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Nota di contenuto	Cover; Helping Bilingual Pupils to Access the Curriculum; Copyright; Contents; Acknowledgements; Preface; CHAPTER 1 Language at Home/Language in the Classroom; Education in the UK; The linguistic make-up of the UK; Language education policy in the UK; Teachers' concerns; CHAPTER 2 Meeting the Challenges of Teaching Bilingual Children; JACK, AGE 9; Issues; Educational challenges; Possible solutions; OMAR, AGE 10; Issues; Educational challenges; Possible solutions; ANNIE, AGE 7; Issues; Educational challenges; Possible solutions; SUNITA, AGE 8; Issues; Educational challenges; Possible solutions NATASHA, AGE 15 Issues; Educational challenges; Possible solutions; LEE, AGE 13; Issues; Educational challenges; Possible solutions; CHAPTER 3 Monolingual Teachers Working with Bilingual Parents; Parents' meetings; MARK, AGE 5; Issues; Possible solutions; RIZWANA, AGE 9 AND NAHEEDA, AGE 6; Issues; Possible solutions; BILLY, AGE 9 AND JO, AGE 7; Issues; Possible solutions; Literacy homework; Extended leave; CHAPTER 4 Valuing the Multilingual and Multicultural Nature of the School Population; DARJIT, AGE 11; Issues; MARK, AGE 5;

Issues; Refugee pupils; MARIELA, AGE 9; Issues; Possible solutions  
Education for citizenshipWhere we came from/languages we speak:  
topic outlines; CHAPTER 5 Learning Support or Language Support?;  
MEGAN, PRIMARY 4 TEACHER; Issues; Possible solutions; JENNA,  
PRIMARY 2 TEACHER; Issues; Possible solutions; GWEN, PRIMARY 5  
TEACHER; Issues; Possible solutions; KAREN, PRIMARY 2 TEACHER;  
Issues; Teachers' concerns; Learning support or language support?;  
Why is it important to make a distinction between learning support and  
language support?  
How can effective English language support be provided for the  
bilingual child by the mainstream teacher without denying the bilingual  
child's cognitive ability?CHAPTER 6 Bilingual Pupils Making Sense of a  
Monolingual Curriculum; What are the forms of education for bilingual  
pupils in the UK?; SAIMA, AGE 6; Difficulties; Strategies; Implications;  
ASIF, AGE 9; Difficulties; Strategies; Implications; The  
personal/imaginative writing distinction; Bilingual learners and the  
planning of writing; The role of the EAL teacher; JO, AGE 6; Difficulties;  
Strategies; Implications  
CHAPTER 7 Overcoming the Challenges'I don't want to tread on any  
toes.'; 'I want to know more about what the EAL teacher does.'; 'How do  
you make yourself understood to a child whose home language is not  
English?'; 'What is the place of the child's home language in their  
learning?'; 'How do you assess the child's comprehension?'; 'How do  
you enable the child to be part of the mainstream classroom?'; How do  
you support newly arrived pupils with little English?; 'How do you help  
the bilingual child to access complex written texts?'; 'What should be in  
a school policy for bilingual learners?'  
Useful Addresses and Websites

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### Sommario/riassunto

This book offers practical guidance for teachers working with bilingual pupils in mainstream primary and secondary education and aims to help teachers make the curriculum as accessible as possible to these children. It offers examples of the good practice that has evolved around teaching bilingual children in the classroom.

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