

Including And Supporting Learners Of English As An Additional Language

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Discover comprehensive strategies for effectively including and supporting learners of English as an Additional Language (EAL). This resource focuses on fostering an inclusive educational environment and providing tailored support to ensure the academic success and holistic development of all multilingual students.

Course materials cover topics from beginner to advanced levels.

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Including and Supporting Learners of English as an Additional Language

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100 Ideas for Supporting Learners with EAL

100 Ideas for Supporting Learners with EAL is a practical book of ideas and support strategies for the induction, assessment, teaching and learning of students with English as an additional language (EAL). The ideas are adaptable for use with new to English, beginners and advanced learners of EAL. Ideas include:• Setting up a parent conference• Identifying and supporting gifted & talented learners• Cross-cultural mathematics• Effective questioning techniques• Running a 'Young Interpreter Scheme' There is an emphasis on using ICT throughout the book, including where to find the best software, resources and websites. There is also a section on whole-school approaches to supporting learners with EAL. This book is an essential source of inspiration for teachers, support staff, senior managers and Ethnic Minority Achievement (EMA) specialists and coordinators.

Teaching English as an Additional Language in Secondary Schools

With increasing numbers of learners in secondary schools having English as an additional language, it is crucial for all teachers to understand the learning requirements of these students and plan distinctive teaching approaches to engage and support them. This book provides school leaders, trainee teachers and qualified teachers with the skills and practical knowledge they need to strengthen the learning outcomes of students for whom English is an additional language. Teaching English as an Additional Language in Secondary Schools sets out realistic ways in which EAL learners can be engaged and stretched in their learning, building on their prior literacy, cultural experiences and language learning. It clearly explains the theory and key research into how additional languages are acquired and offers

practical classroom teaching and learning strategies to show teachers how they can help EAL learners to access the curriculum and reflect on their learning through assessments. Features include: tasks to help put the ideas into practice case studies illustrating the key challenges faced by EAL learners summaries of key research findings reflections to encourage deeper thinking. Drawing on the daily experiences of teachers and teaching assistants, this book will be essential reading for all trainee and practising teachers that want to ensure students with EAL fulfil their true learning potential.

An English as an Additional Language (EAL) Programme

You enjoy teaching and, like every other teacher, you want the best for every learner. Recently, you have found a steady stream of learners coming to your school with little or no English. You aren't really sure how to provide the best possible education for them, when they are struggling to understand the English in your already differentiated lessons. This book provides you with a programme for use as an induction-to-English, complete with integral assessment. It provides guidance on how to bridge the gap between these learners and their peers. It is suitable for learners of any language background (including those not literate in their home language) due to the focus on learning through images. It also includes suggestions on how to include parents who are new to English and ideas on family learning. You'll find an EAL framework to provide structure to your EAL provision across the school, as well as guidance on how to approach class teaching. Developed from good practice in schools and informed by research, this programme is designed to move learners into English quickly. It uses a visual, structured approach that works alongside immersion in the mainstream.

100 Ideas for Primary Teachers: Supporting EAL Learners

This book is a brand new title in the bestselling 100 Ideas series, providing primary teachers with strategies and activities to support the induction, assessment and learning of pupils with English as an additional language (EAL). According to data collected by the Department for Education in 2016, over 20% of pupils in primary schools are exposed to a language other than English in their home, making this an essential resource for every teacher. EAL expert Chris Pim offers a range of ideas for use both in the classroom and to adopt as a whole-school approach. There is an emphasis on using ICT throughout the book, featuring advice on where to find the best software, resources and websites. Ideas include: setting up the classroom, parent conferences, cross-cultural maths, effective questioning techniques and running a 'Young Interpreter Scheme.' 100 Ideas for Primary Teachers: Supporting EAL Learners is a treasure trove of adaptable ideas to use for pupils who are beginners and advanced learners of EAL.

English as an Additional Language in the Early Years

With the English as Additional Language (EAL) population growing rapidly, it is essential that settings and schools meet individual learner needs and provide an inclusive culture where different languages, cultures and religions are accepted and celebrated. Packed with essential information on key theories and best practice, and written in a highly readable style this book aims to raise awareness of main issues and offer practical support for practitioners working with children with EAL. Covering a wide range of topic such as new arrivals, working with parents, assessment, planning, resourcing, play, communication and language, each chapter clearly lays out the key concepts, ideas and strategies alongside examples of good practice. Encouraging a reflective approach, the book features: Checklists, diagrams, chapter objectives and summaries and suggestions for further reading Case studies to illustrate practice Reflective activities to develop critical thinking Challenging many assumptions and stereotypes about EAL learners, this invaluable text will support students and practitioners in meeting the individual needs of all the children in their care.

