learn before, others she spoke her HL.

After about she can say E, W, and that she learn before, others she spoke her HL.

After about she can say E, W, and that she learn before, others she spoke her HL.

After about she can say E, W, and that she learn before, others she spoke her HL.

After about she can say E, W, and that she learn before, others she spoke her HL.

SL school

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Subjects	Names
Personal, social and emotional development	
Communication, language and literacy	
Problem solving, reasoning and numeracy	
Knowledge and understanding of the world	
Physical development	
Creative development	

Nursery -

SL School

Date:

3/7

Subjects \ Names	M	N	O	P	Q	R
Personal, social and emotional development		A Sometimes, he wants to play with other peers but he doesn't speak to them, so he always play alone. A He's happy to show his spider T-shirt to T. no talking. Shudhis meeting with BL.	A He is so shy when someone in the class he always say Hello to them.	absent		
Communication, language and literacy	A someone wear a mask to scare them. she just shouting and screaming running the class.	A He is in role-play area see other peers play. no join. no talking when peers find him. he run away from this place.	A when he see everyone he's really like to ask "what's your name?"		A she plays with other play dough. when they play create all speak fast.	A she talks to other peers all use Zn. Her speaking is good. so she can join other peers quickly.
Problem solving, reasoning and numeracy			A when he see everyone he's really like to ask "what's your name?"			
Knowledge and understanding of the world	A frog's life - T with her read a frog's book and show pictures to her but she can't put pictures in order. No talking. she shows frog's picture. A painting area - she use a lot of colours to paint (no pictures) and she can choose colours to clean it white colour.		A He is listening T explain the frog's life. he asks questions when he doesn't know the picture after few times, he can put them in order.		A she play - she gives a drink to peers. she is quite good in listening work. she is collecting En. or Polish, depend on who talks to her. A she prepare paper, telephone keyboard, pen on the desk and she start to type the playdough. is a secondary job, and open the phone publish.	A she play area - she play with peers and adult. she is quite good in listening work. she is collecting En. or Polish, depend on who talks to her. A she prepare paper, telephone keyboard, pen on the desk and she start to type the playdough. is a secondary job, and open the phone publish.
Physical development	A she play pushing car. good balance.	A pushing chair. very quick. when he meet the something on the road he will jump it.	A he has go balance. can use his feet on the box and move forward.			
Creative development	A play dough - she roll the dough with TA to make a long thin to repeat "frog" but when she find she can't see the foot she change to other work. A play caterpillar's puzzle after she finish 1 and 2. she can't find 3. so she try every pieces to fit the puzzle. (1-10).	A she play frog puzzles. Task him to repeat "frog" but when she find she can't see the foot she change to other work. A play caterpillar's puzzle after she finish 1 and 2. she can't find 3. so she try every pieces to fit the puzzle. (1-10).				A she play bricks and make different shapes she can explain what she did in Zn.

Nursery - [REDACTED]

Date: 3/8

Subjects\ Names	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Personal, social and emotional development						
Communication, language and literacy		<p>She read a book for a short time. Look at all the pictures and change other work.</p> <p>He wants more cakes just watch people not talking. No one knew what he wants. Need to wait I said, everyone have one and finish.</p>	<p>After he play the bubble. he said to I wash my hands.</p>	<p>He show the empty plant was he finish the pancake.</p>		<p>She chose several story books to read. Look at pictures when she see something she knows. she can say it. She eat pancake. finish quickly. She talk to me mummy and it before at home and daddy buy it at shop.</p>
Problem solving, reasoning and numeracy	<p>When she meet people or someone take her toys she cannot speak "No", only screaming.</p> <p>She try to say "red" but not clear, can say "circle". pickup "O"</p>	<p>He is not talking in group time but he knows put the same shapes together.</p>		<p>He say "yellow" today say and pickup "□". twice and one more but he can say colours or "blue □"</p>	<p>He say "blue" today knows and pickup "□". "△". "□"</p>	
Knowledge and understanding of the world	<p>Play trains with peers they make train that together but not talking. As she play frog and bird makes good! finish it herself.</p>	<p>He make a long train track and have 3 train on it. play alone. not cooperate with peers.</p> <p>He feel interested look at pears to do it. He try to stirring the flour. wait for his turn.</p> <p>He leave cooking table so fast when he find he can play games in computer.</p>	<p>He make pancakes - put flour in the bowl. help to mix together with eggs water.</p>	<p>He stand and wait in front of the computer to play with made.</p> <p>He takes a spider to scare pears, and he is so happy about it he plays with others.</p>	<p>He play - she play she is a guest and eat pancake. she say it.</p>	<p>As she different colour names - she can put the names in the same colour box (B22), animals. She know every animal name and colours.</p>
Physical development						
Creative development			<p>And our a caterpillar - he can turn it slowly and ready. if I ask him to do that.</p>	<p>He play frog in the 3d game. He happy to show he's playing but not talking. make sound</p>		<p>When she play trains she can speak a lot about the train and make sound like in train station.</p>

Subjects/Activities					Date: 3/9	
Personal, social and emotional development	Communication, language and literacy	Problem solving, reasoning and numeracy	Knowledge and understanding of the world	Physical development	Creative development	
<p>She shows her new mummy's T-shirt, retelling just use finger to point it.</p> <p>She sometimes speak Polish when she play alone.</p> <p>8 and find 8 spots (frogs) numbers (fish) - she knows 1-10. Sometimes she count with finger 1 to 10. 8, 9, but she explain numbers with T.</p>	<p>He see I draw a house. he say "u good!"</p> <p>The first time I hear him speak his full but I don't understand it.</p>	<p>He likes to say "no". When I want him to do something.</p> <p>1-10 too easy for him. so he is not really concentrated on it. and put wrong order on purpose.</p>	<p>When he play numbers. he see the cards and he say that he knows the shape is a fish.</p> <p>He know T. that someone put water on him. no language. let go.</p>	<p>She want put the clothes on. And need help. she say "please".</p> <p>She takes a police toy. say it is a doctor. so say it's a police. she know really.</p>	<p>She is retelling a house that I draw a house for her. Her things really powerful using her things quietly well.</p>	

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Nursery -

Date: 3/14571

SL school

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Subjects \ Names							
Personal, social and emotional development	[redacted] absent.	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Communication, language and literacy				She wants to play computer. but no space. He always say "I like". "I like". or sound "m" 7. 1. 7.			
Problem solving, reasoning and numeration				Alice - He can follow the instruction tasks for strawberry and he have to catch's.			
Knowledge and understanding of the world				a computer game she feed and sort it. He knows how to sort the food when he loose a food the computer speaks the name. apuzzles (farm) - He can follow the picture to finish every pieces by himself.			
Physical development							
Creative development							

Nursery

Date: 3/17

Date: 3/17

Nursery - **SL school**

Date: 3/21

Subjects \ Names						
Personal, social and emotional development	absent	absent	absent	absent	absent	absent
Communication, language and literacy	<p>she read a book: she read a story book in Polish, look at pictures and speak in her own words. Some times will speak once or two English.</p> <p>she read a book with Nicole. She teach Nicole what's 'eyes', 'elephant' in Zn, 'black'.</p>					
Problem solving, reasoning and numeracy	<p>she play with Nicole. She say she want to take the card '2' to her.</p>					
Knowledge and understanding of the world	<p>she play - she know using tools to cook and for food. Names for things, drinks, tobacco. When she is playing she has other conversation with others.</p> <p>she play - when Nicole share the 'house' lines, she can't answer. But she knows to click the screen and the answer is coming.</p>					
Physical development						
Creative development	<p>she uses different papers, floor and paste them on the paper.</p>					

Nursery - OL school [redacted] Date: 3/22

Subjects/Activities				
[redacted] M	[redacted] N	[redacted] O	[redacted] P	[redacted] Q
	<p>He push with another peer. they argue with a toy. so they fight each other. adult separation. He say something maybe I will be ML not in 2m. don't understand.</p>	absent	absent	absent
	<p>He takes to another child in his home language. The peer ask him "what's that! He repeat the word several times.</p>			<p>She colour the letter "O". using different colours. she know and say "O". When she plays with a Polish girl their conversations in 2m.</p>
	<p>When the train track broken he try to fix it and make the train can move.</p>			
<p>play cards with a peers and adult. She can pickup the right train. play by himself. not today because she can't say any things with other peers.</p> <p>She join the train with equipment in process she speak some words. I don't know what it that. not in maybe Polish.</p>				<p>While plays she put discs around looked the mirror, so happy.</p>

Subjects \ Names					
Personal, social and emotional development	absent	absent			
Communication, language and literacy					
Problem solving, reasoning and numeracy					
Knowledge and understanding of the world					
Physical development					
Creative development					

AShe with Felina yesterday in same group in train table they play together.

AShe see pictures and video she knows the animals and read their names ex sheep, chicken, cow, pig and so on.

AShe is watching video of the in farm yesterday and she see herself in screen so interesting.

AShe throw the sand bag from up to down so she cannot touch the target and she cannot use one leg to hit.

AShe use truck is wheel and is painting - He paint just look at his own disk after few minutes he come back and paint the paper.
AShe uses pink paper to decorate a pig - very concentration.

AShe help Amanda put the milk in the bowl and he's finished his snack.

AShe didn't go to the farm so he doesn't want to see the video. He can't share with his peers.
AShe plays a truck and put the bottom it made sounds. He's quite interesting about the horse.

AShe uses brush to paint on the paper just paint notices AShe is decorating a cow. And a cat also spots for him. He paste him in a row.

SL school

Reception-

Date: 4/11

Subjects	Names	Subjects	Names	Subjects	Names	Subjects	Names	Subjects	Names
Personal, social and emotional development									
Communication, language and literacy									
Problem solving, reasoning and numeracy									
Knowledge and understanding of the world									
Physical development									
Creative development									

she plays bricks with peers. He likes to be a leader and tell peers how to do.

A reading: He read few sentence in all the book. not sure he can read or not.

A she can speak few simple words or 'bye', 'mum', 'bite'. sometimes she speak other language to mix 'in'. After peer want a blue colour. She had all the pen not take her to him. to take other pen to him. as she can say few words. 'looking fine!' when she drawing picture.

A sporty dog game: He is good to be a leader and know how to play it. know to count the numbers.

A she play: she wants to play but she cannot say it. use her finger to show her meaning.

A house: He help peers to write his name with name record and help him to find the right pictures.

A colouring: she colouring the picture of a boy and a girl. she ask other peers to talk each other about their buildings. Good 'in' using.

A he can use scissors to cut papers.

A he create a big building using different colour. He is using his imagination to colour the paper and draw people (little girls). A house: she cannot learn read the words so she put pictures which she likes on the paper.

When he play bricks with peers he always throw the bricks many times.

A reading: he doesn't know where to start. he can ask 'where' because she looks at flowers. A reading: T teach him to read picture and know the colours. every sentence. He can discuss the pictures on book. He cannot read by himself.

A sporty dog: He knows five game very well and teach peers how to play and he can count the numbers.

A bricks: she plays with peers. and make a 'doggy'. She say. puzzles: she cannot finish the puzzles another peer help her.

A house: she cannot read the words so need to ask. but she knows the pictures.

