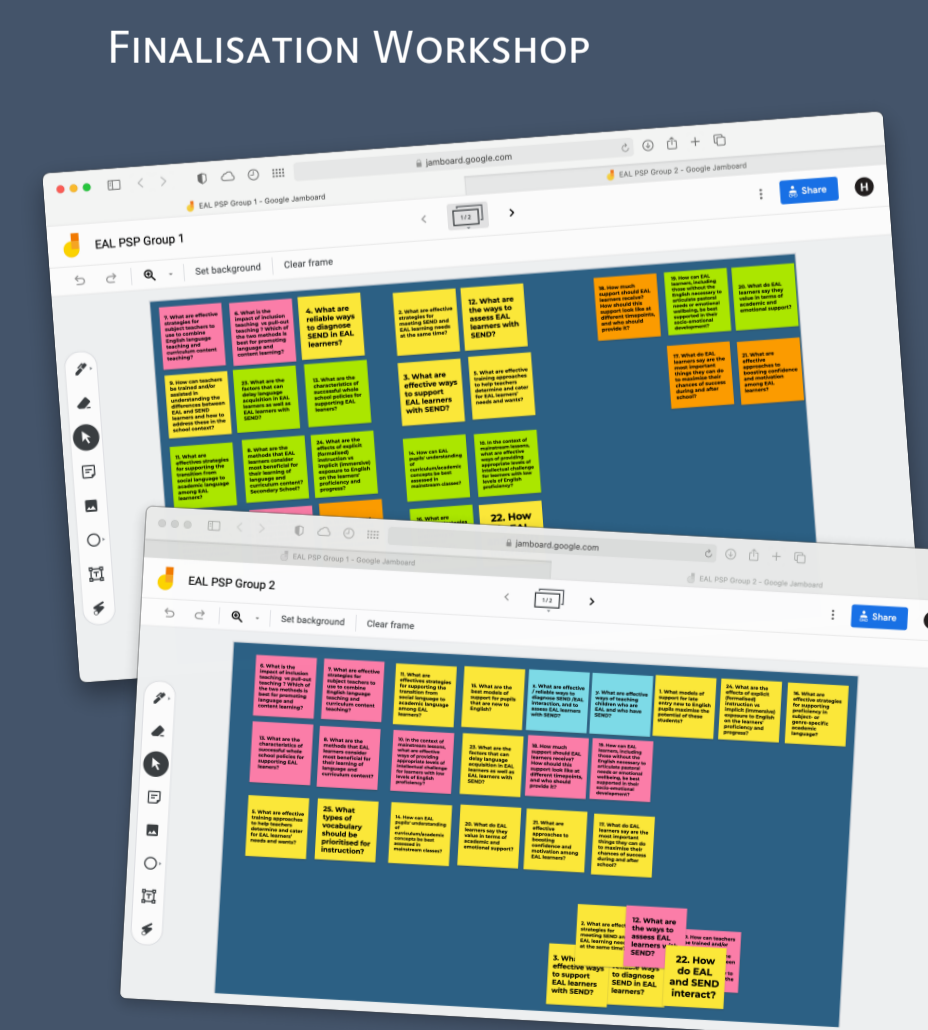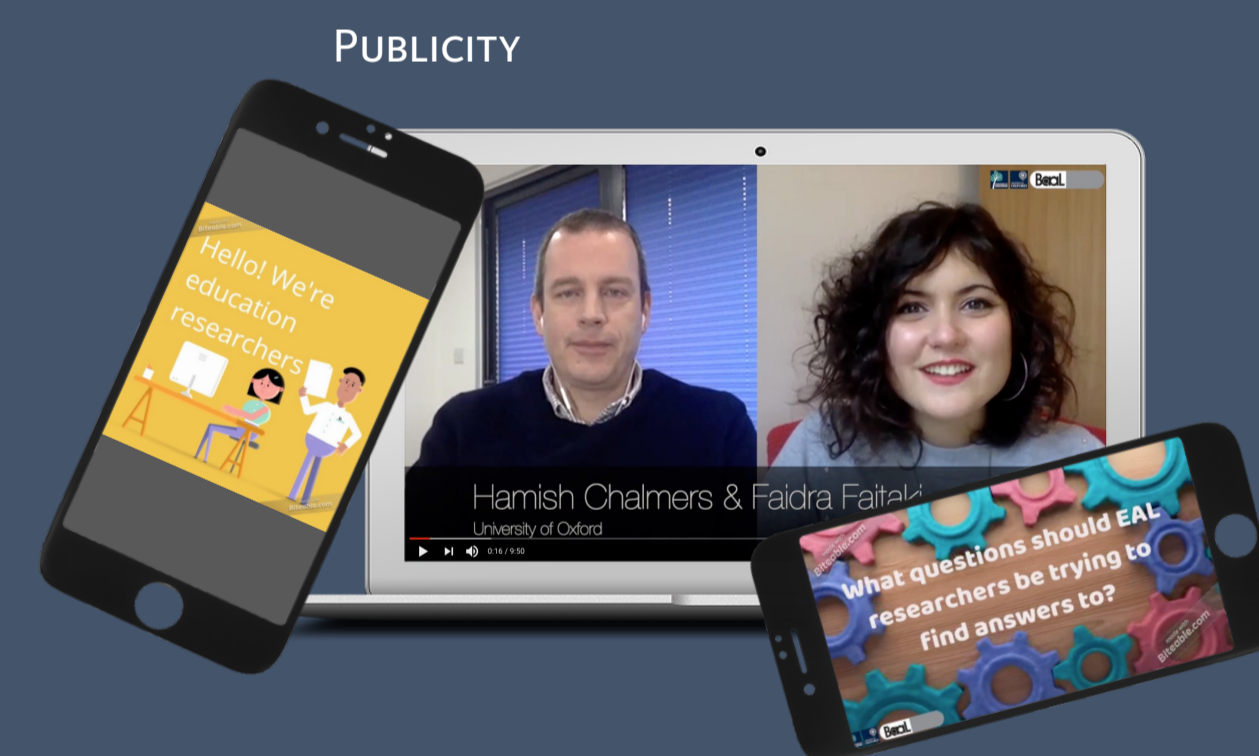# SETTING PRIORITIES FOR NEW EAL RESEARCH:
WHAT DO STAKEHOLDERS WANT?

