

Appendices

Ethics Form attached separately.

Appendix A: Consent page for adults, parents and carers

Purpose and aims: This questionnaire aims to understand and outline how teachers can help English as an Additional Language (EAL) learners in their learning by using different strategies and approaches in their lessons. Your responses about your thoughts and experiences will provide valuable insights for teachers striving to make learning inclusive and accessible to EAL learners.

IMPORTANT NOTICE: All submitted questionnaires are ANONYMOUS. You do not have to answer all the questions if you are uncomfortable or unhappy giving an answer. You are free to withdraw from the questionnaire at any time. When you withdraw, any data collected from your questionnaire will not be used in the research. By continuing to the questionnaire, you are providing consent for yourself or your child to participate.

Appendix B: Consent and information note at start of EAL learner questionnaire (Arabic version)

Purpose and aims: This questionnaire aims to understand and outline how teachers can help second language English learners in their learning by using different strategies and approaches in their lessons. Your responses about your thoughts and experiences will provide valuable insights for teachers striving to make learning inclusive and accessible to second language English learners.

الغرض والأهداف: يهدف هذا الاستبيان إلى فهم وتوضيح كيف يمكن للمعلمين مساعدة متعلمي اللغة الإنجليزية كلغة ثانية في تعلمهم من خلال استخدام استراتيجيات وأساليب مختلفة في دروسهم. ستوفر إجاباتك حول أفكارك وتجاربك رؤى قيمة للمعلمين الذين يسعون جاهدين لجعل التعلم شاملاً ومتاحاً لمتعلمي اللغة الإنجليزية كلغة ثانية.

IMPORTANT NOTICE: All submitted questionnaires are ANONYMOUS, so answers cannot be linked back to you. You do not have to answer all the questions if you are uncomfortable or unhappy giving an answer. You are free to withdraw from the questionnaire at any time. When you withdraw, any data collected from your questionnaire will not be used in the research.

تنبيه هام :جميع الاستبيانات المقدمة مجهولة الهوية، لذا لا يمكن ربط الإجابات بك. لست مضطراً للإجابة على جميع الأسئلة إذا لم تكن مرتاحاً للإجابة عن الأسئلة. أنت حر في الانسحاب من الاستبيان في أي وقت. عند انسحابك، لن يتم استخدام أي بيانات تم جمعها من الاستبيان في البحث.

Questions can be answered in English or Arabic.

يمكن الإجابة على الأسئلة باللغة الإنجليزية أو العربية.

Appendix C: EAL learner questionnaire (Chinese version)

Purpose and aims: This questionnaire aims to understand and outline how teachers can help second language English learners in their learning by using different strategies and approaches in their lessons. Your responses about your thoughts and experiences will provide valuable insights for teachers striving to make learning inclusive and accessible to second language English learners.

目的和宗旨：本问卷旨在了解和概述教师如何在课堂上采用不同的策略和方法帮助第二语言英语学习者学习。您的想法和经验将为教师提供宝贵的见解，帮助他们努力让第二语言英语学习者获得包容性学习。

IMPORTANT NOTICE: All submitted questionnaires are ANONYMOUS, so answers cannot be linked back to you. You do not have to answer all the questions if you are uncomfortable or unhappy giving an answer. You are free to withdraw from the questionnaire at any time. When you withdraw, any data collected from your questionnaire will not be used in the research.

重要提示：所有提交的问卷都是匿名的，因此无法将答案与您联系起来。如果您在回答问题时感到不舒服或不愉快，您不必回答所有问题。您可以随时退出问卷调查。如果您退出，从您的问卷中收集到的任何数据都不会用于研究。

Questions can be answered in English or Chinese

问题可以用英语或中文回答

Question 1: How long have you been learning in an English-speaking school?

问题 1：您在英语学校学习多久了？

少于 1 年 / Less than 1 year

1-3 年 / 1-3 years

4-6 年 / 4-6 years

7-9 年 / 7-9 years

10 年或以上 / 10 years or more

我一直都在英语学校上学。 / I have always attended an English-speaking school

Question 2: On a scale of 1 to 5, how would you rate your English skills?

问题 2 : 如果用 1 到 5 分来衡量, 您如何评价自己的英语水平?