Subjects \ Names					
Personal, social and emotional development					
Communication, language and literacy					
Problem solving, reasoning and numeracy					
Knowledge and understanding of the world					
Physical development					
Creative development					

Reception-

Date: 4/6

4/6

Subj: English	Name	Personal, social and emotional development	Communication and language and literacy	Problem solving, reasoning and numeracy	Knowledge and understanding of the world	Physical development	Creative development
		<p>He is clever. When he plays with his peers in the playground, he always wants to be the leader.</p>	<p>He always plays with peers. He doesn't share anything to other people.</p>	<p>He can't make like but it's not her turn. She stood there for a long time. She played happily - she pretends the situation in her doll. The peers with her dolls and talked about their story.</p>	<p>She likes to make like but it's not her turn. She stood there for a long time. She played happily - she pretends the situation in her doll. The peers with her dolls and talked about their story.</p>	<p>She likes to make like but it's not her turn. She stood there for a long time. She played happily - she pretends the situation in her doll. The peers with her dolls and talked about their story.</p>	<p>She likes to make like but it's not her turn. She stood there for a long time. She played happily - she pretends the situation in her doll. The peers with her dolls and talked about their story.</p>
		<p>He is clever. When he plays with his peers in the playground, he always wants to be the leader.</p>	<p>He always plays with peers. He doesn't share anything to other people.</p>	<p>He can't make like but it's not her turn. She stood there for a long time. She played happily - she pretends the situation in her doll. The peers with her dolls and talked about their story.</p>	<p>She likes to make like but it's not her turn. She stood there for a long time. She played happily - she pretends the situation in her doll. The peers with her dolls and talked about their story.</p>	<p>She likes to make like but it's not her turn. She stood there for a long time. She played happily - she pretends the situation in her doll. The peers with her dolls and talked about their story.</p>	<p>She likes to make like but it's not her turn. She stood there for a long time. She played happily - she pretends the situation in her doll. The peers with her dolls and talked about their story.</p>

[illegible]

Subjects	Names
Personal, social and emotional development	absent
Communication, language and literacy	<p>When we play the tough words game, we like to keep one thing which she wants and take it away from her. We like to walk around with her. We like to play it.</p> <p>When we play the tough words game, we like to keep one thing which she wants and take it away from her. We like to walk around with her. We like to play it.</p>
Problem solving, reasoning and numeracy	<p>When we play the tough words game, we like to keep one thing which she wants and take it away from her. We like to walk around with her. We like to play it.</p> <p>When we play the tough words game, we like to keep one thing which she wants and take it away from her. We like to walk around with her. We like to play it.</p>
Knowledge and understanding of the world	<p>When we play the tough words game, we like to keep one thing which she wants and take it away from her. We like to walk around with her. We like to play it.</p> <p>When we play the tough words game, we like to keep one thing which she wants and take it away from her. We like to walk around with her. We like to play it.</p>
Physical development	<p>When we play the tough words game, we like to keep one thing which she wants and take it away from her. We like to walk around with her. We like to play it.</p> <p>When we play the tough words game, we like to keep one thing which she wants and take it away from her. We like to walk around with her. We like to play it.</p>
Creative development	<p>When we play the tough words game, we like to keep one thing which she wants and take it away from her. We like to walk around with her. We like to play it.</p> <p>When we play the tough words game, we like to keep one thing which she wants and take it away from her. We like to walk around with her. We like to play it.</p>

Subjects \ Names					
Personal, social and emotional development	absent		He is playing with other person who T-talks. He is not really conversing when someone is talking.		
Communication, language and literacy			After conversation, what T say the better and write it down. She knows we can read and write by himself.		
Problem solving, reasoning and numeracy			A puzzle (numbers 1-30) = He cannot find the right place for the number, but he try to find which place is fit the number. He rectifying the numbers.		
Knowledge and understanding of the world			As he try to count different cars.... and write down the numbers she count finally. As he tries to do role play when they create a work. Soldier to see she choice other words.		
Physical development			As he find many different packages in the wood. He car. He stop and tell to others. Cannot use fit to fit wood on the stick very clear. any other. To do it better. As he tick very well and clear. And he know how to do it.		
Creative development			As he make the bike very well and help other peer to ride it.	As he make the bike very well and help other peer to ride it.	

Reception- (

Date: 5/11

[illegible]

Subjects \ Names					
Personal, social and emotional development	absent				
Communication, language and literacy					
Problem solving, reasoning and numeracy					
Knowledge and understanding of the world					
Physical development					
Creative development					

Subjects	Names
Personal, social and emotional development	<p>It is not good the word like can use body language to show they to use in and hear it. Together to tell T. What's happen. A girl find a toy is broken. She said it's broken. Very clearly.</p>
Communication, language and literacy	<p>He want to take his book and read it. He also can share with his pen.</p>
Problem solving, reasoning and numeracy	<p>He is at a travel book and he is taking about where he want to travel with pen. He open the travel book and try to look a place. He draw a picture. She and her sister stand on the land. And she stand on one feet. A girl house. She play with pen and good conversation play with each other.</p>
Knowledge and understanding of the world	<p>He is at a travel book and he is taking about where he want to travel with pen. He open the travel book and try to look a place. He draw a picture. She and her sister stand on the land. And she stand on one feet. A girl house. She play with pen and good conversation play with each other.</p>
Physical development	<p>He is at a travel book and he is taking about where he want to travel with pen. He open the travel book and try to look a place. He draw a picture. She and her sister stand on the land. And she stand on one feet. A girl house. She play with pen and good conversation play with each other.</p>
Creative development	<p>He is at a travel book and he is taking about where he want to travel with pen. He open the travel book and try to look a place. He draw a picture. She and her sister stand on the land. And she stand on one feet. A girl house. She play with pen and good conversation play with each other.</p>

Reception-

Date: 5/24586

Reception-

Date: 5/5

Date: / /		Subjects: Names	
Personal, social and emotional development	Communication, language and literacy	Problem solving, reasoning and numeracy	Knowledge and understanding of the world
Physical development	Creative development		

Subjects	Names
Personal, social and emotional development	<p>When she see Gubirle is talking she say, she doesn't know what she's talking.</p> <p>When she see Gubirle is talking she say, she doesn't know what she's talking.</p>
Communication, language and literacy	<p>When she see Gubirle is talking she say, she doesn't know what she's talking.</p> <p>When she see Gubirle is talking she say, she doesn't know what she's talking.</p>
Problem solving, reasoning and numeracy	<p>When she see Gubirle is talking she say, she doesn't know what she's talking.</p> <p>When she see Gubirle is talking she say, she doesn't know what she's talking.</p>
Knowledge and understanding of the world	<p>When she see Gubirle is talking she say, she doesn't know what she's talking.</p> <p>When she see Gubirle is talking she say, she doesn't know what she's talking.</p>
Physical development	<p>When she see Gubirle is talking she say, she doesn't know what she's talking.</p> <p>When she see Gubirle is talking she say, she doesn't know what she's talking.</p>
Creative development	<p>When she see Gubirle is talking she say, she doesn't know what she's talking.</p> <p>When she see Gubirle is talking she say, she doesn't know what she's talking.</p>

SL school

Reception-

Date: 6/3

Subjects \ Names						
Personal, social and emotional development						
Communication, language and literacy						
Problem solving, reasoning and numeracy						
Knowledge and understanding of the world						
Physical development						
Creative development						

Ben and Samanta speak the same H

Subjects \ Names					
Personal, social and emotional development					
Communication, language and literacy					
Problem solving, reasoning and numeracy					
Knowledge and understanding of the world					
Physical development					
Creative development					

Subjects	Names
Personal, social and emotional development	
Communication, language and literacy	
Problem solving, reasoning and numeracy	
Knowledge and understanding of the world	
Physical development	
Creative development	

[illegible]

Reception-

Date: 6/27

[illegible]

Subjects \ Names					
Personal, social and emotional development	absent.				
Communication, language and literacy					
Problem solving, reasoning and numeracy	when she lay bridges she just brother peer and she cry loudly. T to solve it and feel sorry to take a tissue and say sorry to her. Sophia is happy to explain but she needs to say sorry first.				
Knowledge and understanding of the world	Sophia to wear some clothes on baby but she cannot she ask for help.				
Physical development					
Creative development	she uses papers and tapes to make a bag she also draw some patterns on it. A big house she with peers to make a big house they can play inside.				

Reception-

ate: 6/29

Subjects	Names
Personal, social and emotional development	
Communication, language and literacy	
Problem solving, reasoning and numeracy	
Knowledge and understanding of the world	
Physical development	
Creative development	

SL school

Reception-

Date: 7/11

Subjects \ Names						
Personal, social and emotional development			She seems to be happy to change a new class. It's okay for her to play football.	She seems to be happy to change a new class. It's okay for her to play football.	She seems to be happy to change a new class. It's okay for her to play football.	She seems to be happy to change a new class. It's okay for her to play football.
Communication, language and literacy						
Problem solving, reasoning and numeracy						
Knowledge and understanding of the world						
Physical development						
Creative development						

Reception- SL school [redacted]					Date: 7/12		Subjects / Names
[redacted] S	[redacted] T	[redacted] U	[redacted] V	[redacted] W	[redacted] X	[redacted] Y	
	<p>As she tries to say long sentences but not every word in. In she mix in, and hear H. and she can get some point words, she can say "I got five" and "no more". Very clear she has "O", zero.</p>		<p>A word book: "Go away cat!" T read once and he repeated it. T pick up some words, he needs to repeat and say again. T read a word, he find out this word from the book in the beginning sound.</p>				Personal, social and emotional development
	<p>Some by one = one can count to. He count to 6, no problem and find H. spots when he can read the words and asks to her and want her to show them to him.</p>						Communication, language and literacy
	<p>As she play doll house, she use the dolls to make sounds and speak. One peer also play that one but they don't make talk together.</p>			<p>As she tries to say things making a noise and say things into the bottle and then with a pot. They have a lot like to put sand on her hands for conversation.</p>			Problem solving, reasoning and numeracy
<p>play dough if he can use different tools to make shapes.</p>							Knowledge and understanding of the world
							Physical development
<p>When she makes models = the boy with peers, they make cars, houses and show each other.</p>				<p>play dough = she had a lot play dough, and don't want to share to others.</p>			Creative development

Reception-

Date: 7/13

Subjects \ Names						
Personal, social and emotional development						<p>are always drawing little cars and throw the paper in the bin. so most papers.</p>
Communication, language and literacy						<p>to read "five". In the beginning she can chat a lot with peers, no language he find "up" after I read the problems. sometimes she connect again, because she connect other peers' facts and talk to them. In very fluency En.</p>
Problem solving, reasoning and numeracy						<p>At the chess adding with T. 1000 teddys and he can count the numbers and answer write down on the paper.</p>
Knowledge and understanding of the world						
Physical development						
Creative development						<p>she draw a "right house" paper. have the many levels sometimes she just draw few things on the paper and throw it in the bin. no patience to finish one picture.</p>

Reception

Date: 7/14.

Subjects

Personal, social and emotional development

**Communication,
language and
literacy**

Problem solving, reasoning and numeracy

Knowledge and understanding of the world

Physical development

Creative development

1. wish she in the shop, she can't
 talk to the people, what she
 wants to buy so she needs
 an adult to help her. she can't
 join this game, she looks so
 sad and hopeless.

Play this game: Count spots and find numbers from cards and enjoy this game with by turns. It's easy to forget numbers so he needs to count from 1. When he counting he need use finger to count.

Bob plays bricks with peers.
They talk quite a lot to build
a house. She decides to do herself
and not with others together.

He plays like the football.
and starts.
He pulls the chair. It can move
he gets
He with 2 pebbles to play rope
I had the time and he jump
in the middle. good!

one doesn't know how to use
jumping - the strategy of jumping
is wrong.
the shot can be taken from that
position.

- He kick the ball good to play like the football.
- He can use his ego to run the trap several rounds.

He can use his wiger to turn
rounds.
He takes the time jump back
that's his own way.

As she uses soap and use hands
nails and feet to wash it.
She put the time first and uses
the time by foot.

England

TA's work (in observations and an interview) in England

TAW1: organize the book reading



The TA lists the name of all story books and takes a record including date and children's names.

TAW2: Math group



The TA works with a small group (most of them with EAL) and teaches them the shapes, numbers and colours.

TAW3: Phonics group



The TA has a low level group in teaching phonics. They start to learn and remember letters first.

TAW4: Teaching numbers



The TA uses the projector to show numbers on the screen. Children learn number 20 to 30. This is a middle group.

TAW5: Cooking pancake



One of the activities is to make pancakes. The TA teaches children how to make pancakes, introduce materials, tools and methods to cook in the kitchen.

TAW6: The magic of mirror



She is the TA from other settings. She teaches using the mirror to reflect a part of pattern to the

TAW 7: Teaching the name of shapes



This is a big group work. Everyone sits in a circle and the TA uses cards to teach different shapes.

TAW 8: Telling story with children with EAL



The TA groups some children with EAL and tells a story for them. They are very interested in this story.

TAW 9: Observation sheet



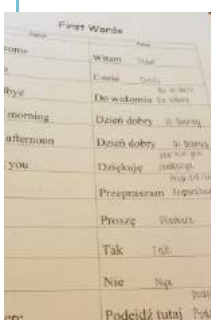
This sheet is for teachers to record children's behaviours and achievements in the setting. Most of them are recorded by TA, the class teacher also does it and they discuss them in the meeting.

