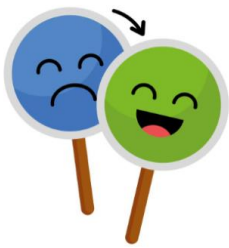


I confirm that I have not used any AI tools in the research or the creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which may be asked to provide in evidence.

Inclusive Practices in Education for students with English as a second language

<u>Introduction</u> This leaflet discusses inclusive practices for learners whose second language is English. The setting that this leaflet will discuss is primary school, focusing on practices that teachers can provide to help these learners, outlining barriers and how teachers could eliminate them in the classroom. The legislation and policies that are in place to help support these students will also be discussed. <u>What are some of these practices?</u> There are many ways that teachers can support students with English as a second language such as encouraging interaction in the classroom as it can provide opportunities to practice new language and phrases in English that they have learnt in lessons. This practice can be done by the teachers asking them to expand on their ideas and asking relevant questions to help their interaction with other pupils. (UMass Global, 2022) Furthermore, teachers could implement more songs within	Another inclusive practice that teachers can put in place is incorporating videos into their lessons. Teachers should do this because it helpfully provides students with knowledge on how to pronounce words as they are hearing them out loud. This can also aid them in understanding topics as imagery alongside words can make it easier to grasp information. (Kingston, 2023) In addition, teachers should provide the students with English as their second language with cards that represent different emotions. This would be an effective practice as these students could easily show their feelings, and everyone would be able to understand.	 Emotions sad and happy (studiogstock, no date on website) Also, a practice that is important for students with English as an additional language that teachers should consider is the period of silence. In this practice the student where they may not speak for a long period of time as they listen to what everyone else is saying as this can help them to learn new vocabulary. (Department for Education,2025) They will eventually use the knowledge they have gathered and will speak more throughout the day. It is important that teacher acknowledge this and not force them to speak up before they
---	--	--

their teaching. The reason for this is because useful words are being repeated so the student that has English as their second language will start to learn and understand what those words mean and start to communicate using these new phrases with other people. (Language Training Institute, 2021) Teachers could provide items that go with the songs. An example of this would be that if the songs focus on animals, teachers could provide them with animal toys so they can get a physical representation of what they are learning about. (Clarke, no date on website) Teachers could use toys such as dolls when reading as a visual representation of what they are saying to make it easier for the students with English as their second language to follow the story. (Language Training Institute, 2021) Next, a practice that teachers should use for students with English as a second language is to make sure that they are encouraging students to boost their confidence. This could be done by congratulating them on the progress that they have made as it shows them that they are being believed in by others, so they feel they are improving and continue to make good progress. This is important as it shows the students that they are being patient with them, this shows that the teachers are giving them time to learn and comprehend a topic fostering a supportive environment. (Gleason, 2024)	Therefore, this creates a safe space for these students as they can express how they feel. Additionally, a practice that can be used by teachers that can benefit students with English as a second language is the Total Physical Response method. This method could be done by the teachers using physical actions to go alongside a word so that the student will understand the meaning of the word through the action being presented. (Kawasaki, 2025) This will help them to learn new words if actions are repeated over time, they will remember it as they are linking the action to the word. (ESLteachers, 2023) Additionally, a practice that teachers could use to help students with English as a second language is by adapting how you test the knowledge of the content. This means that the student may be able to talk about a subject perfectly but struggle to write	are ready. (Department for Education, 2025) Next, teachers could provide support for students with English as a second language by adapting the way they talk in the classroom. The way that teachers could do this is by making sure that they are speaking at a slower pace, where the student can hear the words clearly. (PennState College of Education, no date on website) This will help them to understand instructions more easily as the teacher is pronouncing the words being said and helping them to learn English at a better rate. (PennState College of Education, no date on website) Speaking at a slower pace could help to stay engaged with the lesson as they have time to process new word and phrases as they are concentrating on the language being used. (Lewis, 2018) Furthermore, a strategy that teachers could put into place to promote inclusion for students with English as a second language is by using tools that are available to them to make their lessons more interactive. This is effective as by using technology that can be accessed teachers can
--	---	--



