



SUNRAE

UNIVERSITY OF SUNDERLAND
A GLOBAL FACULTY OF EDUCATION AND SOCIETY



OUR PARTNERSHIPS AROUND THE WORLD

Sunderland Reflective Action in Education Journal (SunRAE)



**Volume 1
Issue 1
Summer 2022**

CONTENTS

Contribution	Page
EDITORIAL	2
Welcome to the first issue of SunRAE <i>Dr Elizabeth Hidson</i>	
CONFERENCE PROGRAMME	3
ABSTRACTS AND PRESENTATIONS	4
POSTER	5
Study of an EAL (English as an Additional Language) pull-out intervention. <i>William Johnson</i>	
POSTER	6
Impact of Differentiated Instruction on Improving Students' Engagement in Kindergarten. <i>Mariett Bergantin-Barretto</i>	
POSTER	7
A case study on how an English pull-out intervention has improved the writing skills of highly able Primary 6 students in Hong Kong. <i>Rituparna Sengupta</i>	
POSTER	8
A case study of a small group pull-out EAL for KS5 pupils in a Hong Kong secondary school. <i>Justine Tizzard</i>	

EDITORIAL

Welcome to the first issue of SunRAE



Welcome to the inaugural edition of the Sunderland Reflective Action in Education (SunRAE) journal.

This open access journal was the brainchild of the University of Sunderland's International Initial Teacher Training team. The team, working with internationally based trainee teachers since 1999, had long discussed the fascinating insights into international practice that were shared through the formal assignments built into the master's-level modules within the Postgraduate Certificate in Education programmes. They saw the great wealth of knowledge that the assessment process produced, but of course, this was private to the trainees and graduates. The team wanted a way to collate, curate and share work so that international teachers could learn from others around the world. The idea for the journal was born. The idea was that trainees and recent graduates could submit their work to the journal, experience a supportive and developmental review process and have their work published through the journal.

In the 2021-2022 academic year, the team was awarded a Vice-Chancellor's Teaching Fellowship for the SunRAE project. The initial project scope included a conference and an open access e-journal. Thanks to further internal funding it grew to include a podcast series, posters and TeachMeet videos at the conference, and in effect, the development of a community of practice around research and teaching in international schools from the perspective of those involved in international initial teacher training through the University of Sunderland.

This first issue commemorates the first conference, held in June 2022 and acts as conference proceedings as well as an archive of the event. Where material is accessible online, it provides hyperlinks.

We hope that you enjoy exploring SunRAE and all it has to offer.

Dr Elizabeth Hidson

On behalf of the International Initial Teacher Training Team
Faculty of Education and Society
University of Sunderland
Summer 2022

CONTRIBUTION

Conference Programme June 2022

Time	Live Sessions (all recorded)	Pre-Recorded Sessions and Links
	<p>WELCOME Part 1 video – 10am to Noon 10:00 Opening session with Dr Elizabeth Hidson – slides – Welcome video from Sir David Bell, Vice-Chancellor 10:00 – LIVE launch of the SUNRAE podcast – LIVE review of podcast episodes 1-7 – LIVE launch of newsletter issue 2 – 10:30 LIVE Shanghai Participatory Action Research presentation – slides</p>	<p>– Welcome videos – Podcast season 1 launch on Anchor.fm. – Newsletter launch – issue 2</p>
11:00	LIVE keynote speaker – Dr Colin Forster, co-author of ‘Action Research for Student Teachers’, plus time for Q&A – slides	
11:45	Break	
	<p>LIVE presentations Part 2 video – Noon to 2pm 12:00 LIVE keynote from Greg Macur, alumnus, PPT and author of ‘Teaching English: A Practitioner’s Guide’ plus time for Q&A – slides 12:30 Employability presentation – Mark Hughes</p>	<p>– Pre-prepared material</p>
13:00	LIVE Assessment-Only Route to QTS presentation – Ian Elliott – slides LIVE Review of posters LIVE TeachMeet	<p>– Uploaded posters – Uploaded TeachMeet video</p>
13:45	Break	
14:00	<p>LIVE launch of the SUNRAE journal Part 3 video – 2pm to close ‘Writing for the Journal’ workshop with Dr Elizabeth Hidson – Call for papers</p>	<p>– SunRAE journal</p>
14:30	Awards, thanks and conference close	

ABSTRACTS AND PRESENTATIONS

Action research for new teachers

Dr Colin Forster

This session provides an overview of action research for new teachers, as well as sharing the outcomes of a piece of research undertaken with trainee teachers to understand the way they used questioning in their practice.