The Translanguaging Classroom

"Shows teachers how to strategically navigate the dynamic flow of bilingual students' language practices to (1) enable students to engage with and comprehend complex content and texts, (2) develop students' linguistic practices for academic contexts, (3) draw on students' bilingualism and bilingual ways of understanding, and (2) support students' socioemotional development and advance social justice"--provided by the publisher.

Games, Ideas and Activities for Teaching Learners of English as an Additional Language

Creative Activities for Teaching Pupils with English as an Additional Language is a unique collection of 150 enjoyable and inspiring games and activities to help support learners of English as an Additional Language (EAL) in the inclusive classroom. This bank of ideas will support you in helping newly arrived pupils settle into their class and school, and are easy to integrate into your planning to support your learners across the curriculum. Designed with busy teachers in mind, the Classroom Gems series draws together an extensive selection of practical, tried-and-tested, off-the-shelf ideas, games and activities, guaranteed to transform any lesson or classroom in an instant. Easily navigable, allowing you to choose the right activity quickly and easily, these invaluable resources are guaranteed to save you time and are a must-have tool to plan, prepare and deliver first-rate lessons.

How to Support Children Learning English as an Additional Language

An engaging and informative book has been written to help you to cater for the needs of pupils learning English as an additional language. It will support all primary-phase practitioners, including staff working with pupils learning EAL, key staff working on ethnic minority achievement, governors with specific responsibility for inclusion and student teachers working towards Qualified Teaching Status.

Subject Literacy in Culturally Diverse Secondary Schools

This book supports teachers of all subject specialisms to consolidate their existing knowledge of language and shows them how to develop skills to use language to build subject knowledge at secondary level. Tasks guide the reader to think about the language we use for different purposes, and how we use it to describe, explain and learn about our world. This paves an accessible way for subject-related language to become more visible and enables readers to use accessible terminology to confidently talk about it, as well as modelling it and guiding the development of its use with all learners, including those with English as an Additional Language (EAL). Starting from basic educational principles, the book asks readers to consider the processes of learning and why every good teacher needs knowledge about language to support this, addressing a range of questions including: Who are the EAL learners? What are the processes of language development? How is language used to present and discuss knowledge in my subject? Why does every good teacher need knowledge about language to support subject literacy? The authors provide examples, discovery tasks, reflections and templates for activities, to help the reader identify the tools they need to set up a framework for scaffolding pupils' language development. With a progression plan, directed tasks, and formative feedback, this framework provides a template for classroom practice and further professional development.

Supporting Pupils with EAL in the Primary Classroom

Supporting children with English as an additional language (EAL) requires detailed knowledge and understanding of their social, cognitive and linguistic needs. Supporting Pupils with EAL in the Primary Classroom highlights the fundamental principles that underpin teaching and learning, and examines practical strategies for classroom practice. The book focuses on the importance of recognising the knowledge, skills and experience that children with EAL bring to the classroom, whilst identifying the specific support required. It draws on evidence from an extended case study to illustrate essential points and combines this with an examination of relevant theory as well as how this translates to classroom practice. Key features of the book include: - Core knowledge and skills about how to support children with EAL - Case study scenarios to illustrate particular principles, pedagogies and practices - Practical ideas for the classroom throughout Supporting Pupils with EAL in the Primary Classroom is an invaluable text for those in teaching training, qualified teachers, senior managers in schools and those working in initial teacher education. "The author writes about the demands of teaching EAL learners with commitment, knowledge and enthusiasm. She offers the reader insights and examples from her own research and classroom practice, beginning with a discussion of bilingualism and language learning, followed up by an exploration of the four skills and assessment in the classroom, as well as a chapter arguing for professional development and research informed teaching. In this chapter she stresses the importance of teachers finding innovative ways to enable EAL learners within the curriculum context. In the final chapter, drawing on the sociocultural framework that informs her work, the author discusses the challenges, constraints and possibilities for supporting EAL children in the wider contexts of pedagogy and policy. Throughout, there are case studies and examples, and the author writes with a sense of optimism that it is in the capacity of teachers to improve the classroom learning opportunities for EAL learners. Written in a personable and accessible style, this book offers an informative foundation for teacher educators and professionals who want to learn more about

