Appendices

Appendix 2.1 Hester's Stages of English Learning

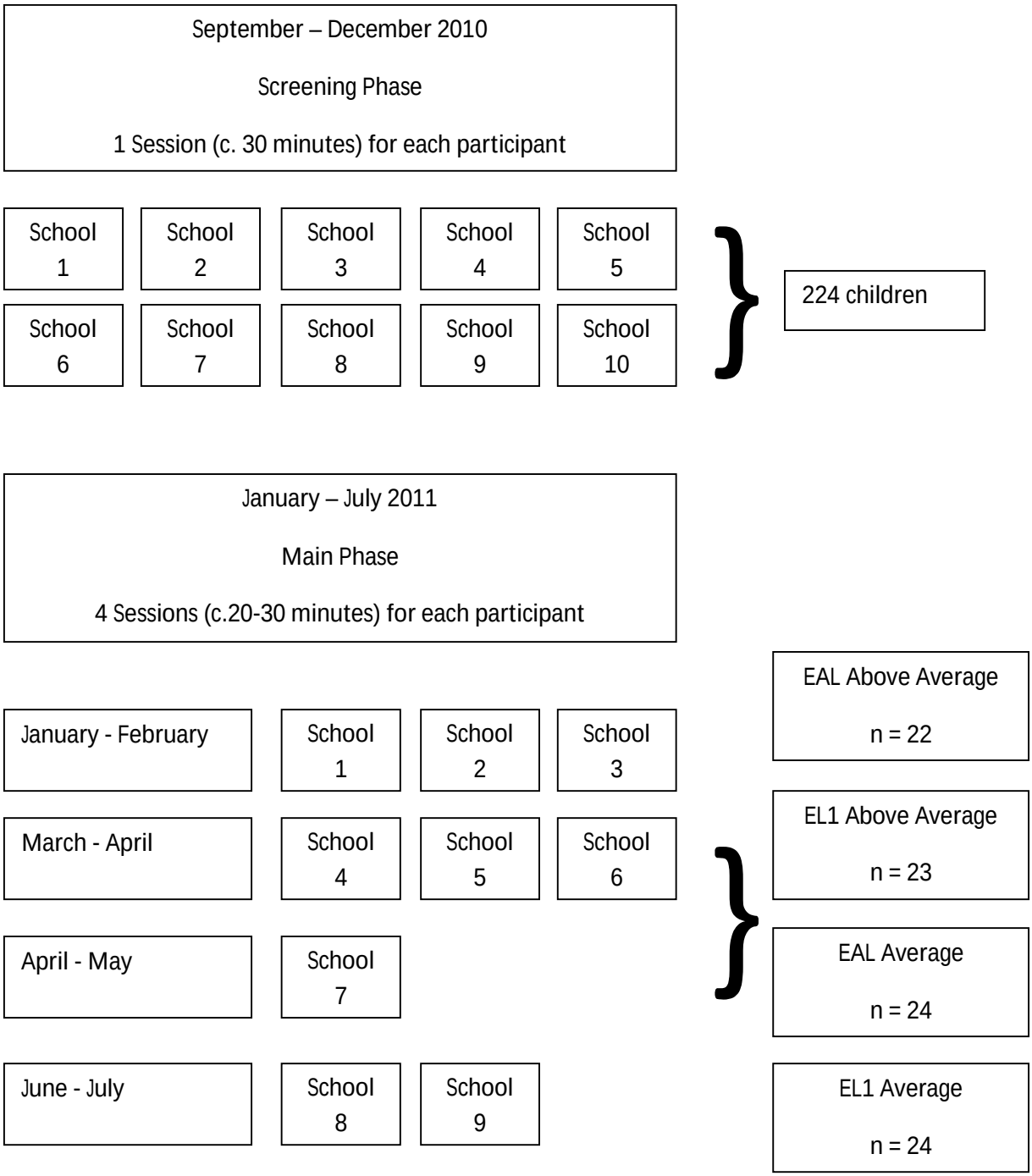
Stage 1: *New to English*—bilingual English learners who might be able to engage in classroom learning activities using their own mother tongue, but need support to operate in English.

Stage 2: *Becoming familiar with English*—bilingual English learners who can engage in all learning activities but whose spoken and/or written English clearly shows that English is not their first language. Their oral English is well developed but their literacy development in English is such that they need considerable support to operate successfully in written activities in the classroom.

Stage 3: *Becoming confident as a user of English*—bilingual pupils whose oral and written English is progressing well and who can engage successfully in both oral and written activities, but need further support for a variety of reasons, for example, pupils who are achieving considerable success in subjects such as mathematics and science, but much less in others such as English or in Humanities, which are more dependent upon a greater command of English.

Stage 4: *Fully fluent in English*—bilingual pupils whose use of English and engagement with the curriculum are considered successful and who do not require additional language support.

Appendix 3.1 Project Design



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Appendix 3.2 Schools Covering Letter

To the Headteacher of [insert school],

My name is Mairéad McKendry and I am a DPhil student in the Department of Education at the University of Oxford. I am writing to invite [insert school] to participate in a study which I will be running as part of my DPhil research during the 2010/11 academic year. The aim of the study is to investigate the relationship between reading comprehension and a range of semantic skills in both children who speak English as an Additional Language and children who speak English as a native language.

I hope to collect the data for this project during the 2010/11 academic year. The study will consist of 2 phases, a Screening Phase and a Main Phase. The Screening Phase is a selection phase and will take place before Christmas 2010. During this Screening Phase, Year 5 children will be screened on a small battery of tasks. The Main Phase will take place from January 2011. This Main Phase will involve a smaller subset of children from the Screening Phase who will participate in some further tasks.

Please find enclosed an 'Information for Schools' sheet which provides further information about the background to the study and what would be involved. Please feel free to contact me and/or my supervisor (Dr. Victoria Murphy) either by phone or by email at any time if you have any questions or queries. I would also be able to come to the school at your convenience if you would like to talk about the project in person.

I do hope [insert school] will choose to participate in this study and greatly appreciate the time you have taken to read this letter and the enclosed information. I will be in touch by telephone with the next 1 or 2 weeks to enquire as to whether you might be interested in participating.

Kind Regards,

Mairéad McKendry

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Appendix 3.3 Information for Schools

Mairéad McKendry, DPhil in Education Project.

Title: Investigating the relationship between reading comprehension and semantic skill in children with English as an additional language: a focus on idiom comprehension

Aim and Background

The aim of this DPhil project is to investigate the relationship between reading comprehension level and a range of semantic skills in groups of EAL and native English speaking children with varying comprehension abilities. Past research both in the UK and abroad has shown that as a group, EAL children tend to lag behind their native English speaking peers on measures of reading comprehension. Despite this trend, it is important to acknowledge that not all EAL children experience comprehension difficulties and that some EAL children achieve age-appropriate reading comprehension. It is likely, however, that groups of EAL and native English speaking children who are matched for comprehension level will still differ on some skills and processes which are essential for future successful reading development. The current study aims to investigate whether groups of EAL and native English speaking Good and Poor Comprehenders differ on a range of essential comprehension-related semantic skills such as different types of word knowledge, semantic analysis and inference from context. The results of this study will suggest some ways in which the comprehension skills of both EAL and native English speaking children with both good and poor comprehension skills may be supported and developed.

What would be involved?

If you decide to participate in this project, letters of consent will be sent to the parents/guardians of all Year 4 children apart from those who: joined the UK educational system after Year 3; have a statement of SEN; are not planning to return to the school for Year 5 (to the best of the school's knowledge). All children whose parents consent to the project will participate in one 'Screening' session lasting about 45 minutes. This Screening session will take place at your convenience between September and December 2010, when these children are in Year 5. This Screening session will allow us to select subgroups of children who fit the criteria for the Main Phase of the study which will take place between January and July 2011. Children who are selected for a subgroup will participate in 5 further sessions before they leave Year 5, each lasting between 25 and 40

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minutes. The tasks carried out in these Main Phase sessions will provide insight into how these groups differ with respect to a range of important comprehension-related semantic skills. Parental Questionnaires will be sent to the Parents/Guardians of all children who participate in the Main Phase. All tasks will be administered individually in a quiet but open area of the school which has been approved for the researcher's use by the headteacher. At the beginning of each session, the child will be reminded that if s/he does not wish to participate, then she may withdraw from the project at any time without having to state a reason.

This study has received ethics clearance from the University of Oxford's Departmental Research Ethics Committee and I have full police clearance to work with children. The study carries no significant personal risk to participants. Data will be made available only to the researcher and her supervisor. All data will be made anonymous and stored securely. Any non-anonymised data generated as part of the study will be destroyed once the research has been successfully completed. At the end of the project, the findings will be made available to the schools/parents.

For more information or if you have any queries you can contact me directly or you can also contact my supervisor, Dr Victoria Murphy.

Mairéad McKendry Department of Education, University of Oxford, 15 Norham Gardens, Oxford, OX2 6PY.

Tel: 01865 274040 or 07728255615. Email: mairead.mckendry@education.ox.ac.uk

Or contact Dr Victoria Murphy (address as above).
Tel: 01865 274042. Email: victoria.murphy@education.ox.ac.uk

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Appendix 3.4 Information for Parents

Investigating the relationship between reading comprehension and semantic skill in children with English as an additional language: a focus on idiom comprehension

Dear Parent/Guardian of

Your child's school has agreed to take part in a study which looks at reading comprehension in children. I would like to invite your child to take part in this study.

What is the study trying to find out? This study would like to find out more about the different skills and processes that are involved in children's reading comprehension. This is a very important area of research as children learn a lot of things through reading. We hope that our research will provide us with information which will suggest ways to support and develop children's reading comprehension skills. You can find out more information about the study or ask any questions by contacting me and/or my supervisor, Dr Victoria Murphy (contact details on the next page).

What will happen if my child takes part? First of all, I would come and visit your child at school. During this first meeting, we would do some tasks related to reading comprehension, for example, reading passages and answering questions. After this first session, your child may be invited to participate in 5 further sessions during which we would do a variety of vocabulary and reading comprehension tasks. Your child would be seen on his/her own in a quiet, open area in the school which has been approved by the headteacher. Each visit should last no more than 45 minutes. At the beginning of each visit, your child will be reminded that if s/he does not wish to take part, then s/he may withdraw from the project at any time without having to give a reason. You may also be sent a questionnaire to ask about your child's language background.

What happens to the results of the study? Results for each child are kept strictly confidential. Children are identified by a code number only and all information and results are kept in a locked filing cabinet in the University. Any information with your child's name on it will be destroyed at the end of the study. Summaries of our findings will be given to the school and will be available to interested families. We also aim to publish our findings in scientific journals but this may be 2-3 years from the end of the study.

Who is doing the research? The research project is organised by me, Mairéad McKendry of Oxford University, a doctoral student under the supervision of Dr Victoria Murphy. The research is funded by the Economic and Social Science Research Council. The study is supported by the University of Oxford and I have full clearance to work with children.

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Appendix 3.5 Opt-In Form

Title: Investigating the relationship between reading comprehension and semantic skill in children with English as an additional language: a focus on idiom comprehension

- Your child's school has agreed to take part in a study run by Oxford University looking at children's reading comprehension skills.
- If your child takes part, a researcher would come and visit them at school, and do some tasks with them.
- If you are happy for your child to take part, please fill in the form below and return it to your child's class teacher as soon as possible.
- To find out more about the project, please read the attached information sheet. You may also contact Mairéad McKendry (doctoral student) by at the postal address above, by email on mairead.mckendry@education.ox.ac.uk or by telephone on 01865 274040. Alternatively, you may contact my supervisor, Dr Victoria Murphy by email on victoria.murphy@education.ox.ac.uk or by telephone on 01865 274042.

- -

Name of child:______________________ ________________________ ________

forename surname date of birth

Name of school:______________________

I have read and understood the details of the above study, and have had the opportunity to ask questions and discuss the study with others. I understand that the project has received ethics clearance through the University of Oxford's ethical approval process for research involving human participants, and understand who will have access to the data, how it will be stored and what will happen to the data at the end of the study. I understand that participation is voluntary and that I and my child are free to withdraw at any time, without giving any reason and without my child's education being affected in any way.

I give permission for my child to take part in the above study.

Name of Parent/Guardian:…………………………………………………………………...

Signature:……………………………………………………………………………..

Date:………………………………………………………………………………..

Name of Researcher:

……………………………………………………………………….........................

Signature: ……………………………………………………………………………..

Date:………………………………………………………………………………..

If you would like to receive an annual newsletter summarising our research, please fill in your address:…………………………………………………………………………

Appendix 3.6 Screening Phase Participant Ethnicity and Language Information

Appendix 3.6 Table 1 Screening Sample EAL Ethnicities

	Frequency (Percent of Total)
Asian Bangladeshi	3 (2.6)
Asian Indian	14 (12.2)
Asian Other	12 (10.4)
Asian Pakistani	66 (57.4)
Black African	1 (.9)
Black Other	2 (1.7)
Mixed Other	2 (1.7)
Mixed White Black African	1 (.9)
Refused	1 (.9)
White Other	13 (11.3)
Total	115 (100.0)

Appendix 3.6 Table 2 Screening Sample EL1 Ethnicities

	Frequency (Percent of Total)
Asian Other	2 (1.8)
Black African	2 (1.8)
Black Caribbean	3 (2.8)
Mixed Other	4 (3.7)
Mixed White Asian	3 (2.8)
Mixed White Black African	4 (3.7)
Mixed White Black Caribbean	1 (.9)
Refused	1 (.9)
White British	84 (77.1)
White Other	5 (4.6)
Total	109 (100.0)

Appendix 3.6 Table 3 Screening Sample EAL L1s

	Frequency (Percent of Total)
Albanian	1 (.9)
Arabic	1 (.9)
Bengali	4 (3.5)
Bulgarian	1 (.9)
Chinese	1 (.9)
English	2 (1.7)
German	1 (.9)
Gujarati	4 (3.5)
Hindi	1 (.9)
Hungarian	1 (.9)
Indonesian	1 (.9)
Italian	1 (.9)
Konkani	1 (.9)
Malayalam	1 (.9)
Marathi	1 (.9)
Nepali	5 (4.3)
Panjabi	21 (18.3)
(Unspecified language from) Papua New Guinea	1 (.9)
Patois	1 (.9)
Persian	1 (.9)
Polish	4 (3.5)
Portuguese	1 (.9)
Sindhi	1 (.9)
Swahili	1 (.9)
Tagalog	1 (.9)
Tamil	4 (3.5)
Turkish	2 (1.7)
Urdu	26 (22.6)
Urdu/Bengali	1 (.9)
Urdu/Panjabi	23 (20.0)
Total	115 (100.0)

Appendix 3.7 Main Phase Participant Ethnicity and Language Information

Appendix 3.7 Table 1 Main Phase Participant Ethnicity information

	Frequency (percentage of total)			
	EAL Average	**EAL Above Average**	**EL1 Average**	**EL1 Above Average**
Asian Bangladeshi	1 (4.17)	1 (4.55)	0 (0.00)	0 (0.00)
Asian Indian	1 (4.17)	6 (27.27)	0 (0.00)	0 (0.00)
Asian Other	1 (4.17)	2 (9.09)	0 (0.00)	0 (0.00)
Asian Pakistani	20 (83.33)	12 (54.55)	0 (0.00)	0 (0.00)
Black Caribbean	0 (0.00)	0 (0.00)	1(4.17)	0 (0.00)
Mixed Other	0 (0.00)	1 (4.55)	0 (0.00)	1 (4.35)
Mixed White Asian	0 (0.00)	0 (0.00)	1 (4.17)	1 (4.35)
Mixed White Black African	0 (0.00)	0 (0.00)	1 (4.17)	2 (8.70)
Mixed White Black Caribbean	0 (0.00)	0 (0.00)	1 (4.17)	1 (4.35)
White British	0 (0.00)	0 (0.00)	18 (75.00)	18(78.26)
White Other	0 (0.00)	0 (0.00)	2 (8.33)	0 (0.00)
Refused	1 (4.17)	0 (0.00)	0 (0.00)	0 (0.00)
Total	24 (100.00)	22 (100.00)	24 (100.00)	23 (100.00)

Appendix 3.7 Table 2 Main Phase Participant L1 Information

	Frequency (percentage of total)			
	EAL Average	**EAL Above Average**	**EL1 Average**	**EL1 Above Average**
Bengali	1 (4.17)	2 (9.09)	0 (0.00)	0 (0.00)
English	0 (0.00)	0 (0.00)	24 (100.00)	23 (100.00)
Gujarati	1 (4.17)	2 (9.09)	0 (0.00)	0 (0.00)
Marathi	0 (0.00)	1 (4.55)	0 (0.00)	0 (0.00)
Nepali	1 (4.17)	2 (9.09)	0 (0.00)	0 (0.00)
Panjabi	4 (16.67)	5 (22.73)	0 (0.00)	0 (0.00)
Panjabi/Urdu	8 (33.33)	3 (13.64)	0 (0.00)	0 (0.00)
Sindhi	0 (0.00)	1 (4.55)	0 (0.00)	0 (0.00)
Urdu	9 (37.50)	6 (27.27)	0 (0.00)	0 (0.00)
Total	24 (100.00)	22 (100.00)	24 (100.00)	23 (100.00)

Appendix 3.8 Exploring the Data – Background Variables

Appendix 3.8 Table 1 Background Variables Tests of Normality

Tests of Normality							
	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Age in months on data of Screening session	EAL Average	.184	24	.035	.898	24	.020
	EAL Above Average	.167	22	.114	.933	22	.142
	EL1 Average	.148	24	.188	.934	24	.117
	EL1 Above Average	.168	23	.092	.960	23	.473
YARC Accuracy Ability Score	EAL Average	.183	24	.036	.943	24	.193
	EAL Above Average	.111	22	.200*	.955	22	.402
	EL1 Average	.121	24	.200*	.967	24	.599
	EL1 Above Average	.156	23	.150	.933	23	.128
YARC Rate Ability Score	EAL Average	.110	24	.200*	.975	24	.798
	EAL Above Average	.146	22	.200*	.925	22	.097
	EL1 Average	.144	24	.200*	.921	24	.061
	EL1 Above Average	.102	23	.200*	.966	23	.600
YARC Comprehension Ability Score	EAL Average	.157	24	.132	.899	24	.021
	EAL Above Average	.127	22	.200*	.932	22	.136
	EL1 Average	.170	24	.071	.862	24	.004
	EL1 Above Average	.111	23	.200*	.963	23	.523
TOWRE Raw Score (forms A and B mean)	EAL Average	.129	24	.200*	.970	24	.679
	EAL Above Average	.104	22	.200*	.983	22	.960
	EL1 Average	.116	24	.200*	.960	24	.431
	EL1 Above Average	.111	23	.200*	.974	23	.791
WASI Matrices Raw Score	EAL Average	.130	24	.200*	.948	24	.248
	EAL Above Average	.110	22	.200*	.950	22	.316
	EL1 Average	.129	24	.200*	.965	24	.543
	EL1 Above Average	.129	23	.200*	.962	23	.511
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Appendix 3.8 Table 2 Background Variables Tests of Homogeneity of Variance

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Age in months on data of Screening session	Based on Mean	.232	3	89	.874
	Based on Median	.126	3	89	.945
	Based on Median and with adjusted df	.126	3	85.739	.945
	Based on trimmed mean	.210	3	89	.889
YARC Accuracy Ability Score	Based on Mean	2.568	3	89	.059
	Based on Median	2.562	3	89	.060
	Based on Median and with adjusted df	2.562	3	85.147	.060
	Based on trimmed mean	2.546	3	89	.061
YARC Rate Ability Score	Based on Mean	3.207	3	89	.027
	Based on Median	2.378	3	89	.075
	Based on Median and with adjusted df	2.378	3	67.183	.078
	Based on trimmed mean	2.945	3	89	.037
YARC Comprehension Ability Score	Based on Mean	3.283	3	89	.024
	Based on Median	2.265	3	89	.086
	Based on Median and with adjusted df	2.265	3	75.109	.088
	Based on trimmed mean	3.118	3	89	.030
TOWRE Raw Score (forms A and B mean)	Based on Mean	1.976	3	89	.123
	Based on Median	1.890	3	89	.137
	Based on Median and with adjusted df	1.890	3	85.695	.137
	Based on trimmed mean	1.955	3	89	.126
WASI Matrices Raw Score	Based on Mean	.118	3	89	.950
	Based on Median	.092	3	89	.964
	Based on Median and with adjusted df	.092	3	87.351	.964
	Based on trimmed mean	.121	3	89	.948

Appendix 3.9 Language Screening Questionnaire

1.What languages can you speak?

2.Who else lives with you at home?

(if prompting needed, Mum Dad Brothers Sisters Anybody else?)

3.Which language does your Mum/Caregiver 1 speak at home?

i.Always/Mostly English

ii.Always/Mostly L1

iii.English and L1 equally iv. Other .....

4.Which language does your Dad/Caregiver 2 speak at home?

i.Always/Mostly English

ii.Always/Mostly L1

iii.English and L1 equally iv. Other .....

5.Which language do you use when you talk with your Mum/Caregiver 1?

i.Always/Mostly English

ii.Always/Mostly L1

iii.English and L1 equally iv. Other .....

6.Which language do you use when you talk with your Dad/Caregiver 2?

i.Always/Mostly English

ii.Always/Mostly L1

iii.English and L1 equally iv. Other .....

7. What language do you hear people speaking most often in your home?

i.Always/Mostly English

ii.Always/Mostly L1

iii.English and L1 equally iv. Other .....

Appendix 3.10 List of Idioms

Transparent Real
To get away with murder
To leave (somebody) out in the cold
To skate on thin ice
To rock the boat
One's bark is worse than one's bite
To cross swords with someone

Transparent Novel
To be caught between two fires
To run around like scalded pigs
For good hunger there is no hard bread
To drown in a glass of water
To shoot sparrows with canons
To try to make a hole in water

Opaque Real
To carry a torch
To go to pot
To throw in the towel
To be wet behind the ears
To beat about the bush
To take the biscuit

Opaque Novel
The turtle is shrouded
To eat the leaf
To pet the horse first
To be at the green
To have salt in your pumpkin
To whistle in your thumb

(Cain, Oakhill & Lemmon, 2005; Cain & Towse, 2008)

Appendix 3.11 The Idiom Comprehension Measure – Isolation Condition

What does the phrase mean?

Name.....

In this booklet there are a number of expressions or sayings such as 'it's raining cats and dogs'. I will ask you if you've heard each saying before. Then, I will ask you what the saying means and there will be four answers for you to choose from.

Don't worry if you haven't heard some of these sayings before, a few of them have been made up. If you're not sure which one is the right answer, just choose the one that you think it might be.

First we're going to try a couple so you know what to do.

Practice: ‘it’s raining cats and dogs’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says:

‘it’s raining cats and dogs’?

A. You should wear a coat in the rain.

B. It’s raining very hard.

C. All of the pets are wet from being out in the rain.

D. Animals are falling from the sky

Practice: ‘around the clock’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says:

‘around the clock’?

A. 24 hours a day

B. To draw around a clock

C. To be late

D. To drive quickly

1. ‘to throw in the towel’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says

‘to throw in the towel’?

A: To throw something at someone.

B: To feel fed up.

C: To give up.

D: To try harder.

2. ‘to rock the boat’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says

‘to rock the boat’

A: To be unkind to people.

B: To rock things around in the house.

C: To make a fuss and upset people.

D: To always give in to people.

3. ‘to pet the horse first’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to pet the horse first’?

A: To do things slowly.

B: To change your mind.

C: To rush into things.

D: To ask for help first.

4. ‘to run around like burnt pigs’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to run around like burnt pigs’?

A: To be hot and bothered.

B: To be really happy.

C: To rush about and go crazy.

D: To get back inside quickly.

5. ‘to whistle in one’s thumb’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to whistle in one’s thumb’?

A: To be unable to get what you want.

B: To whistle a tune to yourself.

C: To be really fussy.

D: To try somewhere else.

6. ‘to beat about the bush’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

‘What does it mean when someone says ‘to beat about the bush’?

A: To ask for money all of the time.

B: To be indirect.

C: To hit things.

D: To be quiet.

7. ‘to drown in a glass of water’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to drown in a glass of water’?

A: To have a big problem to sort out.

B: To cry so much you can hardly breathe.

C: To try too hard.

D: To get upset over nothing.

8. ‘to have salt in your pumpkin’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to have salt in your pumpkin’?

A: To be lucky.

B: To be clever.

C: To remember vegetables are good for you.

D: To try harder.

9. ‘to skate on thin ice’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to skate on thin ice’?

A: To be careful.

B: To take a risk.

C: To be sliding on the ice.

D: To be in a big hurry.

10. ‘To go to pot’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to let something go to pot’?

A: To let something become ruined.

B: To fill a garden with pot plants.

C: To let the weeds grow.

D: To tidy something.

11. ‘to promise to eat the leaf’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to promise to eat the leaf?’

A: To promise to eat all your greens in future.

B: To promise to keep a secret.

C: To promise to shut up.

D: To promise to pay for half of a present.

12. ‘to be wet behind the ears’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to be wet behind the ears’?

A: To need to try harder.

B: To need to listen carefully.

C: To never learn.

D: To be new to something.

13. ‘for good hunger there is no hard bread’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘for good hunger there is no hard bread’?

A: Anything tastes good when you are hungry.

B: Greedy people will eat anything, even bread.

C: Bread is a good thing to eat when you are hungry.

D: Leftovers taste good when you are hungry.

14. ‘to carry a torch for someone’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to carry a torch for someone’?

A: To be good friends with someone.

B: To annoy someone.

C: To fancy someone.

D: To fetch someone’s things for them.

15. ‘to be at the green’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to be at the green’?

A: To be too busy to go out.

B: To need to save up some money.

C: To be at the park.

D: To have too little money.

16. ‘to get away with murder’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to get away with murder’?

A: To be punished.

B: To behave badly and not get caught out.

C: To play in the house.

D: To hurt someone badly.

17. ‘to be caught between two fires’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to be caught between two fires’?

A: To feel very hot.

B: To forget about the whole thing.

C: To be worried about telling somebody something.

D: To make a difficult decision.

18. ‘to cross swords with someone’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to cross swords with someone’?

A: To disagree with someone.

B: To agree with someone.

C: To annoy someone.

D: To cross the road with someone.

19. ‘the turtle is covered’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘the turtle is covered?

A: The sky was very cloudy.

B: The day will be very busy.

C: A big coat should be worn.

D: The day was ruined.

20. ‘to have a bark that is worse than his bite.’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to have a bark that is worse than his bite.’

A: To bark like a dog at people but never hit them.

B: To shout loudly to encourage people.

C: To make people do difficult things.

D: To make threats but not to carry them out.

21. ‘to shoot sparrows with cannons’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to shoot sparrows with cannons’?

A: To treat something like a small delicate bird.

B: To overdo things.

C: To not take enough care.

D: To be very careful.

22. ‘To take the biscuit’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to take the biscuit’?

A: To be the worst thing that could happen.

B: To take a break.

C: To be not such a bad thing after all.

D: To never turn up.

23. ‘to be left out in the cold’

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to be left out in the cold’?

A: To make friends jealous.

B: To keep friends waiting.

C: To be sat by an open window.

D: To be ignored.

24. ‘to try to make a hole in water’?

How often have you heard this saying?

1. many times

2. a few times

3. once

4. never

What does it mean when someone says ‘to try to make a hole in water’?

A: To learn to be more patient.

B: To have a bath to calm down.

C: To try to do something that is impossible.

D: To try too hard.

Appendix 3.12 The Idiom Comprehension Measure – Context Condition

What does the phrase mean?

Name……

In this booklet there are some short stories that include some expressions or sayings such as ‘to go by the book’. I will read each story to you and you may follow the words as I read. After each story I will ask you what the saying meant and there will be four answers for you to choose from. Use the story to help you understand the meaning of the saying.

Don’t worry if you haven’t heard some of these sayings before, a few of them have been made up. If you’re not sure which one is the right answer, just choose the one that you think it might be.

First we’re going to try a couple so you know what to do.

Practice:

Tim's car broke down while he was on holiday. A mechanic said he was working on another car at the moment that that Tim's repairs would take four days. 'Can't you do my repairs first?' said Tim. 'Sorry,' said the mechanic, 'I must go by the book.'

What does it mean when someone says 'to go by the book?

E. To upset someone

F. To follow the rules

G. To do something quickly

H. To do what a book tells you

Practice:

Raheem had some very important exams coming up at school. He still had a lot of things to learn for the exams but spent each evening watching TV and playing football instead of studying. 'If he passes these exams I'll eat my hat,' sighed his teacher.

What does it mean when someone says that they will 'eat their hat'?

A. They will have their hat for dinner
B. They will be happy
C. They will be shocked
D. They will be sad

1. The school football team was training. First, they had to run around the pitch three times. Then the coach shouted that if they did not run faster they would have to run round three more times! The younger players looked quite scared at the thought of even more fast running. ‘Don’t worry about him’ said one of the older players, ‘his bark is worse than his bite.’

What does it mean when someone says ‘to have a bark that is worse than his bite.’

A: To make threats but not to carry them out.

B: To make people do difficult things.

C: To shout loudly to encourage people.

D: To bark like a dog at people but never hit them.

2. Ali was sending a birthday present to his cousin, but he didn't want the present to get damaged in the post. First he wrapped it in wrapping paper. Then he wrapped it in three layers of brown paper. Then he put the package in a small cardboard box and covered that in two more layers of brown paper. Ali's mother laughed and said 'You're trying to shoot sparrows with cannons, Ali.'

What does it mean when someone says 'to shoot sparrows with cannons'?

A: To be very careful.

B: To not take enough care.

C: To overdo things.

D: To treat something like a small delicate bird.

3. Jamie wanted a new model kit. He wondered if his mum would lend him some money, but he was embarrassed to ask. ‘I've seen a really nice model of a rocket,’ he told his mum, ‘and we're doing a project on Space this term’. Jamie’s mum guessed what he wanted and went to get her purse. ‘You should stop beating about the bush, Jamie’ she said.

‘What does it mean when someone says ‘to beat about the bush’?

A: To be quiet.

B: To hit things.

C: To be indirect.

D: To ask for money all of the time.

4. Aisha owned a flower shop and kept it very clean. One day Aisha found lots of rubbish from the bakery blocking the doorway to her shop. She talked to the bakery owner about the problem but he said that it wasn't his problem. Later, Aisha was talking to her friend and told her that 'the bakery owner had crossed swords with me'.

What does it mean when someone says 'to cross swords with someone'?

A: To cross the road with someone.

B: To annoy someone.

C: To agree with someone.

D: To disagree with someone.

5. It had been a long morning at school. There was a visitor in class so everyone had to be on their best behaviour. First there was handwriting practice, which was really boring. It was raining at break time so they had to stay in. Then there was extra maths! The children were getting restless. At lunchtime it had stopped raining and the children were let out to play. They ran around like burnt pigs.

What does it mean when someone says ‘to run around like burnt pigs’?

A: To get back inside quickly.

B: To rush about and go crazy.

C: To be really happy.

D: To be hot and bothered.

6. Debbie needed some new trainers because her old ones were falling apart. She went to every shop in town, but there was something wrong with all the ones she looked at. They were either the wrong size or they cost too much money. Poor Debbie, it wasn't her fault she was just whistling in her thumb.

What does it mean when someone says 'to whistle in one's thumb'?

A: To try somewhere else.

B: To be really fussy.

C: To whistle a tune to yourself.

D: To be unable to get what you want.

7. Tim had been invited to go to the cinema, but wasn't sure if he could go. His car had just been fixed and the repair had cost more than he had expected. Last week, he had bought his girlfriend a very expensive birthday present. And today he received several bills in the post. ‘I can't go until after pay day,’ he told his friends, ‘I'm at the green.’

What does it mean when someone says ‘to be at the green’?

A: To have too little money.

B: To be at the park.

C: To need to save up some money.

D: To be too busy to go out.

8. Sam stole some sweets from a shop. His sister Lisa saw him eating them on the way home from school. Lisa knows that stealing is wrong and thinks she should tell their mother. At the same time she doesn't want her brother to be punished. Lisa is caught between two fires.

What does it mean when someone says ‘to be caught between two fires’?

A: To make a difficult decision.

B: To be worried about telling somebody something.

C: To forget about the whole thing.

D: To feel very hot.

9. Abdullah had just joined a chess club. All the other players in the club had been playing chess for years and they were really good. Abdullah kept making silly mistakes and got beaten every game. “Don’t worry,” said his mum “you’ll win some games once you’ve had more practice and know all the rules. You’re still a bit wet behind the ears.”

What does it mean when someone says ‘to be wet behind the ears’?

A: To be new to something.

B: To never learn.

C: To need to listen carefully.

D: To need to try harder.

10. Julie lived next door to Kevin. Every day Kevin called for her so that they could walk to school together and he often met her by the school gates at home time to walk back. Julie already had a boyfriend and to her, Kevin was just like a brother. Kevin felt differently though. Kevin's dad realised this and said to him 'I think that you're carrying a torch for that girl'.

What does it mean when someone says 'to carry a torch for someone'?

A: To fetch someone's things for them.

B: To fancy someone.

C: To annoy someone.

D: To be good friends with someone.

11. Sarah was playing with her frisbee in the lounge. By accident she hit one of mum's best vases. Mum heard the noise and rushed in. She didn't notice Sarah and her frisbee. She just saw Rover their dog and the vase on the floor in pieces. ‘Bad dog!’ she shouted, ‘You've broken my favourite vase.’ Sarah had got away with murder.

What does it mean when someone says ‘to get away with murder’?

A: To hurt someone badly.

B: To play in the house.

C: To behave badly and not get caught out.

D: To be punished.

12. Bob had bought a new boat and wanted to go sailing with his friend Jim on Saturday. He wanted a nice sunny day with clear skies. When he looked out of the window in the morning he was very disappointed. He couldn't even see to the end of his garden. He phoned Jim and said 'We'll have to go sailing another day. The turtle is covered.'

What does it mean when someone says 'the turtle is covered?

A: The day was ruined.

B: A big coat should be worn.

C: The day will be very busy.

D: The sky was very cloudy.

13. Priya wanted to be in the netball team. She practiced her shooting every night after school and didn't think she could get much better. The problem was that some of the other girls were simply much better than her. This week she wasn't chosen to be in the team, again. Priya was very upset. She was ready to throw in the towel.

What does it mean when someone says ‘to throw in the towel’?

A: To try harder.

B: To give up.

C: To feel fed up.

D: To throw something at someone.

14. Chris had a new model car to build. He was so excited that he just shook all the pieces out of the box and started gluing them together without reading the instructions. He put things together in the wrong order and in the end the wheels wouldn't fit. His dad saw what had happened and said 'You shouldn't try to pet the horse first.'

What does it mean when someone says 'to pet the horse first'?

A: To ask for help first.

B: To rush into things.

C: To change your mind.

D: To do things slowly.

15. Tahira wanted a new bicycle. Her parents could not afford to buy her one and told her to save the money up herself. After a month, Tahira found that she had only saved ten pounds because she did not earn very much from her paper round. Tahira wondered if she would ever save enough for a bike or if she was just trying to make a hole in water.

What does it mean when someone says ‘to try to make a hole in water’?

A: To try too hard.

B: To try to do something that is impossible.

C: To have a bath to calm down.

D: To learn to be more patient.

16. John and David were watching the television together. When their programme finished David wanted to watch one of his favourite videos. John really wanted to watch the football match that was on next. David started to cry and grumble. ‘David’s mum said to him ‘you can watch the video later when the match has finished. Please don’t rock the boat.’

What does it mean when someone says ‘to rock the boat’?

A: To always give in to people.

B: To make a fuss and upset people.

C: To rock things around in the house.

D: To be unkind to people.

17. Kate was waiting for the train to go to her dance lesson. She hoped that the train would arrive soon. If she missed her class Kate wouldn't get a part in the next dance show. She hoped that the train was just late and not cancelled so that she could get to her lesson. Then the station guard announced that her train had been cancelled and everyone would have to wait for the next one. 'That really takes the biscuit' thought Kate. Now she would miss her class.

What does it mean when someone says 'to take the biscuit'?

A: To never turn up.

B: To be not such a bad thing after all.

C: To take a break.

D: To be the worst thing that could happen.

18. Jane had some new next-door neighbours. They had moved in about three months ago. She looked over the fence at their back garden. The garden looked so different from before. The flowerbeds were overgrown and full of weeds and the leaves hadn't been swept from the path. The new owners had just let the garden go to pot.

What does it mean when someone says 'to let something go to pot'?

A: To tidy something.

B: To let the weeds grow.

C: To fill a garden with pot plants.

D: To let something become ruined.

19. Mrs. Brown had been working very late. When she got home she was starving but she was too tired to cook. All she could find in the fridge were some boiled potatoes left over from last night's supper. To her surprise, they tasted wonderful. 'For good hunger there is no hard bread,' she thought.

What does it mean when someone says 'for good hunger there is no hard bread'?

A: Leftovers taste good when you are hungry.

B: Bread is a good thing to eat when you are hungry.

C: Greedy people will eat anything, even bread.

D: Anything tastes good when you are hungry.