TAW 10: Record of additional support



This sheet is for children who need special supports. It including date, target/objective, work done, adult and comments.

TAW 11: Words with different languages



This sheet is for teacher to learn how to speak children's home language. There are some simple and common words teachers can tell with them. This is an English and Polish sheet.

TAWA 12: Weekly plan



The weekly plan is made by class teacher and TAs. They are talking about their teaching plan and how to organize next week in the meeting.

TAWA 13: Teaching phonics



The TA has one small mixed group to teach phonics. Teachers (including classteachers and TAs) they all have a small phonics group and they group children by their phonics level.

TAWA 14: Teaching reading skill



This is a reading group. They are running these groups by the same way with phonic groups. Teachers depend on children's level and give them different reading books.

TAWA 15: The interview about teacher training

[00:02:40.92]

So how do you feel difficult to teach them because you don't have the experience before.

[00:02:50.69]

I think they have been very good within the school and they do intently go thought a lot of thing with me and the resources and the evaluation and the training within. **I think it's always been beneficial to have more training.** There's a lot more you can learn. The support parents they are helping me.

TAWA 16: Teacher's planning

[00:16:46.68]

So do you have any learning outcome in the EAL group or the individual children?

[00:16:54.70]

In the nursery, I have a list of children I target for each term.

[00:17:03.76]

You made it or Carol made it?

[00:17:07.73]

Carol gives me the one on one target, and then in EAL Nicky do a plan every week the

learning objectives, and teach base on that objectives. And that comes from the Addison or the earlier foundation stage. We do the pink tracking.

TAWE 17: Children's folders

[00:32:19.19]

After you teach, you'll make a recording. And that recording is so important, and what is that for after that for example the nurse will do the reception, how do they...?

[00:32:42.48]

Yes, each EAL student will have a folder of which got all their records and a checking book as well so that would be pass on to the reception teachers so they could identify which student needs which language support, and make sure it always pass down to the next teacher. So they would get all the records pass down.

TAWE 18: Teaching children with EAL or SEN

[00:37:10.76]

Do you know any changes about EAL or SEN or some different method in the future or in the next year?

[00:37:24.12]

I'm not sure about anything that comes up that recently. But I mean when I did my teacher training, I'm sure we got the, they give you the method, anything in related to EAL I'm interested to read about. But I know they constantly improve the techniques.

Taiwan

TA's work (in observations and documents) in Taiwan

TAWT 1: Assisting teacher in children's behaviours



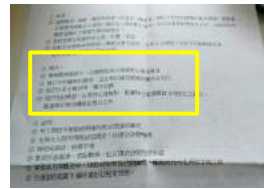
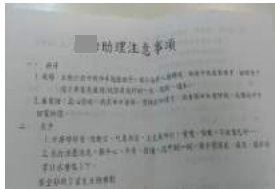
When the teacher teaches some of children who are not very contract and play with each other. At that time, TA's work is to control these children and help them to focus on teacher's talking.

TAWT 2: Assisting children's works



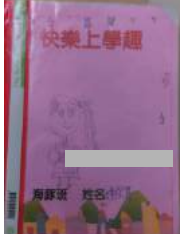
After the discussion with the classteacher in big group. Children start to do their own works. So the TA needs to check everyone make the right way and help some children who cannot do it by themselves.

TAWT 3: TA's precautions



In this precautions, list all the TA's works. In the yellow box, it lists works which need to help teacher in the setting.

TAWT 4: Children folders



This is the folder for every child. Children can take it home after the terms are finished. They always take folders home when the summer holiday start. Parents will see all of their works in the school.

TAWT 5: Collected all of children's work



Teachers put children's works and some information for parents inside it. The TA always does this work for children.

TAWT 6: Training require

Early Childhood Education and Care Act

2013.05.22 Ministry of Education

Article 15

Preschools shall employ qualified preschool educators, following Paragraph 1 of Article 27 of the Act.

Preschools shall be prohibited to make use of preschool educators' certificates or credentials who do not work in the preschool.

Personnel without educare certificates or credentials shall not be allowed to work as preschool educators.

Preschool educators shall be prohibited to offer or lend educare certificates or credential to others.

Preschool educators are required to participate in at least 18 hours of professional educare competence training every year; the regulations of implementation shall be stipulated by the central competent authority.

Note: "Preschool educators" mean preschool staffs, including principals, teachers, educare givers and educare assistants (=TA).

<http://edu.law.moe.gov.tw/EngLawContent.aspx?Type=E&id=127>

TAWT 7: TA in the settings

Article 18

The class size in preschools:

Maximum 16 children: For children ≥ 2 years and <3 years old; the class is limited to children only of that age.

Maximum 30 children: For children ≥ 3 years old and before entering elementary school.

Maximum 15 children of Mixed Age Groups (≥ 2 years and before entering elementary school): On offshore islands, in remote areas, and in indigenous tribe areas, where the number of children ≥ 2 years and <3 years old is not sufficient to form a class, preschools may have mixed-age classes approved by the municipal or county (city) competent authority.

Other than affiliated preschools of public schools and branch campuses of preschools which are exempt from appointing a principal, all preschools need to appoint the following full-time preschool educators:

1. Principal.
2. Preschool teachers, educare givers, educare assistants.

The requirements of preschool educator-children ratio for preschools and their branch campuses, excluding the principal, are as follows:

1. For classes of children ≥ 2 years and <3 years old : 1 preschool educator for no more than 8 children and 2 preschool educators for 9 children and more. The same requirements apply to preschools located on offshore islands, in remote areas, and indigenous tribal areas.
2. For classes of children ≥ 3 years old and before entering elementary school : 1 preschool educator for no more than 15 children and 2 preschool educators for 16 children and more.

For classes of children ≥ 5 years old and before entering elementary school, each classroom shall have at least one certified preschool teacher.

The maximum number of educare assistants shall not exceed one-third of the total number of preschool educators in a preschool.

Note: "Preschool educators" mean preschool staffs, including principals, teachers, educare givers and educare assistants (=TA).

<http://edu.law.moe.gov.tw/EngLawContent.aspx?Type=E&id=127>

1. **Personal Opinions (PO): Teaching Experience (TE1)**
 - Location (L2)
 - Teaching – theory/ thinking (T3)
 - Working Achievement (WA4)
 - About the Children (AC5)
 - Teaching Skills (TS6)
 - EAL Children (EAL7)
2. **Children with EAL (EAL): Percentage of Children (PC1)**
 - Location (L2)
 - Environment Setting (ES3)
 - Reflection (Re4)
 - Teaching Skills (TS5)
 - Foreigner Speaker (FS6)
 - Relationship with Peers (RP7)
 - Relationship with Teachers (RT8)
3. **Children with SEN (SEN): Relationship with Parents (RP1)**
 - Special Educational tools (SET2)
 - EAL and SEN (ES3)
 - Special Children (SC4)
 - Teaching (T5)
4. **School and Parents (SP): Home Visiting (HV1)**
 - Priority – transition (P2)
 - Teacher with Parents (TP3)
 - School Policy – LA/training (SP4)

Appendix L: Interview results

Reception Teacher J in C school

- Okay, how long have you taught in the school?
[00:00:14.75]In this school, this is my eighth year, previously, I was at the office for eight year, and (TE1)before that I was in Weston Favell for about 17 years so I've been in the authority for 33 years, and 2 years in London, so I've been teaching since I was 21.
- [00:08:31.11]So I'll use the, I saw you use different pedagogy in the classroom so I will translate to Chinese and practice it in the Chinese classroom, do you think that is a good way to do this or you can give me some suggestion about this part?
[00:08:55.56]I think...I think, what are you going to teach, (T3)the role of the teacher is to make the learning as dynamic and as exciting for the children as possible and the role of the teacher need to be as dynamic and as motivational as he or she could be in any one day and that's hard, that's challenging to maintain that high degree of enthusiasm for learning, but I think I think that is key with educating young children. You've got to be enthusiastic, you've got to sell it to them. And if children are struggling with it, then it's up to the teacher to find different way of presenting the same concept. So whether you use ICT as a vehicle, or drama, or just talking, demonstration, practice activity, it's what's going to help the children to learn that concept.
- What do you particularly enjoy your work?
[00:02:06.86]What I just do, I just love it. I love the fact that no two days are the same, I love the fact that no two children that I taught are the same, and you just don't know how different children are going to respond to the activity. You don't know something you plan very carefully is going to be successful all the times you could pull some errand and off the cuff that's what I would say, and that turns out well. Some days you have bad days and there's no good reason for it. So (WA4)everyday is different and everyday is challenge.
- [00:43:11.46]Could you give me an example of your pedagogy when you teach the children? Which kind of pedagogy you feel is very useful when you use in the class?
[00:43:25.77]I think...I think that's a really challenging question, I think I use a bit of everything, I don't think there's any one method that I would use, I try to be as vary as dynamic as it can be, um..I certainly don't feel that I need to rely on ICT, I think you'll have to accept that at some day it's not going to work and you've got to demonstrate or teach that subject without the use of the whiteboard, we can't rely on them too much, so somebody had talked to me even you've got a blackboard of your own, I'll say fine, I'll do the best I can, so I think you'll use

whatever you are exposed in, and it's up to the teacher to choose the method and pedagogy to most appropriate for the learning is what we know, (AC5) basically, these children have to experience what they learn and success with their learning, they learn through play, they learn best through play and that play means he is experiencing what it is you want him to learn.

- [00:47:21.59] So you prefer to make these children to group and make them do the group work?
[00:47:28.31] Yes, but (AC5) not always the same group, but quite likely to move the groups around, so children are working with different children, so that the dynamic changes.
- [00:04:58.31] In this school, it tends to go up and down, I think mix changes, I think we've got for the last year, we've got lots of Eastern European children and different African dialect children represented here, but (PC1) I think the world becomes the smaller place as travel increases, so I think the dynamics may change, the different mix of English as additional language children and people may change, but I think it'll always be high number because we could only travel so far and so freely.
- [00:06:19.06] So did you arrange some special things for the EAL children when they first time come to the school?
[00:06:30.39] (ES3) We do try to make our teaching very what we call "multisensory" so there is kinesthetic learning, visual learning, audio learning, we try to buy all the resources to have English as additional language children's need in mind and we try to make everything as bright and visual as possible, and there are specific materials out there for children with English as additional language, but at the end of the day, they have to learn English because we couldn't speak other languages to them. I think it's about how you present the materials, how you present numbers, colors, to make it accessible to them. I think you don't need different resources, I think it's about the way the teacher presents them.
- [00:20:36.00] But (RP7) I think if you've got two children can't communicate with each other if they are playing in the word tray, and they'll communicate in another way, either just with eye contact toward visual sign, and one will say something and the other one will repeat it and you've got some dialogue going on, they always teach each other, even it's look at this or empty or full, they actually find the vocabulary and teach to each other.
- [00:48:14.69] So how do you deal with these things because some parents they don't think they have problem.

[00:48:24.82]...(SET2)Our SEN manager have arranged resources sort of tools so she could use if we have concern about the child, we'd share that with the parents, to see if they could...they could agree that children has specific needs, it's not always easy.

- [00:15:22.92]I will go visit in their nursery at the moment, and (HV1)they'll have opportunity to come in twice to visit the classroom before they start in September, and then we do home visit since September, so we work really hard on the transition. So first of all, I see them in their environment, their current environment where of course they're feeling comfortable and relaxed, then they come here when the children have gone home, so they are seeing a quiet environment, they're getting the idea what it is going to be like when they come, (HV1)then they come again and they meet the children who they need to be with in their new class, and then I go out and do home visit in September with one of the TAs and then they start school, so they'd have met me four times at least.
- [00:36:05.88]So did you give any suggestion for the parents before they come to school?
[00:36:10.18]Yes, we do, (TP3)we have a booklet to give them, and we say to them, we don't want you to teach them, we want you to encourage them to be independent, to be able to take off their own coat, be able to take off their own shoes, and maybe to be able to get them dressed so they could change for the PE. We want them to be able to use knife and fork as much as possible so that they could feed themselves during the lunch time, to be able to access the drinks by pouring. I mean (TP3)I want you to talk to them and say you are the child of educated and best educated, keep doing what you do, talk to the children, make story up with them, count with them, talk about colors, talk about shapes because if parents play their part, children will be thirsty for learning, they just come to the school, all we do is to put the icing on the cake, you know parents are educators.
- [00:03:49.75]Yeah, I think the school continually been challenged, I think they are being challenged financially, I think they are being challenged all over the standards, um...they are challenged on the curriculum, and the government documentation, it's new and always try to test it. (SP4)Education in this country never stays still, there's never...never an initiative, documentation booking that is now belong to us to run its course, evaluating, assess, and then rerun, to learn the one that's successful, things thrown to us because we are politically driven, which is not the right way for education. It doesn't make the education flow.

