Speaking English as an Additional Language:

Using a Delphi technique to identify the competencies needed by EPs working with EAL students and families

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To Marco,

who left us way too early,

all my achievements are also yours.

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Abstract

The proportion of pupils with English as an Additional Language (EAL) has steadily risen in recent years in the UK. The figures for 2021 show that 1.56 million EAL pupils are attending schools, which constitutes just under one in five of all pupils aged 5-16, speaking a total of over 365 languages (Department for Education [DfE], 2021a).

Despite Educational Psychologists' (EPs) practice being concerned with the removal of barriers for allowing children to fully access education (Cameron, 2007), a review of the Educational Psychology literature offers a limited account of EPs' response to the linguistic diversity increasingly presented by their client group. According to Cline (2011), this is also reflected in a lack of national policy guidelines on the competencies EPs need for their work with these students and families. The accepted professional codes of standards and ethics specify the need for EPs to demonstrate certain competencies, specific knowledge and understanding, pertinent to communicating with different ethnic, socio-cultural and faith groups (British Psychological Society [BPS], 2009, 2015; Health and Care Professions Council [HCPC], 2015, 2016). However, there is no clear and shared understanding of precisely what these competencies are, especially in the development of psychological advices for children with Special Educational Needs who also have EAL. Therefore, it becomes important to explore and define the competencies required by EPs to address the language needs of this population (Athanasopoulos, 2016; Johnson et al., 2012).

In an attempt to address this knowledge gap, I used a three-round Delphi method to identify competencies required by EPs when working with linguistically diverse populations. Round 1 consisted of one open-ended e-questionnaire presented to a panel of experts or 'informed individuals' in the field of language diversity. The panel was asked to advise on competencies needed for effective practice when supporting the language needs of EAL children and empowering them and their families within their practice. The responses from Round 1 were analysed through content analysis and the competencies operationalised in terms of knowledge, skills, and personal qualities (McAllister et al., 2010). These statements were presented to EPs (N=20) in Round 2, asking them to rate their

perceived relevance for their practice, as well as inviting EPs to provide additional relevant competencies and comment on the possible applicability of the framework. In Round 3, EPs (N=19) evaluated their response to statements that had not met consensus after Round 2, considering the group's opinion overall, and also rated additional competencies collated from participants in the previous round (Round 2).

At the end of Round 3, out of a possible 103 statements, 90 statements were deemed as key features for EP practice with EAL students and families, which is presented as a guiding framework for practice. Statements that did/did not meet consensus were considered, and implications for EP practice were discussed.

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List of Abbreviations

Basic Interpersonal Communication Skills	BICS
British Education Index	BEI
Black Lives Matter	BLM
British Psychological Society	BPS
Cognitive Academic Language Proficiency	CALP
Cognitive Behavioural Therapy	CBT
Centre for Operations Research and Econometrics	CORE
Continuing Professional Development	CPD
Culturally Responsive Practice	CRP
Children and Young People	CYP
Dynamic Assessment	DA
Department for Education	DfE
Department of Education and Science	DES
Department of Health	DoH
English as an Additional Language	EAL
English Language Learner	ELL
English as a Second Language	ESL
Educational Psychologist(s)/Educational Psychology	EP(s)
Educational Psychology Service	EPS
Education Resources Information Centre	ERIC
Early Year Foundation Stage	EYFS
Educational and Health Care Plan	EHCP

European Union	EU
Health and Care Professions Council	HCPC
Interacting Group Method	IGM
Improving Access to Psychological Therapies	IATP
Languages Beyond English	LBE
Labour Force Survey	LFS
Local Authority	LA
Nominal group technique	NGT
Organisation for Economic Co-operation and Development	OECD
Office of National Statistics	ONS
Proficiency in English	PiE
Teaching and Learning International Survey	TALIS
Special Educational Needs	SEN
Special Educational Needs and Disabilities	SEND
Trainee Educational Psychologist(s)	TEP(s)
University College London	UCL
United Kingdom	UK
Video Enhanced Reflective Practice	VERP
Video Interaction Guidance	VIG

Chapter 1: Introduction

In the first section of the introduction, I will provide an overview of the national and local context of language diversity in the UK, with an emphasis on school populations whose 'first language at home' is not English. I will clarify the term 'English as an Additional Language (EAL)' and discuss issues related to the policies and pedagogies affecting EAL students. I will establish the foundations of this research study by presenting information that illustrates why Educational Psychologists (EPs) need specific competencies to practice with an increasingly multilinguistic population. In the second section, I will provide a range of definitions of competence followed by an account of the development and applications of competency frameworks in different disciplines, referring to their possible ontological stances and limitations. The use of competency frameworks within the Educational Psychology profession specifically will be discussed more extensively because it provides a useful framework for exploring how EPs can best support cross-linguistic communities and address the needs of a linguistically diverse population.

1.1 Overview of EAL

1.1.1 EAL: Prevalence and Distribution

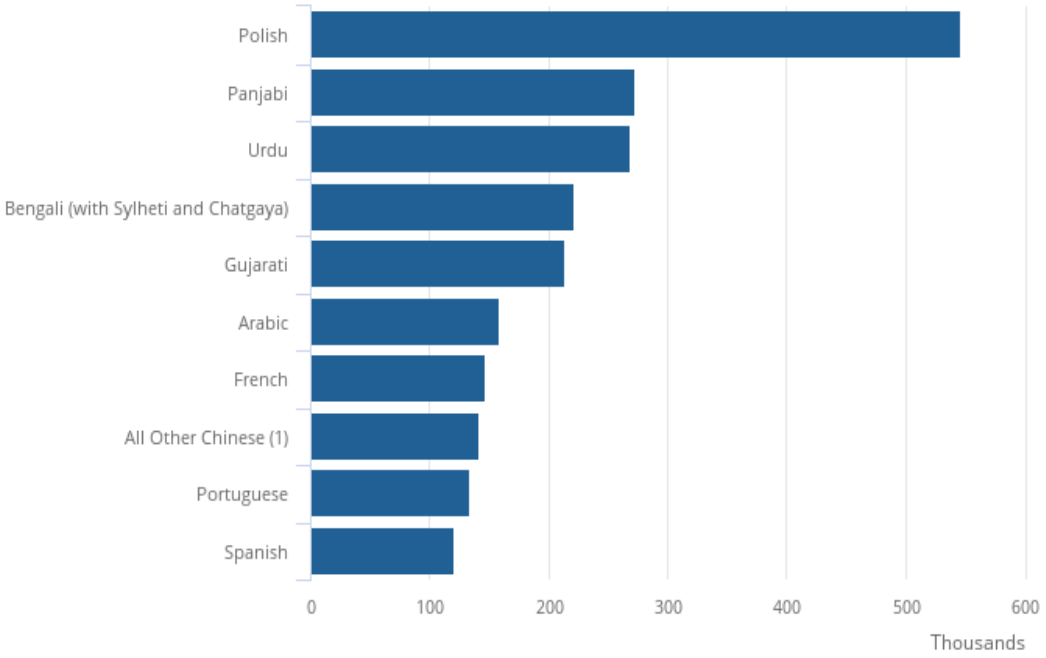
In the 2011 Census, 92.3% of people (49.8 million) aged three and over in England and Wales reported English as their main language and just under 8% (4.2 million) reported a language other than English as their main language (Office of National Statistics [ONS], 2013). Polish was the most common language spoken after English, with 546,000 people (1% of the population) reporting it as their main language (Figure 1. 1).

Similarly, the 2012 Labour Force Survey (LFS) showed that 92.2% of the population in England and Wales spoke English as their 'first language at home' (ONS, 2013). This figure has decreased by 2.8% overall since 2003 (when the LFS survey first included a question about language). Although this is broadly consistent with the 2011 Census, caution is needed when comparing these results with the Census due to methodological differences - the LFS is a sample

survey and asks about the 'first language at home' rather than one's 'main language' (Poppleton et al., 2013).

Figure 1. 1

Top Ten Most Frequently Spoken Languages Other than English and Welsh in England and Wales in 2011



Note. From *Top ten main 'Other' languages in England and Wales, 2011* by Office for National Statistics (ONS). 2013 (https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/language/articles/languageinenglandandwales/2013-03-04#main-language-in-england-and-wales).

Data from the DfE also reported an overall and steady increase in the proportion of EAL pupils in recent years in the UK (Demie et al., 2022). It more than doubled from 7.6% in 1997 to 16.2% in 2013, totalling just over one million pupils in 2015 (Demie, 2015). The figures for 2021 are even higher, at 1.56 million EAL pupils, or just under one in five (19.3%) of all pupils aged 5-16, speaking in excess of 365 languages between them (DfE, 2021) (Table 1.1). The 2018 Teaching and Learning International Survey (TALIS) published by the Organisation for Economic Co-operation and Development (OECD) shows that the proportion of teachers in the UK working in schools with multilingual settings increased by 14%

between 2013 and 2018, from 28% in 2013 to 41% in 2018, constituting one of the highest increases across the OECD TALIS countries (OECD, 2018).

Table 1. 1

EAL Population in State-Funded Primary and Secondary Schools in England from 1997

	PRIMARY		SECONDARY		TOTAL (Pri/Sec)	
	EAL No.	EAL %	EAL No.	EAL %	EAL No.	EAL %
1997	276,200	7.8	222,800	7.3	499,000	7.6
1998	303,635	8.5	238,532	7.8	542,167	8.2
1999	301,800	8.4	244,684	7.8	546,484	8.1
2000	311,512	8.7	255,256	8.0	566,768	8.4
2001	331,512	9.3	258,893	8.0	590,405	8.7
2002	350,483	10.0	282,235	8.6	632,718	9.3
2003	362,690	10.4	291,110	8.8	653,800	9.6
2004	376,600	11.0	292,890	8.8	669,490	9.9
2005	395,270	11.6	299,200	9.0	694,470	10.3
2006	419,600	12.5	314,950	9.5	734,550	11.0
2007	447,650	13.5	342,140	10.5	789,790	12.0
2008	470,080	14.4	354,300	10.8	824,380	12.6
2009	491,340	15.2	362,600	11.1	853,940	13.1
2010	518,020	16.0	378,210	11.6	896,230	13.8
2011	547,030	16.8	399,550	12.3	946,580	14.6
2012	577,555	17.5	417,765	12.9	995,320	15.2
2013	612,160	18.1	436,150	13.6	1,048,310	15.9
2014	654,405	18.7	455,205	14.3	1,109,610	16.6
2015	693,815	19.4	477,286	15.0	1,171,101	17.4
2016	734,355	20.1	499,061	15.7	1,233,416	18.0
2017	771,083	20.6	520,083	16.2	1,291,166	18.6
2018	998,829	21.2	539,895	16.6	1,538,724	19.3
2019	1,002,292	21.2	561,002	16.9	1,563,294	19.4
2020	1,002,387	21.3	584,565	17.1	1,586,952	19.5
2021	975,238	20.9	601,238	17.2	1,576,476	19.3

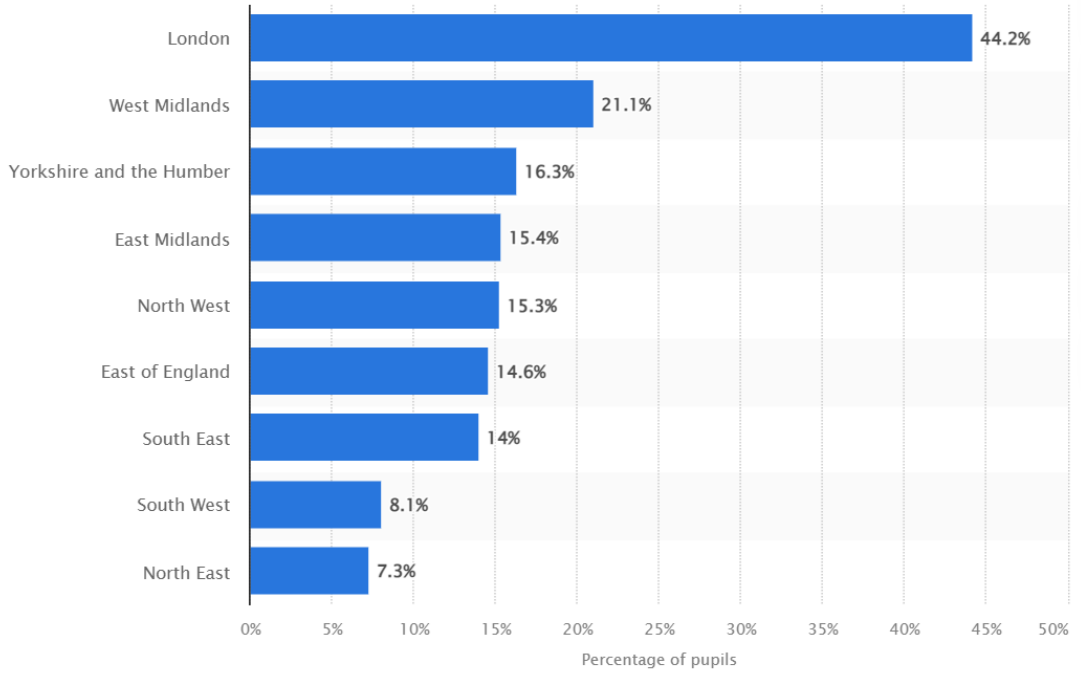
Note. From *The Impact of School Closures on Pupils with English as an Additional Language* by Demie, F., Hau, A., Bellsham-Revell. A. & Gay, A. 2022 (https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk.rsu/files/the_impact_of_school_closures_on_pupils_with_english_as_an_additional_language_2022_0.pdf?msclkid=303922c3c85f11ecb3a9c417aced20c5).

Although the DfE data show an overall increase in the percentage of EAL pupils in recent years in England and Wales, this increase is not geographically uniform i.e. some locations have many more EAL students than others (Figure 1.2). For example, in the academic Year 2020/2021, a notable percentage of EAL pupils

attended schools in London (44.2%) compared to 8.1% and 7.3% attending schools in respectively the South West and North East of England (Clark, 2022). This uneven distribution means that the EAL phenomenon is experienced differently by different Local Authorities (LAs) and individual schools, which can lead to great variation in the demand for research into EAL-specific competencies for EPs. This variation means that overall, the development in the field becomes under-prioritised.

Figure 1. 2

Percentage of Pupils Whose First Language is Known or Believed to be Other than English in England in 2020/21, by Region



Note. From *Percentage of pupils whose first language is not English in England 2021, by region. By D.* Clark, 2022 (https://www.statista.com/statistics/331675/england-region-english-additional-language/?msclkid=41648c59c86011ec9a38775f495456d7#statisticContainer).

Nevertheless, the above statistics illustrate that modern-day England is a global society where diversity and multilingualism are far more prominent aspects of everyday life than in the past (Athanasopoulos, 2016; Johnson et al., 2012). Therefore, the exploration of multilingual capacity and the integration of culturally

and linguistically diverse perspectives is becoming progressively more important across a wide range of fields, including education, health, and management (Finney et al., 2014; Kosoko-Lasaki et al., 2008).

1.1.2 EAL: Contemporary Context

It is not yet known what impact UK's recent departure from the EU (in January 2020) will have on the cultural and/or linguistic diversity of the country. The current trends (discussed in the previous section) strongly suggest that the changing demographics of schools is increasing the demand on practitioners to not only work with clients from culturally and linguistically diverse backgrounds who are not proficient in English, but also to know how to best educate and intervene with them (DfE, 2017; Newell et al., 2010). At a societal level, language diversity has arguably become even more important to the UK after leaving Europe. According to the British Council, the UK has an urgent strategic need for language skills if it wants to succeed as a world leader in trade and international relations (All-Party Parliamentary Group [APPG] on Modern Languages, 2019).

Another phenomenon impacting the degree of language diversity in the UK is the movement of refugees. In 2021, the UK received 48,540 asylum applications, which is 63% more than the previous year and the highest number in almost two decades (Home Office, 2021). This is likely linked in part to the easing of global travel restrictions that were in place during the COVID-19 pandemic, and to a sharp increase in small boat arrivals to the UK, of which almost all claimed asylum. The number of refugees has also increased from 133,094 at the end of 2019 to 135,912 in 2021, according to UNHCR statistics (Home Office, 2021). Given these statistics, EP professionals should be sensitive to the varying language and cultural backgrounds of Children & Young People (CYP), and how this may impact their access and approach to education.

Finally, it appears that the COVID-19 pandemic has had a significantly more negative impact on EAL learners relative to their non-EAL peers (Demie et al., 2022). Research has shown widespread concern about the impact of school closure due to COVID-19 on disadvantaged pupils (Rose et al., 2021; DfE, 2021b). Demie et al. (2022) argued that there is a large and worrying gap between the attainment of EAL children not fluent in English and White British

and disadvantaged children. In fact, in addition to the learning loss experienced during the lockdown by disadvantaged children, EAL learners may be uniquely affected by experiencing a language learning delay/loss on top of subject learning loss. Indeed, EAL learners are likely to be negatively impacted in all of the four domains of language acquisition and use: listening, speaking, reading, and writing (Demie et al., 2022). Recent research has investigated the extent and nature of English language learning loss for pupils who use EAL. Scott (2021) draws on teachers, parents and pupils' observations around language loss in EAL pupils. This research shows that 69% of teachers reported a negative impact of school closures on the language skills of learners using EAL; Specifically, both primary and secondary school teachers (15 and 22% respectively) stated that learners using EAL lost the confidence to speak to their peers or answer questions in class. Furthermore, a large majority (89%) of primary EAL learners said that they found schoolwork harder during school closures. In addition, approximately half of these students agreed that schoolwork was more difficult upon return. Indeed, the overwhelming majority did not prefer working at home. A possible explanation for this language loss is that, during school closures, EAL learners may not have had access to models of good English language and EAL pedagogy, and sufficient opportunities to practise speaking in English. In fact, only one in four parents reported that they spoke mainly English at home, compared to 84% who stated that they mostly spoke their home language.

Given a) the clear increase in the percentage of pupils recorded as EAL (DfE, 2021a), b) the importance of maintaining/ promoting language diversity following the departure of England from the EU and, c) the attainment and language gap between EAL pupils and non-EAL pupils, the development of EAL policy is becoming increasingly important. The UK Government has previously recognised changes that have taken place in the EAL school population. Indeed, a policy statement in 2012 has argued that "the aim of the Government policy is to promote rapid language acquisition and include children learning EAL in mainstream education as quickly as possible. We believe that English should be the medium of instruction in schools" (DfE, 2012, p.1).

Schools and other agencies working with schools increasingly need to be able to respond to the growing linguistic diversity of the population (Schneider & Arnot, 2018), and address the learning and language gap of EAL students (Scott, 2021). As professionals often do not have the time or capacity to study foreign cultures and/or languages in addition to their work-related areas of expertise (Liu & Evans, 2016), it is becoming important to explore and define the competencies required to address the language needs of this population, and opportunities to enhance communication with EAL children and their families.

1.1.3 EAL: Terminology

One of the challenges in conducting research into EAL is the limitation of the categorisation 'EAL' itself. In official documentation and for the purpose of the collection of statistical data on schools in England, the category of EAL student is defined as a pupil whose first language is known or believed to be other than English (DfE, 2021a). As Leung (2015) has pointed out, this category of pupils is a 'loose' label and EAL students fall into a number of different groups, presenting very different needs. The broad category of 'EAL' masks a diversity of languages, family values, knowledge and experience; all of which will all impact a student's experience of education and are essential elements to consider when designing positive practices to support these students (Evans et al., 2016).

EAL is not a good proxy for recent immigration, and there are distinct differences also in pupils' migration experiences (DfE, 2021a). For example, some pupils are refugees, while others are the children of migrants who have moved to the UK for economic reasons. This group includes children belonging to well established ethnic minority communities in the UK, who are born in the UK (Arnot et al., 2014). EAL pupils' socio-economic backgrounds can be extremely diverse, as are the educational backgrounds of their families; some pupils' parents have experienced tertiary education, while others are the first in their families to attend school (Gibbons, 2009).

In addition, EAL is not a measure of English language proficiency (DfE, 2021a). This term is in no way indicative of children's level of proficiency in either their first language/s (home language/s) or their second (English). The EAL population includes children whose first language is not English but may speak English

fluently, along with children who have arrived more recently with no or very little linguistic competence (Strand, 2015). Some pupils are literate in their home language, while the literacy of others may be limited or lacking altogether; some may be able to speak English but have greater difficulty with reading and writing, while for others the reverse may be the case (Gibbons, 2009).

Stemming from the fact that there is no typical 'EAL student', it follows that any research should steer clear of viewing EAL as a homogeneous group, and instead consider and address its various component subgroups (Demie, 2015; Demie & Hau 2017). In this study, I have decided to focus on children of migrants whom the European Commission (2013) refers to as 'newly arrived migrant students' and defines as a 'distinctive category' of the migrant population and 'first generation' migrants (p. 28). As I am particularly interested in the 'language' aspect of the EAL experience, children of well-established ethnic minority communities in the UK and children of refugees and asylum seekers are less suitable for my study, since the former are more likely to be exposed to the English language from a young age and the latter might bring aspects and issues to the research that could make the project too complex and shift the focus away from language.

Following the example of other research (Arnot et al., 2014; Evans et al., 2016), the EAL children I will refer to within my research will be those who are learning English in an English-speaking environment, such as a school, and who speak a different language from English at home. These children will also be referred to as bilingual (or multilingual) as they are exposed to more than one language and who use more than one language in their everyday life, independently of the proficiency in those languages.

1.1.4. EAL: Ideology

Researchers have highlighted issues regarding the term EAL because, whilst it is intended to be a descriptive term only, it can inadvertently reflect a given user's ideologies (Leung & Creese, 2010). Cunningham (2019) argues that labels applied to individuals speaking 'less' dominant languages have the power to entrench and perpetuate monolingual ideologies and unhelpful deficit-model thinking regarding multilingualism in education and in society.

The use of terminology such as English as an additional Language (EAL), English as a second language (ESL) and English Language Learner (ELL) is routed into a deficit-model stance, perpetuating the notion that children labelled in such way might not be speaking English well, rather than focusing positively on the other languages that those children may speak. Garcia et al. (2008, p. 6) point out that using these acronyms at all "signals the omission of an idea that is critical to the discussion of equity in the teaching of these children- that of their emerging bilingualism (or multilingualism) and any acknowledgement of what an achievement this is". This ideology of the 'monolingual mindset' delegates all matters relating to 'other' languages and cultures to the minority language speaker – it is the responsibility of the multilingual speaker to negotiate linguistic and cultural gaps, learn how to communicate in English and get to grips with English culture (Ellis, 2004).

With this in mind, Cunningham (2019) contends that the notion of an individual as a speaker of Languages Beyond English (LBE) arguably offers a valuable reconfiguration, building on existing terms. The word 'beyond', rather than 'second' or 'additional', could also capture a desired shift within the currently perceived hierarchy of languages, diminishing the power of English, and bringing other languages, at the very least, to the same level as the dominant language. Languages Beyond English (LBE) brings a positive focus on the languages spoken by children, rather than simply focusing on the fact that they might not speak English or are learning it. Similarly, Rampton (1990) suggests replacing terms such as 'native speaker' and 'mother tongue' with 'language expertise', 'language affiliation' and 'language inheritance' to support the development of a positive ideology around bilingualism and plurilingualism in a multi-ethnic society. This positive shift in descriptive language around language diversity has only been taken up partially by educational professionals. 'Bilingual pupils' is often preferred in educational contexts to 'EAL pupils' in order to heighten awareness of pupils' linguistic knowledge and expertise as well as their cultural affiliations. However, as EAL is still the most used label in official guidelines, mainstream school classifications and research (DfE, 2021a), I have decided to use this term in my research.

1.1.5 EAL: Pedagogy

Across the UK, a number of policies have been established during the 1980s for integrating students learning EAL into mainstream education (Safford & Drury, 2013). In 1985, the Swann report found the language centres, in which bilingual children were segregated, to be an example of institutional racism (Department of Education and Science [DES], 1985) and a successive judicial ruling legally enshrined the right of bilingual children to learn in mainstream classrooms (Commission for Racial Equality, 1986). This dramatic shift in approach has been portrayed as a key moment when language became diffused in a broader agenda for inclusion, multiculturalism, and anti-racism (Leung, 2015).

From the 1990s to the present, the potential positive impact of including bilingual learners in mainstream classrooms has been undermined by a lack of official policy or statutory guidance on supporting bilingual learners. Lo Bianco (1990, p. 2) has stated that "Educational policy in the United Kingdom has planned for, and is comfortable with, English monolingualism". Leung (2014) has observed that, while it appears that educational policies in both Scotland and England are committed to enabling students learning EAL to have access to a common curriculum, these policies and practices seem to be much less focused on the importance of integrating the specialist pedagogic knowledge and concerns of EAL-minded language teaching into the mainstream curriculum. Similarly, Safford and Drury (2013) argued that bilingual learners have come to be 'included' in a strongly centralised, monolingual national curriculum and assessment system where there is little space for schools to respond to local language and cultural contexts (Leung & Creese, 2010).

Similar to the rest of the UK, England has no current official policy or statutory guidance on supporting multilingual learners in mainstream education. National strategies for schools with a focus on multilingual learners were produced and applied by the Department for Education between 1999 and 2009 but have now been archived. A requirement for schools to report on EAL students' proficiency in English was briefly introduced in 2016 but subsequently removed (from 2019) and there are no current government training programmes or guidance on assessment, although some information is provided in the National Curriculum

and the Teacher Standards (Anderson et al., 2016). As a result, schools are finding it increasingly difficult to access support in the system, and "financial constraints were reported to place limits on the support schools could give migrant pupils…some respondents said they felt their arrangements were not ideal, that they were better in the past when EAL attracted specific funding" (Manzoni & Rolfe, 2019, p. 8).

Consequently, any sense of pedagogy for EAL children is 'strikingly absent' (Wallace & Mallows, 2009) and little is said about what actual strategies are used to support the learning of children from minority language backgrounds in the UK. The authors provided an overview of the current status of primary and secondary schools in England, identifying four key issues in provision for children learning EAL in mainstream classrooms.

Firstly, there is little scope for teaching or assessment practices that take account of bilingual children's learning pathways; for instance, the national Early Years Foundation Stage (EYFS) Framework sets pre-specified learning targets for children from birth to age five corresponding to native English speakers' language development norms. At age five, EAL children in England are expected to be 'school ready' by reaching a good standard of English language and are assessed by the same statutory school tests and standards as children who have English as their first language (DfE, 2010). In cases where they are shown to have limited English proficiency, they may be placed on a National Curriculum assessment 'pre-scale' which describes early language learning for very young children. Crucially, this 'pre-scale' does not reflect the considerable language knowledge and capabilities of a newly arrived EAL student who has attended nursery and primary school in another country. Large numbers of bilingual children, therefore, "enter mainstream education pre-labelled as underachievers in relation to mother-tongue, English norms" (Safford & Drury, 2013, p. 73).

Secondly, while teachers are encouraged to celebrate children's linguistic diversity through school prospectuses and websites, there is very little evidence of first languages used as resources for learning in mainstream classrooms and of teachers drawing on children's first languages (Wallace & Mallows, 2009). In

addition, there is a lack of understanding of the linguistic demands of classroom activities for bilingual children. As stated by Anderson et al. (2016):

> The term EAL tends to foreground the learning of English as an end whilst overlooking the fact that EAL pupils are also learning English as a means to access subject content knowledge that is being delivered through the medium of English. (p. 2)

Thirdly, EAL students not only face the task of developing fluency in English but also, concurrently, have to engage with the content and specific literacies of individual school subjects through the medium of a language that they have not yet fully mastered. EAL pedagogy therefore needs to address not only the learning of English as an object in itself, but also how EAL learners can be assisted to engage with the content, language and literacies of individual subjects within the curriculum (Anderson et al., 2016).

Finally, policy for educational inclusion in England fails to differentiate bilingualism from specific physical and cognitive needs (Cline & Shamsi, 2000). There is a lack of clarity about the assessments that can be used to distinguish language needs from other special educational (cognitive or sensory) needs. This distinction is important because, without it, there is the risk of either over-diagnosing children who are struggling in school due to the language barrier or overlooking a special need because it is misinterpreted as a language need (Sanatullova-Allison & Robison-Young, 2016).

Pedagogical practices in the UK can therefore be seen to be out of step with the multilingual and multicultural nature of British classrooms. The Education Policy Institute states that “the most potentially damaging feature of EAL policy in England is the absence of any national oversight or provision of professional qualifications, staff development and specialist roles for teachers and other school staff working with children with EAL” (Hutchinson, 2018, p. 9). As a result, a specialisation of teachers and other professionals working with EAL students is required.

Overall, the dominant model of including EAL pupils in the mainstream educational system has been one of remediation, where “remedial programmes

aim to remediate or compensate for presumed deficits in the language capacities that bilingual children bring to school; for example, their lack of proficiency in the school language" (Cummins, 2003, p. 4). More effective pedagogical practices would seem to require a move beyond a mere recognition and tolerance of linguistic and cultural diversity to the cultivation of languages and cultures "through their use for teaching and learning" (Creese & Blackledge, 2010, p. 103), valuing the language(s) pupils bring with them to school as part of their culture and identity (Butcher et al., 2007).

1.2 EPs' Response to Cultural and Linguistic Diversity

The lack of national policy regarding bilingual and EAL education is reflected in the fragmented and often ineffective EPs' professional response to the increasing cultural and linguistic diversity across the client group (Cline, 2011). Despite EP practice being concerned with removal of barriers for allowing children to fully access education (Cameron, 2006) a review of the Educational Psychology literature offers a limited account of EPs' response to the linguistic diversity increasingly presented by the client group, and a lack of national policy guidelines on the competencies EPs need for their work with these students and families (Cline, 2011).

1.2.1 Professional Guidance

Professional codes of standards and ethics specify the need for EPs to demonstrate knowledge and understanding of issues pertinent to, as well as appropriate communication with, different ethnic, socio-cultural and faith groups. The Health and Care Professions Council (HCPC) requires practising psychologists to be aware of the impact of culture, equality, and diversity on practice, to be able to practise in a non-discriminatory manner (HCPC, 2015) and to challenge discrimination (HCPC, 2016).

A significant shift in thinking within the British Psychological Society (BPS) was noted in the most recent practice guidelines (2017a) which include a section on working with cultural differences. A framework synthesis approach identified influences on EPs' work, which include the EP's understanding of others and own cultural values; access to services through language; policies, systems and

practices of the educational setting, Educational Psychology Service (EPS) and the LA; national agendas and discourses. Furthermore, the BPS highlight the need for educational psychologists to develop practices that facilitate the inclusion of Children and Young People (CYP) and families from minority cultural and linguistic communities, particularly with regard to language, for example working with interpreters (BPS, 2017b).

The standard of accreditation of Doctoral programmes in educational psychology in England, Northern Ireland and Wales (BPS, 2019) states that a fundamental principle of EPs' work is to follow "equality and diversity principles" and "actively promote inclusion and equity in their professional practice" (BPS, 2019, p.17). Not only are trainees required to demonstrate an understanding and appreciation of diversity in society but also take appropriate professional action to actively promote inclusion and equity and address power imbalances in their professional practice (BPS, 2019).

1.2.2. Main Issues

In recent decades, EPs have been challenged to examine the extent to which their practice is "acknowledging and addressing the experience of minority communities" (Williams et al., 2015, p.7) and to develop "changed ways of working" for a pluralistic society (Wolfendale et al., 1988, p.7). EPSs are called to challenge racialised discourses, thinking and practice (Williams et al., 2015; Abdi, 2015). EPs are working increasingly often with children and families who are bilingual or multilingual and are required to develop competence in this area (Lauchlan, 2014). However, there is not a clear and shared understanding of precisely what these competencies are, especially in relation to the development of psychological advices for Children with Special Educational Needs (SEN) who have also EAL (Cline, 2014).

The Special Educational Needs and Disability (SEND) Code of Practice (DfE & Department of Health [DoH], 2015) reveals no mention of diversity and does not offer any specific advice or place any weight on the assessment of children learning EAL. The same is the case for the 'transforming mental health' green paper (DfE, 2017). This suggests a "one size fits all" approach at a national policy level which, as highlighted by the BPS (2017, p.33) results in discrimination and

"a lack of formal recognition of the varied diverse needs as well as these needs being ignored, unacknowledged or assumed to be the same". In a climate where SEN and Mental Health are treated as absolute categories with clear boundaries, it will be necessary to find persuasive ways of showing how a child's need to learn an additional language may interact with their distinct learning or mental health difficulties or to produce, in the short term, a more acute form of special educational need for which tailored provision is required (Cline et al., 2014). As "difficulties related solely to learning English as an additional language are not SEN" (DfE & DoH, 2015, p.85), the main challenge for EPs in assessing children with EAL needs is the differentiation between learning needs and linguistic and cultural barriers. If a child in England who is learning EAL has significant SEN or a disability, how can educational psychologists help to ensure that they receive the support they need?

The SEND Code of Practice states that the views and aspirations of children and their parents must guide the assessment and decision-making process of psychological advice (DfE & DoH, 2015). Hence, it becomes essential for EPs working with the EAL population to consider the language barriers that might be encountered in the gathering and presenting of the voices, wishes and feelings of children and families. Although the BPS offers guidelines on the use of interpreters for psychologists (BPS, 2017b), there are not specific recommendations for EPs on how to manage the complex communication with EAL families through the different phases of the Educational and Health Care Plan (EHCP) statutory process. Using interpreters is only one of the aspects to take into account when considering the full range of inter-cultural knowledge and communication skills (verbal and non-verbal) that EPs have to demonstrate with EAL children and families (Rogers & Lopez, 2002). It therefore becomes essential to investigate how linguistic barriers affect consultation processes with parents, the gathering of information and empowerment of their voices.

Although I initially intended my research to focus on and assess the perceived competencies of EPs in relation to their work with EAL students and families, it soon became clear that such an assessment framework does not yet exist. This was corroborated in an email exchange with T. Cline (personal communication,

October 26, 2020) who replied, "I fear that I am not aware of any work having been done on EAL-related competencies of EPs". I, therefore, decided to focus my project on collecting views of EPs/other professionals with expertise in this area and define a consensus around competencies needed by EPs working with EAL students and families. To achieve this, I decided to employ a Delphi technique which has allowed me to produce a list of competencies, presented as a guiding framework for EP practice with linguistically diverse populations.

