English as an Additional Language podcast, December 2024

References

Asia Society (2024). *Chinese writing: Traditions and transformations.*

https://asiasociety.org/education/chinese-writing.

Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research

perspectives. *Developmental Psychology*, 22(6), 723-742. https://doi.org/10.1037/0012-

1649.22.6.723

Clarke, P. (1992). *English as a second language in early childhood*. FKA Multicultural Resource Centre.

Cummins, J. (2008). BICS and CALP: Empirical and theoretical status of the distinction. In N. H.

Hornberger (Ed.), *Encyclopedia of Language and Education* (pp. 487–499). Springer US.

https://doi.org/10.1007/978-0-387-30424-3_36

Dunsmuir, S., Frederickson, N., & Cline, T. (2024). *Special educational needs, inclusion and diversity* (4th

ed.). Open University Press

Filippi, R., Ceccolini, A., Perry, R. C., & Thomas, M. S. C. (2024). The impact of multilingualism and socio-

economic status on academic performance: Evidence from the SCAMP and the national pupil

databases. *International Journal of Bilingual Education and Bilingualism*. 1–20.

https://doi.org/10.1080/13670050.2024.2397445

Mistry, M. and Barnes, D. (2013). The use of Makaton for supporting talk, through play, for pupils who

have English as an Additional Language (EAL) in the Foundation Stage. *Education.* 41(6), 603–

616, http://dx.doi.org/10.1080/03004279.2011.631560

Murphy, V. A. and Unthiah, A. (2015). *A systematic review of intervention research examining English

language and literacy development in children with English as an Additional Language (EAL).*

University of Oxford, Department of Education.

https://www.naldic.org.uk/Resources/NALDIC/Research%20and%20Information/Documents/eal-systematic-review-prof-v-murphy.pdf

Oxley, E. and de Cat, C. (2021). A systematic review of language and literacy interventions in children and adolescents with English as an additional language (EAL). *The Language Learning Journal*, 49(3), 265-287. https://doi.org/10.1080/09571736.2019.1597146

Rosamond, S., Bhatti, I., Sharieff, M. and Wilson, K. (2003). *Distinguishing the difference: SEN or EAL? An effective step-by-step procedure for identifying the learning needs of EAL pupils causing concern.* Birmingham Advisory and Support Service.

https://framework.thedyslexia-spldtrust.org.uk/files/dyslexia/uploads/resources/EAL_Resource.pdf

Short, D. J. and Echevarria, J., (1999). *The sheltered instruction observation protocol: A tool for teacher-research collaboration and professional development.* Center for Research on Education, Diversity & Excellence, University of California. https://files.eric.ed.gov/fulltext/ED434533.pdf

The Bell Foundation (2024). *Classroom guidance and strategies to support EAL learners*.

https://www.bell-foundation.org.uk/resources/detail/classroom-guidance-and-strategies-to-support-eal-learners/

The Bell Foundation (2024). *How do I assess an EAL learner?* https://www.bell-foundation.org.uk/resources/eal-assessment-framework/how-do-i-assess-an-eal-learner/

The Bell Foundation (2024). *Levels of proficiency in English.* https://www.bell-foundation.org.uk/resources/eal-assessment-framework/levels-of-proficiency-in-english/

The Bell Foundation (2024). *EAL guidance for parents*. https://www.bell-foundation.org.uk/resources/guidance/parental-involvement/

The Makaton Charity (2023). Annual report, 2022-23.

https://www.makaton.org/TMC/TMC/The_Makaton_Charity/Annual_Report.aspx?hkey=fe89037a-5d1b-403d-916e-126a66db5752

Woolfolk, A. (2019). Language development, language diversity and immigrant education. In A. Woolfolk

Educational Psychology: Active Learning Edition (14th ed), pp. 186–225. Pearson.