Cartoon Computer and Desktop clipart (DTRave, no date on website)

Another strategy that could support learners with English as a second language is by creating word banks of key words that are important for the topic being discussed. This could be effective as the students could look back at these word banks if they cannot remember a word as they know how crucial it is to understand the meaning of the word so helps them in their studies. (Tupy, 2025)

Furthermore, word banks that contain daily vocabulary can improve confidence as students are able to learn these words to help them to communicate with others. (Shah, 2025)

Also, teachers could allow students with English as a second language to use what their first language is to an extent. This is a good strategy as it takes the pressure off them at the beginning to use a language, they are comfortable in until they start to pick up English when they have relaxed into the setting. This can help them to participate even if they cannot speak the language very well and not feel like an outsider. (Cult of Pedagogy, no date on website)

This is a useful strategy as it does

this information down. By using this practice teachers could cover a range of different tests such as a visual presentation to gain a greater knowledge of what the students know and by keeping in mind that they are still learning the language so they may have their strengths and weaknesses in certain areas and teachers should be aware of this. These students should be allowed more time to take the pressure off them. (Innovative Schools Summit, no date on website)

In addition to this, another strategy that teachers can put into place is have the instructions written out to go alongside verbal speech. This can be an effective strategy for students with English as a second language because it can help them to gain a better understanding of a task if they are able to see what is wanted for them even if they do not understand what the teacher is asking. This shows that it provides good support for their

find or create games that everyone has access to, the students can engage and get involved in activities with no limitations and improving their language skills and education. These games can be fun for these students to take part in so that they are being more active in lessons. (Read a.bil.i.ty, 2026)

Barriers of Inclusion for students with English as a second language

Some of the barriers that students with English as a second language is that they may find it difficult to understand the information they are being given and interact in the class if they struggle with the language. This could cause these students to struggle to cope and may become overwhelmed. (EAL HUB, 2022)

Next, being able to show who they are as a person is a challenge for these students. The reason for this is that they may not understand what certain phrases and sentences mean as there is a language barrier if there are no strategies put in place by the teacher.

not limit the students to the English phrases that they are aware of but instead can use their first language to say what they want. This could help them to show quality in their studies in the future. (Sword, 2021) Also, a barrier to inclusion in the classroom for students with English as second language is the cost. This is preventing inclusion as teachers are unable to provide students with translators that could help them learn new phrases. This is because they do not have access to the funds available to get them in. (Open Access Government, 2023) Furthermore, students with English as a second language may feel a sense of isolation. This is a barrier as these children may not have the self-confidence to use the new language, this will result in them feeling like they do not belong, limiting their ability to speak up for themselves. (Giannakaki, no date on website) Additionally, students with English as a second language may think that they are not doing well in activities as they have not had enough time to be exposed to English. This can cause them to become frustrated over time causing a barrier to their learning. (Scott, 2014) Additionally, stigma can be barrier for students with English as a second language. This means that they have been unfairly labelled as unintelligent	learning journey. (Credits for Teachers Team, 2025) In addition to this, a strategy that can be used by teachers to help support the needs of students with English as a second language is by making sure that students are being provided with feedback that is made clear on where they can improve and their strengths in the language. The reason for this is that they can then use the feedback to help develop their language further. This helps to minimize confusion as they will understand what is being asked of them as this information should be consistent (Perpita, no date on website) Also, culture is an important barrier to consider for students with English as a second language as their culture could be different in education so they may not know what the expectations are. This could impact their learning as the structure of words and phrases as it may	(Bay Atlantic University, 2024) Another barrier that needs to be considered is the anxiety that English as a second language may have. This means that these learners may feel worried about making errors in the language so they may not want to speak up or even ask for help because of this. (Lee, 2026) Teachers could reduce this anxiety by creating their lesson to be interesting and repetitive to gain the attention of their students. This will help them to gain a understanding and have confidence to speak up. (D'Argenio, 2023) <u>How could teachers eliminate barriers in classroom?</u> There are several ways that teachers could eliminate barriers for students with English as a second language. One of the ways this can be done is by ensuring that the content of the lessons being provided are suitable for these students. This can be done by teachers adapting the curriculum. Teachers should also offer additional support, so these students do not struggle.
---	--	---

