

# English as an Additional Language

Approaches to teaching linguistic minority students

edited by Constant Leung & Angela Creese

## Student profile

|   |                                    |
|---|------------------------------------|
| Student:  | Age:                               |
| D.O.B:  | Boy/girl:                          |
| Place of birth:   | Contact teacher – school:          |
| Length of residence/date of entry:                            | Contact teacher – support service: |
| Ethnicity:  | Religion:                          |
| Language(s) spoken:   |                                    |
| Language(s) read/written:                                     |                                    |
| Languages used by parents/carers/siblings, including English: |                                    |
| Community language/supplementary school:                      |                                    |

**naldic**



# English As An Additional Language Approaches To Teaching Linguistic Minority Students

**Padhraic Smyth**



## **English As An Additional Language Approaches To Teaching Linguistic Minority Students:**

English as an Additional Language Constant Leung, Angela Creese, 2010      **Principles and Practices for Teaching English as an International Language** Lubna Alsagoff, Sandra Lee McKay, Guangwei Hu, Willy A. Renandya, 2012-04-23

This text explores the pedagogical implications of the continuing spread of English and its role as an international language highlighting the importance of socially sensitive pedagogy in contexts outside of inner circle English speaking countries

*EBOOK: Becoming a Teacher: Issues in Secondary Education* Meg Maguire, Simon Gibbons, Melissa Glackin, David Pepper, Karen Skilling, 2018-02-16 Becoming a Teacher provides a broad context for understanding education addressing issues such as the influence of international policy and practice education ideology and social justice This is balanced with practical advice for the classroom on topics such as assessment for learning learning technologies literacy numeracy and English as an additional language Becoming a Teacher draws extensively on contemporary research and empirical evidence to support critical reflection about learning and teaching Encouraging you to reflect on your knowledge and beliefs it explores some of the complex social and cultural influences that influence professional learning and practice The approach chimes with the government's recognition that trainee teachers should take a research informed approach towards classroom practice The fifth edition is refreshed and revitalized throughout with a complete revision of each chapter new chapters on Reforming ITE Teachers Lives and Careers International Influences Engagement and Motivation Learning and the Emotions Data Usage in Schools Safeguarding and Learning with Digital Technologies up to date referencing of research findings insightful policy analysis critical commentary on issues For those training to teach in secondary school on a Postgraduate Certificate in Education PGCE or a School Direct programme or taking an undergraduate or postgraduate Education Studies course Becoming a Teacher provides invaluable support insight and guidance With every new edition this book confirms its place as one of the most commanding authoritative and influential texts in teacher education Meg Maguire's leadership of this new editorial team means that this book remains my umbilical cord to those pivotal principals that I cherish in education integrity passion critical engagement and transformation Gerry Czerniawski Professor of Education University of East London UK An excellent contribution to the Teacher Education and development literature Many of the authors are leading thinkers in their field and as such the book offers a significant breadth depth and coherence to the teacher development discourse Professor David Spendlove School of Environment Education and Development The University of Manchester UK      *Plurilingualism in Teaching and Learning* Julie Choi, Sue Ollerhead, 2018-01-09 Assembling a rich and diverse range of research studies on the role of plurilingualism across a wide variety of teaching and learning settings this book supports teacher reflection and action in practical ways and illustrates how researchers tease out and analyze the complex realities of their educational environments With a focus on education policies teaching practices training and resourcing this volume addresses a range of mainstream and specialized contexts and examines the position of learners

and teachers as users of plurilingual repertoires Providing a close look into the possibilities and constraints of plurilingual education this book helps researchers and educators clarify and strengthen their understandings of the links between language and literacy and offers them new ways to think more rigorously and critically about the language ideologies that shape their own beliefs and approaches in language teaching and learning *Becoming A Teacher: Issues In Secondary Education* Dillon, Justin, Maguire, Meg, 2011-07-01 *Becoming a Teacher* 4e remains a unique and powerful combination of ideas analysis questions answers and wisdom drawing on the professional experience of the editors and contributors