1.3 Competence

1.3.1 Definition of Competence and Competencies

There are several definitions of the term competence but common to these definitions is the idea of competency being a characteristic of an individual that leads to a desired performance (Holt & Perry, 2011; Boyatzis, 1982). Epstein and Hundert (2002, p. 227) defined competence as “the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served”. The authors also defined competence as relating to attentiveness, critical curiosity, and self-awareness. Competence therefore refers to the capacity for critical thinking and analysis, the ability to exercise professional judgment in evaluating a situation and deciding what to do, and the ability to appraise and modify decisions, as appropriate, through reflective practice. Competence is described as being developmental, as what is expected is context-dependent and differs depending on the individual’s stage of professional functioning (Kaslow, 2004).

‘Competencies’ are elements of competence that are observable, measurable, containable, practical, derived by experts, and flexible (Stratford, 1994). Competencies, for professional psychologists, are composed of knowledge and skills which, as a coherent group, are necessary for professional practice. They tend to correlate with performance, can be evaluated against accepted standards, and can be enhanced through training and development (Kaslow, 2004). The epistemological stance of the researcher can influence the way competencies are conceived and therefore the type of competencies adopted within a competency framework. Adopting a more behaviourist and positivist

stance would result in the researcher describing exclusively observable and measurable traits. Conversely, those operating from a more constructivist paradigm tend to focus on qualitative descriptors, meta-competencies and self-development that transcend the output aspects of the performance of an individual (Parent et al., 2013). In line with this constructivist positionality, McAllister et al. (2010) caution against competency frameworks that provide descriptions that are too detailed and only focus on observable behavioural characteristics of work tasks and point to the importance of recognizing aspects of competency that transcend specific tasks, such as professional judgement. Thus, competence is defined in terms of skills, knowledge but also personal qualities and how these are integrated into overall performance (McAllister et al., 2010). In this research, I will embrace McAllister's conceptualisation of competence as it will allow a consideration of other factors in addition to the technical knowledge and skills required when working with linguistically diverse populations. These factors include the personal qualities such as curiosity to learn about other cultures and openness to other perspectives and worldviews, which Byram (1997) described as fundamental characteristics for being competent towards different cultures.

1.3.2 Development and Applications of Competency Frameworks

Stemming from the growth of a human relations approach to management of workers during the twentieth century, the business and commercial sectors were the first to be interested in development of competency frameworks. This 'competency movement' originated in the US, driven by a desire to become more competitive in the global marketplace. It was then subsequently 'exported' to the UK, where it developed through the 1970s and 1980s (Horton, 2000). Today, it is now common business practice to define the key competencies required to complete a variety of roles within an organisation. Expanding out from business, they are increasingly used within many fields in both the private and public sectors; for human resource allocation, professional development and training, performance management, customer assurance and the maximization of organisational performance (Garavan & McGuire, 2001;Holt & Perry, 2011).

Relatively recently, competency frameworks have been adopted in psychological practice, with a number of articles in the psychological literature exploring their development and practice. Perhaps the best example of the use of a competency framework within the field of psychology is the framework developed for specifying competent CBT (Cognitive Behavioural Therapy) practice, commissioned by the Department of Health in 2007 (Roth & Pilling, 2008). Since the Department of Health introduced the Improving Access to Psychological Therapies (IATP) programme in 2007, there has been a rapid demand for professionals to develop skills in the use of CBT and, consequently, a rapid expansion in the workforce trained to deliver such approaches. This has led not only to a focus on the training and qualifications of practitioners but more importantly to the development of tools to assess the competence of those delivering such therapies. This shift in focus arose because it was acknowledged that an assessment of competence had a much greater impact on outcomes than the experience of the practitioner (Brown et al., 2005). This work has since been extended to include competency frameworks for a number of other therapies, such as systemic therapy and psychotherapy (see the work of Centre for Operations Research and Econometrics [CORE] at University College London [UCL]).

1.3.3 Application of Competency Framework within the EP Profession

Within the Educational Psychology profession, there is a need to both develop transparent ways to ensure high quality and competent practice, as well as models for monitoring the development of skills and proficiency over time, in line with professional guidelines for practice. Fallon et al. (2010) describe how constant ‘reconstruction’, ‘reformulation’ and ‘refocussing’ within the Educational Psychology profession have led to a lack of confidence about professional identity, considering the multiple social legislative challenges which have impacted on the role of the EP. Thus, Fallon et al. (2010) suggest that EPs need to be able to articulate a coherent view of their psychology. This, together with an increasing focus on accountability and consumer rights in the educational psychology profession, calls for the adoption of a more competency-based approach to management and workforce development (Reeves et al., 2009).

1.3.4 The Limitations of use of Competency Frameworks

Criticisms of the use of competency frameworks are often concerned with difficulties in defining competencies. Roth and Pilling (2008) highlight that, when constructing a competency framework, it is important to consider the specificity of competencies. If the competencies are defined too generally, then everyone will be able to demonstrate them such that they effectively have no value. Conversely, if they are broken down into long lists (i.e. made highly specific), the competencies will become impossible to use and meet (Roth & Pilling, 2008), and may miss out more generic skills which necessary for competent performance (McAllister et al., 2010). An added limitation can be that adhering to a 'tick list' of behavioural descriptors can be reductionist, and if not properly constructed can fail to capture all the elements of practice (Garavan & McGuire, 2001; Ginsburg et al., 2010; Reeves et al., 2009).

Finally, it is possible to identify limitations in relation to using 'competence' related to cultural practices. The term 'cultural competence' has been defined as a tripartite model, encompassing the need to hold awareness, knowledge and skills to function effectively with culturally diverse populations (Sue et al.,1992). Whilst it has often been used in relation to psychologists' training (Benuto et al., 2018; Benuto et al., 2019) and measuring self-perceived cultural competence using rating scales (Anderson, 2018; Reyna et al., 2017; Vega et al., 2018), the term has been the subject of criticism. This criticism has arisen because the term can unintentionally embed the idea that cultures are straightforward to learn i.e. that "one can learn and gain competency of an entire culture" (Ellis et al., 2020, p. 27). According to the authors, the term overlooks the significant diversity that exists *within* cultural groups, thus reinforcing the over-simplified image that cultures are discrete monolithic units. To overcome the static and definitive framing of the term 'cultural competence', Sakata (2021) therefore suggests replacing it with 'Culturally Responsive Practice' (CRP). This term suggests that the competency itself is the ability to actively and fluidly develop i.e. the competency is a process not a static trait.

1.4 Positionality Statement

In undertaking any educational research, the researcher must be aware of any personal bias that they may possess. This is because such bias can significantly undermine the validity of the research undertaken and any ensuing conclusions (Edge & Richards, 1998; Foote & Gau Bartell, 2011). Bias can originate from multiple sources, including the researcher's socio-cultural context (Bryman, 2012), ethics, values, and competency (Greenbank, 2003). It is of course acknowledged that the researcher "can[not] escape the social world to study it" (Hammersley & Atkinson, 1995, p.17). As such, the values of the researcher are assumed to exist and any research in this area is necessarily subjective (Robson, 2011). In the interest of making any such values explicit, I provide the following positionality statement. This should hopefully ensure, as recommended by Tillman (2002, p.4), that the reader will be able to independently verify that the researcher "has the cultural knowledge [themselves] to accurately interpret and validate the experiences [of others]".

1.4.1. Biographical Information

The aim of this overview is to illustrate my direct exposure to and experience of speaking two different languages and cultures. It is deemed potentially important, as it contributed to the development of this project, and it might have affected the nature of my interpretations.

I was born and raised in Italy, where I lived for 25 years of my life, but have since, from February 2015 onwards, lived, studied and worked in England. This movement between two cultures has had a definite and interesting influence on my cultural identity.

1.4.2. Language and Cultural Identity

The reciprocal relationship between language and identity is complex. I identify as Italian and people in the UK are able to identify me as Italian because of the language I can speak (rather than English) and the accent I have when I speak in English. Language is one of the strongest symbols and boundary makers in having a group, regional and national identity (Baker & Wright, 2017) and often identify our origin, history, memberships and culture. Whilst I believe identity is conveyed through language, I don't think that speaking in Italian in itself defines

me. It is only one feature, one marker amongst many that make up my constructed, shifted and hybrid identity. I am a woman who can speak Italian and English, migrated to the UK, plays the piano, and identifies as Catholic. I see myself as Italian in the UK and a bit less Italian and more English in Italy. My identities are constantly reframed, developed and sometimes challenged and in conflict. These identities are established through social comparison, labelling by others (I have never thought as much I do now, in England, that I am Italian), dialogue with ourselves and others. According to a social-constructionist perspective, people re-construct their 'language' and 'culture' with new mixtures that vary across situations and contexts (Chuuon & Hudley, 2010; Ngo, 2010).

More than the fact of speaking in English itself, it was migrating to the UK, learning, and speaking English there that has had the most impact on my identity. I might be seen simplistically as Italian by others, but my self-perception of identity has changed to be of a new, dynamic and context-dependent changing nature. Similar to the experience narrated by Eva Hoffmann (1989) in her teenage diary, I was initially caught in between my two languages, Italian and English, with a resulting conflict of identity and split personality. "Polish has atrophied, shrivelled from sheer uselessness. Its word doesn't apply to my new experience" Eva writes, but also adds "In English, words have not penetrated to those layers of psyche from which a private conversation could proceed" (Hoffman, 1989, p. 107). As explained by Pavlenko and Lantolf (2000), after a loss of linguistic identity, I went through a period of 'recovery and transformation' including a phase of appropriation of others' voices and the emergence of a new voice and reconstruction of the past. Rather than the replacement of Italian with English, there has been a transformation, with an outcome that represents an identity in motion that is not exclusively anchored to one language or the other (Kim, 2016).

1.5 Summary and Research Aims

The phenomenon of English as an Additional Language in the UK is a field rich in controversies. The label 'EAL' refers to a broad population of students and masks the diversity of their languages, family values and experiences. The label also suggests unhelpful deficit-model thinking with regard to multilingualism in

education and in society. The ‘spread’ of EAL students and families is uneven nationwide and therefore the demand for this type of work varies greatly between local authorities and schools. The development of national educational policies and pedagogies aimed to support and empower this population of students is therefore not prioritised. Instead, the dominant model of including EAL pupils in the mainstream educational system has been one of remediation, where languages spoken outside of school are not valued and school staff are not trained to respond to and support multilingual learners. The absence of official policy and national guidance for working with EAL students is reflected within EP practice, where there are no clear guidelines for practitioners supporting the language needs of EAL, on how to communicate and empower parents who do not speak English fluently and ultimately on how to support schools to develop appropriate linguistically and culturally inclusive pedagogies.

This research study explored the competencies required by UK EPs when working with linguistically diverse populations. The overall aim of this study was to define a competency framework that can guide EPs’ work with children and families from language minority groups. This research aimed to draw on the views, perspectives, and knowledge of a) a variety of researchers and practitioners in the international field of language minorities, and b) practicing EPs, to establish some consensus about the specific skills and competencies that EP practitioners should be developing in order to practice in a competent manner.

Chapter 2: Literature Review

The purpose of the first section in this chapter is to provide an outline of the literature concerning EAL students in the UK educational system, including research exploring the factors affecting the achievement of EAL populations and the benefits and challenges of speaking more than one language. Particular attention will be focused on reviewing EP literature pertaining to the profession's response to the increasing cultural and linguistic diversity across the client group. In section two, there is an exploration of three recent studies of competency frameworks applied within the Educational Psychology profession. These studies provide suggestions on how to conceptualise competence in relation to EP practice and have been used to help identify the most suitable model to support EP practice in multilingual communities. Finally, a summary of the main findings is presented, with an identification of relevant knowledge gaps in the research. This is followed by an explanation of how these findings both inform and justify my research aim.

2.1 Methodology and Sources Used

To identify literature for part one of my review, I conducted searches using key search terms and the phrases 'English as Additional Language (EAL)', 'EAL policy', 'EAL pedagogy', 'bilingual education', 'multilingual education', 'language diversity' and 'education', 'educational psychology', 'educational psychologist', 'role of the educational psychologist' and 'Educational Psychology Practice'.

Between January 2020 and January 2022, searches were made from the following databases: Taylor and Francis Online, Google Scholar, PsycARTICLES, and Education Resources Information Centre (ERIC); all of which are host services facilitating access to online journals. To gain further information, reference harvesting and citing forward strategies were used on the papers retrieved from this initial search.

In addition to the above-mentioned host services, I gained information from central and local government publications (DfE, Organisation of National Statistics), and organisations working with EAL students in the UK (NALDIC, BELL Foundation). For all searches conducted, I used the Google search engine.

Since the phenomenon of English as an Additional Language varies considerably in those countries where English is spoken as a first language (e.g. America, Australia), I restricted my final sample to UK-based publications on EAL educational psychology practice.

The second part of my literature review focused on the development and use of competency frameworks. To identify literature for this, I carried out searches between January 2020 and January 2022 using the databases PsycINFO and the British Education Index (BEI). The search term 'competency frameworks' yielded many citations covering a wide range of fields (including Clinical Psychology, Medicine, Health Care Services, Youth Services, Speech and Language Therapy Services etc.) suggesting that competency frameworks have many and varied applications. While some of these papers were useful in developing an understanding of the concept of 'competencies', my review will predominantly focus on literature dealing with the practice of psychologists and education-related fields.

2.2 Main Findings Part 1

2.2.1 EAL Students in Education

My initial search of 'EAL' and 'education' for part 1 of the literature review showed that, despite the large proportion of EAL children within English language schools, there is a significant research gap in trying to further understand their language, cognitive and educational development. Indeed, a systematic literature review exploring existing academic knowledge within EAL identified extensive policy analysis but little research addressing pedagogic practices in EAL teaching (Andrews, 2009). The review's findings showed that most UK research carried out between 2000 and 2008 was small-scale and based on teachers' perceptions, and/or anecdotal evidence, rather than larger-scale longitudinal studies in the field. In addition, research appeared to be focused predominantly on the early years and on primary education, with little attention given to the 11-18 age group. Extensive research gaps have also been identified in exploring the teachers' training standards currently in place to support EAL populations. These gaps are particularly abundant in the area of Continuing

Professional Development (CPD) needs of teachers, as well as plurilingualism and its practices and/or policies.

Furthermore, research gaps have also been identified around educational interventions to support the English language and literacy skills of EAL pupils, in two systematic literature reviews (Murphy & Unthiah, 2015; Oxley & De Cat, 2018). Firstly, in Murphy and Unthiah's (2015) review, the majority of their 29 studies were carried out in America, with only one in the UK. Due to the considerable differences in the demographic, social, and educational infrastructure between the two countries, it is possible to assume that effective interventions in the US might not be equally effective in the UK. Secondly, most of these studies directly involved targeted pedagogical support for English language and/or literacy (explicit vocabulary instruction and targeted oral language practice shared reading interventions) and very few focussed on CPD or enhancing family literacy practice (systemic work).

EAL and Academic Achievement. A recent body of research has shown an interest in investigating the educational results achieved by pupils classified as EAL in the UK. EAL itself has been defined as a poor indicator of pupils' likely level of educational achievement, as the binary EAL measure in the school census masks substantial differences in life backgrounds and English language skills (Hutchinson, 2018; Strand et al., 2015; Strand & Demie, 2006).

In addition to factors influencing pupils' low achievement in general such as SEN, family and neighbourhood socio-economic deprivation, gender, and season of birth, literature has identified risk factors specific to low achievement amongst EAL pupils. These include low proficiency in English, the student's first language (particularly within the Black-African and White-Other ethnic groups), the absence of a prior attainment score from the beginning of the Key Stage, and a pupil's mobility between schools (Strand et al., 2015). Particularly, in an English-medium education system, a pupil's likelihood to succeed will be strongly influenced by their mastery of the language of instruction. Indeed, proficiency in English can explain up to 22% of the variability in EAL pupils' achievement, whereas 3-4% is typically attributable to other pupil characteristics (Strand et al., 2015; Strand & Hessel, 2018; Strand & Lindorff, 2020).

In response to these findings, the DfE introduced the Proficiency in English (PiE) scales in 2016. These scales were introduced with two principal aims; first, to allow teachers to assess their EAL pupils' fluency in English and, second, to inform the school census of the English proficiency of EAL populations. However, the DfE has since withdrawn the PiE scales from the school census data, a move widely criticised by NALDIC, the subject specialist association for EAL. This was because English proficiency is still considered an accurate predictor of academic outcomes in EAL pupils, hence essential for defining how to best identify those children who would need specific and targeted support (Strand & Lindorff, 2020).

Benefits and Challenges of Speaking More than one Language. A different body of research concerning the education of EAL pupils has instead focussed on considering the cognitive and linguistic advantages of being bilingual compared to monolingual, as well as its potential challenges.

Bilingualism appears to carry numerous benefits. For example, bilinguals have been found to perform significantly better than their monolingual peers on non-verbal reasoning, arithmetic tasks, inhibitory control and selective attention (Lauchlan et al., 2013). Strengths have also been outlined in bilingual's problem-solving abilities and creative thinking (Clarkson, 2006; Ricciardelli, 1992). Furthermore, Yip and Matthews (2007) indicate that bilinguals have 'metalinguistic awareness' i.e., better understanding of language and its grammatical structures. Lastly, bilinguals also experience conceptual transfer, where their knowledge of a concept in one language can be used to help them understand a similar concept in another language (Lauchlan, 2014).

Although the advantages of bilingualism may be confounded by other factors (socioeconomic status, children with missing prior attainment data, and specific language groupings), there is no evidence to suggest that bilingual or EAL children develop learning or behavioural difficulties in school solely because of their bilingualism. Indeed, "there is more possibility of there being advantages than disadvantages" (Lauchlan, 2014). Although difficulties related solely to learning English as an additional language are not considered SEN (DfE & DoH, 2015), language needs do interact with SEN such that, without considering their language needs, EAL pupils will have restricted access to any programme

designed to meet their special educational needs (Desforges et al., 1995). This means that EAL learners who are identified as having a specific learning/behavioural need will require the same support as their First Language English peers, in addition to language support.

2.2.2 EPs' Response to Language Diversity

After considering research concerning the general EAL phenomenon in education, it was considered important to gain an understanding of how the EP profession responds to linguistic diversity in the UK. At the time of this study, a review of the Educational Psychology literature reveals a limited account of EPs' response to the linguistic diversity of the client group and/or such diversity within the EP workforce. The following paragraphs explore this in further detail, through a review of relevant Issues from the Educational and Child Psychology journal, and recent educational psychology doctoral research projects.

Relevant Issues from the ECP journal. Of the Issues published in the ECP journal, two were considered relevant to the current study. In The *Bilingualism and Language Diversity Issue* (2014), it was acknowledged that EPs are increasingly likely to work with plurilingual communities. For instance, Lauchlan (2014) discusses some of the practical implications for EPs working with bilingual children when undertaking assessment work i.e., standardised cognitive assessment, and also the issues specific to bilingual children with additional support needs. However, this study refers particularly to work with bilingual students who, according to Bialystok (2001), are those who are able to function equally in two languages and move effortlessly between them, rather than students who are not yet fluent in English. Additionally, Lauchlan's paper presents a reflective literature review of studies carried out in the US rather than a rigorous systematic review or a research study.

Cline et al. (2014), on the other hand, addressed the challenge of effective communication between professionals and ethnic minority communities faced by public services, due to a lack of "adequate, readily available professional interpreting facilities across the range of home languages" (p. 33) spoken in the UK. Through a survey, the authors investigated the views of teachers and ex-CYP language brokers regarding the phenomenon of child language brokering

(or interpreting) in schools. Findings show that, in addition to knowledge of two languages, language brokers require “a sensitive appreciation of the cultural hinterland [...] and an ability to anticipate the gaps that will need to be filled when explaining what one has said to the other” (Cline et al. 2014, p. 42). It is worth noting that, in addition to this knowledge, several other challenges face language brokering, including technical vocabulary, conceptual content, and the potentially difficult dynamics of a school meeting in which a child is asked to translate.

The second Issue considered for this review was the *Race, Culture, Ethnicity* Issue (2015). This Issue shed light on the socio-political shift toward actively engaging CYP and/or families in the co-production of public services, in line with the new Code of Practice (DfE & DoH, 2015). Despite this, only two articles in this Issue focused on the complexities of applying psychology when working with linguistically diverse communities.

To begin with, in their study on the experiences of Pakistani pupils in an English primary school, Rizwan and Williams (2015) highlighted that school experiences are intertwined with peer relationships, community culture and home environment in developing CYP’s identity. The authors reflect on the opportunity EPs have to influence the work of school staff with ethnic minority children, by increasing their awareness of EAL and developing competent practice in relation to it. From this, the authors conclude that EPs should support schools to identify whether young people have difficulties with their first language which may be impacting their learning and understanding of English and literacy. This could be done by ensuring that the curriculum is accessible to these children and finally by encouraging the use and empowerment of their first language as a way to promote greater engagement in school (Rizwan & Williams, 2015).

In addition, Rupasinha (2015) investigated EPs’ considerations of ethnic minority cultural factors in assessments for autism through a multiple embedded case study. Findings show that EPs disproportionally viewed ethnic minority students having EAL as a challenge to the assessment, especially when unable to understand linguistic interaction. In addition, EPs admitted that their practice with cultural and linguistic minorities tends to draw upon heuristics and idiographic

knowledge based on a repertoire of casework, rather than on systematic evidence-based frameworks.

Recent Educational Psychology Doctoral Research Projects. There are a number of recent Educational Psychology doctoral research projects exploring EPs' opinions on the needs of ethnic minority communities and the corresponding areas for development of culturally responsive practices by EPs. Of these projects, I will focus on four in particular which, although adopting different methodologies (see Table 2.1), all drew their conclusions directly from EPs working in the field (Anderson, 2018; Krause, 2018; Rathertham, 2020; Sakata, 2021).

Whilst these four studies focused on many different areas (e.g., features of CRP for EPs working with minority cultural and linguistic populations, EP/TEPs' self-perceptions of their inter-cultural competencies and finally contribution of EPs who can speak languages other than English when working with ethnic minority communities) and not only 'language', they all flagged this as one of the most challenging aspects of working with children and families from diverse cultural backgrounds. Indeed, Anderson (2018) showed that, whilst EP/TEPs judge themselves to be 'competent enough' to practice with culturally diverse groups overall, they can find 'language' a major barrier to communicating well with EAL families. In particular, the EP/TEPs drew attention to how this can affect their ability to communicate sensitive information and the clients' ability to communicate their views in consultations (consistent with the findings of Biever et al., 2002; Santiago-Rivera & Altarriba, 2002).

Similarly, Sakata (2021) explored EPs' opinions on the culturally responsive skills that they perceive as necessary for competent EP practice. Although 82 skills were identified in total (across the areas of relationship building, assessment and intervention and intrapersonal/interpersonal development), the importance of clear communication was also emphasised. This spans both verbal and non-verbal communication (e.g., being aware of potential differences in the meaning of non-verbal communication cues between cultures). This common theme of the importance of communication led Ratherham (2018) to suggest that EPs need to be trained in wider culturally responsive practices, both

individually and as a service, including the development of cross-cultural communication and approaches. Further to this, Krause (2018) suggested that a useful starting point for policy development would be the identification of necessary EPs' competencies in relation to language needs.

Table 2. 1

Summary of Studies Exploring EPs' Culturally Responsive Practices

Study	Method	Summary/aim	Findings
An Exploration of the Intercultural Competence and the Cross-Cultural Experiences of Educational Psychologists in the United Kingdom (Anderson, 2018)	A mixed method, two-phase, sequential, explanatory study design (survey and semi structured – interview)	Exploration of(T)EPs' self-perceived intercultural competencies/ experiences of working with culturally diverse populations	(T)EPs perceived selves competent to work cross-culturally (e.g., understanding the impact of poverty on achievement, knowledge of assessment bias); reported areas of lower competence (e.g. theories of racial/ethnic identity development; Communicating with EAL families and working with interpreters)
What do educational psychologists recognise is their unique contribution within their profession when working with ethnic minority clients using language/s other than English: A socio-cultural Activity Theory Analysis (Krause, 2018)	Semi-structured interviews; socio-cultural activity theory analysis.	Exploration of plurilingual EPs construction of their unique contribution to educational psychology.	Plurilingual EPs identified constraining and supportive factors across levels of work. E.g., working in languages other than English can assist rapport building & signposting, promoting social inclusion. Need for guidelines on how PLEP expertise might be used, & further research
Exploring educational psychologists' work with children, young people and families from minority cultural and linguistic communities (Ratheram, 2020)	Literature review; participatory action research.	Exploration of the work and development of the practice of EPs within one EAP with CYP and families from minority cultural and linguistic communities	EPs' reflections supported existing literature around culture i.e., Increasing self-awareness, personal bias etc and ideas of how to engage in wider CRP (Culturally Responsive Practice) both individually and as a service (e.g., devising a study day for psychologists on culturally sensitive assessment and developing skills in cross-cultural communication and approaches)

How can Educational Psychologists develop Culturally Responsive Practice? A Delphi Study (Sakata, 2021)	Two-round Delphi method (systematic literature review and survey)	Exploration of how EPs take culture into account in their work and develop a framework for evaluating the extent to which EPs are culturally responsive in their practice.	EP respondents met consensus on 82 culturally responsive skills linked to relationship building, assessment and intervention, ensuring that EPs engage in a continuous learning process around culture, considering both intrapersonal and interpersonal development, and considering structural implications related to culture.

EP's Use of Cognitive Assessments with EAL Students. The only area of EP practice with EAL students reported in the literature is related to the use of cognitive assessments. Two papers published in Educational Psychology Research and Practice have addressed the issues of EPs' cognitive assessment work with EAL students. First of all, Desforges et al. (1995) reviewed two dissertations carried out by TEPs in different LAs in England. One study used questionnaires and interview methods to explore the views of EPs on bilingual assessment (Vickers, 1993) whilst the other was an analysis of psychological advices written by EPs (Mayet, 1992). One of the major concerns emerging from the EP interviews was how to distinguish difficulties arising due to learning problems from those arising due to learning English as a second language. All 19 respondents said that they consider the language used within the child's home setting and, whilst 12 of the 19 psychologists used psychometric tests on bilingual pupils, many cited the need for caution in interpreting the results in view of possible cultural bias (Vickers, 1993).

Interestingly, Mayet's analysis of 30 psychological advices did not reflect EPs' awareness and knowledge stated in the interviews. Nine (30%) of the advices given analysed included comments on the difficulties of interpreting the significance of these scores for bilingual children and only 11 (36%) of the 30 cases reported an attempt to assess the level of language development in the first language. Those EPs interviewed felt that their EPS should develop a policy on assessing bilingual children, offering guidelines to psychologists.

More than 20 years later, Zaniolo (2019) conducted an evaluation of EPs' cognitive assessment work with EAL CYP, which included a systematic literature review and interviews of EPs. A critical appraisal of the literature review identified the following factors impacting individual performances of EAL students: language proficiency, level of acculturation, traumatic experiences, and the quality of family functioning. In response to the discussed limitation and lack of unequivocal evidence on cognitive testing practices in the assessment, a variety of methods and approaches are discussed including play-based and curriculum-based assessment and Dynamic Assessment (DA) (Vazquez-Nuttall et al., 2007). Due to the limitations of norm-referenced measures for EAL, interpreters

play a fundamental role in gathering information and eliciting the child's views (Blatchley & Lau, 2010; BPS, 2018). Findings from the interview with three experienced educational psychologists revealed that, in their work with multilingual populations, they tend to rely on personal experience rather than considering non-discriminatory assessment practices (Zaniolo, 2019). It is interesting to note that EPs' interviews highlighted the need for further studies and guidance on non-discriminatory assessment practice for children and young people with EAL, which is very similar to what EPs expressed as a priority 20 years earlier in Mayet's study (1992).

2.3 Main Findings Part 2

2.3.1 Framework of Competence in EP Practice

Within my review, I was able to identify three recent examples of the application of competency frameworks to EP practice. The first one has been developed by Atkinson et al. (2015) with the objective of identifying competencies needed by EPs working with young people aged 16–25. The second has been created to establish what EP competent practice looks like in carrying out DA (Green, 2015). Finally, Sakata (2021) developed a framework to define CRP in the Educational Psychology profession.

The competency framework devised by Atkinson et al. (2015) is based on Kaslow's definition of competence (2004), consisting of discrete knowledge, skills, and attitudes. This framework was designed to include both foundational competencies (those relating to the core functions of educational psychology practice, such as ethical frameworks and professional standards), and functional competencies, which allow competencies to be defined in terms of observable behaviours in post-16 practice (Rodolfa et al., 2005). What is clear from the development of this competency framework is that, while there are specific areas which need addressing, a significant proportion of the necessary knowledge and skills to support young people aged 16–25 is transferrable from other areas of practice or can be developed through extension to current training curricula delivered on initial doctoral training programmes (Atkinson et al., 2015).

The competency framework developed by Green (2015) followed the approach adopted by Roth and Pilling (2008) in the construction of the CBT framework, as explained in the previous section. Green noted that there are parallels that can be seen between 'clinical' DA and CBT and that, when looking at the research, it appears that it could be possible and appropriate to adopt a competency-based approach to ensuring quality in the delivery of DA. However, while Roth and Pilling (2008) used peer review and evidence-based practice to inform the construction of their competency framework, the lack of randomized control trial research in DA led to a lack of empirical evidence and thus an alternative way of identifying competencies for DA was needed. Green (2015) identified EPs' competencies in conducting DA, drawing on the views of an expert panel of practitioners in the field of DA.

Sakata (2021) developed a framework of culturally responsive practice CPR (see Table 2.1). Whilst a rationale against the utility of the term 'cultural competence' was outlined, it is acknowledged that many components that underpin this term are applicable and relevant for the working definition of CPR used by the author. For example, the 'skills' component of cultural competence (Sue et al., 1992) is particularly relevant to the interpersonal component within Sakata's definition, and the 'attitude' component of cultural competence aligns with the intrapersonal component of CPR. The 'knowledge' component of cultural competence felt less pertinent to the researcher's definition of CPR due to the feeling that it is more static. However, the author considered professional bodies, legislative, contextual, societal, and political components to join knowledge as components that interact within the framework (Sakata, 2021).

2.4 Summary of Literature Review: Knowledge Gaps and Link with Research Aim

Little research has been undertaken to explore EPs' understanding of, and best practices when working with, linguistically diverse populations.

Studies of EPs' work with students and families from cultural minorities background show that 'language' is one of the main barriers that EPs encounter when trying to meet the needs of these populations (Anderson, 2018; Ratheram, 2020; Rupasinha, 2015). It is also evident that the quality of response to

language diversity is very reliant on the skills of the individual EP, who will respond to each situation according to their personal background and level of experience working with these students and families, rather than following an evidence-based, well-defined procedure (Rupasinha, 2015). However, despite the fact that the literature has suggested the need for further studies and guidance on non-discriminatory practice for children and young people with EAL, there is not sufficient evidence to suggest that the EP profession has successfully acted on any of the above recommendations, some of which have been repeated for over 20 years (Mayet, 1992; Zaniolo, 2019). Hence, with my research, I intend to address this lack of framework and guidance and explore what competencies EPs need to develop to carry out effective work with children who speak English as an additional language and their families.

Whist one of the items in Sakata's (2021) framework of culturally responsive skills referred specifically to EP's practice of addressing language barriers for EAL students, the predominant focus of her research was on assessment and intervention. As a result, it has been suggested that future research could benefit from exploring other functions of EP practice further, i.e., consultation, supervision. With the scope to expand on Sakata's framework, the current study considered EPs' skills in relation to assessment and consultation meetings with parents.

Importantly, all of the articles presented in this literature review gained the opinions of a relatively restricted sample of individuals. For example, 7 out of the 10 discussed articles drew their conclusions based on the views and reflections of EPs (Anderson, 2018; Desforges; 1995; Krause, 2018; Ratheram, 2020; Rupasinha, 2015; Sakata, 2021; Zaniolo, 2019), whilst two were based on pupil's views (Cline et al., 2014; Rizwan & Williams, 2015), and one was a reflective literature review (Lauchlan, 2014). None of these studies considered the views of professionals outside of the EP profession. This is an important admission for two reasons, firstly, the lack of confidence reported by EPs in relation to their work with linguistically diverse populations (Anderson, 2019), and secondly, the generally limited account of how EPs respond to the linguistic diversity of their clients. As a result, I decided to consult with language diversity experts from

various fields, including linguistics, psychology and education. By including their opinions, I hoped to more effectively identify the necessary competencies for EPs, in relation to EAL students, than has been possible so far.

To help define what traits to consider as 'competencies' and how to apply competency frameworks within Educational Psychology, I reviewed the existing literature available on competency frameworks. From this, I adopted the Roth & Pilling (2008) conceptualisation of competence as a group of knowledge, skills and personal qualities that practitioner psychologists need in order to meet, address and support the language needs presented by EAL students and their families. This conceptualisation has been previously applied within the Educational Psychology field (Green, 2015) and it appears to be particularly suitable when working with linguistically diverse populations as it includes personal qualities, such as curiosity to learn about other cultures and an openness to other perspectives and worldviews. These personal qualities can be considered as fundamental characteristics for competent work with students from different cultures.

Sakata's (2021) use of the term 'Culturally Responsive Practice' (CRP) instead of competence was considered for the current study, to indicate a fluid process of developing practice, rather than a more static and definitive set of knowledge. However, quoting Lauchlan (2014, p.8), "as EPs, it is important that we have sufficiently deep knowledge and understanding of bilingualism and how this may have an impact on our practice". Meeting the challenges posed by EAL in EP practice is only possible if the knowledge base and confidence of EPs working in this field is strengthened. This was emphasised by Cline et al. (2014, p.5) who stated that "It is only through developing a deeper understanding and knowledge of the children's development and their circumstances and support that we can hope to develop effective practice in our work as professional psychologists". For this reason, in this study it was considered important to keep the 'knowledge' element within the working definition of competence.

To explore the competencies that EPs need to develop in order to effectively address the language needs of EAL students and families, I will consult with language diversity experts from fields such as linguistics, psychology and

education, using their knowledge and opinions to inform the competency framework. In this research, I have chosen to apply the Delphi Technique to gather the experts' opinions and establish consensus about the key competencies needed to support EAL students. The rationale and description of the method chosen for this study are described in more detail in the following chapter.