20. Ameena had bought a very special birthday present for her mum. Her little brother wanted to know what she had bought and kept nagging her to tell him. She wanted the present to be a surprise and she was worried that her brother would tell their mum. She said to him, ‘I don't want mum to find out. I will only tell you if you promise to eat the leaf.’

What does it mean when someone says ‘to promise to eat the leaf?’

A: To promise to pay for half of a present.

B: To promise to shut up.

C: To promise to keep a secret.

D: To promise to eat all your greens in future.

21. Ruby was planning her birthday party. She couldn’t decide how many people to invite, or what sort of cake she wanted, and she wasn't sure whether to have the party on her actual birthday or at the weekend. She burst into tears. ‘Ruby, it really isn’t such a big problem,’ her mother said ‘you're just drowning in a glass of water.’

What does it mean when someone says ‘to drown in a glass of water’?

A: To get upset over nothing.

B: To try too hard.

C: To cry so much you can hardly breathe.

D: To have a big problem to sort out.

22. Hamza had overslept and he didn't want to be late for work. He got dressed quickly, skipped breakfast and jumped on his bicycle. Hamza rode down the street without wearing his helmet. His neighbour said ‘You're skating on thin ice.’

What does it mean when someone says ‘to skate on thin ice’?

A: To be in a big hurry.

B: To be sliding on the ice.

C: To take a risk.

D: To be careful.

23. Susie had a surprise spelling test at school today. Some of the words were very long and difficult, but Susie did very well. Her mum asked what she had done at school that day so Susie told her about the test. Mum was very pleased with Susie's score. ‘I always said you had some salt in your pumpkin’ said mum.

What does it mean when someone says ‘to have salt in your pumpkin’?

A: To try harder.

B: To remember vegetables are good for you.

C: To be clever.

D: To be lucky.

24. Mr. Begum announced that Karen had been chosen to play the lead role in the school play. All of her friends were very jealous because they had wanted the part. At lunchtime Karen's friends went and sat on another table and didn't leave any space for her. Karen had to go and sit on a different table. Karen felt that she had been left out in the cold.

What does it mean when someone says 'to be left out in the cold'?

A: To be ignored.

B: To be sat by an open window.

C: To keep friends waiting.

D: To make friends jealous.

Appendix 3.13 Example of Idiom in Context with response options explained

Tim had been invited to go to the cinema, but wasn't sure if he could go. His car had just been fixed and the repair had cost more than he had expected. Last week, he had bought his girlfriend a very expensive birthday present. And today he received several bills in the post. 'I can't go until after pay day,' he told his friends, 'I'm at the green.'

What does it mean when someone says 'to be at the green'?

(ID) A: To have too little money.

(LIT) B: To be at the park.

(CON) C: To need to save up some money.

(INC) D: To be too busy to go out.

ID: Idiomatic (the idiomatic answer)
LIT: Literal (a literal interpretation of at least one word in the) phrase
CON: Congruent (an interpretation related to the meaning of the passage but not the literal interpretation)
INC: Incongruent (not supported by the story)

Appendix 3.14 Descriptive Statistics from Pilot Study

Descriptive Statistics[a]					
	N	Minimum	Maximum	Mean	Std. Deviation
novelopaqueisolationidiomatic	10	.00	3.00	1.1000	1.37032
novelopaquecontextidiomatic	10	2.00	6.00	3.6000	1.26491
realopaqueisolationidiomatic	10	1.00	3.00	1.6000	.69921
realopaquecontextidiomatic	10	1.00	6.00	3.6000	1.64655
noveltransparentisolationidiomatic	10	1.00	4.00	2.4000	1.26491
noveltransparentcontextidiomatic	10	2.00	5.00	3.3000	1.05935
realtransparentisolationidiomatic	10	.00	6.00	3.1000	2.23358
realtransaprentcontextidiomatic	10	2.00	6.00	3.7000	1.33749
Valid N (listwise)	10				
a. language group = EAL					

Descriptive Statistics[a]					
	N	Minimum	Maximum	Mean	Std. Deviation
novelopaqueisolationidiomatic	5	.00	2.00	.6000	.89443
novelopaquecontextidiomatic	5	2.00	4.00	3.2000	.83666
realopaqueisolationidiomatic	5	.00	2.00	.6000	.89443
realopaquecontextidiomatic	5	.00	5.00	2.0000	2.00000
noveltransparentisolationidiomatic	5	.00	6.00	2.2000	2.28035
noveltransparentcontextidiomatic	5	1.00	5.00	2.4000	1.67332
realtransparentisolationidiomatic	5	.00	4.00	1.8000	1.64317
realtransaprentcontextidiomatic	5	2.00	6.00	3.2000	1.78885
Valid N (listwise)	5				
a. language group = EL1					

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Appendix 3.15 Questionnaire for Parents/Guardians of EL1 children

Dear Parent/Guardian of .....,

I have been doing some work with your child at school as part of a reading study. It would be very helpful if you could complete the following questions and return this form to your child's teacher. Thank you very much.

1.What languages are spoken in your home?

.....

2.Was ..... born in the UK? *Please Circle*

Yes No

If you circled No, please state where.....

3. Were .....'s parents born in the UK? *Please Circle*

Mother Yes No

Father Yes No

4. How many years did .....'s mother spend in full-time education either in the UK or in another country?

.....

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5. Outside school, does ..... take part in any activities where a language other than English is used? *Please Tick*

	Never	Less than once a week	Once a week	More than once a week
Language Class				
Religious Service				
Other language activity				

If you ticked 'Other language activity,' please explain

.....

.....

If you would like to receive feedback from the Reading Study please write your address including postcode here:

.....

Thank you very much for filling in this questionnaire. Your answers are very important and helpful

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Appendix 3.16 Questionnaire for Parents/Guardians of EAL children

Dear Parent/Guardian of .....,

I have been doing some work with your child at school as part of a reading study. It would be very helpful if you could complete the following questions and return this form to your child's teacher. Thank you very much.

1.What languages are spoken in your home?

.....

2.Was ..... born in the UK? *Please Circle*

Yes No

If you circled No, please state where.....

3. Were .....'s parents born in the UK? *Please Circle*

Mother Yes No

Father Yes No

4. How many years did .....'s mother spend in full-time education either in the UK or in another country?

.....

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5. Did ..... know any English before starting school? *Please Circle*

No English A little English A lot of English

6. Compared with other children his/her age, how well do you think ..... speaks .....? *Please Circle*

Not very well a little less well the same very well

7. Is ..... learning to read in any languages apart from English? *Please Circle*

Yes No

If you circled Yes, which language(s).....

If you would like to receive feedback from the Reading Study please write your address <u>including postcode</u> here:

.....

Thank you very much for filling out this questionnaire. Your answers are very important and helpful!

Appendix 3.17 Language Background Questionnaire

Name	Code	Date
School	Class	Teacher

What languages can you speak?

Who else lives with you at home?

Mum/Caregiver 1 Dad/Caregiver 2 Brothers Sisters Anybody else?

Tick: ....

A. INTERPERSONAL INTERACTION	
A1. Which language does your Mum/Caregiver 1 speak at home?	Score (circle)
i. Always/Mostly English	1
ii. English and L1 equally	2
iii. Mostly L1	3
Other	
A2. Which language does your Dad/Caregiver 2 speak at home?	
i. Always/Mostly English	1
ii. English and L1 equally	2
iii. Mostly L1	3
Other	
A3. Which language do you use when you talk with your Mum/Caregiver 1?	
i. Always/Mostly English	1
ii. English and L1 equally	2
iii. Mostly L1	3
Other	
A4. Which language do you use when you talk with your Dad/Caregiver 2?	
i. Always/Mostly English	1
ii. English and L1 equally	2
iii. Mostly L1	3
Other	

(If any other adults reported to live with the child answer A5. If not, go to Question A6). A5. Which language do you use when you talk with any other adults who live at home?	
i. Always/Mostly English	1
ii. English and L1 equally	2
iii. Mostly L1	3
Other	
A6. What language do you use when you talk with your brothers and sisters?	
i. Always/Mostly English	1
ii. English and L1 equally	2
iii. Mostly L1	3
Other	
A7. Overall, what language do you hear the most in your home?	
i. Always/Mostly English	1
ii. English and L1 equally	2
iii. Mostly L1	3
Other	
A8. Are there any other children in this school who speak (insert L1)? Yes No (If Yes, complete Question A8a. If No, go to Question A8b).	
A8a. Which language do you use in the playground with other children who speak (insert L1)?	
i. Always/Mostly English	1
ii. English and L1 equally	2
iii. Mostly L1	3
Other	
A8b. Do you know any other children outside your family who speak (insert L1)? Yes No	

(If Yes, complete Question A8c. If No, go to Section B).	
A8c. Which language do you speak with these children?	
i. Always/Mostly English	1
ii. English and L1 equally	2
iii. Mostly L1	3
Other	
Section A Total: Total Score/(Number of Times Points Awarded x 3) =	
B: L1 MEDIA EXPOSURE	
B1. Do you ever watch television or films in (insert L1)? Yes No (If Yes, complete Question B1a. If No, go to Question B2).	
B1a. Do you watch more English or (insert L1) television and films?	
i. More English	1
ii. Both Equally	2
iii. More L1	3
B2. Do you ever hear the radio in (insert L1) Yes No (If Yes, complete Question B2a. If No, go to Question B3).	
B2a. Do you hear more English or (insert L1) radio?	
i. More English	1
ii. Both Equally	2
iii. More L1	3
B3. Do you ever listen to music in (insert L1) Yes No (If Yes, complete Question B3a. If No, go to Section C).	
B3a. Do you listen to more English or (insert L1) music?	
i. More English	1
ii. Both Equally	2
iii. More L1	3

Section B Total: Score / 9 =	
SECTION C: COMPUTER USE	
C1. Do you ever use a computer outside school? Yes No (If Yes, complete Question C1a, b and c. If No, go to Question D1.)	
C1a. Do you ever use a computer for computer games? Yes No (If Yes, complete Question C1a1 and C1a2. If No, go to Question C1b.)	
C1a1. Do you ever play English computer games?	
i. Never	0
ii. Sometimes	1
iii. Often	2
C1a2. Do you ever play (insert L1) computer games?	
i. Never	0
ii. Sometimes	1
iii. Often	2
C1b. Do you ever use a computer for staying in touch with family? (e.g. email; social networking; skype) Yes No (If Yes, complete Question C1b1 and C1b2. If No go to question C1c).	
C1b1. When you use a computer to stay in touch with family, do you ever use English?	
i. Never	0
ii. Sometimes	1
iii. Often	2
C1b2. When you use a computer to stay in touch with family, do you ever use (insert L1)?	
i. Never	0
ii. Sometimes	1
iii. Often	2
C1c. Do you ever use a computer for staying in touch with friends? Yes No	

(If Yes, complete Question C1c1. If No, go to Question C1d).	
C4c1. When you use a computer to stay in touch with friends, do you ever use English?	
i. Never	0
ii. Sometimes	1
iii. Often	2
C4c2. When you use a computer to stay in touch with friends, do you ever use (insert L1)?	
i. Never	0
ii. Sometimes	1
iii. Often	2
C1d. Do you ever use a computer for looking at websites (e.g. youtube)? Yes No (If Yes, complete Questions C1d1 and C1d2. If No, go to Section D).	
C1d1. Do you ever look at websites in English?	
i. Never	0
ii. Sometimes	1
iii. Often	2
C1d2. Do you ever look at websites in (insert L1)?	
i. Never	0
ii. Sometimes	1
iii. Often	2
Section C. English: Score = Light Grey Score/8=	
Section C. L1: Score = Dark Grey Score/8 =	
Section Total: (Light Grey + Dark Grey Score)/16=	

SECTION D. HOME PRINT EXPOSURE	
D1. Do your parents ever buy any newspapers or magazines? Yes No (If Yes, complete Question D1a and D1b. If No go to Question D2).	
D1a.Do your parents ever buy English newspapers or magazines?	
i. Never	0

ii. Sometimes	1
iii. Often	2
D1b.Do your parents ever buy (insert L1) newspapers or magazines?	
i. Never	0
ii. Sometimes	1
iii. Often	2
D2. Are there any books in your home? Yes No (If Yes complete Questions D2a and D2b. If No go to Section E).	
D2a. Are there any books in English at home? Yes No (If Yes go to Question D2a1. If No go to Question D2b).	
D2a1. How many books in English are in your home?	
Less than 10	1
More than 10	2
D2b. Are there any books in (insert L1) at home? Yes No (If Yes go to Question D2b1. If No go to Section E).	
D2b1. How many books in (insert L1) are in your home?	
Less than 10	1
More than 10	2
Section D. English: Score = Light Grey Score/4 =	
Section D. L1: Score = Dark Grey Score/4 =	
Section D. Total: (Light Grey + Dark Grey Score)/8 =	
SECTION E. NON-ENGLISH LITERACY	
E1. Are you learning to read (insert L1)? Yes No (If Yes complete Questions E1a and E1b. If No, ask whether child is learning to read in any other language apart from English and L1. If Yes, complete sections E1a and b/F where appropriate. If no, finish here).	
E1a. Who teaches you?	
i.Family member	
ii.Non family member who comes to the home	
iii.Other language class (provide explanation)	
E1b. How often do they teach you?	

i.More than once a week	4
ii.Once a week	3
iii.Once a month or more	2
iv.Less than once a month	1
Section E Total: Total Score/4 =	
SECTION F: LANGUAGE FOR RELIGIOUS PURPOSES	
Language being learned:	
F1a. Who teaches you?	
i.Family member	
ii.Someone who comes to the home	
iii.Other language class (provide explanation)	
F1b. How often do they teach you?	
i.More than once a week	4
ii.Once a week	3
iii.Once a month or more	2
iv.Less than once a month	1
Section F Total: Total Score/4 =	

Appendix 3.18 Language Preference Questionnaire

1. Do you watch more English or Indian/Pakistani television?
2. Which language is spoken to you most by your parents?
3. Which language is spoken to you most by your brothers and sisters?
4. Which language is spoken to you the most by your other relatives, such as your grandparents or aunts and uncles?
5. Which language do you speak most when you are at home?
6. Which language do you use in your head when you count and when you do sums?
7. Which language do you think in the most?
8. When you are on the phone, which language do you use the most when talking to Indian/Pakistani people?
9. When you are in the playground at school, which language do you use the most with your Indian/Pakistani friends?

(Beech & Keys, 1997)

Which sentence makes the most sense ?

Name……

I’m going to show you some words. Each word will appear in three sentences. Your job is to tell me which of the three sentences makes the most sense.

Don’t worry if you’re not sure. If you don’t know the answer, you can have a guess.

First we’re going to try one so you know what to do.

Cooked

- [ ] a) I cooked some chairs
- [ ] b) I cooked some shoes
- [ ] c) I cooked some food

Balloons

- [ ] a) Balloons are heavy
- [ ] b) Balloons are light
- [ ] c) Balloons are fast

1. Away

a) If something is away, it is under me
b) If something is away, it is not here
c) If something is away, it is beside me

2. Run

a) I run when I am asleep
b) I run when I am late
c) I run when I am sitting

3. Cloaked

a) If someone is cloaked, they are dancing
b) If someone is cloaked, they are sleeping
c) If someone is cloaked, they are covered

4. Throw

a) I throw a ball to my friend
b) I throw a house to my friend
c) I throw a window to my friend

5. Bark

a) My dog likes to bark
b) My cat likes to bark
c) My fish likes to bark

6. Out

a) I went out the table
b) I went out the flower
c) I went out the door

7. Shoot

a) A phone is used to shoot
b) A table is used to shoot
c) A gun is used to shoot

8. Hole

a) I sang a hole
b) I walked a hole
c) I dug a hole

9. Bush

a) My uncle has a bush in his garden
b) My uncle has a bush in his desk
c) My uncle has a bush in his sink

10. Torch

a) A torch can help you to see when it is dark
b) A torch can help you to pay for your lunch
c) A torch can help you to play football

11. Pigs

a) Pigs have two legs
b) Pigs have one leg
c) Pigs have four legs

12. Horse

a) A horse is a big animal
b) A horse is a big house
c) A horse is a big person

13. Swords

a) People used to drink using swords
b) People used to read using swords
c) People used to fight using swords

14. Scalded

a) The girl scalded her hand and went to hospital
b) The girl scalded her bike so it would ride faster
c) The girl scalded some flowers for her mother

15. Caught

a) I caught a fish
b) I caught a house
c) I caught a wall

16. Skate

a) I skate on carpet
b) I skate on brick
c) I skate on ice

17. Bread

a) I make a sandwich with bread
b) I make a book with bread
c) I make a car with bread

18. Try

a) When I try at school, my teacher is pleased
b) When I try at school my teacher is sad
c) When I try at school my teacher is angry

19. Leave

a) Leave means to come somewhere
b) Leave means to go away from somewhere
c) Leave means to stay somewhere

20. Hard

a) Clouds are hard
b) Air is hard
c) Stone is hard

21. Salt

a) I like to put salt in my hair
b) I like to put salt in my clothes
c) I like to put salt in my food

22. Worse

a) Worse means as good
b) Worse means better
c) Worse means not as good

23. Ice

a) Ice is very hot
b) Ice is very soft
c) Ice is very hard

24. Bite

a) I bite soup
b) I bite an apple
c) I bite juice

25. Sparrows

a) Sparrows are fast cars
b) Sparrows are small birds
c) Sparrows are big books

26. Green

a) Green is a sound
b) Green is a colour
c) Green is a smell

27. Drown

a) If you read a book, you may drown
b) If you fall into a river, you may drown
c) If you run fast, you may drown

28. Pumpkin

a) A pumpkin is orange
b) A pumpkin is pink
c) A pumpkin is purple

29. Hunger

a) I feel hunger if I do not drink
b) I feel hunger if I do not sleep
c) I feel hunger if I do not eat

30. Murder

a) Murder means to kill someone
b) Murder means to hug someone
c) Murder means to kiss someone

31. Glass

a) I hear with a glass
b) I drink from a glass
c) I smell from a glass

32. Cannons

a) I saw cannons in the sweet shop
b) I saw cannons in the museum
c) I saw cannons in the trees

33. Beat

a) I beat a plant
b) I beat a drum
c) I beat a drink

34. Whistle

a) I can whistle a story
b) I can whistle a word
c) I can whistle a song

35. Cold

a) Fire is cold
b) Books are cold
c) Winter is cold

36. Biscuit

a) After school, I like to have a biscuit
b) After school, I like to sing a biscuit
c) After school, I like to watch a biscuit

37. First

a) If something happens first, two things happen before it
b) If something happens first, one thing happens before it
c) If something happens first, nothing happens before it

38. Good

a) If I have been good at school, my teacher is happy
b) If I have been good at school, my teacher is sad
c) If I have been good at school, my teacher is angry

39. Cross

a) I cross the road
b) I cross the phone
c) I cross the book

40. Fires

a) Fires are hot
b) Fires are heavy
c) Fires are small

41. Thin

a) My dream is thin
b) My sister is thin
c) My hearing is thin

42. Rock

a) I like to rock the baby
b) I like to rock the lunch
c) I like to rock the floor

43. Boat

a) I sail my boat on the road
b) I sail my boat on the sea
c) I sail my boat in the forest

44. Carry

a) I carry a bus to school
b) I carry a bag to school
c) I carry a bike to school

45. Pot

a) A pot is used for cooking
b) A pot is used for sleeping
c) A pot is used for writing

46. Go

a) I go shopping
b) I go thinking
c) I go laughing

47. Water

a) I drink water
b) I read water
c) I plant water

48. Towel

a) I use a towel to speak to my friends
b) I use a towel to help me with my homework
c) I use a towel to dry myself

49. Wet

a) Air is wet
b) Juice is wet
c) Paper is wet

50. Make

a) I like to make cake
b) I like to make air
c) I like to make earth

51. Turtle

a) A turtle is an animal which runs fast
b) A turtle is an animal with lots of fur
c) A turtle is an animal with a shell

52. Leaf

a) A leaf drove down the road
b) A leaf worked in a shop
c) A leaf fell from a tree

53. Thumb

a) I have a thumb on my leg
b) I have a thumb on my hand
c) I have a thumb on my foot

54. Ears

a) Ears are used for hearing
b) Ears are used for seeing
c) Ears are used for smelling

55. Eat

a) I eat if I am hungry
b) I eat if I am happy
c) I eat if I am funny

56. Pet

a) I pet my friend's door
b) I pet my friend's dog
c) I pet my friend's lamp

Appendix 4.1 Exploring the Data for Screening Phase Analyses

Appendix 4.1 Table 1 Tests of Normality for the Screening Phase measures: Kolmogorov-Smirnov and Shapiro-Wilk

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Mean Age in Months on Date of Screening Session	EAL	.130	114	.000	.939	114	.000
	EL1	.124	109	.000	.944	109	.000
Mean YARC Accuracy Ability Score	EAL	.067	115	.200*	.990	115	.578
	EL1	.065	109	.200*	.978	109	.064
Mean YARC Rate Ability Score	EAL	.114	115	.001	.908	115	.000
	EL1	.092	107	.027	.959	107	.002
Mean YARC Comprehension Ability Score	EAL	.107	115	.002	.982	115	.131
	EL1	.093	109	.022	.959	109	.002
Mean TOWRE PDE Score	EAL	.115	115	.001	.794	115	.000
	EL1	.063	109	.200*	.989	109	.493
Mean WASI Matrices Score	EAL	.135	113	.000	.943	113	.000
	EL1	.123	109	.000	.938	109	.000
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Appendix 4.1 Table 2 Tests of Normality for the Screening Phase Measures: z-scores of Skewness and Kurtosis

	Language Group	z-score skewness	z-score kurtosis
Mean Age in Months on Date of Screening Session	EAL	-0.283	-2.75
	EL1	-1.20	-2.36
Mean YARC Accuracy Ability Score	EAL	-1.10	0.12
	EL1	1.47	0.31
Mean YARC Rate Ability Score	EAL	-6.42	9.44
	EL1	-3.68	3.14
Mean YARC Comprehension Ability Score	EAL	-1.28	0.28
	EL1	-3.31	1.23
Mean TOWRE PDE Score	EAL	-2.96	1.03
	EL1	0.73	0.60
Mean WASI Matrices Score	EAL	-2.82	-0.90
	EL1	-3.53	0.36

Appendix 4.1 Table 3 Tests of homogeneity of variance for the Screening Phase Measures: Levene's test

		Levene Statistic	df1	df2	Sig.
Mean Age in Months on Date of Screening Session	Based on Mean	.001	1	221	.971
	Based on Median	.002	1	221	.964
	Based on Median and with adjusted df	.002	1	220.935	.964
	Based on trimmed mean	.000	1	221	.998
Mean YARC Accuracy Ability Score	Based on Mean	1.367	1	222	.244
	Based on Median	1.359	1	222	.245
	Based on Median and with adjusted df	1.359	1	212.833	.245
	Based on trimmed mean	1.353	1	222	.246
Mean YARC Rate Ability Score	Based on Mean	3.108	1	220	.079
	Based on Median	3.056	1	220	.082
	Based on Median and with adjusted df	3.056	1	217.179	.082
	Based on trimmed mean	3.098	1	220	.080
Mean YARC Comprehension Ability Score	Based on Mean	.666	1	222	.415
	Based on Median	.602	1	222	.439
	Based on Median and with adjusted df	.602	1	221.399	.439
	Based on trimmed mean	.573	1	222	.450
Mean TOWRE PDE Score	Based on Mean	6.361	1	222	.012
	Based on Median	6.673	1	222	.010
	Based on Median and with adjusted df	6.673	1	220.271	.010
	Based on trimmed mean	6.512	1	222	.011
Mean WASI Matrices Score	Based on Mean	1.948	1	220	.164
	Based on Median	1.323	1	220	.251
	Based on Median and with adjusted df	1.323	1	216.192	.251
	Based on trimmed mean	1.904	1	220	.169

Appendix 4.2 Exploring the Data for the LBQ and PLBQ

LBQ

Appendix 4.2 Table 1 Tests of Normality for the LBQ, EAL Children Only: Kolmogorov-Smirnov and Shapiro Wilk

	Reading Group	Kolmogorov-Smirnov[b]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
LBQ: Section A Total	Average	.257	24	.000	.895	24	.017
	Above Average	.132	22	.200*	.923	22	.087
LBQ: Section B Total	Average	.172	24	.063	.949	24	.259
	Above Average	.238	22	.002	.744	22	.000
LBQ: Section C English	Average	.160	24	.112	.958	24	.400
	Above Average	.176	22	.075	.935	22	.160
LBQ: Section C L1	Average	.229	24	.002	.831	24	.001
	Above Average	.250	22	.001	.847	22	.003
LBQ: Section C Total	Average	.138	24	.200*	.973	24	.741
	Above Average	.140	22	.200*	.944	22	.236
LBQ: Section D English	Average	.227	24	.002	.863	24	.004
	Above Average	.387	22	.000	.681	22	.000
LBQ Section D L1	Average	.209	24	.008	.853	24	.002
	Above Average	.233	22	.003	.856	22	.004
LBQ: Section D Total	Average	.174	24	.059	.936	24	.131
	Above Average	.166	22	.119	.885	22	.015
LBQ: Section E Total	Average	.332	24	.000	.715	24	.000
	Above Average	.389	22	.000	.678	22	.000
LBQ: Section F Total	Average	.309	24	.000	.625	24	.000
	Above Average	.413	20	.000	.608	20	.000

*. This is a lower bound of the true significance.

a. Does the child speak EAL or EL1? = EAL

b. Lilliefors Significance Correction

Appendix 4.2 Table 2 Tests of Normality for the LBQ, EAL Children Only: z-Scores of Skewness and Kurtosis

	Reading Group	z-score skewness	z-score kurtosis
LBQ: Section A Total	Average	1.69	-0.25
	Above Average	1.45	-0.21
LBQ: Section B Total	Average	0.96	-0.10
	Above Average	5.20	9.01
LBQ: Section C English	Average	0.07	-0.68
	Above Average	0.18	-1.05
LBQ: Section C L1	Average	2.24	0.64
	Above Average	1.09	0.69
LBQ: Section C Total	Average	0.13	-0.59
	Above Average	-0.74	-0.35
LBQ: Section D English	Average	0.13	-0.54
	Above Average	-2.37	-0.20
LBQ Section D L1	Average	1.21	-0.81
	Above Average	1.02	1.05
LBQ: Section D Total	Average	0.44	0.60
	Above Average	0.60	-1.28
LBQ: Section E Total	Average	0.24	-2.21
	Above Average	2.01	-0.86
LBQ: Section F Total	Average	5.26	9.88
	Above Average	1.33	-1.73

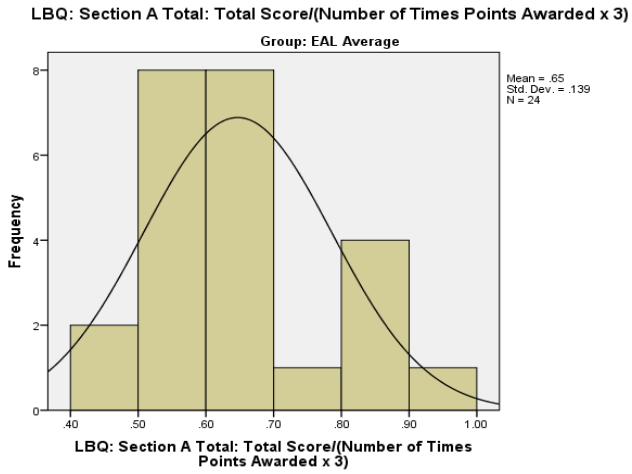
Appendix 4.2 Table 3 Tests of Homogeneity of Variance for the LBQ, EAL Children Only: Levene's Test

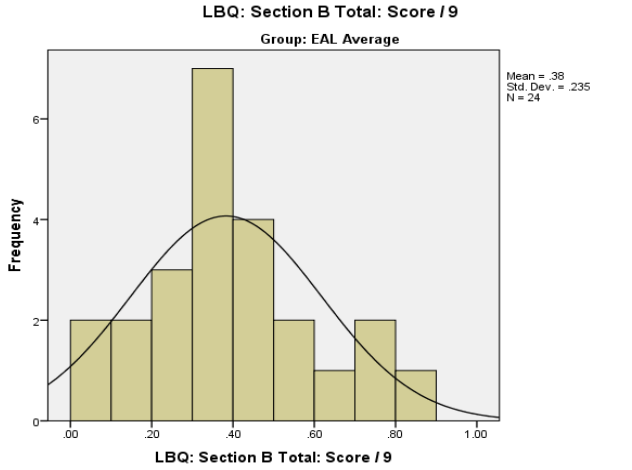
		Levene Statistic	df1	df2	Sig.
LBQ: Section A Total:	Based on Mean	.152	1	44	.699
	Based on Median	.327	1	44	.570
	Based on Median and with adjusted df	.327	1	43.997	.570
	Based on trimmed mean	.178	1	44	.675
LBQ: Section B Total	Based on Mean	1.532	1	44	.222
	Based on Median	1.332	1	44	.255
	Based on Median and with adjusted df	1.332	1	31.026	.257
	Based on trimmed mean	1.315	1	44	.258
LBQ: Section C English	Based on Mean	.145	1	44	.705
	Based on Median	.127	1	44	.724
	Based on Median and with adjusted df	.127	1	43.678	.724
	Based on trimmed mean	.145	1	44	.705
LBQ: Section C L1	Based on Mean	1.705	1	44	.198
	Based on Median	1.115	1	44	.297
	Based on Median and with adjusted df	1.115	1	35.544	.298
	Based on trimmed mean	1.549	1	44	.220
LBQ: Section C Total	Based on Mean	4.136	1	44	.048
	Based on Median	4.352	1	44	.043
	Based on Median and with adjusted df	4.352	1	42.678	.043
	Based on trimmed mean	4.097	1	44	.049
LBQ: Section D	Based on Mean	.105	1	44	.747
	Based on Median	.413	1	44	.524
	Based on Median and with adjusted df	.413	1	41.444	.524
	Based on trimmed mean	.175	1	44	.677
LBQ Section D L1	Based on Mean	.002	1	44	.967
	Based on Median	.002	1	44	.969
	Based on Median and with adjusted df	.002	1	43.961	.969
	Based on trimmed mean	.002	1	44	.967
	Based on Mean	.207	1	44	.651
LBQ: Section D Total	Based on Median	.111	1	44	.740

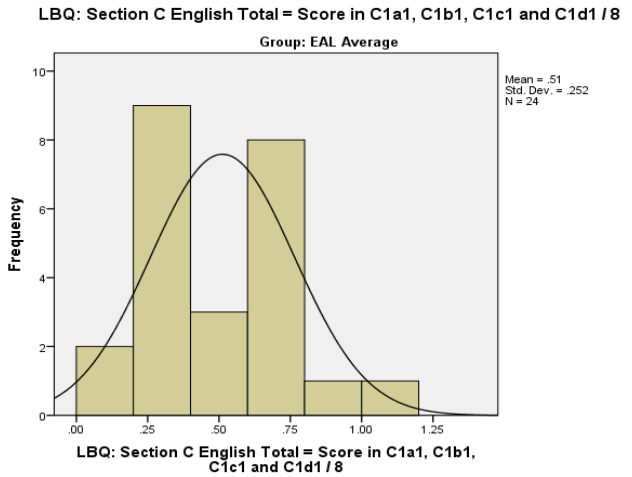
		Levene Statistic	df1	df2	Sig.
	Based on Median and with adjusted df	.111	1	43.812	.740
	Based on trimmed mean	.184	1	44	.670
LBQ: Section E Total	Based on Mean	5.702	1	44	.021
	Based on Median	4.219	1	44	.046
	Based on Median and with adjusted df	4.219	1	24.855	.051
	Based on trimmed mean	5.775	1	44	.021
LBQ: Section F Total	Based on Mean	1.272	1	42	.266
	Based on Median	1.523	1	42	.224
	Based on Median and with adjusted df	1.523	1	37.395	.225
	Based on trimmed mean	1.503	1	42	.227

a. Does the child speak EAL or EL1? = EAL

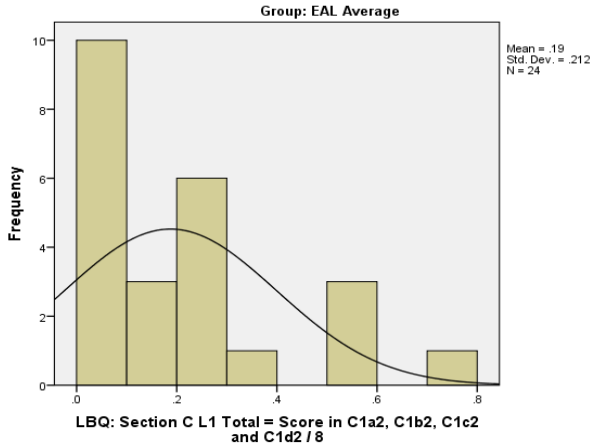
Histograms for the LBQ



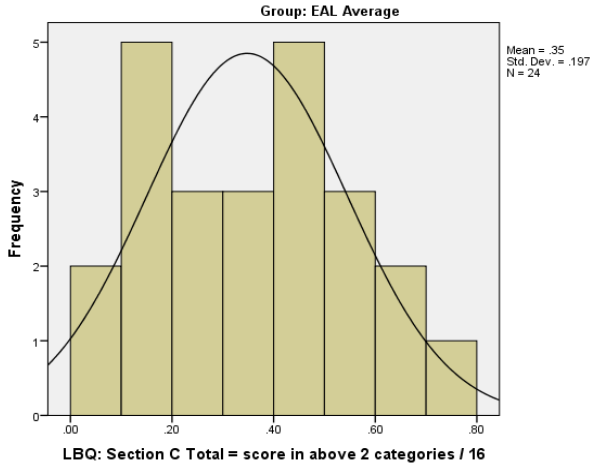




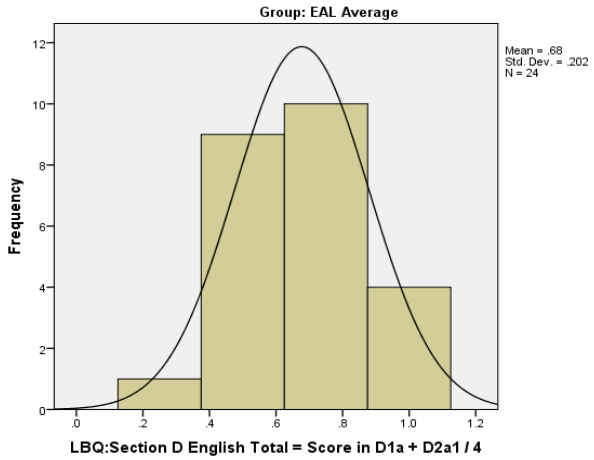
LBQ: Section C L1 Total = Score in C1a2, C1b2, C1c2 and C1d2 / 8

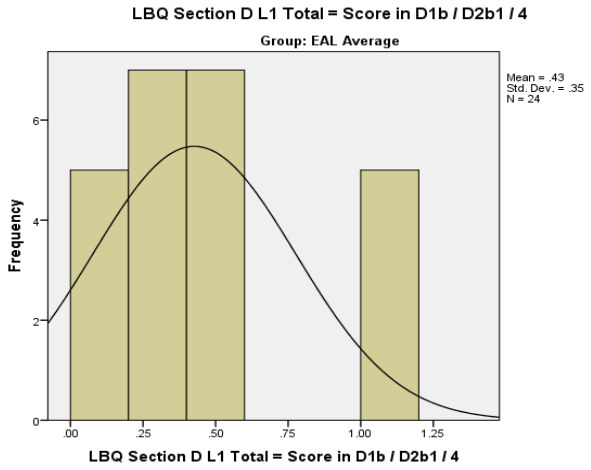


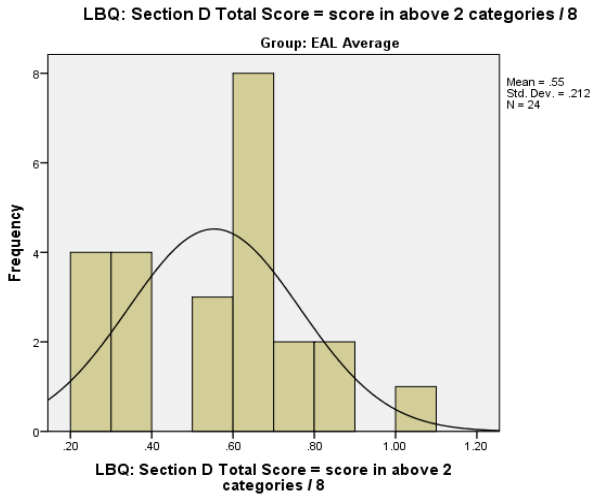
LBQ: Section C Total = score in above 2 categories / 16