just because they are trying to learn and speak a language, they are less familiar with. (Gray, 2022) Teachers could assist them so that they do not become stressed and when their comfortable they can gradually be independent with their reading without the support. This could be known as scaffolding. (Pannacci, 2022) This links to Vygotsky's theory as he believed that children should be provided with support that aims to make them independent until they are capable without the support. (Malik, 2017) Also, teachers could make sure that the student does not feel like they are being excluded from the class. This could be done by them learning how to say their name as this makes them feel as if they belong in the classroom. They could also teach the students how to say their name to help the student with English as their second language settle in. (Virtual College, 2025) Next, a way that teachers could eliminate barriers for students with English as their second language is by allowing them to play however they want as there is no language barrier in the classroom when they are allowed to do what interests them. (Juering-Coles, 2024) This also helps them to familiarise themselves with the environment and only interact with other when they are ready without being forced to. This helps as the excitement of being able to do	not be the same in their first language. (Kundapen, 2024) Teachers could overcome this barrier by creating activities where students can either talk or write about their culture to share with the class improving their understanding. (Promethean, ,2023) Next, a barrier that can hold students with English as a second language back is that they may not know much vocabulary limiting their learning. This is because if students do not understand this vocabulary, it can affect how well they can write academically and other areas of learning. (World TESOL Academy, no date on website) Teachers could reduce this issue by having tasks in smaller steps and being guided by the teacher so that it is manageable for the students to complete. (Gloucestershire Research School, 2026) Additionally, a way that teachers could eliminate barriers is	In addition to this, Teachers should give the students with English as an additional language motivation. This could be done by giving them high expectations and challenging work with necessary guidance where needed as it gives them the chance to focus as they will be inspired to do well. This will help the students show their level of knowledge as they have the scaffolding in place and will keep them engaged in the topic. (The Bell Foundation, no date on website) Furthermore, if the students with English as a second language are having some issues with reading a type of text, the teachers could give them something easier for them to read to reduce stress and slowly build up their knowledge to read something harder. Also, teachers could help to support the students with English as a second language by incorporating mindfulness sessions. These could be useful as learning through an unfamiliar language can cause them to become stressed. By doing these mindfulness sessions it can help them to calm down and have better
--	--	---

what they want and meet people with similar interests can provide ways to settle in. (Juering-Coles, 2024). Furthermore, teachers can stop barriers for students with English as a second language by trying to contact the students previous schools before start. The reason for this is because it helps teachers to understand how much knowledge they have acquired to help plan lessons to support them (Coleman, no date on website) Teachers can eliminate learning barriers by making sure that they are teaching the crucial skills needed effectively for students with English as a second language. This is important as if they are not being taught these skills it will make future education difficult, so they need to make sure that they are helping them with for example reading and writing in English. (LearningBP, 2024) Additionally, there is a scheme called Young Interpreters that provides students with the knowledge they need to build on what they know about inclusion and the individual needs of the children with English as their second language. This could be taught through play and has proved to help these students to improve their self-esteem and form new bonds with others. This is an important scheme as children can engage with each other so that the students feel	by talking to the parent of the child with English as a second language as can teach them familiar words to the child as this can help the teacher to build a positive relationship with the child. This could stop them from being worried about the new environment. (EuroKids, 2026) This can lead to active involvement of the child and to support them in their learning and make them feel valued (Salamat, no date on website) Teachers could eliminate barriers for students with English as a second language by finding resources that could help them to learn English either on the internet or designing resources for the students' individual requirements. This could help to boost their confidence in their work and abilities. (SOROLL, 2025) Next, teachers could also remove barriers to language for students with English as a second language by doing experiments with the pupils. This is crucial as it can help	control of their emotions and can concentrate better. (Main, 2026) Teachers need to remember that every student that has English as a second language is different, so it is important that teachers take time building a bond with the student and monitoring what they can and cannot do so they can tailor strategies based on the individual. This is important as it helps the students relax into their environment and adapt (Monaghan, 2020) Also, teachers could eliminate barriers for students with English as a second language is by reducing distractions around the classroom. The reason for this is that if the topic being learnt is enjoyable and interesting the students will listen which will improve their English over time and get involved. This involvement could help their social skills improve when having group discussions about the topic (Education Advanced, 2023) Secondly, a framework that was created that could link to students with English as their second language is The
--	--	---

