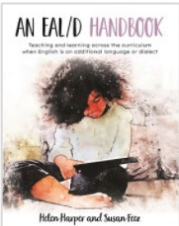
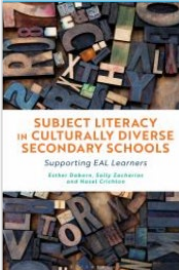
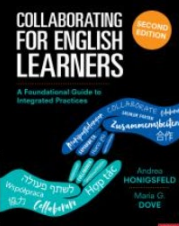
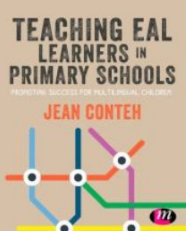
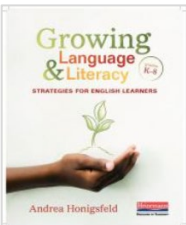
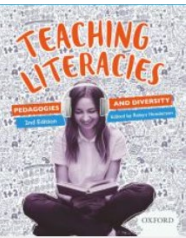


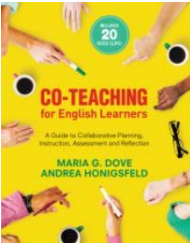
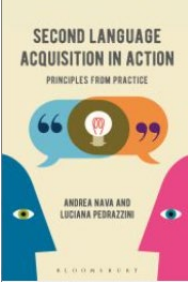
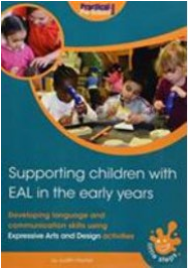
Henry Parkes Equity Resource Centre

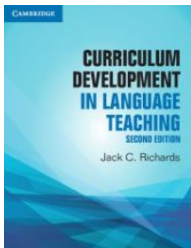
EAL/D Professional Learning

New and popular annotated bibliography

Resource cover	Annotated bibliography
	<p><i>An EAL/D handbook: teaching and learning across the curriculum when English is an additional language or dialect</i> by Helen Harper and Susan Feez. Newtown, NSW: PETAA. 2021. NF3 370.117 EAL</p> <p>Several experienced Australian educators and researchers of EAL/D learners share their knowledge, innovative teaching practices and resources in this text. Each chapter shows how the curriculum needs of EAL/D students are met through targeted teaching and learning examples. Topics covered include: scaffolding, assessment, new arrival support, talking to learn, and supporting EAL/D students in curriculum areas. Suitable for primary and high schools.</p>
	<p><i>Subject literacy in culturally diverse secondary schools: supporting EAL learners</i> by Esther Daborn, Sally Zacharias & Hazel Crichton. London: Bloomsbury Academic. 2020. NF4 428.0071 DAB</p> <p>Secondary subject teachers of EAL/D students are the intended audience of this book. Teachers are guided to develop a language aware approach to teaching subject literacy. Throughout the book are examples, discovery tasks, reflections and templates for activities. These tools intend to guide teachers to scaffold pupils' language development. Suitable for primary schools.</p>
	<p><i>Collaborating for English learners: a foundational guide to integrated practices</i> by Andrea Honigsfeld & Maria G. Dove. Thousand Oaks, California: Corwin. 2019. Deakin West, ACT: Early Childhood Australia Inc. 2018. NF4 428.2 HON</p> <p>This up-dated resource provides a step-by-step guide for collaboration and</p>

	<p>co-teaching work between general education teachers and ELL specialists. Models of collaboration are provided through case studies, videos and policies. Frameworks guide a range of strategies for collaborative practices. Suitable for primary and high schools.</p>
	<p><i>The EAL teaching book: promoting success for multilingual learners</i> by Jean Conteh. London: Learning Matter. 2019. NF3 370.117 CON</p> <p>This text is a comprehensive guide for primary and secondary teachers to support bilingual and English as an additional language students. The language theory presented is supported by practical teaching strategies and resources. Planning across the curriculum, assessing and organising classrooms to meet EAL needs are included. A new chapter in this latest addition covers using home languages and cultures in learning. Suitable for primary and high schools.</p>
	<p><i>Growing language & literacy. Grades K-8: strategies for English learners</i> by Andrea Honigsfeld. Portsmouth, NH: Heinemann. 2019. NF4 428.0071 HON</p> <p>Teaching strategies for implementation across grade levels and content areas to support students' language development are described in this text. Presented is a focus on teaching that sustains cultural and linguistic understandings, peer interaction, and scaffolding. Examples are given for effective teaching practices using visual support, learning by doing, oral language production, reading supports and writing supports. Suitable for primary and high schools.</p>
	<p><i>Teaching literacies: pedagogies and diversity</i> by Robyn Henderson. Docklands, Victoria: Oxford University Press. 2019. NF4 428.0071 TEA</p> <p>The teaching of literacies is explored in this text across primary and secondary schools. The social and cultural understandings required in language development are promoted as ongoing areas for explicit teaching. Novice and expert teachers are provided with a way to build a repertoire of teaching practices to meet diverse language learning needs.</p>

