

English As An Additional Language Working With Beginners

English is the major language of international communication, and everyone wants to learn it. But which English, and how? Teaching English as an International Language provides an accessible overview of this increasingly important field. Sandra Lee McKay questions the cultural assumptions underlying much English teaching, arguing that classroom aims and methodology should be based on the requirements of an international language.

This book examines critical literacy within language and literacy learning, with a particular focus on English as an Additional Language learners in schools who traditionally are not given the same exposure to critical literacy as native-English speakers. An important and innovative addition to extant literature, this book explains how English language teachers understand critical literacy and enact it in classrooms with adolescent English language learners from highly diverse language backgrounds. This book brings together the study of two intersecting phenomena: how critical literacy is constructed in English language education policy for adolescent English language learners internationally and how critical literacy is understood and enacted by teachers amid the so-called 'literacy crisis' in neoliberal eduscapes. The work traces the ways critical literacy has been represented in English language education policy for adolescents in five contexts: Australia, England, Sweden, Canada and the United States. Drawing on case study research, it provides a comparative analysis of how policy in these countries constructs critical literacy, and how this then positions critical engagement as a focus for teachers of English language learners. Empirically based and accessibly written, this timely book will be of interest to a wide range of academics in the fields of adolescent literacy education, English language learning and teaching, education policy analysis, and critical discourse studies. It will also appeal to teachers, post-graduate students and language education policy makers.

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.

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

Research Informed Practice

Practices in Different Classroom Contexts

Teaching Children English As an Additional Language

Theory and Practice

Teaching Young Second Language Learners

Including and Supporting Learners of English as an Additional Language

Introduction -structure of the book -- Historical context -- How children learn -key founders -- Education for children with EAL -- Reconceptualising the term English as Additional Language (EAL) -- Language learning for children with EAL -- Developing Culturally Appropriate Pedagogy (CAP) in Early Years -- No regulation to regulation in early years -- Performativity in Early Years -- Leading learning for children with EAL.

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This book fills a critical gap in a neglected area in current educational research: international teacher education. It focuses on the preparation of teachers of English as an additional language (EAL) in several world regions. The book consists of chapters by researchers in well-established teacher education programs in 11 countries: Brazil, Canada, China, Finland, Greece, New Zealand, Russia, Saudi Arabia, South Korea, Turkey and the United States of America. It takes a cross-national, comparative approach around four major focus areas: policy, research, curriculum and practice, offering critical implications that can help improve EAL teacher education programs in different parts of the world. Teacher education is an area that has great potential for international cross-pollination of ideas and actions, and this book represents an important first step along this road.

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.

The Preparation of Teachers of English as an Additional Language around the World

Practices, Pathways and Potentials

Pedagogical Approaches and Classroom Applications

English as an Additional Language in the Early Years

Exploring Policy and Practice in Global Contexts

Introducing English as an Additional Language to Young Children

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. The Routledge Handbook of English Language Studies provides a comprehensive overview of English Language Studies. The book takes a three-pronged approach to examine what constitutes the phenomenon of the English language; why and in what contexts it is an important subject to study; and what the chief methodologies are that are used to study it. In 30 chapters written by leading scholars from around the world, this Handbook covers and critically examines: English Language Studies as a discipline that is changing and evolving in response to local and global pressures; definitions of English, including world Englishes, contact Englishes, and historical and colonial perspectives; the relevance of English in areas such as teaching, politics and the media; analysis of English situated in wider linguistics contexts, including psycholinguistics, sociolinguistics and linguistic ethnography. The Routledge Handbook of English Language Studies is essential reading for researchers and students working in fields related to the teaching and study of the English language in any context. Adopting a learner-centred approach that places an emphasis on hands-on child SL methodology, this book illustrates the practices used to teach young second language learners in different classroom contexts: (1) English-as-an-Additional-Language-or-Dialect (EAL/D) - both intensive EAL/D and EAL/D in the mainstream (2) Language-Other-Than-English (LOTE) (3) Content-and-Language-Integrated-Learning (CLIL), (4) Indigenous (5) Foreign-Language (FL). It will be particularly useful to undergraduate teachers to build upon the literacy unit they undertake in the first years of their course to explore factors that constitute an effective child SL classroom and, in practical terms, how to develop such a classroom. The pedagogical strategies for teaching young language learners in the six chapters are firmly guided by research-based findings, enabling not only pre-service teachers but also experienced teachers to make informed choices of how to effectively facilitate the development of the target language, empowering them to assume an active and effective role of classroom practitioners. 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.

