

Classrooms of possibility: Supporting at-risk EAL students

Edited by

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This book draws together recent work from a number of researchers and educators who have focused on the needs and challenges of 'At Risk' English as an Additional Language (EAL) students. 'At Risk' students include those from refugee backgrounds, and EAL students who have had minimal or disrupted schooling prior to arriving in Australia.

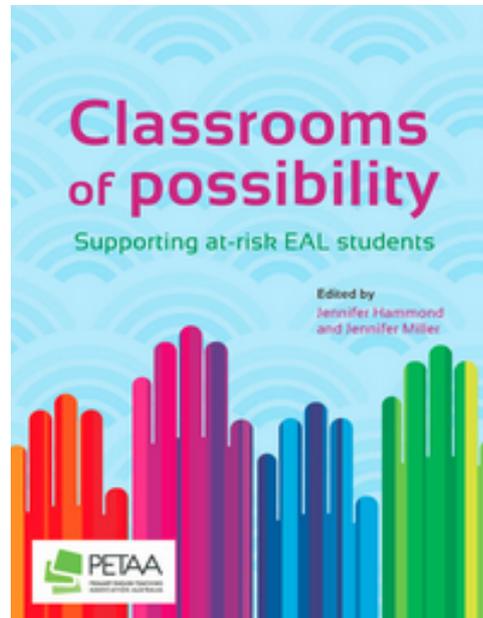
The book has three main aims:

- To address the needs of At Risk EAL students once they are integrated into mainstream classes.
- To focus on teaching and learning practices within mainstream classes that are likely to support At Risk EAL students to engage fully and equitably in the school curriculum.
- To address the specific needs of At Risk EAL students by proposing ways in which teachers can better support such students to develop academic language and literacy.

The presence of 'At Risk' students in mainstream classes presents additional challenges for teachers. This book will provide information and help regarding ways of better supporting their 'At Risk' EAL students, while at the same time continuing to meet the needs of other groups of students within their classes.

The book will consist of chapters from different authors. Together the chapters will present outcomes from different research projects that have, in various ways, addressed the needs of 'At Risk' EAL students, including those from refugee backgrounds. The work will focus on pedagogy, rather than social or welfare issues which have been addressed quite extensively in previous research.

This book will complement the Australian Curriculum as a whole and the English Curriculum in particular by addressing the specific needs of 'At Risk' EAL students and by proposing ways in which teachers can better work with such students, in particular, to assist in their developing control of academic language and literacy.



The audience

The intended audiences for this book are primarily mainstream primary and middle year teachers and specialist EAL teachers – that is, teachers who are working with at risk EAL students in their classrooms. However, we hope that the various chapters will also be of value for administrators, teacher educators and academics in the fields of EAL, TESOL and literacy education.

Contents

Chapters 2 and 3 focus on the nature, experiences and voices of At Risk EAL students, especially those from refugee backgrounds. Chapters 4, 5, 6 and 7, in various ways, all address pedagogical practices that are likely to support-up At Risk EAL students. Chapter 8, provides a brief summary of major themes and issues that emerge from the book as a whole. The focus of this Chapter is on implications and ways forward in regard to pedagogies that support and challenge At Risk EAL students in primary and middle year of schooling.

Book

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