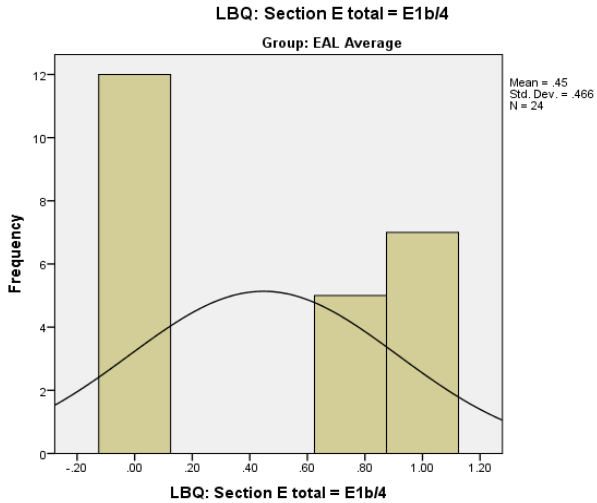


LBQ:Section D English Total = Score in D1a + D2a1 / 4

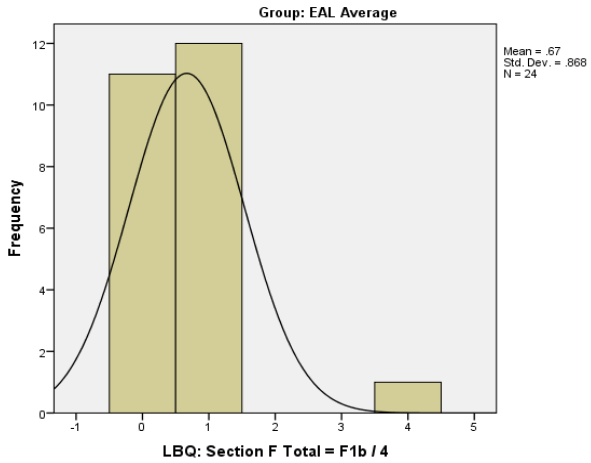



LBQ Section D L1 Total = Score in D1b / D2b1 / 4
Group: EAL Average
Mean = .43
Std. Dev. = .35
N = 24
Frequency
0
2
4
6
.00
.25
.50
.75
1.00
1.25
LBQ Section D L1 Total = Score in D1b / D2b1 / 4

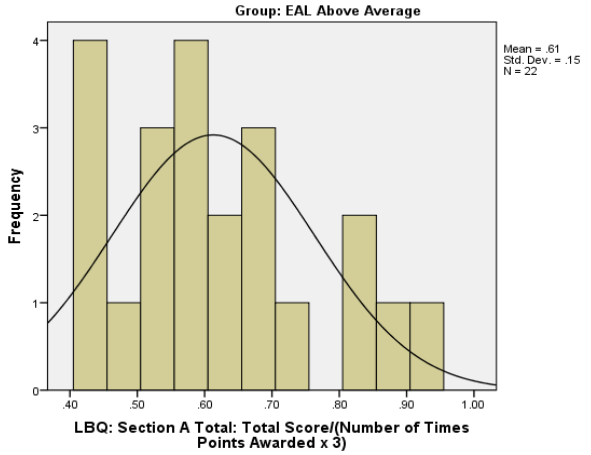

LBQ: Section D Total Score = score in above 2 categories / 8
Group: EAL Average
Mean = .55
Std. Dev. = .212
N = 24
Frequency
0
2
4
6
8
.20
.40
.60
.80
1.00
1.20
LBQ: Section D Total Score = score in above 2 categories / 8


LBQ: Section E total = E1b/4
Group: EAL Average
Mean = .45
Std. Dev. = .466
N = 24
Frequency
0
2
4
6
8
10
12
-.20
.00
.20
.40
.60
.80
1.00
1.20
LBQ: Section E total = E1b/4

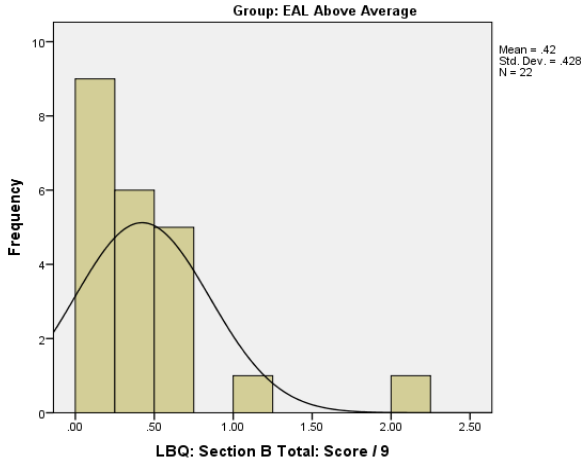
LBQ: Section F Total = F1b / 4



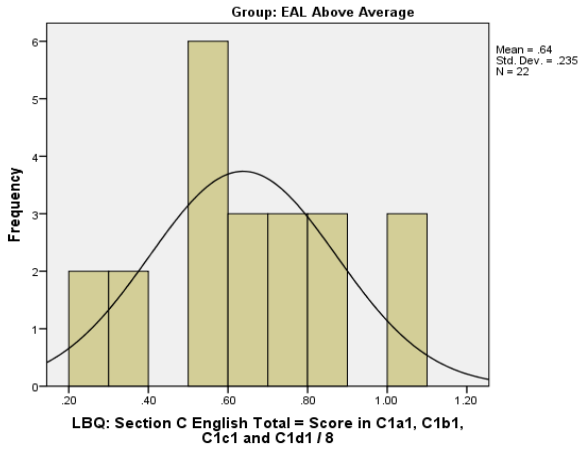
LBQ: Section A Total: Total Score/(Number of Times Points Awarded x 3)



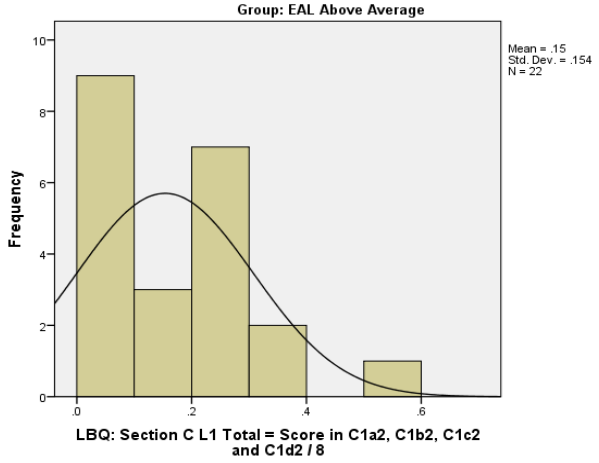
LBQ: Section B Total: Score / 9



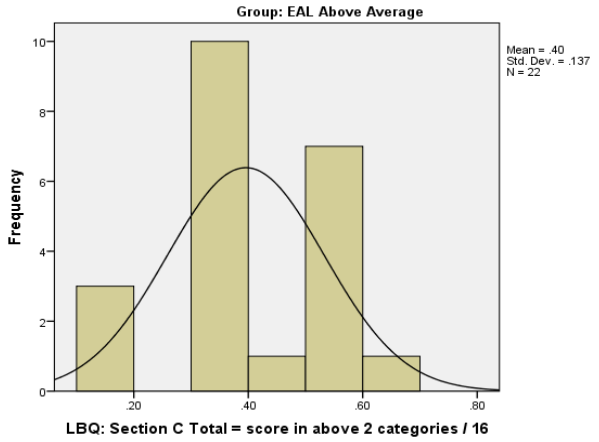
LBQ: Section C English Total = Score in C1a1, C1b1, C1c1 and C1d1 / 8

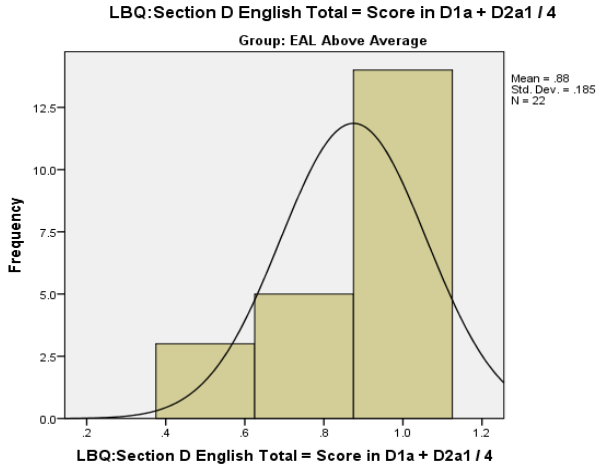


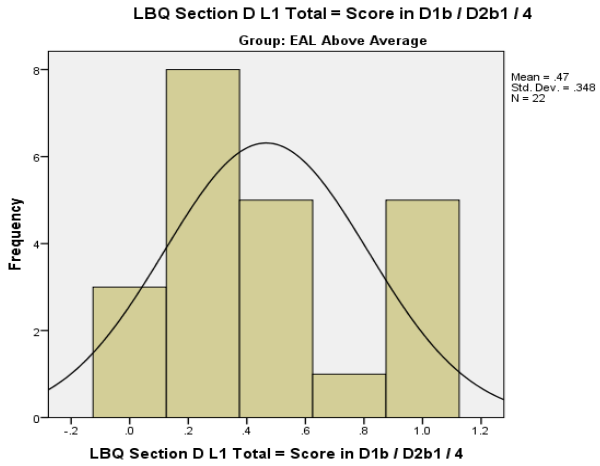
LBQ: Section C L1 Total = Score in C1a2, C1b2, C1c2 and C1d2 / 8

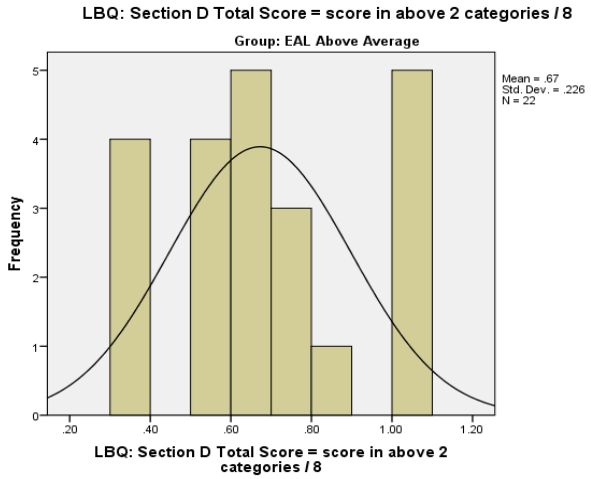


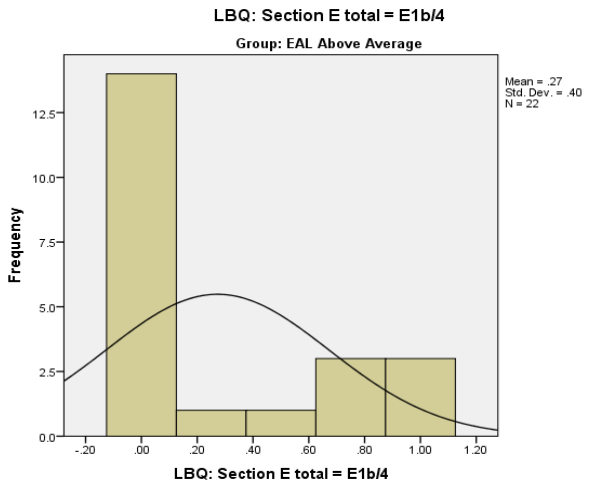
LBQ: Section C Total = score in above 2 categories / 16

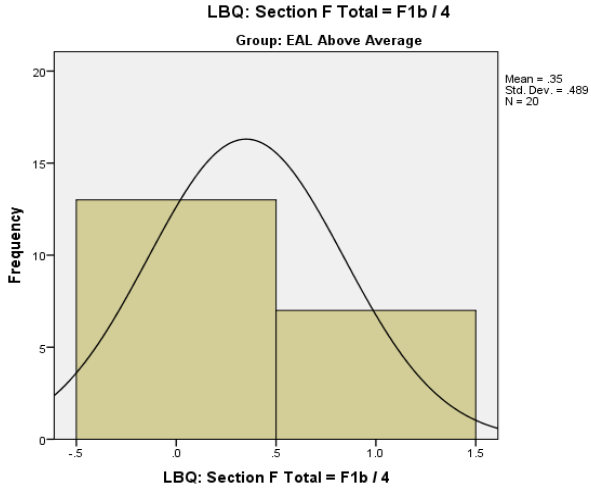



LBQ:Section D English Total = Score in D1a + D2a1 / 4
Group: EAL Above Average
Mean = .88
Std. Dev. = .185
N = 22
Frequency
LBQ:Section D English Total = Score in D1a + D2a1 / 4


LBQ Section D L1 Total = Score in D1b / D2b1 / 4
Group: EAL Above Average
Mean = .47
Std. Dev. = .348
N = 22
Frequency
LBQ Section D L1 Total = Score in D1b / D2b1 / 4


LBQ: Section D Total Score = score in above 2 categories / 8
Group: EAL Above Average
Mean = .67
Std. Dev. = .226
N = 22
Frequency
LBQ: Section D Total Score = score in above 2 categories / 8


LBQ: Section E total = E1b/4
Group: EAL Above Average
Mean = .27
Std. Dev. = .40
N = 22
Frequency
12.5
10.0
7.5
5.0
2.5
0.0
-.20
.00
.20
.40
.60
.80
1.00
1.20
LBQ: Section E total = E1b/4


LBQ: Section F Total = F1b / 4
Group: EAL Above Average
Mean = .35
Std. Dev. = .489
N = 20
Frequency
20
15
10
5
0
-.5
.0
.5
1.0
1.5
LBQ: Section F Total = F1b / 4

PLBQ

Appendix 4.2 Table 4 Tests of normality for Mother's Level of Education: Kolmogorov-Smirnov and Shapiro-Wilk

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
PLBQ: how many years did the child's mother spend in full-time education?	EAL Average	.119	20	.200*	.968	20	.717
	EAL Above Average	.196	20	.043	.914	20	.076
	EL1 Average	.203	21	.024	.872	21	.011
	EL1 Above Average	.177	17	.165	.898	17	.063
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

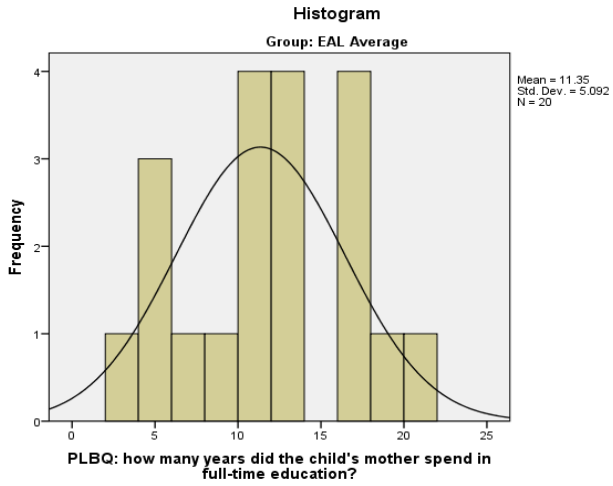
Appendix 4.2 Table 5 Tests of normality for Mother's Level of Education: Kolmogorov-Smirnov and Shapiro-Wilk

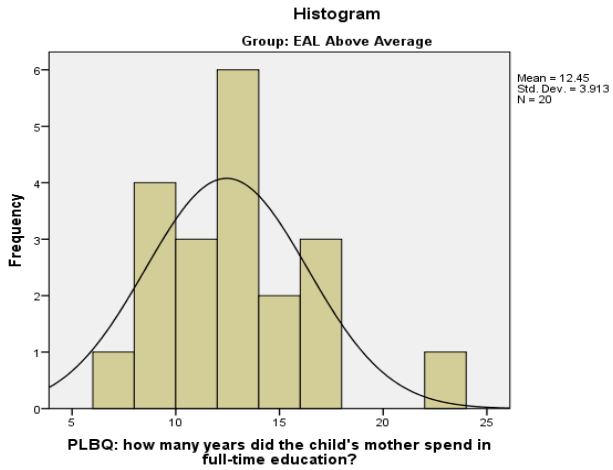
	Group	z-score skewness	z-score kurtosis
PLBQ: how many years did the child's mother spend in full-time education?	EAL Average	0.19	-0.74
	EAL Above Average	2.04	1.27
	EL1 Average	2.72	2.23
	EL1 Above Average	0.59	-0.05

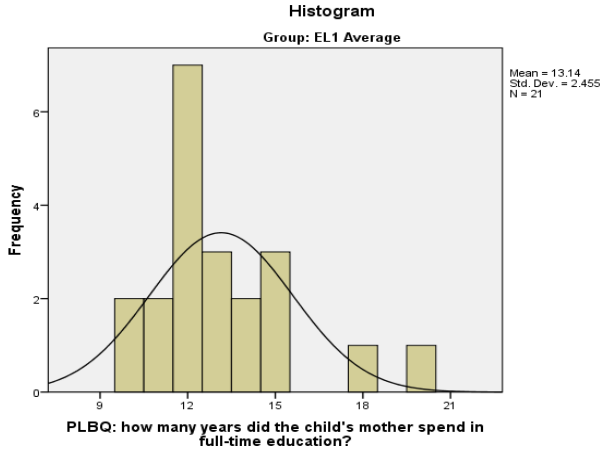
Appendix 4.2 Table 6 Tests of homogeneity of variance for Mother's Level of Education: Levene's test

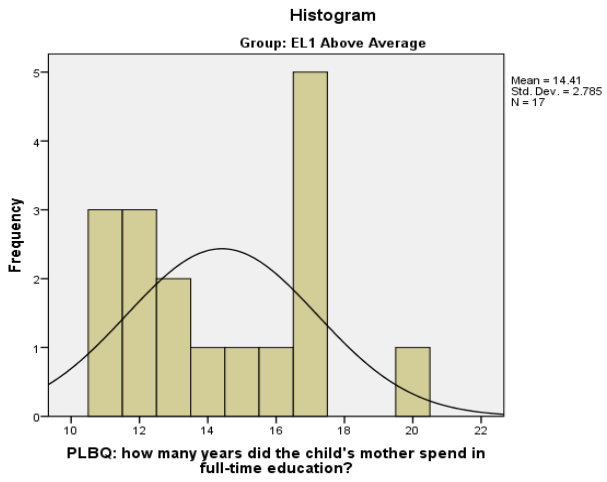
		Levene Statistic	df1	df2	Sig.
PLBQ: how many years did the child's mother spend in full-time education?	Based on Mean	3.834	3	74	.013
	Based on Median	3.501	3	74	.020
	Based on Median and with adjusted df	3.501	3	61.065	.021
	Based on trimmed mean	3.774	3	74	.014

Histograms for Mother's Level of Education

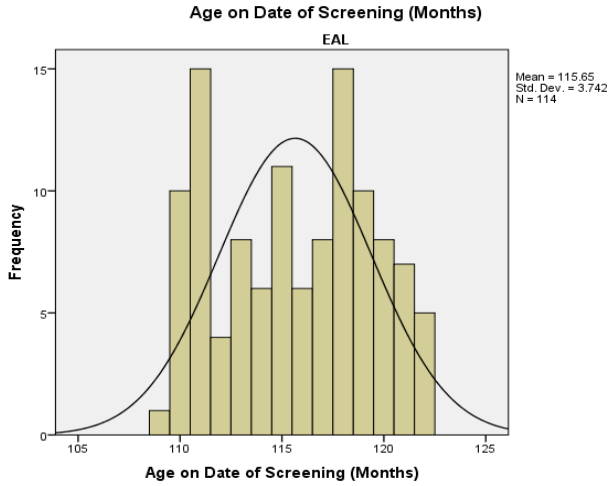


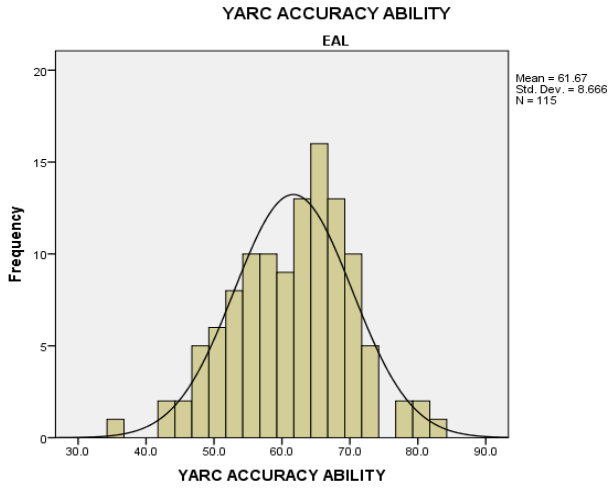


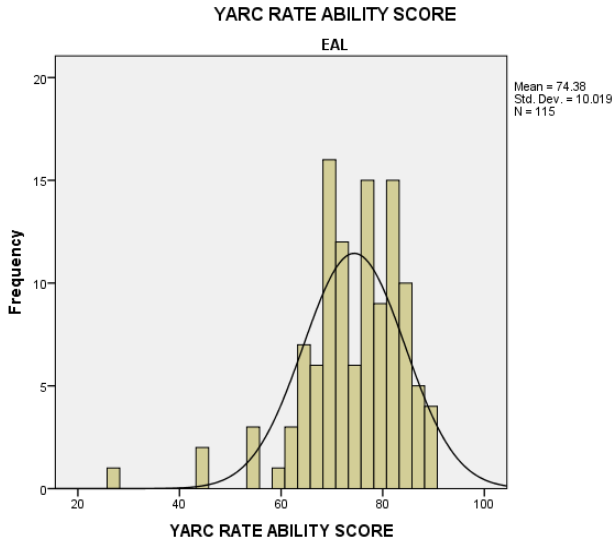


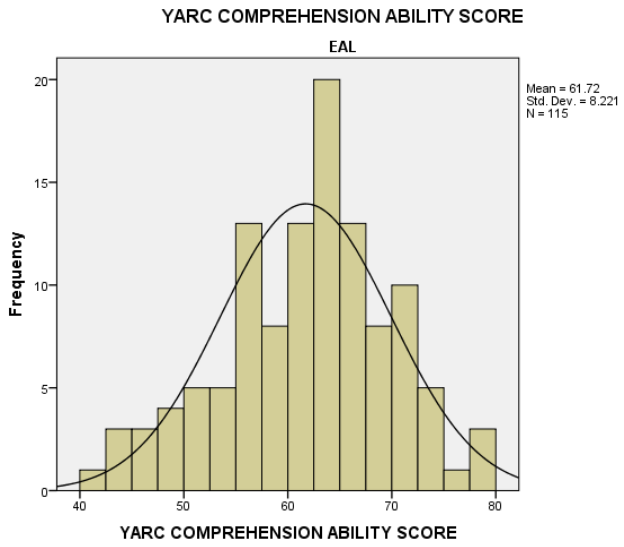

Histogram
Group: EL1 Above Average
Mean = 14.41
Std. Dev. = 2.785
N = 17
Frequency
0
1
2
3
4
5
10
12
14
16
18
20
22
PLBQ: how many years did the child's mother spend in full-time education?

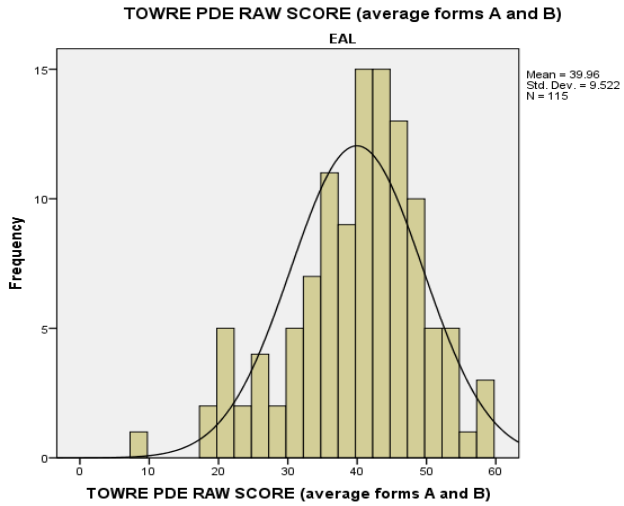
Histograms for the Screening Phase measures

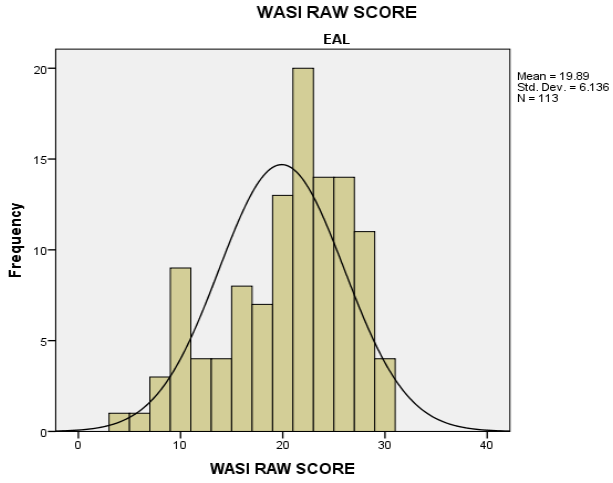


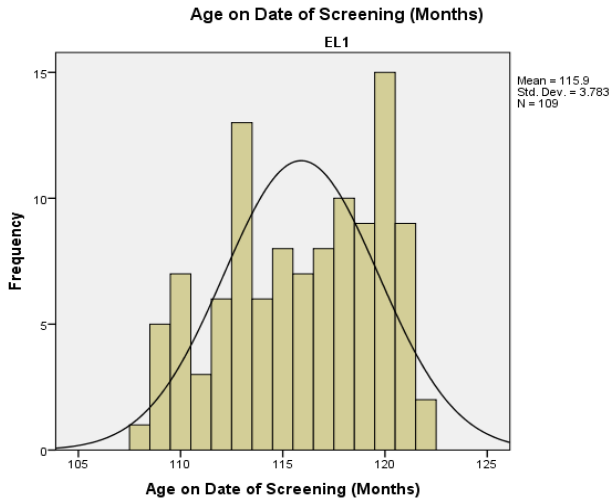


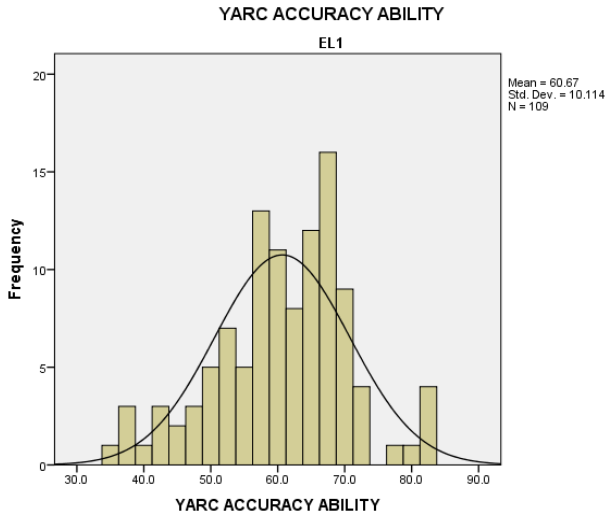


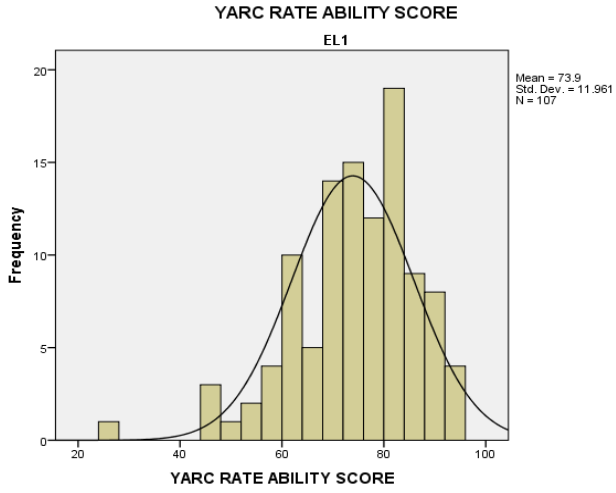

YARC COMPREHENSION ABILITY SCORE
EAL
Mean = 61.72
Std. Dev. = 8.221
N = 115
Frequency
YARC COMPREHENSION ABILITY SCORE


TOWRE PDE RAW SCORE (average forms A and B)
EAL
Mean = 39.96
Std. Dev. = 9.522
N = 115
Frequency
TOWRE PDE RAW SCORE (average forms A and B)

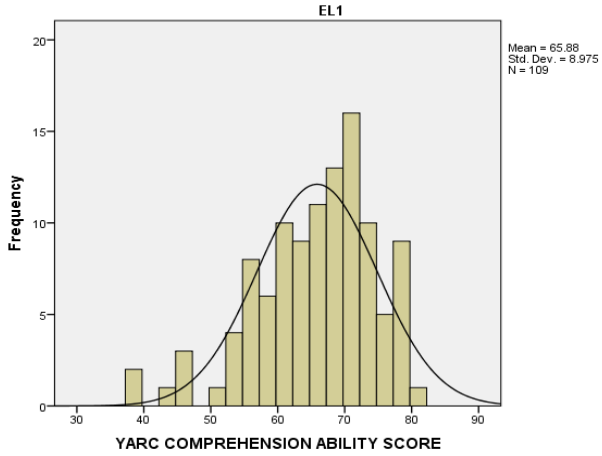

WASI RAW SCORE
EAL
Mean = 19.89
Std. Dev. = 6.136
N = 113
Frequency
WASI RAW SCORE


Age on Date of Screening (Months)
EL1
Mean = 115.9
Std. Dev. = 3.783
N = 109
Frequency
Age on Date of Screening (Months)

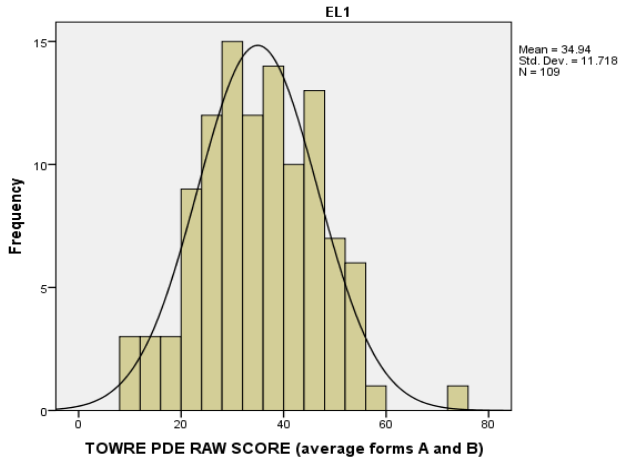

YARC ACCURACY ABILITY
EL1
Mean = 60.67
Std. Dev. = 10.114
N = 109
Frequency
YARC ACCURACY ABILITY


YARC RATE ABILITY SCORE
EL1
Mean = 73.9
Std. Dev. = 11.961
N = 107
Frequency
YARC RATE ABILITY SCORE

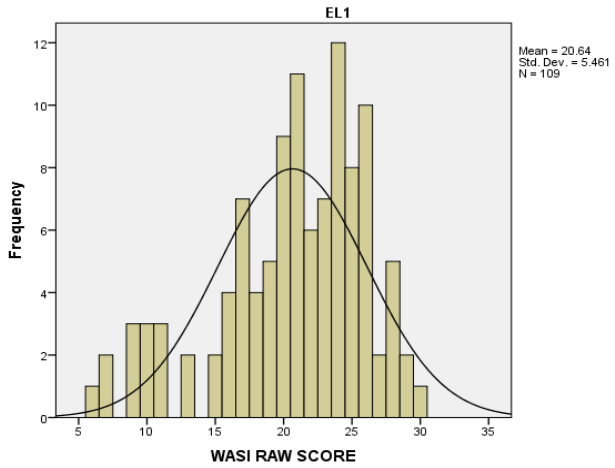
YARC COMPREHENSION ABILITY SCORE



TOWRE PDE RAW SCORE (average forms A and B)



WASI RAW SCORE



Appendix 5.1 Exploring Data for the Initial Omnibus *F* test: Idiomatic Responses

Appendix 5.1 Table 1 Tests of Normality for the Idiom Comprehension Measure: Kolmogorov-Smirnov and Shapiro-Wilk for Idiomatic Responses

	Comprehension Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Idiomatic response chosen in the Real Transparent Isolation condition	EAL Average	.161	24	.111	.936	24	.134
	EAL Above Average	.204	22	.018	.881	22	.013
	EL1 Average	.250	24	.000	.912	24	.039
	EL1 Above Average	.194	23	.02	.899	23	.024
Idiomatic response chosen in the Real Opaque Isolation Condition	EAL Average	.215	24	.005	.856	24	.003
	EAL Above Average	.274	22	.000	.855	22	.004
	EL1 Average	.273	24	.000	.807	24	.000
	EL1 Above Average	.203	23	.015	.906	23	.034
Idiomatic Response in the Novel Transparent Isolation Condition	EAL Average	.240	24	.001	.866	24	.004
	EAL Above Average	.154	22	.190	.954	22	.383
	EL1 Average	.176	24	.054	.923	24	.068
	EL1 Above Average	.183	23	.045	.921	23	.070
Idiomatic Response in the Novel Opaque Isolation Condition	EAL Average	.250	24	.000	.896	24	.018
	EAL Above Average	.257	22	.001	.877	22	.011
	EL1 Average	.234	24	.002	.876	24	.007
	EL1 Above Average	.218	23	.006	.883	23	.011
Idiomatic Response in the Real Transparent Context Condition	EAL Average	.211	24	.007	.913	24	.040
	EAL Above Average	.209	22	.013	.904	22	.036
	EL1 Average	.172	24	.064	.918	24	.052
	EL1 Above Average	.223	23	.004	.839	23	.002
Idiomatic Response in the Real Opaque Context Condition	EAL Average	.181	24	.041	.942	24	.181
	EAL Above Average	.206	22	.016	.904	22	.036
	EL1 Average	.151	24	.163	.927	24	.085
	EL1 Above Average	.245	23	.001	.856	23	.003
Idiomatic Response in the Novel Transparent Context Condition	EAL Average	.155	24	.142	.918	24	.053
	EAL Above Average	.188	22	.042	.877	22	.010
	EL1 Average	.219	24	.004	.903	24	.025
	EL1 Above Average	.253	23	.001	.874	23	.008
Idiomatic Response in the Novel Opaque Context Condition	EAL Average	.234	24	.001	.913	24	.040
	EAL Above Average	.247	22	.001	.833	22	.002
	EL1 Average	.222	24	.004	.937	24	.142
	EL1 Above Average	.250	23	.001	.825	23	.001
a. Lilliefors Significance Correction							
*. This is a lower bound of the true significance.							