**Teaching and Learning Across the Curriculum When English Is an Additional Language Or Dialect
Language Development and Social Integration of Students with English as an Additional Language
Learning Through Images for 7-14-Year-Olds
Critical Literacy with Adolescent English Language Learners
Multimodality in English Language Learning
Teaching 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.

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.

Approaches to Teaching Linguistic Minority Students 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 programs."

"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"--

Foundations of Bilingual Education and Bilingualism

Teaching English as an Additional Language in Secondary Schools

Research, Policy, Curriculum and Practice

A Whole School Resource File

Theory and practice

A Programme for 7-12 Year Olds

Studienarbeit aus dem Jahr 2016 im Fachbereich Englisch - Pädagogik, Didaktik, Sprachwissenschaft, Note: 1,2, Freie Universität Berlin

(Erziehungswissenschaften), Sprache: Deutsch, Abstract: It seems that young children learning English as an Additional Language (EAL) are often expected to acquire English rapidly and naturally, without any further help. It appears that many settings do not give the role of the child's first language enough significance. Consequently we could argue, that their language learning needs are frequently being overlooked within the early-years sector. This paper focuses on the aspects that need to be considered by practitioners in order to convey the importance of adequate language assessment and support for EAL learners within the UK's early-years education sector and beyond.

"It has made me more aware of the difficulties faced by ESL students on a daily basis across the curriculum." Year 4 teacher, Lynne Cadenhead, Aberdeen "Lots of ideas that should be encompassed in the whole school plan." Key Stage One Coordinator, Susan Hills, who has taught in Durham, Norfolk and North East Lincolnshire in both Independent & State schools "It helped me to bridge the gap between two cultures."

Teacher, British International School, Beijing, China There are increasing numbers of children with little or no English entering English speaking mainstream lessons. This often leaves them with unique frustrations due to limited English language proficiency and disorientation. Teachers often feel unable to cater sufficiently for these new arrivals. Teaching English as an Additional Language Ages 5-11 is designed to support every 5-11 year old child new to the English language who is beginning their education in an English speaking mainstream curriculum. It provides teachers with the tools needed to support young learners' survival language needs and help them achieve a smooth transition into their new learning environment. Packed full of advice, guidance, resources and support for teachers managing beginners to the English language in the mainstream English speaking school, it also includes: 68 flexible sessions for children to learn survival language - sessions are based on assessment for learning and can be adapted easily into weekly lesson plans; A DVD to support each session containing visuals of commonly used vocabulary; Audio examples of English language word pronunciation and sentence structures; Fully downloadable worksheets and lesson plans. The text offers expert guidance on: Strategies to help EAL new arrivals embrace their new cultural experience; Assessing the EAL new arrivals in their English language skills; Teaching EAL new arrivals to use a second language writing system; Delivering survival language intervention sessions; Developing effective language learning strategies; Managing EAL new arrivals in the mainstream classroom; Resources that you use to support EAL new arrivals; Evaluating EAL provision for new arrivals and setting targets for whole school improvement. This flexible and user-friendly resource can be used with the English National Curriculum, International Baccalaureate Primary Years Programme (PYP), the International Primary Curriculum (IPC), and other English speaking curricula. It will be a must-have for all schools looking to support newly arrived children with speaking English as an additional language.

