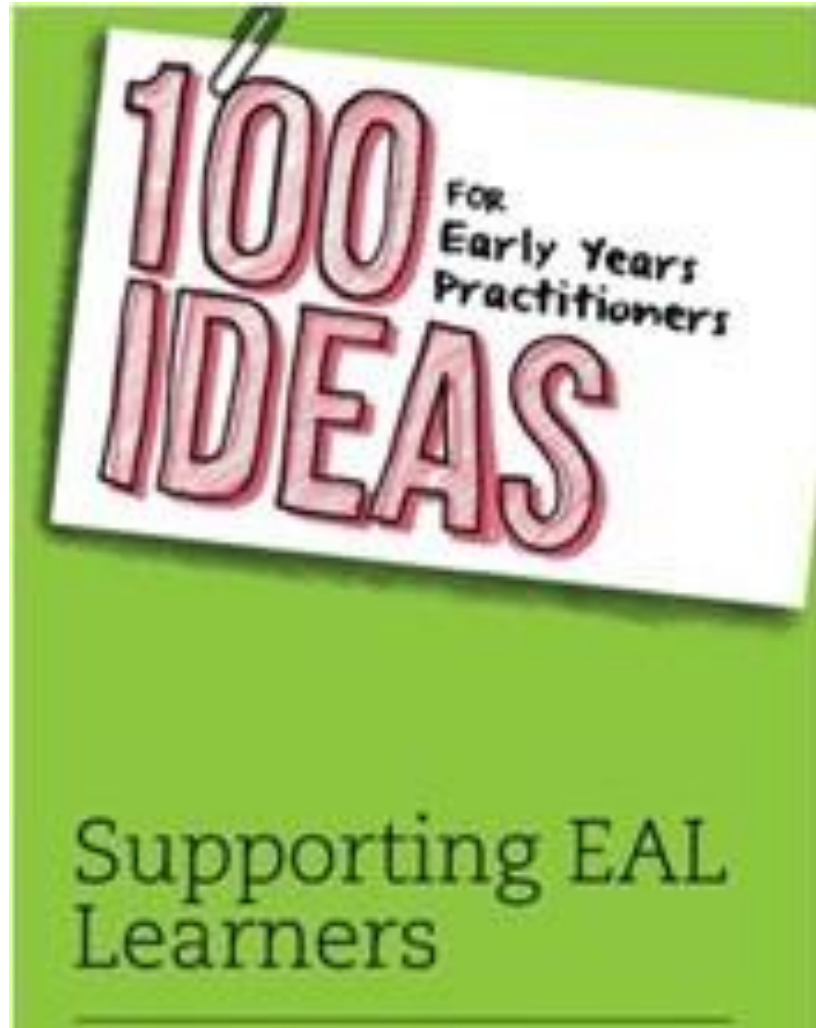
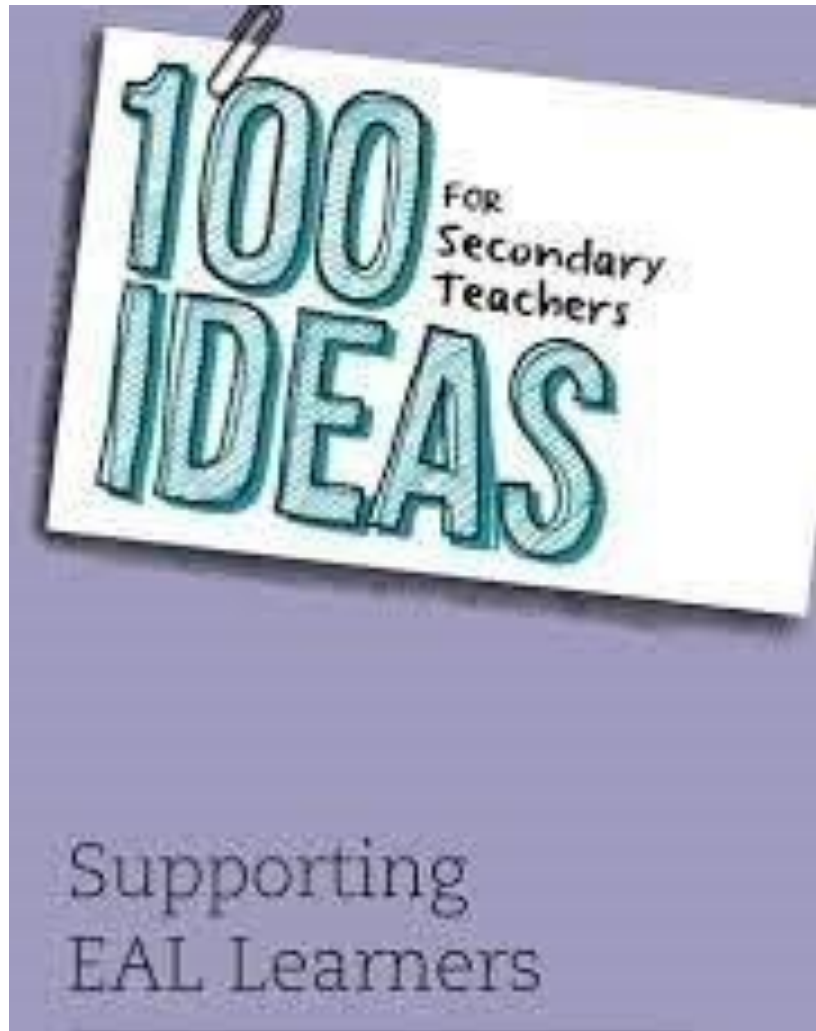