working with EAL learners." Dr Charlotte Franson, formerly of Canterbury Christ Church University, UK "As a teacher educator, I am often engaged in discussions around trainees' perceptions of the complexities of teaching children learning EAL. This book, rooted in practice based research provides an accessible and informative scaffold for those embarking on a career in teaching. The premise of the 'what' and 'how' is particularly useful and the sequence of chapters provides a well mapped journey for the reader, through the theory, practice and considerations of supporting children learning EAL. Exemplification, through the case study vignettes, poses reflective thinking points that can be readily applied to one's own practice. Overall, excellent practitioner guidance that both consolidates subject knowledge and provides realistic practice guidance. A title I will be heartily recommending to my students." Gill Chambers, Senior Lecturer in Education, University of Northampton, UK

Supporting Pupils with EAL in the Primary Classroom

Supporting children with English as an additional language (EAL) requires detailed knowledge and understanding of their social, cognitive and linguistic needs. Supporting Pupils with EAL in the Primary Classroom highlights the fundamental principles that underpin teaching and learning, and examines practical strategies for classroom practice. The book focuses on the importance of recognising the knowledge, skills and experience that children with EAL bring to the classroom, whilst identifying the specific support required. It draws on evidence from an extended case study to illustrate essential points and combines this with an examination of relevant theory as well as how this translates to classroom practice. Key features of the book include: • Core knowledge and skills about how to support children with EAL • Case study scenarios to illustrate particular principles, pedagogies and practices • Practical ideas for the classroom throughout Supporting Pupils with EAL in the Primary Classroom is an invaluable text for those in teaching training, qualified teachers, senior managers in schools and those working in initial teacher education. "The author writes about the demands of teaching EAL learners with commitment, knowledge and enthusiasm. She offers the reader insights and examples from her own research and classroom practice, beginning with a discussion of bilingualism and language learning, followed up by an exploration the four skills and assessment in the classroom, as well as a chapter arguing for professional development and research informed teaching. In this chapter she stresses the importance of teachers finding innovative ways to enable EAL learners within the curriculum context. In the final chapter, drawing on the sociocultural framework that informs her work, the author discusses the challenges, constraints and possibilities for supporting EAL children in the wider contexts of pedagogy and policy. Throughout, there are case studies and examples, and the author writes with a sense of optimism that it is in the capacity of teachers to improve the classroom learning opportunities for EAL learners. Written in a personable and accessible style, this book offers an informative foundation for teacher educators and professionals who want to learn more about working with EAL learners." Dr Charlotte Franson, formerly of Canterbury Christ Church University, UK "As a teacher educator, I am often engaged in discussions around trainees' perceptions of the complexities of teaching children learning EAL. This book, rooted in practice based research provides an accessible and informative scaffold for those embarking on a career in teaching. The premise of the 'what' and 'how' is particularly useful and the sequence of chapters provides a well mapped journey for the reader, through the theory, practice and considerations of supporting children learning EAL. Exemplification, through the case study vignettes, poses reflective thinking points that can be readily applied to one's own practice. Overall, excellent practitioner guidance that both consolidates subject knowledge and provides realistic practice guidance. A title I will be heartily recommending to my students." Gill Chambers, Senior Lecturer in Education, University of Northampton, UK

100 Ideas for Secondary Teachers: Supporting EAL Learners

No matter what you teach, there is a 100 Ideas title for you! The 100 Ideas series offers teachers practical, easy-to-implement strategies and activities for the classroom. Each author is an expert in their field and is passionate about sharing best practice with their peers. Each title includes at least ten additional extra-creative Bonus Ideas that won't fail to inspire and engage all learners.