**Supporting Young Learners in Speaking English** Andreas Kullick, 2024 How can technology enhanced tasks be used to support oral communication in heterogeneous English as a Foreign Language EFL primary classrooms This study explores pre service and in service teachers cognitions on the use of technology enhanced foreign language learning tasks in the young learners classroom The study investigates the aspects of technology enhanced tasks that participants consider as having a relevant impact on the development of learners oral communicative competence the criteria participants consider relevant for the design of such tasks in ways that cater for the needs of heterogeneous groups and the support participants consider helpful in order to create and implement such tasks Data were collected by carrying out three small scale technology enhanced projects in EFL primary school classrooms in the German federal state of Baden W rtemberg The findings suggest that technology enhanced tasks are well suited to supporting heterogeneous groups of primary school children in speaking English Andreas Kullick has taught at primary and secondary schools and has also worked as a teacher trainer in English language teaching He holds a PhD from the University of Education in Schw bisch Gm nd and has been a Senior Lecturer in English Language Teaching at the University of Augsburg since February 2024 **International Handbook of English**

**Language Teaching** Jim Cummins, Chris Davison, 2007-12-31 This two volume handbook provides a comprehensive examination of policy practice research and theory related to English language teaching ELT in international contexts Nearly 70 chapters highlight the research foundation for the best practices frameworks for policy decisions and areas of consensus and controversy in the teaching and development of English as a second and or additional language for kindergarten through to adult speakers of languages other than English In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole At various times and in different contexts the following labels have been used in countries where English is the dominant language to describe programs learners or teachers of English English as a second language ESL English as an additional language EAL limited English proficient LEP and English language learners ELL In contexts where English is not the dominant language the following terms have been used English as a foreign language EFL English as an international language EIL and English as a lingua franca ELF English as an Additional Language Constant Leung, Carrie Cable, 1997

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. *Directory of Teacher Preparation Programs in TESOL and Bilingual Education*, 1978

Language Minority Students in American Schools H. D. Adamson, 2005-03-23 This book addresses questions of language education in the United States focusing on how to teach the 3.5 million students in American public schools who do not speak English as a native language. These students are at the center of a national debate about the right relationship among ESL, bilingual, and mainstream classes. Bilingual education has been banned by constitutional amendment in California and Arizona, and similar amendments are being considered in other states. *Language Minority Students in American Schools: An Education in English* places this debate and related issues of teaching standard English to speakers of nonstandard dialects such as black English within the larger context of language acquisition theory and current methods of language teaching. Adamson draws from the large body of sociolinguistic, psycholinguistic, and educational research and on his own experience as an English teacher in the U.S. and overseas to shed light on some of these controversies and on the cognitive, cultural, public policy, and practical issues involved in educating English language learners. Presenting all sides of the issues fairly, he offers a strong endorsement for bilingual and bidialectal education based on programs designed and administered according to the principles discussed in the book and supported by language acquisition theory and classroom research. A strength of the book is the inclusion of original research conducted in a middle school enrolling a majority of Latino students. This research contributes to the field of language education by providing a detailed description of how English language learners study content subjects. Examples from the study are used to illustrate a discussion of Vygotskian learning principles and the relationship between the students' home and school cultures. *Language Minority Students in American Schools: An Education in English* is intended for students who are preparing to become teachers of English as a second language and for teachers of other subjects who work with English language learners.

**Multicultural Teacher Education** H. Prentice Baptiste, American Association of Colleges for Teacher Education. Commission on Multicultural Education, 1980

*Special Education in Multicultural Contexts* Margret A. Winzer, Kas Mazurek, 1998 This timely book helps future teachers, practicing teachers, aids, and paraprofessionals understand and accommodate children with disabilities or giftedness in a special education setting or in regular classroom settings. It examines changing instruction and adapting classroom climates, structures, and discipline to address the distinct work styles, values, language, and expectations of children from diverse backgrounds. For those working within the special education field or those who are considering a profession within special education.

**Multiethnic Education** James A. Banks, 1994

Provides a background to conceptual theoretical and philosophical issues in multicultural education This edition has been revised and reorganized now containing two additional chapters Much of the text has been rewritten to make it more consistent with current theory research and terminology      **Linguistics and Language Behavior Abstracts** ,2001

*Second Language Instruction/acquisition Abstracts* ,1997      **ESL** Edna Murphy,1990 This book addresses the issues which arise where English medium international schools accept non English speaking students The book aims to help such schools develop a special programme to enable these students to pursue their education and fulfil their potential in English Produced in conjunction with ECIS specifically for international schools this reference work should be of interest to all those involved with children who are being educated in a language other than their mother tongue      General Catalog Iowa State University,1995      Index to Theses with Abstracts Accepted for Higher Degrees by the Universities of Great Britain and Ireland and the Council for National Academic Awards ,1994      **Education and Bilingualism** Miguel Siguán,William Francis Mackey,1987      **Current Index to Journals in Education** ,2001

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