Chapter 3: Methodology

3.1 Introduction

In this chapter, I will discuss the methodological considerations and methods employed within my research, which aimed to explore the competencies that EPs require when working with EAL students and their families. Firstly, I will illustrate the overall aims and research questions that guided the study. I will then outline the philosophical stance concerning the ontological and epistemological assumptions I adopted, together with the explanation for employing a Delphi-type study. Finally, I will present the main features of a Delphi study, the specific Delphi design selected as well as ethical considerations.

3.2 Research Question

The overall aim of this study was to define a framework of competencies that can guide EPs' work with children and families from language minority groups. This framework draws on the views, perspectives, and knowledge of researchers in the international field of a language minority, as well as EPs.

The research study was designed to explore the following research question:

What are the competencies needed by EPs for effective practice when supporting the language needs of EAL children and empowering them and their families within their practice?

Research Sub-questions:

A. What are the competencies, in terms of *knowledge, skills,* and *personal qualities*, according to 'experts' in language diversity and literature review, that educational professionals need when working with EAL students and their families?
B. Amongst the identified competencies which ones do EPs see as relevant for their work with EAL children and families?
C. What are the potential opportunities and challenges perceived by EPs in applying this competency framework in their work with EAL children and families?

The aim was to develop a set of competencies that described both 'inputs' and 'outputs' (Horton, 2000) and thus would describe both the qualities that the EPs bring when working with and supporting EAL students and families as well as knowledge spent, and skills utilised within their practice. As discussed in Chapter 1, for this research, competencies were defined as being 'knowledge', a 'skill' or a 'personal quality' (McAllister et al. 2011). McAllister's conceptualisation of competence allows a consideration not only of the more technical knowledge and skills required when working with language diverse populations, but also the personal qualities such as curiosity to learn about other cultures and openness to other perspectives and worldviews, which Byram (1997) described as fundamental characteristics for being competent towards different cultures.

3.3 Theoretical Underpinnings

My philosophical standpoint conducting this research is pragmatism. Pragmatism can be described as an approach that focuses on meaning and truth as 'what works' and concerns itself with practical consequences (Tashakkori & Teddlie, 2010). Commonly, pragmatism is understood as the view that the meaningfulness of knowledge is determined by its ability to solve a practical problem (Coghlan & Brydon-Miller, 2014). Therefore, pragmatism privileges actionable knowledge above other kinds of knowledge (Morgan, 2007). This paradigm endorses eclecticism and pluralism, accepting that conflicting theories and views can be useful, and asserts that "research approaches should be mixed in ways that offer the best opportunities for answering important research questions" (Johnson & Onwuegbuzie, 2004, p. 16).

The Delphi technique fits well with the pragmatist worldview in terms of the fact that it can solve a practical problem and reflect a mixed-methods approach. Delphi can incorporate a qualitative approach, needed to gather and analyse the opinions of participants (Linstone & Turoff, 1975) and a quantitative approach, due to its reliance on the use of surveys to build consensus (Keeney et al., 2011).

3.3.1 Ontology

The term 'ontology' refers to the philosophical question: what is the nature of reality? Or what can be considered as truth? (Pasian, 2016). Ontology consists

of a series of assumptions concerned with the nature of 'being' and whether reality is "objective in nature" or a "result of individual cognition" (Cohen et al., 2007, p. 7).

Pragmatism, as a research paradigm, refuses to get involved in contentious metaphysical concepts such as truth and reality. Instead, it accepts that there can be single or multiple realities which are open to empirical inquiry (Creswell & Plano Clark, 2011). Pragmatism rejects the traditional philosophical dualism of objectivity and subjectivity (Biesta, 2010), and allows the researcher to abandon its forced dichotomy (Creswell & Plano Clark 2011). Pragmatism is not directly comparable to positivism or interpretivism as its focus is not on establishing the nature of reality, but more on what can be achieved or what works.

This study was based upon the constructivist view that there may be a reality that is created and constructed by a person's active experience of it (Elkind, 2005; Khalifa, 2010), while also on the assumption that there is a reality which exists independent of individuals and can be measured (objectivism), (Cohen et al., 2007). Concurrently with a constructivist orientation, the aim of this study is to explore a diverse range of 'constructed views' of panel members; a process which involves identifying and capturing the realities of panel members, with opportunities for members to change their position based on feedback (Engles & Kennedy, 2007). Using Delphi techniques allows researchers to elicit valid opinions from experts in this area. An opinion is a belief that might not be backed up with evidence that might exist. Delphi does not produce any right or wrong answer or any definitive answers: instead, it produces a valid opinion of experts, and a 'truth' directly linked to the context-dependent nature of participants' knowledge (Crotty, 1998).

Nevertheless, I believe that aspects of competence are real, objective, can be generalised across populations and can be measured using nomothetic means of inquiry. Indeed, the end goal of this research is to have knowledge that is defined, quantifiable and able to be collected and interpreted with objective means – formulating a framework of competence. This aspect of the study is aligned with a positivist approach to the nature of knowledge, which suggests that objective reality exists independently of individual subjective experiences

(Hesse-Biber, 2010), which can be determined by virtue of reason and logic and indicates that shared commonalities or consensus between people exist (Elkind, 2005).

3.3.2 Epistemology

Epistemology refers to the set of assumptions about how we know the world, how we gain knowledge, and the relationship between the knower and the known (Kaushik & Walsh, 2019). Accordingly with a pragmatic standpoint, the primary purpose of inquiry is to create knowledge in the interest of change and improvement (Goldkuhl, 2012). Dewey (1938) defined inquiry as the controlled transformation of a problematic situation into one that is sufficiently integrated with knowledge or coherent action.

Post positivist researchers, view inquiry as a series of logically related steps and make claims of knowledge based on objectivity, standardization, deductive reasoning, and control (Creswell, 2013); Constructivist researchers emphasise qualitative approaches and inductive reasoning. Pragmatists believe that the process of acquiring knowledge is a continuum rather than two opposing and mutually exclusive poles of either objectivity or subjectivity (Goles & Hirschheim, 2000). Pragmatism is typically associated with abductive reasoning that moves back and forth between deduction and induction. In this way, the researcher is actively involved in creating data as well as theories (Goldkuhl, 2012; Morgan, 2007). A pragmatic inquiry is often associated with mixed-methods or multiple-methods (see Creswell & Plano Clark, 2011; Johnson & Onwuegbuzie, 2004; Morgan, 2014; Tashakkori &Teddlie, 2008), where the focus is on the consequences of research and on the research questions rather than on the methods (Kaushik & Walsh, 2019).

Giving that the primary purpose of my inquiry was to create a framework of EPs' competence in the interest of change and improvement within their practice with EAL populations, the Delphi technique has been selected to address this issue. This technique allows to approach the topic from multiple standpoints in order to corroborate findings and gain a breadth and depth of understanding (Creswell, 2009). In this study, experiences and attitudes of researchers and practitioners in the field of language minority, as well as EPs, have been considered and

measured using idiographic means of inquiry (open-ended questions), which suggests that aspects of reality can only be understood from the constructed perspective of participants' (Todd, 2004). However, the following stages of the process rely heavily on quantitative methods- the use of surveys- to build consensus (Keeney et al., 2011).

3.4 Phase One and Two: Method

3.4.1 Consensus methods

A variety of approaches were considered to address the research question. For example, a survey could have been constructed by the author asking practitioners to indicate their opinions about the required competencies for EP practice with EAL students and their families in order to generate frequency data. However, as a comprehensive list of competencies for EP practice in this field did not exist in the literature, I identified the need to generate and collate the opinions of language minority experts to inform construction of the survey.

A single case study design could have been adopted and the practice of an individual EP with EAL students and families could have been carried out to elicit rich descriptions of practice. However, my belief on the importance of taking a range of views into account and the issues with validity of data based on single case study, led to a decision to find a group technique.

Formal group consensus methods can be defined as a systematic means for measuring and developing consensus amongst a group of people (Humphrey-Murto, 2017). These methods are based on the assumption that accurate and reliable assessment on a particular matter can be best achieved by consulting a panel of experts and accepting the group consensus (Campbell et al. 2001; Tammela, 2013). Employing group consensus techniques allows for inclusion of a wide range of knowledge and experience available, debate may challenge ideas and stimulate new ones, and group consensus may be seen as more credible (Murphy et al. 1998, p. 1).

There are a number of techniques that are appropriate for gathering the views and opinions of a group of people and Clayton (1997) cites 3 potential methods:

- Nominal group technique (NGT) – involves a group problem solving process
- Interacting Group Method (IGM) – involves an open discussion between participants with feedback and analysis of other members' ideas
- Delphi method – a method that is distinct from the other two methods as idea generation is individual and anonymous and communication of different ideas is led by a 'director' generally relying on written communication

Van der Ven and Delbecq (1974) compared these three techniques and concluded that NGT and Delphi are more effective as they were found to generate more unique ideas and participants reported more satisfaction with the decision-making process than with the interacting groups method. Although, it should be noted that, as Van der Ven developed the NGT approach, there may have been some inherent bias in the results.

3.4.2 Delphi

Background. Delphi is a method for structuring group communication processes (Green, 2014). The Delphi technique has been defined as a multi-staged survey which attempts ultimately to achieve consensus on an important issue, where no agreement previously existed (McKenna, 1994). Delphi is administered by a researcher that assembles a panel of experts, poses questions, synthesises feedback, organising conflicting values and experiences and guides the group towards common ground (Jones & Hunter, 1995; Powell, 2003). The Delphi Technique was originally developed by Dalkey and Helmer (1963) to harness expert opinion to aid decision making about nuclear bomb target systems during the Cold War and named after the famous oracle of Delphi. Since then, Delphi method has been increasingly used in research across a wide range of disciplines, including science and technology, health, business, communication, education and policy analysis (De Loe et al., 2016; Vazquez-Ramos et al., 2007).

Although many different approaches and interpretations of the Delphi method now exist (Keeney et al., 2011), the 'classical' Delphi technique consists of an

iterative process including a number of questionnaire rounds. After each round, feedback regarding the overall results is shared with participants, providing them with an opportunity to modify their responses in light of the collated responses. This iterative process continues until group consensus is achieved. This is established on the basis of some pre-determined stop criterion (for example, number of rounds; stability of results; a specified level of consensus). The success of a Delphi study rests on following this iterative cycle, and on the combined expertise of the participants who make up the panel (Atkinson et al., 2015).

Experts. A key feature of the Delphi method is the formation of an 'expert' panel. Individuals can be considered eligible if they have experience concerning the target issue (Hsu & Sandford, 2007) or possess relevant knowledge of the topic being investigated (Hasson et al., 2000). Controversial debate rages over the use of the term `expert' and defining 'expertise' and how to select the participants accordingly (Strauss & Zeigler, 1975).

Needham and de Loë (1990) suggest that expertise lies along a continuum which includes experts with subjective expertise, mandated expertise, and objective expertise. Individuals with subjective expertise possess knowledge by being affected by the issue under study. Those with mandated expertise hold knowledge and experience related to the job description and role requirement; finally, participants with objective expertise possess knowledge gained due to their academic position, education and research (Shariff, 2015).

Participant selection does not require a statistical sample that is representative of any population but instead needs to be purposive. Purposive sampling refers to the sample being selected purposely and depends on the researcher's judgment, in line with the aim of the study, regarding whom he/she judges to be typical of the population and is particularly knowledgeable about the issues being studied (Polit & Beck, 2008). Purposive sampling is therefore based on "the assumptions that a researcher's knowledge about the population can be used to handpick the cases to be included in the sample" (Polit & Hungler, 1997, p. 229).

Panel Size. Panel size refers to the number of expert panellists to be included in the study (Polit & Beck, 2008). The number of experts required in

order to constitute a representative sample of expert opinion in Delphi varies widely from study to study. Consideration needs to be given not just to numbers of participants, but also to their expertise in the field of study. Dephi techniques does not advocate the inclusion of a random sample of experts who are representative (Goodman, 1987) but rather, the representation of multiple viewpoints and expertise (Bloor et al. 2015).

There are no clear guidelines suggesting the numbers to be included in studies applying the Delphi survey because the sample is purposively selected, and it depends on the problem being investigated, design selected, representation, resources available and range of expertise required (Shariff, 2015). There is not always agreement about how many participants are needed to constitute a valid sample, indeed large contradictions exist in the literature. Needham and de Loë (1990) suggested a sample size of a minimum of 10 (a smaller size does not generate enough ideas) and a maximum of 50 participants (a larger sample results in cost inefficiencies related to time, product and the iteration process).

De Villiers and Kent (2005) define sample size depending on whether it is homogenous (using participants from the same discipline) or heterogeneous (using participants from various discipline). Clayton (1997) states that 15-30 participants are needed if the sample is homogenous, and only 5-10 if the sample is heterogeneous, presumably as it is assumed that this will provide enough of a breadth of views (Green, 2015).

Iterative Rounds. Each ‘round’ generally involves a questionnaire that asks ‘experts’ to give their opinions on an issue. Each questionnaire is analysed according to the data gathered and sent back to panelist for a reconsideration of their initial positions in light of group trends, until a consensus of opinion on the issue is reached (Polit & Beck, 2008).

Whilst there are no strict guidelines on the right number of rounds to be undertaken, generally, the number of rounds shown in literature is between two and four (Keeney et al., 2011). Linstone and Turoff (2002) investigated the performance of Delphi groups in relation to the number of rounds and concluded that it was not reasonable to extend the number of rounds beyond the third one.

In its original form, the Delphi process consists of two or more rounds of questionnaire administered to an expert panel. The first questionnaire asks the expert panel for their opinions on a certain issue or topic in an open-ended manner (idea generation stage); round two to review and evaluate ideas (antithesis stage) against the group summaries and round three re-evaluate ideas and arrive at consensus (synthesis stage) (Shariff, 2015).

Likert Scaling. Delphi studies participants typically provide their contributions through a rating system using a Likert scale. The use of frequency distributions to identify agreement rates (McKenna, 1994, p. 1222) is a key characteristic of a Delphi study. The significant advantage of this method is that all data is considered, including extreme outliers, and so opposing views are not averaged.

The present study asked participants to rate statements based on their perception of relevance to EP practice. A 4-point Likert scale was used for this purpose (Likert, 1932), ranging from ‘relevant’, ‘somewhat relevant’, ‘somewhat irrelevant’, and ‘irrelevant’. Research shows that point scales between four and seven tend to return the strongest reliability and validity (Cummins & Gullone, 2000; Dawes, 2008; Dillman, 2007).

The decision of not including a mid-point rating was taken to avoid difficulties with interpretation and social desirability bias (it may be easier to choose a neutral position rather than choosing a side) (Nadler et al., 2015). An ‘don’t know’ option was included to allow for instances where participants did not understand the statement or if participants felt they could not comment on the statement’s perceived importance due to a lack of knowledge.

Consensus. What defines an acceptable level of consensus is a contentious issue in the Delphi literature. The majority of Delphi studies utilise arbitrary levels and rarely provide a definition of what constitutes consensus (Evans, 1997). One of the most common criteria used for describing when consensus is reached is percentage levels. McKenna (1994) suggests 51% agreement equates to consensus level. Graham & Milne (2003) used a

percentage of agreement of 65.5% and above, amongst respondents, while Ulschak (1983) chose 80%.

Keeney et al. (2011) state that consensus can be considered as anything between 51% and 100%. Green (2015) scrutinized the consensus levels in 10 papers describing Delphi studies. In 5 out of 10 papers consensus level was expressed as a single percentage threshold and the level set ranged from 70 - 80%. The mean of these was 74.2% and the mode and median 75%. A review of recent EP Delphi studies saw consensus set at 70% (Anderson & Tyldesley, 2019), 75% (Green & Birch, 2018; Jago, 2019) and 80% (Sakata, 2021).

Taking into account the scaling method adopted and consensus levels used in Delphi studies, the current study set consensus at 75% for items ranked 'relevant' taking into account the number of potential participants involved, as well as anticipating that items are more likely to be ranked on the higher level.

Why Delphi? In line with considerations by Linstone and Turoff (1975), the reasons for selecting the Delphi method as the most appropriate approach for this particular study are the following:

- The research problem doesn't lend itself to precise analytical techniques and can benefit from subjective judgement.
- The sample population of experts in the field is geographically and/or professionally diverse and may represent diverse backgrounds with respect to expertise or experience. Therefore, frequent meetings of the sample panel would be unfeasible.
- Delphi technique can allow for the anonymity of participants and thus allow them to be uninfluenced by the views of others at the idea generation stage (Clayton, 1997).

Specifically, I selected an e-Delphi approach which adopts the same process of the classical Delphi but is administered by email or online web survey as opposed to through the post (Rand, 2020).

3.4.3 Study Design

For the purposes of the current study, a three-round Delphi methodology was used. The purpose of Round 1 was to generate ideas regarding the issue of

interest: defining competencies required by educational professionals when working with EAL students and families. Here a panel of experts in language diversity informed the development of the content and concepts of the questions for the second questionnaire. The aim of the subsequential Rounds 2 and 3 was to evaluate and re-evaluate ideas generated in Round 1: develop consensus amongst a panel of EPs on which competencies, identified in Round 1, were relevant for EP practice. In Round 2 and 3 participants were asked to rate the set of statements identified in Round 1 using a 4-point Likert scale, ranging from 'relevant' to 'irrelevant' (Burns & Grove, 2005) with the additional option to select 'I don't know'. Please see a summary of the Delphi Process design in Figure 3.1.

3.4.4 Ethical Considerations

The research was undertaken in accordance with the British Psychological Society (BPS) Code of Human Research Ethics (BPS, 2021). The research study was granted ethical approval by The University of Exeter, College of Social Sciences, and International Studies Ethics Committee on the 10th of February 2021, and a copy of the application and the certificate of ethical approval can be found in Appendix A and B, respectively.

All participants for this study were professional adults (over the age of 18) and the nature of participation in both phases of research was voluntary. They entered the research willingly and had been fully informed about the commitment needed to the study in terms of their time and the intended outcomes, as well as the opportunity to withdraw from the study at any time. As Delphi method requires a high level of commitment to participants in terms of their time. My information sheet contained the approximate time needed to complete the three questionnaires and length of time needed for engagement in the study.

Within a Delphi study, there is the risk that, because of the very open and transparent way that selection criteria were described, allowing replicability, the identities of participants could be identified. To reduce this risk, in my research, the names of the participants were not identifiable between participants and in the writing up of the thesis.

The process of data collection for the survey involved the use of self-completed questionnaires which were emailed. Therefore, the participants would not meet each other and were deemed low level of risk in terms of power imbalance and anonymity. Participants were informed about the method of ensuring anonymity in the storage of electronic data in line with GDPR regulations.

In addition, given that experts in the field of language diversity may or may not want to be associated with the outcomes of this research, they were offered the opportunity to participate in the study with full anonymity and a guarantee that their names or any identifying information would not be given by the researcher without their expressed permission.

Figure 3. 1

Summary of the Delphi Process Design in this Study

3.4.5 Pilot Study

I carried out a small pilot study to trial the methodology and determine how much time might be needed for analysis at each stage. I decided to pilot Round 1 separately from Round 2 and 3 as the design involved different professionals and types of surveys.

To pilot Round 1 questionnaire, I approached the Language and Education Network at Exeter University whose research focuses on studying the relationship between language and education. Three researchers and a TEP from UCL course, who had at the time just finished her doctoral thesis employing a Delphi technique on CRP, returned the questionnaire within a week. At this stage, I was able to test the clarity and amount of the information provided to the participants (information sheet, consent form, etc) and the content of the open-ended questions (Table 3.1).

I piloted Round 2 and 3 questionnaires with a group of TEPs of the same university doctoral program. Three trainees expressed their interest in participating and were sent the link to questionnaire Round 2. They completed and returned this within the timeframe (3 weeks). The results were analysed within a week to construct Round 3 questionnaire. I asked each participant what their experience of the process of this research had been, to gain some insight into how it may be perceived by final participants, allowing any potential misunderstandings or issues to be anticipated wherever possible (Table 3.2).

Table 3. 1

Feedback Following Pilot Round 1 and Subsequent Adaptations

Feedback	Adaptations
"There is a lot to read before the questions start. I know this is difficult to avoid with ethics and all"	I summarised information into bullet points to make it easier to read
"The questions are a bit overwhelming and just did not know where to start in answering them. They might be much better suited for a semi-structured interview. This could lead to an interesting discussion, where you could	I considered carrying out Round 1 using a semi-structured interview, in the hope that this would maximize their commitment to seeing the study through. However, when the final panel of experts had been identified their geographical locations made this unfeasible. Instead, I

ask follow-up questions to dig a bit deeper"	adopted the approach advocated by Keeney et al, (2011) whereby attempts to establish good email rapport with participants and send friendly reminders to complete rounds were used in lieu of face-to-face contact.
"Why do you ask about specific theories? Practitioners may not be au-fait with theories but may have lots of practitioners and intuitive knowledge"	I changed the questions from "list the theories" to "briefly list and/or describe any theories of … (and implications) that you are familiar with" to make it more accessible to practitioners.
"EAL children who are not making the required progress, or if you are looking to gather competencies overall for supporting EAL students generally?"	I specified that the students I referred to as EAL are those who are learning English in an English-speaking environment, such as a school, and who are exposed to a different language from English at home. I also asked participants to assume that this student has moved from a European country to a school in the UK two years ago and is struggling with learning and progress in school.
"For ease of the responder, you may wish to give them a reminder of what your definition is of knowledge, skills and attitudes are on each of the pages i.e. I know you gave an example of intrapersonal and interpersonal qualities"	In each section, I reminded the definitions of: • KNOWLEDGE (propositional, personal, and craft knowledge) • SKILLS (practical, cognitive, and emotional) • PERSONAL QUALITIES (cognitive style, and interpersonal style)

Table 3. 2

Feedback Following pilot Round 2&3 and Subsequent Adaptations

Feedback	Adaptations
"It might it be helpful to include a reminder of what L1 and L2 mean at the top of each page of questions as I found that as I went through, I become confused about which was which and it might be helpful to have a reminder on the page rather than having to go back to check"	I Included the definitions of L1 & L2 at the top of each page: Throughout the survey the terms 'L1' and 'L2' have been used to indicate respectively language spoken at home (L1) and language spoken in the educational setting (English) (L2)

"The participant has to retain this information throughout the questionnaire. Would it be worth repeating at some point?"	
"I am not sure that all the information in brackets is required within the items"	I decided to keep the information in bracket as it can support participants in considering the relevance of the items
"In Part 2, Round 3 'New Competencies' you can click more than one box, did you mean for this to happen?"	I specified that participants have to click one box

Chapter 4: Phase One (Method and Results)

4.1 Phase One: Sub-research Question

A. What are the competencies, in terms of *knowledge, skills,* and *personal qualities*, according to 'experts' in language diversity and literature review, that educational professionals need when working with EAL students and their families?

4.2 Phase One: Method and Design

4.2.1 Round 1 Delphi: Participants

As explained in Chapter 3, the selection process of the expert panel is a key component of the Delphi method, and attention should be given to the criteria in selecting expertise (Jorm, 2015; Powell, 2003). For the purposes of the current research, panel members were required to have expertise in language diversity, based on specified criteria. Given that my literature review had already highlighted a lack of identified competencies in the Educational Psychology field in relation to work with a linguistically diverse population, I made the decision to approach experts in the field of language diversity inside and outside the EP profession.

To qualify as an expert for Round 1, each panellist had to meet one of the following two criteria: (a) be a primary or secondary author of two or more publications (academic articles, books) concerning linguistically diverse children and education, or (b) be a practising EP with at least 2 years of experience working with linguistically diverse populations.

I approached academics and professionals with a given publication history in language diversity, assuming that to write with authority, considerable training and experience in the approach would have been necessary (see Figure 4.1 for details of participant selection).

To establish such a group, I employed a non-probability purposive sample thorough examination of literature and snowballing sampling. By adopting this approach, I retained some control in overseeing the level of expertise of potential participants and their credentials for inclusion on this panel, as opposed to

advertising for interested parties on research forums and social networks where there would likely have been considerable variation in skills, knowledge, and experience in the language diversity field.

The outcome of the selection process was a group of 10 individuals from different professional disciplines and with different training experiences, but all with either a strong academic or practical focus to their work. As explained in Chapter 3, a sample of 5-10 participants from various disciplines were considered sufficient to provide a breadth of views (Clayton, 1997).

The 10 individuals were all sent an initial email inviting them to become a member of the expert panel (see Appendix C). From this initial email, 7 replied and agreed to participate in the study.

Table 4. 1

Summary of Titles and Experience of Expert Panel Members

Participants' Codes	Job	Employer	Work published/experience
A1	Senior Educational Psychologist	Local Authority	More than 2 years of experience working with linguistically diverse populations
A2	Educational Psychologist	Local Authority	More than 2 years of experience working with linguistically diverse populations and doctoral thesis in EAL related field
A3	Emeritus Reader in Education	Retired	More than 2 papers published in the field of language diversity
A4	Associate Professor of Primary English Education	University	12 articles and three book chapters published in the field of language diversity
A5	Educational Psychologist and Professional and Academic Tutor	University Local Authority	More than 2 years of experience working with linguistically diverse populations and published, an article and LA guidance on supporting Bilingual and EAL students.

A6	Educational Psychologist	Self-employed University	More than 2 years of experience working with linguistically diverse populations More than 2 edited books, special issue of journal, book chapters and journal articles published in the field of language diversity
A7	Professor of Bi-Multilingualism	University	More than 2 papers published in the field of language diversity

4.2.2 Round 1 Delphi: Questionnaire Construction

Each of the experts recruited for the study was emailed a link which led to the e-questionnaire, including instructions for completing the Round 1 task and consent declaration (see Appendix D for template of Round 1 questionnaire).

Participants were asked to answer the question: what competencies are needed by educational professionals for effective practice when supporting the language needs of EAL children and empowering them and their families within their practice? Since some of the participants were external to the EP profession, I considered it more suitable to ask what competencies are needed by educational professionals more generally, rather than EPs specifically.

Definitions of the terms ‘competencies’ and ‘EAL’ were provided to reduce the likelihood of these terms being incorrectly interpreted. This was especially relevant to the term ‘EAL’, considering the multiple definitions that exist for this. Guidance around how to respond to the question was also provided, with participants advised to consider the competencies in terms of specific skills, knowledge, or personal qualities as defined by Holt & Perry (2011) and the work of McAllister et al. (2010) (explored in Chapter 1).

Round 1 Delphi consists traditionally of an open-ended question and reflects, in essence, a brainstorming session (Murry & Hammons, 1995). However, this open approach relies on the respondents making the effort to cover the complexity of the issue. To avoid vague and ambiguous responses, not necessarily concerning the specific EP profession (Couper, 1984), the expert panel was asked to list statements in response to 10 overarching themes

identified through a review of literature. The process of identifying themes within categories involved reading through the literature available, highlighting extracts of interest or relevance and noting down possible themes (Figure 4.1). Themes identified within 'knowledge' included 'legislation/reports', 'organisations', 'theories of language development', 'theories of identity/language', 'EAL/SEN' and 'pedagogies**.** Themes within 'skills' included 2 functions of EPs' work ('assessment work' and 'meeting with parents'), whilst themes in 'personal qualities' included 'intra- 'and 'inter- personal qualities. Table 4.2 presents the extracts from literature review related to each of the themes.

Figure 4. 1

Categories and Themes Identified from Literature Review

Table 4. 2

Extracts of Texts from Literature Review Which Generated Themes Within Each Category

Category	Theme	Literature extracts aligning to theme	Source
1 Knowledge			

1.1/1.2 legislation/reports/ organisations	*"Certain sources of guidance and/or specific contexts at a national and/or cultural level impose changes on the ways that EPs work and can therefore support and/or promote plurilingual EP practice"*	Krause, 2018, p. 114
	"Policy and legislation can be helpful when negotiating the type and/or scope of EP involvement, especially within the context of traded services (Islam, 2013)"	
1.3 **theories of language development**	*"When working with Ethnic Minority Communities using language other than English EPs demonstrate their distinctive contribution through using and applying psychological Theory e.g., Communication and Language development"*	Krause, 2018, p. 132
1.4 **theories of identity/language**	*"Given that past research suggests that knowledge of cultural identity development and interaction patterns can make a difference to the development of children, EP training providers should endeavour to include multicultural training in their curriculum that includes these dimensions"*	Anderson, 2019, p. 245
	"These results *partly align with Anderson's (2018) doctoral research which concluded that EPs reported lower areas of competence linked to*	Sakata, 2021, p. 229

		theories of racial/ethnic identity development"	
	1.5 **EAL/SEN**	*"Part of their (EPs) statutory* *responsibility…is centred on the following: distinguishing* *EAL vs. SEN and assessment of CYP with complex needs"*	Krause, 2018, p.94
	1.6 **pedagogies**	*"Safford and Drury (2013) describe how bilingual pupils can be viewed as a pedagogical resource in the classroom, rather than as a 'problem'. They outline some specific policies and practices that make valuable reading for all teachers working with bilingual children in various classroom settings, and the issues raised can also be useful for EPs when offering professional advice regarding this specific group of children"*	Lauchlan, 2014, p.17
2 Skills			
	2.1 **assessment work**	*"These findings suggest that assessing the needs of culturally different CYP can present additional challenges for EP/Ts, particularly when children have English as an additional language"*	Anderson, 2018, p.249
	2.2 **meeting with parents**	*"Communicating with EAL families in consultations was highlighted as a particular difficulty by TEP/EPs. TEP/EPs also reported associated difficulties working with interpreters. Results*	Anderson, 2018, p.246

		suggest that EP/Ts can find it difficult to communicate sensitive information and obtain parent views when parents have limited proficiency with English"	
		"EPs' work with CYP and families from minority cultural and linguistic *communities can be constrained by service users' first language and facilitated by the availability of interpreting services, is noted elsewhere"*	Retheram, 2020, p.38
3 Personal qualities			
	3.1 **intrapersonal qualities**	*"The literature has drawn upon several qualities which appear to underpin intrapersonal processes, including recognition, understanding and willingness in learning about the personal biases that may exist about particular cultures, as well as acknowledging the significant cultural issues of others (Hwang, 2006)"*	Sakata, 2021, p.102
	3.2 **interpersonal qualities**	*"Culturally diverse populations include CYP and their families, as well as EPs and other professionals who EPs engage with in their work. The term interpersonal has been readily used in the literature when discussing CRP. The interpersonal aspect of CRP pertains to the way in which EPs relate with and respond to those from culturally diverse populations"*	Sakata, 2021, p.101

4.2.3 Round 1 Delphi: Data Analysis

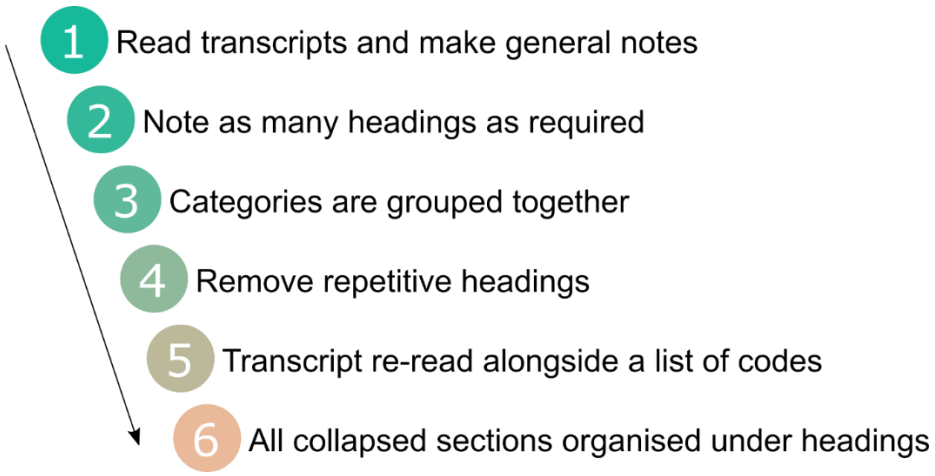
The responses gathered from the expert panel in Round 1 then underwent qualitative analysis. For this, a transparent and clear approach was adopted to ensure that any results were reliable and replicable (Miles & Huberman, 1994).

This analysis involved a two-stage sequential process. The first stage consisted in a deductive 'top-down' content analysis approach because existing information already existed in relation to the topic of study (Elo & Kyngas, 2007). The content analysis had already been partly defined in terms of the themes identified within each category ('knowledge', 'skill' and 'personal quality') (see Figure 4.1). Thus, there was an existing 'structure' against which the qualitative information was to be organised and reduced into pre-existing coding frames (Elo & Kyngas, 2007). The second stage was inductive and involved eliciting the sub-themes directly from the raw data (Patton, 1990).

Stage 1. I analysed Round 1 data using an adaptation of Burnards's (1991) Method of Content Analysis outlined in Figure 4.2. This process consists of grouping all similar statements into areas and then examining each statement to decide whether they can be collapsed into one statement without changing the meaning, or whether they are sufficiently different to justify presenting them as different statements in Round 2 of the Delphi study.

Figure 4. 2

Overview of Stages of Content Analysis



Note. Adapted from "A method of analysing interview transcripts in qualitative

research" by P. Burnard. 1991. *Nurse education today, 11*(6), 461–466. (https://doi.org/10.1016/0260-6917(91)90009-y). Copyright 1991 by P. Burnard. 1991.

The specific steps of my analysis were as follows:

a) Those extracts from participants' responses that were similar were collapsed into one statement. In creating this statement, I kept the wording as close as possible to one of the statements provided by the expert panel, whilst all other similar statements were discarded i.e., Table 4.3.

Table 4. 3

Coding Example a. Similar Statements Collapsed into One

Statement Round 2	Participants' Codes	Data extracts from participants' answers
Understanding of the impact of prior knowledge – activation (academic, social, and linguistic) on the development of L2	A1	Using prior knowledge, experiences, and appropriate cultural references to support the development and use of English.
	A2	Building on prior knowledge (academic & social), as well as language (i.e., incorporating the first language whenever possible)
	A4	Explicit attention to how language works (grammar) facilitates new language learning
	A6	Activating prior knowledge in the pupil (e.g., knowledge of grammatical structures in mother tongue will be helpful in learning other languages)

b) Unique statements (statements provided by the expert panel with no similar counterparts) were included in Round 2. i.e., Table 4.4.