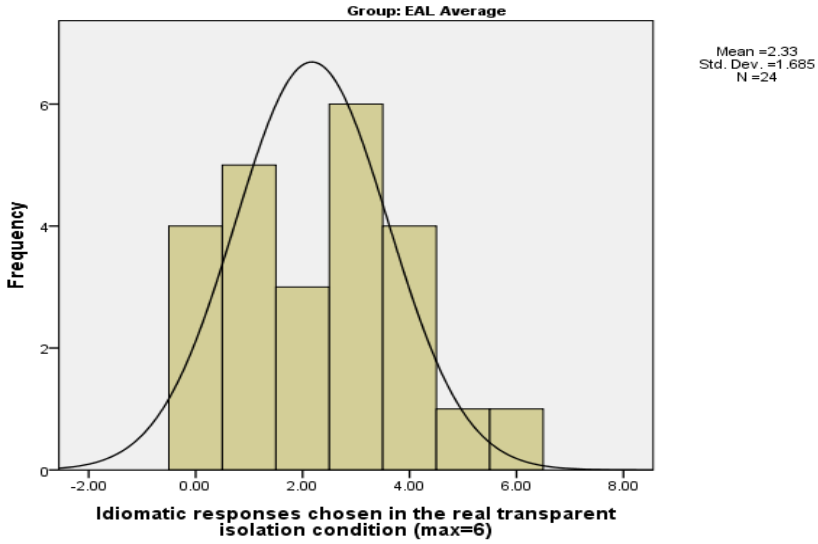
Appendix 5.1 Table 2 Tests of Normality for the Idiom Comprehension Measure: *Z*-scores of Skewness and Kurtosis for Idiomatic Responses

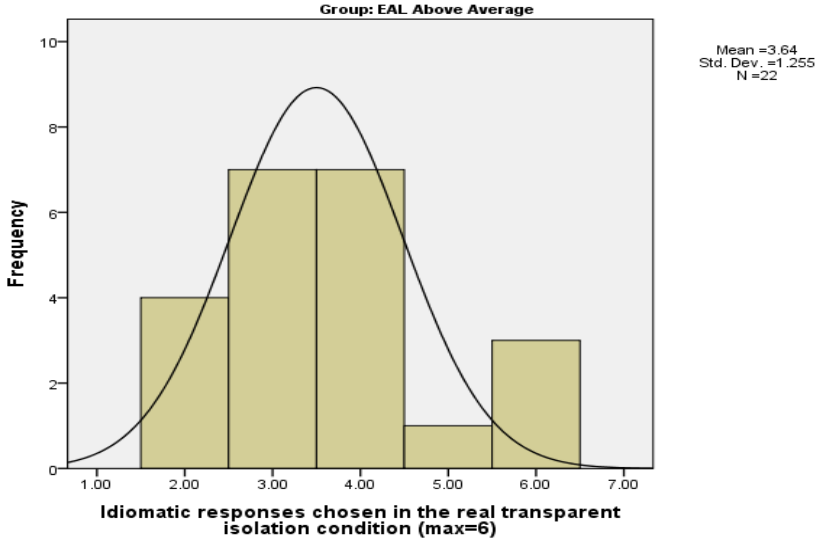
		z-score skewness	z-score kurtosis
RTI Idiomatic	EAL Average	0.54	-0.71
	EAL Above Average	1.25	-0.25
	EL1 Average	1.05	0
	EL1 Above Average	-0.24	-1.10
ROI Idiomatic	EAL Average	1.33	0.81
	EAL Above Average	0.83	-1.35
	EL1 Average	1.81	-0.04
	EL1 Above Average	-0.98	-0.10
NTI Idiomatic	EAL Average	2.28*	1.30
	EAL Above Average	0.47	-0.38
	EL1 Average	0.61	1.00
	EL1 Above Average	-0.83	-0.23
NOI Idiomatic	EAL Average	1.26	0.01
	EAL Above Average	-0.43	-0.30
	EL1 Average	0.08	-0.37
	EL1 Above Average	-1.60	-0.60
RTC Idiomatic	EAL Average	-0.74	-1.08
	EAL Above Average	-0.77	-0.77
	EL1 Average	-1.50	0.99
	EL1 Above Average	-0.34	-1.33
ROC Idiomatic	EAL Average	-0.78	-0.36
	EAL Above Average	-0.70	0.34
	EL1 Average	-0.31	-0.87
	EL1 Above Average	-2.03*	1.11
NTC Idiomatic	EAL Average	0.29	-1.16
	EAL Above Average	-0.87	-1.13
	EL1 Average	0.29	-1.20
	EL1 Above Average	-0.36	-0.43
NOC Idiomatic	EAL Average	0.21	0.78
	EAL Above Average	1.21	-0.66
	EL1 Average	-0.99	-0.42
	EL1 Above Average	0.10	-1.48

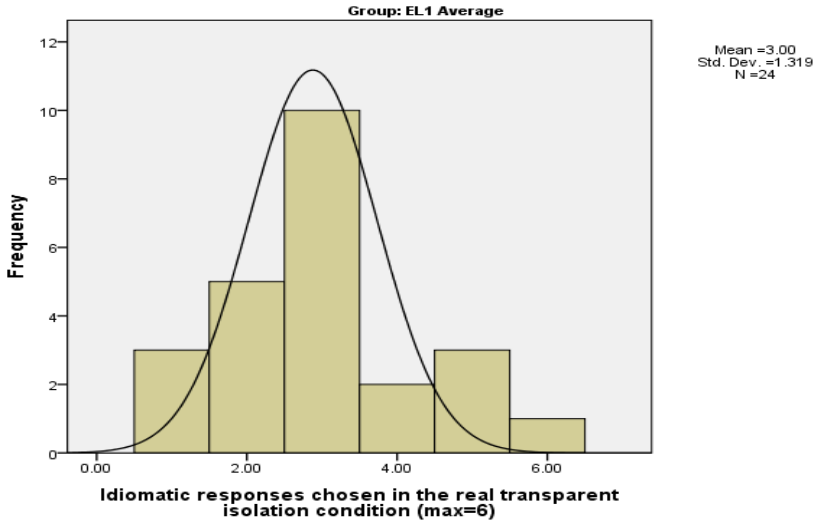
Appendix 5.1 Table 3 Tests of Homogeneity of Variance for the Idiom Comprehension Measure: Levene's Test for Idiomatic Responses

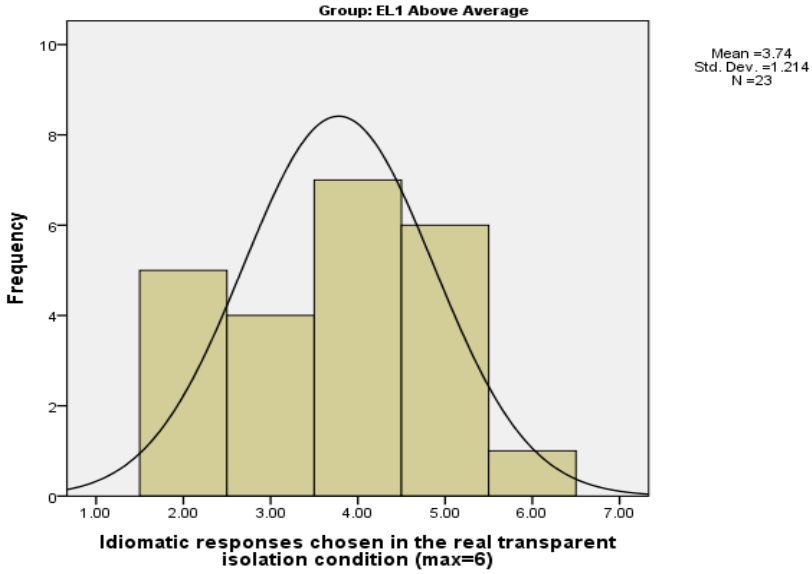
Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Idiomatic response chosen in the real transparent isolation condition	Based on Mean	1.874	3	89	.140
	Based on Median	1.839	3	89	.146
	Based on Median and with adjusted df	1.839	3	86.033	.146
	Based on trimmed mean	1.824	3	89	.149
Idiomatic response chosen in the Real Opaque Isolation Condition	Based on Mean	3.873	3	89	.012
	Based on Median	1.479	3	89	.226
	Based on Median and with adjusted df	1.479	3	72.342	.227
	Based on trimmed mean	3.535	3	89	.018
Idiomatic Response in the Novel Transparent Isolation Condition	Based on Mean	.288	3	89	.834
	Based on Median	.265	3	89	.850
	Based on Median and with adjusted df	.265	3	81.824	.850
	Based on trimmed mean	.310	3	89	.818
Idiomatic Response in the Novel Opaque Isolation Condition	Based on Mean	.631	3	89	.597
	Based on Median	.218	3	89	.884
	Based on Median and with adjusted df	.218	3	83.623	.884
	Based on trimmed mean	.563	3	89	.641
Idiomatic Response in the Real Transparent Context Condition	Based on Mean	2.547	3	89	.061
	Based on Median	2.083	3	89	.108
	Based on Median and with adjusted df	2.083	3	80.459	.109
	Based on trimmed mean	2.429	3	89	.071
Idiomatic Response in the Real Opaque Context Condition	Based on Mean	3.859	3	89	.012
	Based on Median	3.043	3	89	.033
	Based on Median and with adjusted df	3.043	3	77.236	.034
	Based on trimmed mean	3.971	3	89	.010
Idiomatic Response in the Novel Transparent Context Condition	Based on Mean	3.853	3	89	.012
	Based on Median	2.050	3	89	.113
	Based on Median and with adjusted df	2.050	3	85.744	.113
	Based on trimmed mean	3.809	3	89	.013
Idiomatic Response in the Novel Opaque Context Condition	Based on Mean	2.137	3	89	.101
	Based on Median	1.083	3	89	.360
	Based on Median and with adjusted df	1.083	3	62.583	.363
	Based on trimmed mean	2.002	3	89	.119

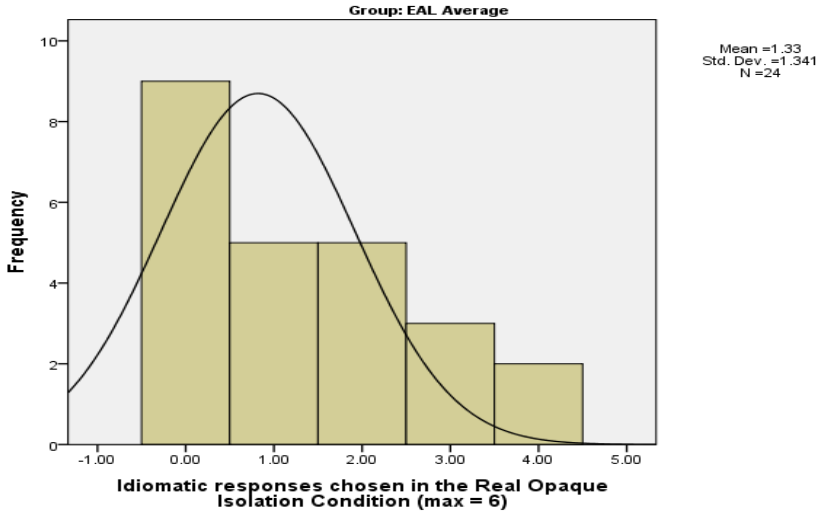
Histograms for the Idiom Comprehension Measure: Idiomatic Responses

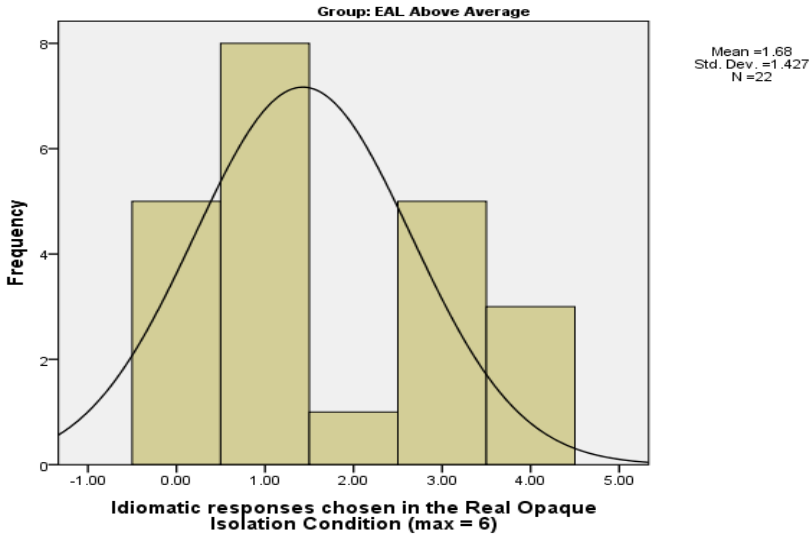


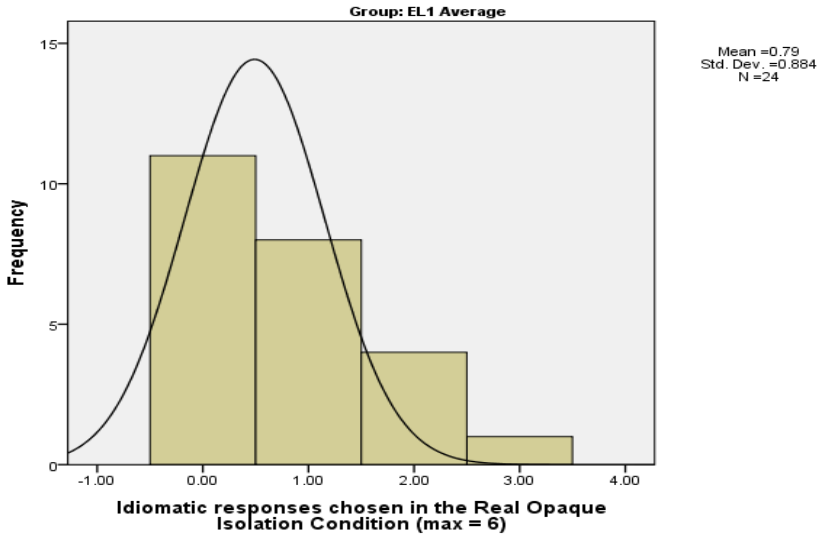


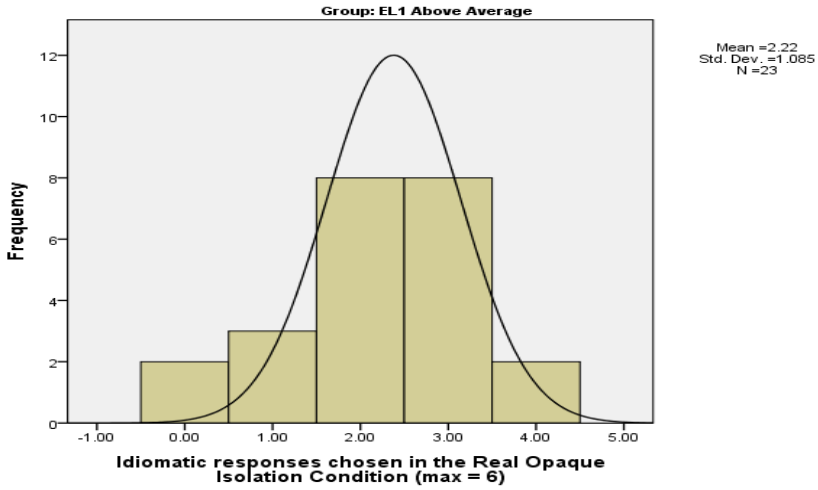


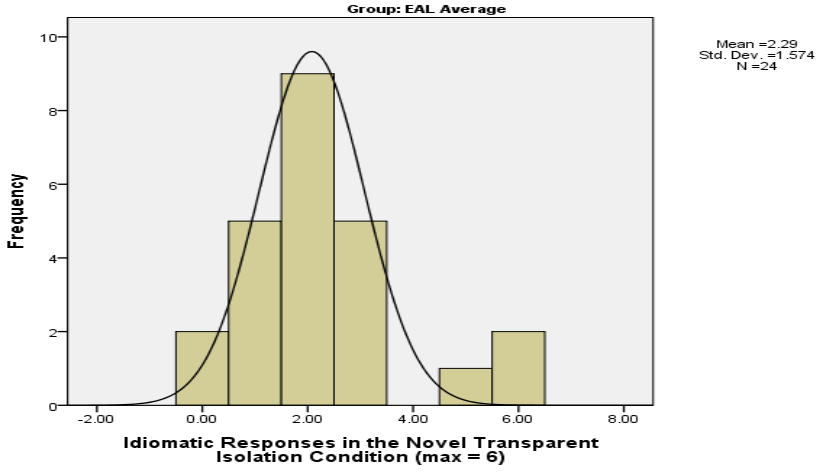

Group: EL1 Above Average
Mean =3.74
Std. Dev. =1.214
N =23
Frequency
Idiomatic responses chosen in the real transparent isolation condition (max=6)

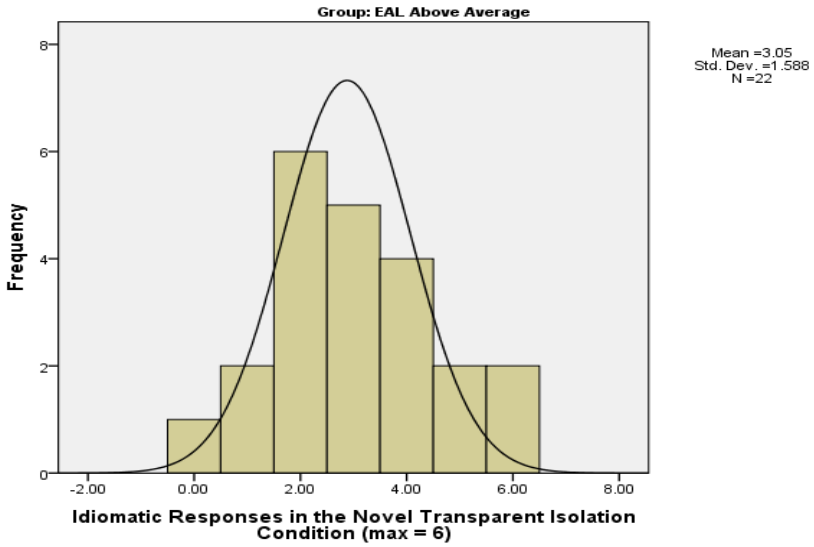

Group: EAL Average
Mean =1.33
Std. Dev. =1.341
N =24
Frequency
Idiomatic responses chosen in the Real Opaque Isolation Condition (max = 6)

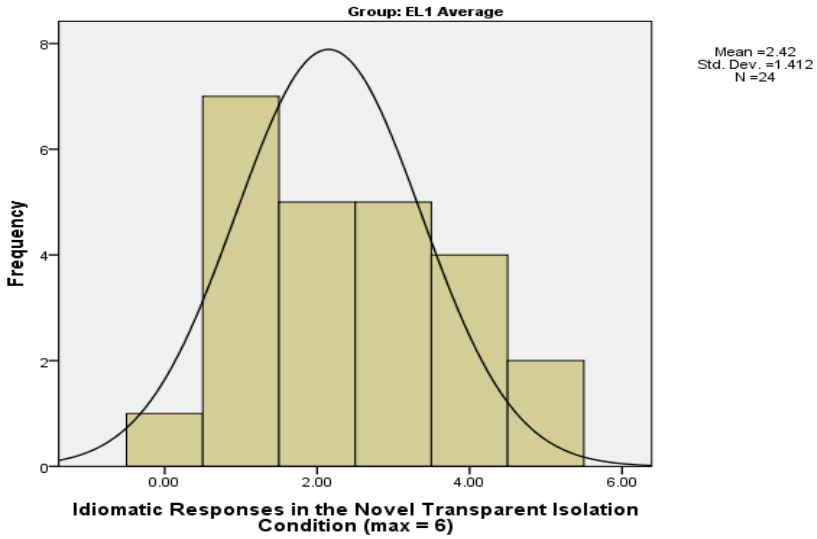

Group: EAL Above Average
Mean =1.68
Std. Dev. =1.427
N =22
Frequency
Idiomatic responses chosen in the Real Opaque Isolation Condition (max = 6)

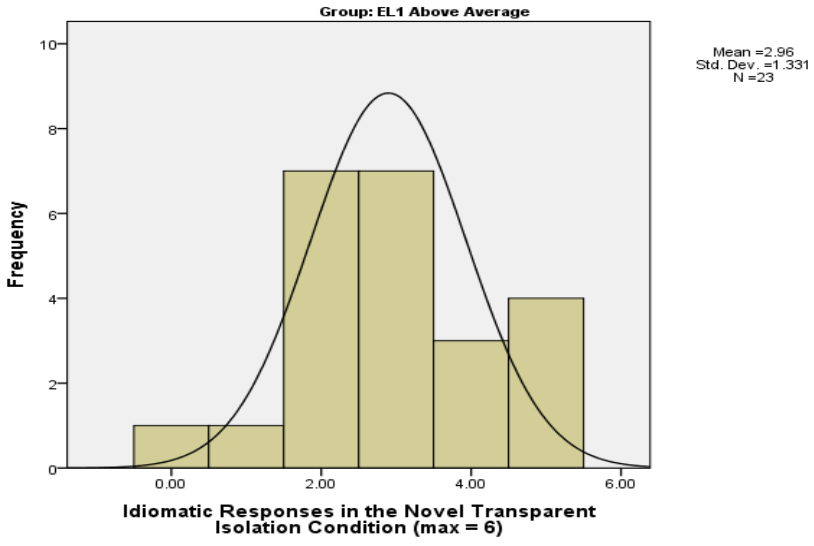

Group: EL1 Average
Mean =0.79
Std. Dev. =0.884
N =24
Frequency
15
10
5
0
-1.00
0.00
1.00
2.00
3.00
4.00
Idiomatic responses chosen in the Real Opaque Isolation Condition (max = 6)

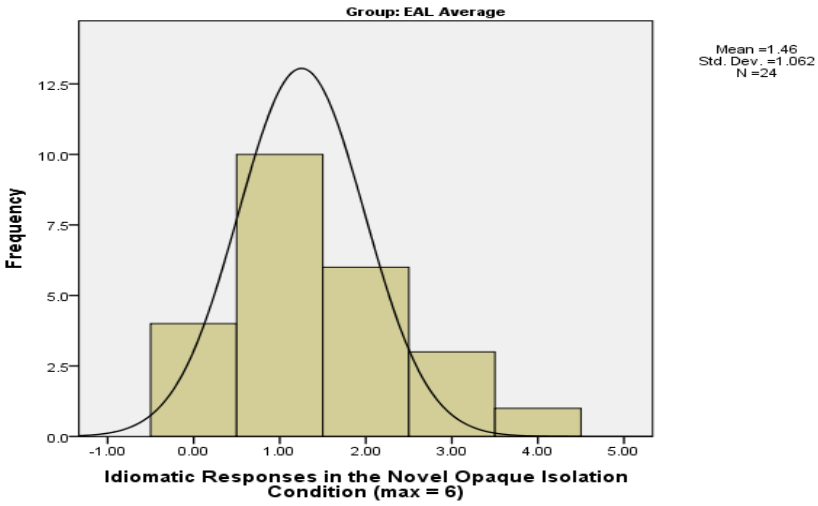

Group: EL1 Above Average
Mean =2.22
Std. Dev. =1.085
N =23
Frequency
12
10
8
6
4
2
0
-1.00
0.00
1.00
2.00
3.00
4.00
5.00
Idiomatic responses chosen in the Real Opaque Isolation Condition (max = 6)

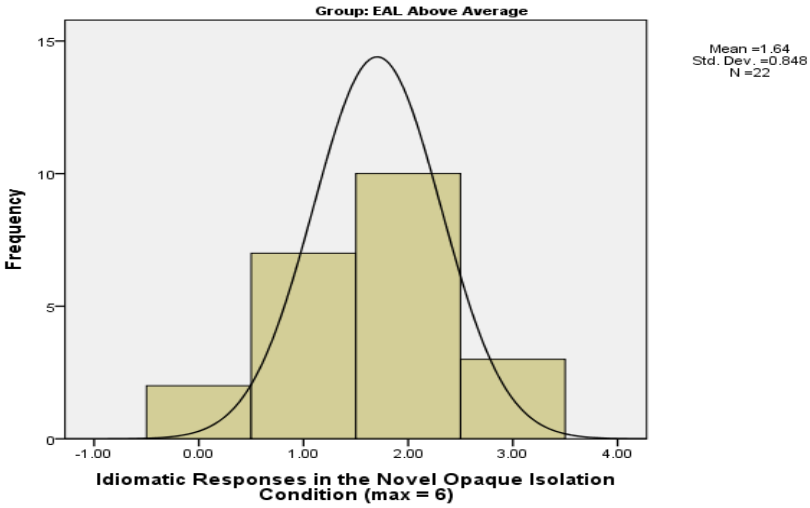

Group: EAL Average
Mean =2.29
Std. Dev. =1.574
N =24
Frequency
10
8
6
4
2
0
-2.00
0.00
2.00
4.00
6.00
8.00
Idiomatic Responses in the Novel Transparent Isolation Condition (max = 6)

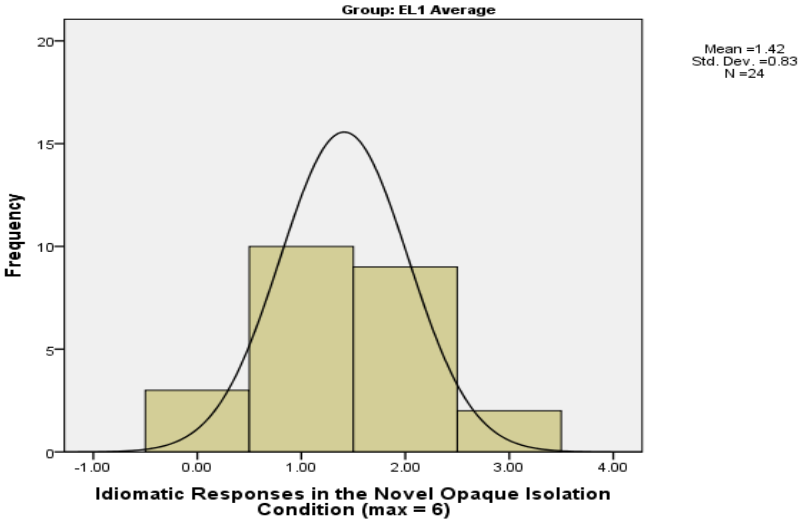

Group: EAL Above Average
Mean =3.05
Std. Dev. =1.588
N =22
Frequency
0
2
4
6
8
-2.00
0.00
2.00
4.00
6.00
8.00
Idiomatic Responses in the Novel Transparent Isolation Condition (max = 6)

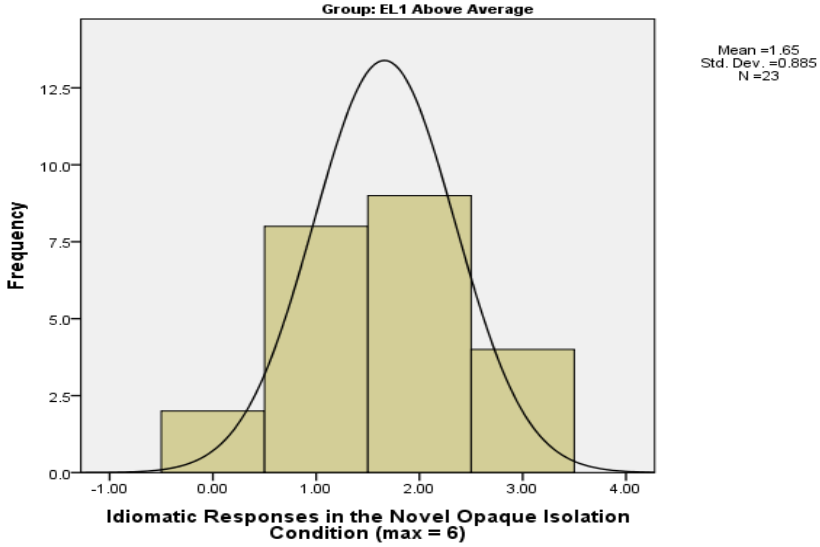

Group: EL1 Average
Mean =2.42
Std. Dev. =1.412
N =24
Frequency
0
2
4
6
8
0.00
2.00
4.00
6.00
Idiomatic Responses in the Novel Transparent Isolation Condition (max = 6)

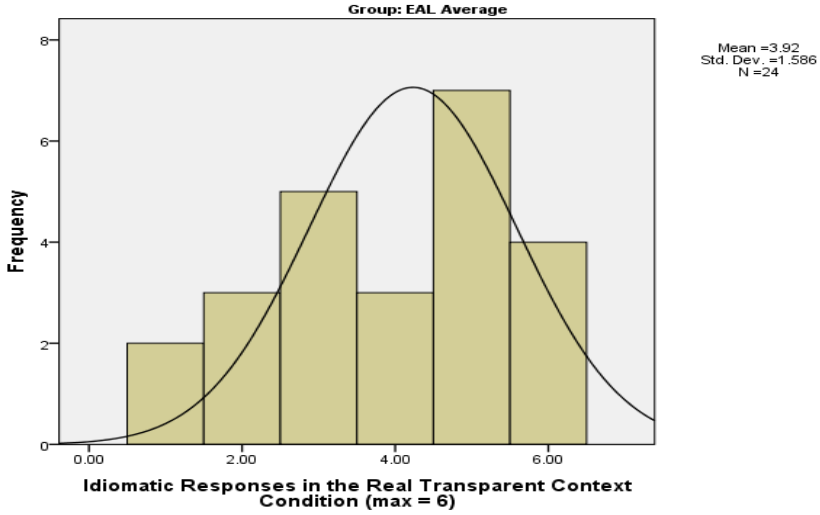

Group: EL1 Above Average
Mean =2.96
Std. Dev. =1.331
N =23
Frequency
0
2
4
6
8
10
0.00
2.00
4.00
6.00
Idiomatic Responses in the Novel Transparent Isolation Condition (max = 6)

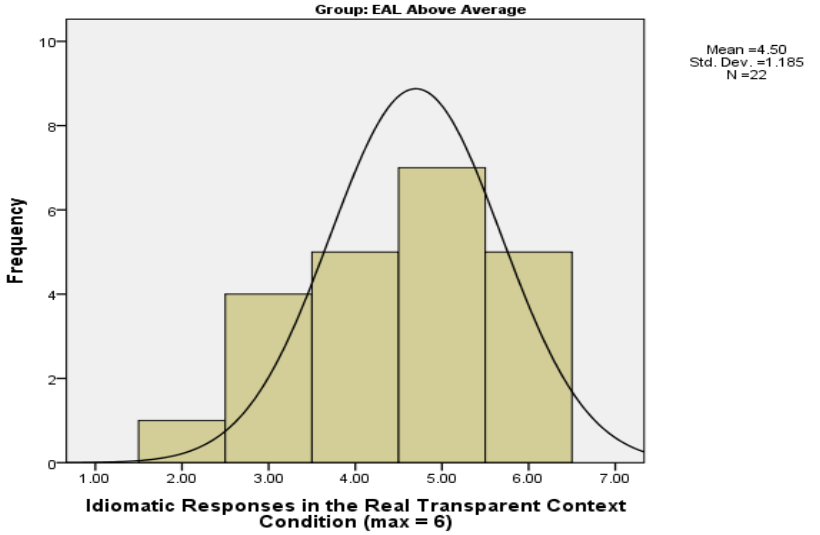

Group: EAL Average
Mean =1.46
Std. Dev. =1.062
N =24
Frequency
12.5
10.0
7.5
5.0
2.5
0.0
-1.00
0.00
1.00
2.00
3.00
4.00
5.00
Idiomatic Responses in the Novel Opaque Isolation Condition (max = 6)

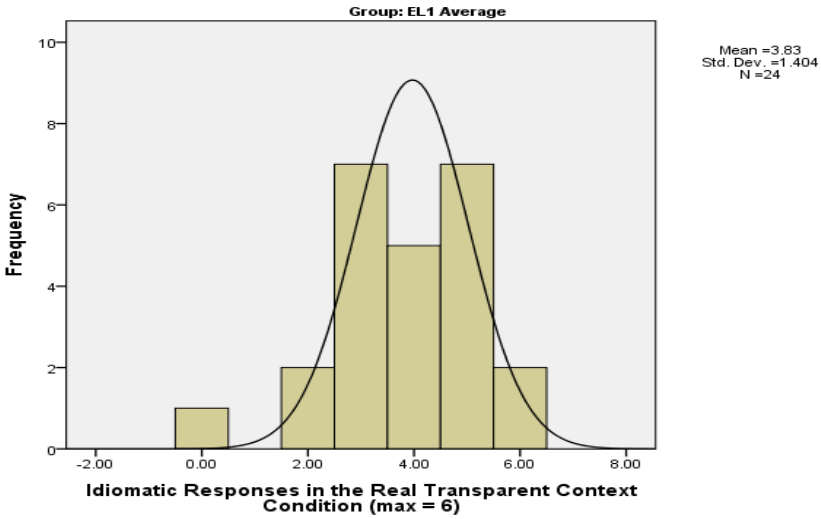

Group: EAL Above Average
Mean =1.64
Std. Dev. =0.848
N =22
Frequency
15
10
5
0
-1.00
0.00
1.00
2.00
3.00
4.00
Idiomatic Responses in the Novel Opaque Isolation Condition (max = 6)

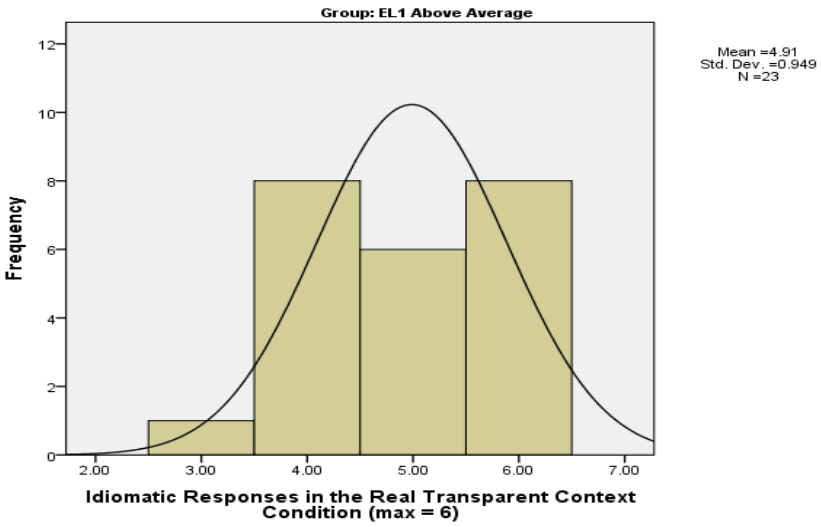

Group: EL1 Average
Mean =1.42
Std. Dev. =0.83
N =24
Frequency
20
15
10
5
0
-1.00
0.00
1.00
2.00
3.00
4.00
Idiomatic Responses in the Novel Opaque Isolation Condition (max = 6)

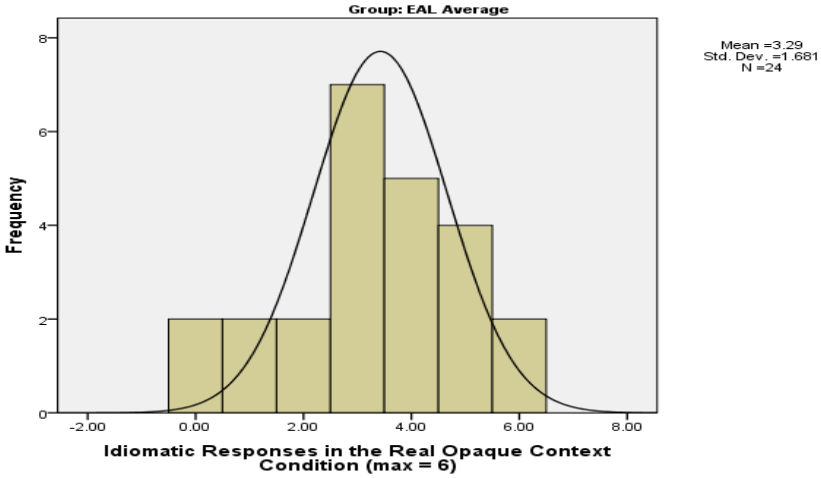

Group: EL1 Above Average
Mean =1.65
Std. Dev. =0.885
N =23
Frequency
12.5
10.0
7.5
5.0
2.5
0.0
-1.00
0.00
1.00
2.00
3.00
4.00
Idiomatic Responses in the Novel Opaque Isolation Condition (max = 6)

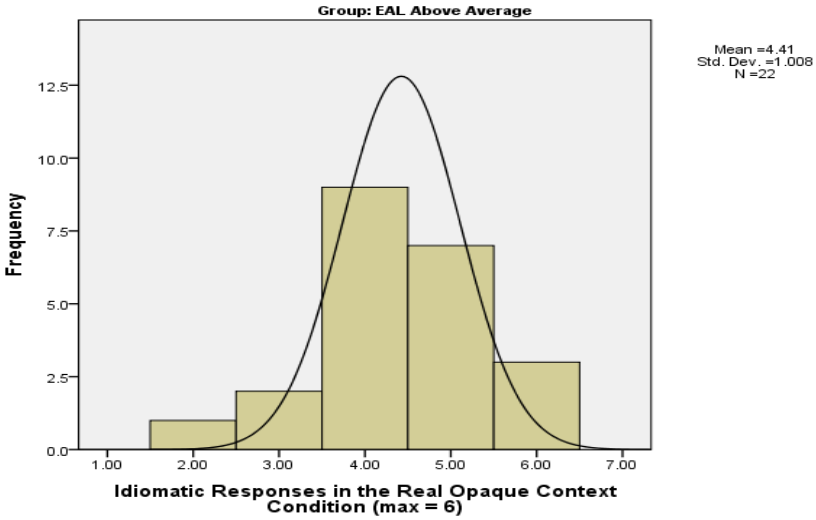

Group: EAL Average
Mean =3.92
Std. Dev. =1.586
N =24
Frequency
8
6
4
2
0
0.00
2.00
4.00
6.00
Idiomatic Responses in the Real Transparent Context Condition (max = 6)

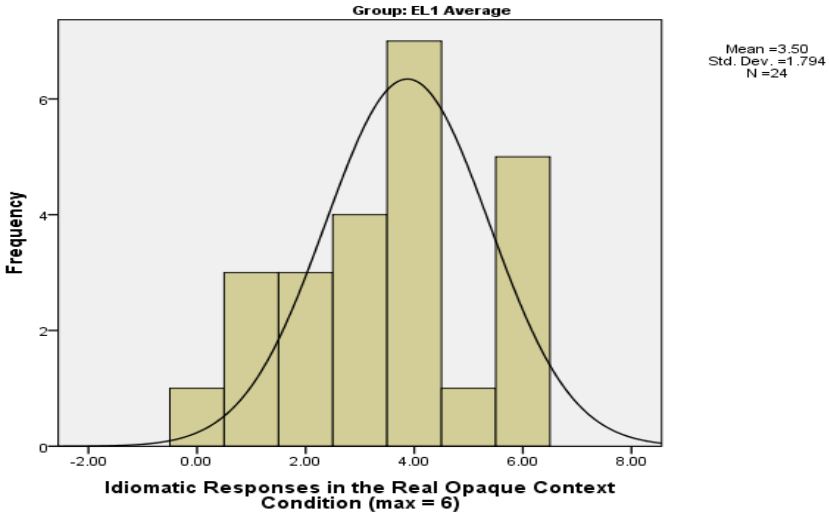

Group: EAL Above Average
Mean =4.50
Std. Dev. =1.185
N =22
Frequency
10
8
6
4
2
0
1.00
2.00
3.00
4.00
5.00
6.00
7.00
Idiomatic Responses in the Real Transparent Context Condition (max = 6)