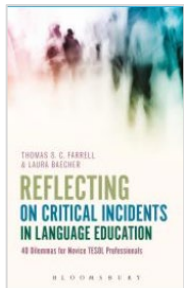
	Suitable for primary and high schools.
	<p><i>Co-teaching for English learners: a guide to collaborative planning, instruction, assessment, and reflection</i> by Maria G. Dove & Andrea Honigsfeld. Thousand Oaks, California: Corwin. 2018. NF4 428.0071 DOV</p> <p>The authors support the belief that EAL/D learners progress more in their language development when class teachers and EAL/D specialists plan and deliver programs together. The collaborative instruction cycle is explained and demonstrated with embedded videos. Seven models of co-teaching are provided for varying contexts. Suitable for primary and high schools.</p>
	<p><i>Second language acquisition in action: principles from practice</i> by Andrea Nava and Luciana Pedrazzini. London: Bloombury Academic. 2018. NF4 401 NAV</p> <p>The book provides key questions, reflective tasks, audio visual lesson samples and further readings to assist teachers to implement effective second language teaching methods based on research. Second language acquisition principles covered include: comprehensible input; input processing; implicit and explicit knowledge; interaction and corrective feedback; as well as output production. Suitable for primary and high schools.</p>
	<p><i>Supporting children with EAL in the early years</i> by Judith Harries. London: Practical Pre-School Books. 2018. NF3 372.21 HAR</p> <p>Resources and skills are presented for early year teachers to implement welcoming and engaging activities for Expressive Arts and Design. Activities include singing, visual arts, movement and drama activities to assist language development and communication skills. When playing, students have opportunities to communicate verbally and non-verbally. This can build their confidence as part of an inclusive learning community. Suitable for primary and high schools.</p>



Curriculum development in language teaching by Jack C. Richards. Cambridge, United Kingdom: Cambridge University Press. 2017.

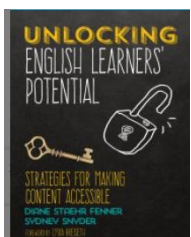
NF4 418.0071 RIC

The core issues involved in developing, managing, and evaluating effective second and foreign language programs and teaching materials are described and examined in this text. Examples of how to address curriculum issues, from practitioners across the globe are presented. Perspectives of classroom processes and product focused curriculum are shown to be complimentary. **Suitable for primary and high schools.**



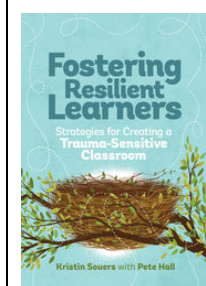
Reflecting on critical incidents in language education: 40 dilemmas for novice TESOL professionals by Thomas S.C. Farrell and Laura Baecher. London: Bloomsbury Academic. 2017. **NF4 428.2 FAR**

Designed for novice teachers, this book describes tools for managing newly encountered problems in TESOL. The reflective practices aim to activate solutions and consolidate new understandings. Areas covered include: creating a positive classroom community; curriculum development; teaching mixed level classes; developing speaking, listening and writing skills; addressing workplace challenges and professional development. **Suitable for primary and high schools.**



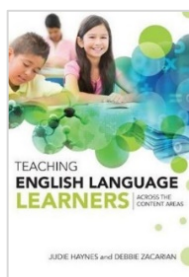
Unlocking English learners' potential: strategies for making content accessible by Diane S. Fenner & Sydney Snyder. Thousand Oaks, CA: Corwin, A SAGE Company. 2017. **NF4 428.0071 FEN**

This resource aims to help content and EAL/D teachers to assist English learners to access stage appropriate content from the curriculum. Teaching strategies, lesson activities and examples from English language experts demonstrate how to: scaffold instruction; promote oral language and academic language; teach analysis and text comprehension; build background knowledge; and design formative assessments. **Suitable for primary and high schools.**