Table 4. 4

Coding Example b. Unique Statements Included Directly

Statement Round 2	Participants' Codes	Data extracts from participants' answers
Assess proficiency level in English	A4	I would hope that they would know to start with proficiency level before assessing against the National Curriculum, but I know this is unlikely to be the case.

c) Statements referring to specific theories (e.g., Acculturation Theory, Cultural Fusion Theory) were incorporated into broader statements indicating what those theories attempt to explain/allude to e.g., 'understanding of cultural integration processes" rather than listed as separate items. As such, the participants of Round 2 would then be able to rate the item even without knowing the specific name of the theory. This methodology also served to reduce the final number of the statements, thus increasing the response rate. i.e., Table 4.5.

Table 4. 5

Coding Example c. Statements Referring to Specific Theories Incorporated into Broader Statements Indicating What Those Theories Attempt to Explain/Allude

Statement Round 2	Participants' Codes	Data extracts from participants' answers
Understanding of cultural integration processes (how this takes place, positive and negatives)	A1	It is important for educational professionals to be aware that there are a number of facets that comprise an individual's identity (e.g., Beliefs, age, gender, etc.) of which the language that the EAL Student choose to use is also one of those key facets which can either be nurtured or diminished depending on the culture or social environment in which the student is based
	A2	Cultural identity theories, such as Cultural Fusion Theory
	A3	Acculturation theory language socialisation transcultural identity

	A5	Acculturation - for newly arrived migrants and the impact it can have to their identity formation. e.g., home language, culture, values, and customs are not valued and subsequently hidden

The statements generated by participants were already grouped to fit into one of the 10 themes within the 3 broad categories (Figure 4.1). However, I moved statements from one theme to the other, when necessary. I then enlarged the matrix by adding in a list of excerpts from the literature relating to procedures referred to in the EP literature search (Table 4.6). This was done to try and capture, in so far as is possible, a complete picture of the skills, knowledge, and personal qualities needed by educational professionals to work competently with EAL students and their families.

Table 4. 6

Statements Generated from Literature Included in Competency List

Statements Round 2	Literature Sources
Understanding the impact of valuing/not valuing a child's second language on their self-esteem and confidence, academic motivation, and school performance	Lauchlan, 2014, p. 14,17
Encourage the child to attend extra-curricular activities to support their bilingual development.	
Being particularly cautious when administering standardised assessments (e.g., integrating with behavioural observations)	Zaniolo, 2019, p. 8
Considering cultural factors (possible traumatic experiences, especially for refugees' level of acculturation and family functioning and views)	
Use direct assessment/observation in conjunction with home–school consultation and behavioural checklists	

Awareness that families of EAL students might have different expectations/norms around school and education	Desforges et al., 1995, p. 32
Facilitate and encourage the use of children's home languages (using the first language for thinking/ problem solving to access content)	

Stage 2. At this stage, the statements within the 10 themes were further organised into sub-themes via Braun & Clarke's (2006) six-phase approach to thematic analysis (Table 4.7). This process allowed me to identify patterned responses or meanings within the dataset and to capture other important attributes of the statements, in relation to the research question (Braun & Clarke, 2006).

Table 4. 7

The Six Phases of Thematic Analysis

	Phase	Brown and Clark's description of the process	Execution in the current study
1	Familiarising yourself with data	Transcribing data, reading and re-reading the data, noting down initial ideas.	Repeated reading of the statements within each theme to increase the level of familiarity (depth and breadth) with data – Initial searching for meanings, repeated patterns etc.
2	Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.	Systematic working through the entire data set, identification of interesting aspects in the data and production of initial codes from the data
3	Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.	Sorting the codes into potential themes with the use of a table (visual representation), collating all the relevant coded data extracts within the identified themes, analysing the relationship between codes, themes, and different levels of themes

4	Reviewing themes	Checking if the themes work in relation to the coded – Refinement of themes (collapsing vs. Breaking down themes) – An awareness of what different themes are, how they fit together, 83 extracts (level 1) and the entire data set (level 2), generating 'thematic maps' of the analysis under each code.	Refinement of themes (collapsing vs. breaking down themes), re-reading the collated extracts for each theme to review whether they form a coherent pattern, re-reading the entire data set to ascertain whether the themes are representative of the data set
5	Defining and naming themes	Ongoing analysis to define the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.	Defining and further refining of the themes for final analysis, analysing the data within the themes, reviewing different theme levels
6	Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.	Write-up, choice of vivid examples or extracts that capture the essence of the point being demonstrated

Note. Adapted from "Using thematic analysis in psychology" by V. Braun & V. Clarke. 2006. Qualitative Research in Psychology, 3(2), 77-101 (http://dx.doi.org/10.1191/1478088706qp063oa).

4.3 Phase One: Results

From the 7 participants, a total of 81 statements were generated in response to the questionnaire. An additional 7 statements were then added from the relevant literature review (see table 4.6), thus giving a final total of 88 statements (see Appendix E), organised in 10 themes and 6 sub-themes across three categories. Once all statements were analysed, they were entered into an 'Excel' spreadsheet for analysis in subsequent rounds.

4.3.1 Knowledge

1.1 (legislation/reports), 1.2 (organisations), 1.4 (theories of Identity/language) and 1.5 (EAL/SEN) did not require any further analysis and contained overall 19 statements.

Theme 1.3, ‘theories of language development’, relates to statements associated with the psychological and linguistic theories explaining the acquisition of a second language. In this theme, a total of 9 statements were generated and grouped into three sub-themes: ‘L2 acquisition process’ (n=4), ‘variables impacting L2 development’ (n=3) and ‘benefits of L2 development’ (n=2). These results suggest that educational professionals working with EAL students, and their families should possess/acquire theoretical knowledge regarding both ‘within-child’ language acquisition processes and environmental factors influencing language development and academic achievement of EAL students. Theories explaining the cognitive and social benefits related to the development of a second language have also included within this section by the expert panel and highlight the need for professionals’ views to shift from seeing bilingual and EAL pupils as ‘a problem’ to a pedagogical resource in school (Safford & Drury, 2013)

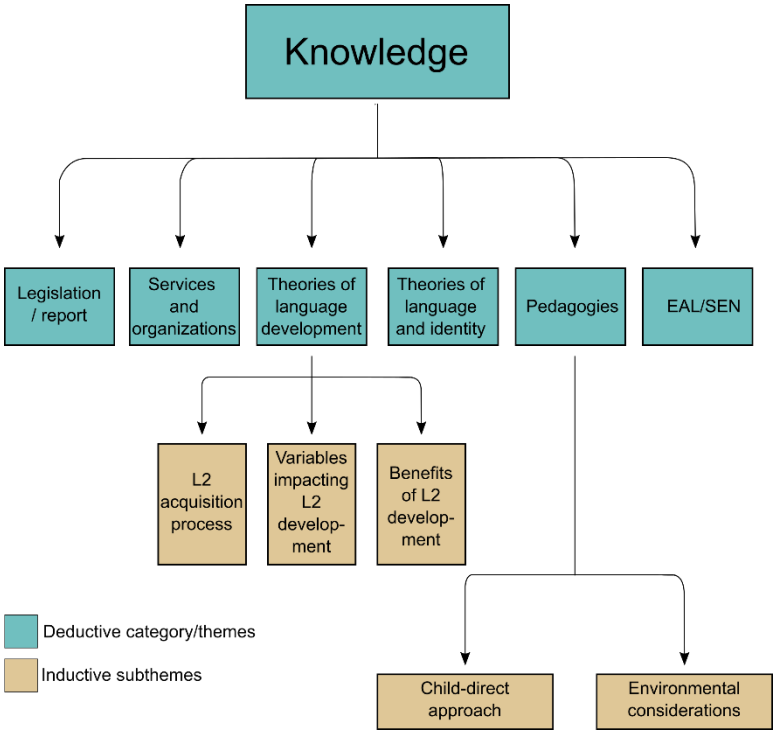
Theme 1.6, ‘pedagogies’, relates to statements associated with the teaching practices that educational professionals should be aware of when engaging with EAL students. In this theme, a total of 11 statements were generated and grouped into two sub-themes: ‘child-directed approaches’ (n=7), indicating how teachers can adapt their teaching to accommodate the language needs of EAL students within the classroom, and ‘environmental considerations’ (n=4), which relate to the understanding of family/societal factors impacting on EAL students at school. Consistent with the theme ‘theories of language development’, the findings provide further evidence that educational professionals’ knowledge around pedagogies should consider not only teaching approaches targeted to the child, but also addressing the socio-cultural system around the child. The subtheme ‘environmental consideration’ reveals the importance of affirming EAL students’ home languages and funds of knowledge. This finding is consistent with theorists’ assertions that acquiring culturally developed bodies of knowledge and skills embedded in families’ linguistic and cultural practices is an integral part of competent professional practice with multilingual communities (Moll et al., 1992). Participants’ statements in this section also highlight the importance of developing an understanding of the factors that might limit the involvement of parents of EAL students in school.

To change the common shared narrative in the UK educational context of 'hard to reach' parents (Boag-Munroe & Evangelou, 2021), professionals should consider families' particular expectations/norms around education and explore their unique perspectives and views (Schneider & Arnot, 2018).

Figure 4.3 provides a visual illustration of the themes and sub-themes forming the thematic map for 'knowledge'.

Figure 4. 3

Thematic Mind-Map Arising from Round 1 Analysis for 'Knowledge'



4.3.2 Skills

Theme 2.1, 'assessment', relates to statements associated with the skills required by educational professionals when assessing EAL students' abilities. In this theme, a total of 13 statements were generated and grouped into four sub-themes: 'standardised assessments' (n=1), 'alternative assessment tools' (n=2), 'communication' (n=5), 'background information' (n=4), 'assessment of L2' (n=1). Results in this section suggest that educational professionals need to be aware of the problems of standardised tests for use with linguistically diverse groups, as well as recognise the need and develop the ability to use alternative

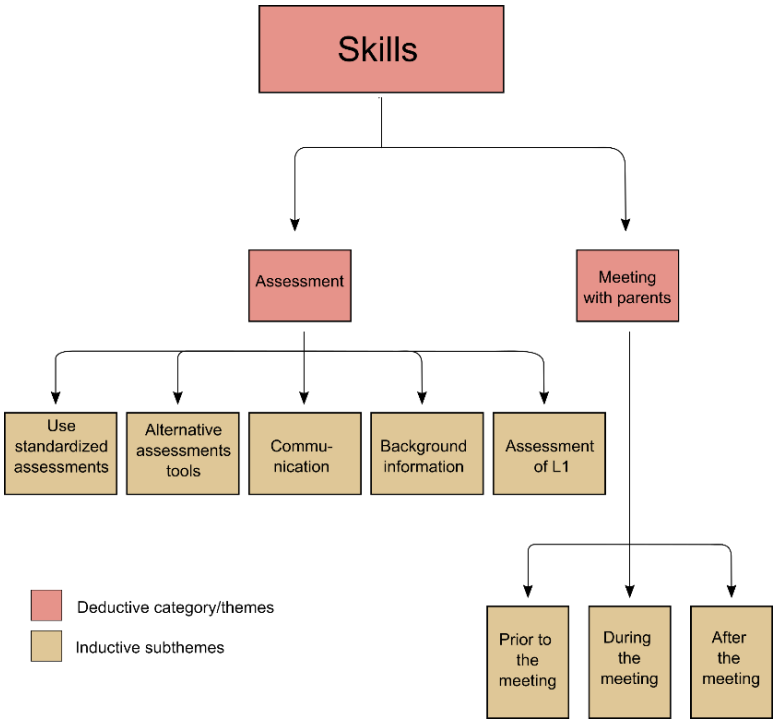
assessments. This supports the findings of Rogers and Lopez (2002), Anderson (2018), Zaniolo (2019) and Sakata (2021) that cross-culturally skilled psychologists should have knowledge regarding assessment bias and understand the need for culturally sensitive assessment methods.

Theme 2.2, ‘meeting with parents of EAL children’, relates to statements associated with the skills that educational professionals require when meeting with the parents/carers of EAL students. In this theme, a total of 16 statements were generated and grouped into three sub-themes: ‘prior to the meeting’ (n=3), ‘during the meeting’ (n=11) and ‘after the meeting’ (n=2). As cross-cultural interactions can present unique challenges, particularly due to language differences (Biever et al., 2002; Rogers & Lopez, 2002), numerous studies have provided evidence that effective communication with multi-cultural and linguistic families is a particularly salient area for all educational and health care professionals (Anderson, 2018; Ratheram, 2020; Sakata, 2021). In relation to this, findings of this study suggests that appropriate verbal and non-verbal communication skills, use of interpreters and frequent checks of understanding may enhance professionals’ ability to communicate sensitive information. In line with the SEND code of practice (DfE & DoH, 2015), these measures may also be a way TEP/EPs can help to empower linguistically different families by ensuring these families have more ability to convey their views.

Figure 4.4 provides a visual illustration of the themes and sub-themes forming the thematic map for ‘skills’.

Figure 4. 4

Thematic Mind-Map Arising from Round 1 Analysis for ‘Skills’



4.3.3 Personal Qualities

Theme 3.1, 'intrapersonal skills', relates to statements associated with the introspective qualities (e.g., beliefs, attitudes) that educational professionals require when working with EAL students and families. In this theme, a total of 9 statements were generated and grouped into two sub-themes: 'self-reflection' (n=3), and 'beliefs' (n=6). This finding supports previous research that suggests that cultural self-knowledge is a prerequisite in understanding the cultural differences of others (Kirmayer, 2012; Roysircar, 2004), and this particularly in the EP profession (Andreson, 2018; Ratheram, 2021; Sakata, 2021). Paige et al., (2010) emphasise that better understanding of one's own culture provides the foundations necessary to recognise different cultural practices and prepare us for cross-cultural challenges.

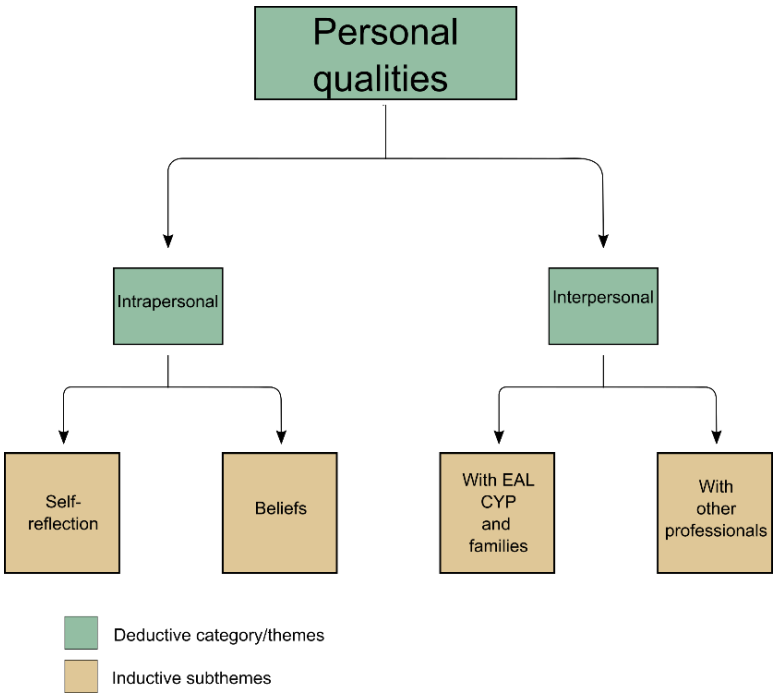
Theme 3.2, 'interpersonal skills', relates to statements associated with the personal qualities that educational professionals require when relating to EAL students and families. In this theme, a total of 11 statements were generated and grouped into two sub-themes: 'with children/ families' (n=9), and 'with other professionals' (n=2). Findings suggest that personal qualities related to building relationships including being sensitive, friendly, curious, and showing empathy and respect are central to working with EAL students and families. Similarly,

Sakata (2021) found that relationship building skills -including being sensitive and empathic towards the experiences of culturally diverse populations, addressing language barriers and providing clear communication, empowering culturally diverse individuals- are 'key features' of EPs' work with culturally diverse populations.

Figure 4.5 provides a visual illustration of the themes and sub-themes forming the thematic map for 'personal qualities'.

Figure 4. 5

Thematic Mind-Map Arising from Round 1 Analysis for 'Personal qualities'



Chapter 5: Phase Two (Method and Results)

5.1 Phase Two: Sub-research Questions

B. Amongst the identified competencies, which ones do EPs see as relevant for their work with EAL children and their families?
C. What are the potential opportunities and challenges perceived by EPs in applying this competency framework in their work with EAL children and families?

5.2 Phase Two: Method and Design

5.2.1 Round 2 & 3 Delphi: Participants

When choosing the participants for Rounds 2 and 3, it was considered important to add to the views of 'experts' in the field of language diversity of Round 1, the views of active EPs who regularly practice with EAL children and families. On top of this, any finished competency framework was designed to be targeted to, and useful for, active EPs. As such, collecting their viewpoints was essential. Participants for Rounds 2 and 3 were therefore recruited entirely from within the UK EP profession.

To recruit participants in Round 2, posts were released on Twitter and EPNET- an online social network site aimed at professionals practising as EPs. These postings gave the project title, brief details about the rounds and invited EPs who had experience working with EAL students to click the link to access the questionnaire (Appendix F). Before answering questions, participants were asked to complete an 'informed consent' form, given instructions, and timing for both Round 2 and Round 3 (as per the advice in Keeney et al., 2011).

5.2.2 Round 2 & 3 Delphi: Questionnaires Construction

Round 2 Questionnaire Construction. In Round 2 questionnaire, participants were asked to:

- Rate on a 4-point Likert scale how relevant ('relevant', 'somewhat relevant', 'somewhat irrelevant', 'irrelevant') they considered each of the

statements, generated from the content analysis of Round 1, to be in relation to EP practice working with language minority groups. This process aimed to reach a level of consensus about the relevance of the statements presented.

- Comment on any additional competencies, under each of the main three categories ('knowledge', 'skills', and 'personal qualities'), needed for working with EAL students and families, which had not been mentioned in the survey and which they deemed to be important for EP practice.
- Comment on the benefits/challenges of applying a framework of competence when practicing with EAL students and families.

Please view the template of Round 2 questionnaire in Appendix G.

Round 3 Questionnaire Construction. In Round 3 questionnaire, participants were asked to:

- Again, consider the competencies important for EP practice, focusing this time on those where group consensus was not reached in Round 2. Participants were asked to re-rate them after having considered the group's response. Participants were provided with the statements without consensus from Round 2, with results of Round 2 for each item (expressed as a percentage), alongside their own rating. They were then asked to give each item a final rating in light of the overall group response. The purpose of this process was to enable participants to consider their own views in relation to the whole group view, without feeling group pressure to adjust their responses (Keeney et al., 2011).
- To rate the new competencies that were suggested by group members in the previous round.

Please view the template of Round 3 questionnaire in Appendix H.

5.2.3 Round 2 & 3 Delphi: Data Analysis

Round 2 Data Analysis. In total, I received 20 completed questionnaires from participants in Round 2, representing a full return rate (100%), within the

three-week timeframe. Respondents' data was downloaded from Qualtrics into Microsoft Excel for statistical analysis.

As discussed in Chapter 3, for the purpose of the current study, a pre-determined level of consensus was set at 75%. An item was considered to be relevant within EP practice with EAL students and families if 75% or more of participants rated an item as 'relevant'. Equally, if 75% or more of participants rated the item as 'somewhat relevant', 'somewhat irrelevant', 'irrelevant', it was considered that consensus had been reached, suggesting the item was not a relevant aspect or component to EP practice. The items for which consensus was reached (the percentage of agreement was at or above 75%) were removed from the construction of the Round 3 questionnaire and contributed to answering the research question at that point. The remaining 15 statements (for which consensus had *not* been reached) were returned to the participants for Round 3.

The additional statements added by the participants in Phase 2 were considered in relation to the existing competency list. If the statement described a skill, area of knowledge, or personal quality that had not already been included in the Round 2 questionnaire, it was added to an additional section in the Round 3 questionnaire.

Finally, respondents' comments on the benefits and challenges of applying a framework of competence within their practice with EAL students and families were thematically analysed through an inductive content analysis approach (Braun & Clarke, 2006) (See Table 4.7 for a representation of the six-phase process of thematic analysis and the actions completed at each phase).

Round 3 Data Analysis. Nineteen out of 20 participants (95%) returned their completed Round 3 questionnaire within the three-week window. Once the questionnaires were returned, data analysis was conducted by looking at the percentage of agreement. Consistent with the Round 2 analysis, a consensus was achieved when the level of agreement was at 75% or above in any of the rating categories.

Items where the percentage of agreement was = (equal) > (more than) 75% as 'relevant' were included in the final framework. The other items were excluded from the framework.

5.3 Round 2 & 3 Delphi: Results

This section details the results from Round 2 and 3 of this Delphi study, showing the competencies deemed necessary by EPs when working with linguistically diverse populations in the UK. Twenty EPs participated in Round 2 (100%) and of these 20, 19 EPs completed and returned Round 3 (95%).

In the Round 2 results section, I will present the percentages of consensus of each statement followed by a summary of additional statements provided by respondents and their reflections on the implications of applying the framework of competence within their practice with EAL students and families.

In the Round 3 results section, I will present the percentages of agreement of the statements that did not reach consensus after Round 2, together with percentages of consensus of additional statements.

5.3.1 Round 2 Results

Rating Questions. Of the 88 statements presented to participants in Round 2, 73 reached consensus (83%). Of these items, one, 1.1.1. (Swan Report) reached consensus as 'I don't know' and so was removed from further analysis (as most of the panel selected 'I don't know', the item was considered not relevant). Most of the items, 72, met consensus as 'relevant'; they were removed from the construction of the Round 3 questionnaire and contributed to answering the research question at that point.

The percentages of agreement for each of the 88 statements that achieved consensus in Round 2 are presented in Table 5.1. The items are separated into 3 categories ('knowledge', 'skills', 'personal qualities') and organised into key themes (for key themes refer to Figure 4.1).

Table 5. 1

Percentage of Agreement of Statements Reached After Round 2

		Percentage of agreement				
Items	**Statements**	**Relevant**	**Somewhat Relevant**	**Somewhat Irrelevant**	**Irrelevant**	**Don't Know**
1 Knowledge						
1.1 Legislation /reports						

1.1.1	**Swann Report 1985**	10%	10%	0%	0%	80%
1.1.2	**Human Rights Act 1998*** **	65%	30%	0%	0%	5%
1.1.3	**Children and Family Act 2014 - Code of Practice (DfE & DoH, 2015)**	80%	20%	0%	0%	0%
1.1.4	**Equality Act 2010**	100%	0%	0%	0%	0%
1.1.5	**Attainment rate of pupils with English as an additional language in the UK (DfE, 2018)**	80%	15%	0%	0%	5%
1.1.6	**Bell Foundation Assessment Framework to assess proficiency in English of EAL students*** **	35%	15%	0%	0%	50%
1.1.7	**Ofsted Inspection Frameworks*** **	15%	50%	10%	10%	15%
1.1.8	**UK Migration statistics reports*** **	20%	65%	5%	5%	5%
1.1.9	**Periodic issues/summaries of analysis of school census in relation to language proficiency, academic attainment, and outcomes of EAL students*** **	65%	30%	5%	0%	0%
1.2 Services/Organisations						
1.2.1	**National associations for English as an additional language (e.g., NALDIC) *** **	60%	15%	0%	0%	25 %
1.2.2	**Bilingual services available locally/nationally to support bilingual students (e.g., ETMAS-Ethnic Minority and Traveller Achievement Service)**	75%	15%	0%	0%	10%
1.2.3	**Knowledge of local/national language groups (usually**	70%	20%	5%	0%	5%

	organised by embassies) ***					
1.3 Theories of language development						
1.3.1	**Difference between development of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) *****	60%	20%	0%	0%	20%
1.3.2	**Timeframe of acquisition of L2 *****	65%	20%	5%	5%	5%
1.3.3	**Link between proficiency in English and academic success**	75%	15%	10%	0%	0%
1.3.4	**Cognitive benefits of speaking more than one language**	80%	20%	0%	0%	0%
1.3.5	**Impact of social interactions on language development**	95%	5.00%	0.00%	0.00%	0.00%
1.3.6	**Impact of motivation/investment in a language on that language development**	90%	10%	0%	0%	0%
1.3.7	**Impact of socio-economic status on development of second language**	85%	10%	5%	0%	0%
1.3.8	**Behaviourist or Innatist theories of language acquisition (how do children learn a second language?) *****	55%	25%	5%	5%	10%
1.3.9	**Role of L1 in development of L2**	80%	15%	0%	0%	5%
1.4 EAL/SEN						
1.4.1	**Difference between features of Developmental Language Disorder and EAL students' language typical development**	95%	5%	0%	0%	0%
1.4.2	**Incidence and features of Special Educational**	90%	10%	0%	0%	0%

	Needs (SEN) in EAL children					
1.4.3	**How to support EAL students with SEN**	100%	0%	0%	0%	0%
1.5 Language and Identity						
1.5.1	**The link between identity and the use of a particular language (how language shapes someone's identity?)**	90%	10%	0%	0%	0%
1.5.2	**Understanding of cultural integration processes (how this takes place, positive and negatives)**	80%	20%	0%	0%	0%
1.5.3	**Understanding of how language learning can be a place of empowerment or discrimination for minority language speakers**	75%	20%	0%	0%	5%
1.5.4	**Knowledge of school practices which can empower or disabled EAL students**	100%	0%	0%	0%	0%
1.6 Pedagogies						
1.6.1	**Knowledge of child-centred pedagogy**	85%	10%	0%	0%	5%
1.6.2	**Knowledge of multi-sensory learning approaches to support the development of L2*** **	70%	25%	0%	0%	5%
1.6.3	**Knowledge of contextual and experiential learning approaches to support the development of L2**	80%	15%	0%	0%	5%
1.6.4	**Understanding of the impact of metacognitive skills on L2 acquisition**	85%	10%	0%	0%	5%
1.6.5	**Understanding of the impact of prior knowledge activation**	75%	20%	0%	0%	5%

	(academic, social, and linguistic) on the development of L2					
1.6.6	**Knowledge of translanguaging practices in the classroom*** **	55%	20%	0%	0%	25%
1.6.7	**Understanding the impact of valuing/not valuing a child's second language on their self-esteem and confidence, academic motivation and school performance.**	95%	0%	0%	0%	5%
1.6.8	**Understanding of how the perception of safety/threaten can impact on development of L2**	80%	15%	0%	0%	5%
1.6.9	**Understanding of the factors that might limit the involvement of parents of EAL students in school**	100%	0%	0%	0%	0%
1.6.10	**Awareness that families of EAL students might have different expectations/norms around school and education**	100%	0%	0%	0%	0%
1.6.11	**Encourage child to attend extra-curricular activities to support their bilingual development*** **	65%	35%	0%	0%	0%
2 Skills						
2.1 Assessment						
2.1.1	**Being particularly cautious when administering standardised assessments (e.g. integrating with behavioural observations)**	100%	0%	0%	0%	0%

2.1.2	**Use extra-linguistic supports (visual cues, graphic organisers, DARTs, pre-teaching of vocabulary/concepts)**	95%	5%	0%	0%	0%
2.1.3	**Use supplementary or modified written text (adapt/rewrite texts to make them accessible)**	80%	20%	0%	0%	0%
2.1.4	**Give clear and explicit instructions (avoid multi-layered orally given instructions, consider written/ pictorial support that breaks down tasks)**	90%	10%	0%	0%	0%
2.1.5	**Use supplementary or modified oral input (minimise use of idioms, simplify language, slow down)**	90%	10%	0%	0%	0%
2.1.6	**How to assess directly or gather information of competence on L1**	95%	0%	5%	0%	0%
2.1.7	**Consider the student's previous educational experience**	100%	0%	0%	0%	0%
2.1.8	**Consider using dynamic assessments**	85%	15%	0%	0%	0%
2.1.9	**Considering cultural factors (possible traumatic experiences, especially for refugees' level of acculturation and family functioning and views)**	100%	0%	0%	0%	0%
2.1.10	**Consider context in which the student is learning (teaching strategies, attitude)**	100%	0%	0%	0%	0%
2.1.11	**Use direct assessment/observation in conjunction with home-school consultation and behavioural checklists**	95%	5%	0%	0%	0%

2.1.12	**Facilitate and encourage the use of children's home languages (using first language for thinking/ problem solving to access content)**	85%	15%	0%	0%	0%
2.1.13	**Assess proficiency level in English*** **	65%	20%	15%	0%	0%
2.2 Meeting with parents of EAL children						
2.2.1	**Make links with parents' culture and language to aid understanding**	90%	10%	0%	0%	0%
2.2.2	**Explain terms and processes**	100%	0%	0%	0%	0%
2.2.3	**Being receptive to parents' feedback**	100%	0%	0%	0%	0%
2.2.4	**Ability to adjust spoken language (simple and clear)**	100%	0%	0%	0%	0%
2.2.5	**Use of visual prompts during meetings**	85%	15%	0%	0%	0%
2.2.6	**Appropriate non- verbal communication skills**	90%	10%	0%	0%	0%
2.2.7	**Thinking creatively on how to engage with parents**	95%	5%	0%	0.%	0%
2.2.8	**Ask for feedback at the end of the meeting**	90%	10%	0%	0%	0%
2.2.9	**Make sure that parents know how to contact the various professionals after the meeting**	95%	5%	0%	0%	0%
2.2.10	**When there is an interpreter, address parents rather than interpreter**	100%	0%	0%	0%	0%
2.2.11	**Rapport building skills**	100%	0%	0%	0%	0%
2.2.12	**Actively involve parents in decision making**	100%	0%	0%	0%	0%
2.2.13	**Frequent check of understanding**	100%	0%	0%	0%	0%

2.2.14	**Pre-meeting with interpreter if there is one involved*** **	65%	35%	0%	0%	0%
2.2.15	**Allow extra time for the meeting**	100%	0%	0%	0%	0%
2.2.16	**Encourage two-way communication system**	90%	5%	0%	0%	5%
3 Personal Qualities						
3.1 Intrapersonal Qualities						
3.1.1	**Avoid stereotyping**	100%	0%	0%	0%	0%
3.1.2	**Being aware of own assumption**	100%	0%	0%	0%	0%
3.1.3	**Being committed to anti-racist practices**	100%	0%	0%	0%	0%
3.1.4	**Non-judgmental attitude**	100%	0%	0%	0%	0%
3.1.5	**Positive attitudes towards EAL and Bilingual learning**	100%	0%	0%	0%	0%
3.1.6	**Self-awareness**	100%	0%	0%	0%	0%
3.1.7	**Reflective**	100%	0%	0%	0%	0%
3.1.8	**Acknowledge and respect communication differences**	100%	0%	0%	0%	0%
3.1.9	**Open-mindedness**	100%	0.%	0%	0%	0%
3.2 Interpersonal Qualities						
3.2.1	**Accepting**	95%	5%	0%	0%	0%
3.2.2	**Sensitive**	95%	5%	0%	0%	0%
3.2.3	**Advocate for children and families**	100%	0%	0%	0%	0%
3.2.4	**Friendly**	95%	5%	0%	0%	0%
3.2.5	**Curious and interested**	100%	0%	0%	0%	0%
3.2.6	**Empathy**	95%	5%	0%	0%	0%
3.2.7	**Show respect**	100%	0%	0%	0%	0%
3.2.8	**Compassionate**	100%	0%	0%	0%	0%
3.2.9	**Kindness**	100%	0%	0%	0%	0%
3.2.10	**Authenticity when speaking with EAL students and their parents**	100%	0%	0%	0%	0%

3.2.11	**Be ready to reframe bilingualism positively and challenge**	100%	0%	0%	0%	0%

***Items where consensus (75%) was not reached in Round 2

Additional Statements. Respondents provided 29 additional statements across the three categories during Round 2. I reviewed these statements following Burnard's (1991) Method of Content Analysis. Following this review, the 29 additional statements were reduced to 15 (Table 5.2), as the rest overlapped with existing statements or reflected comments, as opposed to features of additional competencies. During the review, I decided where these 15 statements best fit with the three existing categories and main themes (Appendix I shows the additional statements generated in Round 2, with corresponding extracts from participants' answers).

Table 5. 2

Fifteen Additional Statements Generated in Round 2

Category	Theme	Items	Statements
Knowledge	1.3 Theories of language development	1.3.10	Awareness of a variety of dialects within languages, which can be particular to a group of speakers
	1.3 Theories of language development	1.3.11	Knowledge of different languages' grammatical & syntactical structure (and whether these are similar or not to English)
	1.5 Language and Identity	1.5.5	Awareness of potential pressure experienced by EAL students and families to stop speaking L1
	1.6 Pedagogies	1.6.12	Appreciation of the need for schools' intercultural experiences (e.g., exchange programs)
	1.6 Pedagogies	1.6.13	Awareness of the importance of inclusive interpersonal approaches in the delivery of the curriculum
Skills	2.1 Assessment	2.1.14	Ability to use Google Translate to communicate with EAL children and parents (being aware of its limitation especially when translating into/ from

Category	Theme	Items	Statements
			English from/ into a non-European language)
	2.1 Assessment	2.1.15	Consider ethical issues related to the use of psychometric assessment tools with EAL students
	2.2 Meeting with parents of EAL children	2.2.17	Investigate and consider families' prior experience with professionals (including possible trauma associated with it)
	2.2 Meeting with parents of EAL children	2.2.18	Give parents the opportunity to meet separately from school if they prefer to
	2.2 Meeting with parents of EAL children	2.2.19	Provide written information in L1 (e.g., reports, summary of agreed outcomes and provisions) in case parents are not fluent in English
	2.2 Meeting with parents of EAL children	2.2.20	Signposting EAL families to relevant local or national agencies
	2.2 Meeting with parents of EAL children	2.2.21	Using professional interpreters rather than family members or members of staff when possible
Personal qualities	3.1 Assessment	3.1.10	Willingness and openness to learning from children and families
	3.2 Interpersonal qualities	3.2.12	Being attuned to the needs of the family
	3.2 Interpersonal qualities	3.2.13	Empower the family you are meeting (by valuing their contribution, acknowledging their achievement and barriers)

Thematic Data Analysis Results. Respondents were invited to make any reflections on the implications of applying the framework of competence within their practice with EAL students and families. Specifically, respondents were prompted to consider the benefits and challenges associated with a framework in their work with EAL children and families and to make suggestions on how this framework could be used by EPs to shape their own practice.