they are being included and not feel left out. (Estyn, 2022) Next, there is a primary national strategy that help teachers make sure that new students with English as their second language settle in. Some of the strategies that are mentioned were partnering up with another student that has been provided with ways they could support them with this transition. Also, under the primary national strategy teachers should be given appropriate information about the student before they start through meetings so they can make suitable adjustments such as translations to the curriculum to get them the education that they need. (Primary National Strategy, no date on website) DTRave (no date on website) <i>Cartoon Computer and Desktop clipart</i>. Available at: https://creazilla.com/media/clipart/26400/cartoon-computer-and-desktop (Accessed 17th May 2026) EAL HUB (2022) <i>Barriers for EAL learners can be felt by both students and their teachers</i>. Available at: https://www.ealhub.co.uk/lorem	to grasp certain subjects as they are able to see what the teachers mean and connect words to better understand English. (Scibienski, 2025) Legislation and Policy A policy that supports students with English as a second language is the English as an Additional Language Policy (EAL). This policy makes sure that the teachers are meeting the needs that suit these individuals to learn by planning whether they need to make changes to the teaching method to make it accessible to them. (Green, 2024) Furthermore, a policy that needs to be talked about is the English for Speakers of Other Languages (ESOL) policy for Wales. This helps students with English as a second language because it makes sure that teachers are giving them the chance to have repeated practice of the language they have learnt so they can get a better understanding of English. (Welsh Government 2, 2019)	Welsh Government's Youth engagement and progression framework. This is because the framework sets out to make sure that the students needs are being considered to help them as they move through the education system. (Welsh Government 1, 2016) Credits for Teachers Team (2025) <i>10 Key Practices for Teaching English Language Learners</i>. Available at: https://creditsforteachers.com/10-key-policies-and-practices-for-teaching-english-language-learners/?srsltid=AfmBOoop5GlsnMTVtoWrdrCaoJEvNoFcvsWMPL7iqCd
---	---	---

-ipsum-dolor-sit-amet/ (Accessed 10th May 2026) Education Advanced (2023) <i>Overcoming Learning Barriers: 6 Strategies to Help All Students Succeed</i>. Available at: https://www.educationadvanced.com/blog/overcoming-learning-barriers-6-strategies-to-help-all-students-succeed#:~:text=Empowering%20students%20gives%20them%20the,higher%20education%20and%20other%20pathways (Accessed 17th May 2026) Estyn (2022) <i>Effective support for pupils with English as an additional language</i>. Available at: https://estyn.gov.wales/improve-ment-resources/effective-support-for-pupils-with-english-as-an-additional-language/#context-and-background-to-the-effective-or-innovative-practice (Accessed 13th May 2026) Kundapen (2024) <i>Cultural Impacts on English as Second Language Teachers and Learners in an ESL Classroom</i>. Available at: https://digitalcommons.andrews.edu/cgi/viewcontent.cgi?article=1440&context=autlc (Accessed 17th May 2026) Language Training Institute (2021) <i>Teaching English to young children</i>. Available at: https://www.lti.edu.au/how-to-teach-english-to-children.html (Accessed 12th May 2026) LearningBP (2024) <i>Best Practices for Working on English as a Second Language (ESL) at the Elementary or Primary Level</i>. Available at: https://www.learningbp.com/be	Conclusion In conclusion there are several ways to make sure there is inclusion in the classrooms for students with English as a second language such as removing barriers such as anxiety and frustration by praising good work. Also, teachers following practices such as the Total Physical response to help them learn. Finally, there are many policy and legislation to help support these students by teaching awareness. Reference List Bay Atlantic University (2024) <i>ESL Student Challenges: Overcoming Language Obstacles</i>. Available at: https://bau.edu/blog/esl-students-challenges/ (Accessed 10th May 2026) Clarke (no date on website) <i>Kids and Songs</i>. Available at: https://www.teachingenglish.org.uk/professional-development/teachers/managing-resources/articles/ki	WdWUrYbGrneA (Accessed 17th May 2026) Cult of Pedagogy (no date on website) <i>12 Ways to Support English Learners in the Mainstream Classroom</i>. Available at: https://www.cultofpedagogy.com/supporting-esl-students-mainstream-classroom/?print=print (Accessed 17th May 2026) D'Argenio (2023) <i>8 Strategies to Build Confidence in ESL Students</i>. Available at: https://bridge.edu/tefl/blog/build-confidence-esl-students/ (Accessed 12th July 2026) Department for Education (2025) <i>English as an additional language (EAL)</i>. Available at: https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/english-as-an-additional-language-eal (Accessed 11th May 2026) Innovative Schools Summit (no date on website) <i>Best Practices for Teaching English in K-12</i>. Available at: https://innovativeschoolssummit.com/blog/best-practices-for-teaching-english-learners-in-k-12/ (Accessed 17th May 2026) Juering-Coles (2024) <i>The power of play in the absence of language: Bridging language barriers for EAL children</i>.
---	--	--