Improving your online practice

Gregory Macur

This session looks at research undertaken to understand teachers' perceptions of their online teaching experiences as well as sharing research-informed approaches to teaching children online.

English for Science

Bob Stanley and Nicole Wong

English language is currently the most important language in the world and English is used as the international language of science. The requirement of English is absolute when taking the IGCSE courses. Science subject competency alone is not enough. Learners must be able to master and communicate their scientific capability through reading, listening, writing, and speaking in English. Currently, there is a considerable portion of grade 9 Shanghai Hongwen high school science learners with limited proficiency in English. This presentation reports on a participatory action research project designed to help Chinese learners that are weak in English reduce their obstacles when they are learning science in IGCSE courses by developing EFS teaching tools that consist of three vocabulary booklets (Biology Chemistry and Physics) and one EFS exercise booklet.

ASSESSMENT ONLY ROUTE TO QTS

Ian Elliott

This session focuses on the assessment-only route to Qualified Teacher Status, a common route for PGCE graduates wishing to gain a world-recognised accreditation commonly thought of as the English teaching licensure.

Employability presentation

Mark Hughes

This session looks at career journeys for PGCE graduates, including job searching, applying for roles and interviews.

The Wider Pedagogical Roles of Teaching Assistants

Dr Les Burns

This session looks at wider pedagogical roles of teaching assistants in UK schools and their importance in other areas of development as well as cognitive, which is the focus of the majority of research done looking at the role of teaching assistants.

TeachMeet session: Jenny Wright shares insights into teaching reading skills in a Year 1 Shanghai primary school.

TeachMeet session: Nathalie Dela Rosa shares her work on the RIOS (Read, Imagine, Operation, Solve) method – a world problem solving strategy she developed during her PGCE teaching experience.

Harnessing opportunities for professional development with educational technologies

Dr Elizabeth Hidson

This session looks at educational technology for professional development and focuses on three key areas: communities of practice, technologies for reflective practice and micro-learning opportunities.

POSTER

Study of an EAL (English as an Additional Language) pull-out intervention

William Johnson
Luxembourg



wp.sunderland.ac.uk/

Introduction

Background of the intervention

This case study looked at a secondary school initiative put in place in order to help new arrivals to Luxembourg who do not speak one of the official languages of the country (Luxembourgish, French, or German) and opt to join an International School in the English section. The pull-out intervention is an intensive study of English with French as a second language, mathematics, and sport being the only other subjects.

The teacher has overall control of the curriculum based on the needs of the students. Classes are created based on the context of each student including age, language knowledge, and educational background. This is to avoid students with vastly different levels of education or language skills being placed together. Students are not tested by the school itself but by the government. The Department for the Schooling of Foreign Children (SECAM - *Service de scolarisation des enfants étrangers*) takes care of the testing and then decides in which school to place each child, based on skills the child already has and where they live (i.e. which school is closest to their domicile). You can see in appendix A a redacted example of the form the school is sent when they are told to integrate a new child.

The Luxembourgish government focuses on the idea of 'an open and cosmopolitan society' (Luxembourg Government, 2022). As almost half the population do not have Luxembourgish nationality a high importance is placed on language acquisition and integration.

This case study will start by looking at literature reviews around EAL and what has been seen as effective in order to build up an idea of what previous studies have managed to conclude about EAL interventions. This will help to answer the question posed by this study - *Does the EAL pull out class help children integrate into school life?*

Without sufficient language knowledge the students cannot join in with the traditional education and integrate with their peers. Therefore, it appears initially there is a fundamental need for this intervention.

Literature review

The classic and main EAL themes condensed

One of the key points from this literature review is some conflicting advice on what is important for the EAL teacher to focus on. Gallagher writes the focus should be on providing as many occasions as possible for the students to speak about a variety of topics 'as a whole class, in small groups and in pairs as a class' (Gallagher, 2008, p.43).