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Reception Teacher C in C school

- [00:34:31.21]Have you talk to EAL parents, because some don't have good English, how do you communicate with them?
[00:34:44.40]Trying my best really. If they are Polish, (FS6)we have translators, and for Somali parents sometimes you have other Somali parents to help you out. We have book sharing, you demonstrate what the teaching for children. If you are doing phonic, you have the classroom set up for phonic, parents stay with children, and as a teacher you go around and explain why and what.
- [00:42:19.29]How do you think the group works, or small group work is quite useful for EAL children.
[00:42:26.47]Yes, that's why we have smaller groups because less children learn more from more children. So (RP7)they learn from the children, they learn from their friends. You have to prove you're trying hard to have the influence.
- [00:22:43.54]If they are Bangladeshi or Polish, (ES3)they would do some evaluation in the home language as well, if they don't understand in their home language, then it shows they have SEN problem. If they can understand their home language, that means their understanding is good, just don't know English. So you know the different, they don't have SEN and you learn from the children very quickly picking things up. So when you're counting, very often EAL children can count 1 to 10 because their parents have been teaching them but if a child they can count to 10 but the pick up very quickly counting on correspondence and you do a lot of time, they still don't pick up, that could be SEN problem.
- [00:35:49.96]If you find and EAL children, he or she with special needs, how do you communicate with parents, do you meet, some parents will have suggestion, how do you help them.
[00:36:07.99](RP1)You have to be assuring that you're working with them and the intention is for the best of the child and they are doing the best in school, you want to help them work better. If you come to the meeting...you have to grow the relationship with parents and even some of them are very good. You need to encourage parents to speak. Sometimes, their friend would explain to them and say why you're doing this, and they will agree, suggest them how to help at home.

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Nursery Teacher L in C school

- The first one, how long has you taught in the school?
[00:00:21.16]Um...(TE1)I started this year, so I've only been teaching since September, so I'll take over the next September, so I've only been teaching here a few months.

Oh, really?

[00:00:24.56]Yep, have you taught in other school?

[00:00:39.12]I taught in one of the schools, yeah.

In this area?

[00:00:44.86]No, (TE1)I taught in a small village school, which as a hundred percent white British school and I taught in the session.

- [00:13:56.15].....(T3)always remember that understanding comes before language. So when you think they don't understand something because they are not responding, they are understanding, they are taking it all in and you'll have children who don't speak all year. Last week, Talina sang a song, some of the words...so it's not she doesn't understand. It's she does not vocalize but it's in case that taking in, that (T3)draw everything in and their understanding comes before language. So a lot of people teaching shouldn't stress, because I have, shouldn't stress children talking to you or...it's a developmental especially to the children. Although they are quiet, I know they understand.
- [00:19:56.64]So that's you do before the children come to school, they will be familiar with you as the teacher.
That's so important. But others just feel safe when they being with adult. The scariest thing is if you are left with an adult you don't know and don't understand your language. (T3)Each child is unique so some will come in and absolutely fine and no problem but some will cry. (T3)Your approach different children in different ways..... I know some of the high level children are sitting there thinking I know this. We need to give low level children a chance as well.
- [00:49:56.30] ... Yeah, because you know in this area, the EAL percentage is very high, so (PC1)I would think in the future, the more and more EAL children will come to school, and maybe that's a problem for the school because that is....you need more resources and teachers to teach these kind of children, so you need more time to training these teachers, and you have more money to buy the materials, so I don't know it's good for the school or not, but...
- [00:06:05.17]I ... it's a welcoming environment. So they come in the bright environment. We have toys to their access that they will recognize. Things like fire station or train set or familiar things they would have at home because they are more likely to play with those toys appropriately. And two, you'll get the description of Oh, I have this at home. Oh, have you? You have less conversation or they think don't want to go to the nursery because I don't know where things are, how to access things. So a lot of encouragement. When they come in, we want them to know and build in that confidence to go up to things and have a look.

The children they come in October will already been to nursery 3 or 4 times open days, which means they already have that chance just watch...just familiar themselves in the environment. That's what we're trying to do in the first year, (ES3) get the environment right. Make sure they coming in and they feel safe to be here. The second thing is to have the adult to build the relationship. Being in the child level, having a good talk... closed questions or they nod or shake heads. They are not quite ready to talk. So, that's closed question to make them feel like...

- [00:48:04.48]...you need to be able to control that behavior and say oh I am just speaking to so and so and then it will be your turn, and you also find that (Re4) children with EAL pick up a lot from good languages and English, they'll pick up a lot like role modeling, it'll be good to have them together, so it...also we have group time, small groups.
- [00:20:53.43]... We have a what we call an adaption language skill that is basic knowledge, things like food, day to day object, parts of the body, different clothes, I say you need to get your coat, and I put my coat on. Even they don't understand the word, they got the action with it...I will say to parents could you just teach him words for toilet or drink, so at least they can communicate their needs to us...that will be verbal or non-verbal priority in nursery...speaking is...so I got the cards says come and sit down... focus key skills to be able to listen and to be able to speak...it's even those basic skills we take it for granted we have to do that before, so (Re4) it's very control in that behavior, without...it's just building routines. If you do it from day 1. You see my frog, I don't have to say come on everybody, come and sit down. (Re4) From the day 1 I said if you hear this frog, you sit down. Sounds are really great in nursery, different sounds, the bells ring means come inside...
- [00:27:14.96] So if the EAL children they have argue with other pupils and they can't speak, so how can you solve?
[00:27:24.19] First it's (TS5) the hand gesture, always down to their level and you'd say who has done this? Who? You know, have a concern in your face, look around point to people, who did this to you? And they take a lot from your face as well, especially you are at their level, and if they've done something naughty, you'd say I am very sad with you and (TS5) I'll always do the sign as well and the Makaton on the sign as well. I'd have a very sad face on, so they already know emotion whatever language you need, they start to read facial expression from very young age and they start to read body language as you say, (TS5) so although they don't understand all the things I am saying, but what they have known they would know I am sad, I am not happy to see when I come in in the

morning, so they would know...oh, hang on, she doesn't look like a happy face, I obviously did something wrong, so they read your body language and facial expressions as well.

[00:08:04.34]So that the learning environment...before I saw you ask a Polish speaker to the classroom, do you think that's useful for the Polish students because there are a lot of Polish students here.

[00:08:24.32]Definitely, we have three Polish children in the morning. The biggest thing we don't encourage... is let them talk together and two goes really well.

(FS6)They are talking Polish which is completely welcome to speak home languages. It's what we promote as well. Very lucky we have XXXX so she speaks Bengali. If we haven't got a full time Polish teaching system. It's unfortunate we can't have people there, make them comfortable.

■ The opinions about teachers were running groups in the setting

when they are in the group, again you don't have that one child only give you one same answer or you can differentiate your group time, so we might be doing the same task, but the higher group might be working beyond ten, and the lower group might be working just one to three, so there are ability set. To begin with ReXX has the bottom group, and that is also children has English as additional language, now, we haven't kept our group like that, but to begin with, those children needed a lot of input, Bengaline still and English, we use both languages to support those children, um..and then as the year has gone on, those group change cuz we set down at the end of the term and we'd say how so and so get on or they're finding that difficult and we move the children, so they are flexible in their groups and we do regular observations of the children as well so we know if they're not speaking in a group, they might be doing individually when they're just playing by themselves cuz they learn in different way, and they might not come up with it in their home nursery or group, they might come in one on one, so there are ability set. We do that because we think it's beneficial for the children.

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Head Teacher L in C school

- [00:00:01.56]Hello Linda. Let's start our interview. The first question, can you tell me about your main responsibility in the school?
- [00:00:21.32]My responsibility is in the school. (TE1)I am the head teacher. I have half of my responsibility is the teaching responsibility. I teach year one but I might sometimes teach cross reference in school should I be needed. (TE1)The other half of my responsibility is management responsibility. And I have certain aspect of management I need to call after. I deal with students, I deal with parents,

I do some curriculum areas so its whole range different things and anything I haven't thought of, I would suggest to do.

So how long have you taught in this school?

How long have I taught here? About (TE1)18 years. Long time.

- [00:03:12.78]Have you found any particular challenge here?

[00:03:19.41]I think the particular challenge was when one point the school used to be 50% white British children and 50% Bangladeshi children. And it changed quite dramatically when we start to get our European children. And the refugee in our silent secret. And then (PC1)we went from 50/50 percent and British come to 25% and Bangladeshi come to another 25% and the other 50% would make up of Polish, European children, black Africans, children come as far as Pakistan, South America. The change came about because it wasn't just one language we need to address, it's a variety of... because we have no one to translate...

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Reception Teacher C in SL school

- [00:02:47.27]How do you like your work here?

[00:02:54.07]I like the challenge the children they got what they need. You feel you're doing something good, you hope you're doing something good for them. I think that's the children willing to learn. (WA4)They're challenge, they are interesting. There are a lot of challenges but that make it interesting too.

- [00:13:19.80]So I know they have different areas about the subject, which one you think it's difficult for you to teach for the EAL children?

[00:13:32.76]I guest (EAL7)speaking and listening are difficult. Because listening is must be very hard. Sitting with people talk, talk and you're only catching every few words, that's must be hard. Things like linking sounds are not that hard because it tends to be quite visual. It's quite clear, there's not quite a lot language around it. I think (EAL7)math is a region quite difficult, because math needs a lot of language it's not just numbers. It's speak of them, score of them, shorter that, give me more, give me less, give me fewer. Math is very language base I think.

- [00:40:43.07]Do you have a special for them? Do they have the prove file for the year one teachers? Because they have to go to year one and the year one teach has to know.

(P2)They got their learning journals, all children have a learning journal and we will pass on all the information and records for all children.

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Reception Teacher R in SL school

- [00:26:04.37]...all the school will have to log in and there's lots of lots resources, you could find multilingual resources, so it'll save you a lot of time...I think as well, what I found out will do is (TS5)have dramatic facial expression and your gesture with EAL children because I don't know if that'll have them to understand, say like "do you like a drink" (TS5)body language...that's what I would do quite a lot or use of my home time, story time, or point quite a lot as well.
- [00:10:21.95]... Some (TS5)cards from the net just wash your hands, put your hand down, smile face, sad face, they can show you. I got one in my classroom, so he can show me, I'll show you. I can give you one later.
- [00:30:41.05]I would love to speak a different language, I really really do, I can speak a little bit of French, a little bit of German, but apart from that, no...I am not really good, I mean, (RT8)the children try to teach me some of the greeting, like when we do the vista, (RT8)we sometimes do different greetings to see where they're from, so a lot of children will say to me "sala alikon", and then I'll say "sala alikon" back to them, and the Polish, they say "Hola"...and there's quite a few they say to me and I'll just say the same back to them.
- [00:40:18.74](SC4)It's an individual educational plan, so if they've got special needs, they'll have plan and they'll have targets, and we sit with SEN teacher and we set the targets together and we'll have to get the parents to sign and then we'll have to...um...they'll have to give a 5 to 10 minutes one-to-one a week, that's when she takes them out, yeah, that's what she's doing with my students, she takes them out for EAL support as well as SEN support, does that make sense?
- [00:53:06.55]So will they take the profile home?
[00:53:10.98]No, no no no, (P2)we send them off to the authority and give the profile to the year one teacher so they could see where the children is at their learning and then the EAL and IEP folder will go the year one, and then when they go to year two, it will go to year three, so it carries over the school.
- [00:55:27.27]Recently, they are practicing writing more because they'll go to year one, so their writing is getting more. Do you think reading, writing, listening, speaking, which one is more important?
[00:55:42.34]Um I would probably say speaking and listening. Just to think that you'll have to have...you have to know...speaking or listening you need to have the vocabulary to understand what you are reading. And if you want to write something down, you need to know what you are writing. Does that make sense? So all in all, I think it would probably the speaking and listening, which we don't do it at home really.