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Funders   Report

For research to have 'impact' it should meet the demonstrated needs of the stakeholders whose practice it is intended to inform.

- To find out what the research needs are for EAL stakeholders, we conducted a Priority Setting Partnership (PSP).

- A steering group of EAL stakeholders oversaw the conduct of the PSP and helped publicise it.

- EAL stakeholders contributed to an online 'uncertainty survey' in which they submitted their 'unanswered questions' about EAL. We publicised the survey via social media, professional networks, and seminar presentations.

- 767 'unanswered questions' were submitted. We collapsed similar questions together to create 81 unique 'research questions'.

- EAL stakeholders ranked these 'research questions' in order of priority in an online 'ranking survey'.

- The highest ranked 'research questions' were debated and discussed at a workshop of EAL stakeholders. The primary output was the 'Top 10' EAL research priorities for this group.

EALPSP.wordpress.com

STEERING GROUP

EAL Specialist Teacher (Secondary)

Parent of EAL learners

EAL Specialist Teacher (Primary)

EMAS Manager & Lead Advisor

PUBLICITY

Hamish Chalmers & Faidra Faitaki — University of Oxford

What questions should EAL researchers be trying to find answers to?

FINALISATION WORKSHOP

Top 10 EAL Research Priorities

1. What is the impact of inclusion teaching vs pull out teaching for EAL learners' English language development? Does this vary with age, time spent learning English, and/or stage of English language development? If so, in what ways?
2. What are effective strategies for subject teachers to use to combine English language teaching and curriculum content teaching?
3. In the context of mainstream British-model education systems, what approaches to supporting new to English pupils are most effective? In particular, what are effective approaches to maximising the potential of late entry new to English pupils', and how can intellectual challenge be maintained for all new to English pupils?
4. What are effective strategies for building on social language proficiency to develop and maintain proficiency in subject- or genre-specific academic language proficiency?
5. What are effective/reliable ways to identify Special Educational Needs and Disability in EAL learners that differ from normal and expected language learning needs?
6. What are effective ways to adapt instruction and assessment for EAL learners with different Special Educational Needs and Disabilities?
7. What are the effects of explicit (formalised) instruction vs implicit (immersive) exposure to English on the learners' proficiency and progress?
8. How can EAL learners, including those without the English necessary to articulate pastoral needs or emotional wellbeing, be best supported in their socioemotional development?
9. What are the characteristics of their educational experiences that EAL learners consider most beneficial for their learning of English language and curriculum content?
10. What are the characteristics of successful whole school policies for supporting EAL leaners? This includes, but is not limited to, sub-questions such as: In schools that are successful in supporting EAL learners in the mainstream, who takes responsibility, how is cross disciplinary consistency maintained, how are resources allocated, how is information about EAL learners communicated to staff, and so on?

Researchers and research funders now know what the demonstrated needs of EAL stakeholders are.

They should prioritise these questions in the new EAL research they conduct and fund.