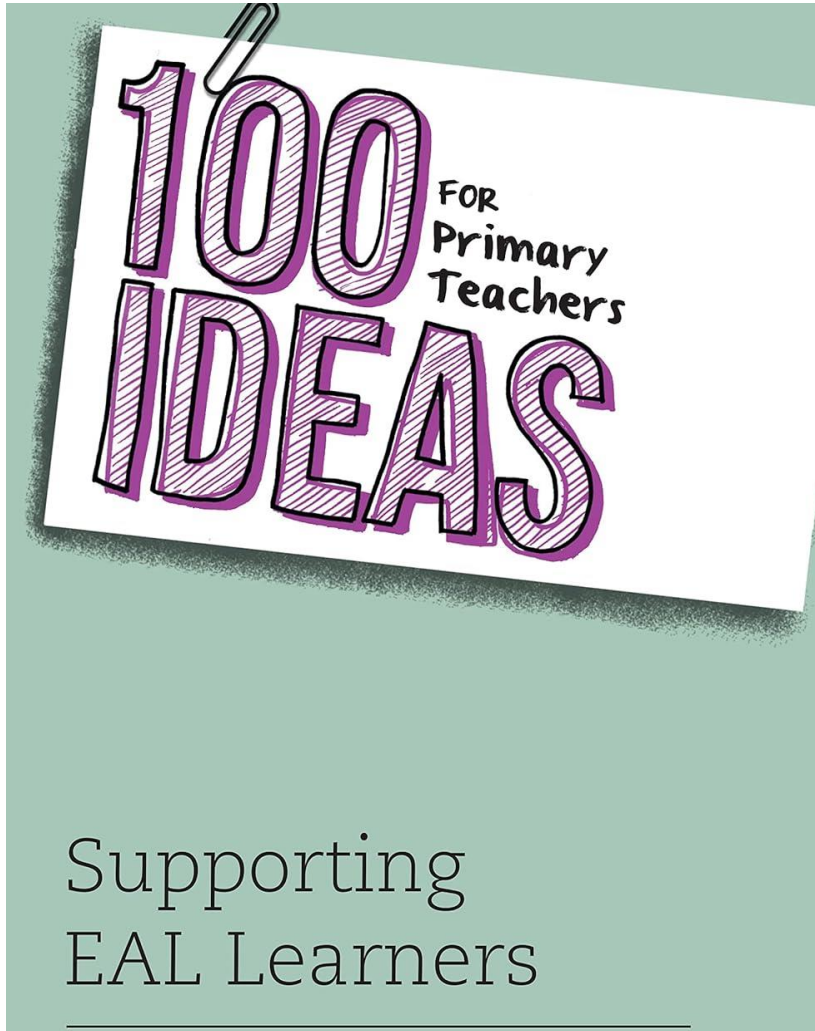
The 50 Fantastic Ideas series is packed full of fun, original, skills-based activities for Early Years practitioners to use with children aged 0-5. Each activity features step-by-step guidance, a list of resources, and a detailed explanation of the skills children will learn. Creative, simple, and highly effective, this series is a must-have for every Early Years setting.



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.