This idea and other literatures imply that a pull-out class is preferable as an EAL teacher can focus on oral comprehension and oral expression. However it could be argued this covers BICS but leaves behind the academic principles needed with CALP. Sharples argues how the quality of the language is just as important as the quantity for students, and gives this as 'key reasons to support the mainstreaming of EAL pupils' (Sharples, 2021, p.42).

There also seems to be both sides of the argument available in the literature - a pull-out intervention gives the students the chance to learn to speak and start to gather the Basic Interpersonal Communication Skills, whereas a push-in intervention helps the EAL students learn more quality vocabulary which would help them more when joining a standard class (Cognitive Academic Language Proficiency). More evidence here could help decision making on a push-out vs pull-in approach to EAL interventions in general.

The teacher has overall control of the curriculum based on the needs of the students. Classes are created based on the context of each student including age, language knowledge, and educational background. This is to avoid students with vastly different levels of education or language skills being placed together. Students are not tested by the school itself but by the government. The Department for the Schooling of Foreign Children (SECAM - *Service de scolarisation des enfants étrangers*) takes care of the testing and then decides in which school to place each child, based on skills the child already has and where they live (i.e. which school is closest to their domicile). You can see in appendix A a redacted example of the form the school is sent when they are told to integrate a new child.

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Methodology and methods

A sample of the main points

Here a case study is defined following Graham's (2000) definition of a case study being an investigation into specific research questions using a range of evidence, and Yin's (2013) idea of an explanatory case study, which is looking into the how and why. All of the methodology behind this case study was to find evidence to discover if the intervention helps pupils overcome their language barrier and join a standard class.

This case study therefore used mixed methods research and Yin's idea of triangulation of data in order to help validate any findings. In this case it was collecting data from interviews, observations of the EAL intervention itself, and examples of school work and other data available.

Interviews with the class teachers and head staff were semi-structured. They were informal social and emotional encounters organised for two purposes. The first was information transfer about the intervention. The second was to find out the opinions and teacher experience for the intervention and what the school at large thinks about it in terms of its implementation and success. The types of interview questions asked were therefore very important to avoid bias.

These interviews can later be compared to in class observation and analysis of class material and method to see how (and if) the theoretical results match up with visible in-class results. As mentioned by Cohen, Manion and Morrison (2011), it is essential to see the environment where the intervention takes place.

Data from class and government documents regarding number of students, length of time spent in the class before integration etc. was planned to help triangulate and critique the effectiveness of this intervention. As discussed later, data however was incredibly hard to find or does not exist, so the case study needed to rely more on in-class material given to the students and shown to the observer after the lesson.

Literature and theory reviews as mentioned earlier help give context to the study and give valid examples to compare the intervention to contemporary studies, evidence and literature, which can help analyse the effectiveness of the intervention as a whole.

Conclusion

1 It is still inconclusive whether a pull-out or push-in EAL intervention is better long-term

2 It could be seen as an advantage that teachers teach both the REAL intervention and standard classes, because they are well placed to judge when a student is ready to join the mainstream system.

3 It is beneficial to have a specific room for EAL to give visual supports and more scaffolding for students.

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Data, analysis and discussion

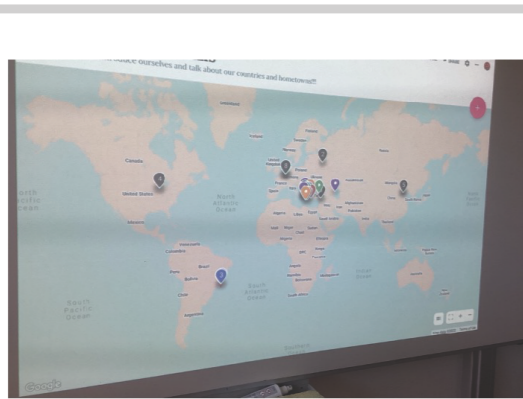
Some examples of recommendations

The first finding to look at would be the intervention's success at not just BICS but whether CALP has also been implemented to make sure students can integrate into the curriculum successfully (Cummins, 2000). This can be judged a success because the teacher clearly focused on work that helps prepare students for a standard class. The vocabulary taught was not too basic and the test included parts where students needed to give longer, more complex answers (see appendix C). Further evidence for this is that as discovered in the interview, the class teachers also teach standard classes. This is an interesting approach, and although it could be argued it goes against the idea of EAL teachers being highly qualified for their specific job as they also teach elsewhere, (Carder, 2007) it does help validate Carder's (2007) and Spencer's (2021) research on the importance of a strong link between the EAL and mainstream teachers. So it appears that the intervention is a success following Cummins' intentions of BICS and CALP 'to warn against premature exit of ELL English Language Learner students from bilingual to mainstream English-only programs on the basis of attainment of surface level fluency in English' (Cummins, 2000, p.58). However more data and research are needed to conclude whether this is more efficient than an EAL student being integrated into the class to start learning the required vocabulary directly, as recommended by Sharples (2021).