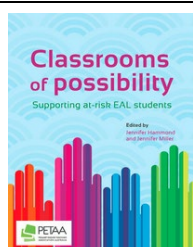
Fostering resilient learners: strategies for creating a trauma-sensitive classroom by Kristin Souers and Pete Hall. Victoria: Hawker Brownlow Education. 2016. **NF3 371.94 SOU**

The authors reflect on the profound effect that childhood trauma has on motivation and success in the classroom. Included are strategies designed to help teachers cultivate a trauma-sensitive learning environment for all grade levels and educational settings. Each section outlines what constitutes trauma and reflects on how it hinders the learning, motivation and success of students. Supporting students to break negative learning cycles and providing safe spaces for students to take risks in their learning are explained. **Suitable for primary and high schools.**



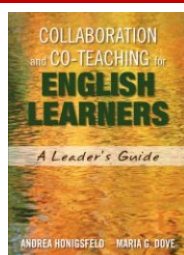
Teaching English language learners across the content areas by Judie Haynes and Debbie Zacarian. Moorabbin, Victoria: Hawker Brownlow Education. 2016. **NF4 428.2 HAY**

Primary and high school teachers are guided through classroom scenarios with teaching practices for both content and English language development. The authors show ways of providing multiple opportunities to practice language skills and connect to personal and cultural understandings. Sample lesson plans identify core ideas, activate students' background knowledge, and use visuals, think-alouds, and other ways to engage students. **Suitable for primary and high schools.**



Classrooms of possibility: supporting at-risk EAL students edited by Jennifer Hammond and Jennifer Miller. Newtown: PETAA. 2015. **NF4 428.2 CLA**

Contributors include researchers and educators who have worked with students deemed *at risk*. The term *at risk* refers to those students who have had disrupted or limited schooling prior to arriving in Australia. The authors look at ways teachers can best support these students in the mainstream classroom as well as strategies to equitably engage them in the school curriculum. **Suitable for primary and high schools.**

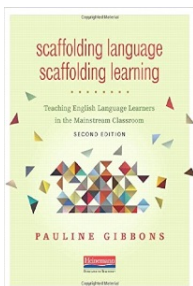


Collaboration and co-teaching for English learners: a leader's guide

by Andrea Honigsfeld & Maria G. Dove. Thousand Oaks, California: Corwin. 2015.

NF4 428.2 HON

This book provides school leaders with key aspects for creating collaborative approaches for English learners. Current research is used to inform effective instructional practices that improve learning outcomes for students. Templates for completing student profiles help to determine individual needs. Prompts are given to guide leaders in choosing professional learning for their school context and for coordinating collaboration. **Suitable for primary and high schools.**

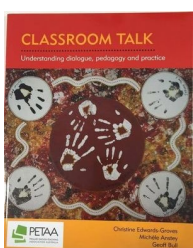


Scaffolding language, scaffolding learning: teaching English language learners in the mainstream classroom

by Pauline Gibbons. Portsmouth NH: Heinemann. 2015.

NF4 428.3 GIB

This book empowers teachers with a vision and tools to scaffold language learning within the existing school curriculum. It contains activities designed to facilitate conversation and higher level thinking. The premise is not to just equip students with skills as a second language learner but rather to prepare them to be as proficient for school success as their English speaking counterparts. Rich examples of classroom discourse as well as practical classroom activities are provided throughout the book. **Suitable for primary and high schools.**

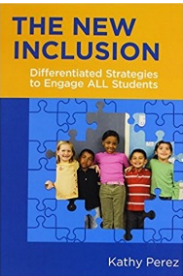
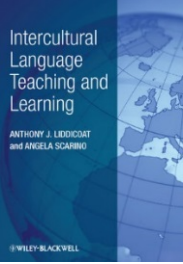
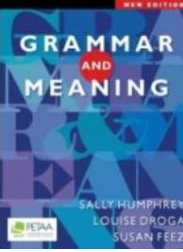


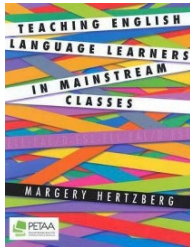
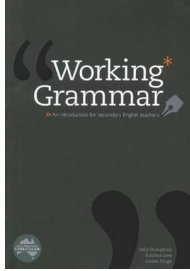
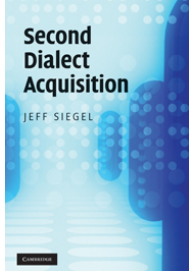
Classroom talk: understanding dialogue, pedagogy and practice

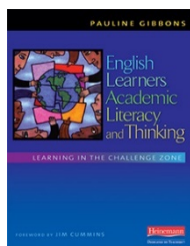
by C. Edwards-Groves, M. Anstey & G. Bull. Newtown, NSW: PETAA. 2014.