This book presents different practices and strategies for the English as an additional language classroom as well as units that could be adapted to various grade levels, English language proficiency levels, and linguistic and cultural backgrounds. The research, lessons, and concepts included in the book present innovative ideas in EAL education. The chapters are the result of a professional learning program for 30 English as a Foreign Language (EFL) teachers from Brazil, held at the University of Miami's School of Education and Human Development in the Spring semester of 2018. The program, entitled "Six-Week English Language Certificate Program for High School English Teachers from Brazil (PDPI)," contained several components related to language development and methodology, including orality, reading, writing, linguistic and grammatical knowledge, and interculturality. The program was guided by the principle of multiliteracies, with a focus on English language development through new possibilities to participate in meaning making that incorporates verbal, visual, body language, gestures, and audiovisual resources.

English as an Additional Language Approaches to Teaching Linguistic Minority Students SAGE

Linking theory to practice

English as an Additional Language. Why must Educators Recognise Children's Bilingualism and First Language when Working within a Multicultural Preschool Setting?

Teacher Collaboration and Talk in Multilingual Classrooms

English as an Additional Language

Multiliteracies in English as an Additional Language Classrooms

An English as an Additional Language (EAL) Programme

Language Is The Vehicle Of Our Thought, A Significant Medium Of Expression Of Our Feelings And Experiences. Of All The Languages, English Is Considered The Most Important Language Owing To Its Worldwide Use As A Medium Of Communication Between Nations. In The Present-Day World, One Ought To Have Command Of English Language If One Wishes To Succeed In His Chosen Field. Accordingly, The Importance Of Teaching English Cannot Be Overemphasized. It Constitutes An Integral Part Of Curriculum For B.Ed. Students. The Present Book Has Been Prepared With Meticulous Care As Per The New Syllabus On English Method For B.Ed. Course. It Contains Ten Chapters, Each Chapter Having Sections And Sub-Sections Arranged Systematically And Sequentially To Best Meet The Needs Of B.Ed.

Students Of Various Universities In India. It Is A Reader-Friendly Piece Of Work Based On The Experiences Of Authors, In The Teaching Of English Method, Interaction With B.Ed. Students, Literature Available In Different Libraries, And The Data Downloaded From The Internet. Beginning With The Concept Of Language, The Book Provides An In-Depth Study Of Aims And Objectives Of ELT, Language Skills, Teaching Methods, Instructional Materials, Evaluation And Linguistics. Besides, Chapters Devoted To Contents And Pedagogical Analysis And Spoken English Are Highly Informative And Easily Comprehensible. While Appendices And Subject Index Included In The Book Facilitate Easy Understanding, Bibliography Completes The Book. The Present Book Will Undoubtedly Prove Extremely Useful For All B.Ed. Students Of Indian Universities Whereas For Teachers It Is An Ideal Reference Book.

Many universities worldwide now require established and novice scholars, as well as PhD students, to publish in English in international journals. This growing trend gives rise to multiple interrelated questions, which this volume seeks to address through the perspectives of a group of researchers and practitioners who met in Coimbra, Portugal in 2015 for the PRISEAL and MET conferences. The volume offers truly global coverage, with chapters focusing on vastly different geo-social areas, and disciplines from the humanities to the hard sciences. It will be of interest to applied linguists, particularly those working in the area of English for Research Publication Purposes, and to language professionals working in research writing support, research supervision and academic publishing, as well as to journal editors and managers.

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.

"This thesis with an application emphasis explores the following question: What are the elements that contribute to a successful educational plan for English as an Additional Language (EAL) learners entering an all English school environment? The literature review examines ideal conditions for second language acquisition in bilingual educational settings through creating research-informed relationships between the school, the classroom, the families and the student. Research also suggests that all components of the educational system must honor the culture, heritage and language of EAL students in order for them to be connected to the learning opportunities presented to them. The application portion of this thesis contains a professional development Power Point and survey that will assist the presenter in helping an institution explore all the components of a successful EAL educational experience."--leaf 4.