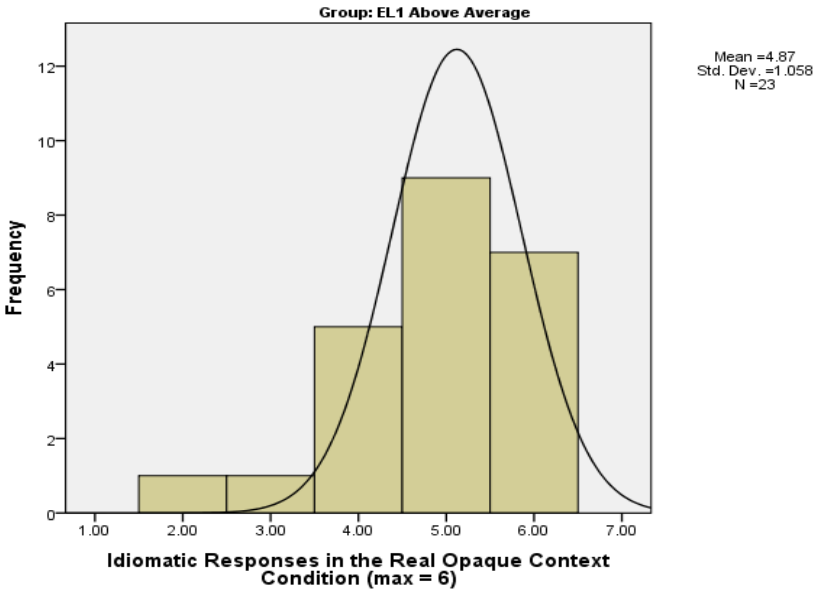

Group: EL1 Average
Mean =3.83
Std. Dev. =1.404
N =24
Frequency
Idiomatic Responses in the Real Transparent Context Condition (max = 6)

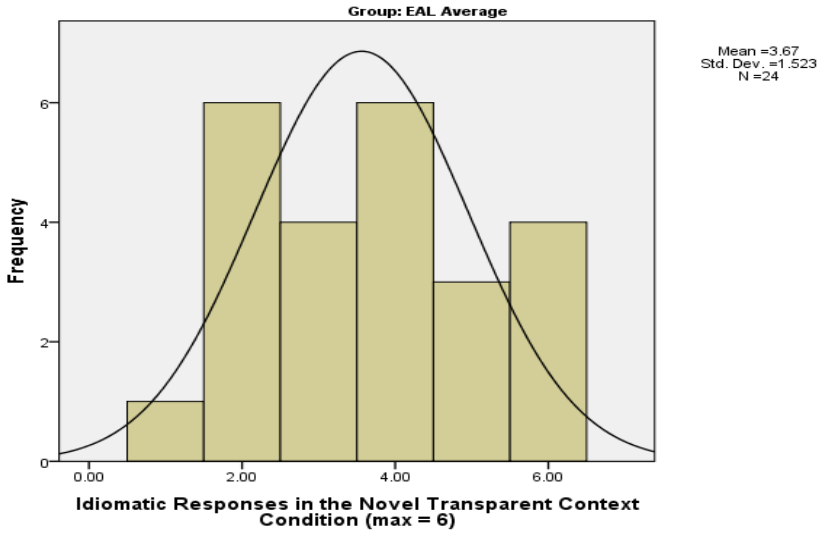

Group: EL1 Above Average
Mean =4.91
Std. Dev. =0.949
N =23
Frequency
Idiomatic Responses in the Real Transparent Context Condition (max = 6)

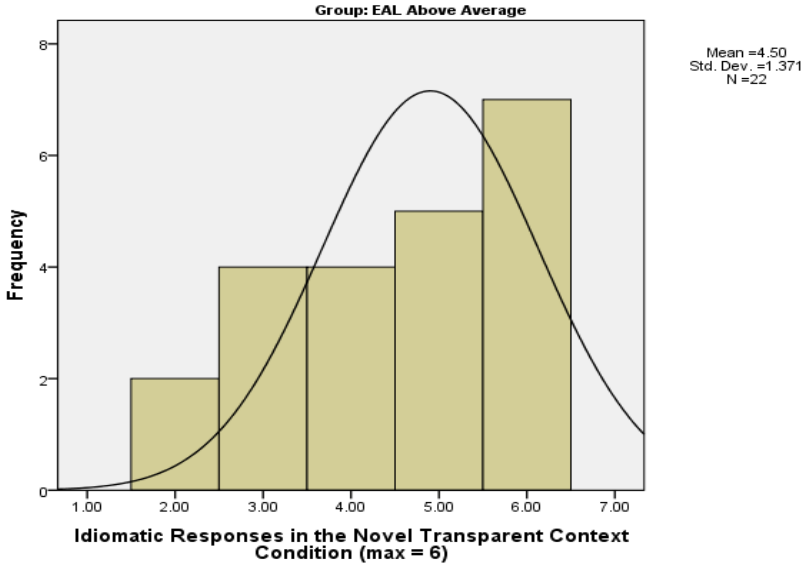

Group: EAL Average
Mean =3.29
Std. Dev. =1.681
N =24
Frequency
Idiomatic Responses in the Real Opaque Context Condition (max = 6)

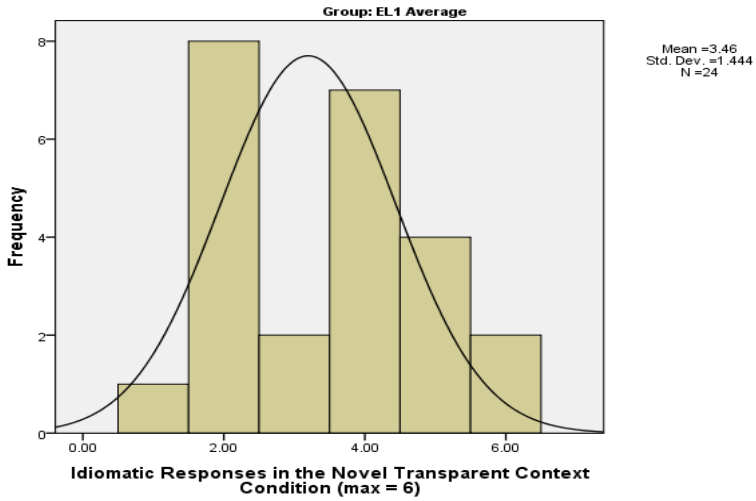

Group: EAL Above Average
Mean =4.41
Std. Dev. =1.008
N =22
Frequency
0.0
2.5
5.0
7.5
10.0
12.5
1.00
2.00
3.00
4.00
5.00
6.00
7.00
Idiomatic Responses in the Real Opaque Context Condition (max = 6)

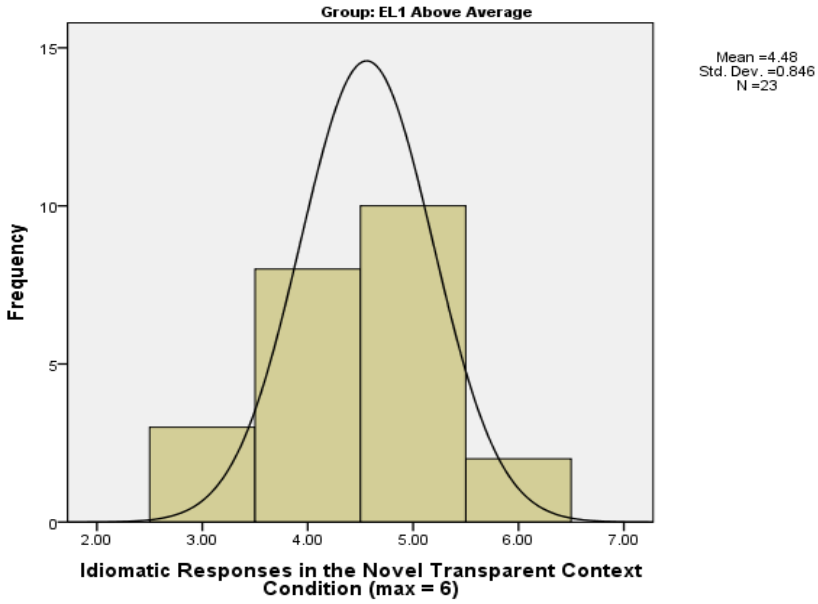

Group: EL1 Average
Mean =3.50
Std. Dev. =1.794
N =24
Frequency
0
2
4
6
-2.00
0.00
2.00
4.00
6.00
8.00
Idiomatic Responses in the Real Opaque Context Condition (max = 6)

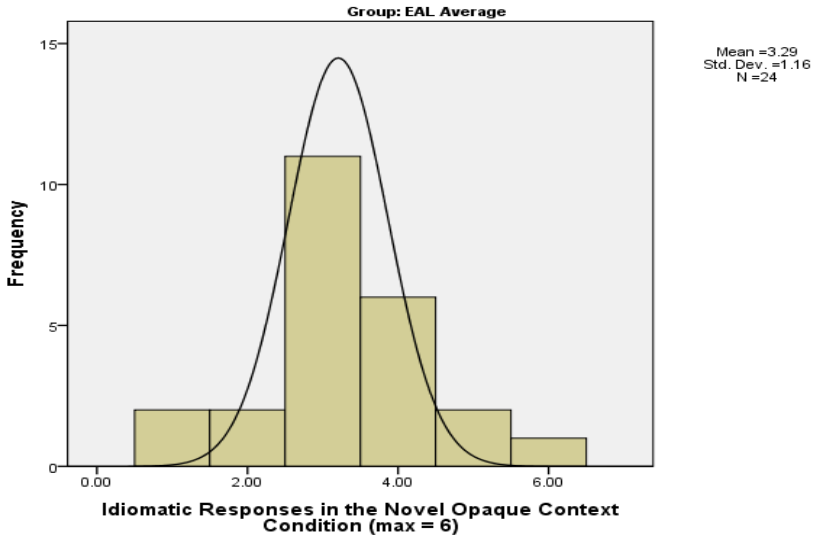

Group: EL1 Above Average
Mean =4.87
Std. Dev. =1.058
N =23
Frequency
0
2
4
6
8
10
12
1.00
2.00
3.00
4.00
5.00
6.00
7.00
Idiomatic Responses in the Real Opaque Context Condition (max = 6)

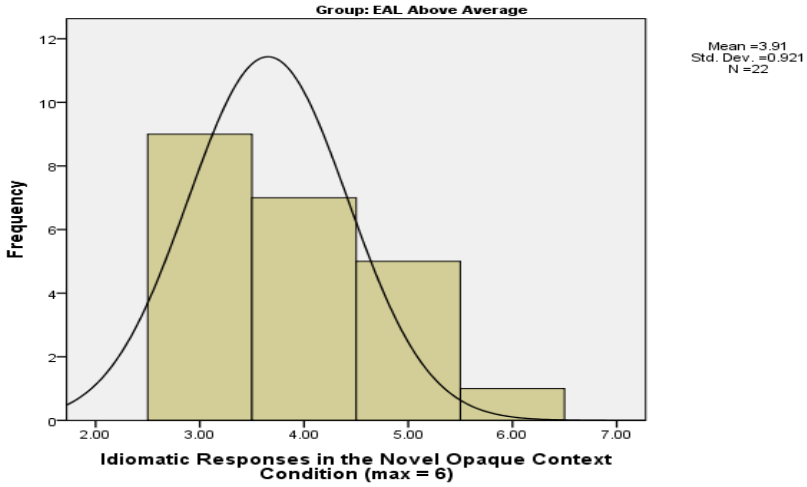

Group: EAL Average
Mean =3.67
Std. Dev. =1.523
N =24
Frequency
0
2
4
6
0.00
2.00
4.00
6.00
Idiomatic Responses in the Novel Transparent Context Condition (max = 6)

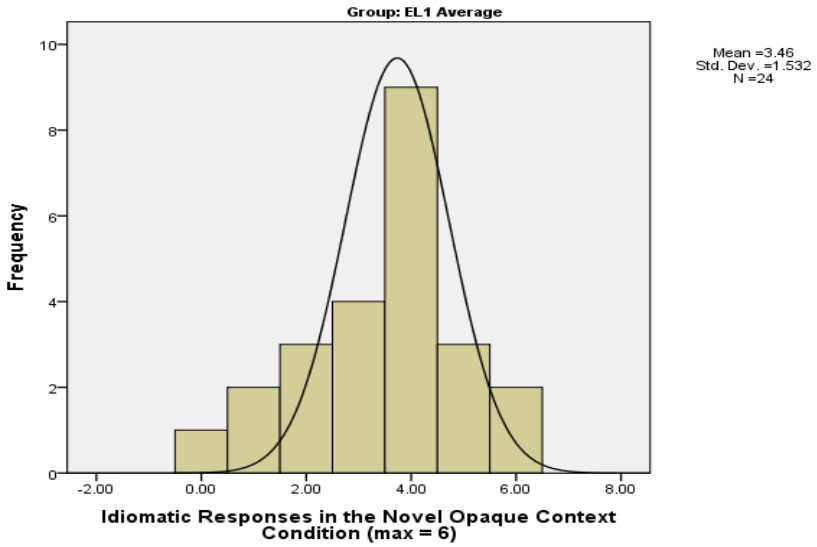

Group: EAL Above Average
Mean =4.50
Std. Dev. =1.371
N =22
Frequency
0
2
4
6
8
1.00
2.00
3.00
4.00
5.00
6.00
7.00
Idiomatic Responses in the Novel Transparent Context Condition (max = 6)

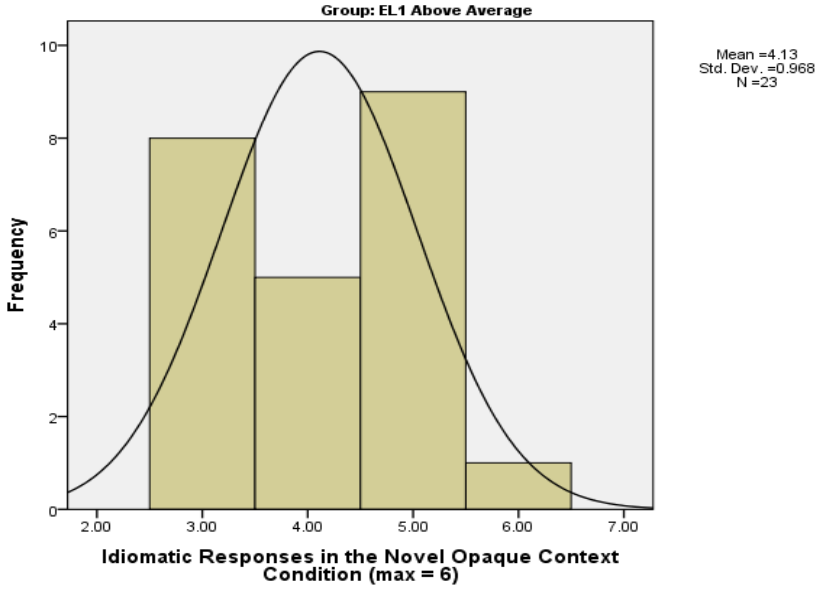

Group: EL1 Average
Mean =3.46
Std. Dev. =1.444
N =24
Frequency
0
2
4
6
8
0.00
2.00
4.00
6.00
Idiomatic Responses in the Novel Transparent Context Condition (max = 6)


Group: EL1 Above Average
Mean =4.48
Std. Dev. =0.846
N =23
Frequency
Idiomatic Responses in the Novel Transparent Context Condition (max = 6)


Group: EAL Average
Mean =3.29
Std. Dev. =1.16
N =24
Frequency
Idiomatic Responses in the Novel Opaque Context Condition (max = 6)


Group: EAL Above Average
Mean =3.91
Std. Dev. =0.921
N =22
Frequency
Idiomatic Responses in the Novel Opaque Context Condition (max = 6)


Group: EL1 Average
Mean =3.46
Std. Dev. =1.532
N =24
Frequency
0
2
4
6
8
10
-2.00
0.00
2.00
4.00
6.00
8.00
Idiomatic Responses in the Novel Opaque Context Condition (max = 6)


Group: EL1 Above Average
Mean =4.13
Std. Dev. =0.968
N =23
Frequency
0
2
4
6
8
10
2.00
3.00
4.00
5.00
6.00
7.00
Idiomatic Responses in the Novel Opaque Context Condition (max = 6)

Appendix 5.2 Levene's Test for EAL and EL1 Group Mixed ANOVAS: Idiomatic Responses

Appendix 5.2 Table 1 Levene's Test for Idiomatic Responses in the Idiom Comprehension Measure: EAL Participants

Levene's Test of Equality of Error Variances[a,b]				
	F	df1	df2	Sig.
Idiomatic response chosen in the real transparent isolation condition	3.103	1	44	.085
Idiomatic Response in the Real Transparent Context Condition	2.797	1	44	.102
Idiomatic response chosen in the Real Opaque Isolation Condition	.413	1	44	.524
Idiomatic Response in the Real Opaque Context Condition	4.271	1	44	.045
Idiomatic Response in the Novel Transparent Isolation Condition	.114	1	44	.737
Idiomatic Response in the Novel Transparent Context Condition	.203	1	44	.655
Idiomatic Response in the Novel Opaque Isolation Condition	1.144	1	44	.291
Idiomatic Response in the Novel Opaque Context Condition	.395	1	44	.533
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a. Does the child speak EAL? = EAL				
b. Design: Intercept + ComprehensionGroup Within Subjects Design: Realness + Transparency + Context + Realness * Transparency + Realness * Context + Transparency * Context + Realness * Transparency * Context				

Appendix 5.2 Table 2 Levene's Test for Idiomatic Responses in the Idiom Comprehension Measure: EL1 Participants

Levene's Test of Equality of Error Variances[a,b]				
	F	df1	df2	Sig.
Idiomatic response chosen in the real transparent isolation condition	.172	1	45	.680
Idiomatic Response in the Real Transparent Context Condition	2.441	1	45	.125
Idiomatic response chosen in the Real Opaque Isolation Condition	.607	1	45	.440
Idiomatic Response in the Real Opaque Context Condition	7.106	1	45	.011
Idiomatic Response in the Novel Transparent Isolation Condition	.729	1	45	.398
Idiomatic Response in the Novel Transparent Context Condition	10.718	1	45	.002
Idiomatic Response in the Novel Opaque Isolation Condition	.096	1	45	.758
Idiomatic Response in the Novel Opaque Context Condition	3.215	1	45	.080
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a.Does the child speak EAL? = EL1				
b.Design: Intercept + ComprehensionGroup Within Subjects Design: Realness + Transparency + Context + Realness * Transparency + Realness * Context + Transparency * Context + Realness * Transparency * Context				

Appendix 5.3 EAL/EL1 Group Differences on Vocabulary and Working Memory Measures

Appendix 5.3 Table 1 EAL/EL1 Group performance on vocabulary and working memory measures

Group Statistics					
	Does the child speak EAL?	N	Mean	Std. Deviation	Std. Error Mean
TOWK Synonyms Raw Score	EAL	46	26.43	5.369	.792
	EL1	47	26.23	6.380	.931
TOWK Figurative Usage Raw Score	EAL	46	17.41	8.365	1.233
	EL1	47	18.60	8.495	1.239
TOWK Word Definitions Raw Score	EAL	46	24.48	7.402	1.091
	EL1	47	26.32	8.812	1.285
TOWK Multiple Contexts Raw Score	EAL	46	10.17	5.105	.753
	EL1	47	12.74	5.998	.875
TOWK Expressive Vocabulary Raw Score	EAL	46	16.61	3.066	.452
	EL1	47	18.55	3.119	.455
TOWK Receptive Vocabulary Raw Score	EAL	46	25.43	5.089	.750
	EL1	47	26.43	6.064	.885
WMTB Backwards digit recall trials correct	EAL	46	18.52	5.171	.762
	EL1	47	15.81	3.449	.503

Appendix 5.3 Table 2 *t*-tests showing EAL/EL1 Group differences in vocabulary and working memory measures

		Levene's test for Equality of Variances		*t-test*		
		F	Sig.	t	df	Sig. (2-tailed)
TOWK Synonyms Raw Score	Equal variances assumed	1.711	.194	.164	91	.870
	Equal variances not assumed			.164	89.014	.870
TOWK Figurative Usage Raw Score	Equal variances assumed	.154	.696	-.676	91	.501
	Equal variances not assumed			-.676	90.996	.500
TOWK Word Definitions Raw Score	Equal variances assumed	.819	.368	-1.090	91	.279
	Equal variances not assumed			-1.092	88.965	.278
TOWK Multiple Contexts Raw Score	Equal variances assumed	1.889	.173	-2.224	91	.029
	Equal variances not assumed			-2.228	89.289	.028
TOWK Expressive Vocabulary Raw Score	Equal variances assumed	.045	.832	-3.031	91	.003
	Equal variances not assumed			-3.032	90.998	.003
TOWK Receptive Vocabulary Raw Score	Equal variances assumed	3.695	.058	-.853	91	.396
	Equal variances not assumed			-.854	88.942	.395
WMTB Backwards digit recall trials correct	Equal variances assumed	5.477	.021	2.983	91	.004
	Equal variances not assumed			2.970	78.212	.004

Appendix 5.4 Exploring the Data for the Initial Omnibus F Test: Congruent Responses in the Context Condition

Appendix 5.4 Table 1 Tests of Normality for the Idiom Comprehension Measure: Kolmogorov-Smirnov and Shapiro-Wilk for Congruent Responses in the Context Condition

Tests of Normality							
	Comprehension Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Congruent Response in the Real Transparent Context Condition	EAL Average	.250	24	.000	.821	24	.001
	EAL Above Average	.216	22	.009	.842	22	.002
	EL1 Average	.203	24	.012	.876	24	.007
	EL1 Above Average	.312	23	.000	.777	23	.000
Congruent Response in the Real Opaque Context Condition	EAL Average	.203	24	.012	.914	24	.042
	EAL Above Average	.226	22	.005	.859	22	.005
	EL1 Average	.255	24	.000	.803	24	.000
	EL1 Above Average	.236	23	.002	.837	23	.002
Congruent Response in the Novel Transparent Context Condition	EAL Average	.189	24	.026	.881	24	.009
	EAL Above Average	.253	22	.001	.807	22	.001
	EL1 Average	.235	24	.001	.879	24	.008
	EL1 Above Average	.222	23	.004	.809	23	.001
Congruent Response in the Novel Opaque Context Condition	EAL Average	.265	24	.000	.874	24	.006
	EAL Above Average	.299	22	.000	.847	22	.003
	EL1 Average	.222	24	.004	.851	24	.002
	EL1 Above Average	.308	23	.000	.840	23	.002
*. This is a lower bound of the true significance.							

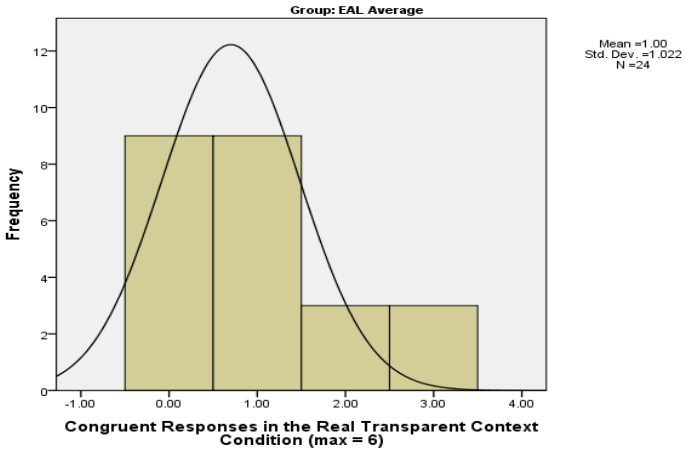
Appendix 5.4 Table 2 Tests of Normality for the Idiom Comprehension Measure: *Z*-scores of Skewness and Kurtosis for Congruent Responses in the Context Condition

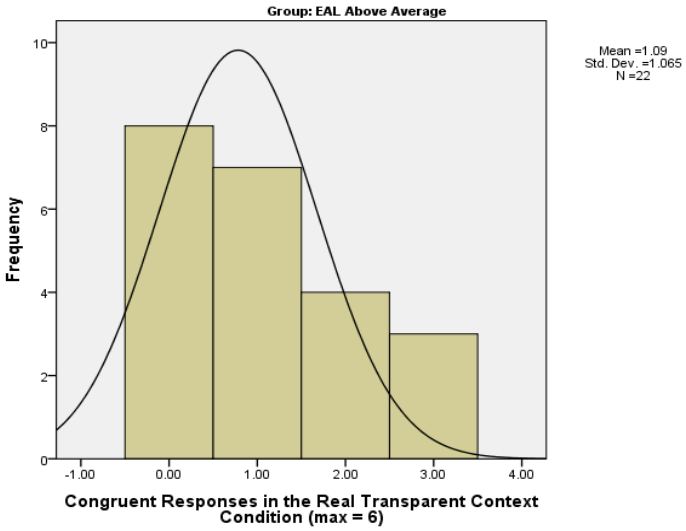
		z-score skewness	z-score kurtosis
RTC Congruent	EAL Average	1.69	-0.35
	EAL Above Average	1.19	-0.86
	EL1 Average	0.27	-0.96
	EL1 Above Average	2.00*	-0.72
ROC Congruent	EAL Average	0.71	-0.18
	EAL Above Average	0.06	-1.07
	EL1 Average	2.76**	1.25
	EL1 Above Average	1.23	-0.56
NTC Congruent	EAL Average	1.70	0.60
	EAL Above Average	2.24*	0.45
	EL1 Average	0.52	0.58
	EL1 Above Average	0.47	-1.22
NOC Congruent	EAL Average	0.58	-0.46
	EAL Above Average	2.04*	-0.67
	EL1 Average	1.76	1.21
	EL1 Above Average	0.96	0.51

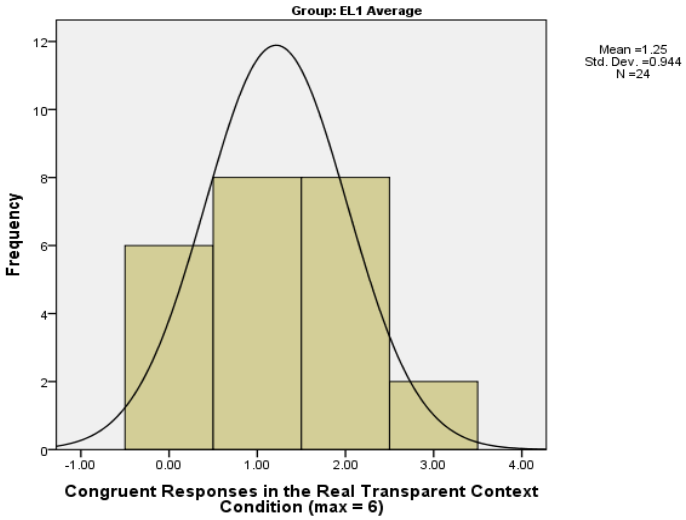
Appendix 5.4 Table 3 Tests of Homogeneity of Variance for the Idiom Comprehension Measure: Levene's Test for Congruent Responses in the Context Condition

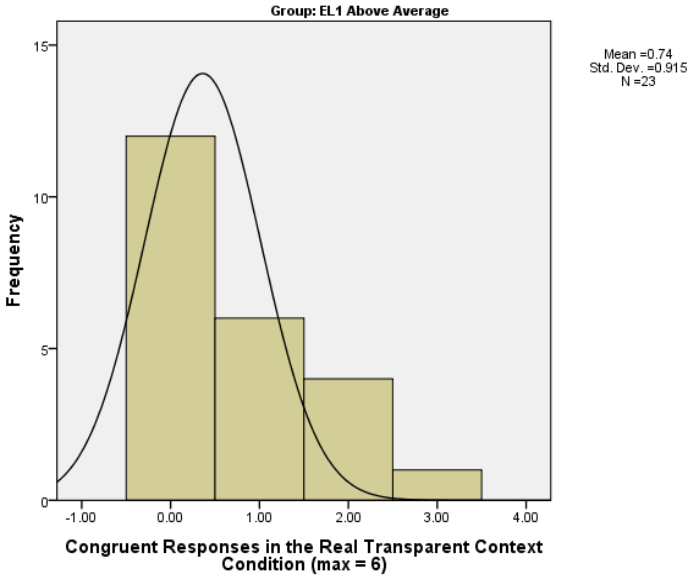
Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Congruent Response in the Real Transparent Context Condition	Based on Mean	.134	3	89	.940
	Based on Median	.056	3	89	.982
	Based on Median and with adjusted df	.056	3	79.398	.982
	Based on trimmed mean	.072	3	89	.975
Congruent Response in the Real Opaque Context Condition	Based on Mean	1.977	3	89	.123
	Based on Median	1.457	3	89	.232
	Based on Median and with adjusted df	1.457	3	76.915	.233
	Based on trimmed mean	1.516	3	89	.216
Congruent Response in the Novel Transparent Context Condition	Based on Mean	2.573	3	89	.059
	Based on Median	2.832	3	89	.043
	Based on Median and with adjusted df	2.832	3	81.708	.043
	Based on trimmed mean	2.575	3	89	.059
Congruent Response in the Novel Opaque Context Condition	Based on Mean	1.328	3	89	.270
	Based on Median	.736	3	89	.533
	Based on Median and with adjusted df	.736	3	84.174	.534
	Based on trimmed mean	1.417	3	89	.243

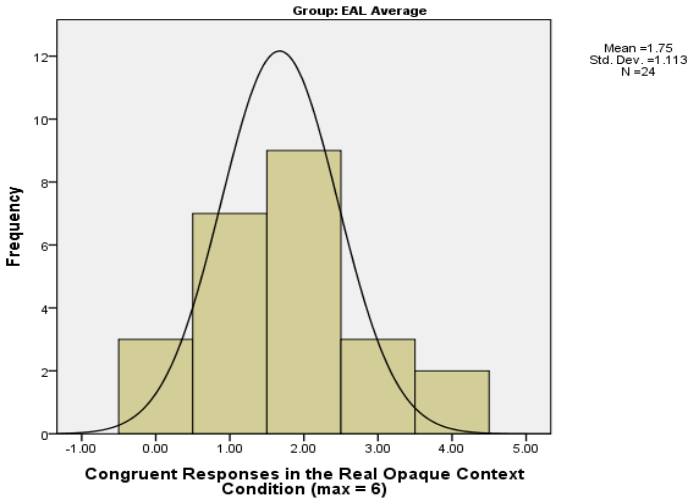
Histograms for the Idiom Comprehension Measure: Congruent Responses in the Context Condition

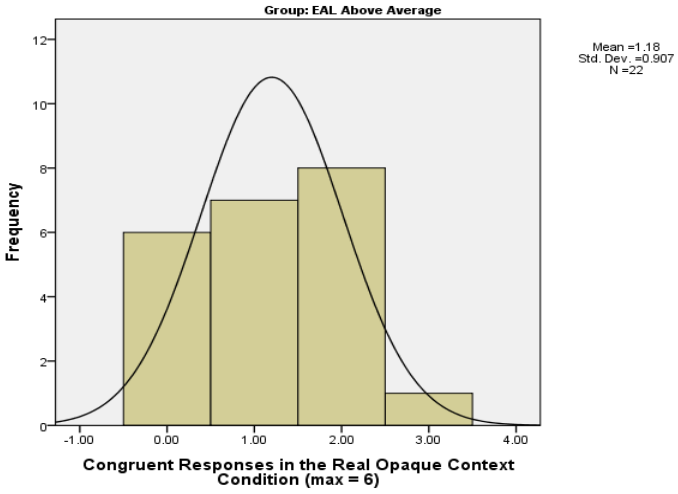


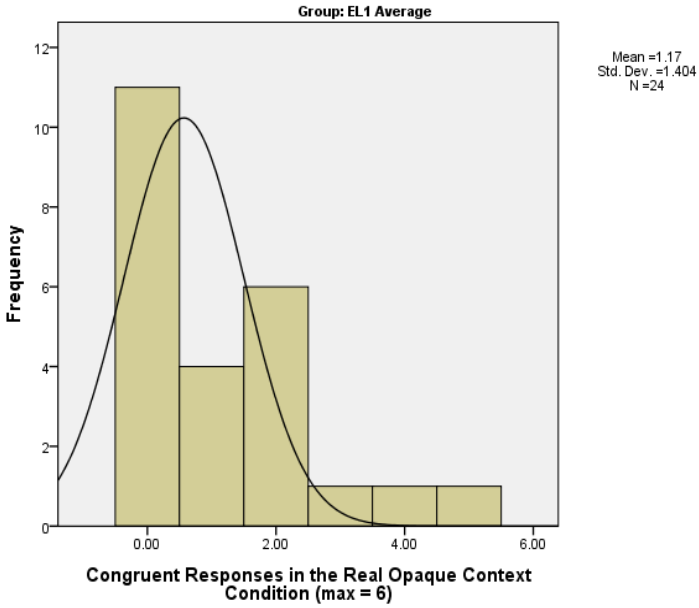

Group: EAL Above Average
Mean =1.09
Std. Dev. =1.065
N =22
Frequency
Congruent Responses in the Real Transparent Context Condition (max = 6)

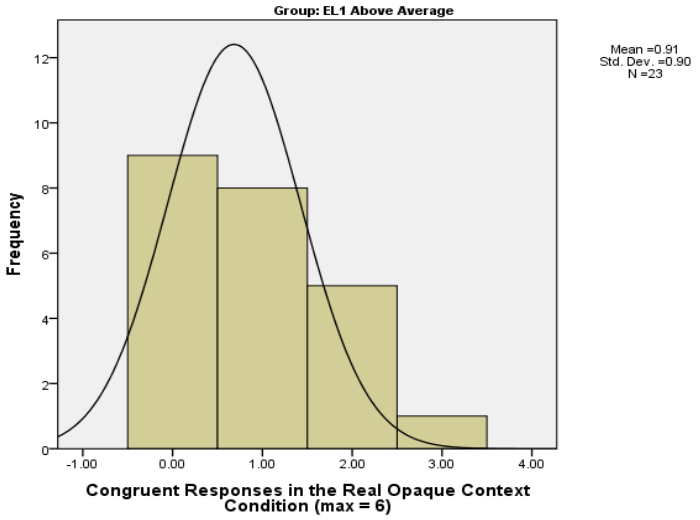

Group: EL1 Average
Mean =1.25
Std. Dev. =0.944
N =24
Frequency
Congruent Responses in the Real Transparent Context Condition (max = 6)

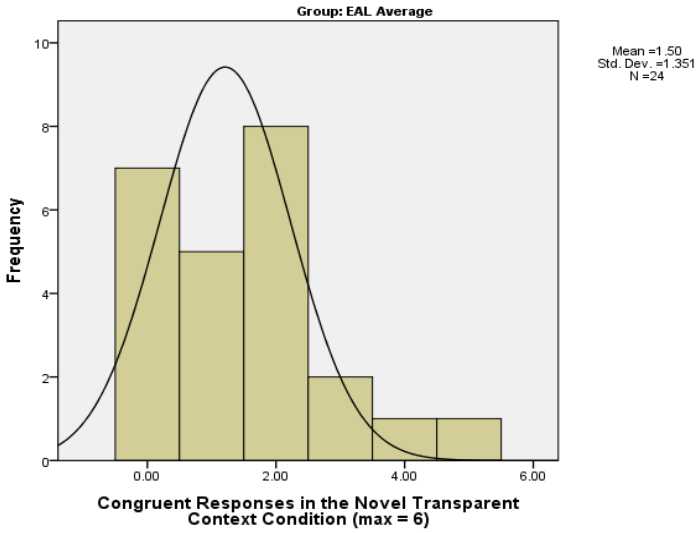

Group: EL1 Above Average
Mean =0.74
Std. Dev. =0.915
N =23
Frequency
Congruent Responses in the Real Transparent Context Condition (max = 6)

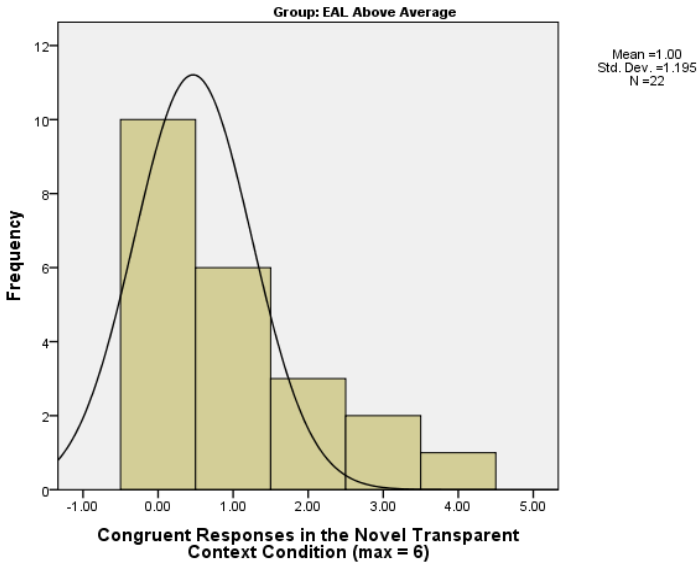

Group: EAL Average
Mean =1.75
Std. Dev. =1.113
N =24
Frequency
Congruent Responses in the Real Opaque Context Condition (max = 6)