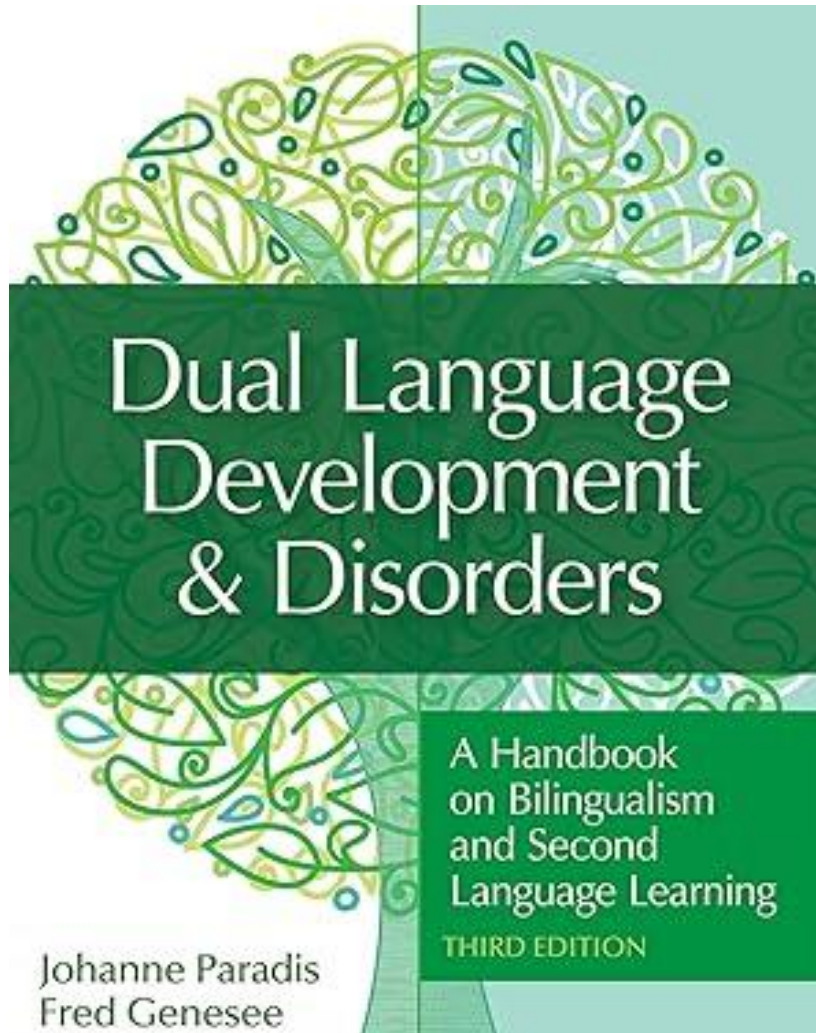


100 ideas for providing secondary teachers with strategies and activities to support the induction, assessment and learning of students with English as an additional language (EAL) in tutor time, in specific subjects and at whole-school level.



This book provides primary teachers with strategies and activities to support the induction, assessment and learning of pupils with English as an additional language (EAL).

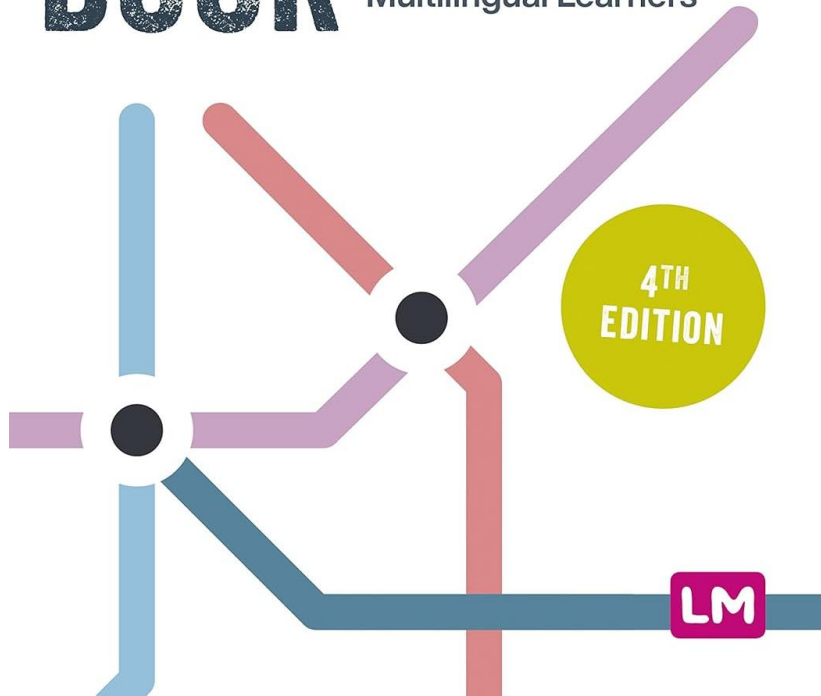
Ideas include: setting up the classroom, parent conferences, cross-cultural maths, effective questioning techniques and running a 'Young Interpreter Scheme.'



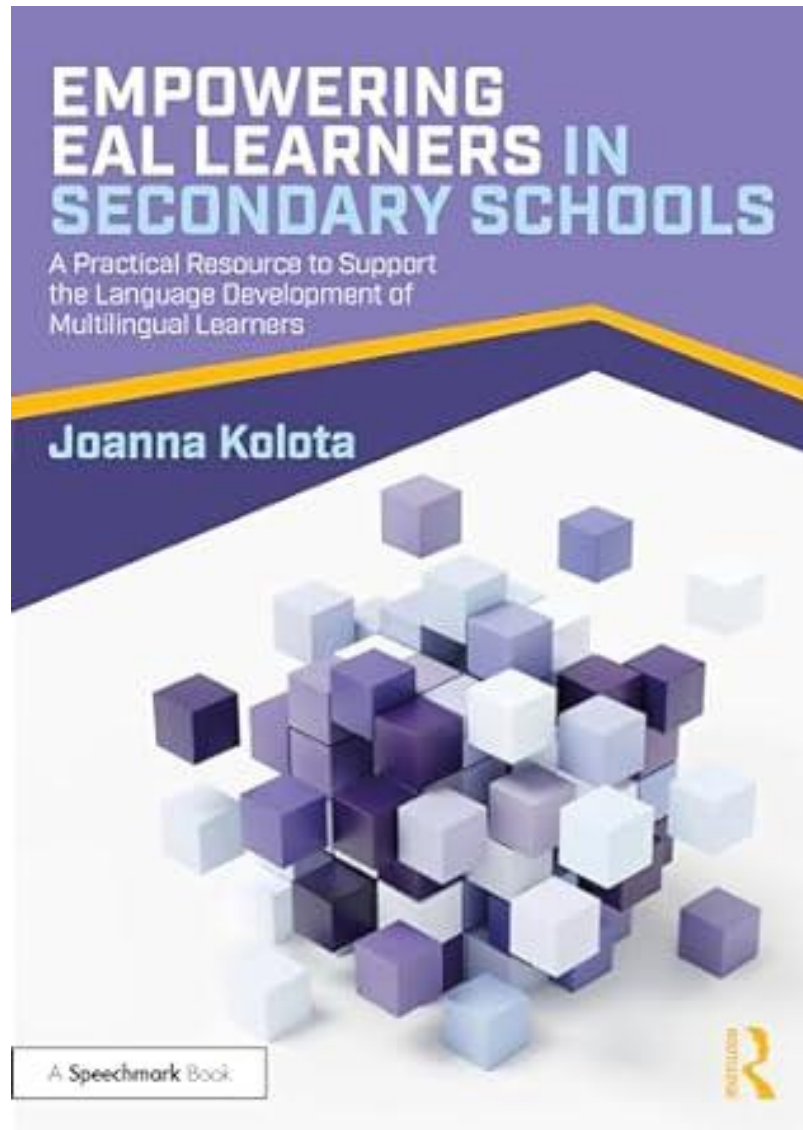
This comprehensive text dispels the many myths about dual language development, the expert authors arm future professionals with the information they need to support young bilingual children and their families, all while meeting Head Start's guidelines on cultural and linguistic responsiveness.