Publishing Research in English as an Additional Language

Methods, Approaches, and Lessons

Approaches to Teaching Linguistic Minority Students

The Routledge Handbook of English Language Studies

Teaching English As an Additional Language in Secondary Schools

Changing Perspectives

An EAL/D handbook will provide guidance and insight into how best to help young English language learners when English is an additional language or dialect (EALD), especially in the context of mainstream classrooms. This is a handbook for teachers that draws together current knowledge about language and literacy development, about teaching and learning an additional language, and about learning through an additional language.

This engaging volume on English as an Additional Language (EAL), argues persuasively for the importance of critical participatory pedagogies that embrace multilingualism and multimodality in the field of TESOL. It highlights the role of the TESOL profession in teaching for social justice and advocacy and explores how critical participatory pedagogies translate into English language teaching and teacher education around the world. Bringing together diverse scholars in the field and practicing English language teachers, editors Polina Vinogradova and Joan Kang Shin present 10 thematically organized units that demonstrate that language teaching pedagogy must be embedded in the larger sociocultural contexts of teaching and learning to be successful. Each unit covers one pedagogical approach and includes three case studies to illustrate how English language teachers across the world implement these approaches in their classrooms. The chapters are supplemented by discussion questions and a range of practical sources for further exploration. Addressing established and emerging areas of TESOL, topics covered include: Critical and postmethod pedagogies Translingualism Digital literacy and multiliteracies Culturally responsive pedagogy Advocacy Featuring educators implementing innovative approaches in primary, secondary, and tertiary contexts across borders, Contemporary Foundations for Teaching English as an Additional Language is an ideal text for methods and foundational courses in TESOL and will appeal to in-service and preservice English language teachers as well as students and teacher educators in TESOL and applied linguistics.

'A definite must-have for all teachers of English confronted with early multilingualism' - Times Educational Supplement The activities and guidance in this book will help teachers to develop the confidence and meet the

individual needs of young children with English as an additional language across different settings. There are also practical and varied language teaching strategies to promote learning for children working individually or in small groups. The first part of the book focuses on the introduction and development of oral language skills and the particular needs of young "additional English language learners" settling into a new environment. It provides an introduction to the Foundation Stage curriculum and the ways in which links can be made with English as an additional language activity. The second part of the book presents practical activities grouped under the six areas of learning forming the early years curriculum. Each activity includes an appropriate objective, materials and preparation, key vocabulary to focus on and extension suggestions, as well as full guidance on how to manage the activity effectively. The book will be a valuable resource for all teachers, teaching assistants and other early years staff in day nurseries, nursery schools and other early years settings. Kay Crosse is a freelance early years consultant and was formerly head of Norland College.

NEW! Unlocking English Learners' Potential Strategies for Making Content Accessible Diane Staehr Fenner, Sydney Snyder Foreword by Lydia Breiseth A once-in-a-generation text for assisting a new generation of students Content teachers and ESOL teachers, take special note: if you're looking for a single resource to help your English learners meet the same challenging content standards as their English-proficient peers, your search is complete. Just dip into this toolbox of strategies, examples, templates, and activities from ELL authorities Diane Staehr Fenner and Sydney Snyder. The best part? No prior training assumed! You'll find inside every last how-to including: * How to scaffold instruction across content and grade levels * How to build background knowledge * How to analyze text through close reading and text dependent questions * How to promote oral language and vocabulary development * How to evaluate and use formative assessment \$29.95, 320 pages, D17100-978-1-5063-5277-0

Unlocking English Learners' Potential

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

An Introduction to the Role of English as an International Language and Its Implications for Language Teaching.

