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English as an Additional Language (EAL) teaching and learning in UK schools takes place within the mainstream and within all subjects. It is primarily about teaching and learning language through the content of the whole curriculum. Research indicates that it takes as long as seven years for pupils learning EAL to acquire a level of English proficiency comparable to native English speaking peers and this is sometimes used to argue that EAL pupils should learn 'sufficient' English before they join mainstream classes. Teachers cannot wait for EAL pupils to develop high levels of English language proficiency before tackling the demands of the curriculum, but must enable pupils to participate in curriculum content learning while they are simultaneously learning English. This requires the linking of academic content to language objectives and ensuring that language objectives are compatible with academic content.

In this section, teacher educators can find summaries of key readings which highlight the issues underlying this approach. The implications for teaching are examined accompanied by examples of practice.

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Key Readings and Summaries

[Integrating school-aged EAL learners into the mainstream curriculum](#)

[<../resource/readings/KR2Leung.htm>](#)

An article by Leung from Naldic Quarterly 2.1

[Summary - Partnership Teaching <../resource/readings/KS7BourneMcPake.htm>](#)

A summary of Bourne and McPake's 1991 work on Partnership Teaching:

[Summary - Learning to learn in a second language <../resource/readings/KS9Gibbons.htm>](#)

A review of this influential 1993 work by Gibbons

[Summary - ESL v mainstream classes <../resource/readings/KS8Harklau.htm>](#)

A summary of this 1994 Harklau study of pupils transition from separate ESL classes to the mainstream

[Summary - Reading as a cultural matter <../resource/readings/KS10Gregory.htm>](#)

A summary of Eve Gregory's 1996 work examining the reading practices of bilingual children and their families

[Summary - When nature needs some help <./resource/readings/KS11Davison.htm>](http://www.naldic.org.uk/reading/summaries/summary-when-nature-needs-some-help)

A summary of Davison's 1990 critique of the natural learning approach

[Summary - Integrating language and academic content](http://www.naldic.org.uk/reading/summaries/summary-integrating-language-and-academic-content)

[.<./resource/readings/KS12Snow.htm>](http://www.naldic.org.uk/reading/summaries/summary-integrating-language-and-academic-content)

A summary of Snow, Met and Genesee's 1992 work on the integration of language and content instruction.

[Summary - Teaching content through a second language.](http://www.naldic.org.uk/reading/summaries/summary-teaching-content-through-a-second-language)

[.<./resource/readings/KS13Met.htm>](http://www.naldic.org.uk/reading/summaries/summary-teaching-content-through-a-second-language)

A summary of Met's 1994 work which suggests approaches to language and content

www.iteachilearn.com/cummins/bicscalp.html

[.<http://www.iteachilearn.com/cummins/bicscalp.html>](http://www.iteachilearn.com/cummins/bicscalp.html) by Jim Cummins. Includes a critique of BICS and CALP, and a bibliography of related reading

[The Distinctiveness of English as an Additional Language](http://www.naldic.org.uk/reading/summaries/the-distinctiveness-of-english-as-an-additional-language)

[.<./resource/readings/KS1Distinctiveness.htm>](http://www.naldic.org.uk/reading/summaries/the-distinctiveness-of-english-as-an-additional-language)

A summary of this influential 1999 NALDIC publication

[The EAL teacher: descriptors of good practice <./resource/readings/KE2Descriptors.htm>](http://www.naldic.org.uk/reading/summaries/the-eal-teacher-descriptors-of-good-practice)

An extract from this NALDIC publication which begins to define the common core of knowledge, skills and understanding of EAL teacher

NALDIC vignettes (2001)

[http://www.naldic.org.uk/docs/resources/vignettes.cfm <./../docs/resources/vignettes.cfm>](http://www.naldic.org.uk/docs/resources/vignettes.cfm)

Further Reading and References

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