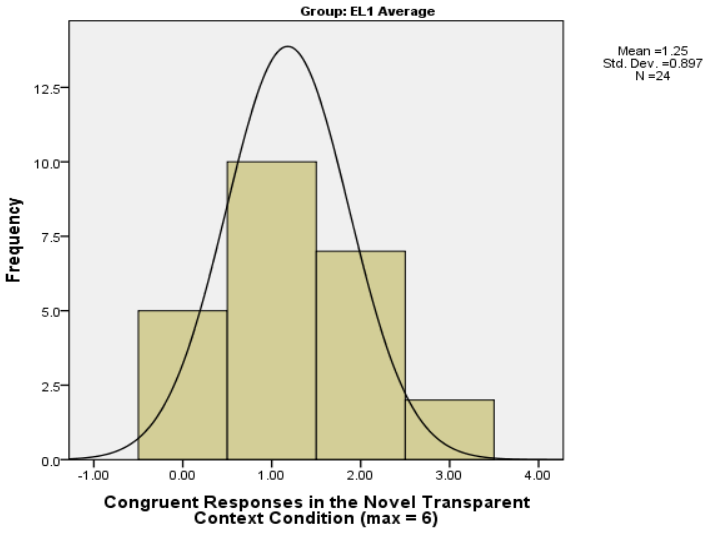

Group: EAL Above Average
Mean =1.18
Std. Dev. =0.907
N =22
Frequency
Congruent Responses in the Real Opaque Context Condition (max = 6)

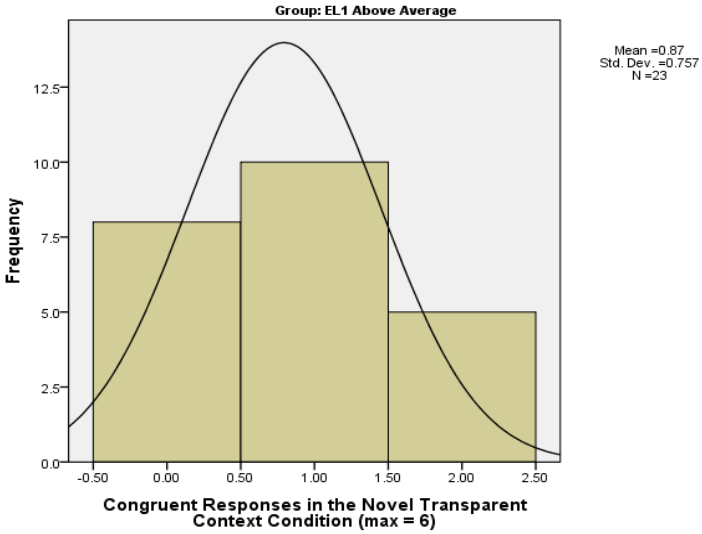

Group: EL1 Average
Mean =1.17
Std. Dev. =1.404
N =24
Frequency
Congruent Responses in the Real Opaque Context Condition (max = 6)

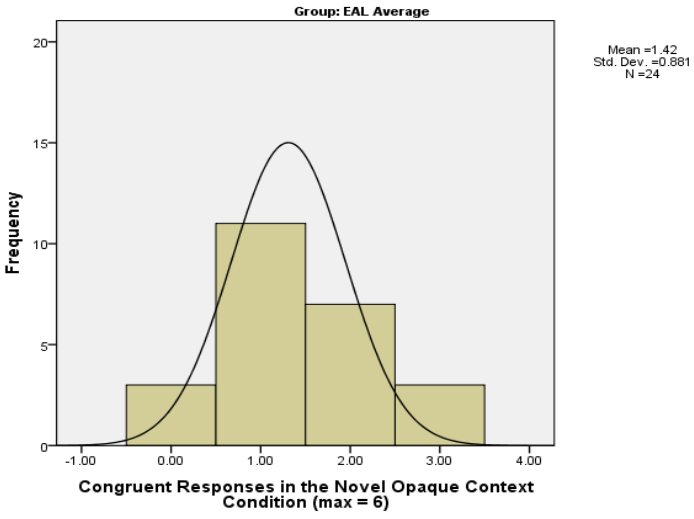

Group: EL1 Above Average
Mean =0.91
Std. Dev. =0.90
N =23
Frequency
Congruent Responses in the Real Opaque Context Condition (max = 6)

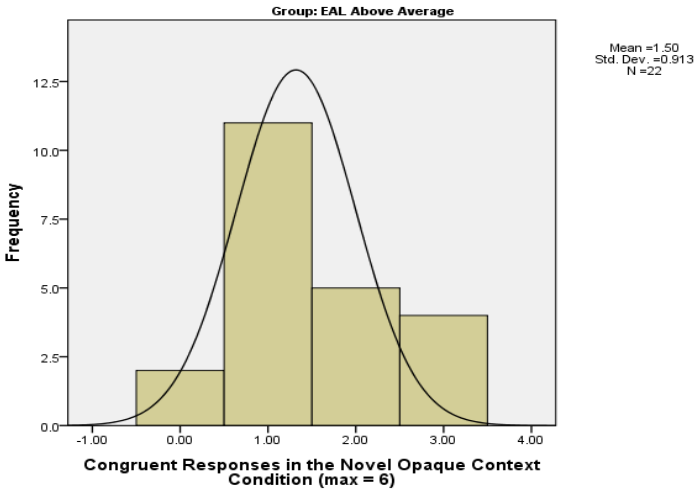

Group: EAL Average
Mean =1.50
Std. Dev. =1.351
N =24
Frequency
Congruent Responses in the Novel Transparent Context Condition (max = 6)

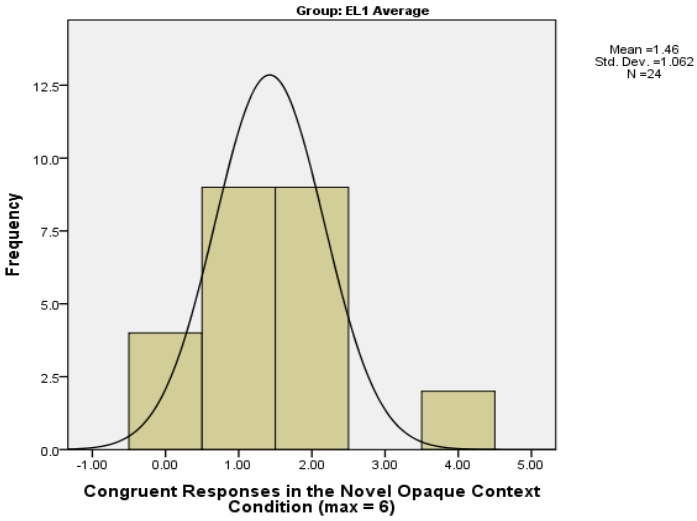

Group: EAL Above Average
Mean =1.00
Std. Dev. =1.195
N =22
Frequency
Congruent Responses in the Novel Transparent Context Condition (max = 6)

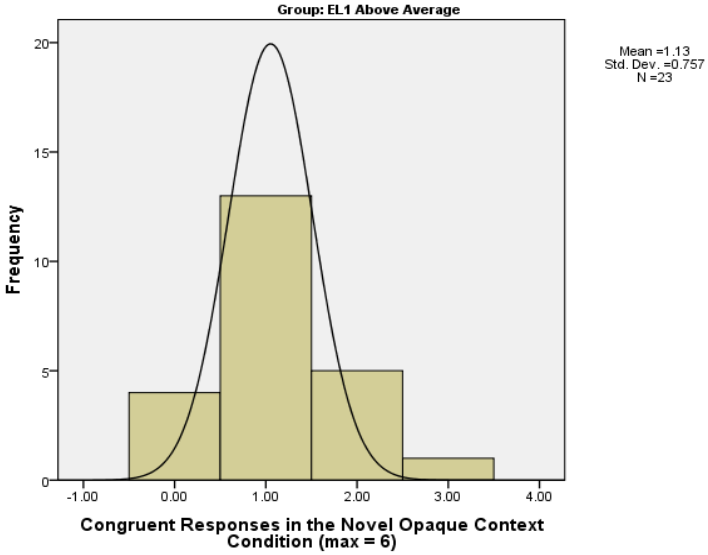

Group: EL1 Average
Mean =1.25
Std. Dev. =0.897
N =24
Frequency
12.5
10.0
7.5
5.0
2.5
0.0
-1.00
0.00
1.00
2.00
3.00
4.00
Congruent Responses in the Novel Transparent Context Condition (max = 6)


Group: EL1 Above Average
Mean =0.87
Std. Dev. =0.757
N =23
Frequency
12.5
10.0
7.5
5.0
2.5
0.0
-0.50
0.00
0.50
1.00
1.50
2.00
2.50
Congruent Responses in the Novel Transparent Context Condition (max = 6)


Group: EAL Average
Mean =1.42
Std. Dev. =0.881
N =24
Frequency
20
15
10
5
0
-1.00
0.00
1.00
2.00
3.00
4.00
Congruent Responses in the Novel Opaque Context Condition (max = 6)


Group: EAL Above Average
Mean =1.50
Std. Dev. =0.913
N =22
Frequency
Congruent Responses in the Novel Opaque Context Condition (max = 6)


Group: EL1 Average
Mean =1.46
Std. Dev. =1.062
N =24
Frequency
Congruent Responses in the Novel Opaque Context Condition (max = 6)


Group: EL1 Above Average
Mean =1.13
Std. Dev. =0.757
N =23
Frequency
Congruent Responses in the Novel Opaque Context Condition (max = 6)

Appendix 5.5 Levene's Test for EAL and EL1 Group Mixed ANOVAS: Congruent Responses in the Context Condition

Appendix 5.5 Table 1 Idiom Comprehension Measure Congruent Responses in Context: Levene's test for EAL Participants

Levene's Test of Equality of Error Variances[a,b]				
	F	df1	df2	Sig.
Congruent Responses in the Real Transparent Context Condition (max = 6)	.282	1	44	.598
Congruent Responses in the Real Opaque Context Condition (max = 6)	.452	1	44	.505
Congruent Responses in the Novel Transparent Context Condition (max = 6)	.598	1	44	.444
Congruent Responses in the Novel Opaque Context Condition (max = 6)	.074	1	44	.787
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a. Does the child speak EAL or EL1? = EAL				
b. Design: Intercept + ReadingGroup Within Subjects Design: Realness + Transparency + Realness * Transparency				

Appendix 5.5 Table 2 Idiom Comprehension Measure Congruent Responses in Context: Levene's test for EL1 Participants

Levene's Test of Equality of Error Variances[a,b]				
	F	df1	df2	Sig.
Congruent Responses in the Real Transparent Context Condition (max = 6)	.022	1	45	.884
Congruent Responses in the Real Opaque Context Condition (max = 6)	4.232	1	45	.046
Congruent Responses in the Novel Transparent Context Condition (max = 6)	.822	1	45	.370
Congruent Responses in the Novel Opaque Context Condition (max = 6)	2.886	1	45	.096
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a. Does the child speak EAL or EL1? = EL1				
b. Design: Intercept + ReadingGroup Within Subjects Design: Realness + Transparency + Realness * Transparency				

Appendix 5.6 Exploring the Data for the Initial Omnibus *F* Test: Incongruent Responses in the Context Condition

Appendix 5.6 Table 1 Tests of Normality for the Idiom Comprehension Measure: Kolmogorov-Smirnov and Shapiro-Wilk for Incongruent Responses in the Context Condition

Tests of Normality							
	Comprehension Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Incongruent Response in the Real Transparent Context Condition	EAL Average	.335	24	.000	.726	24	.000
	EAL Above Average	.496	22	.000	.474	22	.000
	EL1 Average	.321	24	.000	.728	24	.000
	EL1 Above Average	.499	23	.000	.463	23	.000
Incongruent Response in the Real Opaque Context Condition	EAL Average	.251	24	.000	.788	24	.000
	EAL Above Average	.430	22	.000	.590	22	.000
	EL1 Average	.331	24	.000	.756	24	.000
	EL1 Above Average	.532	23	.000	.324	23	.000
Incongruent Response in the Novel Transparent Context Condition	EAL Average	.406	24	.000	.650	24	.000
	EAL Above Average	.430	22	.000	.590	22	.000
	EL1 Average	.286	24	.000	.779	24	.000
	EL1 Above Average	.459	23	.000	.551	23	.000
Incongruent Response in the Novel Opaque Context Condition	EAL Average	.238	24	.001	.803	24	.000
	EAL Above Average	.368	22	.000	.702	22	.000
	EL1 Average	.334	24	.000	.742	24	.000
	EL1 Above Average	.347	23	.000	.730	23	.000
a. Lilliefors Significance Correction							
*. This is a lower bound of the true significance.							

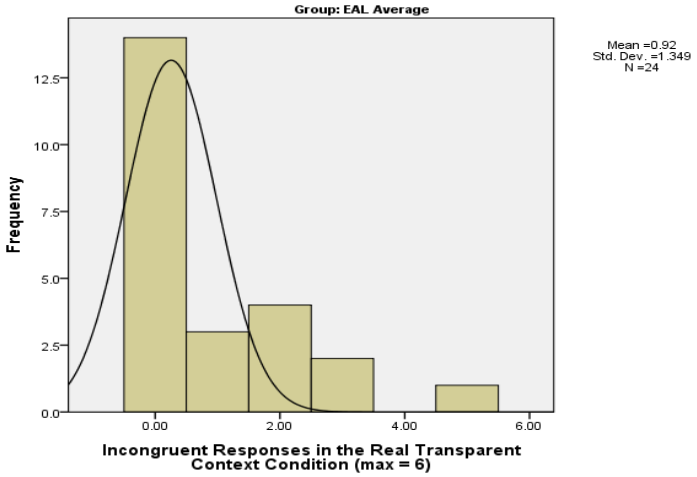
Appendix 5.6 Table 2 Tests of Normality for the Idiom Comprehension Measure: *Z*-scores of Skewness and Kurtosis for Incongruent Responses in the Context Condition

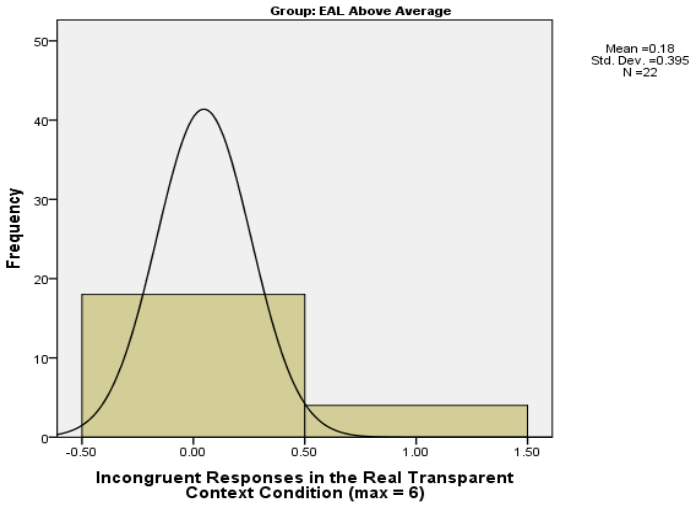
		z-score skewness	z-score kurtosis
RTC Incongruent	EAL Average	-0.74	-1.08
	EAL Above Average	-0.77	-0.77
	EL1 Average	-1.50	0.98
	EL1 Above Average	-0.34	-1.33
ROC Incongruent	EAL Average	-0.81	-0.36
	EAL Above Average	0.70	0.34
	EL1 Average	-0.31	-0.87
	EL1 Above Average	-2.04*	1.12
NTC Incongruent	EAL Average	0.29	-1.16
	EAL Above Average	-0.87	-1.16
	EL1 Average	0.29	-1.20
	EL1 Above Average	-0.36	-0.43
NOC Incongruent	EAL Average	0.21	0.78
	EAL Above Average	1.21	-0.66
	EL1 Average	-0.99	-0.04
	EL1 Above Average	0.10	-1.48

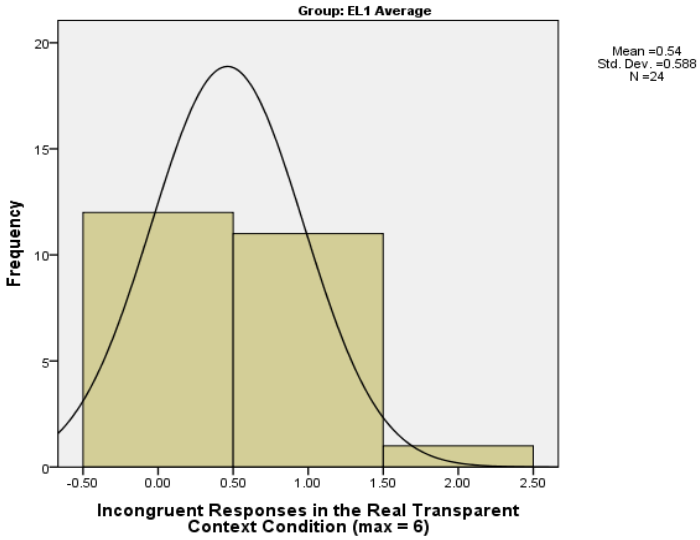
Appendix 5.6 Table 3 Tests of Homogeneity of Variance for the Idiom Comprehension Measure: Levene's Test for Incongruent Responses in the Context Condition

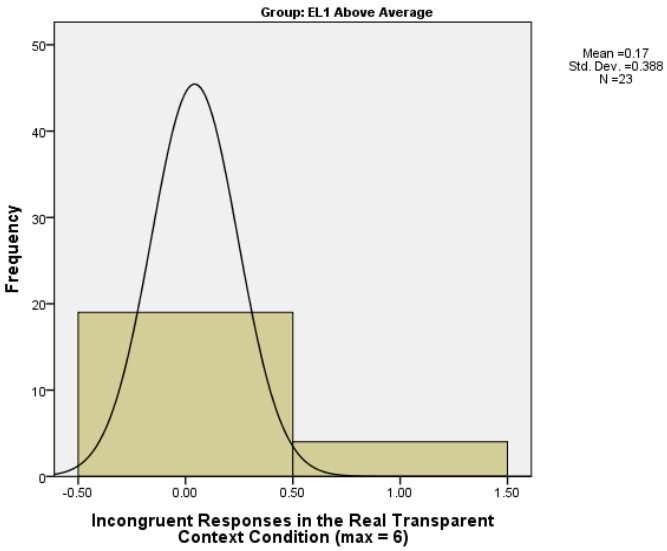
Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Incongruent Response in the Real Transparent Context Condition	Based on Mean	15.567	3	89	.000
	Based on Median	5.258	3	89	.002
	Based on Median and with adjusted df	5.258	3	31.598	.005
	Based on trimmed mean	13.480	3	89	.000
Incongruent Response in the Real Opaque Context Condition	Based on Mean	19.498	3	89	.000
	Based on Median	6.005	3	89	.001
	Based on Median and with adjusted df	6.005	3	45.995	.002
	Based on trimmed mean	20.214	3	89	.000
Incongruent Response in the Novel Transparent Context Condition	Based on Mean	5.567	3	89	.002
	Based on Median	2.020	3	89	.117
	Based on Median and with adjusted df	2.020	3	69.999	.119
	Based on trimmed mean	5.038	3	89	.003
Incongruent Response in the Novel Opaque Context Condition	Based on Mean	.473	3	89	.702
	Based on Median	.209	3	89	.890
	Based on Median and with adjusted df	.209	3	82.530	.890
	Based on trimmed mean	.521	3	89	.669

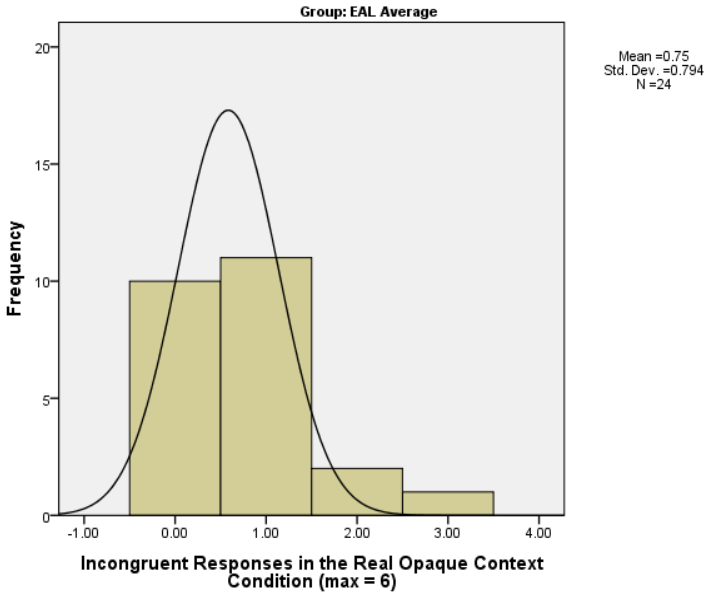
Histograms for the Idiom Comprehension Measure: Incongruent Responses in the Context Condition

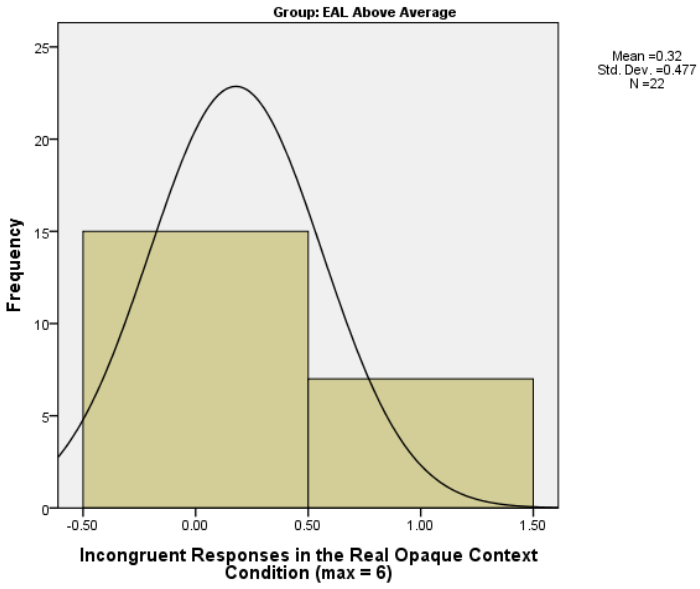


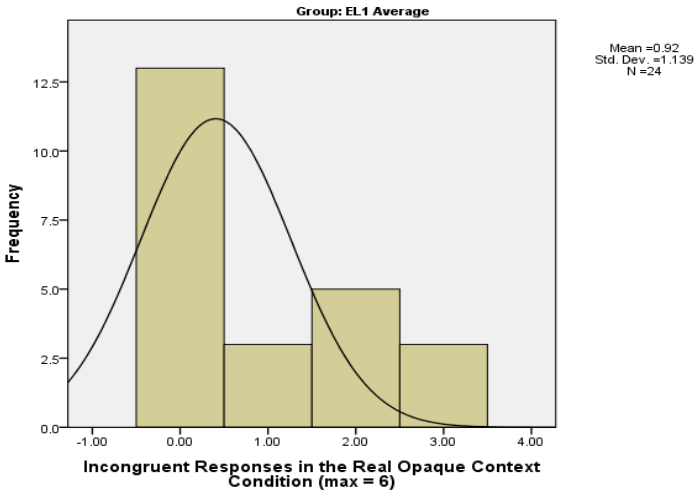


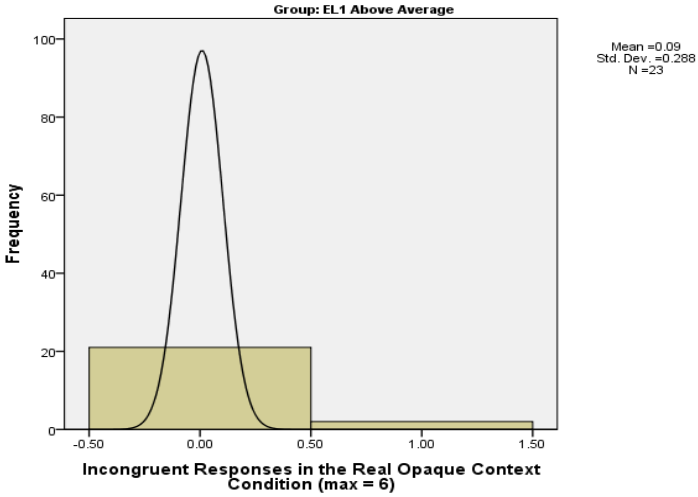


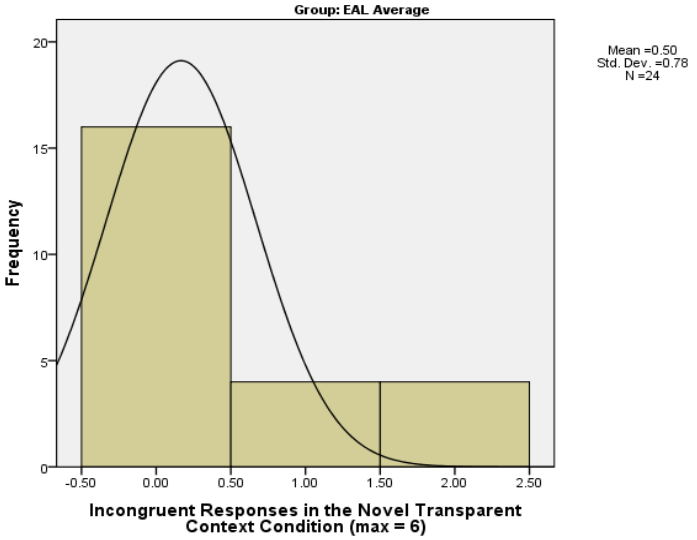

Group: EL1 Above Average
Mean =0.17
Std. Dev. =0.388
N =23
Frequency
Incongruent Responses in the Real Transparent Context Condition (max = 6)

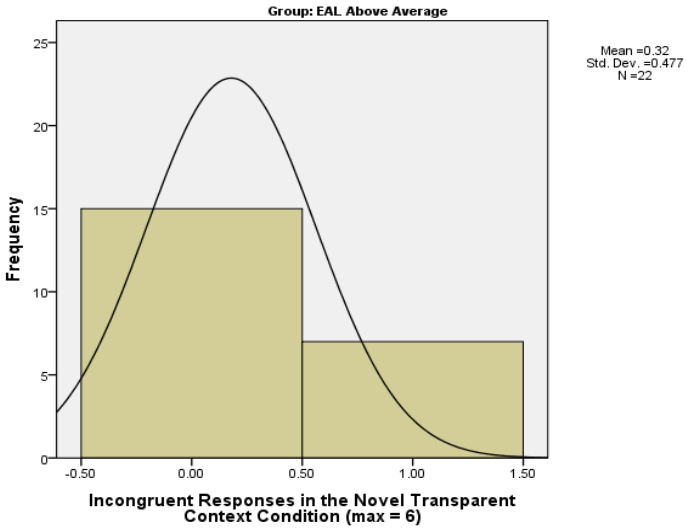

Group: EAL Average
Mean =0.75
Std. Dev. =0.794
N =24
Frequency
Incongruent Responses in the Real Opaque Context Condition (max = 6)

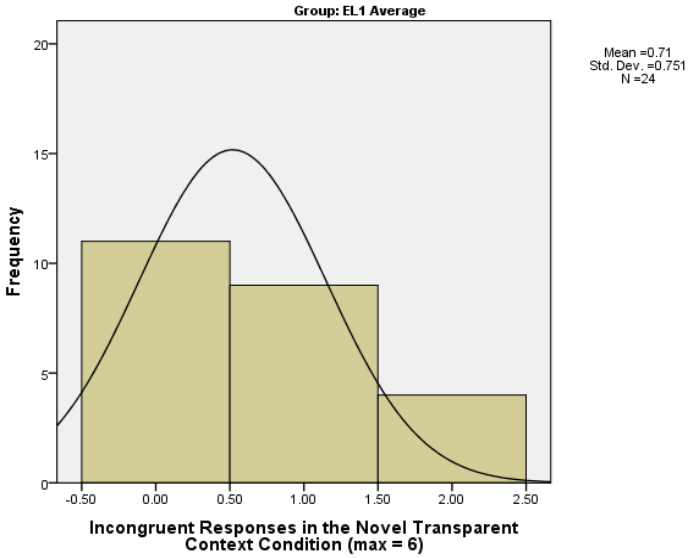

Group: EAL Above Average
Mean =0.32
Std. Dev. =0.477
N =22
Frequency
Incongruent Responses in the Real Opaque Context Condition (max = 6)

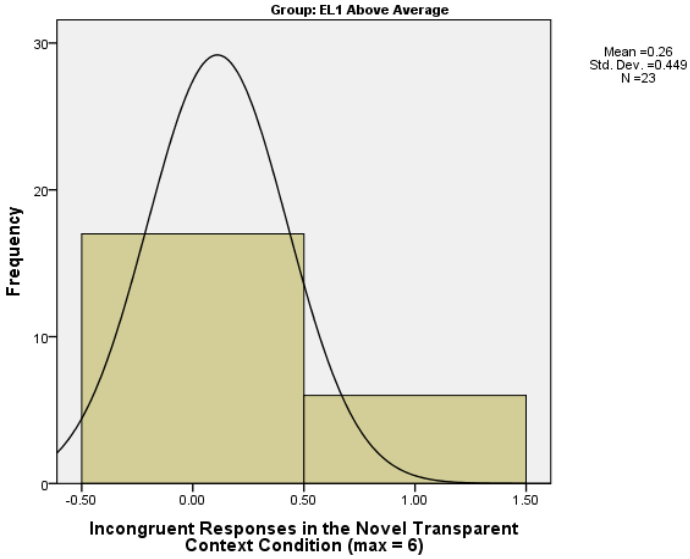

Group: EL1 Average
Mean =0.92
Std. Dev. =1.139
N =24
Frequency
12.5
10.0
7.5
5.0
2.5
0.0
-1.00
0.00
1.00
2.00
3.00
4.00
Incongruent Responses in the Real Opaque Context Condition (max = 6)

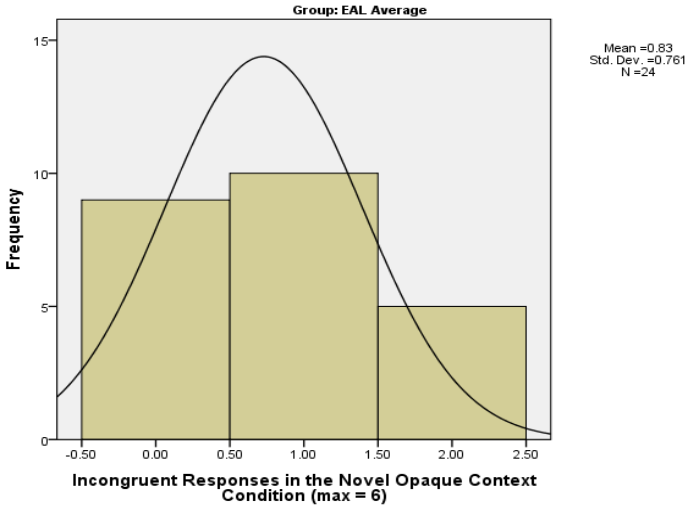

Group: EL1 Above Average
Mean =0.09
Std. Dev. =0.288
N =23
Frequency
100
80
60
40
20
0
-0.50
0.00
0.50
1.00
1.50
Incongruent Responses in the Real Opaque Context Condition (max = 6)

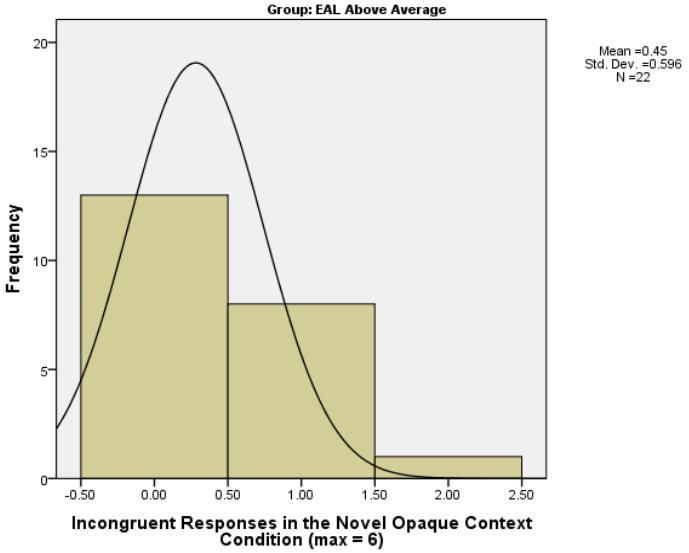

Group: EAL Average
Mean =0.50
Std. Dev. =0.78
N =24
Frequency
20
15
10
5
0
-0.50
0.00
0.50
1.00
1.50
2.00
2.50
Incongruent Responses in the Novel Transparent Context Condition (max = 6)

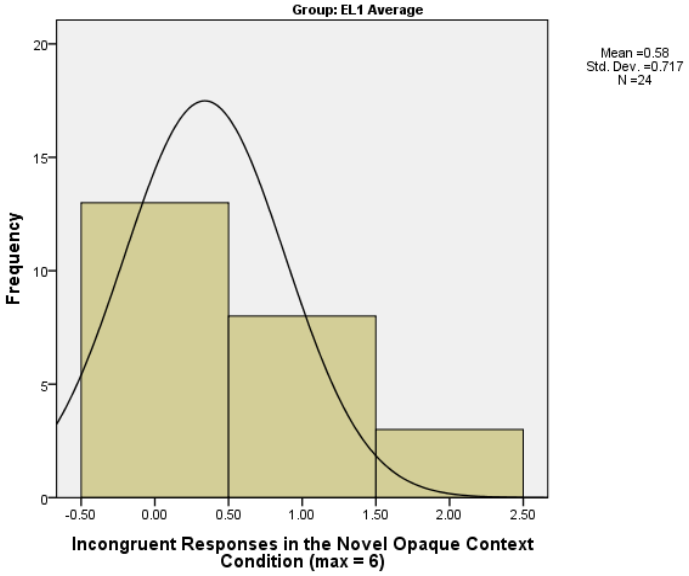

Group: EAL Above Average
Mean =0.32
Std. Dev. =0.477
N =22
Frequency
25
20
15
10
5
0
-0.50
0.00
0.50
1.00
1.50
Incongruent Responses in the Novel Transparent Context Condition (max = 6)

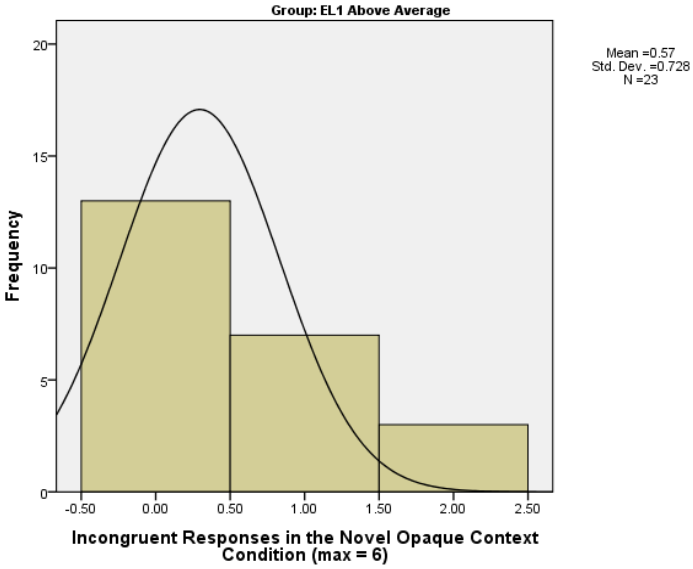

Group: EL1 Average
Mean =0.71
Std. Dev. =0.751
N =24
Frequency
20
15
10
5
0
-0.50
0.00
0.50
1.00
1.50
2.00
2.50
Incongruent Responses in the Novel Transparent Context Condition (max = 6)


Group: EL1 Above Average
Mean =0.26
Std. Dev. =0.449
N =23
Frequency
30
20
10
0
-0.50
0.00
0.50
1.00
1.50
Incongruent Responses in the Novel Transparent Context Condition (max = 6)


Group: EAL Average
Mean =0.83
Std. Dev. =0.761
N =24
Frequency
Incongruent Responses in the Novel Opaque Context Condition (max = 6)


Group: EAL Above Average
Mean =0.45
Std. Dev. =0.596
N =22
Frequency
Incongruent Responses in the Novel Opaque Context Condition (max = 6)


Group: EL1 Average
Mean =0.58
Std. Dev. =0.717
N =24
Frequency
Incongruent Responses in the Novel Opaque Context Condition (max = 6)


Group: EL1 Above Average
Mean =0.57
Std. Dev. =0.728
N =23
Frequency
20
15
10
5
0
-0.50
0.00
0.50
1.00
1.50
2.00
2.50
Incongruent Responses in the Novel Opaque Context Condition (max = 6)

Appendix 5.7 Levene's Test for EAL and EL1 Group Mixed ANOVAS: Incongruent Responses in the Context Condition

Appendix 5.7 Table 1 Idiom Comprehension Measure Incongruent Responses in Context: Levene's test for EAL Participants

Levene's Test of Equality of Error Variances[a,b]				
	F	df1	df2	Sig.
Incongruent Responses in the Real Transparent Context Condition (max = 6)	19.156	1	44	.000
Incongruent Responses in the Real Opaque Context Condition (max = 6)	3.205	1	44	.080
Incongruent Responses in the Novel Transparent Context Condition (max = 6)	6.903	1	44	.012
Incongruent Responses in the Novel Opaque Context Condition (max = 6)	.769	1	44	.385
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a. Does the child speak EAL or EL1? = EAL				
b. Design: Intercept + ReadingGroup Within Subjects Design: Realness + Transparency + Realness * Transparency				

Appendix 5.7 Table 2 Idiom Comprehension Measure Incongruent Responses in Context: Levene's test for EL1 Participants

Levene's Test of Equality of Error Variances[a,b]				
	F	df1	df2	Sig.
Incongruent Responses in the Real Transparent Context Condition (max = 6)	14.722	1	45	.000
Incongruent Responses in the Real Opaque Context Condition (max = 6)	49.630	1	45	.000
Incongruent Responses in the Novel Transparent Context Condition (max = 6)	9.533	1	45	.003
Incongruent Responses in the Novel Opaque Context Condition (max = 6)	.006	1	45	.940
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a. Does the child speak EAL or EL1? = EL1				
b. Design: Intercept + ReadingGroup Within Subjects Design: Realness + Transparency + Realness * Transparency				

Appendix 5.8 Exploring the Data for the Initial Omnibus *F* Test: Literal Responses

Appendix 5.8 Table 1 Tests of Normality for the Idiom Comprehension Measure: Kolmogorov-Smirnov and Shapiro-Wilk for Literal Responses

	Comprehension Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Literal response chosen in the real transparent isolation condition	EAL Average	.226	24	.003	.870	24	.005
	EAL Above Average	.437	22	.000	.603	22	.000
	EL1 Average	.256	24	.000	.820	24	.001
	EL1 Above Average	.328	23	.000	.728	23	.000
Literal response chosen in the Real Opaque Isolation Condition	EAL Average	.193	24	.021	.914	24	.043
	EAL Above Average	.211	22	.012	.905	22	.038
	EL1 Average	.174	24	.057	.938	24	.145
	EL1 Above Average	.228	23	.003	.879	23	.010
Literal Response in the Novel Transparent Isolation Condition	EAL Average	.219	24	.004	.884	24	.010
	EAL Above Average	.289	22	.000	.787	22	.000
	EL1 Average	.192	24	.022	.875	24	.007
	EL1 Above Average	.244	23	.001	.818	23	.001
Literal Response in the Novel Opaque Isolation Condition	EAL Average	.197	24	.017	.915	24	.045
	EAL Above Average	.325	22	.000	.738	22	.000
	EL1 Average	.126	24	.200*	.907	24	.031
	EL1 Above Average	.220	23	.005	.911	23	.043
Literal Response in the Real Transparent Context Condition	EAL Average	.510	24	.000	.401	24	.000
	EAL Above Average	.485	22	.000	.496	22	.000
	EL1 Average	.416	24	.000	.479	24	.000
	EL1 Above Average	.532	23	.000	.324	23	.000
Literal Response in the Real Opaque Context Condition	EAL Average	.492	24	.000	.472	24	.000
	EAL Above Average	.530	22	.000	.332	22	.000
	EL1 Average	.405	24	.000	.659	24	.000
	EL1 Above Average	.539	23	.000	.215	23	.000
Literal Response in the Novel Transparent Context Condition	EAL Average	.450	24	.000	.578	24	.000
	EAL Above Average	.496	22	.000	.474	22	.000
	EL1 Average	.342	24	.000	.721	24	.000
	EL1 Above Average	.437	23	.000	.582	23	.000
Literal Response in the Novel Opaque Context Condition	EAL Average	.362	24	.000	.636	24	.000
	EAL Above Average	.515	22	.000	.412	22	.000
	EL1 Average	.419	24	.000	.512	24	.000
	EL1 Above Average	.532	23	.000	.324	23	.000
a. Lilliefors Significance Correction							
*. This is a lower bound of the true significance.							