Respondents' reflections for each question were thematically analysed using Braun and Clarke's six-stage approach (2006) (these stages are described in more detail in Table 4.7). A total list of 39 codes were extrapolated from the

comments of 20 participants and organised in themes and subthemes (Table 5.3).

In response to the question ‘what are the benefits associated with the framework of competence to support EAL children and families within their practice?’ nine statements were extrapolated from participants’ comments and grouped within two overarching themes: ‘content’ and ‘application of the framework’. The theme ‘content’ relates to codes associated with the positive aspect of the competency offered within the framework, whilst ‘application’ relates to the positive effects/implications of applying the framework in EP practice. The statements in this second theme were further grouped into two sub-themes: ‘EPs’ accountability’ (n=4), and ‘inclusive practice’ (n=2).

In response to the question ‘what are challenging/negative aspects associated with the framework for working with EAL children and families for EP practice?’ 11 codes were extrapolated from participants’ comments and grouped within the same overarching themes utilised in the ‘benefits’ section : ‘content’ and ‘application of the framework’. The theme ‘content’ relates to codes associated with the challenging aspects of the competence offered within the framework, whilst ‘application’ relates to the negative effects/implications of applying the framework in EP practice. The statements in this second theme were further grouped into two subthemes: ‘service delivery’ (n=3), and ‘society’ (n=2).

To answer the questions ‘how could this framework be used by EPs? How can this framework shape EP practice in their work with EAL children and families?’ 20 codes were extrapolated from participants’ comments and grouped within three overarching themes: ‘EP course’, ‘EPS (Educational Psychology Service)’ and ‘recommendation’. The theme ‘EP course’ relates to codes associated with the possible applications of the framework within EP doctoral courses in the UK, ‘EPS’ relates to the possible application of the framework within EPSs, particularly at the level of the ‘individual EP’ (n=4), ‘organisation level’ (n=1) and ‘system-level’ (n=4). The final theme ‘recommendation’ relates to statements associated with the suggestions made by participants on how to apply the framework.

Table 5.4 presents a summary of the results following Round 2 questionnaire.

Table 5. 3

Codes, Themes and Sub-themes Emerged Through Thematic Analysis of EP Comments

Question	Theme	Sub-theme	Code
Benefits	***Application of framework***	*EPs Accountability*	Empowering practitioners
			Encourage reflection
			Promote understanding
			Quality practice
		Inclusive practice	Raise the profile of EAL population in EP practice
			Supports Inclusive and anti-racist practice
	Content of framework		Consistency
			Evidence-based practice
			Holistic approach
			Provide structure
Challenges	***Application of framework***	*Service delivery*	EP accountability at using it
			Funding cuts in LAs
			Trade service delivery
		Society	Low incidence EAL
			Xenophobic attitudes
	Content of framework		Deficit-based
			Difficult to generalise
			Ethnocentric
			Limiting
			'One-size fit all' approach
			Tick-box approach
How to use it	***EP Course***		Case study discussion
			Lecture content
			Reference tool

Question	Theme	Sub-theme	Code
			Supervision
	EPS	*Individual*	Evaluation tool
			Planning-guiding tool
			Reflective tool
			Supervision
		Organisation	Training for schools
		System	CPD
			Induction
			Policy
			Team Meeting
	Recommendations		Coproduce with EAL students
			Flexible and culturally responsive to accommodate diversity in EAL population
			Incorporate to what already exists
			Need for initial training
			Ongoing development
			Sensitive and ethical wording
			Succinct information

Table 5. 4

Summary of Results Round 2 Questionnaire

	Total	Knowledge	Skills	Personal Qualities
No. Competencies generated in Round 1	**88**	39	29	20
TOTAL No. of competencies for which there was a consensus of opinion in Round 2	**73**	26	27	20
TOTAL No. of competencies for which there was a consensus of opinion that they were relevant for EP practice with EAL students and families	**72**	25	27	20

	Total	Knowledge	Skills	Personal Qualities
TOTAL No. of competencies for which there was a consensus of opinion were not relevant for EP practice with EAL students and families	**1**	1	0	0
TOTAL no. of competencies for which there was no overall consensus as to whether they were or were not essential for EP practice with EAL students and families	**15**	13	2	0
Additional Statement Round 2	**15**	5	7	3

5.3.2 Round 3 Delphi Results

Re-rating Statements. In Round 3, the remaining 15 statements were sent out to the same 20 participants and 19 participants returned their answers within the three-week timescale. Of the 15 statements reviewed by participants in Round 3 (13 'knowledge' and 2 'skill' statements), 9 statements reached consensus (60%).

Eight of these statements reached a level of agreement (=>75%) that they were 'relevant' for EP practice with EAL students and families and were therefore included for the final framework of competence. The statement 'UK Migration statistics reports' reached a consensus for 'somewhat relevant' so that, together with the remaining 6 statements not reaching consensus (indicated with *** in Table 5.5), was removed from further analysis.

The percentages of agreement for each statement in Round 3 are listed in bold in Table 5.5 alongside the percentages of agreement in Round 2 (in brackets). Of the 30 statements reviewed by participants in Round 3 (15 statements not reaching consensus after Round 1, and 15 additional statements generated by respondents), 19 statements reached consensus after Round 2 (63%). Of these 19 statements, 9 were statements that had previously not met consensus in Round 2, and 10 were additional statements generated by respondents during Round 2.

Table 5. 5

Percentage of Agreement of 15 Statements Reviewed in Round 3 Compared with Round 2

Items	Statements	Percentage of agreement after Round 3 (Percentage of agreement after Round 2) Relevant	Somewhat Relevant	Somewhat Irrelevant	Irrelevant	Don't Know
Knowledge						
1.1.6	Bell Foundation Assessment Framework to assess proficiency in English of EAL students***	**32%** (35%)	**21%** (15%)	**0%** (0%)	**0%** (0%)	**47%** (50%)
1.1.7	Ofsted Inspection Frameworks***	**5%** (15%)	**68%** (50%)	**21%** (10%)	**5%** (10%)	**0%** (15%)
1.1.2	Human Rights Act 1998	**89%** (65%)	**11%** (30%)	**0%** (0%)	**0%** (0%)	**0%** (5%)
1.1.8	UK Migration statistics reports	**11%** (20%)	**84%** (65%)	**5%** (5%)	**0%** (5%)	**0%** (5%)
1.1.9	Periodic issues/summaries of analysis of school census in relation to language proficiency, academic attainment, and outcomes of EAL students	**84%** (65%)	**16%** (30%)	**0%** (5%)	**0%** (0%)	**0%** (0%)
1.2.1	National associations for English as an additional language (e.g. NALDIC) ***	**74%** (60%)	**11%** (15%)	**0%** (0%)	**0%** (0%)	**16%** (25%)
1.2.3	Knowledge of local/national language groups (usually organised by embassies)	**89%** (70%)	**11%** (20%)	**0%** (5%)	**0%** (0%)	**0%** (5%)
1.3.1	Difference between development of	**68%** (60%)	**21%** (20%)	**0%** (0%)	**0%** (0%)	**11%** (20%)

Items	Statements	Percentage of agreement after Round 3 (Percentage of agreement after Round 2)				
		Relevant	Somewhat Relevant	Somewhat Irrelevant	Irrelevant	Don't Know
	Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) ***					
1.3.2	Timeframe of acquisition of L2	**79%** (65%)	**16%** (20%)	**0%** (5%)	**5%** (5%)	**0%** (5%)
1.3.8	Behaviourist or Innatist theories of language acquisition (how do children learn a second language?)	**84%** (55%)	**5%** (25%)	**5%** (5%)	**5%** (5%)	**0%** (10%)
1.6.2	Knowledge of multi-sensory learning approaches to support the development of L2	**89%** (70%)	**11%** (25%)	**0%** (0%)	**0%** (0%)	**0%** (5%)
1.6.6	Knowledge of translanguaging practices in the classroom***	**68%** (55%)	**11%** (20%)	**0%** (0%)	**0%** (0%)	**21%** (25%)
1.6.11	Acknowledge the importance for EAL students to keep practising L1 at home or in other contexts (e.g., Sunday ethnic schools)	**84%** (65%)	**16%** (35%)	**0%** (0%)	**0%** (0%)	**0%** (0%)
Skills						
2.1.13	Assess proficiency level in English***	**74%** (65%)	**16%** (20%)	**11%** (15%)	**0%** (0%)	**0%** (0%)

		Percentage of agreement after Round 3 (Percentage of agreement after Round 2)				
Items	**Statements**	**Relevant**	**Somewhat Relevant**	**Somewhat Irrelevant**	**Irrelevant**	**Don't Know**
2.2.14	Pre-meeting with an interpreter if there is one involved	**89%** (65%)	**11%** (35%)	**0%** (0%)	**0%** (0%)	**0%** (0%)

Note. Values in brackets are percentages of agreement reached in Round 2.
*******Items where consensus (75%) was not reached in Round 3

The total number of changes registered across ratings in Round 3 was 64. Most of these changes (45 of 64 (70%)) reflected an increase within the 'relevant' rating category. More precisely, as illustrated in Table 5.6, the largest shift (52%) was registered from the 'somewhat relevant' rating category to 'relevant', reflecting the greater importance of the statements for EP practice than in Round 2. The second-largest shift was registered from the 'I don't know' to the 'relevant' rating (16%), whilst the rest of the changes were distributed across the other ratings never above 9%. The table shows that most of the changes happened within the knowledge statements (91%). In contrast, only 9% of the changes involved 'skills' statements and 'personal qualities.'

Table 5. 6

Changes Across Ratings and Categories

Changes	**Knowledge**	**Skills**	**Personal Qualities**	**Total**
SR-R	28	5	0	**33**
SI-R	1	1	0	**2**
I-R	0	0	0	**0**
DK-R	10	0	0	**10**
R-SR	6	0	0	**6**
SI-SR	3	0	0	**3**
I-SR	2	0	0	**2**
DK-SR	4	0	0	**4**
R-SI	0	0	0	**0**
SR-SI	1	0	0	**1**

Changes	Knowledge	Skills	Personal Qualities	Total
I-SI	0	0	0	**0**
DK-SI	2	0	0	**2**
R-I	0	0	0	**0**
SR-I	0	0	0	**0**
SI-I	0	0	0	**0**
DK-I	0	0	0	**0**
R-DK	1	0	0	**1**
SR-DK	0	0	0	**0**
I-DK	0	0	0	**0**
SI-DK	0	0	0	**0**
	58	6	0	
				64

Note. R=relevant, SR=somewhat relevant, SI=somewhat irrelevant, I=irrelevant, DK=don't know

A consensus of =>75% for 'relevant' was reached on 8 of the 15 statements. One of these statements reached a level of agreement that they were 'somewhat relevant' and the remaining 6 statements did not reach a consensus. As such, they were not considered for the final framework. The largest change in consensus in the 'knowledge' section was for the statement 'behaviourist or innatist theories of language acquisition (how do children learn a second language?)', where consensus increased by 29%, from 55% in Round 2 to 84% in Round 3. Indeed, 26% of respondents changed their response for this statement to reflect its greater importance for EP practice than in Round 2. Specifically, four respondents who rated their response as 'somewhat relevant' in Round 2 changed their response to 'relevant' whilst one respondent changed their response from 'I don't know' to 'relevant' for this statement.

The largest change in consensus in the 'skill' section was for the statement 'pre-meeting with an interpreter if there is one involved', where consensus increased by 24% from 65% in Round 2 to 89% in Round 3. 21% of respondents changed their response for this statement from 'somewhat relevant' to 'relevant'.

The smallest change in consensus was for the statement ‘difference between the development of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)’, where consensus increased by 8%, from 60% to 68%.

Additional statements. Of the 15 new statements rated by participants in Round 3, 10 reached a consensus as relevant for EP practice (67%) and were therefore considered for the final framework of competence.

The percentages of the agreement for each of the new 15 statements are presented in Table 5.7. The items are separated into 3 categories (‘knowledge’, ‘skills’, and ‘personal qualities’).

Table 5. 7

Percentages of Agreement of Additional Statements in Round 3

		Percentage of Agreement after Round 3				
Items	**Statements**	**Relevant**	**Somewhat Relevant**	**Somewhat Irrelevant**	**Irrelevant**	**Don’t Know**
Knowledge						
1.3.10	Awareness of a variety of dialects within languages, which can be particular to a group of speakers ***	53%	47%	0%	0%	0%
1.3.11	Knowledge of different languages’ grammatical & syntactical structure (and whether these are similar or not to English) ***	53%	32%	16%	0%	0%
1.6.12	Appreciation of the need for schools’ intercultural experiences (e.g., exchange programs) ***	68%	26%	5%	0%	0%

		Percentage of Agreement after Round 3				
Items	**Statements**	**Relevant**	**Somewhat Relevant**	**Somewhat Irrelevant**	**Irrelevant**	**Don't Know**
1.6.13	Awareness of the importance of inclusive interpersonal approaches in the delivery of the curriculum ***	68%	32%	0%	0%	0%
1.5.5	Awareness of potential pressure experienced by EAL students and families to stop speaking L1	89%	11%	0%	0%	0%
Skills						
2.1.14	Ability to use Google Translate to communicate with EAL children and parents (being aware of its limitation, especially when translating into/ from English from/ into a non-European language) ***	42%	53%	0%	5%	0%
2.2.17	Investigate and consider families' prior experience with professionals (including possible trauma associated with it)	89%	11%	0%	0%	0%
2.1.15	Consider ethical issues related to the use of psychometric assessment tools with EAL students	100%	0%	0%	0%	0%
2.2.18	Give parents the opportunity to meet separately	79%	21%	0%	0%	0%

		Percentage of Agreement after Round 3				
Items	**Statements**	**Relevant**	**Somewhat Relevant**	**Somewhat Irrelevant**	**Irrelevant**	**Don't Know**
	from school if they prefer to					
2.2.19	Provide written information in L1 (e.g., reports, summary of agreed outcomes and provisions) in case parents are not fluent in English	89%	11%	0%	0%	0%
2.2.20	Signposting EAL families to relevant local or national agencies	84%	16%	0%	0%	0%
2.2.21	Using professional interpreters rather than family members or members of staff when possible	84%	16%	0%	0%	0%
Personal qualities						
3.1.10	Willingness and openness to learn from children and families	100%	0%	0%	0%	0%
3.2.12	Being attuned to the needs of the family	100%	0%	0%	0%	0%
3.2.13	Empower the family you are meeting (by valuing their contribution, acknowledging their achievement and barriers)	100%	0%	0%	0%	0%

***Items where consensus (75%) was not reached in Round 3

5.4 Summary of Overall Results: Meeting Consensus on 'Relevant'

Of the 30 statements reviewed by participants in Round 3 (15 statements not reaching consensus after Round 2, and 15 additional statements generated by

respondents in Round 2), 19 statements reached consensus after Round 3 (63%). Of these 19 statements, 9 were statements that had previously not met consensus in Rounds 2, and 10 were additional statements generated by respondents during Round 2.

From the overall Delphi survey process, a consensus was reached on 92 statements (73 statements reached consensus after Round 2 and 19 after Round 3). Of these 92 competencies, two were removed from the final framework as they did not reach a level of consensus at 'relevant': the statement 'UK Migration statistics reports' reached a level of agreement that it was 'somewhat relevant' for EP practice and for the 'Swann Report 1985' statement, a level of agreement was reached amongst participants at 'I don't know' (See Table 5.8 for a summary of the results following Round 3).

In total, the Delphi panel in this study considered 90 competencies relevant for EP work with EAL students and their families. Whilst it cannot be concluded from this study alone that this list of competencies is exhaustive, it represents a starting point in the attempt to fully specify and describe competent EP practice in the UK and to my knowledge, this is the first attempt that has been made to do this.

Table 5. 8

Summary of Results after Round 3 Questionnaire

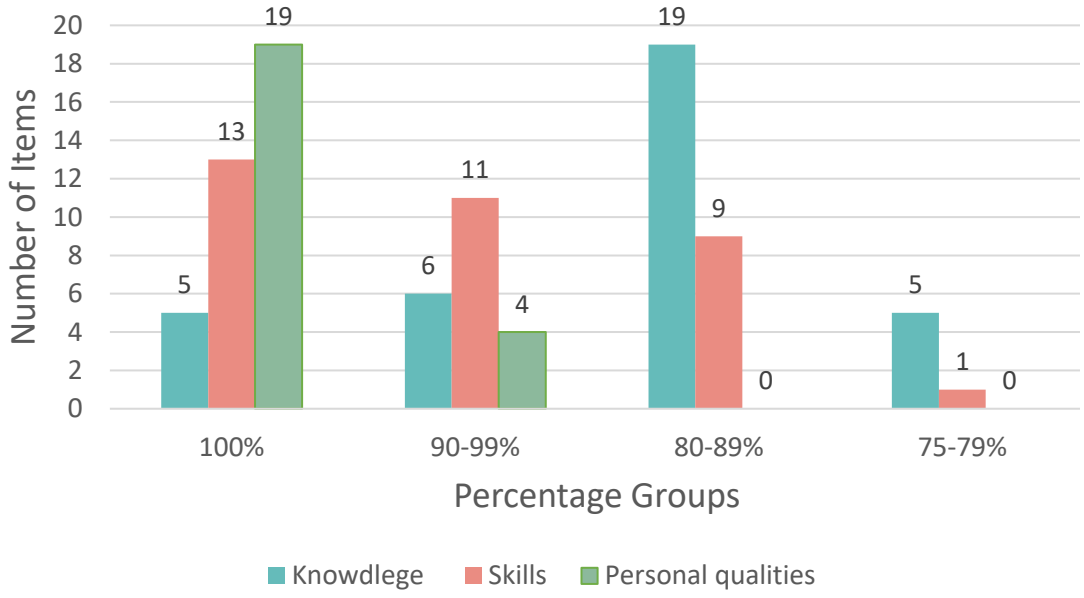
	Total	**Knowledge**	**Skills**	**Personal Qualities**
No. Competencies generated in Round 1	**88**	39	29	20
No. Competencies added in Round 2	**15**	5	7	3
TOTAL no. competencies rated by the end of round 3	**103**	44	36	23
TOTAL No. of competencies for which there was a consensus of opinion	**92**	35	34	23
TOTAL No. of competencies for which there was a consensus of opinion that they were relevant for EP practice with EAL students and families	**90**	33	34	23
TOTAL no of competencies for which there was a consensus of opinion were	**0**	0	0	0

	Total	Knowledge	Skills	Personal Qualities
irrelevant for EP practice with EAL students and families				
TOTAL no of competencies for which there was a consensus of opinion were Somewhat Relevant for EP practice with EAL students and families	**1**	1	0	0
TOTAL no of competencies for which there was a consensus of opinion were idk for EP practice with EAL students and families	**1**	1	0	0
TOTAL no. of competencies for which there was no overall consensus as to whether they were or were not relevant for EP practice with EAL students and families	**11**	9	2	0

Overall, in terms of percentages, 100% consensus was reached for 37 statements; 90-99% consensus was reached for 21 statements; 80-89% consensus was reached for 27 statements, and 75-80% consensus was reached for 6 statements. Figure 5.1 shows the numbers of statements reaching 100%, 90-99%, 80-89% and 75-79% of agreement, across the three categories: knowledge, skills and personal qualities.

Figure 5. 1

Number of Statements Reaching Consensus Falling in Each Percentage Group ('100%', '90-99%', '80-89%', '75-79%'), Across Categories ('Knowledge', 'Skills', 'Personal qualities')



5.5 Framework of Competence Required by EPs to Work with EAL Students and their Families

90 statements reached consensus and were perceived by EP respondents as 'relevant' for EP practice. Table 5.9 presents a final list of the key features regarding developing competent EP practice when working with EAL students and their families, as rated by the group. These are separated into the three main categories ('knowledge', 'skills' and 'personal qualities'), and further organised into themes and subthemes.

Table 5. 9

Final Framework of Competencies for EPs Working with EAL Students and their Families, According to the Expert Panel

Category	Theme	Competencies	
Knowledge	**Legislation /reports**	• Human Rights Act 1998 • Children and Family Act 2014 • Code of Practice (DfE & DoH, 2015) • Equality Act 2010 • Attainment rate of pupils with English as an additional language in the UK (DfE, 2018) • Periodic issues/summaries of analysis of school census in relation to language proficiency, academic attainment, and outcomes of EAL students	
	Services/Organisations	• Bilingual services available locally/nationally to support bilingual students (e.g., ETMAS-Ethnic Minority and Traveller Achievement Service) • Knowledge of local/national language groups (usually organised by embassies)	
	Theories of Language Acquisition	***L2 acquisition process***	• Timeframe of acquisition of L2 • Behaviourist or Innatist theories of language acquisition (how do children learn a second language?) • Role of L1 in development of L2
		Variables impacting L2 development	• Impact of social interactions on language development • Impact of motivation/investment in a

			language on that language development • Impact of socioeconomic status on the development of the second language
		Benefits of acquiring L2	• Link between proficiency in English and academic success • Cognitive benefits of speaking more than one language
	Theories of language and identity	• The link between identity and the use of a particular language (how language shapes someone's identity?) • Understanding of cultural integration processes (how this takes place, positive and negatives) • Understanding of how language learning can be a place of empowerment or discrimination for minority language speakers • Knowledge of school practices that can empower or disable EAL students • Awareness of potential pressure experienced by EAL students and families to stop speaking L1	
	Pedagogies	***Child-directed approach***	• Knowledge of child-centred pedagogy • Knowledge of multi-sensory learning approaches to support the development of L2 • Knowledge of contextual and experiential learning approaches to support the development of L2 • Understanding of the impact of metacognitive skills on L2 acquisition • Understanding of the impact of prior knowledge activation (academic, social, and linguistic) on the development of L2 • Understanding of how the perception of safety/threat can impact the development of L2 • Encourage children to attend extra-curricular

			activities to support their bilingual development
		Environmental considerations	• Understanding the impact of valuing/not valuing a child's second language on their self-esteem and confidence, academic motivation and school performance • Understanding of the factors that might limit the involvement of parents of EAL students in school • Awareness that families of EAL students might have different expectations/norms around school and education
	EAL/SEN	• Difference between features of Developmental Language Disorder and EAL students' language typical development • Incidence and features of Special Educational Needs (SEN) in EAL children • How to support EAL students with SEN	

Category	**Theme**	**Competencies**	
Skills	**Assessment**	***Use of standardised assessment***	• Being particularly cautious when administering standardised assessments • Consider ethical issues related to the use of psychometric assessment tools with EAL students
		Alternative assessment tools	• Consider using dynamic assessments • Use direct assessment/observation in conjunction with home-school consultation and behavioural checklists
		Communication	• Use extra-linguistic supports (visual cues, graphic organisers, DARTs, pre-teaching of vocabulary/concepts) • Use supplementary or modified written text (adapt/rewrite texts to make them accessible) • Give clear and explicit instructions (avoid multi-layered orally given instructions, consider written/

			pictorial support that breaks down tasks) • Use supplementary or modified oral input (minimise use of idioms, simplify language, slow down) • Facilitate and encourage the use of children's home languages (using first language for thinking/ problem solving to access content)
		Background information	• How to assess directly or gather information of competence on L1 • Consider the student's previous educational experience • Considering cultural factors (possible traumatic experiences, especially for refugees' level of acculturation and family functioning and views) • Consider the context in which the student is learning (teaching strategies, attitude)
	Meeting with parents of EAL children	***Prior to the meeting***	• Thinking creatively on how to engage with parents • Pre-meeting with an interpreter if there is one involved • Allow extra time for the meeting • Investigate and consider families' prior experience with professionals (including possible trauma associated with it) • Give parents the opportunity to meet separately from school if they prefer to • Using professional interpreters rather than family members or members of staff when possible
		During the meeting	• Make links with parents' culture and language to aid understanding • Explain terms and processes • Being receptive to parents' feedback • Ability to adjust spoken language (simple and clear) • Use of visual prompts during meetings • Appropriate non-verbal communication skills • When there is an interpreter, address parents rather than the interpreter • Rapport building skills

			• Actively involve parents in decision making • Frequent check of understanding • Encourage two-way communication system
		After the meeting	• Ask for feedback at the end of the meeting • Make sure that parents know how to contact the various professionals after the meeting • Provide written information in L1 (e.g., reports, summary of agreed outcomes and provisions) in case parents are not fluent in English • Signposting EAL families to relevant local or national agencies
Category	**Theme**	**Competencies**	
Personal Qualities	**Intrapersonal**	***Self-reflection***	• Being aware of own assumption • Self-awareness • Reflective
		Beliefs	• Avoid stereotyping • Being committed to anti-racist practices • Non-judgmental attitude • Positive attitudes towards EAL and Bilingual learning • Acknowledge and respect communication differences • Open-mindedness • Willingness and openness to learning from children and families
	Interpersonal	***With EAL CYP and their families***	• Accepting • Sensitive • Advocate for children and families • Friendly • Curious and interested • Empathy • Show respect • Compassionate • Kindness • Being attuned to the needs of the family • Empathy - how does it feel to learn in another language? • Empower the family you are meeting (by valuing their contribution,

			acknowledging their achievement and barriers) • Authenticity when speaking with EAL students and their parents
		With other professionals	• Advocate for children and families • Be ready to reframe bilingualism positively and challenge

Chapter 6: Discussion

As discussed in the literature review, there is no definitive agreement about the competencies needed by EPs working with EAL students and their families. To resolve this, the aim of this study was to develop a framework of competence to guide effective EP practice with linguistically diverse groups in the UK. A total of 103 statements have been generated and rated through a 3 Rounds Delphi study, and of these, a consensus was reached on 92 statements (including 90 rated as 'relevant' for EP practice, 1 as 'irrelevant' and 1 as 'don't know'). For the remaining 11 competencies, no consensus was reached as to whether they were or were not relevant for EP practice with EAL students and families.

This chapter is organised into two sections. In the first section, I explore potential reasons why consensus was or was not reached for each competency statement, according to existing research. The aim of the second section is to then consider EPs' views on the implications of applying the developed framework of competence within their practice, including its potential benefits and challenges. Finally, EPs' ideas around best-practice guidance on the use of this framework, including when to use it and how, will be discussed.

6.1 Findings in Relation to the Existing Literature

6.1.1 Reached Consensus as Relevant

Ninety statements reached a consensus amongst respondents as 'relevant for EP practice' and were therefore identified as key features for developing the framework of competence. Of these 90 statements reaching consensus, 33 are classified as 'knowledge', 34 as 'skills' and 23 as 'personal qualities'.

Knowledge

Legislation/ Reports and Services/ Organisations. Of these two sections, slightly more than half (7 out of 12) of the combined items reached a consensus as 'relevant' amongst EPs.

In terms of Legislation/ Reports, the participants recognised the importance of referring to the Human Rights Act 1998 and the Equality Act 2010 (HMSO, 2010) in their work with EAL students and families, reaching 89% and 100% consensus, respectively, after Round 3. These legislative acts require all educational professionals, including EPs, to both prevent discrimination, and promote inclusion and equity through using their knowledge, skills and understanding for the benefit of all CYP. Similarly, the SEN Code of Practice (DfE & DoH, 2015) reached 100% consensus amongst the participants. This is not surprising, as one of its key principles is that EPs must have regard for the views and wishes of the CYP and family ensuring their ability "to participate in discussions and decisions about their support" (p. 21). Giving a voice and advocating for CYP and families becomes particularly important when working with individuals and groups from minority language backgrounds and enabling them to strive for social justice. The 'attainment rate report of EAL pupils joining an English school' (DfE, 2019) also reached a strong consensus amongst participants (80%). This report constitutes one of the only recent pieces of guidance/ information from the Department for Education concerning the academic achievement of EAL students. From participants' answers, there was the overall feeling that "there is no legislation/ policy since 2010 for EAL that is particularly useful for professionals" (A4). Interestingly, the lack of national guidance for EAL appears to be reflected in the 'services/organisations' that participants deemed as relevant for supporting professionals working with EAL students and families. Indeed, the majority of the organisations named were independent rather than governmental, in particular NALDIC, The Bell Foundation Trust and bilingual services available locally/nationally to support bilingual students (e.g., ETMAS [Ethnic Minority and Traveller Achievement Service]).

Theories of Language Development and Language and Identity. Most of the statements referring to theories (and their implications) of language development (8/11), and language and identity (5/5) suggested by the expert panel in Round 1, met a level of consensus as being relevant for EP practice, after the subsequent two rounds of surveys with EPs.

The statement 'knowledge of school practices that can empower or disable EAL students' reached the strongest level of consensus amongst participants (100%). This could reflect EPs' general propensity to adopt eco-systemic approaches when approaching and dealing with human problems (Cameron, 2006). This notion of moving away from within-child factors and considering the systems impacting CYP is considered an important component within EP practice, particularly when working with culturally diverse populations (Gaulter & Green, 2015). For instance, according to Cummins (2000), there are numerous environmental factors that need to be considered by professionals when working with EAL students. These include the extent to which their first language and culture are incorporated into the school curriculum, the minority communities are encouraged to participate in their children's education, the education system promotes children to become active seekers of knowledge rather than passive receptacles, and finally, the extent to which any assessments consider the social educational variables affecting the pupils' performance (Cummins, 2000).

A strong consensus was also achieved for theories explaining the impact of social interaction (95%) and motivation/investment (90%) on language development. Indeed, acquiring a second language is not just about gaining vocabulary, grammar, and pronunciation. In Baker and Wright's (2017, p.124) words "when we use a second language, it is always a social event with particular others" where we join a social group, are understood, and become respected and valued as speakers. Indeed, there are a number of social factors that can influence a child's bilingualism (Lauchlan, 2014) which EPs need to be aware of, including parental expectations of children's education, the value and role placed upon the language used in the home and the community, the feeling of identity with the group who speak the second language, the purpose for which the second language is used, and finally, the importance of peer interactions (both

in and outside the classroom) on language development. Within school settings, the English language is not only an essential tool for learning but also an inextricable part of a student's personal, social, and cultural life. Conteh and Meier (2014) recognised that for students learning EAL, learning the second language impacts the ways they develop a sense of belonging and learn to fit into the social world that surround them.

Finally, 90% of the participants consider the impact of learning a second language on an individual's identity as relevant for EP practice. This is consistent with research which highlights that the self is constructed by and through language, and identities are "performed within relationships…, done in interactions" and/ or "talked into being" (Smith & Sparkes 2008, p. 25). As such, acquiring a language both influences, and is influenced by, other aspects of an individual's identity, such as gender, socioeconomic class, race and ethnicity. It is this interaction that mediates how language acquisition ultimately shapes an individual's identity (Pavlenko, 2002). Due to this, EPs working with EAL students and families are asked to adopt a contemporary view of identity; one which acknowledges that identity is complex, fluid, context-dependent, and at times fragmented and contradictory across situations. Learning a dominant language such as English has the potential to lead students to make new friends, access education and increase a feeling of belonging within the local community, whilst interacting with other dimensions of identity. As other research has shown, EPs' knowledge of cultural identity development and interaction patterns can play a noticeable role in a child's development (Cox et al., 1991; Lusk et al., 2010).

Pedagogy. Within the 'pedagogy' domain, 10 of the 13 original statements referring to pedagogies, suggested by the expert panel in Round 1, met a level of consensus as being relevant for EP practice, after the two rounds of surveys with EPs.

The statements reaching strong consensus (90% and above) were those considering the influence of factors from various systems in the environment, such as the family/school on EAL education rather than 'within-child' learning approaches. All participants (100%) agreed that EPs need to be able to understand the factors that might limit the involvement of parents of EAL students

in school and be aware that families of EAL students might have different expectations/norms around education.

Existing literature has highlighted the importance of EPs considering parental engagement processes when working with minority language communities. For instance, Desforges et al. (1995) found that EP assessments of bilingual children in school must take into consideration the potential clash between parents and professionals in attitudes and values around education. Specifically, it was found that if EAL students' parents feel that their views are not being explored and valued, they may remain passive. This can in turn have considerable impact on their children's educational success and well-being (Desforges & Abouchaar, 2003). Similarly, in a study exploring home–school relations of Pakistani and Bangladeshi heritage parents, Crozier and Davies (2007) concluded that schools tend to implement 'a one size fits all' approach, with minimal recognition of the factors that might limit the involvement of these families. EPs need, therefore, to be able to investigate and consider what these barriers might be; the ethos of schools not being sufficiently welcoming, parents' apprehension about their lack of UK educational knowledge or their levels of English, or how they would be received as minority language speakers (Schneider & Arnot, 2018). EPs should also consider EAL parents' specific needs and perspectives around education. EAL parents have often been described as being "hard to reach, implying "difficult", "obstructive" or "indifferent" (Boag-Munroe & Evangelou, 2012). By understanding barriers to engagement and alternative perspectives on education, EPs are well-positioned to change the narrative and facilitate/support processes of parental involvement in school.

Another pedagogical feature that EPs considered to be important relates to valuing a child's first language. The majority (95%) of participants considered the statement 'understanding the impact of valuing a child's first language on their self-esteem, academic motivation and school performance' to be relevant. Existing literature has shown that EAL students' engagement with learning is positively influenced by encouraging them to use their first language and empowering their identity (Fredricks et al., 2004).

These results suggest that EPs' contribution to supporting language minority students lies particularly strongly in bringing a systemic approach to assessment by considering the ecological context of the situation. Models by researchers such as Bronfenbrenner & Morris (2006) are widely applied when considering the influence of factors from various systems in the environment such as the family.

EAL/ SEN. All three statements within the 'EAL/ SEN' category achieved a strong consensus as relevant amongst participants (90% and above). In essence, all EPs agreed on the need to a) acknowledge and be able to differentiate features of Developmental Language Disorder from EAL students' typical language acquisition, b) understand how SEN interacts with EAL children's language profile, and c) know how to support EAL students with SEN.