From EAL experts Chris Pim and Catharine Driver come 100 ideas for providing secondary teachers with strategies and activities to support the induction, assessment and learning of students with English as an additional language (EAL) in tutor time, in specific subjects and at whole-school level. There is so much pressure on teachers to deliver engaging and innovative lessons that both adhere to the demands of the curriculum and get the necessary results. Having to plan lessons, implement strategies and create effective resources for EAL students can be a challenge, and with over 15% of secondary school students exposed to a language other than English in their

home (according to 2016 data from the Department for Education), it is a challenge affecting every teacher. This book provides practical plans for giving EAL learners general support, but also includes ideas linked to specific subjects, especially key problem areas such as mathematics and science, to help EAL learners get the most out of lessons. *100 Ideas for Secondary Teachers: Supporting EAL Learners* is a treasure trove of adaptable ideas to use for students who are beginners and advanced learners of EAL.

English as an Additional Language

This guide is packed full of straightforward ideas to help teachers get a grip on good classroom practice and will help teachers understand language development and its impact upon pupils attainment.

100 Ideas for Early Years Practitioners: Supporting EAL Learners

There are more than one million children in UK schools who speak English as an additional language (EAL), and this number is continually rising. Many early years practitioners are unsure about how best to support these children and need guidance to do this with confidence. This book offers advice on how to welcome and provide for children with EAL and how to support their families, taking into consideration their unique identities and culture and ensuring that these are preserved and appreciated in the setting. With links to all areas of the curriculum and specific focus on language acquisition, each idea is straightforward and can be easily adapted and developed to suit children's individual needs. It is an essential guide for all practitioners in early years settings to raise your competence and confidence in providing for EAL learners.

English as an Additional Language (EAL) in Practice

Here is a typical classroom scenario: out of the thirty children, two-thirds speak a different language at home and only speak English at school. Even though many pupils' English skills are almost non-existent, teachers are expected to provide the national curriculum for every child in the class. *Teaching Children English as an Additional Language* solves this problem with a ten-week teaching programme of units and lesson activities for children aged seven–eleven (Key Stage 2) new to English. It will help these children learn some very basic English sentences, questions and vocabulary, to get them through regular day-to-day routines more easily. By offering a flexible step by step approach this book helps EAL teachers to: identify learners' individual needs teach grammar and vocabulary support teaching through speaking and listening assess pupils to inform future planning The programme also contains emergency lessons to support learners in the first three days, cross curricular links, ways of using a home-school learning book and an opportunity for the child to make a booklet about themselves. It fosters the child's home language, incorporates different learning styles as well as including a wealth of carefully tailored, themed resources. The programme is complete with activities, resources and assessment materials and helpful tips on how to develop a successful EAL department.

Teaching Children English as an Additional Language

As the number of children for whom English is an Additional Language in schools increases, how do teachers and trainees prepare to support them to succeed? A complete guide to understanding, learning from and teaching bilingual and EAL children in schools. The text begins by asking 2who are EAL learners2 and challenges some of the misconceptions about this group. It goes on to examine language in depth, providing focused theory to help teachers and trainees better understand the wider context of children2s needs. This theory is supported by a wealth of information on practical teaching strategies and resources in the promoting learning section. The text covers planning across the curriculum for EAL and offers day-to-day practical support for teachers. The fourth edition is updated throughout and includes a new chapter on EAL and SEND.

Games, Ideas and Activities for Teaching Learners of English as an Additional Language

Are you confident in your understanding of the significant challenges that EAL pupils face? Do you have a range of teaching strategies to address their needs? Are your EAL learners making the required progress in their lessons? This text provides you with tried and tested strategies to help you develop effective pedagogy for learning and progression with a range of different EAL pupils. It includes both immediate measures and handy tips as well as long-term strategies to embed into your teaching.

Designed to be read over a week, the book is divided into seven concise chapters that will help you build a rich context with integrated and effective teaching for all your EAL pupils.

The EAL Teaching Book

This book will be of interest to a broad readership, regardless of whether they have a background in sociolinguistics, functional linguistics or genre theories. It presents an accessible “meta-language” (i.e. a language for talking about language) that is workable and usable for teachers and researchers from both language and content backgrounds, thus facilitating collaboration across content and language subject panels. Chapters 1 to 3 lay the theoretical foundation of this common meta-language by critically reviewing, systematically presenting and integrating key theoretical resources for teachers and researchers in this field. In turn, Chapters 4 to 7 focus on issues in pedagogy and assessment, and on school-based approaches to LAC and CLIL, drawing on both research studies and the experiences of front-line teachers and school administrators. Chapter 8 provides a critical and reflexive angle on the field by asking difficult questions regarding how LAC and CLIL are often situated in contexts characterized by inequality of access to the linguistic and cultural capitals, where the local languages of the students are usually neglected or viewed unfavourably in relation to the L2 in mainstream society, and where teachers are usually positioned as recipients of knowledge rather than makers of knowledge. In closing, Chapter 9 reviews the state of the art in the field and proposes directions for future inquiry.