1 = 英语水平有限的初学者 / Beginner with limited English

5 = 流利 / Fluent

阅读 / Reading:	1	2	3	4	5
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写作 / Writing:	1	2	3	4	5
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倾听 / Listening:	1	2	3	4	5
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讲 / Speaking:	1	2	3	4	5
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Question 3: How often do you usually speak or use English outside of school (This can include family time, extra-curriculars and meeting friends)

问题 3 : 在校外, 您通常多长时间说一次或使用一次英语 (包括家庭时间、课外活动和朋友聚会)

每天 / Daily 每周 / Weekly

每月 / Monthly

每年 / Yearly

绝不 / Never

Question 4: Have any of your teachers in your current school used any of the following strategies to help your learning in lessons? (Tick all that apply)

问题 4：在您目前就读的学校中，您的老师是否使用过以下策略来帮助您在课堂上学习？（在所有适用的选项上打勾）

使用直观教具（如图表、图解、图片等）/ Using visual aids (such as diagrams, charts, pictures)

老师讲得很慢或重复自己的话 / The teacher speaking slowly or repeating themselves

小组任务或与讲英语者进行讨论 / Group tasks or discussions with English speakers

使用简化语言 / Using simplified language

为您提供字典 / Allowing you a dictionary

将教材翻译成中文 / Translating class materials into Chinese

Question 5: Are there any strategies that your teacher or teachers have used that have not been mentioned? (If yes, please describe the strategy below)

问题 5：还有哪些策略没有提及？

Question 6: Out of all the strategies teachers have used to help you understand your lessons, which do you think has been the most effective or helpful and why?

问题 6：在教师帮助您理解课程的所有策略中，您认为哪种最有效或最有帮助？

Question 7: Out of all the strategies teachers have used to help you understand your lessons, which do you think has been the least effective or helpful and why?

问题 7：在教师为帮助您理解课程而使用的所有策略中，您认为哪种最不有效或最无帮助？

Question 8: Do you feel that your teachers provide enough support for your English language development?

问题 8：你认为你的老师为你的英语发展提供了足够的支持吗？

对 / Yes

不 / No

有时候 / Sometimes

并非所有教师 / Not all teachers

Question 9: What do you find your biggest challenge is with the English language in your lessons?

问题 9：你认为在课堂上使用英语的最大挑战是什么？

Question 10: What do you think teachers could do to further help your English language development?

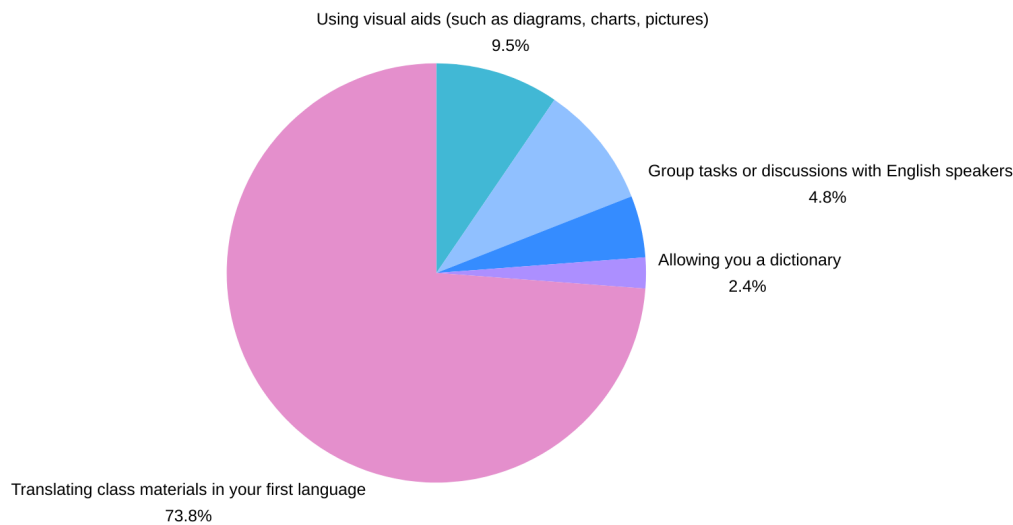
问题 10：你认为教师可以做些什么来进一步帮助你提高英语水平？

Thank you very much for participating in this questionnaire. Your feedback is highly valuable in helping teachers across the country recognise what they can do to support their EAL learners.