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Nursery Teacher C in SL school

- [00:12:52.72]We (TS6)use communication fan with them when they first come in so we could show them a little picture, a code outside, snack, a happy face, and a sad face, just so that we could get some key language going, and even they can't speak it, they can show it to us whereas what it is they want to do. So we use a lot of those when they first come in.
- [00:18:10.48]So if you see the one child he/she play alone, will you encourage other people to he/she to play with her? So how do you do that?
Just by an introduction with a smile and we might use the communication fan (TS6)with the smiley face and pair children together and show them each of the smiley face, point to toys so that's lots of gesture and lots of pictures that we use to encourage that.
- [00:05:27.06]Or I mean the school is near the city center, so that is a big problem?
[00:05:31.34]Yeah, I think so and a lot of accommodation around here is all flats, so you've got a lot of people in a small area, there are all houses around, so (L2)you've got perhaps one family and you've got 30 families living in flats, so I think that's why we got so many EAL children.

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EAL Teacher T in SL school

- [00:34:36.54] (FS6)In this school we have a couple of members and staff who can speak other languages. We have had parents in birth week... the policy in school who can speak Somali, (FS6)they speak different languages of that, but one of the main thing, that's not actually always you can speak the same language with the child, you've got that message and say they got secured and value, they find happy.
- [00:10:03.21]How does the school cooperate with the local authority?
[00:10:07.96]We've got quick link with the local authority. They are now in trading service. They charge for their services. (SP4)One of the improve managers would come to EAL request meeting as my colleague in other school. She comes along and as a member of the group sees charts and share ideas and we share ideas with her. There's very limited support they can give us now because of they are now paid for. That's the biggest thing really.
- [00:10:55.52]So that's a very special EAL team in the local authority.
[00:10:59.27]No, it's one person.

[00:11:02.64]So how do they help you?

[00:11:04.92](SP4)They don't. what they will do is they would ask and left as if oh another school down the road has got so much work in EAL why don't you go to see there. But lack of work with the authority could possibly deport everything in school, I don't have a lot of time to do that. So half of my email would advise but people who are doing EAL day to day would look for their colleague to that what we say the purpose group so we provide our own support in the county.

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SEN Teacher T in SL school

- [00:27:51.61]If the children have physical problem, do you suggest parents to take them to the hospital?
[00:27:56.81](RP1)Sometimes it's quick for the parents to take to the doctors or we can refer them to physical difficulties or school nurse as well. It depends on how severe the physical difficulties are. If the child in the nursery has a walking frame, he might suggest to have a walking frame before come in to the nursery and they find the support and that sort of things. There're different ways of getting the support early on.
- [00:04:28.54]Of course, so for these children they have their own file for themselves.
[00:04:34.97]Yes, so (SET2)they have individual education plan and they have their targets and their marks, how much support they have and support them. And when they work with an adult in the same class or on one to one, the adult write down the record on how they get done. And (T5)at the end of each term, we assess them again and to see if they meet target and make progress and that's ready to set the next term's target and lots of regular assessment and evaluations.
- [00:09:45.04]Yean (ES3)sometimes there are children come in that in addition to their original language but it actually transpose they are not making the progress and they might need special needs, and they would go to IEP and have support with that way.
- [00:06:57.93]...(T5)Also I'll teach file of observation or general support if that concern about children with special need or sometimes they might say one of the people is finding it difficult to do and additional to intent what I did and make it more interesting so the children with special needs, they need reinforcement, they are doing the same thing over and over again.
- [00:30:01.62]This is the role of responsibility outline the code practice and that is

saying the government has teachers, special coordinators, and the class teacher and the support staff. So everybody in the school is involved with children with special needs. And everybody has the responsibility to support children with special needs. Then we talk about working policies to make sure children with special needs get the support they need. We have to work on different level of people, parents are vital to work with them. People should be involved in more detail and then it's saying about if we recognize the child with special needs, first of all what happens.

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TA in SL school

- [00:20:21.02] So a child has no understanding at all? Again, (RT8) I will start with visual things give them something they can show you if they need to go to the toilet or they want to have a snack. ... So I will start with visual things and just try to get them to get simple communication to begin with and come from that really.
- **How she set up an environment for children with EAL**
[00:07:30.86] In the nursery is about giving them the vocabulary they need in that environment, especially in that language skill and the pre-teach they are going to do in nursery and get back to that vocabulary and they might have more access in nursery environment. So it's more basic level. Once they get into reception maybe not until... with social aspect when they learn to look about, and when they are talking and that kind of things and more to do with reading and listening and develop their listening skill. We don't use language too difficult because they might be new arrivals and don't know English at all.
[00:35:38.08] I think the learning environment is very important you got the children in EAL and be big friends and talking privately. And get them to address themselves and get to you. It takes a long time to get them to the part they tend to apart. They have the conversation about something at the early age so to communication in the languages.

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Appendix M: Interview questions for Taiwanese teachers

Personal Questions

1. How long have you taught in this school and how long is your teaching experience?
請問您在這所學校教學的時間有多久還您的教學年資?
2. Have you taught in other school before coming here?
您在任職於這所學校之前有在其他學校教過嗎?
3. What do you particular enjoy about working here?
對於從事教學的工作，您覺得最感興趣的是甚麼?
4. Are there any particular challenges about working here?
對於從事教學的工作，您覺得最具有挑戰性的是甚麼?

General questions

Question 1: How long have you taught in the school and which level are you in?

請問您從事教學有多久的時間了?都是教導哪個年齡層的孩子呢?

Question 2: What kind of challenge and interesting part in your teaching?

對於從事教學的工作，您覺得最感興趣及最具有挑戰性的是甚麼?

Question 3: What is your opinion about the increasing of CAL children in the school?

您認為在學校為什麼新住民子女的比率會漸漸增加?

Question 4: How do you think that the environment might affect the SEN and CAL children in learning?

您認為環境會怎麼影響新住民子女及特殊生的學習?

Question 5: In which aspects do you think the CAL children are behind other children in learning when you teach?

當您在教導新住民子女時哪一方面的學習他們明顯比其他同學還要緩慢甚至比您預期的還要落後?請舉例說明

Question 6: In your observation in the classroom, what is the CAL children's relationship with other pupils?

就您在教室內的觀察，新住民子女的人關係如何?與同儕間相處的情況如何?可舉例說明!

Question 7: Do you have different achievement target for CAL children? If so, what are the differences from that of other children?

對於新住民子女您會有不同的課程標準嗎?通常會和一般孩子有哪些不同的地方?

Question 8: Have you ever used some teaching aids in your teaching that is really useful for children? Give me some example in any area like Math or Language.

您曾經使用過那些教具是您覺得對教學非常有用的?任何領域皆可，如數學或是語文!

Question 9: How do you feel that the government's policy to advise and assist the New-inhabitants? Which part you think that the government can improve in?

您對於政府在輔導及輔助新住民的部分有甚麼看法?您覺得政府可以加強哪方面或是改進增加哪些部分?

Question 10: In classroom management, when the CAL or SEN children argue with other pupils, how do you deal with it? Do you have any special standards?

在教室經營方面，您對於特殊生或新住民學生發生爭執或爭吵時，處理的方式為何？
會因為其不同而有不同的標準嗎？

Question 11: How do you feel the increase of the number of CAL children would influence or impact? Please give me some advantages and disadvantages.

您覺得未來新住民的學生越來越多對學校及社會的影響是甚麼？請說明利弊！

Question 12: What do you think if you have more SEN children in the classroom? What is the impact of it in the class?

如果班級中特殊生的人數比例過多時，您通常會如何處理？您認為過多的特殊生會對班級有甚麼影響？

Question 13: Have you ever consider to use other country's thinking or methods in your teaching of SEN students? Please give an example of the country and the methods?

您會不會參考其他國家對於教導特殊生的方法或觀念？請您舉例是哪一個國家？使用哪種教學法？

Question 14: Has the government provide some materials or resources to school or teacher? Do you use them or not? How was the effect?

對於教育新住民方面學校及政府有提供那些資源給老師？您有使用過嗎？效果如何？

Question 15: Do you think that New-inhabitation parents will have high percentage of SEN children? Why?

您覺得新住民的父母會生出比較高比例的特殊孩子嗎？為什麼？

Question 16: In communication with the parents, what is the difficulty when you communicate with CAL parents? Please give an example.

在和家長溝通方面，和新住民家長溝通有那些困難的地方？請舉例說明！

Question 17: What is the difficulty of communication with SEN parents?

和特殊生家長溝通的困難點在哪裡？

Appendix N: Taiwanese teachers' interview results

Question 1: How long have you teach in the school and which level you in? (TE1)

Teacher A: about 7 years and 9 months, I teach in baby (2 years old) class to senior (5 years old).

Teacher B: 3 years and teach 4 to 6 years old children.

Teacher C: it's over 10 years; the children are between 3 to 8 years old.

Teacher D: about 10 years, all of them are 4 to 5 years old.

Teacher E: 18 years, I always teach in the kindergarten and they are 4 to 6 years old.

Teacher F: about 15 years, in the senior and junior class.

Question 2: What kind of challenge and interesting part in your teaching? (WA4)

Teacher A: The interested part is I can use different materials to bring children's learning motivation.

The big challenge is to communicate with different kinds of parents for me. Because they have different culture, economy, knowledge, education background and that is difficult to interact with them. I need to learn how to negotiate with them and accumulate my experience when I talk to them.

Teacher B: Doing this job, the interested part is I can stay and learn with these cute and lovely children. Everyday from children's dialogue and movement I feel so happy with that. The biggest challenge is when children cannot achieve the target and the parents have their own ideas, the teacher needs more patience to help children in their achievement and negotiate with parents. When they do not know everything in the beginning and then they are improving now, the parents will feel satisfied. That will make a teacher full of accomplishment about the teaching.

Teacher C: When I play, teach and get a long with children the more interesting thing is to listen to children's talk. When children they are talking with each other you can understand their thinking, personality and social skills. When they talk the teacher always be an observer, they do not know teacher is listening to them so they can say everything they want to say. That is the true situation without any pretending and faking.

Teacher D: The challenge is the teaching skills in the SEN and New-inhabitation children. Especially in SEN children, I need to pay more and more time and patience to teach them. Sometimes they cannot catch everything when you want to teach more to them. You will become very anxious and worry about their learning in the future. The New-inhabitation children can fast into other children's activities even their languages have a little problems. However, the big problem is their parents, their mothers, because they do not have very good Chinese so I need spend a lot of time to explain to them.

Teacher E: The most interesting thing is to play, tell stories and talk with children. Even the activities are routine but children's thinking are always different and full of imagination.

The biggest challenge is some of children will happen accident suddenly and some SEN children they have some actions are unusual behaviors we cannot control them immediately.

Teacher F: I think the children can be easy to be retrospective. That is meaning that children are easy to effect by adults. They are like copycats, they watch, listen and copy that you do not know when will it happen. So if you do something wrong maybe they will learn and keep in mind. Someday they will show it off.

Question 3: What is your opinion about the increasing of CAL children in the school? (L2)

Teacher A: In Taiwan, there are many foreigners staying in here because of jobs or marriages. Their children need to study in Taiwan. It is increasing lots of CAL children in the school. I think that is a trend. Now, you are not stay in your own country. The transportation becomes very convenient. That is easy to know each other and go to other countries.

Teacher B: The situation in Taiwan is that many men will marry with other countries women and their mother languages are not Chinese. That will make their children cannot speak Chinese in the beginning. Their main carer is mothers and most of them are not speak good Chinese. So, they speak their mother tongue at home. More and more CAL children need to study and need to stay at school.

Teacher C: In Taiwan, some New-inhabitations stay in here because of their marriages. If they are from non-speak Chinese countries and their children are CAL. Because of this reason the percentage is increasing year by year.

Teacher D: The self-awareness of Taiwanese women is improving. More and more women they do not want to marry early or want to be single. Another reason is the percentage of divorce is higher now. More and more people want not to marry.

Teacher E: In this area we get more New-inhabitation families. The government formulate that New-inhabitation children have right to school in priority enrollment. So there are more and more CAL children. When they come here in junior and still stay here until senior, it makes CAL children have 1/3 in the school.