Existing literature has highlighted the need for EPs to develop further knowledge in this area. For example, Vickers' study (1993) has shown that EPs working with bilingual students and families were particularly concerned about the challenge of distinguishing difficulties due to learning problems from those due to learning English as a second language. More recently, Ratheram (2020) found that one of the main challenges identified by EPs themselves when working with culturally diverse individuals includes unpicking learning needs versus EAL needs. EAL students, especially at the start of their journey in English medium education, are vulnerable to misdiagnosis, and therefore often over-represented in terms of speech and language difficulties (Sanatullova-Allison & Robison-Young, 2016). Phenomena typical to an EAL student, such as the silent phase, code-switching (moving from one language to the other), shortened phrases, and progressive learning, are often mistaken for specific language or literacy difficulties (Toppelberg et al., 2005). Conversely, research has shown that EAL learners are likely to be under-identified in terms of dyslexia (Cline & Shamsi, 2000) and so might miss out on to access supportive services (Stow & Dodd, 2003).

The complexity of the interaction between EAL and SEN was raised by the majority of the participants in Round 1 (5 out of 7), who specified that EAL does not equate to SEN and there is not a causal effect between EAL and the onset of SENs (such as learning difficulties, autism, dyslexia etc.). These results largely

align with findings from existing literature, which has not found evidence that difficulties in a first language are exacerbated by the addition of a second language for children with developmental language disorders (Andreou & Lemoni, 2020; Paradis et al., 2003). Furthermore, dual-language exposure does not appear to disrupt language and cognitive development in autistic children but instead, it is associated with an improvement in their executive functioning (Ratto et al., 2020).

Although difficulties related solely to learning English as an additional language are not considered SEN from Code of Practice (DfE & DoH, 2015), language needs interact with SEN and without considering their language needs, EAL pupils will have restricted access to any programme designed to meet their SEN (Desforges et al. 1995). This means that EAL learners who are identified as having a specific learning need will require the same support as their First Language English peers, as well as language support. As such, EPs' psychological advice will need to address the SEN and the EAL needs of the learners. Recommendations related to assessment and consultation skills and intervention required by EPs when working with EAL populations are discussed in the following section (Skills).

Skills

Assessment. Thirteen out of 15 initial statements concerning assessment skills required by EPs working with EAL students reached a consensus as relevant amongst participants, and of these 13 statements, 11 gained a strong consensus (90% and above).

Statements related to conducting culturally sensitive assessments and considering the ethical issues related to the use of psychometric assessment tools with EAL students reached a strong consensus amongst participants. These results largely align with findings from Sakata's (2021) study where considerations around culturally appropriate assessment tools were deemed essential for culturally responsive EP practice. Considering the level of cultural bias and inaccuracies with results that can come from inappropriate use of assessment tools (Reynolds & Suzuki, 2013; Vazquez-Nuttall et al., 2007; Romstad & Xiong, 2017), it is somewhat unsurprising that there was unanimous

agreement around these statements. Understanding the potential bias of assessment instruments was also one of the areas where participant TEP/EPs judged themselves to be “competent enough” (p.166) to practice with culturally diverse groups in Anderson’s (2018) study.

As standardised cognitive assessments may lead to an under-estimation of a child’s abilities, or perhaps a misdiagnosis or very partial and biased profile of a child’s capabilities (Hasson & Joffe, 2007; Hasson et al., 2013), this study’s participants suggested the adoption of alternative assessment tools as relevant to EP practice. Such alternative tools include dynamic, ecological, contextual, curriculum-based assessments, in line with Zaniolo’s (2019) findings. Indeed, Lauchlan and Carrigan (2013) considered dynamic assessments to be more culturally sensitive/appropriate when assessing bilingual children, especially if the focus is on ameliorating any presenting difficulties. Moreover, dynamic assessments can also provide important information on the child’s motivation, temperament, problem-solving strategies, and self-control (McCloskey & Athanasiou, 2000).

Other statements which reached a consensus amongst EP respondents are related to the communication skills of EPs during assessment administration. These included the use of supplementary or modified oral input or written text and visual support for giving instructions and facilitating students’ responses. Existing literature highlights the importance of psychologists developing verbal and non-verbal communication skills when assessing EAL children (Rogers & Lopez, 2002), as well as the visual-based approaches (Anderson, 2018), and using visual and cultural references (Ratheram, 2020).

Finally, there was unanimous agreement on the importance of considering cultural and contextual factors when assessing EAL students, including their competence in L1. These factors, also identified in Zanilolo’s (2019) study, include a student’s previous educational experience, previous traumatic experiences, and level of acculturation, as well as their family views around education. In line with this, the importance of adopting an eco-systemic approach has been highlighted repeatedly in literature across EP assessment practice with students from cultural and linguistic minorities (Aganza et al., 2015; German,

2008, Pham, 2015). EAL students' assessment should therefore include observations in different life contexts (e.g., home and school), in order to identify strengths and needs that might be culture-related (e.g., storytelling or leadership abilities), as well as identification of contextual factors in a given student's learning environment that might hinder or support their learning (Cline, 1997).

Meeting with Parents of EAL Students. With regards to the skills required by EPs during meetings with EAL students' families, all the 21 statements suggested by the expert panel in Round 1 reached consensus as being relevant for EP practice, after the subsequent two rounds of surveys with EPs.

Effective communication with families is a particularly salient area for EPs who, similar to all other educational and health care professionals, must have regard for the views and wishes of the CYP and family, thus ensuring their ability "to participate in discussions and decisions about their support" (DfE & DoH, 2015, p.21). The findings of the existing literature have shown that international cross-cultural interactions can present unique challenges for applied psychologists, particularly due to language differences (Biever et al., 2002; Rogers & Lopez, 2002; Santiago-Riviera & Altarriba, 2002). In addition, psychologists' work with families from linguistic minority communities can be constrained by the families' limited proficiency in English (Akbar & Woods, 2019).

This study's participants agreed that pre-meeting considerations should include thinking creatively about how to engage with parents; in particular, by allowing extra time for the meeting and by giving parents the opportunity to meet separately from school if they prefer to. These competencies constitute a way to meet some of the challenges/barriers that EPs might face when working with linguistic/cultural minorities. Parker et al.'s (2020) findings show that EPs often experience parents feeling hesitant to discuss cultural issues with both professionals who don't share their same ethnic minority background, and teachers who are resistant to change.

Some of the competencies rated as relevant by EPs are concerned with the choice of using an interpreter and how to work with interpreters to facilitate inclusion and help in creating shared understandings. According to Rogers and

Lopez (2002), working with interpreters is deemed particularly necessary when the family has not yet acquired Basic Interpersonal Communication Skills (BICS) (Geva & Wiener, 2014) and when not all family members are fluent in English (BPS, 2017b). Whist the availability of interpreting services has been proven to greatly affect an EPs' ability to communicate with EAL families (Akbar & Woods, 2019), research has revealed a substantial shortage of interpreters across social/ educational services (Alexander et al., 2004). Moreover, professionals in educational settings are not always aware of the need for interpreters (Krause, 2018; Schneider & Arnot, 2018), and psychologists working in schools often need training to work with interpreters (Anderson, 2018; BPS, 2017b; Rogers & Lopez, 2002).

In this study, the importance of using professional interpreters during meetings, rather than family members or members of staff, was found to be a key part of EP competence. This is because accurate interpreting is a high-level skill; as such, professional interpreters are more likely to provide an accurate service. Secondly, professional interpreters are independent of the EAL students' staff and families such that neutrality or confidentiality issues can be avoided (Blatchley & Lau, 2010). In line with this, BPS guidelines advise selecting interpreters carefully, by verifying their qualifications and paying attention to features such as ethnicity, language subgroups (the use of the specific home language or dialect is recommended), culture, religion, and social status (BPS, 2017c, 2018). Interestingly, researchers have also explored the use of alternatives to professional external interpreters, such as the use of plurilingual EPs, members of the community and CYP themselves. For example, Krause (2018) found that EPSs may not yet have taken advantage of the opportunities presented in the EP workforce or wider education system. In the absence of formal training (Newell et al., 2010; Sotelo-Dynega & Dixon, 2014) and/or guidelines specific to delivering EP services using language/s other than English (O'Bryon & Rogers, 2010), there is a lot of ambiguity regarding the boundaries, especially in relation to the expectations and responsibilities of a plurilingual EP. Specifically, Cline et al. (2014) showed that there are many challenges to using children as interpreters during meetings (child brokering), including the initial negotiation of parental informed consent, the development of a shared

vocabulary in each language for unfamiliar concepts and the complex dynamics characterising school meetings (Cline et al., 2014). Even when using professional interpreters, the communication might be altered by the interpreter modifying or summarising messages conveyed by both parties (BPS, 2017b). This risk can be minimised by making sure that before any meeting there is allocated time for EPs to build a trusting relationship with the interpreter and to brief them on the goals and key issues of the session as well as any confidentiality concerns (BPS, 2017b; Geva & Wiener, 2014).

Skills identified as relevant for EPs during meetings with EAL families include appropriate verbal and non-verbal communication skills such as the ability to adjust the spoken language, explain specific terms and processes, make links with the parents' culture and language, and check understanding. Following the meeting with EAL families, EPs should ask for feedback and make sure that parents know how to contact the various professionals attending the meeting. These results largely align with findings from Sakata (2021) who identified addressing language barriers, providing clear communication and considering potential differences in non-verbal communication as part of EPs CRP Similarly, Richmond and Jackson (2018) highlighted the importance of using accessible language and utilising illustrated scales/flashcards to improve clients' understanding.

Personal qualities. All 23 items within 'intrapersonal qualities' (3.1.1-3.1.13) and 'interpersonal qualities' (3.2.1-3.2.11) reached a strong consensus (at least 95% of respondents rated statements as 'relevant'). This demonstrates that participants were quickly able to reach a collective agreement that personal qualities are key features of EP practice with EAL students and families.

Intrapersonal Qualities. Statements that considered self-awareness, reflective practice and consideration of self-biases when working with EAL children and families reached strong consensus levels amongst participants. These results support findings from the action research conducted by Ratheram (2020), which show that EPs' work with children and families from minority cultural and linguistic communities could be improved by increased self-awareness and the promotion of a safe space for reflection between colleagues.

Specifically, the author discussed the need for EPs to identify and dissolve their own judgements, assumptions and stereotypes where these lead to negative outcomes for young people. Similar conclusions were reached by Sakata (2021) in a study investigating CPR in Educational Psychology. Sakata also highlighted the importance for EPs to avoid over- or under-generalisations about an individual's cultural background and experiences and reflect on their own cultural identity (personal biases and assumptions). Acknowledging biases was a recurring theme in the literature across applied psychologists' practice (Eklund et al., 2014; Hass & Abdou, 2018; Parker et al., 2020), and, in Sakata's (2021) words, "it is particularly pertinent for EPs after the resurgence of the Black Life Matters (BLM) movement which provoked frank discussions and reflections amongst the profession" (p.204).

Items such as acknowledgement and respect for communication differences, openness and willingness to learn from children and families were also identified as key features of EP practice with EAL students and families. This finding fits with the study by Anderson (2018) who suggested that necessary prerequisites for working cross-culturally are being curious about cultural differences, whilst recognising the importance of remaining open-minded, non-judgemental, and respecting differences. Intrapersonal qualities in the current study comprise not only avoiding stereotyping and keeping an open mind but also maintaining a positive attitude towards EAL and bilingual learning. This attitude should be supported by evidence suggesting the advantages of being bilingual, as discussed in Lauchlan's (2014) work. EPs and other educational professionals should move from seeing migration and language difference as a 'problem', to seeing it as a resource and opportunity for all children (Leung, 2001; Safford & Drury, 2013).

Interpersonal Qualities. Personal qualities related to building relationships with culturally diverse populations were considered relevant for EP practice by participants. These qualities include being sensitive, friendly, curious, and showing empathy and respect to EAL students and families. Similarly, Sakata (2021) found that relationship building skills -including being sensitive and empathic towards the experiences of culturally diverse populations,

addressing language barriers, providing clear communication, and empowering culturally diverse individuals- are 'key features' of EPs' work with culturally diverse populations.

Empowering the EAL family (by valuing their contribution, acknowledging their achievement and barriers, and showing authenticity when speaking with them) were also identified as relevant qualities. This is in agreement with the cultural competence literature for applied psychologists in the USA and UK, which stresses the need to understand others' cultural values and actively learn about one's own cultural views and preconceptions (Sue et al., 1992). Moreover, respecting the values and cultures of others was a theme drawn from EPs in Ratheram's (2020) action research. Being attuned to the needs of the family was also identified as a relevant interpersonal quality for EPs working with linguistically diverse populations. The principles of attunement and building intersubjectivity are commonly used in EP practice with the use of Video Interaction Guidance (VIG) and Video Enhanced Reflective Practice (VERP). This could help explain why a strong consensus was reached for the statement 'being attuned to the needs of the family' amongst participants in this study.

6.1.2 Statements not Reaching Consensus

Eleven statements did not reach consensus amongst respondents and were subsequently not identified as key features for EPs' working with linguistic minorities. Most of the statements which did not reach consensus (n=9) were referring to knowledge and the remaining two to skills.

Two of the statements which did not reach consensus referred to EPs' competence in assessing proficiency in English of EAL students: 'Bell Foundation Assessment Framework to assess proficiency in English of EAL students' and 'assess proficiency level in English'. EAL pupils' proficiency in English explains as much as 22% of the variation in EAL pupils' achievement, compared to the typical 3 to 4% that can be statistically explained by gender, free school meal status and ethnicity (Strand & Hessel, 2018). Given the strong correlation between English language proficiency and educational attainment (Strand & Hessel, 2018; Strand & Lindorff, 2020), it could be argued that students' English language proficiency should be a key component for EPs to

consider, especially when discerning a child's EAL needs from language/learning difficulties. Despite this expectation, these two statements did not reach consensus. This could be because assessing English proficiency is typically outside of an EP's knowledge, skills, training, and experience, and is instead perhaps more suited for other professionals such as Speech and Language therapists or some specialist teachers. This is in line with the BPS principles of competence (BPS, 2018), which state that it is an EP's responsibility not to provide professional services that are outside their areas of knowledge, skill, training, and experience. Similarly, the HCPC Code of Conduct, Performance and Ethics (HCPC, 2016) states that EPs should work exclusively within the limits of their scope of practice and refer children to a different practitioner when the support and care needed goes beyond the limits of their knowledge and skills. Whilst it is therefore not EPs' responsibility to personally assess a child's language proficiency, it would be advisable that they signpost the child to SALT for a language assessment. Alternatively, EPs could gather information about a child's proficiency through parent consultations, and consider this information together with the environmental, emotional, and societal factors that promote or hinder the child's success at school (Cameron, 2006).

The lowest percentage rate on 'relevant', amongst the statements not reaching consensus, was for 'Ofsted Inspection Frameworks' (5%). This is not surprising considering that the latest Education Inspection Framework makes no reference to EAL pupils as a distinct group, and therefore lacks criteria to evaluate whether a school meets their needs. This reflects an absence in terms of English official policy or statutory guidance on supporting multilingual learners in mainstream education, as illustrated in Chapter 1. The highest percentage rate on 'relevant' amongst the statements not reaching consensus was for National associations for EAL students (e.g., NALDIC) (74%). The minimum consensus rate of 75% for this item was not reached because 11% of participants rated it as 'somewhat relevant' and 16% selected the 'don't know' response. The fact that some of the EPs were not familiar with EAL charities and associations could be the reason why this item did not make it into the final framework, rather than the fact that the EPs considered it irrelevant.

Four of the remaining statements which did not reach consensus were connected to specific language knowledge. Just over a half of respondents (53%) rated as relevant ‘awareness of a variety of dialects within languages, which can be particular to a group of speakers’ and ‘knowledge of different languages’ grammatical & syntactical structure (and whether these are similar or not to English)’ in Round 3, which therefore did not make it into the final framework. The other two statements related to second language-specific theories and pedagogies: ‘difference between the development of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)’ and ‘knowledge of translanguaging practices in the classroom’. Although there was a significant increase in the ‘relevant’ rate between Round 2 and 3 for these latter two items, respectively 11% and 21% of respondents selected the ‘don’t know’ response. One hypothesis for the low levels of perceived relevance of these four items may be due to EPs feeling that they do not have much understanding/knowledge around second language-specific theories and pedagogies, which could lead to decreased confidence levels in valuing these or less understanding of how these could be integrated into their practice.

Another statement that did not reach consensus referred to EPs’ use of Google Translate when communicating with EAL children and parents. Software packages such as Google Translate offer transcriptions of the piece of content of a language, where words are transliterated one by one into a different language without considering their meaning. EPs’ work with EAL families should instead involve a process of translation that takes the meaning behind the text in the target language so that the intent of the message remains intact. EPs should therefore avoid relying on software, but instead employ and take advice from interpreters who can grasp the meanings and emotions coded, processed, and internalised in one specific language, and thus make them accessible in another.

6.2 Implications for EP Professional Practice

As well as identifying the competencies that EPs consider relevant for their work with EAL students and families, the current research explores EPs’ views on the implications of applying the framework of competence within their practice.

Potential benefits and challenges perceived by EPs regarding the framework's content and application will be discussed in the following sections.

6.2.1 Benefits

Results from the thematic analysis (see section 5.3) show that the benefits given by the content of the framework, as perceived by EPs, include its ability to provide a consistent, structured, evidence-based, and holistic approach to an area of work historically overlooked and in need of regulation within Educational Psychology (Cline, 2011). Indeed, Cline et al., (2014) suggested that strengthening the knowledge-base and confidence of EPs around language diversity can increase their ability to address challenges identified in this area of practice, including assessing children with EAL needs, as well as communicating with EAL families and working with interpreters. Furthermore, since existing literature shows that EPs' work with cultural and linguistic minorities tends to rely on personal experience (Zaniolo, 2019) and idiographic knowledge (Rupasinha, 2015), EPs suggested that this framework has the potential to offer evidence-based guidance for their assessment practices and communication with EAL families.

EPs' perceived benefits associated with the application of the framework comprise increasing EPs' accountability when working with linguistically diverse populations. As discussed in the literature review, the uneven distribution of the EAL population across England means that the EAL phenomenon is experienced differently by different LAs, which leads to great variation in the demand for this type of work within EPSs across different areas. One EP suggested that "having a framework would be particularly helpful to EPs who may not come across this as frequently in less diverse areas, as there wouldn't necessarily be the same expertise/familiarity/knowledge". Similarly, Boyle and Lauchlan (2009) suggested that EPs should be advancing psychological knowledge in as many areas as possible by tailoring their services to the type of school and/or community they cater for. Thus, this framework has the potential to increase EPs' accountability around language diversity and further extend their practice with linguistically diverse populations. As mentioned by a respondent, this area is

sometimes “not seen as something EPs have a role in” and this framework could “raise the profile of ‘EAL’ in EPSs”.

6.2.2 Challenges

Interestingly, whilst several EPs identified the rigorous structure provided by this framework as a positive contribution, others highlighted that this also poses a challenge. In particular, participants suggested that adhering to a ‘tick list’ of knowledge and behavioural descriptors can be reductionist and so fail to capture all the elements of practice, especially if it is poorly constructed (Garavan & McGuire, 2001; Reeves et al., 2009; Ginsburg et al., 2010). Whilst some participants highlighted the need for the framework to “contain all the relevant information succinctly due to time demands within a service”, others warned about the risk of it being “limiting, not flexible and needing additional knowledge”.

Another identified risk associated with the content of the framework relates to the specificity of competencies. A respondent commented that “the nuances of particular statements” could make them difficult to be generalised “i.e., some may feel more prevalent than others depending on the context”. In line with this, Roth and Pilling (2008) highlighted that, when constructing a competency framework, there is the danger of breaking competencies down into long lists, until they become impossible to meet. In addition, a framework of highly specific competencies may miss out on more general skills which are also crucial for competent performance (McAllister et al., 2010). Equally, if they are defined too generally then everyone will be able to demonstrate them, rendering such a framework meaningless.

A broader and overarching challenge of this framework relates to the source of the competency statements. These originated from a group of identified experts and extracts of existing literature in the field of language diversity. Given that the EAL students and families have not been involved in the development of the framework so far, there is the risk of imposing an ethnocentric view on the topic of language diversity and EP practice. Participants commented “using a framework that hasn't been co-produced with those who are EAL wouldn't sit well with me” and highlighted how it is “important to involve EAL students and their families in developing and applying the framework”. To address this risk, EPs

should refer to the section of the framework 'Intrapersonal skills' (3.1) which encourages them to develop their self-awareness, including awareness of their own cultural biases and assumptions, and an understanding that there are differing and equally valid ways of viewing and being in the world (Hook et al., 2017). Furthermore, future research could facilitate the participation of EAL CYP and families in the development of the framework, empowering them by viewing them as experts of their own experiences of EP practice.

Participants raised challenges also in relation to the application of the framework at service delivery and the societal level. EPs identified austerity as a key constraining factor that has contributed to reduced power given to LAs, limited services to signpost to (including limited specialist provision), as well as limited training opportunities. The negotiation of time and resources between EPs, schools and LAs can constitute another barrier. Within the context of traded services delivery (Islam, 2013), the application of this framework must also consider the stakeholders' expectations of the EPs' role (Farrell et al., 2006), as well as who should be accountable for possible costs involved (translators for meeting with parents or budget for initial training) when applying this framework.

According to respondents of this study, "the educational context in England is not inclusive or sufficiently anti-racist" and employing this framework in EP practice would mean "fighting a wider casually xenophobic culture". Cultural inequalities still permeate the education system including lower educational attainment of CYP from minority cultural and linguistic communities than for their white British peers (Cromarty, 2019; Reed, 1999; Sultana, 2015). In addition, there is ethnic disproportionality within special educational needs (SEN) statistics (Lindsay et al., 2006; Rupasinha, 2015; Strand & Lindorff, 2018), and in exclusion figures (DfE, 2020). Similar to Ratheram's (2018) study, EPs in the current study perceived the government's imposition of eurocentric norms as a challenge for their work with CYP from minority cultural and linguistic backgrounds.

6.2.3 How to Use the Framework

As outlined in Chapter 5, EPs suggested that this framework could be applied within EP doctoral training courses as well as EPSs at an individual, organisational, and systemic level (Curran et al., 2003).

Whilst governing bodies of EPs in the UK refer to the importance of considering cultural differences (BPS, 2017a, 2019; HCPC, 2015), it is still arguably unclear how this is approached within current EP doctoral training programmes. This framework offers the opportunity for EP course developers to consider whether there are sufficient opportunities for TEPs to learn how to respond to linguistic differences, during the course. Due to its structured and evidence-based nature, this framework can be used in lectures, for case-study discussions, as a reference tool, and in supervision sessions.

This framework has many potentials uses for EPs, at an individual-level practice. Participants, for instance, suggested that the framework could support them through a reflective and self-evaluative process, raising awareness of limitations in their practice with EAL students and families, and areas to focus on improving. This finding is consistent with previous research which emphasises that reflective practice can increase learning from experiences and identify learning needs (Philip, 2006; Wagner, 2006), and that reflexivity may be a valuable tool that can encourage TEP/EPs to evaluate their practice (knowledge, skills, and attitude) regarding diverse cultures (Anderson, 2018).

At an organisational level, EPs can employ this framework as a guide for training in schools, to support and empower teachers addressing linguistically diverse populations. Participants suggested using the framework as a "basis for offering training to SENCOs", which gives "EPs the confidence and competence in knowing the best ways of support such families and for modelling this to school staff". This is particularly relevant within the current context of a lack of national strategies guidance for schools regarding multilingual learners, no requirement for schools to report on proficiency in English (briefly introduced in 2016 but since removed), and no government training programmes or guidance on assessment. The Education Policy Institute states that "the most potentially damaging feature of EAL policy in England is the absence of any national oversight or provision of professional qualifications, staff development and specialist roles for teachers and other school staff working with children with EAL" (Hutchinson, 2018, p. 9). Whilst the 'skills' section of the framework specifically refers to EP practice (assessment and consultation), the other two, 'knowledge' and 'personal

qualities', can apply to educators in general, particularly the 'pedagogy' section. EPs should support EAL pupils by challenging the view of bi/multilingual children as a 'problem' to pedagogy, curriculum and assessment (Safford & Drury, 2013). Individual schools need to be encouraged to maintain a distinct division between or blur the boundaries of, EAL and SEN provision, and to identify profiles of EAL and SEN needs of an individual pupil.

At a systemic level, participants identified opportunities to use the framework to help guide CPD days, to share as a tool at team meetings and induction weeks, and to inform EPS policies. Ratheram (2020) suggested that EPs should act as 'scientist-practitioner-advocate' to support EPSs and LAs to develop inclusion and diversity. These antiracist policies should petition the government to adapt systems and practices to encourage the participation of CYP and families with limited English, as indicated by the SEN Code of Practice. Such adaptations could include interpreting and translation services (Alexander et al., 2004), and other appropriate approaches such as providing school website information in multiple languages (Schneider & Arnot, 2018).

6.2.4 Recommendations

This study aimed to explore EP practice with EAL students and their families from the perspective of academics and the EPs themselves. However, it is important to consider alternative viewpoints, especially the ones of the child and families to which the frameworks refer (Parker et al., 2020). This was highlighted by the EPs who suggested that, where possible, families and CYP should be given the opportunity to provide feedback and make decisions on the content of the framework, the wording of the statements and the modalities of its use. This would ultimately empower linguistically diverse populations by viewing them as "experts" of their own cultural and linguistic experience within the English educational system (Wood et al., 2008).

Participants suggested that the framework should be used flexibly and with cultural responsivity; "It needs to be used carefully because not all EAL students have the same needs" and therefore the framework "needs to be flexible in drawing on elements that are relevant for each individual case". Rather than being a prescriptive tick-box tool, EPs should engage meaningfully with the

framework by reviewing it regularly and adapting it to the specific student or family they are working with. In Ratheram's (2020) study on EPs' work with minority cultural and linguistic communities, participants developed the concept of a "dynamic journey of understanding and change" (p. 57) which characterised their professional learning as a process rather than reaching a destination (Nastasi, 2006). In a similar way, the application of this framework requires a dynamic approach, including an understanding of one's own, and to an extent, others' cultural influences, and a reflection on one's biases and assumptions. It is through this dynamic approach that one can reduce the likelihood of imposing their values and beliefs on others, and so realise the full benefits of the framework (Anderson, 2018; BPS, 2017a; Pitner & Sakamoto, 2005).

Chapter 7: Conclusions

In this chapter, a critical appraisal of the research methodology and design will be provided, outlining the strengths and weaknesses of the process undertaken. Guidance for this appraisal will be taken from Keeney et al. (2011), who provide detail about how to construct a Delphi study. This will be followed by recommendations for possible improvement of the study and future research in the field of language diversity in relation to competency framework development. The section will finish with implications of the framework developed for EP practice and a comprehensive summary of the key conclusions.

7.1 Critical Appraisal of the Study

7.1.1 Strengths of the Research

Pragmatic Outcome. Extensive literature searches suggested that work to define EPs' professional competencies in relation to linguistically diverse groups has not been carried out or if it had, not reported in the widely available professional literature. To the best of my knowledge, this is the first study to use a consensus-building tool to explore the competencies required by EPs when working with EAL students and families and to create a framework of recommendations for practice. In this sense, the research aims to have a positive impact on outcomes for both EPs and linguistically diverse populations. Thus, it is considered that the context for and purpose of this study has high ecological validity.

Creswell (2009) highlights the importance of acknowledging the 'worldview', or beliefs about the world and the nature of research held by the researcher and the influence that this has on the design of the research. This study was grounded in a 'pragmatic' worldview; a 'real world' problem had been identified, requiring a practical solution, and thus drawing on both quantitative and qualitative methods of inquiry was seen as an appropriate approach to addressing the research questions identified in this thesis.

Whilst the resulting framework does not contain an exhaustive list of competencies and little still exists about UK EP practice with EAL students and families, it contributes to further understanding in this area of research for EPs,

and it is hoped that this will have a positive impact on raising awareness of and developing practice in the profession.

Experience and Response Rate. Keeney et al. (2011) stated that the quality of the Delphi study is only as good as the experts who take part in the research and the formation of the expert panel is regarded as the "lynchpin of the method" (Green et al., 1999, p. 200). Thus, in order for this study to have valid outcomes, it was important that it drew from the knowledge of experts in the field and that criteria for inclusion were carefully specified, in accordance with recommendations made by Keeney et al. (2011).

Given the lack of confidence reported by EPs in relation to their work with linguistically diverse populations (Anderson, 2019), and a generally limited account of EPs' response to the linguistic diversity of the client group and/or such diversity within the EP workforce, a decision was made to approach experts in the field of language diversity inside and outside the EP profession.

To qualify as an expert for Round 1, each panellist had to be a practising EP with at least 2 years of experience working with linguistically diverse populations or a primary or secondary author of two or more publications (academic articles, books) concerning linguistically diverse children and education. Considering knowledge, models and frameworks developed outside the discipline of Educational Psychology becomes a priority when developing culturally responsive practice. Nastasi et al. (2020) state that future transformation in Educational Psychology "requires thinking outside of traditional frameworks and models of practice possibly drawn from other disciplines such as anthropology and sociology, and other specialities in psychology (social, organizational, cross-cultural)" (p. 442).

As Rounds 2 and 3 aimed to select which of the competencies identified in Round 1 EPs perceive as relevant for their practice with EAL children and families, the target population was EPs themselves. They might not possess extensive knowledge and experience with the issue of language diversity but, because of their status, they have a deep understanding of the professional context in which the competencies need to be applied, and therefore are able to rate their relevance within the EP practice. In this case, experts were selected on the basis

of their suggested professional qualifications and memberships (Huang et al., 2008), their educational status and willingness to participate in the study (Evans, 1997). As such, collecting their viewpoints was essential, as knowledge, skills and personal qualities would be included in the final framework, which was designed to be targeted to, and useful for, practicing EPs.

The response rate of this study was high, with 20 out of 20 (100%) participants returning their questionnaires in Round 2 and 19 out of 20 (95%) in Round 3. This is a particular strength of the study considering average response rates for Delphi surveys are reported to be 49.6% (Van Horn et al., 2009) and between 78% and 88.88% in recent studies carried out in the field of Educational Psychology (Rand, 2020; Sakata, 2021).

This might have been due to following the steps identified in the pilot study to clearly inform respondents about the nature of their participation in the study, to give clear instructions on how long it will take to complete each round and the overall timeframe of the study. An additional factor that could have influenced the high response rate was the genuine interest of the participants in improving EP practice with linguistically diverse populations. Respondents in Rounds 2 and 3 self-selected themselves, therefore, might have felt they had more autonomy in participating and were then particularly motivated in completing the questionnaires. For Round 1, I directly contacted the potential participants and spent time building relationships with them. Novakowski and Wellar (2008) suggested that paying individual attention to panel members can result in a higher and fastest response rate.

As well as sharing their motivation to engage in this topic, another hypothesis for the low attrition rates may be linked to the number of statements that respondents were asked to rate. The current research had significantly fewer statements for respondents to rate in comparison to other Delphi studies. For example, respondents were required to rate 260 and 459 statements in Lopez and Rogers' study (2002). The number of statements in the present study (n=103) was similar to Green's Delphi in 2015 (n=123) and identical to Sakata's (n=103) in 2021, which similarly had low attrition rates.

Administrative Considerations. Overall, the Delphi method is a complex process involving several different procedures such as content analysis, survey construction, statistical analysis and interpretation. It demands a high level of organisation from the researcher (Keeney et al, 2011) and the process needs to be undertaken within a tight timeframe to ensure that participants stay engaged.

To be prepared for the demands of the process and to ensure that as many potential problems were anticipated before the study commenced, a pilot study was undertaken. This can be seen as a methodological strength as it allowed the researcher to identify several issues and address these prior to the main study (see section 3.4.5).

A second decision made to address the demanding nature of the techniques was to employ an e-Delphi, which uses internet-based platforms for organizing, controlling, and facilitating communications between the researcher and expert panel, rather than the traditional pen and paper approach to data collection. One of the advantages offered by e-Delphi is its convenience for both the administrator and the research participants. The 'virtual laboratory' in Qualtrics was highly versatile and facilitated the monitoring of any number of simultaneous activities, while participants could access the survey wherever and whenever it was most convenient for them to do so. This allowed the process to occur in 'real-time', and administrators and participants to remain connected and up-to-date as the e-Delphi progressed (Donohoe et al., 2012). Finally, time and cost savings are considered the most persuasive benefit of internet-based research (Mann & Stewart, 2000). Day and Bobeva (2005) reported that the e-Delphi is an increasingly attractive alternative for mitigating the traditionally long waits between Delphi iterations when surface mail is the primary communication channel.

Reflexivity. A final strength of this study is the practice of reflexivity through the different phases of the research process. The capacity to operate reflexively in research involves a process of ongoing mutual shaping between researcher and research (Attia & Edge, 2017). Edge (2011) suggested that reflexivity comprises two interacting elements: prospective and retrospective reflexivity. Prospective reflexivity concerns itself with the effect of the whole-

person-researcher (researcher status, insider/outsiderness, gender, or ethnicity) on the research (Attia & Edge, 2017; Cole & Masny, 2012). In the introduction chapter, I made my positionality explicit by providing a transparent overview of my cultural and linguistic background and my identity journey through languages that might have influenced the conduct of the study (Edge & Richards, 1998; Foote & Gau Bartell, 2011). Through this process, also described as prospective reflexivity, I have become aware of the knowledge, feelings, and values brought into the research and that influenced the choice of topic, formulation of research questions, adoption of research design, and the interpretation of findings.

Retrospective reflexivity is described in Sandywell's (1996) words as the "reflexive action that changes the form of the self: a reflexive practice never returns the self to the point of origin" (p. 14). This means that not only the researcher influences the research, but that the research "does something to us in return and then, changed as we are, we return to take our next action" (Dewey, 1916, p. 139). The exchanges I had with expert panels, through the three consecutive rounds of this Delphi study, added new meaning to field experiences and helped gain deeper insight into my evolving research practice. The findings eventually reported here as significant were not just the straightforward answers to the originally posed research questions. Participants' comments have altered the content of the areas of competence intended to explore, encouraged me to reflect on the limitations of applying the framework in practice and suggested further opportunities for development.

7.1.2 Research Limitations

Whilst the present research provides key contributions to EP practice with EAL students and their families, it is appropriate to recognise several potential methodological limitations.

As Keeney et al (2011) pointed out, there are no established guidelines as to how to conduct a Delphi study or protocols for implementation. The lack of universal protocols associated with Delphi methodology is one of the main criticisms of the approach (Keeney et al., 2011). This in part has led to wide variations and modifications of the technique, leading researchers to make pragmatic decisions about the identification of the expert panel, its sample size,

consensus level and the number of rounds employed. This has resulted in much debate about what constitutes methodological rigour in Delphi studies (Hasson & Keeney, 2011) and questioning about the validity and reliability of the research findings (Sackman, 1975).