NF3 371.9 PER

The role and influence of classroom talk and its value in teaching and learning programs is at the centre of this publication. Based on extensive research, theory and practice of oral language is presented to show different forms of meaning and interaction for student learning. Classroom transcripts are provided to illustrate planned and contingent explicit teaching to extend student oral language for curriculum learning and enable students to equitably participate in social discourse. **Suitable for**

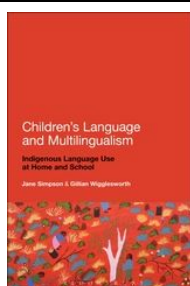
Resource cover	Annotated bibliography
	primary and high schools.
	<p><i>The new inclusion: differentiated strategies to engage all students</i> by Kathy Perez. Victoria: Hawker Brownlow Education 2014.</p> <p style="text-align: right;">NF3 371.9 PER</p> <p>The author, provides instructional strategies for all students, including those with special needs and English language learners. Individual chapters are dedicated to addressing the learning needs of visual, auditory, tactile and kinaesthetic learners, outlining potential issues and common misconceptions. The book combines the latest research in brain based teaching and student engagement. Designed to be an instructional tool for differentiation, the vignettes, illustrations and diagrams make it easy to use. Suitable for primary and high schools.</p>
	<p><i>Grammar and meaning</i> by Sally Humphrey, Louise Droga & Susan Feez. Newtown NSW: PETAA. 2012.</p> <p style="text-align: right;">NF4 428.207 HUM</p> <p>This book addresses a wide range of issues in relation to intercultural language teaching and learning. The authors give a practical overview, exploring the theory of intercultural language, its derivatives, culture and communications. The book also gives examples of various languages, international contexts and frameworks. The research drawing upon relevant and day-to-day experiences and knowledge of practising teachers. Suitable for primary and high schools.</p>
	<p><i>Grammar and meaning</i> by Sally Humphrey, Louise Droga & Susan Feez. Newtown NSW: PETAA. 2012.</p> <p style="text-align: right;">NF4 428.207 HUM</p> <p>This new edition aims to help teachers build their knowledge of the grammatical resources of the English language system and apply that knowledge to their teaching practice. It supports the Australian Curriculum: English and existing state-based syllabus documents, and is designed to complement Beverly Derewianka's <i>A New Grammar Companion for Teachers</i>. Suitable for primary and high schools.</p>

	<p><i>Teaching English language learners in mainstream classes</i> by Margery Hertzberg & Janet Freeman. Newtown NSW: PETAA. 2012.</p> <p style="text-align: right;">NF4 428.0071 HER</p> <p>This book addresses English language learning (ELL) pedagogical practices, and will be particularly useful for mainstream teachers who have limited experience working with EAL/D students. It begins by considering general ELL theory, and later examines specific theories in the areas of oracy, reading and writing. Many examples in the book are illustrated with authentic student work samples. This book also helps readers to plan an effective program for the diverse needs of English language learners.</p> <p>Suitable for primary and high schools.</p>
	<p><i>Working grammar: an introduction for secondary English teachers</i> by S. Humphrey, K. Love & L. Droga. Port Melbourne, Vic: Pearson Australia. 2011.</p> <p style="text-align: right;">NF4 428 HUM</p> <p>Working grammar supports the grammar focus in the Australian Curriculum for English. It describes the kind of grammar used to explore and create texts of secondary English. The authors aim to provide teachers with: a view of grammar as a 'tool kit' of resources; opportunities to practise their understandings of functional language; and to model how a purposeful view of language is implemented in the classroom. Suitable for high schools.</p>
	<p><i>Second dialect acquisition</i> by Jeff Siegel. Cambridge: Cambridge University Press. 2010.</p> <p style="text-align: right;">NF4 417 SIE</p> <p>The focus of this text is specifically on second-dialect acquisition which questions similarities and differences compared to learning a second language. The authors survey a wide range of studies, considering the dialects of English speakers from different countries and cultures as well as other languages including Dutch, German, Greek, Norwegian, Portuguese and Spanish. The book offers several approaches to teaching second-dialect students. Suitable for primary and high schools.</p>