非常感谢您参与此次问卷调查。你们的反馈意见非常宝贵，有助于全国各地的教师认识到他们可以做些什么来支持他们的英语语言学习者。

Appendix D: Results of Question 6

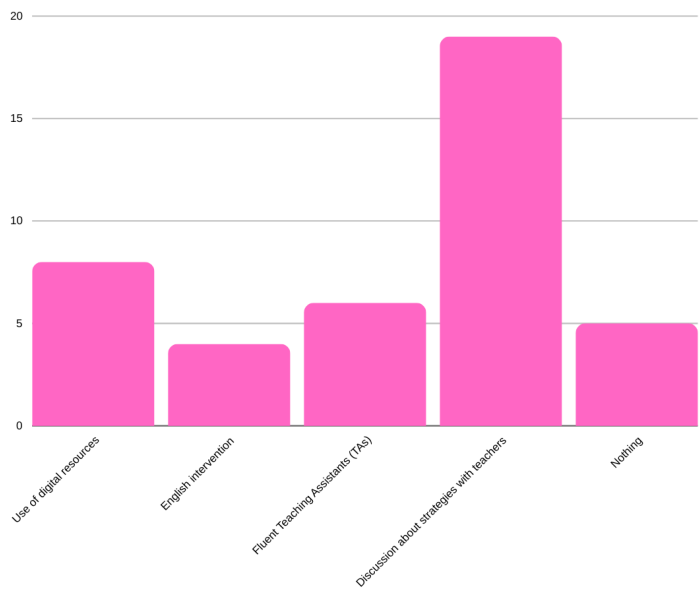
Question 6: Out of all the strategies teachers have used to help you understand your lessons, which do you think has been the most effective or helpful and why?



**No participants selected 'Using simplified language' when answering the question*

Appendix E: Results of Question 10

Results for Question 10 ‘What do you think teachers could do to further help your English language development?’



Appendix F: Teachers’ Questionnaire

Purpose and aims: This questionnaire aims to understand and outline how teachers can help English as an Additional Language (EAL) learners in their learning by using different strategies and approaches in their lessons. Your responses about your thoughts and experiences will provide valuable insights for teachers striving to make learning inclusive and accessible to EAL learners.

IMPORTANT NOTICE: All submitted questionnaires are ANONYMOUS. You do not have to answer all the questions if you are uncomfortable or unhappy giving an answer. You are free to withdraw from the questionnaire at any time. When you withdraw, any data collected from your questionnaire will not be used in the research.

Question 1: What Area of Learning and Experience (AoLE) do you teach? (Tick all that apply)

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Question 2: Do you speak any other languages? If yes, please insert the language and whether you have been able to use this to help any EAL learners.

Question 3: Approximately, what percentage of pupils that you teach are EAL?

- 0%
- 1-5%
- 6-10%
- 11-15%
- 16-20%
- 21% or more

Question 4: What are some common challenges you face when teaching EAL learners?

Question 5: Have you used any of the following strategies to help your EAL learners? (Tick all that apply)

- Using visual aids (such as diagrams, charts, pictures)
- Speaking slowly or repeating yourself

- Organising group tasks or discussions with English speakers
- Using simplified language
- Allowing the EAL learner a dictionary
- Translating class materials in their first language

Question 6: Are there any strategies that you have used that have not been mentioned? (If yes, please describe the strategy below)

Question 7: Out of all the strategies you used to help EAL learners understand your lessons, which do you think has been the most effective and why?

Question 8: Out of all the strategies you used to help EAL learners understand your lessons, which do you think has been the least effective and why?

Question 9: How would you currently answer the following statement? 'I feel confident that I can support EAL learners in my lessons'

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Question 10: Based on your experience, what additional strategies or resources do you believe would be beneficial in effectively supporting EAL learners?

Thank you very much for participating in this questionnaire. Your feedback is highly valuable in helping teachers across the country recognise what they can do to support their EAL learners.

Appendix G: Results of Question 7

Question 7: Out of all the strategies you used to help EAL learners understand your lessons, which do you think has been the most effective and why?