Some of the methodological limitations of this study are discussed in this section including delivering Round 1, content analysis and anonymity of the participants.

Nature of Round 1. One potential limitation of the current research was the approach used to deliver the first round. As a classical Delphi study, it began with a qualitative round in the form of open-ended questions. Proctor and Hunt (1994) stated that this approach can produce "large and unwieldy amounts of data" (p. 1004), which can easily generate an unmanageable number of items for the following rounds, resulting in a low response rate (Green et al, 1999). A further critique concerns the view that if questions are not well-phrased and definitive, the reliability and validity of the data may be threatened (Keeney et al., 2011). To ensure clarity of the questions and reduce the risk of ambiguous responses, a pilot study was undertaken, as recommended by Miller (2001). Furthermore, the expert panel was asked to list statements in response to 10 overarching themes identified from the literature review and consideration of EP work within the three categories of knowledge, skills and personal qualities (Figure 4.1). A 'modified' Delphi approach could have been considered as an alternative to the open-ended questions. I could have identified issues from a literature review and presented them to participants to rate in Round 1 (Eggers & Jones, 1998; Keeney et al, 2006; Lang, 1994). This would have ensured that everyone started from a common base and leant itself more easily to statistical analysis and interpretation. However, that approach would have not provided the respondents with an opportunity to supply answers which may not 'fit' into the range of options supplied (Descombe, 2003), which could have biased responses.

As an alternative to a Delphi survey, semi-structured interviews or focus groups could have been used to gather initial opinions and provide the opportunity for participants to discuss ideas and increase internal validity. Whilst in this study participants were provided with a working definition of 'EAL' and 'competence',

that is not to say that they completely aligned with this definition. Respondents' own cultural positioning might have also impacted their views about EAL practice. As the nature of the delivery of this study had limited interactions between researcher and respondents, this makes it more difficult to explore in further detail respondents' understanding of the topic explored, what has informed their understanding and how this has influenced their ratings. However, semi-structured interviews or focus groups were not deemed to be feasible options, as group dynamics and the level of reflection on the process required may have inhibited the responses and for practical reasons (professionally and geographically diverse professional groups).

Content analysis. To ensure replicability and reduce researcher bias, the process of content analysis must be systematic and transparent (Elo & Kyngas, 2007). In this study, a conscious adoption of a deductive approach to content analysis was employed with some ideas of broad themes for analysis being identified from the literature on EPs' competent practice with EAL students and families.

Whilst the criteria of analysis of the participants' answers was outlined (section 4.2.3), it is recognised that the decisions made were based on my understanding and working definition of competence in the explored field. Direct extracts were largely taken from participants' responses to ensure wording could be kept as close to the data as possible, however, certain extracts and subsequent codes were merged through the analysis process. Due to having an extensive list of statements for respondents to rank, decisions were made during the process to merge statements or select information over others that felt more pertinent. This was down to my own perspective in terms of how easily understood statements were and how well they aligned with EP practice, while another researcher analysing the same literature may have identified or prioritised different statements, which may impact external validity.

This could mean that there was a bias in the way some statements were viewed or considered in order to fit them into categories and themes. To increase inter-rater reliability, I shared initial codes and themes with a second researcher (within the profession). It is recognised that findings from the current study can act only

as a starting framework for the profession, and further research can help to validate these findings.

A further issue emerged during the data analysis of the respondents' reflections around the benefits and challenges of applying the framework as well as its potential use. As explained in Chapter 5, these comments were thematically analysed using Braun and Clarke's six-stage approach (2006) and total list of 39 codes were extrapolated from the comments of 20 participants and organised in themes and subthemes (Table 5.3). It is possible to notice that the themes and subthemes' titles produced are reductive and not very descriptive, which could make it difficult for the reader to gain a clear understanding of respondents' views and suggestions. However, the nature of the enquiry method utilised (open ended questions) did not allow to collect a descriptive insight of participants' opinion (which a semi-structured interview or focus group might have), but, instead, a list of short comments. To be true to what the participants meant, I have decided to not extend or describe further the themes and use, as much as possible, the participants' wording.

Anonymity. Whilst anonymity has been acknowledged as a strength of the Delphi method, it can also be viewed as a weakness. On the one side, it provides an equal chance for each panel member to present and react to questions unbiased by the identities of the other participants (Goodman, 1987). In this way, respondents are not known to each other, and subject bias is eliminated. On the other side, it might result in non-disclosure (Weicher, 2007) and respondents not taking responsibility for their comments: a 'disinhibition effect' can be produced from technology-based communication, where participants may self-disclose more due to increased feelings of anonymity (Suler, 2004).

As the Delphi method is largely anonymised (except for the researcher being able to identify individuals), it is hoped that individuals would rate as honestly as possible. This was arguably seen in the present research, as, whilst not common, some statements in the framework were rated as 'somewhat irrelevant' or 'irrelevant' by respondents.

A paradoxical situation arises from balancing the ethical consideration of anonymity with the need to establish the validity and quality of expert views in this Delphi study. On the one hand, to respect the privacy and anonymity of the expert panel, participants were guaranteed that their identity would not be revealed. However, to establish the validity of the basis of views that the competencies generated in this study were based on, it would be important that the identity of panel members is exposed so that others can judge the credentials, allowing replicability of the panel and thus the quality of advice informing the study. Such a paradox has led some authors (Rauch, 1979; McKenna, 1994) to adopt the term quasi-anonymity referring to the fact that participants may know each other, but their contributions to the study remain anonymous.

To overcome these issues, attempts were made to ensure that participants' contributions remained anonymous by withholding potentially identifiable details about some participants in order to protect their identity and by giving participants the option to have their names included in any publication of the finished framework to acknowledge their contribution. They were told that they could decide whether or not to be named after viewing the final framework.

7.2 Suggestions for Future Research

The current study has highlighted the importance of identifying competence needed by EPs when working with EAL students and their families, in relation to theories and their implications, assessment and consultation skills and inter/intrapersonal quality. It is hoped that this will highlight the need to generate further research that extends on findings from the current research and evaluates their validity.

The resulting competency framework would need to be trialled by EPs and feedback gained on its usefulness for informing practice. Future research which seeks feedback or measures the impact of utilising some of these competencies within EPSs and EP doctoral courses would be valuable. Of particular interest would be to explore the perspectives of EPs practising in different areas of the country, to explore whether the ethnic diversity of a location and resulting EP

response to it, might affect the perceived relevance and usefulness of the framework.

As suggested by participants in Chapter 6 (Discussion), future research may wish to facilitate the participation of EAL children and their families in the development of the framework. Considering their knowledge and experience of the UK educational system and perspective on the competence developed in the current study would reduce the risk of imposing an ethnocentric view on the topic of language diversity and EP practice.

Some of the competencies identified in this study are possibly not exclusive to EP practice with EAL students and families and instead relate to general EP practice. To finalise an EAL best practice framework, it would be therefore relevant to identify the EAL-specific items and exclude statements that are relevant for general EPs' work. When deciding if the statements fall under the skills and knowledge required by practising EPs more generally, and therefore implicit when working with language minority groups, two approaches could be used in future research. The statements in the current framework could be cross-referenced against the transferable competencies that are required to be demonstrated in order to become a qualified educational psychologist (BPS, 2017) and generic professional practice guidelines (BPS, 2008, HCPC, 2015). The other option would be to conduct further Delphi cycles where participants rate each competency for whether or not they considered it to be specific to EAL practice only.

Once the findings of the current study are validated by wider and geographically diverse groups of EPs as well as EAL CYP/families and the statements not specifically related to EAL practice are removed, the logical next step would be to explore the level of competence of a representative group of EPs in the UK, in relation to the topic. Some of the EP participants in the study have already identified a gap between what they perceived as relevant for EP practice with EAL population and their knowledge/skillset in the area. One commented "I think all the items listed are relevant. If you want to know my skillset in those areas, then the question does not tap into that" and another "If you wanted to know my personal skillset in regard to those items, then you won't have a good reflection

of that because the question did not ask me that. There are large gaps in my knowledge of this area". The framework developed in the current study can be used to develop a questionnaire or an interview schedule with a set of questions exploring EPs/TEPs' self-perceived intercultural competence.

It may be beneficial for future research to replicate Mayet's study (1992) which analysed the content of 30 psychological advices prepared for EAL/bilingual students. Information was gathered around CYP's educational history and background, assessment method utilised, language assessment and other relevant information to include in reports, identified by literature review. Mayet's (1992) findings showed that important background information was frequently omitted in assessment reports on children learning EAL who have learning difficulties. Future research should then include an evaluation of a recent sample of EPs' psychological advice or reports written for children speaking EAL to check whether, three decades after Mayet's (1992) study, there is still a dissonance between practice and theory, within this specific area of work.

7.3 Implication for Practice

This is the first research in the UK, to my knowledge, that has explored the competencies required by EPs when working with multilingual populations. The results of this study have several direct implications for the individual practice of EPs, EP training providers, EPSs and other settings where EPs work and interact with culturally diverse groups.

Governing bodies highlight the need for EPs to consider cultural differences within their work with children and families (BPS, 2017, 2019; HCPC, 2015), but it is still arguably unclear how this translates into practice. As discussed in section 6.2, the framework developed through this Delphi study offers the opportunity for reflection and self-audit at an individual EP level, constitutes a basis for developing training for schools at an organisational level and a tool for CPD training and informing EPS policies, at a system level. Finally, it can be used in lectures, case-study discussions and as a reference tool, as well as in supervision sessions within EP courses.

EP participants in the study suggested that, where possible, EAL families and CYP should be given the opportunity to provide feedback and make decisions

on the content of the framework, the wording of the statements and the modalities of its use. They also recommended that the framework should be used flexibly and with cultural responsivity (rather than as a prescriptive tick-box tool).

An additional recommendation for EPs using this framework is to consciously consider the limitation of the categorisation 'EAL' itself. This category has been defined as loose and broad (Leung, 2015) as it masks the diversity of language, family values, knowledge, and experience that impact a student's experience of education (Evans et al., 2016). As explained in the Introduction (see section 1.1.3), the EAL students referred to within this study are children of migrants whom the European Commission (2013) refers to as 'newly arrived migrant students' and defines as a 'distinctive category' of the migrant population and 'first generation' migrants (p. 28). These students are those who are learning English in an English-speaking environment, such as a school, and who speak a different language from English at home. Practitioner EPs must consider that the competencies have been suggested with that target population in mind and not all of them will apply to other EAL groups (such as students from well-established ethnic minority communities or children of refugees and asylum seekers). For example, competence required by EPs when working with refugees and asylum seekers students might require an understanding of trauma and stress-related theories not included in this framework.

7.4 Comprehensive Summary

In light of rapidly increasing and ever-changing diversity within international society, one could argue that considering the response of different educational professionals to linguistically and culturally diverse populations ought to be an integral part of today's social science research (e.g., Athanasopoulos, 2016; Johnson et al., 2012).

It is therefore not surprising that researchers are paying increasing attention to the teaching and learning of EAL students, focusing, for instance, on policy (e.g. Leung, 2001; Edwards, 2009); literacy (e.g. Edwards, 2009; Wallace, 2003); integration (e.g. Creese, 2005; Leung & Creese, 2010); linguistic diversity (e.g. Conteh, 2012; Creese & Blackledge, 2015; Edwards, 2009,); teacher and learner identities (e.g. Conteh, 2007; Norton, 2000); contexts for learning (e.g. Gibbons,

2009; Mohan et al, 2001); and initial teacher education programmes (e.g. Conteh & Meier, 2014; Foley et al., 2013).

However, this is not yet the case with the specific field of Educational Psychology and there has been little exploration of EP practice with children and young people and families from linguistically diverse populations. Recent doctoral research studies have explored EP culturally responsive practice (CRP) with children and young people and families from minority cultural and linguistic communities (Ratheram, 2020; Sakata, 2021) and EP and TEPs' self-perceptions of their inter-cultural competencies (Anderson, 2018). These studies have touched briefly on the 'language' aspect as part of multiculturalism but suggested that linguistic factors such as the client's proficiency with English can considerably affect EPs' processes such as consultation, assessment and the interpretation of reports (Anderson, 2018; Ratheram, 2020).

Research into EP practice in the UK with diverse linguistic communities has tended to concentrate on discrete issues (e.g., Desforges et al.,1995; Rupasinha, 2015), with a tendency to adopt a problematising, within-child focus on acquiring English to access the curriculum (Safford & Drury, 2013). Amongst the various core functions of the EP's role with linguistic and minority communities, assessment practice has been explored and recommendations made for future research to look into other functions, such as consultation and supervision (Sakata, 2021). Furthermore, it is evident that the quality of response to language diversity in the EP profession is very reliant on the skills of the individual EP, who will respond to each situation according to their personal background and level of experience working with these students and families, rather than following an evidence-based, well-defined procedure (Rupasinha, 2015; Zaniolo, 2019).

This doctoral thesis aimed at filling the gaps outlined above, particularly addressing the research question: what are the competencies needed by EPs for effective practice when supporting the language needs of EAL children and empowering them and their families within their practice?

Through a three-round Delphi study, EP respondents met consensus on 90 statements as relevant for EP work with EAL students and their families. These include knowledge of legislation, theories and pedagogies, skills linked to

assessment and consultation, and personal qualities ensuring that EPs engage in a continuous learning process around language diversity. The statements in the framework support EPs in considering both 'within-child' and environmental factors influencing language development and academic achievement of EAL students. Statements that did not reach consensus were largely around knowledge of specific languages' grammatical and syntactical structure and dialects, which EP respondents reported was due to them being largely unfamiliar. EPs' knowledge of and skills in assessing the proficiency in English of EAL students were also not considered for the final framework, possibly because they are outside of EPs' areas of competence and perhaps more suited for other professionals. Participants contributed to defining the benefits as well as challenges of applying this framework in EP practice and provided a set of recommendations.

Statements that met consensus amongst the respondent panel have formed a starting framework for EPs to use to reflect on their practice with EAL populations and consider what aspects they may need to address for supporting their development in this area. Whilst it cannot be concluded from this study that the items identified in the framework are exhaustive, it does provide a starting point to attempt to understand and describe what academics and EPs value in terms of EAL support and contributes to the literature seeking to understand their perspectives. These statements also provide a reflective framework that can be used by EPs, whether new or experienced practitioners in the profession, to reflect on their level of competence when working with linguistically diverse populations.

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Appendices

Appendix A: Application for Ethical approval

Ref (for office use only)

D2021-106

COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

All staff and students within SSIS should use this form; those in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology should return it to ssis- ethics@exeter.ac.uk. Staff and students in the ***Graduate School of Education*** *should use ssis-gseethics@exeter.ac.uk.*

Before completing this form please read the Guidance document

which can be found at http://intranet.exeter.ac.uk/socialsciences/ethics/

Applicant details	
Name	***Giulia Carriero***
Department	***Graduate School for Education***
UoE email address	***gc467@exeter.ac.uk***

Duration for which permission is required		
Please check the meeting dates and decision information online before completing this form; your start date should be at least one month after the Committee meeting date at which your application will be considered. You should request approval for the entire period of your research activity. Students should use the anticipated date of completion of their course as the end date of their work. Please note that retrospective ethical approval will never be given.		
Start date:18/03/2021	***End date:31/08/2022***	***Date submitted:18/02/2021***

Students only	
All students must discuss (face to face or via email) their research intentions with their supervisor/tutor prior to submitting an application for ethical approval. ***Your application must be approved by your first or second supervisor (or dissertation supervisor/tutor) prior to submission and you MUST submit evidence of their approval with your application, e.g. a copy of an email stating their approval.***	
Student number	***690058031***
Programme of study	***Doctor of Educational Psychology (DEdPsych)***

Name of Supervisor(s) or Dissertation Tutor	***Dr Will Shield & Dr Shirley Larkin***
Have you attended any ethics training that is available to students?	*Yes, I have taken part in ethics training at the University of Exeter Research Ethics session by Dr Chris Boyle on 10.11.20*

Certification for all submissions

I hereby certify that I will abide by the details given in this application and that I undertake in my research to respect the dignity and privacy of those participating in this research.
I confirm that if my research should change significantly I will seek advice, request approval of an amendment or complete a new ethics proposal. Any document translations used have been provided by a competent person with no significant changes to the original meaning.

Giulia Carriero
Double click this box to confirm certification ☒
Submission of this ethics proposal form confirms your acceptance of the above.

Speaking English as an additional language: Using a Delphi technique to identify the competencies needed by EPs working with EAL students and their families.

ETHICAL REVIEW BY AN EXTERNAL COMMITTEE

No, my research is not funded by, or doesn't use data from, either the NHS or Ministry of Defence

MENTAL CAPACITY ACT 2005

No, my project does not involve participants aged 16 or over who are unable to give informed consent(e.g. people with learning disabilities

SYNOPSIS OF THE RESEARCH PROJECT

Maximum of 750 words

The proportion of pupils with English as an Additional Language (EAL) has steadily risen in recentyears in the UK. The figures for 2020 show that 1.56 million EAL pupils are attending schools, which constitute just under one in five of all pupils aged 5-16 registered as EAL, speaking a total of over 300 languages (Department for Education, 2020).

Despite Educational Psychologists' (EPs) practice being concerned with removal of barriers forallowing children to fully access education (Cameron, 2006), a review of the Educational

Psychology literature offers a limited account of EPs' response to the linguistic diversity increasingly presented by their client group. According to Cline (2011), this is also reflected in a lack of national policy guidelines on the competencies EPs need for their work with these students and families. Professional codes of standards and ethics specify the need for EPs to demonstrate knowledge and understanding of issues pertinent to, as well as appropriate communication with, different ethnic, socio-cultural and faith groups (BPS, 2009; BPS, 2015; HCPC, 2015 & HCPC, 2016). However, as suggested in the *Bilingualism and language diversity* issue (2014), there is not a clear and shared understanding of precisely what these competencies are, especially in relation to development of psychological advice for children with Special Educational Needs who also have EAL. Therefore, it becomes important to exploreand define the competences required by EPs to address the language needs of this population (Athanasopoulos, 2016; Johnson et al., 2012).

The overall aim of this study is to define a competency framework that can guide EPs' work withchildren and families from language minority groups. This research aims to draw on the views, perspectives, and knowledge of a variety of researchers and practitioners in the international field of language minority, as well as EPs, to establish some consensus about the specific skills and competencies that EP practitioners should be developing in order to practice in a competent manner. This competency framework will be used to monitor practice and give guidance for professional development.

For this purpose, I will adopt a Delphi methodology. In the first phase, experts in the field of language diversity will advise on the competencies needed by EPs for effective practice with EAL children and their families. This will be conducted through an open-ended questionnaire. In the second phase, I will investigate the consensus amongst EPs on the relevance of these

competencies within their specific professional practice through two rounds of structured questionnaires, generated from the responses of the phase one questionnaire.

I have read and will abide by the BERA Ethical Guidelines for Education Research

INTERNATIONAL RESEARCH

It is intended that the first phase of this research will involve academics/professionals from European countries, such as Italy and the Netherlands.

These countries are part of EU Member States, so I intend to abide by the RESPECT Code of Practice for Socio-Economic Research when carrying out these interviews.

Like the UK, Italy and the Netherlands are bound by European Directive 95/46/CE 'on the protection of individuals with regard to the processing of personal data and on the free movement of such data'.

The following sections require an assessment of possible ethical consideration in your research project. If particular sections do not seem relevant to your project please indicate this and clarify why

Data will be handled and stored in accordance with the requirements of The Data Protection Act 1998. All information will be destroyed 2 years after the research is completed. Participants will receive information about where the data will be stored and who will be the data custodian following the completion of my PhD.

Given these precautions and the fact that my research is primarily UK based, I do not intend to make applications to Research Ethics Committees within Italy or the Netherlands.

RESEARCH METHODS

A Classical Delphi Design is used to gain the perspective of experts in language diversity on the competencies that they think EPs should develop when working with clients from language minority groups.

Phase one of the research involves the presentation of an open-ended e-questionnaire (*round 1 Delphi*) to a panel of experts or 'informed individuals' in the field of language diversity. This will advise on what EP competencies are needed for effective practice when supporting the language needs of EAL children and empowering them and their families within their practice.

Competency is operationalised in terms of knowledge, skills, and personal qualities (McAllister et al., 2010). The responses from phase one will be analysed through content analysis. This will then form a list of competency statements which will be used for phase two.

In **phase two**, the questionnaire (*round 2 Delphi*) generated from the phase one' responses will be presented to a panel of EP practitioners who will be asked to rank the competency - statements according to their relevance within their specific profession. The process will be repeated again (*round 3 Delphi*) with the same panel in order to reach a consensus.

Open-ended questionnaire (round 1 Delphi)

The e-questionnaire will cover information about the selected experts in terms of –education, trainings, years of experience, number of publications in the area etc. There will be a description of the role of EPs in the UK and questions will be asked around the competencies that EPs should develop when working with minority language groups. Participants will be asked to state :

The competency (in terms of skill, knowledge, or personal quality)

2. Behavioural indicators for the competency (in terms of an example of what theymight see/ hear/ feel if this competency was present).

Structured questionnaires (Round 2 Delphi)

Structured questionnaire will consist in a list of competency statements and training descriptors generated from Phase 1 responses and through a review of literature on EP practise with language diversity. The statements and training descriptors will be organized in 4 sections (Qualifications and Training, Knowledge, Skills, Personal Qualities). This survey requires the participants to give their opinion on how essential (Essential, desirable but non-essential, non- essential, I do not know) they think each statement is in relation to EP practice working with language minority groups, so that a consensus can be reached about what the essential component of competent practices are.

Structured questionnaire (round 3 Delphi)

This structured questionnaire will be constructed similarly to the round 2 questionnaire with the addition of the results of round 2 for each item (expressed as a percentage) alongside the

participants' own rating. At this stage, the participants will be asked to give each item a final rating in light of the overall group response. The purpose of this process is to enable participants to consider their own views in relation to the whole group view, without feeling under pressure to adjust their responses in response to group effect (Keeney et al, 2011).

PARTICIPANTS

The participants in this study will include academics and professionals possessing information and experience around language diversity, as well as EPs currently practicing of in the field.

Phase 1 The participants in phase 1 will be experts* in the field of language diversity who can advise on the competencies needed for effective EP work with EAL students and families.

*To qualify as an expert for phase 1, each panellist will have to meet one of the following two criteria: (a) be a primary or secondary author of two or more publications (academic articles, books) concerning linguistically diverse

children and education (b) be a practicing EP with at least 5 years of experience working with linguistically diverse populations and with relevant trainings in the field.

I am aiming to recruit a group of 5-10 experts who come from different professional disciplineswith different training experiences and either a strongly academic or practical focus to their work. As it will be a heterogeneous group of participants, a sample of 5-10 is considered sufficient in a Delphi study to provide a breadth of views (Clayton, 1997).

Non-probability sampling technique including purposeful, criterion and snowballing samplingwill be applied for recruitment in phase 1.

Phase 2– The participants in phase 2 will be EPs practising in the UK who had received specifictraining in the field of language diversity and work actively and regularly with a linguistically diverse population.

Participants in phase 2 will be recruited through a posting on an online social network site aimed at professionals practicing as EPs called EPNET. The posting will give the project title andbrief details and invite EPs with some knowledge and experience of working with language diverse population in practice to contact me, via the site, if they were interested in participatingin the research.

For phase 2 of the research, I am aiming to recruit 15-30 participants which, according to Clayton (1997, is an adequate size when establishing consensus of a homogenous sample.

THE VOLUNTARY NATURE OF PARTICIPATION

There are two steps to this process; the first is there will be an email introducing the Delphi project where the voluntary nature of the project will be communicated to the participants. Thesecond step involves providing a formal information sheet to all participants. They will be informed in writing (see information sheets below) that their participation is voluntary and that they have the right to withdraw from the study at any time, up until the data analysis.

Participants who take part will sign a consent form (see below).

SPECIAL ARRANGEMENTS

N/A

THE INFORMED NATURE OF PARTICIPATION

Written information about the study will be sent to the participants. Information will providetransparency about the nature of the study, that participation is confidential, the voluntary nature of participation and the way that data will be stored and how the results will be used.

Any information provided by the participants for this study will be confidential and their names will not be recorded on any of the Delphi rounds; instead, participants will be allocated a uniquecode that can only be identified by myself for the purpose of the Delphi analysis. Their views willremain anonymous to the other participants (experts) throughout this study. The completed

questionnaires will be stored on a password protected computer and once the analysis of the data within the responses is complete, they will be deleted.

However, when the research is finished it is intended that a clear list of competencies is produced for practitioners to be able to use to plan training and monitor professional development. This document will be e-mailed to the experts that participated in the study and ifthey wish, they will be given the option to be credited as one of the contributors to the study (They may also, of course, decline to be named).

ASSESSMENT OF POSSIBLE HARM

I am not aware of any complications or risks that could arise from taking part in this study. However, the participants will be given written information and contact details will be providedshould they have any difficulties.

It is very important to advise participants as to the nature of the study and the levels of commitment that would be required of them as the process fairly demanding of participants' time. The information letter should contain the approximate time for competing the threequestionnaires.

Within a Delphi study, there is the risk that, because of the very open and transparent way that selection criteria were described, allowing replicability, the identities of participants could be identified. I will attempt to ensure that this is not possible by withholding potentially identifiable details about some participants in order to protect their identity.

I have an enhanced DBS clearance through the university.

DATA PROTECTION AND STORAGE

Information Gathering

Information gathered in the study includes questionnaires completed by the selected expert panels. The open-ended questionnaires will collect data in the form of either writing or audio (voice recording), whilst the structured questionnaires will collect written data.

Information Storage

All records are confidential, and participants will remain anonymous to the other participants. Names will only be recorded on the consent form and not on the questionnaires and only I will be able to identify their answers. The completed questionnaires will be stored on a computer and once the analysis of the data within the responses is complete, they will be deleted. All information will be handled, stored in accordance with the Data Protection Act 1998. This information will be only available to members of the research team and destroyed 2 years afterthe research is completed.

Data Distribution

When the research is finished it is intended that a clear list of competencies is produced for practitioners to be able to use to plan training and monitor professional development. This document will be e-mailed to the experts that

participated in the study and if they wish, they will be given the option to be credited as one of the contributors to the study.
DECLARATION OF INTERESTS
No commercial interest
USER ENGAGEMENT AND FEEDBACK
N/A
INFORMATION SHEET
See 2 information sheets attached (one for participants phase 1 and one for participants phase 2)
CONSENT FORM
See consent form attached
SUBMISSION PROCEDURE
Staff and students should follow the procedure below. ***Post Graduate Taught Students (Graduate School of Education):*** *Please submit your completed application to your first supervisor.* ***All other students*** *should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.* ***All staff*** *should submit their application to the appropriate email address below.* *This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses:* *ssis-ethics@exeter.ac.uk This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.* *ssis-gseethics@exeter.ac.uk This email should be used by staff and students in the Graduate School of Education.*
Please note that applicants will be required to submit a new application if ethics approval has not been granted within 1 year of first submission

Appendix B: Ethical Approval

GRADUATE SCHOOL OF EDUCATION

St Luke's Campus
Heavitree Road
Exeter UK EX1 2LU

http://socialsciences.exeter.ac.uk/education/

CERTIFICATE OF ETHICAL APPROVAL

Title of Project:
Speaking English as an additional language: Using a Delphi technique to identify the competencies needed by EPs working with EAL students and their families.

Researcher(s) name: Giulia Carriero

Co-Investigators:

Supervisor(s): Will Shield, Shirley Larkin

This project has been approved for the period

From: 18/03/2021
To: 31/08/2022

Ethics Committee approval reference: D2021-106

Signature:  Date: 19/02/2021

(Professor Justin Dillon, Professor of Science and Environmental Education, Ethics Officer)

Appendix C: Email Invitation to Participate to Round 1

Dear xxx

My name is Giulia, and I am a second-year trainee Educational Psychologist at the University of Exeter.

As part of my doctoral research, I would like to develop a framework of competencies to guide Educational Psychologists' work with students whose first language is not English or bilingual children.

As there is not a clear and shared understanding of precisely what these competencies are within our profession, I would like to recruit a panel of 'experts' made of professionals from different disciplines, with an interest and work published in the field, to contribute to the construction of this framework.

I wanted to ask you if you would like to be involved in the study as one of the experts? Taking part will involve completing an open-ended questionnaire (30-45 minutes) which will be emailed to you with consent and specific instructions, with your permission. If you are interested, please let me know as your contribution would be invaluable.

Looking forward to hearing from you.

Best Wishes,

Giulia

Giulia Carriero

Trainee Educational Psychologist

University of Exeter

Appendix D: Template of Round 1 Questionnaire

Delphi Round 1 questionnaire

Speaking English as an Additional Language: Using a Delphi technique to identify the competencies needed by educational professionals working with EAL students and their families.

This questionnaire is divided into three parts:

1) Information sheet and consent form
2) Details about yourself in relation to the topic
3) Questions on competencies that you would expect educational professionals to demonstrate when working with children and families who speak English as an Additional Language (EAL)

Information sheet

Title of Project: Speaking English as an additional language: Using a Delphi technique to identify the competencies needed by EPs working with EAL students and their families.

Researcher name: Giulia Carriero

Invitation: You are being invited to take part in a research study. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please read the following information carefully. Please ask me if there is anything that is not clear, or if you would like more information and take your time to decide whether you wish to join this study.

Overview of the research project: Despite Educational Psychologists' (EPs) practice in the UK being specifically concerned with removal of barriers for allowing children to fully access education (Cameron, 2006), a review of the Educational Psychology literature offers a limited account of EPs' response to the linguistic diversity increasingly presented by their client group. According to Cline (2011), this is also reflected in a lack of national policy guidelines on the competencies EPs need for their work with students who speak English as an additional language (EAL) and their families.

The overall aim of this study is to define the competencies required by EPs to address the needs of linguistically diverse populations in the UK. This framework of recommendations, driven by the views and perspectives of experts in the field of language minority and EPs can be used as a tool to inform practice in relation to EAL support, within home, school, and community contexts.

Why have I been approached?

You have been asked to take part because you have been identified as an expert in this area. The research study aims to identify competencies in language diversity for EPs as perceived by members of different professional disciplines with different training experiences and either a strongly academic or practical focus to their work.

What would taking part involve?

The research will be carried out using the Delphi technique consisting in three questionnaires (known as rounds) which are sent out sequentially to a group of experts in the field with the aim to achieve consensus. Unless you are an EP, you will be involved only in the first round, consisting in an open-ended questionnaire which is expected to take between 30 – 45mins. If you are an EP, you will be given the option to participate to the following rounds 2 and 3.

What are the possible benefits of taking part?

The information obtained through this study might help improve future research direction and EP' practice when working with linguistically diverse population.

What are the possible disadvantages and risks of taking part?

I am not aware of any complications or risks that could arise from taking part in this study. However, you will be given my contact details should you have any complaints or difficulties with any aspects of the study. I obtained enhanced DBS clearance through the university.

What will happen if I do not want to carry on with the study?

Your participation is entirely voluntary, and you might decide to withdraw from the study at any time up until data analysis, without giving any reason and without your legal rights being affected.

How will my information be kept confidential?

The University of Exeter processes personal data for the purposes of carrying out research in the public interest. The University will endeavour to be transparent about its processing of your personal data and this information sheet should provide a clear explanation of this. If you do have any queries about the University's processing of your personal data that cannot be resolved by the researcher, further information may be securely until the research project has been completed and written-up (this could be up to 2 years). obtained from the University's Data Protection Officer by emailing

informationgovernance@exeter.ac.uk or at http://www.exeter.ac.uk/ig/

If you decide to take part in this study, you will be allocated a unique code. Your views will remain anonymous to the other participants (experts) throughout this study.

All data will be exported and stored securely on the university One Drive. All information will be kept in accordance with GDPR guidelines. The data will be confidential and kept **What will happen to the results of this study?**

The findings of this research will be written up as part of the researcher's doctoral thesis. It is possible the results may also be published in chapters or journals or presented at relevant conferences.

Who has reviewed this study?

The research adheres to the BERA ethical guidelines for educational research and BPS Code of Human Research Ethics. This project has been approved by the Graduate School of Education Research Ethics Committee at the University of Exeter.

You may also contact the College of Social Sciences and International Studies Research Ethics Committee: ssis-ethics@exeter.ac.uk

Thank you for your interest in this project. I sincerely hope that you will agree to participate.

For further information, any questions or to request a copy of this information sheet, please contact the researcher:

Giulia Carriero Gc467@exeter.ac.uk, (+44)07743441151

If you have any concerns about this project or the researchers conduct, please contact one of the research supervisors:

Dr Shirley Larkin S.Larkin@exeter.ac.uk

Dr Will Shield W.E.Shield@exeter.ac.uk

You may also contact the College of Social Sciences and International Studies Research Ethics Committee: ssis-ethics@exeter.ac.uk

Thank you for your interest in this project.

Consent form

Please tick the following boxes:

☐ I confirm that I have read the information sheet and have had the opportunity to ask questions and have these answered satisfactorily

☐ I understand that my participation is voluntary and that I am free to withdraw until the data analysis without giving any reason and without my legal rights being affected

☐ I give permission for the researcher to have access to my records. I understand that taking part involves anonymised questionnaire responses to be used for the purposes of inclusion in an archive for a period of up to 2 years

☐ I understand that taking part involves anonymised questionnaire responses to be used for the purposes of publishing a report and I will be sent a copy. Confidentially and anonymity will be maintained and it will not be possible to identify me from any publications unless I give specific consent to be named as a contributor

☐ I agree that the research project named above has been explained to my satisfaction and I agree to take part in this study

Q1 **Job title/s**

Q2 **Employer/s (you can choose more than one)**

- [ ] Self employed
- [ ] University
- [ ] Private practice
- [ ] Local Authority
- [ ] Company or organisation providing commissioned EP service to a LA
- [ ] School/Academy
- [ ] Retired
- [ ] Other (please specify below)

Q3 **Higher qualification**

- ○ Doctorate
- ○ Masters
- ○ Degree
- ○ Degree

Q4 Previous experience within the field of language diversity, EAL and Bilingualism

Q5 The approximate number of work published (journal article, book chapters)

in the field of language diversity, EAL and Bilingualism

Q6 List any training received in the field of language diversity, EAL and Bilingualism attended in the last 5 years

Q7 List any conferences and workshops delivered in the field of language diversity, EAL and Bilingualism

Please read the following information before answering the questions

Discussion of terms:

COMPETENCY

For the purposes of this research the term 'competency' is considered to be: "a set of related but different sets of behaviour organized around an underlying construct" (Boyatzis, 2008) and arising from various combinations of:

- **Knowledge** including propositional, personal and craft knowledge
- **Skills** including practical, cognitive and emotional
- **Personal qualities** including cognitive style, and interpersonal style (McAllister et al, 2011)

EAL (English as an Additional Language)

There is a need for researchers to distance themselves from viewing EAL as a homogeneous group and to start considering and addressing the different subgroups within it (Demie & Hau 2017; Demie, 2015). In this study, I have decided to focus on children of migrants whom the European Commission (2013) refers to as "newly arrived migrant students" and defines as a "distinctive category" of the migrant population and "first generation" migrants (p. 28). Following the example of other research (Arnot et al., 2014; Evans et al., 2016), in relation to their language, the EAL children I will refer to within my research will be those who are learning English in an English-speaking environment, such as a school and who are exposed to a different language

from English at home.