Your Practical Guide to Supporting Communication and Language Development in the EYFS

Meeting the Needs of Young Children with English as an Additional Language

Teaching English as an International Language

Drawing on the latest research into how young children learn, this book considers how early years practitioners can best meet the needs of children with English as an Additional Language. It examines the factors that influence children's learning including parents and the family, the environment, health and well-being, curriculum, play and relationships and aims to challenge misconceptions, assumptions and stereotypes. Featuring case studies and reflective questions, the chapters explore a range of important topics including: Language learning for children with EAL The historical concept and modern reconceptualisation of EAL How to develop and use Culturally Appropriate Pedagogy Regulation and performativity and their implications for children with EAL Leading learning for children with EAL Meeting the Needs of Young Children with English as an Additional Language is essential reading for students and practitioners wanting to promote an inclusive culture where different languages, cultures and religions are accepted and celebrated.

The seventh edition of this bestselling textbook has been extensively revised and updated to provide a comprehensive and accessible introduction to bilingualism and bilingual education in an everchanging world. Written in a compact and clear style, the book covers all the crucial issues in bilingualism and multilingualism at individual, group and societal levels. Updates to the new edition include: Thoroughly updated chapters with over 500 new citations of the latest research. Six chapters with new titles to better reflect their updated content. A new Chapter 16 on Deaf-Signing People, Bilingualism/Multilingualism, and Bilingual Education. The latest demographics and other statistical data. Recent developments in and limitations of brain imaging research. An expanded discussion of key topics including multilingual education, codeswitching, translanguaging, translanguaging, biliteracy, multiliteracies, metalinguistic and morphological awareness, superdiversity, raciolinguistics, anti-racist education, critical post-structural sociolinguistics, language variation, motivation, age effects, power, and neoliberal ideologies. Recent US policy developments including the Every Student Succeeds Act (ESSA), Seal of Biliteracy, Proposition 58, LOOK Act, Native American Languages Preservation Act, and state English proficiency standards and assessments consortia (WIDA, ELPA21). New global examples of research, policy, and practice beyond Europe and North America.

Technology and language learning on the internet and via mobile apps, and multilingual language use on the internet and in social media. Students and Instructors will benefit from updated chapter features including: New bolded key terms corresponding to a comprehensive glossary Recommended readings and online resources Discussion questions and study activities

This volume looks at the interactions of collaborating teachers in multilingual classrooms and how these impact on what counts as knowledge in the secondary school classroom. It also looks at how policy statements and ideologies around multilingualism position teachers and learners in particular ways. A linguistic ethnographic approach is taken in the study, which considers the discourses of whole class and small group teaching and learning. Chapters consider the relation between different languages, different pedagogues and different teacher identities in the secondary school classroom. The book documents how a policy of inclusion is played out in practice.

This edited volume provides research-based knowledge on the use, production and assessment of multimodal texts in the teaching and learning of English as an Additional Language (EAL). The book reflects growing interest in research on EAL, with increasing numbers of learners of English worldwide and the growing relevance of EAL to numerous education systems. The volume examines different aspects of English from a multimodal perspective, showcasing empirical research from across five continents and all three levels of education. Applying frameworks based on Multimodal Social Semiotics and Systemic Functional Linguistics, chapters focus on the use and affordances of

multimodal texts in pedagogy, literature, culture, text production, assessment and curriculum development connected to EAL. Directing attention to the significance of modes beyond speech and writing in EAL, the volume provides a wide range of perspectives and experiences that can be applied more widely and inspire other practices in the global and diverse field of EAL teaching, learning and assessment. This collection will be of interest to scholars in multimodality, language education, and teacher education.

Teaching English as an Additional Language, 5-11
English as an Additional Language (EAL) in Practice

How to Support Children Learning English as an Additional Language
Contemporary Foundations for Teaching English as an Additional Language
A Programme for 7-11 Year Olds

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.

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

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An EAL/d Handbook

Strategies for Making Content Accessible

Creative Activities and Ideas for Pupils with English as an Additional Language

Meeting the Challenge in the Classroom

Necessary Components of a Successful English as an Additional Language Student Experience

Teaching Children English as an Additional Language