Primary EAL Provision: Getting it Right in a Week

Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELs—who account for more than 9 percent of enrollment in grades K-12 in U.S. schools—are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result. Promoting the Educational Success of Children and Youth Learning English: Promising Futures examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.

Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts

As the number of children for whom English is an Additional Language in schools increases, how do teachers and trainees prepare to support them to succeed? This text is their toolkit. A complete guide to understanding, learning from and teaching bilingual and EAL children in schools. The text begins by asking 2who are EAL learners2 and challenges some of the misconceptions about this group. It goes on to examine language in depth, providing focused theory to help teachers and trainees better understand the wider context of children2s needs. This theory is supported by a wealth of information on practical teaching strategies and resources in the promoting learning section. The text covers planning across the curriculum for EAL, assessing EAL and bilingual learners and classroom organisation, offering day-to-day practical support for teachers. New to this second edition is a chapter on Using home languages and cultures in learning as well many new case studies from practising teachers offering insight and knowledge on teaching this particular group.

Promoting the Educational Success of Children and Youth Learning English

Using empirical data, this volume explores the link between second language development and social integration of migrant school students.

The EAL Teaching book

Do you have EAL students in your class? Would you like guidance on teaching your subject to EAL students? With linguistic diversity on the increase, teachers from all subject areas and levels of school education are working with students for whom English is an additional language, helping them to develop their English for learning purposes. This book provides an invaluable and accessible resource for working with EAL students. It brings together the international experiences and expertise of a team of distinguished language educators who explore a range of teaching approaches and provide professionally-grounded practical advice. The chapters cover themes, references and pedagogic

concerns common to teachers across the globe. This book will be of use to individual teachers who want to extend their knowledge and practice, and also as a set text for professional development programmes. Professor Constant Leung is Deputy Head of Department of Education and Professional Studies at King's College London. Angela Creese is Professor of Educational Linguistics in the School of Education at the University of Birmingham

Language Development and Social Integration of Students with English as an Additional Language

Available in paperback from mid-December 2018. By 2020 it is estimated that there will be more than ten thousand international schools educating five million students. Native speakers of English, the language of instruction in 90 per cent of these schools, will be in the minority. The learning needs of second language learners in national education systems differ fundamentally from those in the international community. This book argues that second language learners in international schools are better provided for within models of instruction that do not assimilate to any political system; where motivation can come from areas other than wanting to belong to a specific culture; and where students can develop all their languages equitably. The authors trace the theories underpinning second language learning programmes in international schools and delve into the complexities of teacher relationships and the influence of curriculum agencies on second language learning. Through case studies and vignettes, they argue for establishing a department of Professional English as a Second Language at the centre of the academic life in each school, whose staff will build on the widely acknowledged potential of second language learners and enhance their capabilities in all their languages.

English as an Additional Language

This book draws together recent work from a number of researchers and educators who have focused on the needs and challenges of 'At Risk' English as an Additional Language (EAL) students. 'At Risk' students include those from refugee backgrounds, and EAL students who have had minimal or disrupted schooling prior to arriving in Australia.

Second Language Learners in International Schools

A practical text for trainee primary teachers on teaching EAL children across the curriculum.

Classrooms of Possibility

Ever since its publication in 1995, this book has offered a means for teachers to consider why some bilingual pupils in their classrooms are not making learning progress or are academically under-achieving. This new second edition has been revised and updated in the light of the new government legislation and guidance, most significantly the revised Code of Practice for Special Educational Needs. It continues to look at ways of asking questions about the pupil, of collecting evidence of both learning and language development and of offering support within the classroom. It contains a model and photocopiable proformas for use within schools, which should help to establish clear systems of identification of those bilingual pupils who may have special learning needs and to distinguish these from the need for language support.