THE EAL JEAN CONTEH TEACHING BOOK

Promoting Success for
Multilingual Learners



- A complete guide to understanding, learning from, and teaching bilingual and EAL children in schools.
- The text begins by asking 'who are EAL learners' 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 children's 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.



At the heart of the book is developing an understanding of how languages are acquired and an awareness that all students, regardless of their current English language proficiency, need to be offered a challenging and supportive environment.



Learner English is a practical reference book which compares the relevant features of students' own languages with English, helping teachers to predict and understand the problems their students have. It includes 22 chapters, each of which covers one language background. Chapters are written by specialists with experience in teaching students from the areas concerned. They describe and explain the most important typical pronunciation, grammar, vocabulary and other mistakes.

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

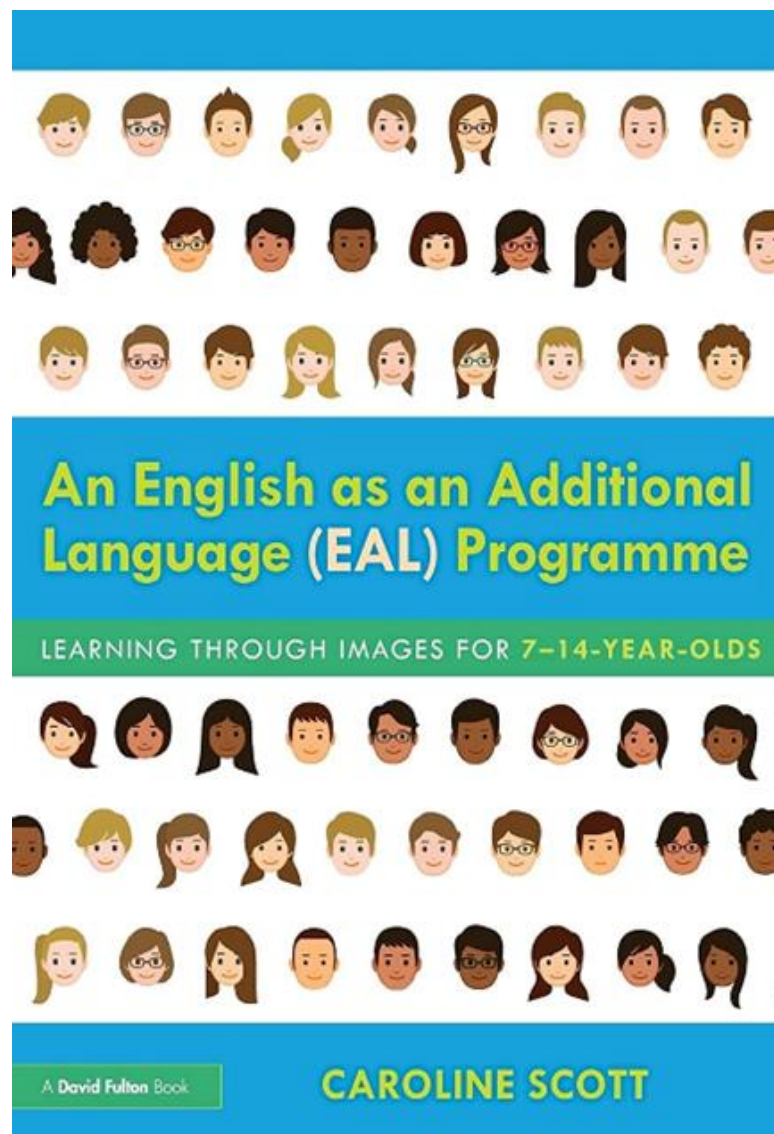
Research Informed Practice



A David Fulton Book

Malini Misra and Krishan Sood

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.



This book provides a programme for use as an induction-to-English, complete with integral assessment. It provides guidance on how to bridge the gap between learners coming to school with little or no English 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.