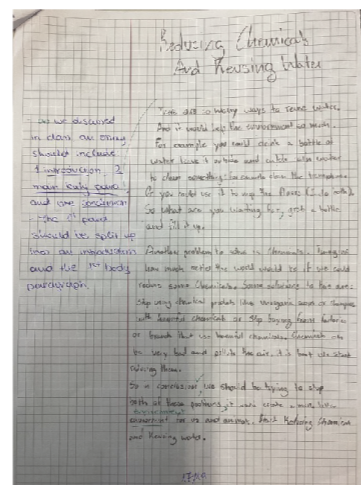
The EAL class has nine pupils. This follows Carder's (2007) emphasis on a small class size, and in observations the benefit of this was evident. All the students had time to speak, present, ask questions and interact.

With no data and the interviewee explaining that the length of time spent in the EAL class is decided on a case-by-case basis, no clear conclusion can be drawn about how long students should stay in the pull-out EAL class. Dixon's (2022) data analysis of it taking up to 7 years to catch up cannot be critiqued here because no data is kept on the students after they leave the intervention, so it is inconclusive if they underachieve compared to their peers later in their education.

The fact of two native speakers in the EAL class was not mentioned in the interview, but observations in class showed how, despite being beneficial for other students, as mentioned earlier, there was clearly a problem of motivation in class by these two students. The tasks were easy and the high test scores confirmed they were too advanced for this intervention. This study will now move on to summarise the findings and give any recommendations.



padlet.com being used in the EAL lesson in collaboration with a Greek EAL class.



Example of written work in preparation for joining a mainstream class



University of Sunderland

POSTER

Impact of Differentiated Instruction on Improving Student's Engagement in Kindergarten

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Introduction

This research study comprised ten students, some of whom have been identified as having behavioural and academic concerns. The researcher has previously taught the same class, so there is a high level of familiarity, and the children's needs were identified from observation and assessment. Children who are not interested in the lesson or activities, having difficulty with a task or activity and are not meeting the expected learning outcome, and who display unacceptable behaviour are all issues that has already identified. These challenges have been identified by the teacher, who will address them through inquiry, action, analysis, and reflection and will act as researcher of this study (Capobianco and Feldman, 2010). The researcher's goal is to resolve existing problems at the same time accommodating various children's needs, as well as increasing student's engagement while reducing unwanted behaviour in the classroom.

The findings of this study are significant because they will assist the teacher in understanding how to use differentiated instruction in classroom and how it may be a useful tool in the planning and teaching process. Differentiation is important, since failure to engage children into the lessons could lead to more undesired behavior and eventually, a decline in learning ability (Ellis and Todd, 2015).t with your own

Literature review

Differentiated

The literature contains several definitions of differentiated instruction. When defining this term, differentiated education, one thing to consider is the aim and approach used. Differentiated instruction, according to Hall (2009), is a technique in which teachers use a variety of strategies (how information is delivered) to teach a specific activity without changing the lesson content.

Tomlinson, a known expert on this field, defined differentiated instruction as a teaching philosophy based on the notion that students learn best when their teachers accommodate variances in their readiness levels, interests, and learning profiles. One of the fundamental goals of individualized education is to maximize each student's learning potential (Tomlinson, 2005). She also points out that distinguishing may be done in a variety of ways, and that if teachers are ready to use this idea in their classrooms, they will be choosing a more effective technique that caters to the different needs of students (Tomlinson, 2001).

Methodology and methods

Methods

Action research is a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection which can be used by the practitioner-researcher in reflection, decision making, and the development of more effective classroom strategies (Parsons & Brown, 2002). Furthermore, it provides practitioners with new insights and understanding about how to resolve classroom related problems (Mills, 2011). This study followed the form of Lewin's Model of Action Research, an action-reflection, cycle of planning, acting, observing and reflecting (Lewin, 1946).