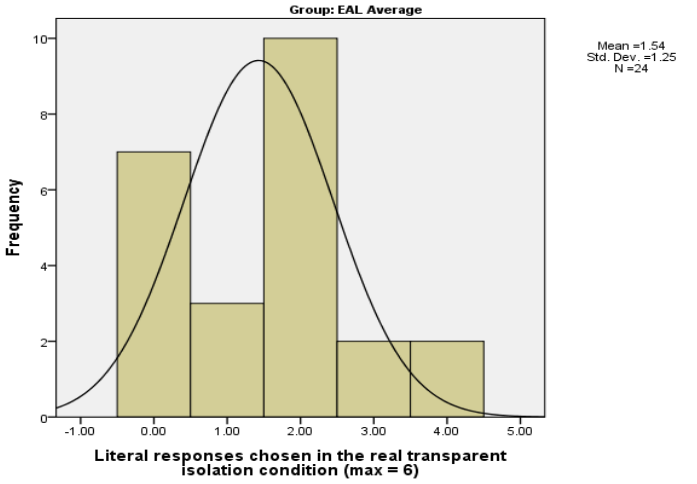
Appendix 5.8 Table 2 Tests of Normality for the Idiom Comprehension Measure: *Z*-scores of Skewness and Kurtosis for Literal Responses

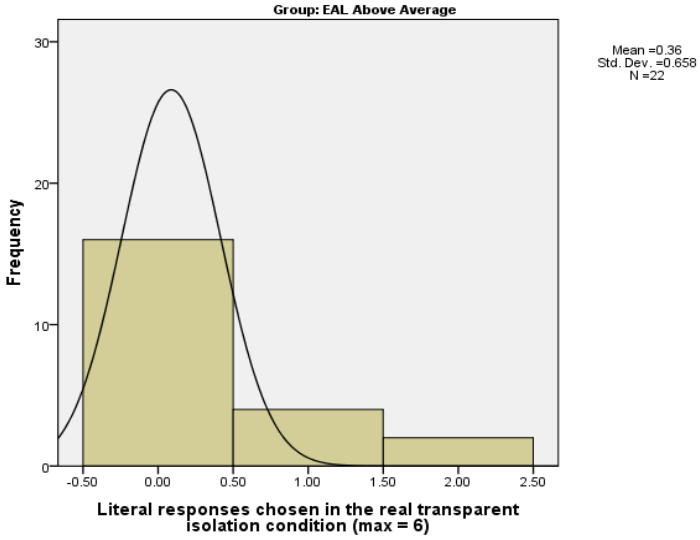
		z-score skewness	z-score kurtosis
RTI Literal	EAL Average	0.55	-0.66
	EAL Above Average	3.38	1.77
	EL1 Average	1.88	0.24
	EL1 Above Average	2.77	0.94
ROI Literal	EAL Average	0.43	-1.22
	EAL Above Average	1.01	-0.20
	EL1 Average	0.36	0.01
	EL1 Above Average	1.35	0.62
NTI Literal	EAL Average	0.43	-0.85
	EAL Above Average	1.78	-0.41
	EL1 Average	1.04	-0.93
	EL1 Above Average	1.80	0.56
NOI Literal	EAL Average	1.20	0.04
	EAL Above Average	-0.43	0.65
	EL1 Average	0.20	-1.32
	EL1 Above Average	0.59	-0.88
RTC Literal	EAL Average	6.5	10.30
	EAL Above Average	4.88	5.73
	EL1 Average	7.18	14.46
	EL1 Above Average	6.53	9.20
ROC Literal	EAL Average	5.38	6.82
	EAL Above Average	6.48	0.84
	EL1 Average	2.87	0.88
	EL1 Above Average	9.97	24.60
NTC Literal	EAL Average	3.80	2.40
	EAL Above Average	3.61	1.31
	EL1 Average	3.08	1.97
	EL1 Above Average	1.89	-1.38
NOC Literal	EAL Average	4.35	1.19
	EAL Above Average	4.64	3.67
	EL1 Average	6.48	11.50
	EL1 Above Average	6.47	8.88

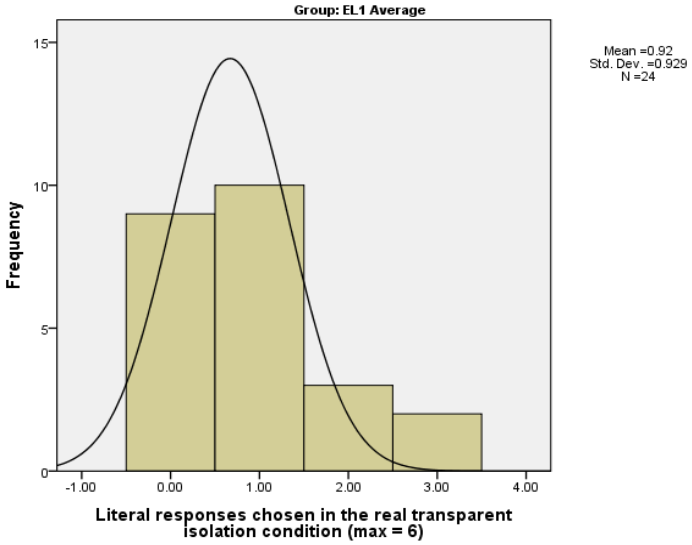
Appendix 5.8 Table 3 Tests of Homogeneity of Variance for the Idiom Comprehension Measure: Levene's Test for Literal Responses

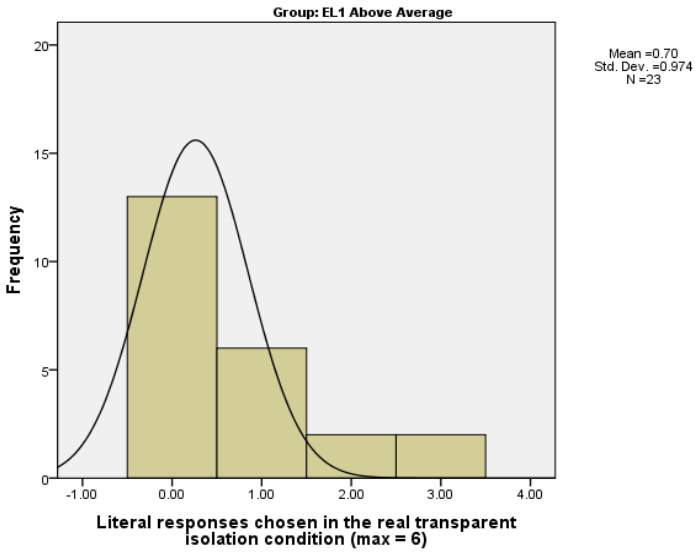
Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Literal response chosen in the real transparent isolation condition	Based on Mean	3.274	3	89	.025
	Based on Median	2.073	3	89	.109
	Based on Median and with adjusted df	2.073	3	78.645	.110
	Based on trimmed mean	3.615	3	89	.016
Literal response chosen in the Real Opaque Isolation Condition	Based on Mean	2.334	3	89	.079
	Based on Median	1.317	3	89	.274
	Based on Median and with adjusted df	1.317	3	82.975	.274
	Based on trimmed mean	2.320	3	89	.081
Literal Response in the Novel Transparent Isolation Condition	Based on Mean	1.945	3	89	.128
	Based on Median	1.257	3	89	.294
	Based on Median and with adjusted df	1.257	3	85.202	.294
	Based on trimmed mean	1.694	3	89	.174
Literal Response in the Novel Opaque Isolation Condition	Based on Mean	6.623	3	89	.000
	Based on Median	5.714	3	89	.001
	Based on Median and with adjusted df	5.714	3	72.869	.001
	Based on trimmed mean	6.633	3	89	.000
Literal Response in the Real Transparent Context Condition	Based on Mean	3.440	3	89	.020
	Based on Median	1.017	3	89	.389
	Based on Median and with adjusted df	1.017	3	56.818	.392
	Based on trimmed mean	2.275	3	89	.085
Literal Response in the Real Opaque Context Condition	Based on Mean	12.239	3	89	.000
	Based on Median	3.115	3	89	.030
	Based on Median and with adjusted df	3.115	3	57.967	.033
	Based on trimmed mean	10.192	3	89	.000
Literal Response in the Novel Transparent Context Condition	Based on Mean	5.220	3	89	.002
	Based on Median	1.765	3	89	.160
	Based on Median and with adjusted df	1.765	3	68.171	.162
	Based on trimmed mean	4.364	3	89	.006
Literal Response in the Novel Opaque Context Condition	Based on Mean	6.993	3	89	.000
	Based on Median	2.044	3	89	.113
	Based on Median and with adjusted df	2.044	3	46.938	.121
	Based on trimmed mean	4.799	3	89	.004

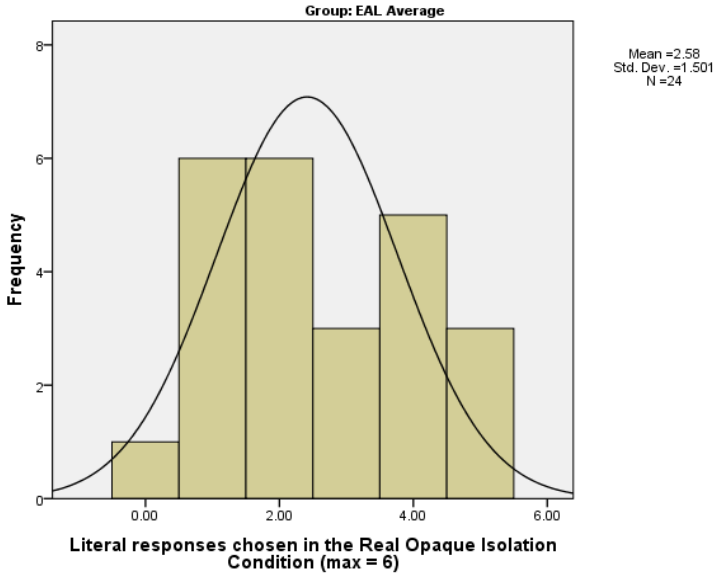
Histograms for the Idiom Comprehension Measure: Literal Responses

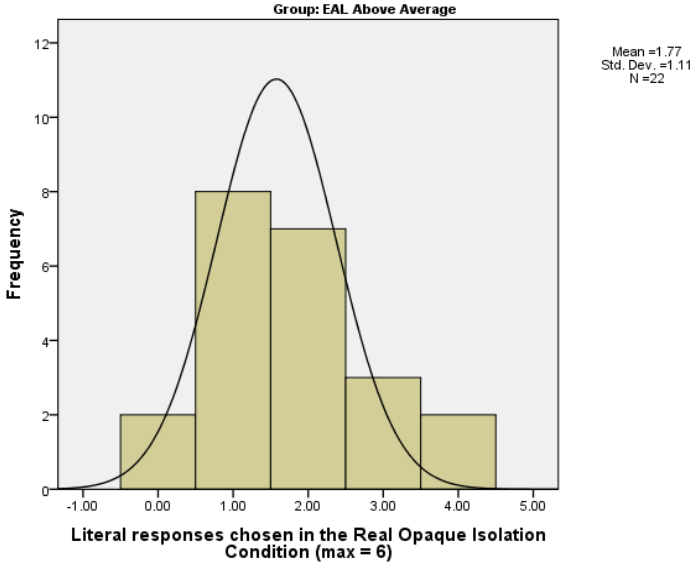


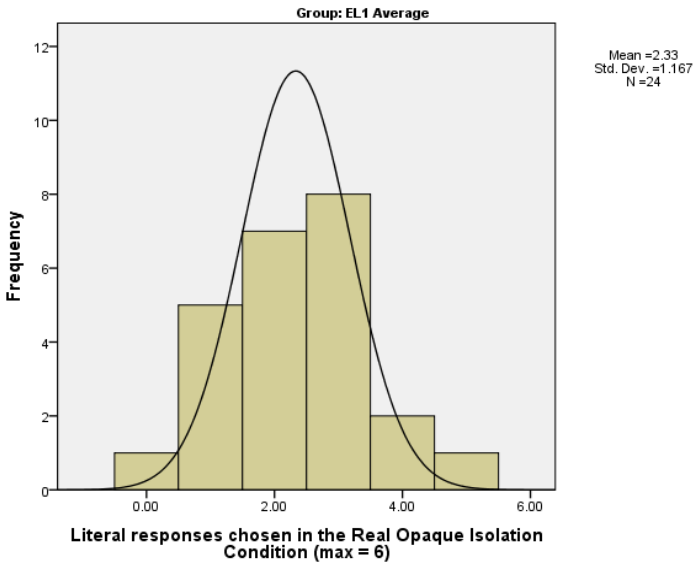


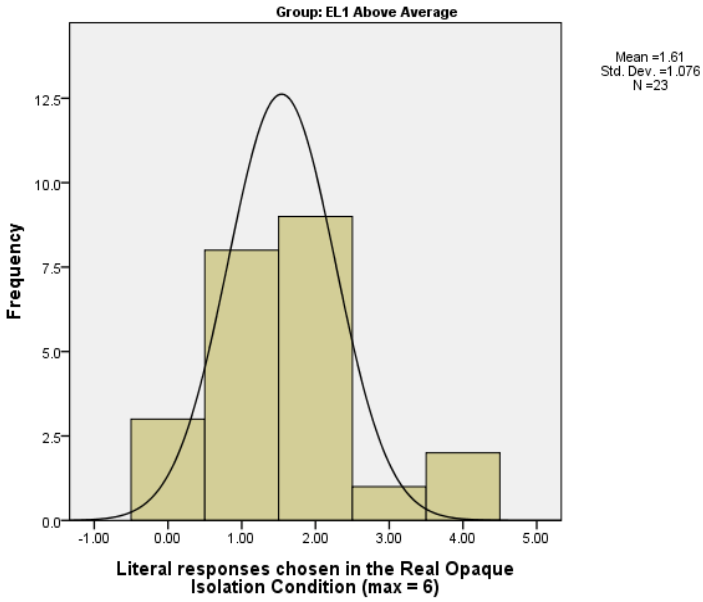


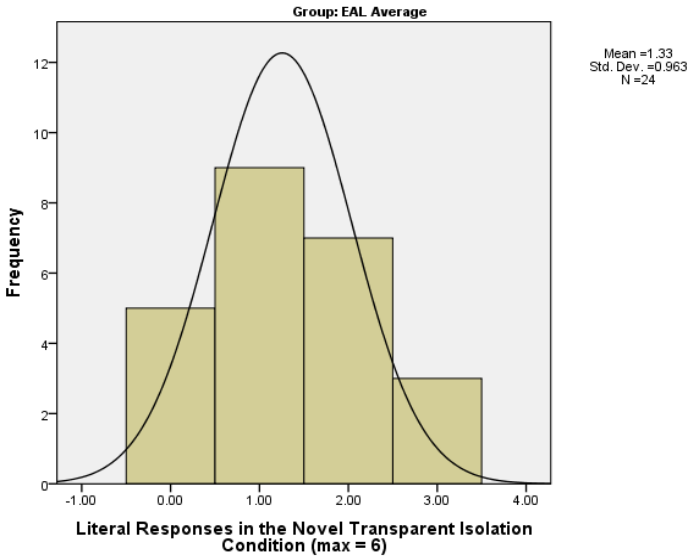

Group: EL1 Above Average
Mean =0.70
Std. Dev. =0.974
N =23
Frequency
Literal responses chosen in the real transparent isolation condition (max = 6)

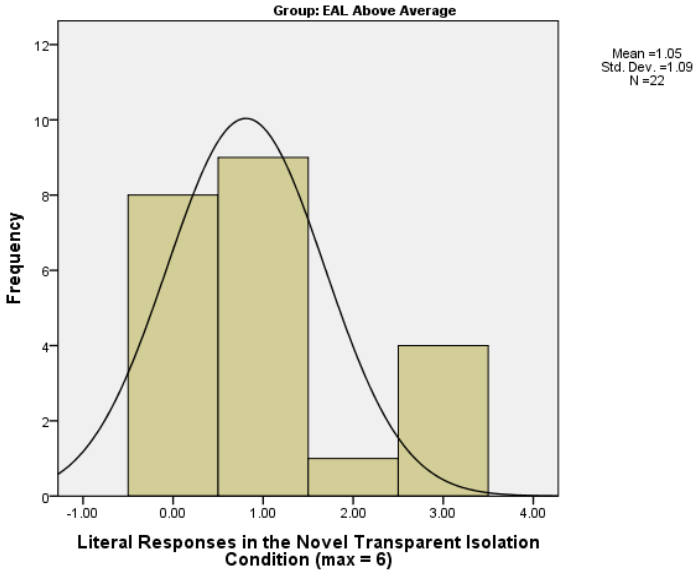

Group: EAL Average
Mean =2.58
Std. Dev. =1.501
N =24
Frequency
Literal responses chosen in the Real Opaque Isolation Condition (max = 6)

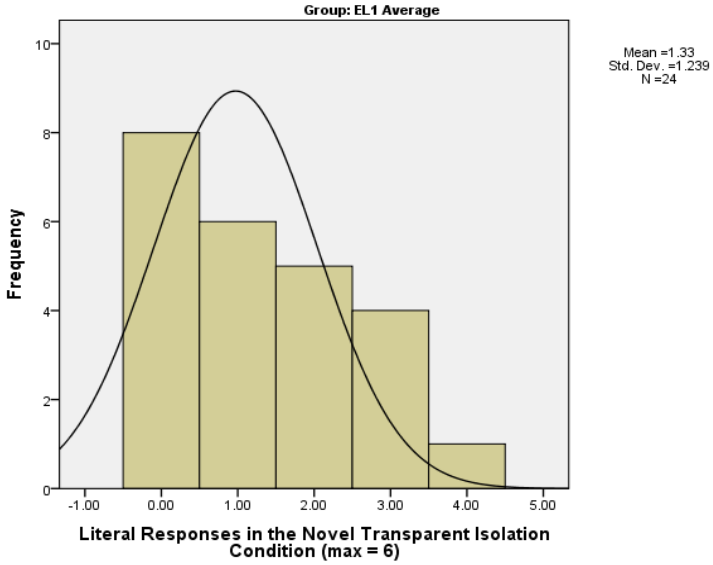

Group: EAL Above Average
Mean =1.77
Std. Dev. =1.11
N =22
Frequency
Literal responses chosen in the Real Opaque Isolation Condition (max = 6)

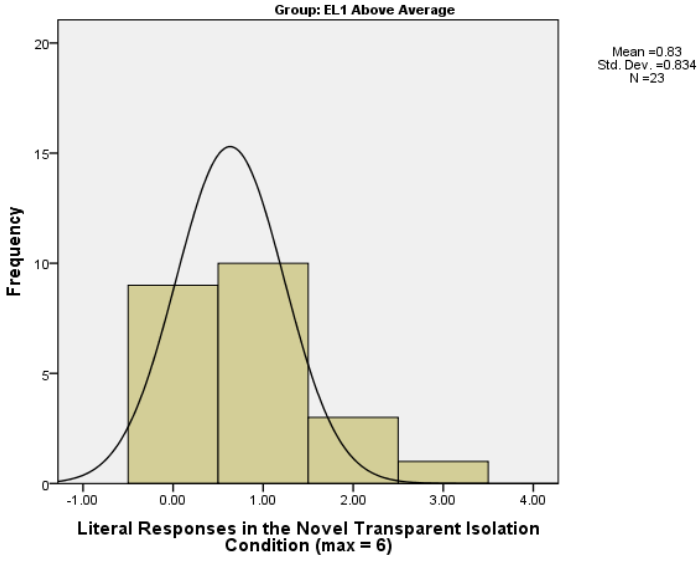

Group: EL1 Average
Mean =2.33
Std. Dev. =1.167
N =24
Frequency
0
2
4
6
8
10
12
0.00
2.00
4.00
6.00
Literal responses chosen in the Real Opaque Isolation Condition (max = 6)

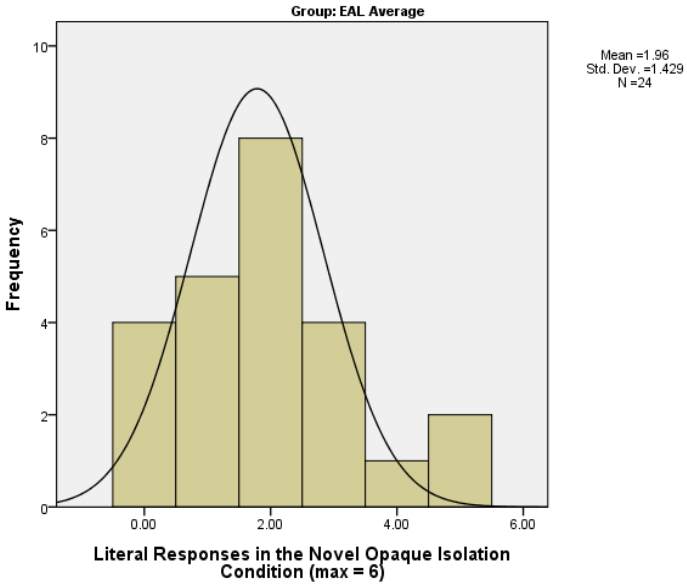

Group: EL1 Above Average
Mean =1.61
Std. Dev. =1.076
N =23
Frequency
0.0
2.5
5.0
7.5
10.0
12.5
-1.00
0.00
1.00
2.00
3.00
4.00
5.00
Literal responses chosen in the Real Opaque Isolation Condition (max = 6)

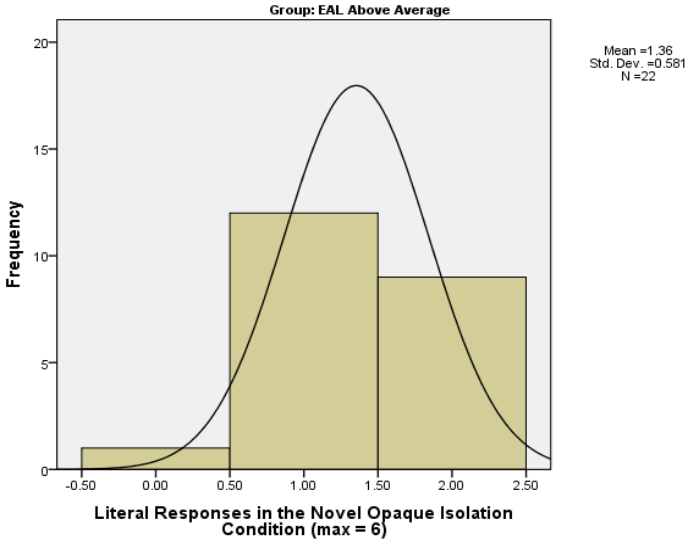

Group: EAL Average
Mean =1.33
Std. Dev. =0.963
N =24
Frequency
0
2
4
6
8
10
12
-1.00
0.00
1.00
2.00
3.00
4.00
Literal Responses in the Novel Transparent Isolation Condition (max = 6)

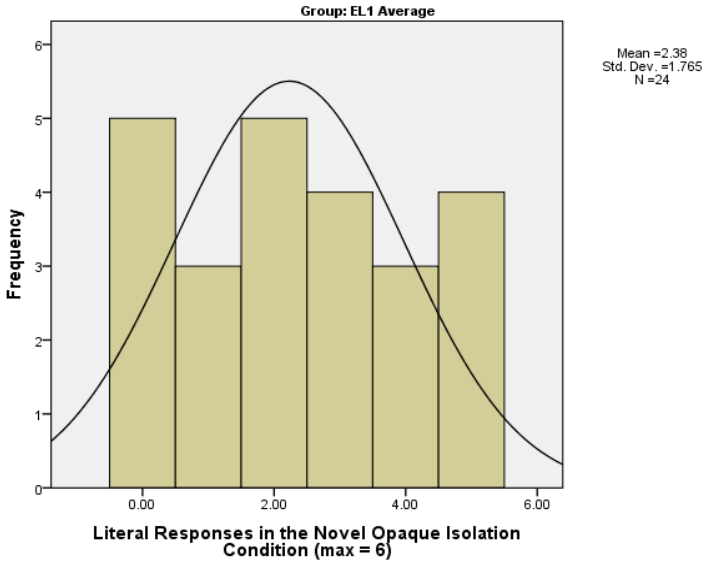

Group: EAL Above Average
Mean =1.05
Std. Dev. =1.09
N =22
Frequency
Literal Responses in the Novel Transparent Isolation Condition (max = 6)

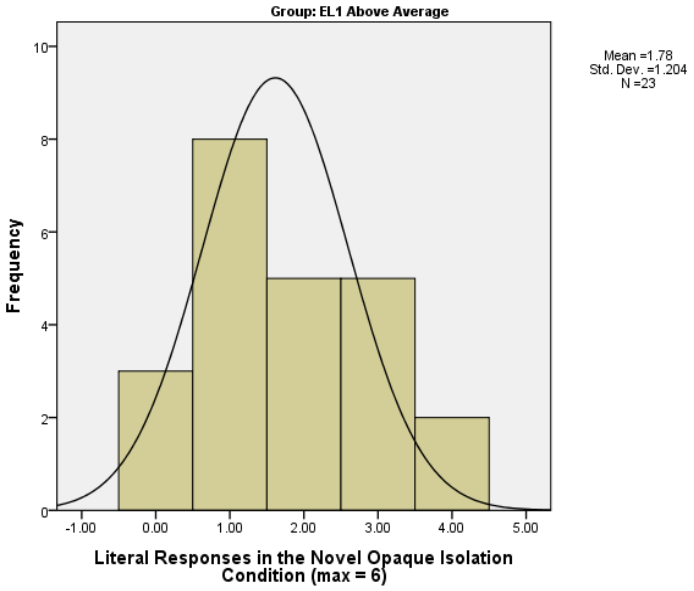

Group: EL1 Average
Mean =1.33
Std. Dev. =1.239
N =24
Frequency
Literal Responses in the Novel Transparent Isolation Condition (max = 6)

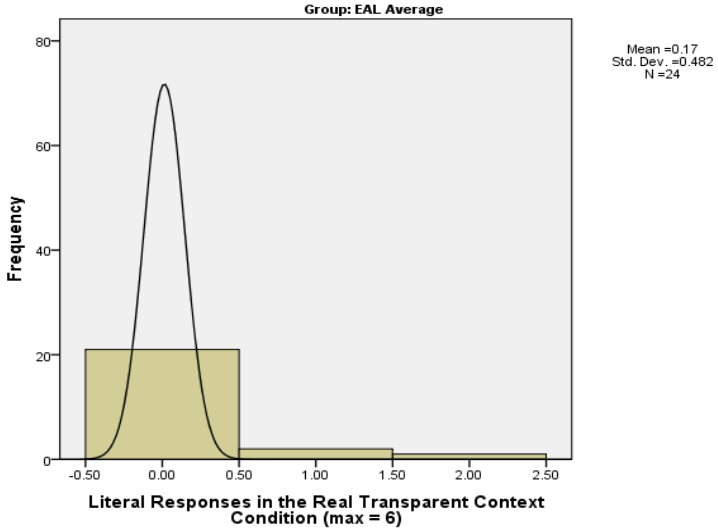

Group: EL1 Above Average
Mean =0.83
Std. Dev. =0.834
N =23
Frequency
Literal Responses in the Novel Transparent Isolation Condition (max = 6)

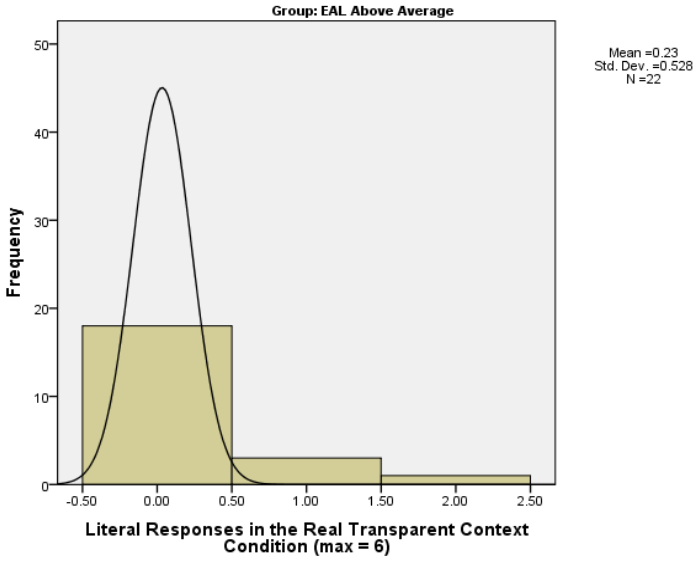

Group: EAL Average
Mean =1.96
Std. Dev. =1.429
N =24
Frequency
0
2
4
6
8
10
0.00
2.00
4.00
6.00
Literal Responses in the Novel Opaque Isolation Condition (max = 6)

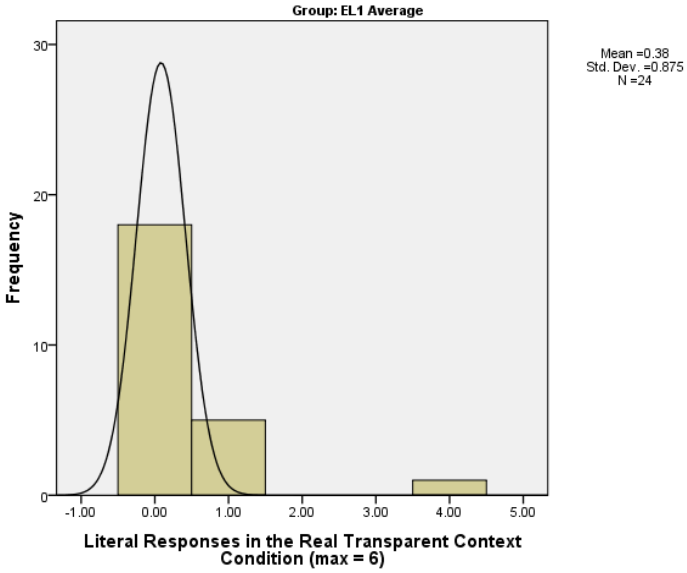

Group: EAL Above Average
Mean =1.36
Std. Dev. =0.581
N =22
Frequency
0
5
10
15
20
-0.50
0.00
0.50
1.00
1.50
2.00
2.50
Literal Responses in the Novel Opaque Isolation Condition (max = 6)

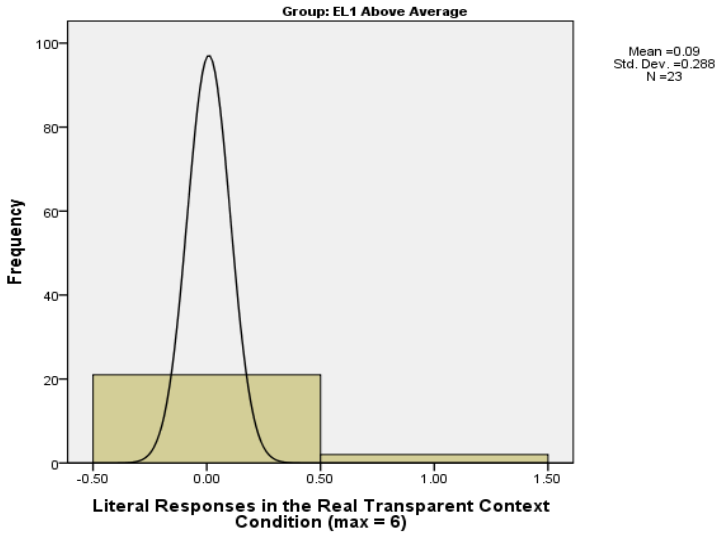

Group: EL1 Average
Mean =2.38
Std. Dev. =1.765
N =24
Frequency
0
1
2
3
4
5
6
0.00
2.00
4.00
6.00
Literal Responses in the Novel Opaque Isolation Condition (max = 6)

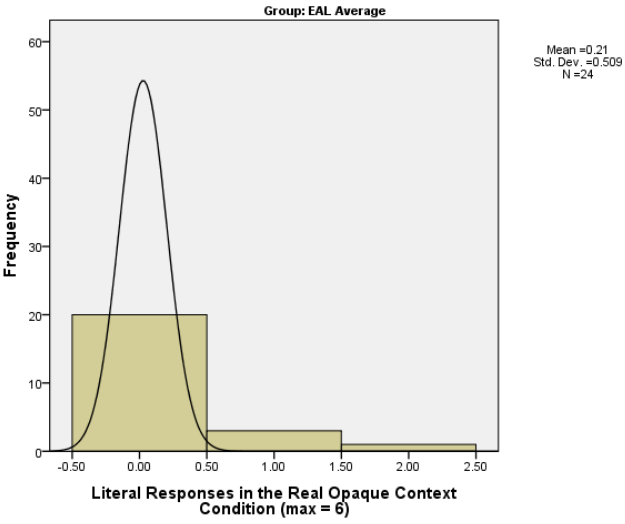

Group: EL1 Above Average
Mean =1.78
Std. Dev. =1.204
N =23
Frequency
Literal Responses in the Novel Opaque Isolation Condition (max = 6)