Teaching Bilingual and EAL Learners in Primary Schools

This resource offers educators evidence-based best practices to help them address the individual needs of English learners with academic challenges and those who have been referred for special education services. The authors include guidance and specific tools to help districts, schools, and classrooms use Multi-Tiered System of Supports (MTSS) and other interventions. "Provides excellent guidance for meeting the complex needs of English learners with true learning disabilities. An outstanding resource." —Alba Ortiz, professor emeritus, The University of Texas at Austin "A wonderful resource for those who have the opportunity to serve English learners in the classroom, including those with academic challenges." —Martha Thurlow, National Center on Educational Outcomes, University of Minnesota "Readers will find practical guidance and tools grounded in the latest research for teaching English learners." —Diane Haager, professor, California State University, Los Angeles "A valuable tool that bridges the latest research and practice on bilingual special education." —Claudia Rinaldi, Lasell College

Assessing the Needs of Bilingual Pupils

With an estimated 1.6 million English as an Additional Language (EAL) learners in the UK, and over 5 million in the USA, EAL research is urgently needed to inform practice. This edited volume investigates the multifaceted elements that shape EAL pedagogy and research in a variety of settings and research areas, including linguistic ability influences on subject-specific skills, integrating learners' home languages into classroom environments, and the importance of supporting EAL teachers in the classroom. In doing so, the contributors provide an international perspective on the emerging field of EAL research. The research-based chapters detail fundamental concerns related to EAL learner education. The text is composed of five parts: Part I explores the question of what is EAL and how a definition can shape policy construction; Part II examines the challenges EAL learners face in the classroom, including the use of first languages and the relative impact learner language proficiency has on subject-specific classes; Part III discusses the challenges involved with preparing learners to study in an EAL environment; Part IV investigates concerns relating to supporting EAL teachers in the classroom; and Part V brings together the insights from the previous chapters and provides a road map for future research in the field. The volume draws on researcher expertise from a variety of universities and institutions worldwide. It explores diverse language backgrounds in multilingual contexts. It covers empirical studies with pedagogical, policy, and further research implications. The volume represents a single resource invaluable for EAL teachers, trainers, and trainees, as well as researchers in education, language learning and teaching, bilingualism and multilingualism, and second language acquisition.

Supporting English Learners in the Classroom

The bestselling *Scaffolding Language, Scaffolding Learning* helped tens of thousands of mainstream elementary teachers ensure that their English language learners became full members of the school community with the language and content skills they needed for success. In the highly anticipated Second Edition, Pauline Gibbons updates her classic text with a multitude of practical ideas for the classroom, supported by the latest research in the field of ELL/ESL. With clear directions and classroom tested strategies for supporting students' academic progress, Gibbons shows how the teaching of language can be integrated seamlessly with the teaching of content, and how academic achievement can be boosted without sacrificing our own vision of education to the dictates of knee-jerk accountability. Rich examples of classroom discourse illustrate exactly how the scaffolding process works, while activities to facilitate conversation and higher-level thinking put the latest research on second language learning into action.

EAL Research for the Classroom

This two volume handbook provides a comprehensive examination of policy, practice, research and theory related to English Language Teaching in international contexts. More than 70 chapters highlight the research foundation for best practices, frameworks for policy decisions, and areas of consensus and controversy in second language acquisition and pedagogy. The Handbook provides a unique resource for policy makers, educational administrators, and researchers concerned with meeting the increasing demand for effective English language teaching. It offers a strongly socio-cultural view of language learning and teaching. It is comprehensive and global in perspective with a range of fresh new voices in English language teaching research.

Scaffolding Language, Scaffolding Learning

This book offers an evidence-based guide to EAL for everyone who works with multilingual learners. It provides a concise, helpful introduction to the latest research underpinning three key areas of EAL practice: How children acquire additional languages How language works across the curriculum How you can establish outstanding EAL practice in your school. Other key features include case studies from experienced EAL specialists, extensive reading recommendations for teachers who want to build on their knowledge, and a detailed chapter on Ofsted based on interviews with senior inspectors. This book will prove an invaluable guide and support for everyone working with bilingual learners. In clear, short chapters it gives a thorough grounding in the evidence and principles needed to create outstanding EAL provision.