Different tools were used to collect relevant data from students during the three-week study. The researcher ensure that information were taken from multiple sources of data which includes; teacher's notes, observation notes, interview and feedback from parents and colleagues. The process is known as triangulation. Triangulation increase the reliability and validity of data collected (Patton, 2001). The level of students in the class were mixed; some were aged 2-3 years old while the rest were 4-5 years old. The first step was to determine the level of each child and to identify their readiness, learning styles, and interests. Data were obtained through feedback, interviews and teacher's observation.

Conclusion

1 The findings revealed that by customizing resources and instruction for less able students and taking into account the learner's ZPD, teachers were able to construct activities and tasks that pushed their learning forward. Although the results showed that using a differentiated approach (interests, readiness, and learning profile) helps with planning and teaching to some extent, there was little evidence to show increased student participation during classroom activities.

2 Despite the study's main focus on the impact of diverse teaching on student involvement, the results reveal that differentiated learning activities do not always improve student engagement. Instead, student participation was influenced by their freedom to choose whatever activity to investigate and variable grouping arrangements.

3 In terms of future study, determining the influence of flexible grouping arrangements or implementing open ended activity instead of structured task on enhancing student engagement in Kindergarten could be a worthwhile endeavour.

Table 2. Triangulation of Data	Data Collection Instrument			
Research Question	Teacher's Journal	Observation Notes Assessment Notes	Feedback from Parents and colleagues	Student Interview
MQ				
SQ1	Student's Observation	Observation Notes		Student Interview
SQ2	Student's Observation.	Observation Notes		Student Interview

Data, analysis and discussion

At the end of this action research study, the teacher developed a better grasp of differentiation in kindergarten and how this strategy might assist children to have a positive learning experience. The following is a summary of the answers to the research questions that emerged from the collected data:

Main Question :
What is the impact of differentiated instruction delivered over three weeks on improving student's engagement?

One benefit that stems from differentiated instruction with the intent to increase student's engagement is that children are more independent in their learning. The classroom can become more student-centred and the teacher's role is to support them in their learning by incorporating their interest, learning style and readiness in learning tasks (Tomlinson et.al.,2003). One limitation of this study is that all three methods were considered during the lessons and that the results do not rely on each method independently.

Sub-question 1 :
Will differentiation by interests, readiness and learning profile helps in planning and teaching the content?
Knowing a student's interests, readiness, and learning profile aids in developing activities and teaching that are appropriate for their development and needs. Data from formative assessment (both formal and informal) can improve differentiated education by indicating where to begin instruction and where support is required and what resources are available that are suited to student needs.

Sub-question 2 :
Will differentiation by interests, readiness and learning profile helps minimize behavioural problems in classroom?
Students benefited in different ways when they were given different modalities of teaching that were tailored to their learning profiles and styles, such as providing material in both visual and auditory formats. Their overall participation in class activities and learning tasks improves, resulting in fewer undesirable behaviors (Suleyman, 2019).

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A case study on how an English pull-out intervention has improved the writing skills of highly able Primary 6 students in Hong Kong

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Introduction

More able students in Hong Kong primary school and writing intervention

Gifted or talented students are those who perform better than their peers in a specific cultural domain (Pfeiffer 2011). Due to their better academic performance and advanced thinking capabilities, talented students may face challenges like underachievement and disengagement if their educational needs are not satisfied (Diezmann et al., 2003)

This case study will focus on a pull-out English enrichment intervention to support the more able students aged between 11-12 years in a primary school in Hong Kong. With 60 minutes of daily instruction it is designed to enhance the regular school-based curriculum.

This assignment will try to analyse how this 'pull-out' literacy intervention is helping to improve the English writing skills of four high-performing students of primary 6. It will also try to determine its success in improving the students' motivation levels in their regular classroom.



Image 1: Hong Kong Academy of Gifted Education

Literature review

Gifted education policies in different countries

In 2000, Hong Kong's Education Bureau started a three-tier implementation model for gifted education. New Zealand, Wales and the United States acknowledged the special learning needs of their talented students. On the other hand, England withdrew the Young Gifted and Talented Programme in 2010 and Finland does not have any policy on the same.