Teacher F: More and more families are foreigner spouses. And they are from non-Chinese countries. It makes more and more CAL children in the school. That is the situation in Taiwan now.

Question 4: What do you think that the environment affects the SEN and CAL children in learning? (ES3)

Teacher A: The CAL children will touch two different cultures in their families. The culture and habits are different; when they get into schools sometimes it will conflict in two cultures. Some parents have difficulties with languages communication therefore they can not understand the policy of schools that is easy to make them feel unsatisfied and conflict with the school.

The SEN children will be affect by teacher's attitude. The teacher and school need

to teach them with very open-mind and patience attitude. They can easy to get into pupils and learning. If they treat the SEN children with conflicted or noninterference attitude, they will accept negative influence and bad learning environment.

Teacher B: The educational value in Taiwan is the parents afraid of their children lose in the beginning. Therefore, they want children to learn as much as they can. In this environment, the CAL children get low social status and less assistant information because of the poor languages. They will lose many chances to learn and maybe give up because they cannot understand the language.

Teacher C: The CAL children need to work hard in learning because of they have different culture and living background. Moreover, they need more time to use to it.

Teacher D: The culture differences and a strange looking will affect CAL children's learning. But it is hard to change the environment. We can handle it in the classroom but is hard to change in the social community.

Teacher E: I think the family education is the most important part in this question. The attitude of parents can make their children's thinking. If they give the right and correct thinking to children they can face to other people with self-confidence. So the environment in family is the most important.

Teacher F: The CAL children cannot accept the culture stimulation so they cannot continue for a long time. The SEN children need to learn the imitation learning in the environment. They can copy the behavior and study with a good model. That helps them to improve their learning.

Question 5: Which part is the CAL children are behind other children in learning when you teach? (Re4)

Teacher A: The CAL children who I teach now are great in learning. Some of them are smart than other kids. They learn very fast and better than others in many ways. However, these children's mothers are from China. We do not have language problems in that so we can help children in their learning and easy to communicate with each other.

Teacher B: When I teach CAL children I feel language and daily convention are more difficult. For example, when I teach language these children have not good understanding of the language structure. For them Chinese is more difficult to learn because the structure, grammar and alphabets. I need to repeat again and again and very slowly. They also very wick in the sentence's comprehension.

Teacher C: I have a student, her father is Taiwanese and mother is Russian. Two years ago they decided to stay in Taiwan. In the beginning the child speaks American and Russia English and she just tell a few Chinese. When she in the school she starts to learn Chinese. That is a big challenge for her. She feels very frustration in the language. So she needs to spend a lot of time to understand the new language.

Teacher D: I think the development of language is the most difficult for them. Their language

understanding and expression are behind other kids.

Teacher E: Some of CAL children they do not have good Chinese so it makes their learning behind other pupils. Then, some of CAL parents they cannot read Chinese, so they cannot help children to improve their assignments and get the information from the school very slowly.

Teacher F: I feel their Chinese alphabets and Chinese poetry are very slowly when I teach them. Otherwise, they cannot pronounce some difficult words and the parents cannot help them to practice at home.

Question 6: In your observation in the classroom, how about the CAL children's relationship with other pupils? (RP7)

Teacher A: Their relationship with other pupils is nothing special. Actually it is the same with other pupils. Even they express their experience, which they stay in other countries with their parents with other children. It makes other pupils feel curious for them.

Teacher B: The CAL children are more active than others. Sometimes they have more body language to attract other pupils. For example, they talk something exaggerated with other pupils. Some children will ask their parents to bring cookies and candies to share with pupils. They think it can attract other pupils to notice them.

Teacher C: One of the children when he tries to talk with other pupils but they do not understand what's his meaning because of the language. He feels so sad and tries to talk with them again. They still cannot understand the meaning. After that he has less interactive with other pupils and feel not happy to go to school.

Teacher D: **Nothing special with other children.** They do what children do in the classroom. They are normal in the classroom.

Teacher E: The CAL children from different countries and they have their own personalities. For example, in my class one CAL child is from Indonesia she is timid and shy. She is a little afraid to play with other pupils. **Every child is unique.**

Teacher F: **The relationships will not influent by the nationality of children.** The CAL children are the same with other children.

Question 7: Do you have different achievement target for CAL children? If so, what kind of differences with other children? (Re4)

Teacher A: Now **we do not have different target for CAL children.** Most of them are from China so they do not have language problems in my class. In learning they have the same achievement with other pupils.

Teacher B: In the beginning, I try to discuss with the parents. If the parents can cooperate with me and children's targets can be the same with other pupils. However, when the parents cannot cooperate, I still teach the same contents in the class. After the class, when I get free time I will teach them one on one and improve their abilities.

Teacher C: I will make a different target for them. Because of they have different living environment and culture background they need more time to get used to it. So that is better to give them more time to do it and you cannot expect them as good as other children.

Teacher D: Yes, they need one on one time. Some of them are really slowly in their learning achievement. When I have free time I can do some other improving activities with them and they can easy to understand everything.

Teacher E: I have the same targets with CAL children. I think they are not special with others. I also remind the parents to take more attention in their learning and when they have any problems you need to tell the teacher as soon as possible.

Teacher F: No, I do not have other special target for them. They are the same with others. Sometimes they are smart and better than other children so I do not think I need to make a different target for them.

Question 8: Have you ever use some teaching aids in your teaching and that is really useful for children? Give me some example in any area like Math or Language. (TS6)

Teacher A: I like use storybooks to teach children in language area. After them know the story about the characters and content they can learn and copy the stories. From the stories, they can lean the right concept and ideas and show them in their lives.

Teacher B: I like to use the picture cards with words. In language, when children learn new words, these cards have pictures they can help children to remember words easily and understand quickly.

Teacher C: In language, the story house and big picture books are the better way to teach children. The story house is a room, which is decorated by the story and put some dolls and puppets in that area. The teacher tell a story in that room that children can get into the story and fell reality them are also in the story too.

Teacher D: I feel storyboard, matching games and pokers are very useful in my teaching. I like to use these tools no matter which subject I teach. Children are like to play games. If you just teach no other games in this process it will become very boring in their ages. Using different games can help the teaching funny and children can learn quickly.

Teacher E: Play a drama and tell a story can attract children to be concentrated in your teaching. Snowflakes, little boxes can use to teach children about colours, numbers and sort things.

Teacher F: Storybooks. That is the best way to teach children. You can find different subjects in the stories. So you need to choose the story which you want to teach them. Now, it is easy to find books. There are many different kinds of books in the bookshop. The pictures are very colourful and the content is very interesting. Sometimes you can find a big storybook that is easy to read for children.

Question 9: How do you feel that the government's policy to advise and assist the

New-inhabitations? Which part you think that the government can improve it?
(SP4)

Teacher A: I do not have any idea about this. But I feel the government can help schools to add some different cultures and customs in the curriculum. It can make other children and parents to understand other features of counties. Maybe it can avoid some misunderstanding and impact happened.

Teacher B: I feel the government do not care about the living life, education and growing's problems of New-inhabitation. Otherwise, the government should provide more learning chance for New-inhabitation. They can get used to the life and education in Taiwan. For these New-inhabitation, when they get new information about Taiwan and they can teach and raise their children.

Teacher C: The government should set up some special lesson for New-inhabitation. These lessons can help them to improve their social and living abilities. Moreover, they can use to the environment quickly.

Teacher D: The government should add some opportunities for New-inhabitation to understand everything in Taiwan. They need to know this place which they will stay for a long time.

Teacher E: In Taiwan the foreign spouses are getting more and more but they are not really the week and vulnerable groups. Actually they can get more advantages from the government. It is not fair for Taiwanese children. For example, the priority enrollment is not reasonable because the CAL children can pay no fees. How about the Taiwanese children some of them even no money to pay the fees.

Teacher F: The government is doing a lot for New-inhabitations. People can feel it. However, some normal people are feeling not good. Because of they really have more advantages if comparing with other people.

Question 10: In classroom management, when the CAL or SEN children argue with other pupils, how do you deal with it? Do you have any special standards? (RP7)

Teacher A: In CAL children I do not have different standards for them. I will ask what's happen and the reasons. If someone needs to be punishment I will do that. In SEN children, I will see the situation. If someone tries to make the trouble I will ask why and deal with it. If the problem is the SEN child, I will try to solve their problems and want them to be good friends. Otherwise the SEN child cannot control himself I will tell the other children he is special and he is not on purpose. He cannot control himself. So, make other pupils to know what's happen and why he cannot control himself and we need more patience and forgiveness to him. Next time, if something happen to him you must tell the teacher immediately, teacher can deal with it.

Teacher B: When they have argues I want not have different standards for them. They are the same in the classroom. I use the same way to deal with their argues. After that I will tell their parents to take attention to their situations and provide them some

methods to teach their children.

Teacher C: Yes, I will. I will deal with the problems which depend on the children's understanding. Every child has different thinking and they have different acceptable part about the things. So if the teacher familiar with the children the teacher will deal with the problem by their personalities and under the rule of fair.

Teacher D: I will ask them why and the reasons. Sometimes I will separate them or take away their stamps. They like their stamps because that is their honor and price. I also deal with it depend on the situation and make some adjustment. So I have different standard to children.

Teacher E: I have the same standards. I will judge everything fairly and for the thing not to the person. For some SEN children because they cannot control themselves I feel so sympathy.

Teacher F: No, I won't. I have the same rules for my class. They need to follow the rules. If you do not you get the punishment. If you do well you can get price. It will not change because you are special or not.

Question 11: How do you feel the influence of the CAL children number are getting more and more for the school and society in the future? Please give me some advantages and disadvantages. (E(C)AL7)

Teacher A: The advantages – children can learn different country's culture 、 habits 、 languages and the school can get many kinds of materials to use. The society will change the original culture because of the New-inhabitations join it. Though the exchange of different cultures it can produce new culture in there.

The disadvantages – that is easy to make argument because of the understanding is different. The school has not the professional people (for example: language) to help that maybe the parents feel difficult to communicate. In society, maybe these people join it; it will happen some crime things because they have different rules and understanding of laws.

Teacher B: More CAL children can increase the birth percentage in Taiwan. The disadvantage is the CAL parents are from different countries and they have different lives 、 education 、 teaching methods and languages. Sometimes they are busy in their works and cannot cooperate with teacher and school so it may make the children behind in learning achievement.

Teacher C: For children who study in the school they can get more widely relationship and they can also have chance to know other country's culture background. In the learning process, these CAL children maybe affect with their lower learning abilities and lose their self-confidence.

Teacher D: I think it will affect children have personality and behavior problems and east to confuse in self-identity. Maybe it is not really serious but nobody say it will not happen in the future.

Teacher E: The percentage of New-habitation is more and more. The school education will be

affected. Every subject cannot be very difficult the CAL children cannot to catch up with others. The average of children's abilities will get worst. The society status will become lower in the future.

Teacher F: The cultural heritage will have problems in the future. The original culture will be destroyed or disappeared. That is the worst thing we do not want to see it.

Question 12: What do you think the more SEN children in the classroom? What is the impact of it in the class? (SET2)

Teacher A: According to the government's regulation, the percentage of SEN in the classroom is 2:1. That is means if you have one SEN child and you can decrease two normal children. Sometimes it will depend on the specific type and extent of the students' adjustment disorder. If the number is over, you need to tell the school and put these children to other class. If you get too many special children it will affect other children's learning and you need more time to take care of them. You cannot pay attention to every child carefully.

Teacher B: If there are too many SEN children in the class I will reduce some group works and try to use one on one to teach them. I feel that is very hard for the teacher to take care of too many SEN children in the class. You need more patience and time to teach them everything. Sometimes you need to pay more time with SEN children and you will ignore other students. Maybe they will learn or copy the bad behaviors. It will make the teacher spend more time to deal with it.

Teacher C: I will slow down my teaching and change some curriculum of it. If I cannot handle it I will tell the school and they need to do something about it, like to change the class. Some SEN children are very slowly in learning maybe it can affect the whole class and the average of achievement will get down.

Teacher D: The policy said one class only has one SEN child. If there are too many children in one class it will make a lot of problems. It also affects normal children's learning and behaviors in the classroom.

Teacher E: If the SEN children are too many in the class they will affect each other; even affect the order in the class. It makes teachers feel persecution in teaching. Teachers feel helpless and no more people to help them to do one on one works.