International Handbook of English Language Teaching

It was a dark and stormy night in Santa Barbara. January 19, 2017. The next day's inauguration drumroll played on the evening news. Huddled around a table were nine Corwin authors and their publisher, who together have devoted their careers to equity in education. They couldn't change the weather,

they couldn't heal a fractured country, but they did have the power to put their collective wisdom about EL education upon the page to ensure our multilingual learners reach their highest potential. Proudly, we introduce you now to the fruit of that effort: *Breaking Down the Wall: Essential Shifts for English Learners' Success*. In this first-of-a-kind collaboration, teachers and leaders, whether in small towns or large urban centers, finally have both the research and the practical strategies to take those first steps toward excellence in educating our culturally and linguistically diverse children. It's a book to be celebrated because it means we can throw away the dark glasses of deficit-based approaches and see children who come to school speaking a different home language for what they really are: learners with tremendous assets. The authors' contributions are arranged in nine chapters that become nine tenets for teachers and administrators to use as calls to actions in their own efforts to realize our English learners' potential: 1. From Deficit-Based to Asset-Based 2. From Compliance to Excellence 3. From Watering Down to Challenging 4. From Isolation to Collaboration 5. From Silence to Conversation 6. From Language to Language, Literacy, and Content 7. From Assessment of Learning to Assessment for and as Learning 8. From Monolingualism to Multilingualism 9. From Nobody Cares to Everyone/Every Community Cares Read this book; the chapters speak to one another, a melodic echo of expertise, classroom vignettes, and steps to take. To shift the status quo is neither fast nor easy, but there is a clear process, and it's laid out here in *Breaking Down the Wall*. To distill it into a single line would go something like this: if we can assume mutual ownership, if we can connect instruction to all children's personal, social, cultural, and linguistic identities, then all students will achieve.

Lexical Inferencing Procedures, Or, Talking about Words

Britain today is culturally and linguistically diverse. One in eight pupils in primary schools speaks a language other than English; in secondary schools, one in six. Over 200 languages are spoken in London schools. The EAL Pocketbook is for teachers of pupils learning English as an additional language, whether in rural or urban contexts. It provides tips, tools and techniques to ensure that all pupils can thrive in their learning. Author Alice Washbourne is a consultant EAL advisor. Her inclusive approach is modelled on 'the ladder to success' beginning with the learner's skills and strengths, building on these to make learning cognitively challenging, then providing scaffolding to support their move towards independent learning. Useful guidance for both novice and experienced practitioners. 'A bucket-load of good advice and practical ideas in a pocket-size book. These thoughtful insights translate easily into effective classroom practice' Sally Williams, Head of School, Myatt Garden Primary 'This book is full of crystal clear and practical strategies for teachers to use in class. It's easier to follow than not to... The strategies in this book will support teachers, raising not only EAL but all the students' attainment and achievement levels. Thank you Alice' Tuba Bauhofer, EAL Co-ordinator, Prendergast-Ladywell Fields College

Teaching EAL

"In a classroom where only a few learners are limited in English, teachers face the difficult task of supporting them while also catering for the mainstream classroom needs. Now featuring full colour throughout, this new edition of this flexible teaching programme shows teachers how to help new arrivals, assessing their vocabulary and grammar needs and including all the resources and lesson plans necessary. Considering the rise in global migration to the UK and the launch of the new National Curriculum, this updated edition forms a vital addition to the primary classroom, including addressing the new curriculum demands and an additional chapter blended learning and learning to learn"--

Breaking Down the Wall

1 in 5 students are identified as speaking English as an Additional Language and all teachers are highly likely to be teaching multilingual students in their classrooms. This book provides a range of strategies and resources to ensure teaching is adaptive and responsive so that all learners thrive and fulfil their academic potential.

EAL Pocketbook

Rising enrollments of students for whom English is not a first language mean that every teacher – whether teaching kindergarten or high school algebra – is a language teacher. This book explains what teachers need to know about language in order to be more effective in the classroom, and it shows how teacher education might help them gain that knowledge. It focuses especially on features of academic English and gives examples of the many aspects of teaching and learning to which language is key.

This second edition reflects the now greatly expanded knowledge base about academic language and classroom discourse, and highlights the pivotal role that language plays in learning and schooling. The volume will be of interest to teachers, teacher educators, professional development specialists, administrators, and all those interested in helping to ensure student success in the classroom and beyond.

An English As an Additional Language (EAL) Programme

Empowering Eal Learners in Secondary Schools