Identifying students and skills standards of teachers

National Association for Gifted Children [NAGC] (2013) acknowledge that giftedness is a dynamic construct and need to cater to diversified population. They had also has a set of skill standards for preparation of teachers in gifted education.

Pull-out programs

Educational acceleration, curriculum compacting, grouping, and pull-out programs are a few of the strategies for gifted education (NAGC, 2019).

Motivation and writing competency

Motivation is an important aspect of acquisition of a second language (Gardner, 2001). A study conducted to evaluate the effects of self-regulated learning (SRL) strategy in EFL writing on primary 4 students in Hong Kong revealed that high-performing students use more SRL (e.g. planning) and motivation as compared to their peers (Guo and Bai, 2022).



Image 2: Westmount Charter School, Alberta, Canada (Gifted education page)

Methodology and methods

Case Study

A qualitative case study is an intensive, holistic description and analysis of a single instance or phenomenon, or social unit" (Merriam, 1988, p.21).

Interviews

Semi-structured interviews that are useful for 'individual research projects' (Sharp, 2012, p.74) are conducted with principal of the school, the local teacher-in-charge, and class teachers of the focus group.

Observations

Non-participant semi-structured observations (Sharp, 2012, p.84) of the focus group of students were conducted to see and listen to how they reacted to the instructions to avoid biasness (Cohen et al., 2011, p.468).

Best practices and theories

The Pre-K-Grade 12 Gifted Education Programming Standards (NAGC) and the Differentiated Model of Giftedness and Talent of Gagné (1992) and Gardner's (2000) socio-educational model of second language acquisition are considered to compare with the intervention.

Data, analysis and discussion

Connection to education policies and NAGC standards

The intervention can be supported by the school-based gifted education policy of the Government of HKSAR. Pull-out nature of the enrichment program can be backed by NAGC *Pre-K-Grade 12 Gifted Programming Standards*. However, the school has a narrow approach to identify the students by experienced yet not exactly trained (to select gifted students) professionals.

Connection to underpinning theories

The intervention can be backed by Gagné's theory of DMGT (2008) which supports that intrapersonal skills, environmental influences and interventions can play the role of catalysts to convert giftedness into talent (pp.5-9). The students' motivation are completely extrinsic or goal oriented as recognised one of the driving forces by the socio-educational model of Gardner.

Connection to Hong Kong's context

English plays a passive role in Hong Kong students' life outside the classroom. The focus group is also has only external motivation to improve their writing skills.

Conclusion

- 1 The pull-out intervention is well placed within the policy framework of Hong Kong and the Education Bureau. But the identification of students are based on a single parameter not considering the different aspects of giftedness.
- 2 The students are extrinsically motivated and show a restrictive practice of sentence patterns and grammar driven by high levels of structured instructions with a variety of teaching methods.
- 3 The intervention has not been able to influence the students' motivation levels in their regular classrooms.

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A case study of a small group pull-out EAL for KS5 pupils in a Hong Kong secondary school

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Introduction

Context of school and region

- This is a case study of a small group pull-out EAL for KS5 pupils in a local secondary school in Hong Kong.
- The name of this intervention, given by the school, is the English Enhancement for Mainland Chinese students', an initiative which has been running for 3 years consecutively.
- The aim of this pull-out EAL intervention is to help improve the confidence and fluency when speaking English for KS5 students so they can have a smooth transition into Hong Kong's educational system.
- All the students from Mainland Chinese in the school are invited to attend, although the target students are those who have recently moved to Hong Kong and have not achieved over 60% in their English exam for the National College Entrance Examination (NCEE), also known as the gaokao (高考).
- Having a low English language proficiency, is not only a problem for the Mainland Students but also for the local Hong Kong students. The common denominators found on these articles and media include the 2012 changes in the educational policy (Lin, 1997).

Literature review

Cummins Iceberg Theory

- Cummins (1996, p. 110-111) hypothesises a common underlying proficiency (CUP) model in which literacy related aspects of a bilingual's proficiency in first language (L1) and second language (L2) are seen as common or interdependent across languages.
- The learner profiles in this case study pull-out of EAL learners are mostly monolingual.
- Although some students might seem academically proficient, there are factors that affect the rate of L2 acquisition (Cook, 2008; Roessingh & Kover, 2003).
- The CUP model is illustrated in the metaphor of an iceberg, also known as the Dual-Iceberg Representation of Bilingual Proficiency (Cummins, 2005).
- Cummins iceberg hypothesis suggests that learning L1 will facilitate acquiring a second language, which in the paradigm of this case study it would be Cantonese and English.
- The iceberg model highlights cognitive academic language proficiency (CALP) and Basic Interpersonal Communication Skills (BICS). While students may be proficient in BICS, they may require an intervention to improve their CALP.