Please answer the following questions in relation to what **knowledge, skills and personal qualities** you would expect an educational professional (e.g. Teachers, Educational Psychologists, Special Educational Needs Coordinators, etc) to demonstrate in their practice when supporting a child in school who is labelled as EAL – Assume the this student has moved from a European country to a school in the UK two years ago and is struggling with learning and progress in school.

KNOWLEDGE (propositional, personal and craft knowledge)

Q8 List any of the UK legislations, policies and national guidance that you are familiar with, which you would expect the educational professional to be aware of when working with the EAL student?

Q9 Please briefly list and/or describe any theories of Second Language Development (and implications) that you are familiar with, which you would expect the educational professional to be aware of when working with that EAL student?

Q10 Please briefly list and/or describe any theories of Language and Identity (and implications) that you are familiar with, which you would expect the educational professional to be aware of when working with that EAL student?

Q11 What would you expect the educational professional (such as Teachers, Educational Psychologists, Special Educational Needs Coordinators, etc) to know in relation any links between EAL and Special Educational needs? Please list below

Q12 What are the aspects of EAL pedagogy that would you expect the

educational professional to be aware of? please list below

Q13 Please list here any other knowledge you would expect an educational professional to have when working with the EAL student and his/her families

SKILLS (practical, cognitive and emotional)

Q14 What skills would you expect the educational professional to demonstrate when assessing the learning progress of the EAL student? Please list below

Q15 What communication skills would you expect the educational professionals to demonstrate when talking to the EAL students and their families? Please list below

Q16 What skills would you expect the educational professionals to demonstrate in the planning of and during a meeting with the EAL students' parents involving an interpreter? Please list below

Q17 Please list here any other skills you would expect an educational professional to demonstrate when working with the EAL student and his/her families.

PERSONAL QUALITIES (cognitive style, and interpersonal style)

Q18 What are the intrapersonal skills (attitudes, biases, and assumptions) that you would expect the educational professional to possess when working with the EAL student and his/her family? Please list below.

Q19 What are the interpersonal skills (curiosity, empathy) that you would

expect the educational professional to possess when working with the EAL student and his/her family? Please list below

Q20 Please list here any other personal qualities you would expect an educational professional to possess when working with the EAL student and his/her families.

Important message: Once you click NEXT your questionnaire will be submitted and you will no longer be able to change your answers

Appendix E: List of Competency Statements Generated in Round 1

Category	Theme	Competencies
1. Knowledge	**1.1. Legislation /reports**	1.1.1. Swann Report 1985 1.1.2. Human Right Act 1998 1.1.3. Children and Family Act 2014 - Code of Practice (DfE, 2015) 1.1.4. Equality Act 2010 1.1.5. Attainment rate of pupils with English as an additional language in the UK (DfE, 2018 1.1.6. Bell Foundation Assessment Framework to assess proficiency in English of EAL students 1.1.7. Ofsted Inspection Frameworks 1.1.8. UK Migration statistics reports 1.1.9. Periodic issues/summaries of analysis of school census in relation to language proficiency, academic attainment, and outcomes of EAL students
	1.2 Services/ Organisations	1.2.1 National associations for English as an additional language (e.g., NALDIC) 1.2.2 Bilingual services available locally/nationally to support bilingual students (e.g., ETMAS- Ethnic Minority and Traveller Achievement Service) 1.2.3 Knowledge of local/national language groups (usually organised by embassies)
	1.3 Theories of Language Acquisition	1.3.1 Difference between the development of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) 1.3.2 Timeframe of acquisition of L2 1.3.3 Link between proficiency in English and academic success 1.3.4 Cognitive benefits of speaking more than one language 1.3.5 Impact of social interactions on language development 1.3.6 Impact of motivation/investment in a language on that language development 1.3.7 Impact of socio-economic status on development of second language 1.3.8 Behaviourist or Innatist theories of language acquisition (how do children learn a second language?) 1.3.9 Role of L1 in development of L2
	1.4 EAL/SEN	1.4.1 Difference between features of Developmental Language Disorder and EAL students' language typical development 1.4.2 Incidence and features of Special Educational Needs (SEN) in EAL children

		1.4.3 How to support EAL students with SEN
	1.5 Theories of Language and identity	1.5.1 The link between identity and the use of a particular language (how language shapes someone's identity?) 1.5.2 Understanding of cultural integration processes (how this takes place, positive and negatives) 1.5.3 Understanding of how language learning can be a place of empowerment or discrimination for minority language speakers 1.5.4 Knowledge of school practices that can empower or disable EAL students
	1.6 Pedagogies	1.6.1 Knowledge of child-centred pedagogy 1.6.2 Knowledge of multi-sensory learning approaches to support the development of L2 1.6.3 Knowledge of contextual and experiential learning approaches to support the development of L2 1.6.4 Understanding of the impact of metacognitive skills on L2 acquisition 1.6.5 Understanding of the impact of prior knowledge activation (academic, social, and linguistic) on the development of L2 1.6.6 Knowledge of translanguaging practices in the classroom 1.6.7 Understanding the impact of valuing/not valuing a child's second language on their self-esteem and confidence, academic motivation and school performance 1.6.8 Understanding of how the perception of safety/threat can impact the development of L2 1.6.9 Understanding of the factors that might limit the involvement of parents of EAL students in school 1.6.10 Awareness that families of EAL students might have different expectations/norms around school and education 1.6.11 Encourage the child to attend extra-curricular activities to support their bilingual development

Category	Theme	Competencies
2 Skills	**2.1 Assessment**	2.1.1 Being particularly cautious when administering standardised assessments (e.g. integrating with behavioural observations) 2.1.2 Use extra-linguistic supports (visual cues, graphic organisers, DARTs, pre-teaching of vocabulary/concepts) 2.1.3 Use supplementary or modified written text (adapt/rewrite texts to make them accessible)

		2.1.4	Give clear and explicit instructions (avoid multi-layered orally given instructions, consider written/ pictorial support that breaks down tasks)
		2.1.5	Use supplementary or modified oral input (minimise use of idioms, simplify language, slow down)
		2.1.6	How to assess directly or gather information of competence on L1
		2.1.7	Consider the student's previous educational experience
		2.1.8	Consider using dynamic assessments
		2.1.9	Considering cultural factors (possible traumatic experiences, especially for refugees' level of acculturation and family functioning and views)
		2.1.10	Consider context in which the student is learning (teaching strategies, attitude)
		2.1.11	Use direct assessment/observation in conjunction with home-school consultation and behavioural checklists
		2.1.12	Facilitate and encourage the use of children's home languages (using first language for thinking/ problem solving to access content)
		2.1.13	Assess proficiency level in English
	2.2 Meeting with parents	2.2.1	Make links with parents' culture and language to aid understanding
		2.2.2	Explain terms and processes
		2.2.3	Being receptive to parents' feedback
		2.2.4	Ability to adjust spoken language (simple and clear)
		2.2.5	Use of visual prompts during meetings
		2.2.6	Appropriate non-verbal communication skills
		2.2.7	Thinking creatively about how to engage with parents
		2.2.8	Ask for feedback at the end of the meeting
		2.2.9	Make sure that parents know how to contact the various professionals after the meeting
		2.2.10	When there is an interpreter, address parents rather than interpreter
		2.2.11	Rapport building skills
		2.2.12	Actively involve parents in decision making
		2.2.13	Frequent check of understanding
		2.2.14	Pre-meeting with interpreter if there is one involved
		2.2.15	Allow extra time for the meeting
		2.2.16	Encourage two-way communication system

Category	**Theme**	**Competencies**

3 Personal Qualities	**3.1 Intrapersonal**	3.1.1 Avoid stereotyping 3.1.2 Being aware of own assumption 3.1.3 Being committed to anti-racist practices 3.1.4 Non-judgmental attitude 3.1.5 Positive attitudes towards EAL and Bilingual learning 3.1.6 Self-awareness 3.1.7 Reflective 3.1.8 Acknowledge and respect communication differences 3.1.9 Open-mindedness
	3.2 Interpersonal	3.2.1 Accepting 3.2.2 Sensitive 3.2.3 Advocate for children and families 3.2.4 Friendly 3.2.5 Curious and interested 3.2.6 Empathy 3.2.7 Show respect 3.2.8 Compassionate 3.2.9 Kindness 3.2.10 Authenticity when speaking with EAL students and their parents 3.2.11 Be ready to reframe bilingualism positively and challenge

Appendix F: Recruitment Post for Round 2 & 3 Delphi

EPs' work with EAL students and families

HELLO!

My name is Giulia, and I am a Trainee Educational Psychologist at the University of Exeter.

I am looking for EPs working in the UK who would like to contribute to a piece of research concerning EP practice and language minority groups.

THE RESEARCH

Despite EPs' practice in the UK being specifically concerned with the removal of barriers for allowing children to fully access education (Cameron, 2006), a review of the Educational Psychology literature offers a limited account of EPs' response to the linguistic diversity increasingly presented by their client group.

My research aims to define the competencies required by EPs to address the needs of linguistically diverse populations in the UK.

If you are interested in taking part in this research, please contact me at:

gc467@exeter.ac.uk

UNIVERSITY OF EXETER

WHAT WOULD TAKING PART INVOLVE?

The research will be carried out using the Delphi technique and taking part will involve competing of **two questionnaires** (known as rounds) which are sent out sequentially.

Each questionnaire consists of a list of competencies to rank and it is expected to take between **20 – 30 mins** to be completed. Once questionnaire 1 has been submitted, the second will arrive approximately 2-3 months afterwards

Appendix G: Template of Round 2 Questionnaire

Delphi questionnaire Round 2:

EPs' competencies working with EAL students and families

This questionnaire is divided into three parts:

1) Information sheet and consent form
2) Questions on competencies that you think EPs should demonstrate when working with children and families who speak English as an Additional Language (EAL)
3) Questions on the applicability of the framework

Information sheet

Title of Project: Speaking English as an additional language: Using a Delphi technique to identify the competencies needed by EPs working with EAL students and their families.

Researcher name: Giulia Carriero

Invitation: You are being invited to take part in a research study. Before you decide, it is important for you to understand why the research is being done and what it will involve.

Please read the following information carefully and contact me if there is anything that is not clear, or if you would like more information.

Overview of the research project:

Despite Educational Psychologists' (EPs) practice in the UK being specifically concerned with removal of barriers for allowing children to fully access education (Cameron, 2006), a review of the Educational Psychology literature offers a limited account of EPs' response to the linguistic diversity increasingly presented by their client group. According to Cline (2011), this is also reflected in a lack of national policy guidelines on the competencies EPs need for their

work with students who speak English as an additional language (EAL) and their families.

The overall aim of this study is to define the competencies required by EPs to address the needs of linguistically diverse populations in the UK. This framework of recommendations, driven by the views and perspectives of experts in the field of language minority and EPs can be used as a tool to inform practice in relation to EAL support, within home, school, and community contexts.

Why have I been approached?

You have been asked to take part in the second part of this research study as an EP working actively and regularly with a linguistically diverse populations.

In the first phase of the study, experts in the field of language diversity from different disciplines have advised on a list of competencies needed by for effective education pprofessionals'practice with EAL children and their families. In the second phase, I will investigate the consensus amongst EPs on the relevance of these competencies within the specific professional practice.

What would taking part involve?

The research will be carried out using the Delphi technique consisting of two questionnaires (known as rounds) which are sent out sequentially to the participants with the aim to achieve consensus. Each questionnaire consists of a list of competencies to rank and it is expected to take between 20 – 30 mins to be completed. Once questionnaire 1 has been submitted, the second will arrive approximately 2-3 months afterwards.

What are the possible benefits of taking part?

The information obtained through this study might help improve the direction of future research and EP practice when working with linguistically diverse population.

What are the possible disadvantages and risks of taking part?

I am not aware of any complications or risks that could arise from taking part

in this study. However, you will be given my contact details should you have any complaints or difficulties with any aspects of the study. I obtained enhanced DBS clearance through the university.

What will happen if I do not want to carry on with the study?

Your participation is entirely voluntary and you might decide to withdraw from the study at any time until data analysis, without giving any reason and without your legal rights being affected.

How will my information be kept confidential?

The University of Exeter processes personal data for the purposes of carrying out research in the public interest. The University will endeavour to be transparent about its processing of your personal data and this information sheet should provide a clear explanation of this. If you do have any queries about the University's processing of your personal data that cannot be resolved by the researcher, further information may be obtained from the University's Data Protection Officer by emailing informationgovernance@exeter.ac.uk. or at http://www.exeter.ac.uk/ig/

Any information that you provide will be confidential and when the results of the study are reported, your name and your views will not be identifiable in the findings. You will be anonymous to the other participants throughout this Delphi and only I will be able to identify the specific answers.

All data will be exported and stored securely on the university One Drive. All information will be kept in accordance with GDPR guidelines. The data will be confidential and kept securely until the research project has been completed and written-up (this could be up to 2 years).

What will happen to the results of this study?

The findings of this research will be written up as part of the researcher's doctoral thesis. It is possible the results may also be published in chapters or journals or presented at relevant conferences.

Who has reviewed this study?

The research adheres to the BERA ethical guidelines for educational research

and BPS Code of Human Research Ethics. This project has been approved by the Graduate School of Education Research Ethics Committee at the University of Exeter.

For further information, any questions or to request a copy of this information sheet, please contact the researcher:

Giulia Carriero Gc467@exeter.ac.uk, (+44)07743441151 .

If you have any concerns about this project or the researchers conduct, please contact one of the research supervisors:

Dr Shirley Larkin S.Larkin@exeter.ac.uk

Dr Will Shield W.E.Shield@exeter.ac.uk

You may also contact the College of Social Sciences and International Studies Research Ethics Committee: ssis-ethics@exeter.ac.uk

Thank you for your interest in this project.

Consent form

Please click on each statement if you agree with it:

☐ I confirm that I have read the information sheet and have had the opportunity to ask questions and have these answered satisfactorily

☐ I understand that my participation is voluntary and that I am free to withdraw until the data analysis phase without giving any reason and without my legal rights being affected

☐ I give permission for the researcher to have access to my records. I understand that taking part in this research involves questionnaire responses to be used for the purposes of inclusion in an archive for a period of up to 2 years

☐ I understand that taking part involves anonymised questionnaire responses to be used for the purposes of publishing a report and I will be sent a copy. Confidentially and anonymity will be maintained and it will not be possible to identify me from any publications unless I give specific consent to be named as a contributor

☐ I agree that the research project has been explained to my satisfaction and I agree to take part in this study

Important messages:

- **You can leave and return at any time and your answers will be saved**
- **Submission deadline: Wednesday the 6th of October**

Next you will see a list of competency statements that have been generated from an international panel of experts in language minority and through a review of literature on EAL/bilingual educational practice.

They have been generated in response to the question:

“What are the competencies required by educational professionals in order to carry out effective work with EAL students and their families*?”

*A learner of English as an additional language (EAL) is a pupil whose first language is other than English. Following the example of other research (Arnot et al., 2014; Evans et al., 2016), the EAL children I will refer to within this project will be those who are learning English in an English-speaking environment, such as a school and who are exposed to a different language from English at home.

The statements and training descriptors are organised in 3 sections as follows:

Section 1 – **Knowledge**

Section 2 – **Skills**

Section 3 – **Personal Qualities**

This survey requires you to give your opinion on how relevant you think each statement is in relation to your practice as an EP, so that a consensus can be reached about what the essential components of competent practice are.

Read through the competency statements listed and indicate your view by marking the box in the ‘Rating’ section that best describes how relevant you believe the skill, knowledge or personal quality is for EPs to be competent in their work with EAL students and families.

There are no right or wrong answers, you are being asked for your opinion based on your knowledge and experience.

Add any additional statements that you believe are missing in the 'other' box at the end of each section. spoken at home (L1) and language spoken in the educational setting (English) (L2).

Throughout the survey the terms 'L1' and 'L2' have been used to indicate respectively language.

Knowledge

Please rate how relevant the following set of knowledge is for the work of EPs with EAL students and families.

Legislation/Report

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't k
Swann Report 1985	○	○	○	○	○
Human Rights Act 1998	○	○	○	○	○
Children and Family Act 2014 - Code of Practice (DfE, 2015)	○	○	○	○	○
Equality Act 2010	○	○	○	○	○
Attainment rate of pupils with English as an additional language in the UK (DfE, 2018)	○	○	○	○	○
Bell Foundation Assessment Framework to assess proficiency in English of EAL students	○	○	○	○	○
Ofsted Inspection Frameworks	○	○	○	○	○
UK Migration statistics reports	○	○	○	○	○
Periodic issues/summaries of analysis of school census in relation to language proficiency, academic attainment and outcomes of EAL students	○	○	○	○	○

Services/Organisations

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't know
National associations for English as an additional language (e.g. NALDIC)	○	○	○	○	○
Bilingual services available locally/nationally to support bilingual students (e.g. ETMAS-Ethnic Minority and Traveller Achievement Service)	○	○	○	○	○
Knowledge of local/national language groups (usually organised by embassies)	○	○	○	○	○

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't know
Difference between development of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)	○	○	○	○	○
Timeframe of acquisition of L2	○	○	○	○	○
Link between proficiency in English and academic success	○	○	○	○	○
Cognitive benefits of speaking more than one language	○	○	○	○	○
Impact of social interactions on language development	○	○	○	○	○

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't know
Impact of motivation/investment in a language on that language development	○	○	○	○	○
Impact of socio-economic status on development of second language	○	○	○	○	○
Behaviourist or Innatist theories of language acquisition (how do children learn a second language?)	○	○	○	○	○
Role of L1 in development of L2	○	○	○	○	○

Theories on Language and Identity

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't know
Link between identity and the use of a particular language (how language shapes someone's identity?)	○	○	○	○	○
Understanding of cultural integration processes (how this takes place, positive and negatives)	○	○	○	○	○
Understanding of how language learning can be place of empowerment or discrimination for minority language speakers	○	○	○	○	○
Knowledge of school practices which can 'empower' or 'disabled' EAL students	○	○	○	○	○

Special Educational Needs (SEN) / EAL

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't know
Difference between features of Developmental Language Disorder and EAL student's language typical development	○	○	○	○	○
Incidence and features of Special Educational Needs (SEN) in EAL children	○	○	○	○	○
How to support EAL students with SEN	○	○	○	○	○

Pedagogies

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't know
Knowledge of child-centred pedagogy	○	○	○	○	○
Knowledge of multi-sensory learning approaches to support the development of L2	○	○	○	○	○
Knowledge of contextual and experiential learning approaches to support the development of L2	○	○	○	○	○
Understanding of the impact of metacognitive skills on L2 acquisition	○	○	○	○	○

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't know
Understanding of the impact of prior knowledge – activation (academic, social, and linguistic) on the development of L2	○	○	○	○	○
Knowledge of translanguaging practices in the classroom	○	○	○	○	○
Understanding the impact of valuing/not valuing a child's second language on their self-esteem and confidence, academic motivation and school performance.	○	○	○	○	○
Understanding of how the perception of safety/threaten can impact on development of L2	○	○	○	○	○

Please add below any other knowledge which you consider relevant for EP practice with EAL students and families.

Skills

Please rate how relevant the following set of skills is for the work of EPs with EAL students and families.

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't know
Being particularly cautious when administering standardised assessments (e.g. integrating with behavioural observations)	○	○	○	○	○
Use extra-linguistic supports (visual cues, graphic organisers, DARTs, pre-teaching of vocabulary/concepts)	○	○	○	○	○
Use supplementary or modified written text (adapt/rewrite texts to make them accessible)	○	○	○	○	○
Give clear and explicit instructions (avoid multi-layered orally given instructions, consider written/ pictorial support that breaks down tasks)	○	○	○	○	○
Use supplementary or modified oral input (minimise use of idioms, simplify language, slow down)	○	○	○	○	○

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't kn
Use direct assessment/observation in conjunction with home–school consultation and behavioural checklists	○	○	○	○	○
Facilitate and encourage the use of children's home languages (using first language for thinking/ problem solving to access content)	○	○	○	○	○
Assess proficiency level in English	○	○	○	○	○

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't know
How to assess directly or gather information of competence on L1	○	○	○	○	○
Consider the student's previous educational experience	○	○	○	○	○
Consider using dynamic assessments	○	○	○	○	○
Considering cultural factors (possible traumatic experiences, especially for refugees' level of acculturation and family functioning and views)	○	○	○	○	○
Consider context in which the student is learning (teaching strategies, attitude)	○	○	○	○	○

Meeting with parents of EAL children

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't know
Make links with parents' culture and language to aid understanding	○	○	○	○	○
Explain terms and processes	○	○	○	○	○
Being receptive to parents' feedback	○	○	○	○	○
Ability to adjust spoken language (simple and clear)	○	○	○	○	○
Use of visual prompts during meetings	○	○	○	○	○
Appropriate non-verbal communication skills	○	○	○	○	○

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't know
Thinking creatively on how to engage with parents	○	○	○	○	○
Ask for feedback at the end of the meeting	○	○	○	○	○
Make sure that parents know how to contact the various professionals after the meeting	○	○	○	○	○
When there is an interpreter, address parents rather than interpreter	○	○	○	○	○
Rapport building skills	○	○	○	○	○
Actively involve parents in decision making	○	○	○	○	○

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't kno
Frequent check of understanding	○	○	○	○	○
Pre-meeting with interpreter if there is one involved	○	○	○	○	○
Allow extra time for the meeting	○	○	○	○	○
Encourage two-way communication system	○	○	○	○	○

Please add below any other skills which you consider relevant for EP practice with EAL students and families.

Personal Qualities

Please rate how relevant the following personal qualities are for the work of EPs with EAL students and families.

Intrapersonal Qualities

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't know
Avoid stereotyping	○	○	○	○	○
Being aware of own assumption	○	○	○	○	○
Being committed to anti-racist practices	○	○	○	○	○
Non-judgmental attitude	○	○	○	○	○

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't know
Positive attitudes towards EAL and Bilingual learning	○	○	○	○	○
Self-awareness	○	○	○	○	○
Reflective	○	○	○	○	○
Be ready to reframe bilingualism positively and challenge	○	○	○	○	○

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't know
Authenticity – when speaking with EAL students and their parents	○	○	○	○	○
Acknowledge and respect communication differences	○	○	○	○	○
Open-mindedness	○	○	○	○	○

Interpersonal Qualities

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't kno
Accepting	○	○	○	○	○
Sensitive	○	○	○	○	○
Advocate for children and families	○	○	○	○	○
Friendly	○	○	○	○	○
Curious and interested	○	○	○	○	○

	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	I don't kno
Empathy	○	○	○	○	○
Show respect	○	○	○	○	○
Compassionate	○	○	○	○	○
Kindness	○	○	○	○	○

Please add below any other personal qualities which you consider relevant for EP practice with EAL students and families.

What would be the benefits of having a framework for working with EAL children and families for EP practice?

How could this framework be used by Educational Psychology Services and/or universities?

What could be the challenges of applying such a framework?

Appendix H: Template of Round 3 Questionnaire

Delphi questionnaire Round 3

Dear xxx

Thank you for your contribution to round 2 of this Delphi Study, where you rated 89 competencies based on their relevance within the specific professional practice of EPs working with EAL students and their families.

In Round 2 there was agreement amongst the participants about how relevant 74 of the 89 competency statements were to EP practice with EAL students and their families.

To reach consensus of an item 75% of responses had to be in one of the ratings (Relevant- Somewhat relevant- Somewhat irrelevant- Irrelevant-Don't know).

The next stage of the study involves:

Part 1- you considering again the 15 competencies in which it was not reached a consensus

Part 2 -rating some new competencies that were suggested by group members in the previous round

Note: consent was covered in the previous round. Please remember that your participation is voluntary, and you are free to withdraw until data analysis without giving any reason. Your views will remain anonymous to the other participants throughout this study and data will be exported and stored securely on the university One Drive. All information will be kept in accordance with GDPR guidelines.

Part 1- Re-rating items questionnaire round 2

In this section you will see the competency statements in which there was no consensus within the group.

You will see the results of the whole group ratings and your own rating from the last round followed by a blank column (drop down choice). Please consider your original response in the context of the group response and put your final rating in the blank box. **Please note you do not have to change your original rating if you do not wish to.**

Throughout the survey the terms 'L1' and 'L2' have been used to indicate respectively language spoken at home (L1) and language spoken in educational setting (English) (L2).

Legislations/Reports

Competencies	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	Don't know	Your previous rating	Your new rating
Bell Foundation Assessment Framework to assess proficiency in English of EAL students	35.00%	15.00%	0.00%	0.00 %	50.00 %	Relevant	Select
Ofsted Inspection Frameworks	15.00%	50.00%	10.00%	10.00 %	15.00 %	Don't Know	Select
Human Rights Act 1998	65.00%	30.00%	0.00%	0.00 %	5.00%	Somewhat Relevant	Select
UK Migration statistics reports	20.00%	65.00%	5.00%	5.00 %	5.00%	Relevant	Select
Periodic issues/summaries of analysis of school census in relation to language proficiency, academic attainment, and outcomes of EAL students	65.00%	30.00%	5.00%	0.00 %	0.00%	Relevant	Select

Services/Organisations

Competencies	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	Don't know	Your previous rating	Your new rating
National associations for English as an additional language (e.g. NALDIC)	60.00%	15.00%	0.00%	0.00%	25.00 %	Relevant	Select

Knowledge of local/national language groups (usually organised by embassies)	70.00%	20.00%	5.00%	0.00%	5.00%	Relevant	Select

Theories of Language Acquisition

Competencies	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	Don't know	Your previous rating	Your new rating
Difference between development of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)	60.00%	20.00%	0.00%	0.00%	20.00%	Don't Know	Select
Timeframe of acquisition of L2	65.00%	20.00%	5.00%	5.00%	5.00%	Don't Know	Select
Behaviourist or Innatist theories of language acquisition (how do children learn a second language?)	55.00%	25.00%	5.00%	5.00%	10.00%	Don't Know	Select

Pedagogies

Competencies	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	Don't know	Your previous rating	Your new rating
Knowledge of multi-sensory learning approaches to support the development of L2	70.00%	25.00%	0.00%	0.00%	5.00%	Don't Know	Select
Knowledge of translanguagi	55.00%	20.00%	0.00%	0.00%	25.00%	Don't Know	Select

ng practices in the classroom							
Acknowledge the importance for EAL student to keep practicing L1 at home or in other context (e.g., Sunday ethnic schools)	65.00%	35.00%	0.00%	0.00%	0.00%	Relevant	Select

Assessment

Competencies	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	Don't know	Your previous rating	Your new rating
Assess proficiency level in English	65.00%	20.00%	15.00%	0.00%	0.00 %	Relevant	Select

Meeting with parents of EAL children

Competencies	Relevant	Somewhat relevant	Somewhat irrelevant	Irrelevant	Don't know	Your previous rating	Your new rating
Pre-meeting with interpreter if there is one involved	65.00%	35.00%	0.00%	0.00%	0.00 %	Relevant	Select

Part 2- new competencies

In this section you will find the new competencies suggested by the participants in round 2. Please rate how relevant they are for the work of EPs with EAL students and families.

Throughout the survey the terms 'L1' and 'L2' have been used to indicate respectively language spoken at home (L1) and language spoken in educational setting (English) (L2).

Knowledge	*Relevant*	*Somewhat Relevant*	*Somewhat Irrelevant*	*Irrelevant*	*Don't Know*

Awareness of variety of dialects within languages, which can be particular to a group of speakers	☐	☐	☐	☐	☐
Knowledge of different languages' grammatical & syntactical structure (and whether these are similar or not to English)	☐	☐	☐	☐	☐
Appreciation of the need for schools' intercultural experiences (e.g. exchange programs)	☐	☐	☐	☐	☐
Awareness of the importance of inclusive interpersonal approaches in the delivery of the curriculum	☐	☐	☐	☐	☐
Awareness of potential pressure experienced by EAL students and families to stop speaking L1	☐	☐	☐	☐	☐
Skills	***Relevant***	***Somewhat Relevant***	***Somewhat Irrelevant***	***Irrelevant***	***Don't Know***

Ability to use Google Translate to communicate with EAL children and parents (being aware of its limitation especially when translating into/ from English from/ into a non-European language)	☐	☐	☐	☐	☐
Investigate and consider families' prior experience with professionals (including possible trauma associated with it)	☐	☐	☐	☐	☐
Consider ethical issues related to the use of psychometric assessment tools with EAL students	☐	☐	☐	☐	☐
Give parents the opportunity to meet separately from school if they prefer to	☐	☐	☐	☐	☐
Provide written information in	☐	☐	☐	☐	☐

L1 (e.g., reports, summary of agreed outcomes and provisions) in case parents are not fluent in English					
Signposting EAL families to relevant local or national agencies	☐	☐	☐	☐	☐
Using professional interpreters rather than family members or members of staff when possible	☐	☐	☐	☐	☐
Personal Qualities	**Relevant**	**Somewhat Relevant**	**Somewhat Irrelevant**	**Irrelevant**	**Don't Know**
Being attuned to the needs of the family	☐	☐	☐	☐	☐
Empower the family you are meeting (by valuing their contribution, acknowledging their achievement and barriers)	☐	☐	☐	☐	☐
Willingness and openness to learn from children and families	☐	☐	☐	☐	☐

Thank you very much for completing this last questionnaire!

I really appreciate your help and contribution to my research project.

When the research is completed, you will be sent a copy of the final framework of competencies.

Best Wishes,

Giulia

Please save a copy of the questionnaire with your recorded answer and send it back to me at:

Gc467@exeter.ac.uk

Appendix I: 15 Additional Statements Generated in Round 2 with Corresponding Extracts from Participants' Answers

Category	Theme	Items	Statements	Extracts
Knowledge	1.3 Theories of language development	1.3.10	Awareness of a variety of dialects within languages, which can be particular to a group of speakers	*Understanding of how dialects within languages can be close to mutually incomprehensible, especially when using interpreters (especially languages spoken across a very wide area, notably Arabic).*
	1.3 Theories of language development	1.3.11	Knowledge of different languages' grammatical & syntactical structure (and whether these are similar or not to English)	*Understanding that some written languages are much more orthographically regular (e.g. Italian, Turkish) than written English - letters/digraphs are reliably associated with the same sounds in a large majority of words, unlike written English - and acquisition of literacy skills in English may be particularly frustrating for learners who are literate in these more orthographically regular languages.*
	1.6 Pedagogies	1.6.12	Appreciation of the need for schools' intercultural experiences (e.g., exchange programs)	*Appreciation of the need for intercultural experiences. The importance placed by schools on cultural exchange programs and other opportunities to celebrate languages other than English.*
	1.6 Pedagogies	1.6.13	Awareness of the importance of inclusive interpersonal approaches in the delivery of the curriculum	*Use of inclusive interpersonal approaches in the delivery of the curriculum: valuing contributions from pupils who are not yet fluent in English equally to those who are.*
	1.5 Language and Identity	1.5.5	Awareness of potential pressure experienced by EAL students and families to stop speaking L1	*Understanding that parents may have been encouraged to or have decided to use English at home even when their own acquisition of English is at a very early stage* *National context of inclusion/exclusion: specifically, how xenophobic populism threatens cultural identity, including pressurising EAL students to suppress speaking their first language in public -*

				leads to EAL students feeling "othered"
Skills	2.1 Assessment	2.1.14	Ability to use Google Translate to communicate with EAL children and parents (being aware of its limitation especially when translating into/ from English from/ into a non-European language)	*Knowledge of the constantly developing usefulness of Google Translate, but also its limitations, especially when translating into/from English from/into non-European lang*
	2.2 Meeting with parents of EAL children	2.2.17	Investigate and consider families' prior experience with professionals (including possible trauma associated with it)	*consider families' prior experiences, including possible trauma*
	2.1 Assessment	2.1.15	Consider ethical issues related to the use of psychometric assessment tools with EAL students	*Knowledge of ethical issues related to the use of psychometric assessment tools with students with EAL*
	2.2 Meeting with parents of EAL children	2.2.18	Give parents the opportunity to meet separately from school if they prefer to	*Opportunities to meet with parents separate from school whilst using an interpreter.*
	2.2 Meeting with parents of EAL children	2.2.19	Provide written information in L1 (e.g., reports, summary of agreed outcomes and provisions) in case parents are not fluent in English	*Providing written information in L1 so that parents aware of agreed actions or recommendations.*
	2.2 Meeting with parents of EAL children	2.2.20	Signposting EAL families to relevant local or national agencies	*Ensure they are signposted to the relevant agencies.*
	2.2 Meeting with parents of EAL children	2.2.21	Using professional interpreters rather than family members or members of staff when possible	*Using professional interpreters rather than family members or members of staff when possible*
Personal qualities	3.2 Interpersonal qualities	3.2.12	Being attuned to the needs of the family	*Being attuned.* *Put the family at ease*
	3.2 Interpersonal qualities	3.2.13	Empower the family you are meeting (by valuing their contribution, acknowledging their achievement and barriers)	*Empower the family you are meeting (by valuing their contribution, acknowledging their achievement and barriers)*
	3.1 Assessment	3.1.10	Willingness and openness to learning from children and families	*Willingness and openness to learning from children and families*