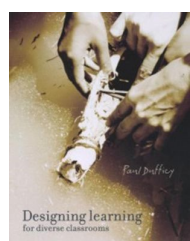
English learners, academic literacy, and thinking: learning in the challenge zone by Pauline Gibbons. Portsmouth New Hampshire: Heinemann. 2009. **NF4 428.2 GIB**

Author, Pauline Gibbons, promotes an action-orientated approach to English language learning, providing a level of support to match high expectation of students. She emphasises that the goal is for students to have deep understanding, critical thinking and subject knowledge and at the same time acknowledges that the challenge lies in finding the most effective way to teach *all* students, including English language learners. The books offers examples on how to plan literacy-orientated, content-based instruction and illustrates what a high challenge/high support curriculum looks like in practice. **Suitable for primary and high schools.**



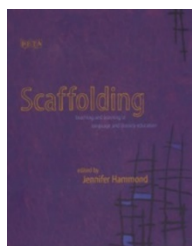
Children's language and multilingualism: indigenous language use at home and school by Jane Simpson and Gillian Wigglesworth. London: Continuum International. 2008. **ANF 306.44 CHI**

The author examines a wide range of factors relating to home and school language for children growing up in Indigenous and multilingual communities. There is an emphasis on the need of educators, health specialists, government bodies and politicians to understand the differences in linguistic and social development among Indigenous people. Outlined are the benefits of bilingualism and multilingualism in education. **Suitable for primary and high schools.**



Designing learning for diverse classrooms by Paul Dufficy. Newtown NSW: PETAA. 2005. **NF3 371.3 DUF**

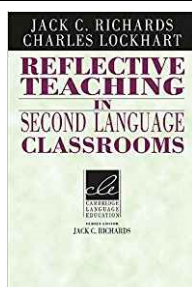
The author explores teaching principles that support teachers to design and create meaningful and challenging learning experiences for students in diverse classrooms. It focuses on the important role of whole-class talk and how it might be used to assist children in engaging with intellectually challenging activities. The book offers a wide range of interactive tasks that can be used for creating supportive individual learning sequences. **Suitable for primary and high schools.**



Scaffolding: teaching and learning in language and literacy education edited by Jennifer Hammond. Newtown: PETAA. 2001.

NF4 407 SCA

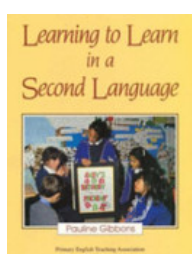
Experienced and esteemed EAL academics and teaching professionals contribute to this text which is comprised of six essays. Each essay will assist the reader to have a broader understanding of the term scaffolding; the role and importance of language in learning as well as how to scaffold oral language. Subheadings, teaching examples, diagrams and bullet points make the book a practical and easy reference. Includes a glossary of terms and an afterword which discusses further questions. **Suitable for primary and high schools.**



Reflective teaching in second language classrooms by Jack C Richards and Charles Lockhart. Cambridge: Cambridge University Press. 1994.

NF4 418.007 RIC

Reflective teaching in second language classrooms focuses more on a careful, structured approach to self-observation and self-evaluation, rather than classroom observation. This book enables teachers to implement a reflective approach to teaching. It outlines how to collect data regarding personal beliefs and assumptions about teaching practice in EAL/D classrooms and in turn utilise this for critical reflection. Each chapter includes questions and activities appropriate for self or group study. **Suitable for primary and high schools.**



Learning to learn in a second language by Pauline Gibbons. **Rozelle:** PETAA. 1991. **NF4 428.3 GIB**

This book acknowledges that the major resource for language development is the classroom program. A responsive program takes into account the fact that children are not only learning a new language but they are learning *in* that language as well. An exemplary resource for EAL/D and mainstream classroom teachers with examples of strategies and practical suggestions based on proven theories of second language development. **Suitable for primary and high schools.**

Contact

Our team are available to contact on:

- Mondays to Wednesdays from 8am to 5pm
- Thursdays and Fridays from 9am to 3pm

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