A JOHN CATT PUBLICATION

EDITED BY HAMISH CHALMERS
SERIES EDITOR TOM BENNETT

THE research **ED** GUIDE TO
**ENGLISH AS AN
ADDITIONAL LANGUAGE**

AN EVIDENCE-INFORMED
GUIDE FOR TEACHERS

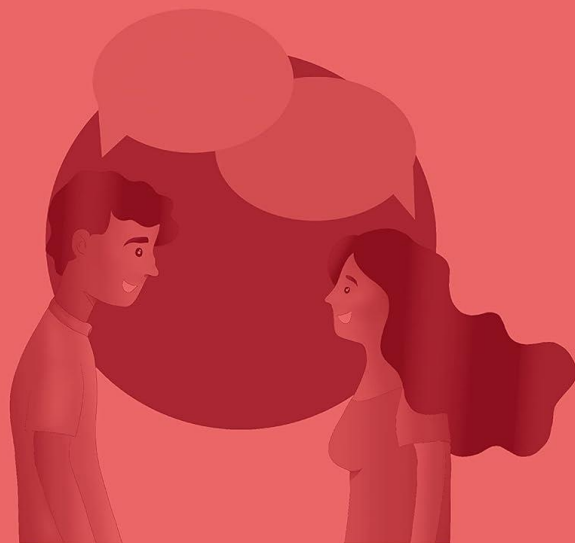


the research **ED** series

The "researchED Guide to English as an Additional Language" is a key evidence-informed resource, edited by Hamish Chalmers, designed for teachers to understand and support diverse learners acquiring English, focusing on practical strategies and research to help EAL (English as an Additional Language) students access the curriculum while developing English proficiency. It addresses key questions about EAL education, bridging research with classroom practice for better outcomes.