Teacher F: If too many SEN children in the class it will happen something. For example, less care for children, no more people to help in teaching and difficult to teach in the class.

Question 13: Do you think use other country's thinking or methods in your teaching? Please make an example in which country and which methods? (AC5)

Teacher A: I will see other teacher's teaching and sometimes I can use it in my class. I do not think use other countries methods because I cannot get the information.

Teacher B: I never think about this question. I do not know how to answer.

Teacher C: I do not think to use other countries thinking. Maybe some day I find some useful

methods I can use them in my teaching.

Teacher D: No, I will not. However, I read some books or go to the courses.

Teacher E: I am not familiar with other countries methods to teach SEN children. But I expect the educational organization can think about teacher's problems which we teach in the class directly. Their policy is really useful for them or just a policy. They are not in the class so they do not know the situation. I hope they can really make useful policy for these SEN children.

Teacher F: No, I think every country they have their own way. Because of they have different culture and living background. So when they make a curriculum it must to consider about it. In Taiwan, the curriculum is not good enough but it suitable our children.

Question 14: Have the government provide some materials or resources to school or teacher? Do you use it or not? How about the effect? (SP4)

Teacher A: I do not use any resources from the government or school. I use my own materials and find them from the books and Internet.

Teacher B: We do not receive any material or resource from the government and school. I always use what I learn in the university.

Teacher C: I do not get any resource and information from the government and school.

Teacher D: No, nothing

Teacher E: We get some multicultural picture books from the school. The class teacher can borrow them to the class and tell stories. That is not bad, we still observe it.

Teacher F: I never use these materials.

Question 15: Do you think that New-inhabitation parents will have high percentage of SEN children? Why? (ES3)

Teacher A: In the recently research, there is no evidence that the New-inhabitation parents will have high percentage of SEN children. So you cannot say it must happen but maybe there are some cases point out the SEN children's parents are New-inhabitation.

Teacher B: I do not think so. I feel the problems are not the children. The reason is they were born in different environment and they do not have enough information and less learning opportunities. Oppositely, the normal children they have different learn achievement.

Teacher C: No, I do not think so. The New-inhabitations are not special people. They are just from different living environment, culture and educational background. Therefore, the difference is the living life and methods.

Teacher D: Maybe! The society status will affect. In Taiwan, the low social status men are not easy to marry with Taiwanese women so they try to find their wives in other countries.

Teacher E: Maybe! It is higher than other Taiwanese families. Because of some people they

are disable and merry with the foreigner spouses so that is easy to get SEN children. That is very complicated.

Teacher F: No, I do not think that will happen.

Question 16: In communication with the parents, what is the difficulty when you communicate with CAL parents? Please make an example. (TP3)

Teacher A: Before I was taught a girl. Her father is a Turk and mother is Taiwanese. There is no difficulty to talk with mom but when I need to talk with her father that is the problem. I did not know how to talk to him so I only could tell everything to her mom.

Teacher B: I feel to talk to CAL parents is helpless. For example, the language is a big problem, sometimes I cannot express my meaning to them and that is easy to make them misunderstanding. Than, the teaching methods are different. When teacher find some places where the child need to change or correct. The teacher needs to talk this with parents but they always obey the child and cannot cooperate with teacher. Even they want to change it they cannot find the direction to do it.

Teacher C: I need to spend more time to explain to parents what their children do in learning, living, self-control and language. Because of the culture background, I need to adjust and coordinate everything in the class. I hope to help the children to use this environment as soon as possible.

Teacher D: I think the language is the big problem and hard to communicate with parents. Sometimes it makes the meaning confused and misunderstanding. We do not have translators or other people to help us to translate the information. That could affect children's learning and they could not feel confidence in the class.

Teacher E: Some meaning they cannot understand and some of them can understand but want not to cooperate with the teacher. They do not know how to teach and how to do that.

Teacher F: There is a language problem to communicate with them. It makes the teacher hard to push something in the class. For example, when we do some activities we need to bring materials from home. The CAL children always cannot remember to bring it to school even the teacher write it in the communication book and remain to the child to tell the parents.

Question 17: What is the difficult of communication with SEN parents? (RP1)

Teacher A: They have more defenses for other people. Sometimes they cannot accept other people's advice. That is easy to make misunderstanding. So when the teacher point out some suggestions and opinions for the SEN child they always have very strong reaction. So you must be very carefully to communicate with them. You cannot show any your personal opinions in your words. That means you are not in the fair judgment to deal with things.

- Teacher B: If the child have not accepted the professional assessment, the teacher is hard to communicate with the parents because they cannot accept it. Most of parents they cannot accept their children have some problems and need to see the doctor. They are afraid their children are marked.
- Teacher C: The parents are hard to agree the teacher's teaching methodology and you need to explain it for many times.
- Teacher D: Sometimes the parents are not care about their children in learning and they do not want to join the activities in school. The teacher always needs to encourage them to contact with other parents. Their children also need to do it.
- Teacher E: Some parents do not believe that their children have special problems. They just think they are a little bit slowly and they need more time to learn. Maybe for this reason, some parents will indulge children to do something or allow their bad behaviors.
- Teacher F: It depends on parents' education levels. The higher level with the parents they usually can accept it and try to cooperate with teachers. Opposite are not. So that is what I find in the class now. Maybe it will change in the future.

Appendix O: Statutory guidance for organisations (who work with and support children and young people with SEN)

1. Progress check at age two:

When a child is aged between two and three, early years practitioners must review progress, and provide parents and/or carers with a short written summary of their child's development, focusing in particular on: communication and language; physical development; personal, social and emotional development. In this process they need to identify in which area the child is doing and which ones need more support. Therefore, the integrated review of this progress is to identify the child's progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and development; also to enable appropriate intervention and support for children and their families, where progress is less than expected; and generate information which can be used to plan services and contribute to the reduction of inequalities in children's outcomes. The summary allows practitioners to check and identify which children need additional support (NCB, 2012). In this process check "has been introduced to enable earlier identification of development needs so that additional support can be put into place" (NCB, 2012:2). Parents and carers can use the information to perceive children who may need special support development and help children to improve their abilities.

2. Assessment at the end of the EYFS – The Early Years Foundation Stage Profile (EYFSP)

When the children turn five in the final term of the year the EYES profile must be completed, including those with SEN. The profile should inform plans for future learning and identify any additional support needs. It provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge,

understanding and abilities.

From these two points, the EYFS (DfE, 2014) requires practitioners to provide parents and carers with a short written summary of every child's development when they are between 2 to 3 years old. The summary allows practitioners to check and identify which children need additional support (NCB, 2012). In this process check "has been introduced to enable earlier identification of development needs so that additional support can be put into place" (NCB, 2012:2). Parents and carers can use the information to perceive children who may need special support development and help children to improve their abilities.

The EYFSP, it must be finished in the end of Reception and by the time that children turn five years old. "Assessments will be based primarily on observation of daily activities and events. Practitioners should note in particular the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts" (STA, 2013:5). It is important in children's transition from Reception to Year 1. It is intended that this file will support future curriculum planning and provide the Year 1 teacher with important information about every child's approach to learning (STA, 2013).

1. Make sure the pupil knows your name. Introduce yourself and write it down for him/her.
2. Demonstrate the meaning of instructions such as sit down, stand up, come here.
3. Do not worry if the beginner says very little at first. Plenty of listening time is important when starting to learn a new language. There should be emphasis on communication rather than correction until the pupil is more confident in English.
4. Involve the pupil in routine tasks such as giving out books and equipment.
5. Wherever possible, include links within the curriculum to the culture and language of newly arrived children.
6. Give the pupil opportunities to listen to the sounds and patterns of English, for example through audio tapes.
7. Identify the key vocabulary and language structures of the text/activity.
8. Although the pupil cannot be expected to understand the content of all the lessons, do try to give him/her a meaningful task that is related to the lesson.
9. Integrate the pupil into the class activity as far as possible, while differentiating at his/her level. If they are to maintain confidence, children need to feel they can complete a task, such as copying words or sentences under pictures; matching pictures to names, words or sentences; filling in missing words; sequencing; text marking; labelling; matching sentence halves; filling in tables and grids; giving yes/no, true/false responses.
10. Many of the above tasks could be used to develop listening skills and to focus the pupil's attention on key information during the teacher led parts of the lesson.
11. Children not familiar with the alphabet will need help with handwriting and correct use of capital and lower case letters.
12. Model or demonstrate the use of key vocabulary and language structures.
13. Involve the pupil in using language from an early point of the lesson onwards.
14. Provide opportunities for the pupil to repeat and produce the language in context, for example through well-planned pair or group work.
15. The pupil will need as much of your time as possible to explain the tasks. If you are not available, encourage peers to assist.

16. Encourage the use of bilingual and/or picture dictionaries.
17. Encourage the use of home language for content learning, discussion and the development of new concepts. Support for the first language will enhance, not hinder, the acquisition of English. Whenever possible, pair the child with a proficient speaker of their home language.
18. Exploit previously used language and link to children's experience.
19. Children who are literate in their first language tend to make faster progress than children who are not. They should be encouraged to use these literacy skills to support their learning.
20. The pupil could develop his/her own personal word lists.
21. Provide visual support such as artefacts, pictures, videos, computer programmes and so on, to help comprehension.
22. Using writing frames, word banks and sentence banks provides scaffolding to support learner independence and to model the language to be learned and practised (see samples for ideas).
23. Use graphic organisers such as pie charts, graphs, pictograms, tables and grids to present curriculum content with reduced language input.
24. Give feedback in a constructive way so that the pupil can use his/her errors as a learning tool.
25. Allow the pupil time to summarise and reflect on what he/she has learned.
26. Wherever possible, encourage parents/carers to support homework tasks.

Appendix Q: Taiwanese New Early Years Curriculum in 2012

As part of the New Curriculum, in 2012, the Ministry of Education in Taiwan published the six learning areas and six learning abilities to be addressed in the preschools:

1. Six learning areas

1). Body movements and Health

- Aims:

- A. to be flexible, able to demonstrate basic motor skills and to maintain their own security
- B. to have a healthy body and lifestyle
- C. to enjoy sports and show creativity

- Implication:

Body movements and Health refers to the flexibility and independence of the body actions, the ability to cultivate flexible and agile movements, good physical health, and to live a safe and healthy active lifestyle from two to six years old. Thus, this area focuses on assisting children to experience and discover the correct body posture, and to change it according to the environment in which they operate making secure actions, and participating in activities to promote interest and endurance.

2). Cognitive

- Aims:

- A. to explore everything actively
- B. to show systematic thinking ability
- C. to be willing to communicate with other people and work together to solve problems

- Implication:

"Cognition" refers to the process of thinking and to deal with messages. The main message is to see, hear, taste, touch and smell, in all environmental spaces and time. In the living environment, there are many messages, the children explore and process these messages, and construct knowledge and ideas. Based on the living environment of children, they will face many problems. Through the process of solving these problems, children will explore the message of awareness, and transfer this into life competency.

3). Languages

- Aims:

- A. to experience and to have awareness of the fun and function of languages
- B. to participate appropriately in everyday social interaction situations
- C. to be able to narrate experiences and weave stories
- D. to enjoy reading and express a personal point of view

E. to recognize and appreciate multilingualism in social situation

- Implication:

Language can be seen as a social communication system. For young children two to six year old, it is also important for them to be able to learn effectively and to be happy to participate in this process of social communication. In this process, children have many opportunities to experience and explore language, and feel the humour of a language experience, and the awareness of language functions. Children most commonly used contact or communication media, including physical, verbal and graphic symbols. Children can achieve moderate awareness and understanding but also gradually they can learn to use these media to express themselves in their daily life and in the environment.

4). Community

- Aims:

A. to assert and take care of themselves

B. to have caring relatives

C. to be willing to get along with others and show feelings of affection

D. to experience the local culture and to be enthusiastic about multicultural experiences

E. to be close to nature and have respect for life

- Implication:

"Society" can be seen as interwoven with an interpersonal context, with the individual person through their actual participation being involved in the construction of social norms and value systems. Children can through participation in the context of early childhood, develop interpersonal interaction with the environment and accumulate experiences of people and things; learn to acquire the values, beliefs and actions that are common within their culture. Focusing on their social experiences and with close interaction with others can help children become established within the surrounding living environment and to foster relationships. By exploring human interaction and life experiences, children learn to understand themselves, other people and the status of the living environment, learning to reflect on the needs of themselves and others, the development of etiquette, and love and care for living things.