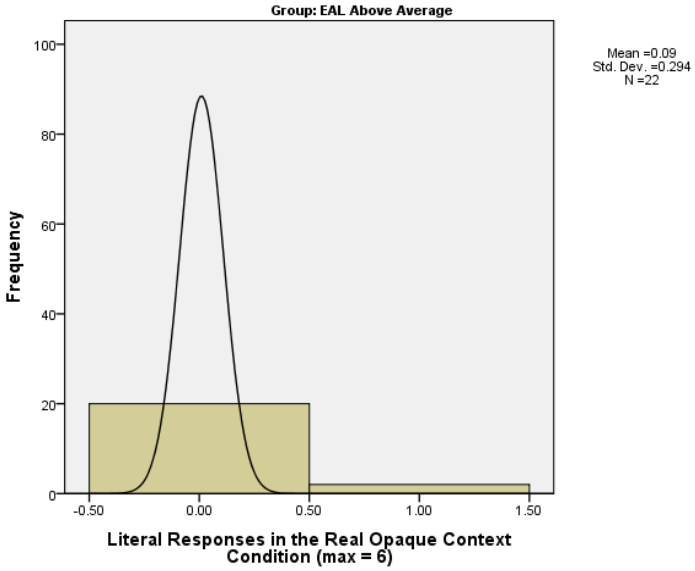

Group: EAL Average
Mean =0.17
Std. Dev. =0.482
N =24
Frequency
Literal Responses in the Real Transparent Context Condition (max = 6)

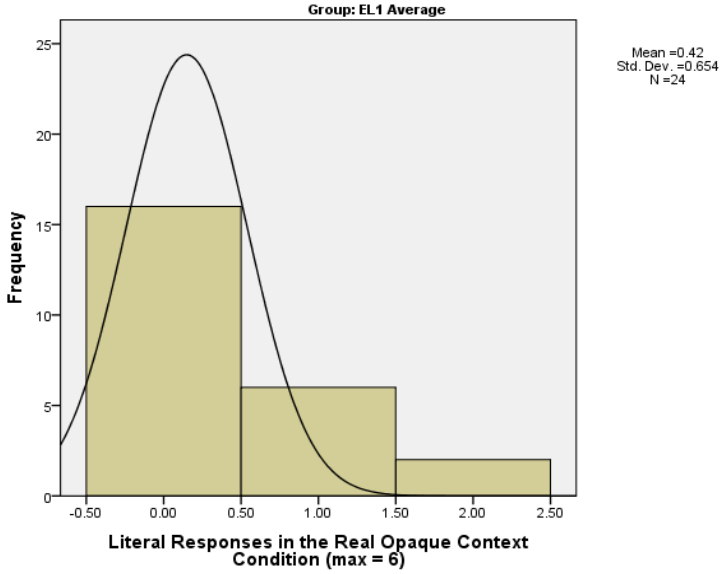

Group: EAL Above Average
Mean =0.23
Std. Dev. =0.528
N =22
Frequency
Literal Responses in the Real Transparent Context Condition (max = 6)

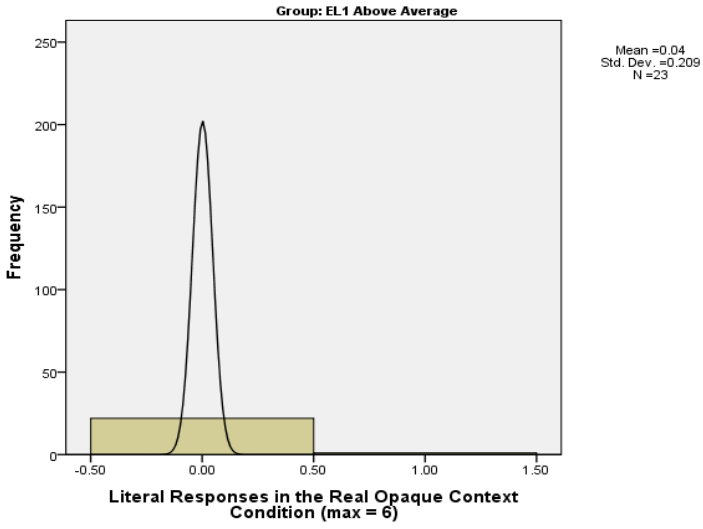

Group: EL1 Average
Mean =0.38
Std. Dev. =0.875
N =24
Frequency
30
20
10
0
-1.00
0.00
1.00
2.00
3.00
4.00
5.00
Literal Responses in the Real Transparent Context Condition (max = 6)

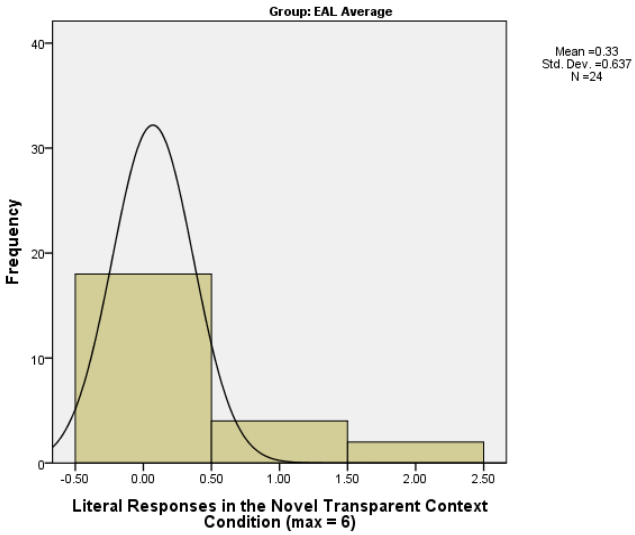

Group: EL1 Above Average
Mean =0.09
Std. Dev. =0.288
N =23
Frequency
100
80
60
40
20
0
-0.50
0.00
0.50
1.00
1.50
Literal Responses in the Real Transparent Context Condition (max = 6)

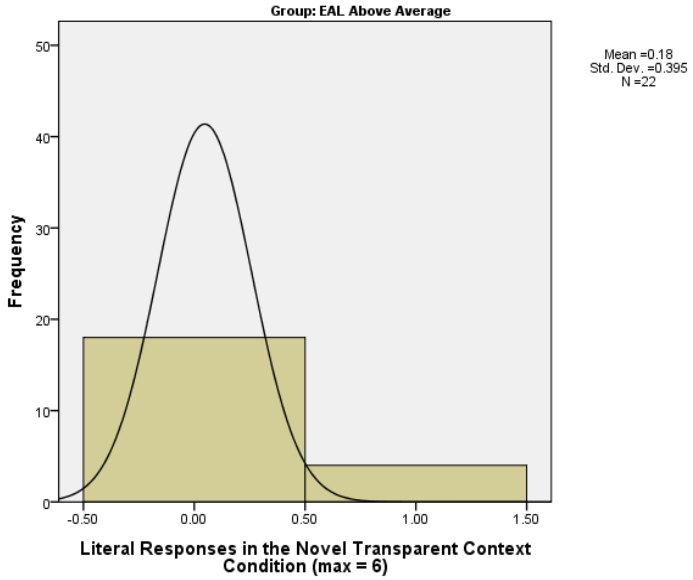

Group: EAL Average
Mean =0.21
Std. Dev. =0.509
N =24
Frequency
60
50
40
30
20
10
0
-0.50
0.00
0.50
1.00
1.50
2.00
2.50
Literal Responses in the Real Opaque Context Condition (max = 6)

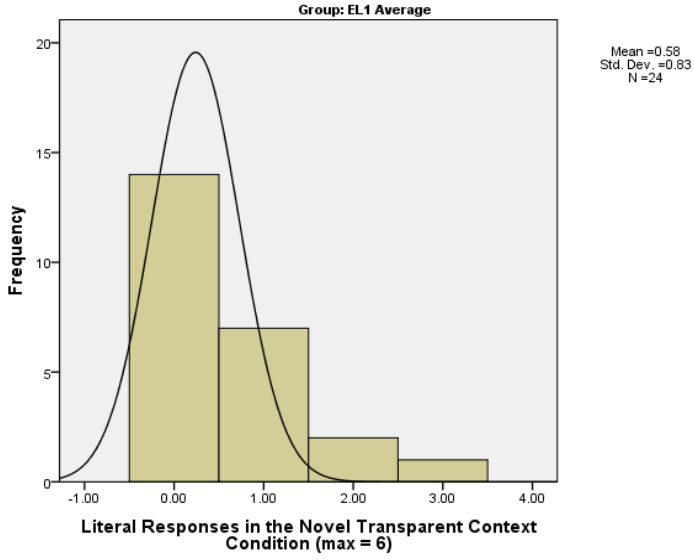

Group: EAL Above Average
Mean =0.09
Std. Dev. =0.294
N =22
Frequency
100
80
60
40
20
0
-0.50
0.00
0.50
1.00
1.50
Literal Responses in the Real Opaque Context Condition (max = 6)

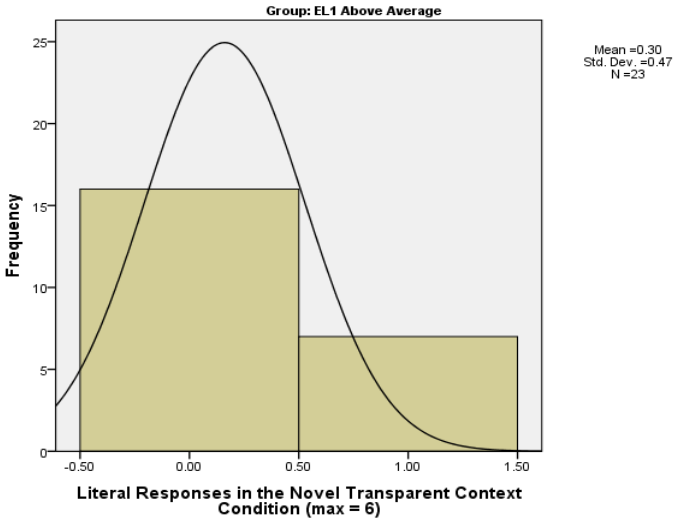

Group: EL1 Average
Mean =0.42
Std. Dev. =0.654
N =24
Frequency
25
20
15
10
5
0
-0.50
0.00
0.50
1.00
1.50
2.00
2.50
Literal Responses in the Real Opaque Context Condition (max = 6)

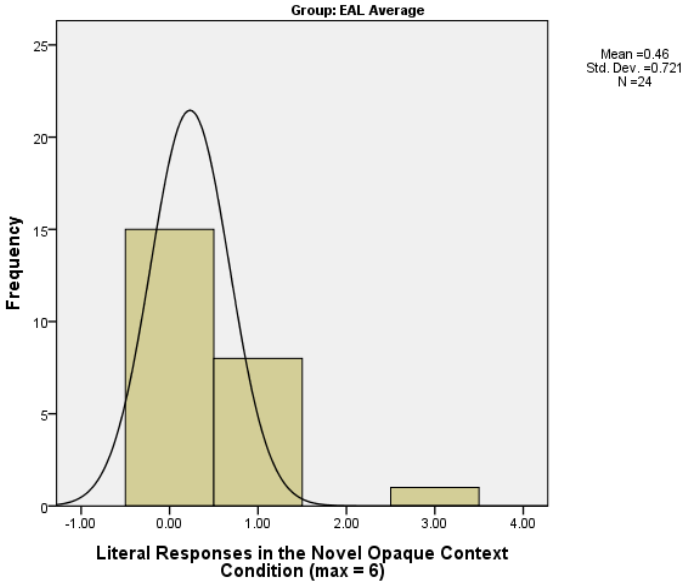

Group: EL1 Above Average
Mean =0.04
Std. Dev. =0.209
N =23
Frequency
250
200
150
100
50
0
-0.50
0.00
0.50
1.00
1.50
Literal Responses in the Real Opaque Context Condition (max = 6)

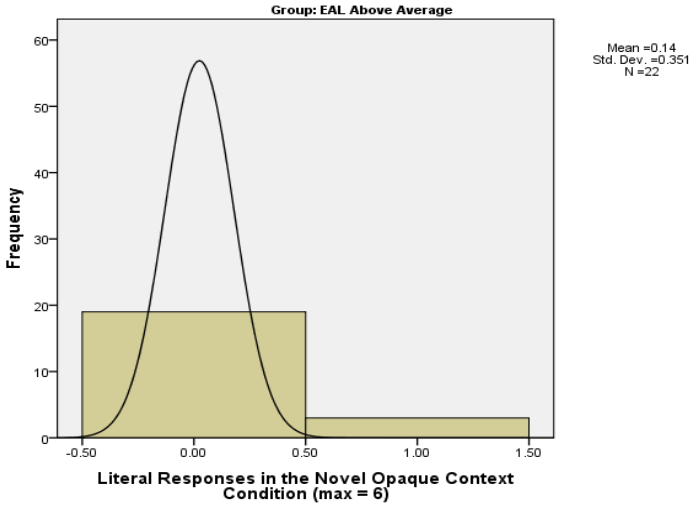

Group: EAL Average
Mean =0.33
Std. Dev. =0.637
N =24
Frequency
Literal Responses in the Novel Transparent Context Condition (max = 6)

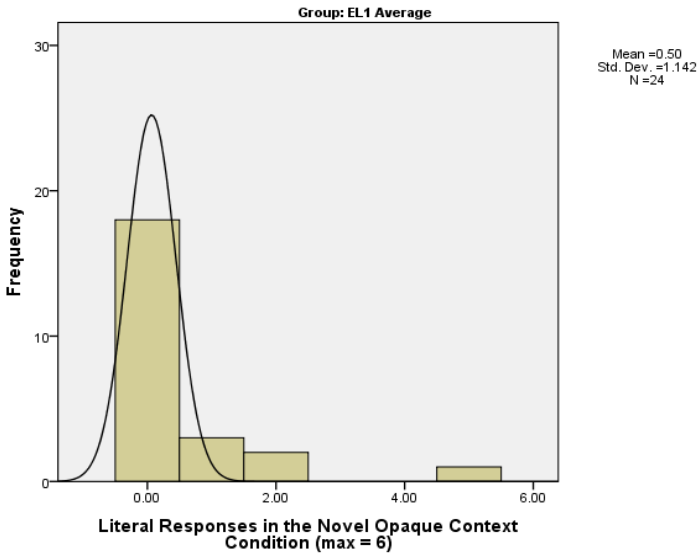

Group: EAL Above Average
Mean =0.18
Std. Dev. =0.395
N =22
Frequency
Literal Responses in the Novel Transparent Context Condition (max = 6)

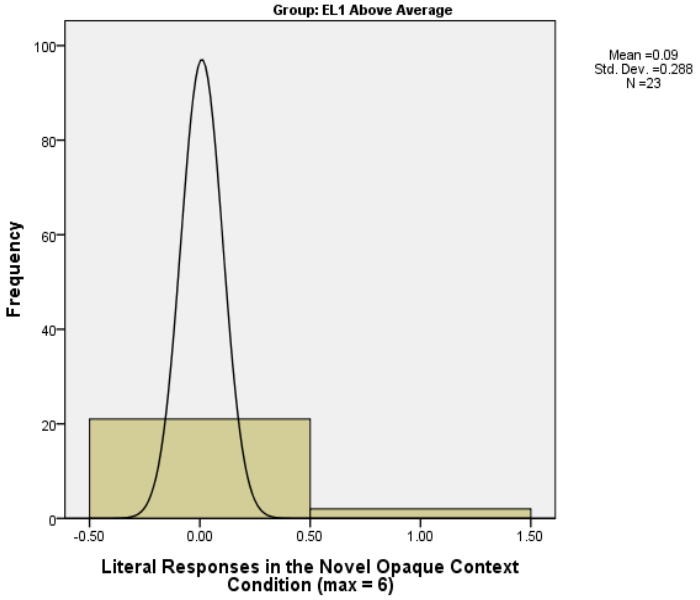

Group: EL1 Average
Mean =0.58
Std. Dev. =0.83
N =24
Frequency
Literal Responses in the Novel Transparent Context Condition (max = 6)


Group: EL1 Above Average
Mean =0.30
Std. Dev. =0.47
N =23
Frequency
Literal Responses in the Novel Transparent Context Condition (max = 6)


Group: EAL Average
Mean =0.46
Std. Dev. =0.721
N =24
Frequency
Literal Responses in the Novel Opaque Context Condition (max = 6)


Group: EAL Above Average
Mean =0.14
Std. Dev. =0.351
N =22
Frequency
Literal Responses in the Novel Opaque Context Condition (max = 6)


Group: EL1 Average
Mean =0.50
Std. Dev. =1.142
N =24
Frequency
30
20
10
0
0.00
2.00
4.00
6.00
Literal Responses in the Novel Opaque Context Condition (max = 6)


Group: EL1 Above Average
Mean =0.09
Std. Dev. =0.288
N =23
Frequency
100
80
60
40
20
0
-0.50
0.00
0.50
1.00
1.50
Literal Responses in the Novel Opaque Context Condition (max = 6)

Appendix 5.9 Levene's Test for EAL and EL1 Group Mixed ANOVAS: Literal Responses

Appendix 5.9 Table 1 Idiom Comprehension Measure Literal Responses: Levene's test for EAL Participants

Levene's Test of Equality of Error Variances[a,b]				
	F	df1	df2	Sig.
Literal responses chosen in the real transparent isolation condition (max = 6)	9.789	1	44	.003
Literal responses chosen in the Real Opaque Isolation Condition (max = 6)	4.330	1	44	.043
Literal Responses in the Novel Transparent Isolation Condition (max = 6)	.002	1	44	.965
Literal Responses in the Novel Opaque Isolation Condition (max = 6)	6.628	1	44	.013
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a. Does the child speak EAL or EL1? = EAL				
b. Design: Intercept + ReadingGroup Within Subjects Design: Realness + Transparency + Realness * Transparency				

Appendix 5.9 Table 2 Idiom Comprehension Measure Literal Responses: Levene's test for EL1 Participants

Levene's Test of Equality of Error Variances[a,b]				
	F	df1	df2	Sig.
Literal responses chosen in the real transparent isolation condition (max = 6)	.341	1	45	.562
Literal responses chosen in the Real Opaque Isolation Condition (max = 6)	.285	1	45	.596
Literal Responses in the Novel Transparent Isolation Condition (max = 6)	6.191	1	45	.017
Literal Responses in the Novel Opaque Isolation Condition (max = 6)	4.538	1	45	.039
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				
a. Does the child speak EAL or EL1? = EL1				
b. Design: Intercept + ReadingGroup Within Subjects Design: Realness + Transparency + Realness * Transparency				

Appendix 5.10 Effects found for the Idiom Comprehension Measure: Research Question 1

Appendix 5.10 Table 1 Research Question 1a: ICM Effects found in the Omnibus *F*-test and in the EAL and EL1 Mixed ANOVAs on Idiomatic Responses

	Omnibus *F*-test	**EAL Mixed ANOVA**	**EL1 Mixed ANOVA**
Between-Groups Effects			
Reading Group	$p < .001$, partial $\eta^2 = .20$.	$p < .01$, partial $\eta^2 = .15$	$p < .001$, partial $\eta^2 = .27$
Language Group	n.s.		
Main Effects			
Realness	$p < .01$, partial $\eta^2 = .10$	n.s	$p < .01$, partial $\eta^2 = .19$
Transparency	$p < .001$, partial $\eta^2 = .53$	$p < .001$, partial $\eta^2 = .49$	$p < .001$, partial $\eta^2 = .58$
Context	$p < .001$, partial $\eta^2 = .83$	$p < .001$, partial $\eta^2 = .82$	$p < .001$, partial $\eta^2 = .85$
Interaction Effects			
Realness*Reading Group	$p < .05$, partial $\eta^2 = .06$	n.s.	$p < .05$, partial $\eta^2 = .11$
Transparency*Context	$p < .001$, partial $\eta^2 = .33$	$p < .001$, partial $\eta^2 = .25$	$p < .001$, partial $\eta^2 = .41$
Realness*Transparency*Context	$p < .05$, partial $\eta^2 = .05$	n.s.	$p = .054$, partial $\eta^2 = .08$
Transparency*Context*Reading Group	n.s.	$p = .053$, partial $\eta^2 = .083$	n.s.

Appendix 5.10 Table 1 Research Question 1b: ICM Effects found in EAL and EL1 ANCOVAS on Idiomatic responses

	EAL (Expressive Vocabulary as a Covariate)	**EL1 (Expressive Vocabulary as a Covariate)**	**EAL (Multiple Context as a Covariate)**	**EL1 (Multiple Contexts as a Covariate)**	**EAL (Backwards Digit Recall as a Covariate)**	**EL1 (Backwards Digit Recall as a Covariate)**
Between-Groups Effects						
Reading Group	n.s.	p<.05, partial η^2 =.11	n.s.	p< .05, partial η^2 = .11	p< .05, partial η^2 = .09	p<.01, partial η^2 = .22
Main Effects						
Realness	n.s.	n.s	n.s.	n.s.	n.s.	n.s.
Transparency	n.s.	n.s	n.s.	p< .05, partial η^2 = .09	n.s.	p< .01, partial η^2 = .19
Context	n.s.	n.s	p< .001, partial η^2 = .42	p< .001, partial η^2 = .45	p< .01, partial η^2 = .23	p< .01, partial η^2 = .18
Interaction Effects						
Realness*Reading Group	n.s.	p< .05, partial η^2 = .09	n.s.	n.s.	n.s.	p = .057, partial η^2 = .08
Transparency*Context	n.s.	n.s.	n.s.	p< .05, partial η^2 = .085	n.s.	n.s.
Realness*Transparency *Context	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
Transparency*Context *Reading Group	n.s.	n.s.	n.s.	n.s.	p= .057, partial η^2 = .08	n.s.
Realness*Transparency *Reading Group	n.s	p= .055, partial η^2 = .08	n.s.	n.s.	n.s.	n.s.

Appendix 5.11 Effects found for the Idiom Comprehension Measure: Research Question 2

Appendix 5.11 Table 1 Research Question 2a: ICM Effects found in the Omnibus *F*-test and in the EAL and EL1 Mixed ANOVAs on Congruent, Incongruent and Literal Responses

	Omnibus *F*-test	**EAL Mixed ANOVA**	**EL1 Mixed ANOVA**
	Congruent		
Between-Groups Effects			
Reading Group	$p < .05$, partial $\eta^2 = .05$	n.s.	$p < .05$, partial $\eta^2 = .10$.
Language Group	n.s.		
Main Effects			
Realness	n.s.	n.s.	n.s.
Transparency	$p < .05$, partial $\eta^2 = .06$	$p < .05$, partial $\eta^2 = .12$	n.s.
Interaction Effects			
Realness*Reading Group	n.s.	n.s.	n.s.
Realness*Transparency	n.s.	n.s.	n.s.
Realness*Transparency*Reading Group	n.s.	$p < .05$, partial $\eta^2 = .10$	n.s.
Realness*Transparency*Reading Group*Language Group	$p = .056$, partial $\eta^2 = .04$		
	Incongruent		
Between-Groups Effects			
Reading Group	$p < .001$, partial $\eta^2 = .22$	$p < .01$, partial $\eta^2 = .19$	$p < .001$, partial $\eta^2 = .26$
Language Group	n.s.		
Main Effects			
Realness	n.s.	n.s.	n.s.
Transparency	n.s.	n.s.	n.s.
Interaction Effects			
Realness*Reading Group	$p < .05$, partial $\eta^2 = .05$	n.s.	n.s.
Realness*Transparency	n.s.	n.s.	n.s.
Realness*Transparency*Reading Group	n.s.	n.s.	$p < .05$, partial $\eta^2 = .13$
Realness*Transparency*Reading Group*Language Group	$p < .01$, partial $\eta^2 = .08$.	n.s.	n.s.
	Literal		
Between-Groups Effects			
Reading Group	$p < .001$, partial $\eta^2 = .13$	$p < .01$, partial $\eta^2 = .18$	$p < .05$, partial $\eta^2 = 0.9$
Language Group	n.s.		
Main Effects			
Realness	n.s.	n.s.	n.s.

	Omnibus *F*-test	**EAL Mixed ANOVA**	**EL1 Mixed ANOVA**
Transparency	$p < .001$, partial $\eta^2 = .48$	$p < .001$, partial $\eta^2 = .48$	$p < .001$, partial $\eta^2 = .48$
Interaction Effects			
Realness*Reading Group	n.s.	$p < .05$, partial $\eta^2 = .10$	n.s.
Realness*Transparency	$p < .05$, partial $\eta^2 = .05$.	$p < .05$, partial $\eta^2 = .12$	n.s.
Realness*Transparency*Reading Group	n.s.	n.s.	n.s.
Realness*Transparency*Reading Group*Language Group	n.s.	n.s.	n.s.

Appendix 5.11 Table 2 Research Question 2b: Summary of ANCOVA results on Congruent Responses for the ICM

	EAL (Expressive Vocabulary as a Covariate)	**EL1 (Expressive Vocabulary as a Covariate)**	**EAL (Multiple Contexts as a Covariate)**	**EL1 (Multiple Contexts as a Covariate)**	**EAL (Backwards Digit Recall as a Covariate)**	**EL1 (Backwards Digit Recall as a Covariate)**
Between-Groups Effects						
Reading Group	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
Main Effects						
Realness	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
Transparency	n.s.	n.s	n.s.	n.s.	n.s.	$p < .05$, partial $\eta^2 = .10$.
Interaction Effects						
Realness*Transparency	n.s.	n.s.	n.s.	n.s.	$p < .05$, partial $\eta^2 = .14$	n.s.

Appendix 5.11 Table 3 Research Question 2b: Summary of ANCOVA Results on Incongruent responses for the ICM

	EAL (Expressive Vocabulary as a Covariate)	**EL1 (Expressive Vocabulary as a Covariate)**	**EAL (Multiple Contexts as a Covariate)**	**EL1 (Multiple Contexts as a Covariate)**	**EAL (Backwards Digit Recall as a**	**EL1 (Backwards Digit Recall as a Covariate)**
Between-Groups Effects						
Reading Group	n.s.	$p < .05$, partial $\eta^2 = .13$	n.s.	$p < .01$, partial $\eta^2 = .19$	$p < .01$, partial $\eta^2 = .15$	$p < .001$, partial $\eta^2 = .27$
Main Effects						
Realness	$p < .01$, partial $\eta^2 = .15$.	n.s.	$p = .054$, partial $\eta^2 = .08$	$p = .063$, partial $\eta^2 = .08$	n.s.	n.s.
Transparency	$p = .063$, partial $\eta^2 = .08$	n.s.	n.s.	n.s.	n.s.	n.s.
Interaction Effects						
Realness*Transparency	n.s.	n.s	n.s.	n.s.	n.s.	n.s.
Realness*Transparency *Reading Group	n.s.	n.s.	n.s.	n.s.	n.s.	$p < .05$, partial $\eta^2 = .14$

Appendix 5.11 Table 4 Research Question 2b: Summary of ANCOVA Results on Literal Responses for the ICM

	EAL (Expressive Vocabulary as a Covariate)	**EL1 (Expressive Vocabulary as a Covariate)**	**EAL (Multiple Contexts as a Covariate)**	**EL1 (Multiple Contexts as a Covariate)**	**EAL (Backwards Digit Recall as a Covariate)**	**EL1 (Backwards Digit Recall as a Covariate)**
Between-Groups Effects						
Reading Group	n.s.	n.s.	n.s.	n.s.	$p < .05$, partial $\eta^2 = .14$	$p < .05$, partial $\eta^2 = .10$
Main Effects						
Realness	n.s.	n.s.	$p = .053$, partial $\eta^2 = .08$	n.s.	n.s.	n.s.
Transparency	$p < .01$, partial $\eta^2 = .15$.	n.s.	$p < .05$, partial $\eta^2 = .10$.	$p < .01$, partial $\eta^2 = .15$	$p < .05$, partial $\eta^2 = .09$	n.s.
Interaction Effects						
Realness*Transparency	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
Realness*Transparency *Reading Group	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.

Appendix 5.12 All Correlations for Research Question 3

Appendix 5.12 Table 1 Correlating the mean Recognition and Transparency scores with the mean number of Idiomatic responses provided in the Real Transparent Isolation condition and in the Real Transparent Context condition

		Mean Idiomatic Responses: Real Transparent Isolation	Mean Idiomatic Responses: Real Transparent Context
EAL Average	Mean Recognition Score: Real Transparent	*r* = .24, *p*> .05	*r* = .13, *p*> .05
	Mean Transparency Score: Real Transparent	*r* = -.06, *p*> .05	*r* = .23, *p*> .05
EAL Above Average	Mean Recognition Score: Real Transparent	*r* = -.32, *p*> .05	*r* = -.17, *p*> .05
	Mean Transparency Score: Real Transparent	*r* = .36, *p*> .05	*r* = -.39, *p*> .05
EL1 Average	Mean Recognition Score: Real Transparent	*r* = -.21, *p*> .05	*r* = -.21, *p*> .05
	Mean Transparency Score: Real Transparent	*r* = -.54, p> *.05*	*r* = .44, *p*> .05
EL1 Above Average	Mean Recognition Score: Real Transparent	*r* = -.39, *p*= .068	*r* = -.02, *p*> .05
	Mean Transparency Score: Real Transparent	*r* = -.07, *p*> *.05*	*r* = -.34, *p*> .05

Appendix 5.12 Table 2 Correlating the mean Recognition and Transparency scores with the mean number of Idiomatic responses provided in the Real Opaque Isolation condition and in the Real Opaque Context condition

		Mean Idiomatic Responses: Real Opaque Isolation	Mean Idiomatic Responses: Real Opaque Context
EAL Average	Mean Recognition Score: Real Opaque	*r* = .12, *p*> .05	*r* = .11, *p*> .05
	Mean Transparency Score: Real Opaque	*r* = -.14, *p*> .05	*r*=.28, *p*> .05
EAL Above Average	Mean Recognition Score: Real Opaque	*r* = -.17, *p*> .05	*R* = -.05, *p*> .05
	Mean Transparency Score: Real Opaque	*r* = .53, *p*> .05	*r* = .05, *p*> .05
EL1 Average	Mean Recognition Score: Opaque	*r* = .07, *p*> .05	*r* = -.15, *p*> .05
	Mean Transparency Score: Real Opaque	*r*= .61, *p*> .05	*r* = .50, *p*> .05
EL1 Above Average	Mean Recognition Score: Real Opaque	*r* = -.29, *p*> .05	*r* = -.40, *p*= .60
	Mean Transparency Score: Real Opaque	*r* = -.39, *p*> .05	*r* = -.19, *p*> .05

Appendix 5.12 Table 3 Correlating the mean Recognition and Transparency scores with the mean number of Idiomatic responses provided in the Novel Transparent Isolation condition and in the Novel Transparent Context condition

		Mean Idiomatic Responses: Novel Transparent Isolation	Mean Idiomatic Responses: Novel Transparent Context
EAL Average	Mean Recognition Score: Novel Transparent	r = -.11, p> .05	r = .09, p> .05
	Mean Transparency Score: Novel Transparent	r = -.09, p> .05	r = .04, p> .05
EAL Above Average	Mean Recognition Score: Novel Transparent	r = .36, p> .05	r = .47, p< .05
	Mean Transparency Score: Novel Transparent	r = -.13, p> .05	r = -.54, p> .05
EL1 Average	Mean Recognition Score: Novel Transparent	r= .22, p> .05	r = .01, p> .05
	Mean Transparency Score: Novel Transparent	r = -.39, p>.05	r=-.88, p= .052
EL1 Above Average	Mean Recognition Score: Novel Transparent	r = -.55, p< .01	r= -.17, p> .05
	Mean Transparency Score: Novel Transparent	r = -.43, p> .05	r = .15, p> .05

Appendix 5.12 Table 4 Correlating the mean Recognition and Transparency scores with the mean number of Idiomatic responses provided in the Novel Opaque Isolation condition and in the Novel Opaque Context condition

		Mean Idiomatic Responses: Novel Opaque Isolation	Mean Idiomatic Responses: Novel Opaque Context
EAL Average	Mean Recognition Score: Novel Opaque	r = -.01, p> .05	r= -.25, p> .05
	Mean Transparency Score: Novel Opaque	r = .60, p> .05	r = .64, p> .05
EAL Above Average	Mean Recognition Score: Novel Opaque	r= -.18, p> .05	r = .29, p> .05
	Mean Transparency Score: Novel Opaque	r = -.27, p> .05	r = .06, p> .05
EL1 Average	Mean Recognition Score: Novel Opaque	r = .08, p> .05	r = .09, p> .05
	Mean Transparency Score: Novel Opaque	r = .92, p< .05	r = -.41, p> .05
EL1 Above Average	Mean Recognition Score: Novel Opaque	r = .09, p> .05	r = .20, p> .05
	Mean Transparency Score: Novel Opaque	r = .43, p> .05	r = .33, p> .05

Appendix 5.13 Partial Correlations for Research Question 4

Appendix 5.13 Table 1 Partial Correlations between Idiom Comprehension and Reading Comprehension, Controlling for Vocabulary

		EAL Average	EAL Above Average	EL1 Average	EL1 Above Average
		YARC Comprehension			
TOWK All Subtests	RTI	*r*= .13, *p*> .05	*r*= .62, *p*< .01**	*r*= -.*13*, p> *.05*	*r*= .39, *p*> .05
TOWK Expressive	RTI	*r* = .06, *p*> *.05*	*r*= .66, *p*< .01**	*r*= -.10, *p*> .05	*r*= .22, *p*> .05
TOWK Receptive	RTI	*r*= .22, *p*> .05	*r*= .58, *p*< .01**	*r*= -.07, *p*> .05	*r* = .52, *p*< .05*
TOWK All Subtests	ROI	*r* = .13, *p*> .05	*r* = .21, *p*> .05	*r* = -.06, *p*> .05	*r* = -.14, p> *.05*
TOWK Expressive	ROI	*r* = .11, *p*> .05	*r* = .31, *p*> .05	*r* = -.08, *p*> .05	*r* = -.01, *p*> .05
TOWK Receptive	ROI	*r* = .17, *p*> .05	*r* = .18, *p*> .05	*r* = .03, *p*> .05	*r* = -.10, *p*> .05
TOWK All Subtests	NTI	*r* = .20, *p*> .05	*r* = .16, *p*> .05	*r* = -.13, *p*> .05	*r* = .33, *p*> .05
TOWK Expressive	NTI	*r*= .19, *p*> .05	*r* = .27, *p*> .05	*r* = -.05, *p*> .05	*r*= .23, *p*> .05
TOWK Receptive	NTI	*r* = .23, *p*> .05	*r* = .24, *p*> .05	*r* = -.09, *p*> .05	*r* = .38, *p*> .05
TOWK All Subtests	NOI	*r* = .43, *p*< .05*	*r* = -.15, *p*> .05	*r* = -.09, *p*> .05	*r* = .30, *p*> .05
TOWK Expressive	NOI	*r* = .42, *p*< .05*	*r* = -.10, *p*> .05	*r* = -.05, *p*> .05	*r* = .17, *p*> .05
TOWK Receptive	NOI	*r* = .46, *p*< .05*	*r* = -.20, *p*> .05	*r* = -.08, *p*> .05	*r* = .42, *p*< .05*
TOWK All Subtests	RTC	*r* = .22, *p*> .05	*r* = .40, *p*> .05	*r* = -.05, *p*> .05	*r* = -.02, *p*> .05
TOWK Expressive	RTC	*r* = .20, *p*> .05	*r* = .45, *p*< .05*	*r* = -.00, *p*> .05	*r* = -.01, *p*> .05
TOWK Receptive	RTC	*r* = .29, *p*> .05	*r* = .44, *p*< .05*	*r* = .01, *p*> .05	*r* = .03, *p*> .05
TOWK All Subtests	ROC	*r* = .28, *p*> .05	*r* =.29, *p*> .05	*r* = -.05, *p*> .05	*r* = -.01, *p*> .05
TOWK Expressive	ROC	*r* = .19. *p*> .05	*r* = .44, *p*< .05*	*r* = -.05, *p*> .05	*r* = .12, *p*> .05
TOWK Receptive	ROC	*r* = .36, *p*> .05	*r* = .33, *p*> .05	*r* = .02, *p* > .05	*r* = -.01, *p*> .05
TOWK All Subtests	NTC	*r* = .48, *p*< .05*	*r* = .09, *p*> .05	*r* = .18, *p*> .05	*r* = .06, *p*> .05
TOWK Expressive	NTC	*r* = .42, *p*< .05*	*r* = .32, *p*> .05	*r* = .22, *p*> .05	*r* = .03, *p*> .05
TOWK Receptive	NTC	*r* = .54, *p*< .01**	*r* = -.01, *p*> .05	*r* = .23, *p*> .05	*r* = .12, *p*> .05
TOWK All Subtests	NOC	*r* = -.33, *p*> .05	*r* = .01, *p*> .05	*r* = .04, *p*> .05	*r* = -.13, *p*> .05
TOWK Expressive	NOC	*r* = -.34, *p*> .05	*r* = .06, *p*> .05	*r* = .07, *p*> .05	*r* = -.25, *p*> .05
TOWK Receptive	NOC	*r* = -.23, *p*> .05	*r* = .11, *p*> .05	*r* = .09, *p*> .05	*r* = -.09, *p*> .05

*p< .05, **p< .01