WORKING WITH CHILDREN EXPERIENCING SPEECH AND LANGUAGE DISORDERS IN A BILINGUAL CONTEXT

A HOME LANGUAGE APPROACH

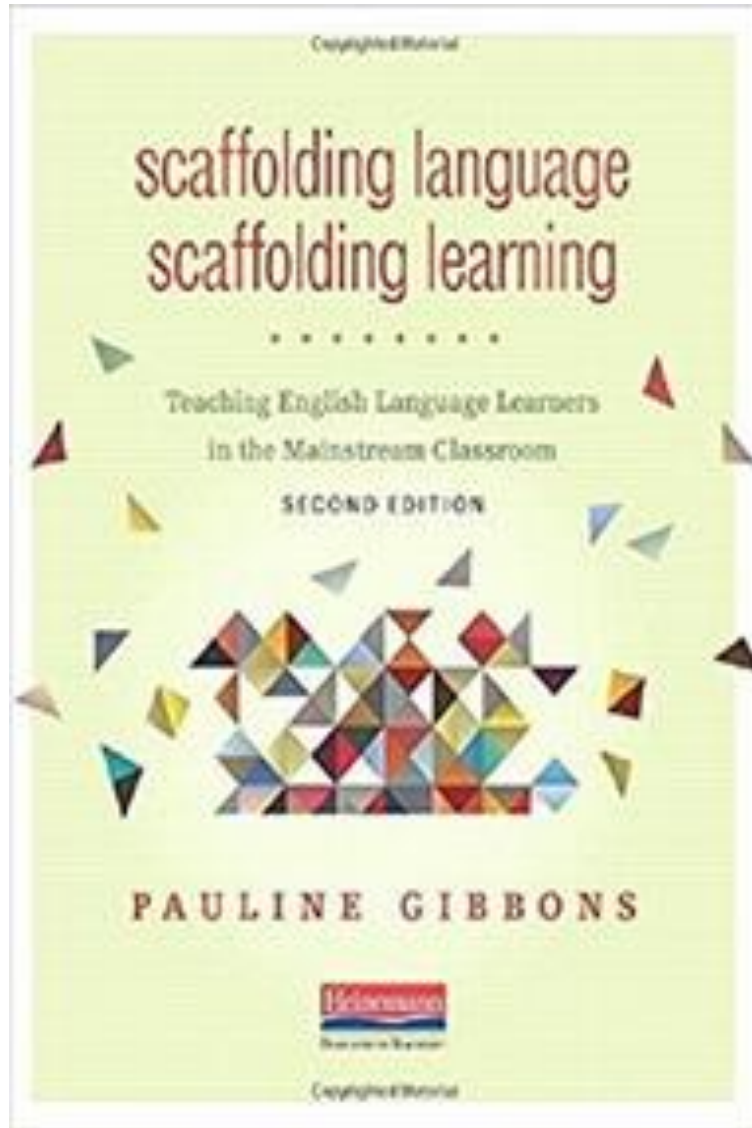


A Speechmark Book

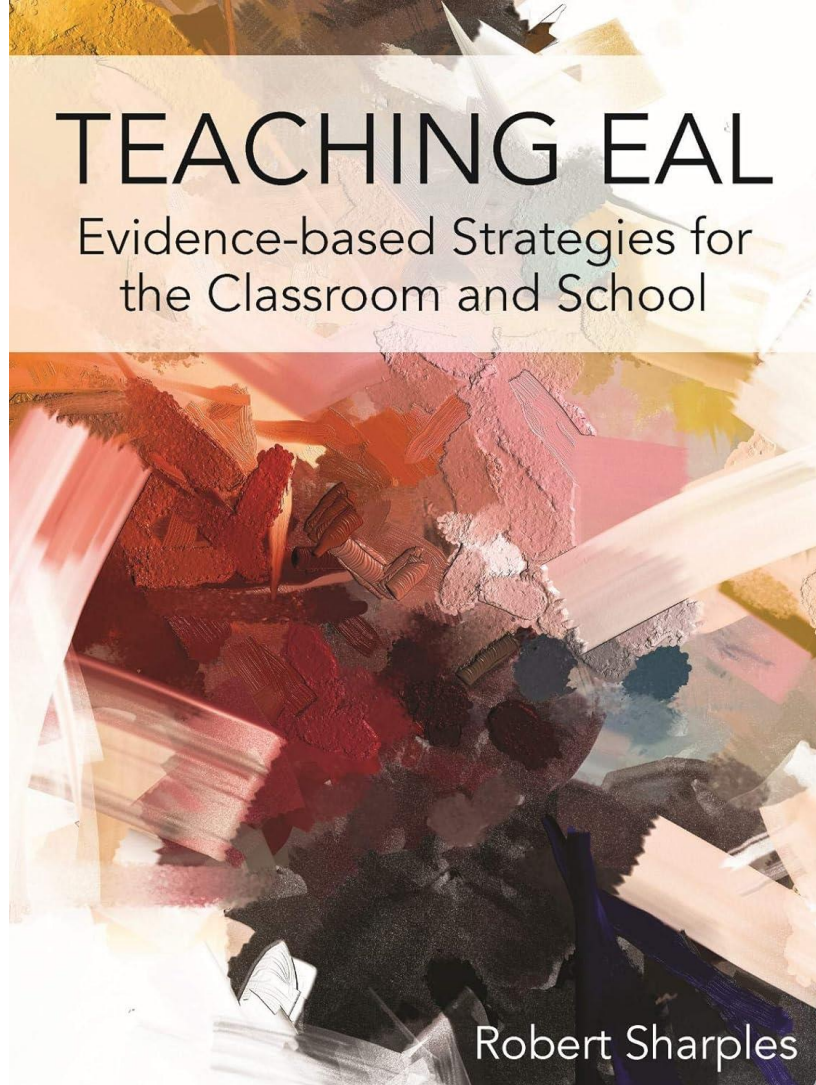
SEAN PERT



When working with a bilingual child assessment and intervention may appear to be even more complicated. In this book Sean Pert provides the reader with the tools needed to overcome this perception and develop skills in working in a language that they don't share with the client.



Scaffolding Language, Scaffolding Learning, by Pauline Gibbons, is a key resource for mainstream teachers to help English Language Learners (ELLs) succeed by integrating language instruction directly into subject teaching, using practical strategies like modelling, sentence starters, and activating prior knowledge to build academic language and confidence within a supportive environment, ultimately making ELLs full, active members of the classroom community.



This book offers an evidence-based guide to EAL for everyone who works with multilingual learners. It offers 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 specialist, extensive reading recommendations for teachers who want to build on their knowledge, and a detailed chapter on Ofsted based on interviews with senior inspectors.