5). Emotion

- Aims:

A. to accept their emotions

B. to have a positive attitude when facing a dilemma

C. to have stable emotions and freely express their feelings

D. to be caring and understanding of others' emotions

- Implication:

"Emotion" refers to the individual's interpretation of a situation, which produces the physiological and psychological reaction from internal and external stimuli. The emergence of emotions must have internal and external stimuli, events which have occurred, and the individual must have a personal awareness of feelings and thoughts about these.

When a child has good emotional competence, he/she will be able to clearly identify their emotions, care about and understanding other people's emotions, and use positive thinking and a variety of strategies to regulate negative or excessive emotion. Furthermore, their behaviour is affected by cultural norms in expression of emotion, as well as the quality of interpersonal relationships, learning effectiveness and the quality of work.

6). Aesthetic

- Aims:

- A. to like exploring the beauty of things
- B. to experience and enjoy the beauty of art
- C. to show imagination
- D. to respond to the feelings and preferences of artistic creation

- Implication:

"Aesthetic" refers to the experience of perceiving the good things from the depths of the individual mind and their active construction.

Aesthetic experience in early childhood is mainly founded on exploration and the ability to perceive. Children are full of curiosity about the environment which surrounds their lives, they also like to explore and perceive subtle feelings for themselves.

However, when they observe artistic creation by themselves or with others, the child will have their personal feelings and views. In an atmosphere which encourages the expression of these cumulative aesthetic experiences, they gradually express a personal aesthetic preference.

Appendix R: The six learning abilities in the New Curriculum (Taiwan Ministry of Education, 2012) include:

- 1). Awareness and Identification:
the use of the senses, perception of themselves and the living environment, and understand the relationship between these.
- 2). Expression and Communication:
the use of a variety symbols to express personal feelings, listening and sharing different ideas and messages.
- 3). Care and Cooperation:
willing to care and accept ourselves, others, the environment and culture, and willing to negotiate with other people, then to build consensus and solve problems.
- 4). Appreciation and Reasoning:
the use of old experiences and existing knowledge, to analysis, integrate and forecast information, and enjoy favourite emotions of the expression in yourself and others.
- 5). Imagination and creation:
the spirit of innovation and a variety of ways to express feelings on the living environment of human beings and objects.
- 6). Self-management:
according to the specificity of awareness and adjustment to situation.

Through the planning and practice integration of the six areas, creating and raising children's six capabilities in the above.

Appendix S: Taiwanese Special Education Act

In the Taiwanese Special Education Act (The Ministry of Education in Taiwan, 2014:1) specific articles refer to the early years. Amongst the most significant of these are the following:

1. Special education is basically managed by local authorities, with incentives for private sectors. Measures and regulations involved with management of special education including target population, eligibility, handling of law offenses, and other details are set by local authorities.
2. Preschools, and educational institutions at all levels shall identify students who require special education, actively or on the basis of admission applications, and after a proper evaluation of their needs, those whose guardian or legal representative have given consent shall be given a special education placement and related services and measures, in accordance with the provisions of the previous article.
3. In order for special needs children to receive early intervention, special education practices shall start as early as two years old.
4. Educational institutions at all levels shall undertake the assessment, teaching, and counselling of special needs students on the basis of an interdisciplinary team approach, and if required may combine the services of professionals in the fields of health and medical treatment, education, social work, independent living, and vocational rehabilitation to provide assistance in the form of guidance and services encompassing learning, living, psychological, rehabilitation training, occupational guidance, assessment, and transitions.
5. Schools should develop the individualized education plan (IEP) for each and every special needs student based on a multidisciplinary team, invite parents for participation and, where it is needed, encouraging professionals to accompany parents for participation.
6. Schools should offer families of children with special needs consultation, counselling, parenting education, and transfer of services. The budget and resources of the aforementioned support services are taken up by the local authorities.
7. At least one parent of a child with SEN should be member or standing member of the school parental committee, participating in the operation of special education affairs.

Appendix T: Implementation Measures for Special Education Curriculum, Teaching Material and assessment methods

“Implementation Measures for Special Education Curriculum, Teaching Material and assessment methods” (The Ministry of Education in Taiwan, 2010) includes specific teaching principles and specific teaching strategies:

1. The teaching principles
 - 1). Use a variety of auxiliary equipment, barrier-free facilities, related to support services, environmental arrangement and to provide the least restrictive learning environment.
 - 2). Set clear teaching objectives, plan activities with variety, to provide learning strategies and skills to students which are timely to view the effectiveness of teaching and learning outcomes.
 - 3). Through a variety of teaching and classroom management strategies, provide opportunities for students to participate and have successful learning experiences.
 - 4). Ensure cross-disciplinary, cross expertise, or interdisciplinary collaboration and cooperative teaching or co-counselling.
2. The teaching strategies
 - 1). A grouping method:
 - A. individual guidance
 - B. teaching in groups in the setting
 - C. the group teaching of cross-class and across grades
 - 2). The use of human beings or resources:
 - A. individual guidance or mentorship
 - B. synergistic or cooperative teaching
 - C. peer teaching
 - D. technology and information assisted with teaching aids
 - E. the use of community resources
 - 3). Other principles for teaching children with SEN

Schools in implementing special education should be designed to fit the curriculum, teaching materials, teaching methods and assessment methods, integration of special education students individualized education plan or individual counselling program implemented (The Ministry of Education in Taiwan, 2010). From another perspective, schools should consider their systemic connectivity and system integrity and use teamwork approach to design the differences of individual courses to ensure fitness in relation to students' different abilities and promoting different needs of students to learn effectively.

Makaton

1). Introduction and definition

What is Makaton? The Makaton Charity identified that “Makaton is a language programme using signs and symbols to help people communicate. It is designed to support spoken language and the signs and symbols are used with speech in spoken word order” (Makaton Charity, 2013). The Makaton Charity is a family to provide activities, trainings, tools and resources for people who need to use Makaton to communicate. Their activities are including (Makaton Charity, 2014):

- providing **training** to families, carers, and professionals;
- developing and producing printed and electronic **resources**;
- working with others to make their **information** accessible;
- providing advice and **support** for families and professionals;
- working in partnership to **influence** society and empower people.

It supports many children, parents, carers and researchers to use Makaton in their lives and Makaton to be a useful tool that people can communicate with other people. Otherwise, Makaton was developed in the 1970s to help people with learning disability to communicate (Makaton Charity, 2009). In Ford’s report (2006), it also pointed that Makaton was developed by Margaret Walker in the 1970’s, a Speech and Language Therapist, working in a long stay hospital. Now, it is widely to be used with different people who with communication difficulties. Makaton is not only involving speaking. However, it is not just saying words; in addition it is using (Makaton Charity, 2009):

- Hand movements or gestures
- Facial expression
- Eye contact
- Body language (posture and movement)

With Makaton, expect signs and symbols, children and adults can use these different methods in communication. They communicate directly as like we talk each other. In this process, they can build self-confidence, not afraid to contact with other friends and become optimistic. As Ford (2006:1) said that “the studies have shown that, following the training, parents were interacting more often and more confidently with their child, and were more aware of their child’s needs. The children were more attentive, more confident and having fun, all important skills for learning”.

2). How to use it in communication?

Makaton have two main categories: signs (Picture 5.1) and symbols (Picture 5.2). "Signs and symbols give extra information which can be seen. Research has shown that signs or gestures are easier to learn than spoken words" (Makaton Charity, 2009). Furthermore, the Makaton Charity (2009) also proves that the experience and research indicate that using gestures and signs promotes and stimulates speech development. As we know, people use a lot of gestures before they learn how to speak and show what they want, for example, Hi or Goodbye.

- Sign: it can indicate with gesture.

"Gesture" is an easy way to communicate with people especially when you cannot speak their languages. Most of people have the experience use gestures to express what they want and what they need when you travel or visit other countries. People can understand most of gestures that are common languages between different countries. From another perspective, "Sign Language is a visual means of communicating using gestures, facial expression, and body language (British-sign, 2014)". Admittedly, Makaton "was devised as a way of increasing the ability to communicate in those who live with learning difficulties, such as those living with Autism and those with cognitive impairment. It is now very commonly taught to both those with learning difficulties and those without (Johnson, 2015)."

- Symbol: it can indicate with picture. An explanation from the Makaton Charity (2009), a symbol is a picture used to represent a word. The picture representation is simple and easy to remember. On the other hand, symbols can be used to develop language and reading skill (Makaton Charity, 2009). People or children use symbols in everyday life situations. Through these symbols people who have communication difficulties can express their feelings and meanings to others.

Schools also use Makaton symbols commonly in the settings. Pease (2000:64) had indicated the "schools using Makaton as their main signing system will want to give serious consideration to using Makaton symbols as a communication mode". Actually these pictures are made by very simple patterns that make children easy to read and recognize.

3). Effects and future development

More and more people find that Makaton is useful to be used in communication with special children. Especially for children with EAL, there is a report shows Makaton has very big benefit in communication and it also can improve children's achievement in learning. The evidence shows in Mistry & Barnes' research report (2012:13) they found out that "the use of Makaton to

support the talk of children learning EAL is effective, which was evident from the increased use of spoken English and was supported by various professionals.” It shows that Makaton has a wider value in the education field. Actually from their research they pointed out “This (Makaton) would support communication across the whole school setting, and not limit its use to the classroom alone” (Mistry & Barnes, 2012:14). It means that the Makaton is not just to be used in the setting for teachers and children it should be used in the every staff at school. The same issue about Makaton is the UK’s most popular recognised communication system for people with learning difficulties and it is used by more than 100,000 children and adults (Makaton Charity, 2011). Makaton is a language programme using signs and symbols to help people communicate. The programme is designed to support spoken language, and the signs and symbols are used with speech in spoken word order (Makaton Charity, 2011). Children or young people with disabilities may find that is hard to communicate and make people to understand them. Makaton is a common communication skill to help these people to solve communication problems. People who work with disabilities should have this skill and train by this.

U1 Patterns

1). Introduction and definition

The U1 patterns were designed in 1995. The designer was including 12 Language Therapists in Speech-Language-Hearing Association of the Republic of China (Assistive Technology Engineering Lab, 2014). In this team, they spent two years to meet regularly to discuss vocabulary graphics, compiled over one thousand common vocabulary to communicate, and then by drawing, scanning, scheduling, and every two weeks to discuss, modify graphics (Assistive Technology Engineering Lab, 2014).

The patterns include seven categories. There are:

- A. body parts and personal items,
- B. kitchen and bathroom,
- C. furniture, appliances and stationeries,
- D. transportation,
- E. leisure and entertainment,
- F. animals,
- G. nature and others.

For special educational teachers, speech therapists and parents can use these signs and symbols to help children with developmental delay effective learning language and communication skills; also they can be used with micro-computer voice communication boards together.

2). How to use it in communication?

The U1 patterns are used in early intervention, special education, title transfer plan in employment and an aging population (Assistive Technology Engineering Lab, 2014); the purpose of it is to increase independent living and employability for disable people. At present, the Assistive Technology Engineering Lab (2014) points out that to use aids, for example, U1 patterns, they need to increase the research and development of assistive technology, use and promotion of the concept, this will be in addition to the localization of assistive technology research and development, and a small amount of production in order to reduce domestic aids prices, and actively promoting the use of assistive devices ideas, improved on medical rehabilitation, special education, vocational training and professional team of staff with disabilities on service quality, providing good medical rehabilitation, education, life and employment environment . Meanwhile, people with disabilities can use assistive technology to make positive interaction with the environment and easier to communicate with others. Otherwise, to stimulate learning potential, generate new interest, learn new skills, and increase capacity for independent life and employment opportunities.

3). Effects and future development

In Taiwan, U1 patterns are used to some particular people and special courses. It needs more promotion to make people understand and learn this skill. For EAL/CAL children, Makaton/U1 is really a good programme to implement. Makaton and U1's function is communicate with other people, to promote language skills, self-care, participation in society, increasing employment opportunities, there all have a great help. Through using these programmes they can avoid the tension and frustration because other people cannot catch the meaning from them, and may induce interest in learning language. Moreover, the early learning and construction is particularly important because it is the foundation for future language development for disabilities.