

Integrating English into the Curriculum

Submission date 22/05/2017	Recruitment status No longer recruiting	☐ Prospectively registered ☒ Protocol
Registration date 01/06/2017	Overall study status Completed	☐ Statistical analysis plan ☒ Results
Last Edited 23/08/2022	Condition category Other	☐ Individual participant data

Plain English summary of protocol

Background and study aims

Students who are English as an Additional Language (EAL) require extra support when learning subjects in English and this requires teachers to have special skills and resources to support them. The Integrating English programme aims to improve the language teaching of Year 5 and 6 teachers. It is intended to improve the language ability of all year 5 and 6 students, but is expected to have greatest impact on EAL students, which should in turn lead to better learning across all school subjects for all pupils. The LiLAC (Language in Learning Across the Curriculum) programme, owned by the Government of south Australia provides a specific teacher training that allows teachers to break down the teaching of language to pupils. The aim of this study is to improve language ability for all year 5 and year 6 students (and have the greatest impact on EAL students), which should in turn lead to better learning across all school subjects for all pupils by evaluating the LiLAC teacher training course.

Who can participate?

Schools that have at least eight year four pupils who are EAL in the academic year 2015/2016

What does the study involve?

Pupils at participating schools take a baseline test to evaluate their writing ability. Schools are randomly allocated to one of two groups. Participating schools pupils are taught by teachers who receive the LiLAC training course which involved four one-day modules with readings and homework tasks. Those in the second group continue teaching as usual. At the end of the term, pupils take their standard tests and their raw scores are used to compare the results of the two groups.

What are the possible benefits and risks of participating?

There are no direct benefits or risks with participating.

Where is the study run from?

This study is being run by the Sheffield Institute of Education (UK) and takes place in UK schools.

When is the study starting and how long is it expected to run for?

March 2016 to March 2019

Who is funding the study?
Education Endowment Foundation (UK)

Who is the main contact?
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Contact information

Type(s)
Scientific

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Additional identifiers

Protocol serial number
H832

Study information

Scientific Title
Integrating English: An evaluation of the LiLAC approach to teaching language with 91 primary schools in England

Study objectives
The aim of this study is to improve language ability for all year 5 and 6 students, but is expected to have greatest impact on EAL students, which should in turn lead to better learning across all school subjects for all pupils.

Ethics approval required
Old ethics approval format

Ethics approval(s)
Sheffield Hallam University Faculty of Development and Society Research Ethics Committee, 24/05/2017, ref: AM/RKT/297-CUL A1

Primary study design

Interventional

Study design

Two-arm school-level clustered randomised controlled trial

Study type(s)

Other

Health condition(s) or problem(s) studied

Education

Interventions

This study is a two-arm, school-level clustered randomised controlled trial.

Randomisation takes place at the school level. The MinimPy program is used to allocate schools to the intervention or control group using a minimisation approach. Five factors are used for minimisation: KS2 attainment, %EAL pupils, mean EAL fluency score, number of Y5 classes and geographic location (defined by one of the five 'hub areas' used to deliver the LiLAC training). This was completed on November 30th 2016.

The treatment group is taught by teachers who have taken LiLAC training. The intervention is based on LiLAC, a training course developed by Australian linguistics experts, widely used in Australia and owned by the Government of South Australia. The LiLAC course enables non-specialist teachers to adopt a functional approach to linguistics and grammar, aiming to break down the process of teaching language to pupils. It treats communication in academic subjects as a matter of 'learning how to mean' using the semiotic resources available to that subject: that is to say students learn through language, thus language learning is central to learning in all subjects.

Social semiotic language programmes such as Integrating English encourage English language and literature teachers to focus on the grammatical features of verbal art and everyday rhetoric; science teachers to focus on the grammatical features of classification, experimentation and reporting; history teachers to focus on the grammatical features of recounts and causation; maths teachers to focus on the grammatical features of problems, explanations and proofs; and so on.

The LiLAC course is delivered by external trainers. There are four one-day accredited modules attended by teachers in person, with readings and practical homework tasks between each session. Training takes place off school site, in five regional centres. Teachers visit their nearest regional centre for the training.

LiLAC training is an integral part of the Integrating English programme, which also provides ongoing support via FRONTER, an online platform. During the latter stages of training, schemes of work are developed by trainees, mentors and Integrating English advisers, based on learning from the LiLAC programme. Teaching then takes place based on these schemes of work.

The teaching takes place in normal classroom times during Summer term 2016/7, Autumn, Spring and Summer term 2017/8.

The control group will operate on a 'business as usual' basis. This trial does not have a wait list design. Participating schools students take their standard tests at the end of the year and their raw scores are analysed.

Intervention Type

Other

Primary outcome(s)

Writing ability is measured using the raw scores from KS2 Writing past papers at the end of the 2017/2018 school year (Y6).

Key secondary outcome(s)

Spelling, punctuation and grammar is measured using the raw scores from KS2 tests (accessed through the National Pupil Database) at the end of the 2017/2018 school year (Y6).

Completion date

01/03/2019

Eligibility**Key inclusion criteria**

Recruitment at school level:

Schools must have at least eight Y4 pupils with English as an Additional Language (EAL) in academic year 2015/6.

Participant type(s)

Other

Healthy volunteers allowed

No

Age group

Child

Sex

All

Total final enrolment

91

Key exclusion criteria

Schools with fewer than eight Y4 EAL pupils.

Date of first enrolment

01/07/2016

Date of final enrolment

15/10/2016

Locations

Countries of recruitment

United Kingdom

England

Study participating centre

Sheffield Institute of Education

Centre for Development and Research in Education

Sheffield

United Kingdom

S1 1AY

Sponsor information

Organisation

Education Endowment Foundation

ROR

<https://ror.org/03bhd6288>

Funder(s)

Funder type

Charity

Funder Name

Education Endowment Foundation

Results and Publications

Individual participant data (IPD) sharing plan

The datasets generated during and/or analysed during the current study will be stored in a non-publicly available repository

IPD sharing plan summary

Stored in non-publicly available repository

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Funder report results	results		13/03/2020	No	No
Protocol (other)		07/11/2017	23/08/2022	No	No