Teaching English as an Additional Language in Secondary Schools

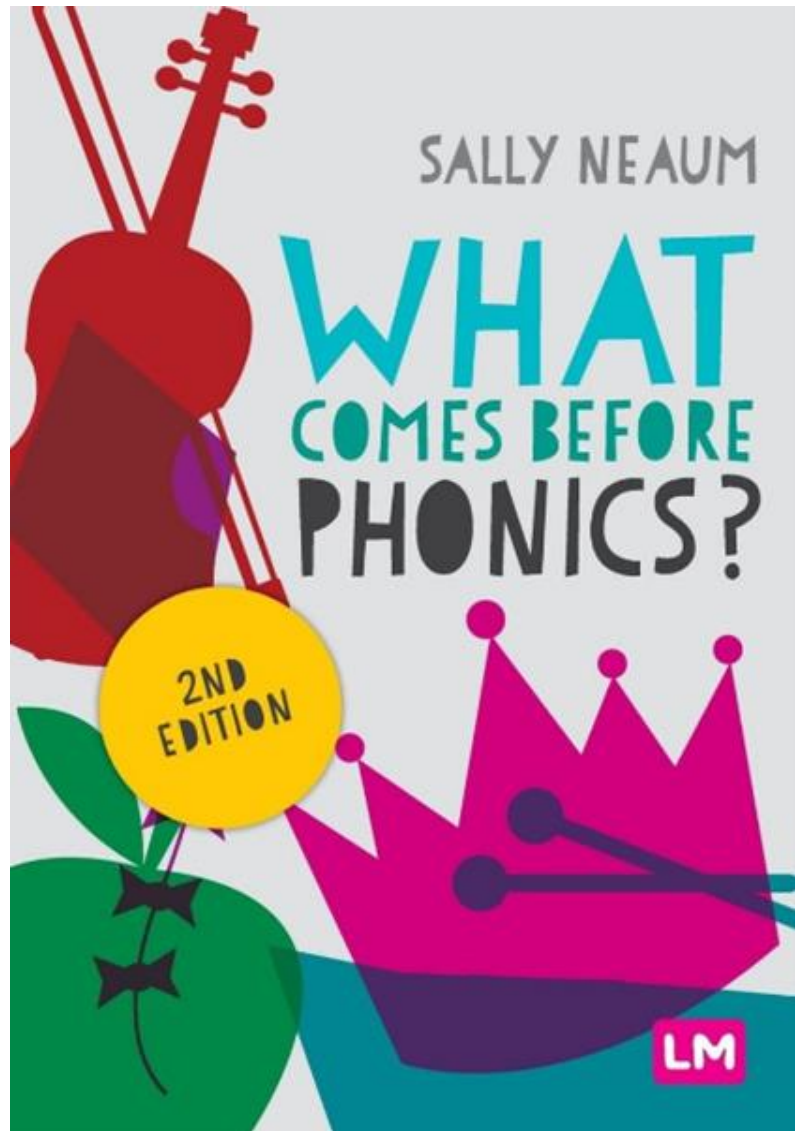
THEORY AND PRACTICE

Seán Bracken
Catharine Driver
Karima Kadi-Hanifi

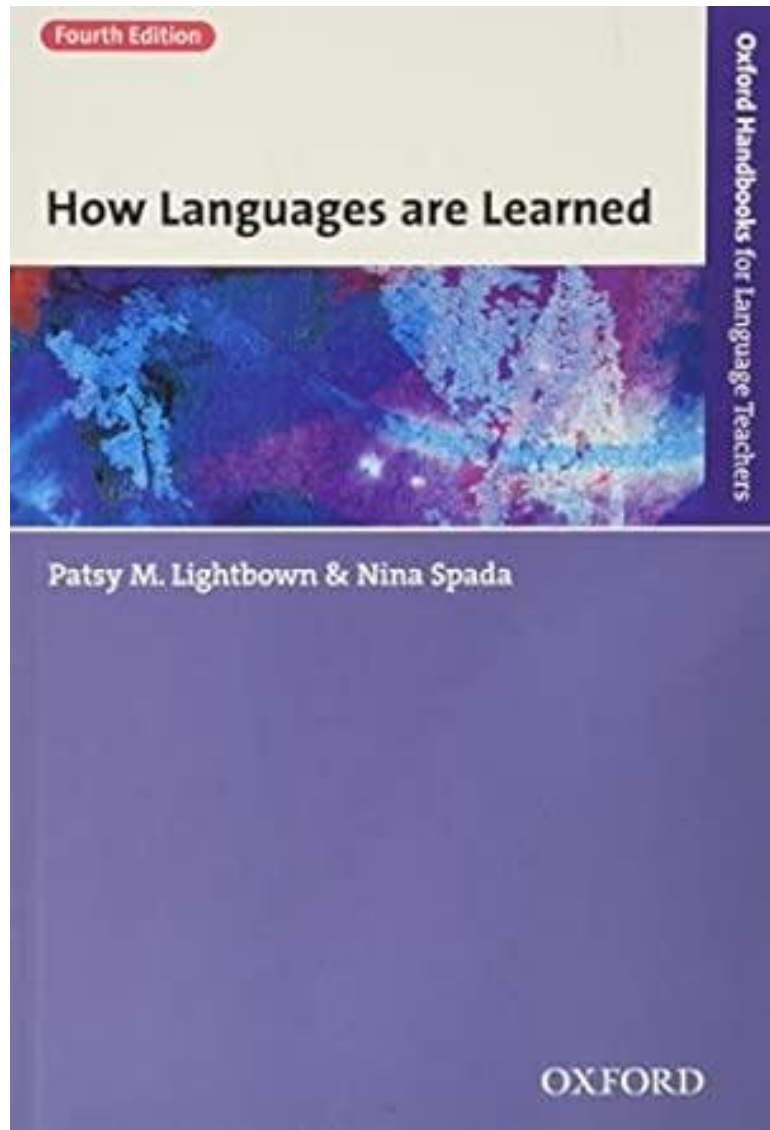


This book provides school leaders, trainee teachers and qualified teachers with the skills and practical knowledge they need to strengthen the learning outcomes of students for whom English is an additional language.

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.



This book looks in detail at the knowledge, understanding, skills and attitudes that children need to enable them to come to phonics teaching ready to learn and with a good chance of success. It explores a range of aspects of young children's learning that lead into literacy, and includes practical advice on how to translate this into practice.



How Languages Are Learned' provides a readable introduction to the main theories of first and second language acquisition, relating them to approaches to classroom methodology and practice.