Methodology and methods

Pull-out and group size

The cohort for the pull-out group size was made of 14 students. After semester 1, the students have an internal assessment and then are encouraged to take the IELTS examination (and achieve at least overall 5.5).

Method	Overview	Justification
Researching	Important to understand the context and create a solid foundation and understanding of a research case study, with background information on the context.	Glaser and Strauss (1967) outlined the process when building theories from case study research, also Yin (1984) and Miles and Huberman (1984).
Observation	Observe how the intervention is conducted for 6 weeks to get a better understanding.	Case studies require observations within the context of their environment (Cohen, Manion and Morrison, 2011, p. 289).
Informal interviews	Interviews the English teacher and the LRC staff in charge of the English Enhancement initiative.	Interviews provide important data but can be subjective depending on the point of view (Nisbet & Watt, 1980).
Creation of new quantitative data	To be able to collect data at different points to observe any English-speaking proficiency progress made by the students	Collection of data to observe different variables (Cohen, Manion and Morrison, 2011, p. 289).
Questionnaires/surveys	To the English teacher and the LRC staff in charge of the English Enhancement initiative.	Collection of data to observe different variables (Cohen, Manion and Morrison, 2011, p. 289).

Conclusion

- Proper training should be provided for the future teacher from an experienced staff that can provide support and advice to a new graduate or staff member with less expertise in a school (Le Maistre & Pare, 2010).
- The intervention does help the target students learning needs that already proficient in their BICS and helps them develop CALP due to the nature of the class setting.
- The implementation of an official exit policy, as currently there is no set-guidance for the teacher to follow. It should be decided for the student's best interest.

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Data, analysis and discussion

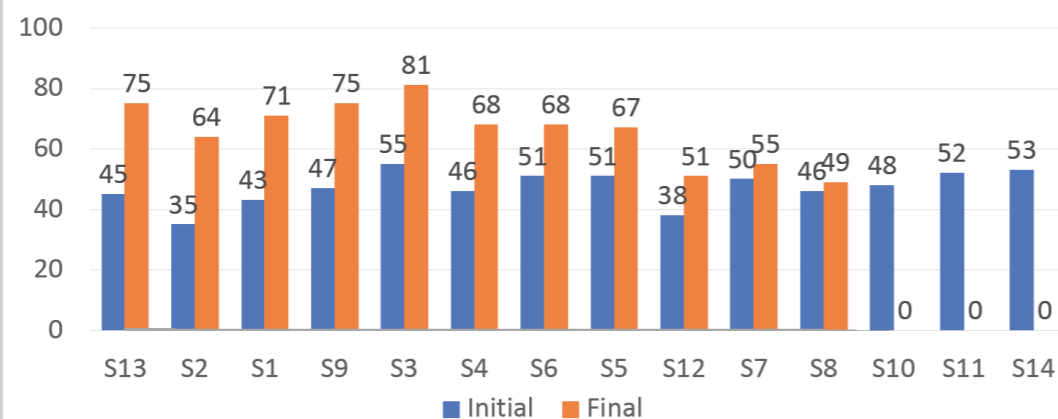
Data Collected

- There was a trend observed when collecting data across the attendance and their performance in the tests, as the students with higher attendance performed better academically and in the examinations.
- The nature of this intervention revolves around speaking and having an active student engagement is key for their success (Bijsmans & Schakel, 2018).
- For this case study it was very clear that the attendance is deemed to be crucial for effective student performance in problem-based learning (Loyens et al., 2012, p. 419; Maurer, 2015, p. 372).

Connection to Theory

It was observed during the intervention that the mental barrier of the affective filter (Krashen, 1982) in the students lowered as the weeks went by, there was a welcoming learning environment where the students were encouraged to speak and not penalised for making mistakes, which made the class feel motivated and less anxious if they were not sure of the answer or topic.

Students results compared between initial and final assessment





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