Teaching Languages to Students with Specific Learning Differences

2nd Edition

Judit Kormos and Anne Margaret Smith

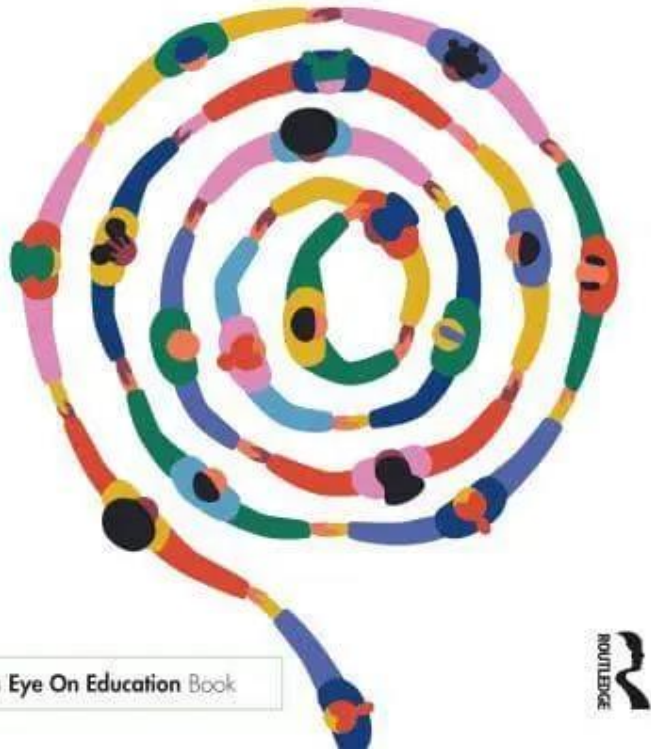
mm
textbooks

This book is intended to help language teachers to work effectively and successfully with students who have Additional Support Needs (ASN). It enables teachers to gain a thorough understanding of the nature of ASN and how these affect both general learning processes and the mechanisms of second language acquisition. In addition, the book explores the particular inclusive methods and techniques of teaching and assessment that foster success in language learning.

Sentence Strategies for Multilingual Learners

Advancing Academic Literacy through Combinations

Nell Scharff Panero and Joanna Yip

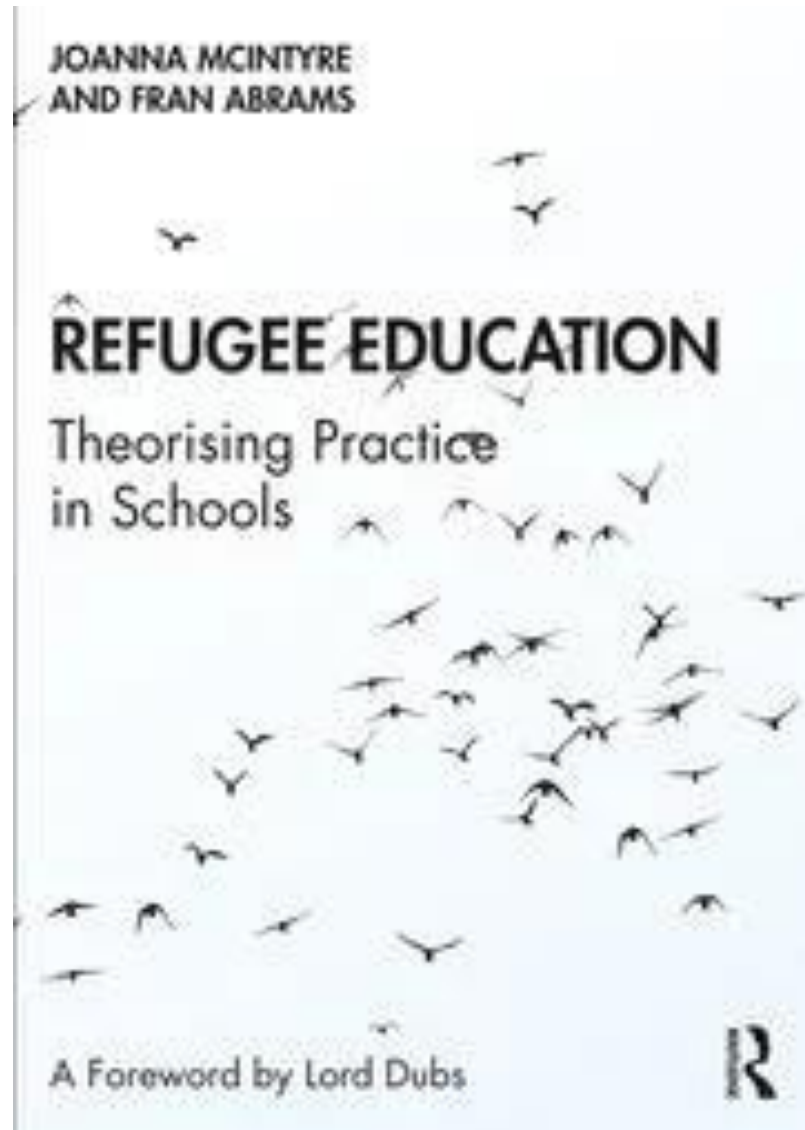


An Eye On Education Book



This book presents Combinations as a set of high-yield instructional strategies for advancing academic literacy for multilingual learners and all students. It discusses the strategies themselves as well as how they work to advance content and language learning simultaneously, across the grades and content areas.

It is particularly beneficial for all teachers working with linguistically and culturally diverse learners to accelerate their language and content learning.



Refugee Education offers an interdisciplinary perspective to critical debates and public discourse about the topic, contextualized by the voices of young refugees and those seeking to support them in and out of education. Shaped by practitioners, the book develops an inclusive model of education for refugee children based on the concepts of safety, belonging and success, and presents practical tools for planning and operationalizing the ethics of inclusive education.