st-practices-for-working-on-english-as-a-second-language-esl-at-the-elementary-or-primary-level/ (Accessed 17th May 2026) Lee (2026) <i>A Hidden Barrier for English Learners</i>. Available at: https://www.ascd.org/el/articles/a-hidden-barrier-for-english-learners (Accessed 10th of May 2026) Main (2026) <i>Barriers to Learning: How to Identify and Overcome</i>. Available at: https://www.structural-learning.com/post/barriers-to-learning-a-teachers-guide (Accessed 16th May 2026) Read a.bil.i.ty (2026) <i>Breaking Down Barriers: Effective Resources for English Language Learner Teachers</i>. Available at: https://www.readabilitytutor.com/blog/english-language-learner-resources-for-teachers (Accessed 17th May 2026) Salamat (no date on website) <i>Parental Engagement of English as an Additional Language (EAL) Parents in schools: Strategies and Benefits</i>. Available at: https://education.northtyneside.gov.uk/parental-engagement-of-english-as-an-additional-language-eal-parents-in-schools-strategies-and-benefits/ (Accessed 12th July 2026) Scibienski (2025) <i>9 ELL Best Practices to Support Students</i>. Available at: https://newsela.com/blog/read/ell-best-practices (Accessed 17th May 2026) Studiogstock (no date on website) <i>Emotions sad and happy</i>. Available at:	ds-and-songs (Accessed 10th July 2026) Coleman (no date on website) <i>Instructional Challenges ESL Students Face in the Classroom</i>. Available at: https://www.graduateprogram.org/blog/instructional-challenges-esl-students-face-in-the-classroom/ (Accessed 17th May 2026) ESLteachers (2023) <i>Total Physical Response (TPR): Practical Tips for ESL teachers</i>. Available at: https://www.eslteachersjob.com/blog/total-physical-response-tpr-practical-tips-for-esl-teachers/ (Accessed 12th July 2026) EuroKids (2026) <i>Overcoming Language Barriers in the Classroom</i>. Available at: https://www.eurokidsindia.com/blog/overcoming-language-barriers-in-the-classroom.php (Accessed 15th May 2026) Giannakaki (no date on website) <i>Learning Village EAL Barriers to Learning and Wellbeing</i>. Available at:	Available at: https://thevoiceofearlychildhood.com/bridging-language-barriers-for-eal-children/ (Accessed 12th May 2026) Kawasaki (2025) <i>5 Popular ESL Teaching Methods Every Teacher Should Know</i>. Available at: https://bridge.edu/tefl/blog/esl-teaching-methods/#1-what-are-some-popular-esl-teaching-methods (Accessed 16th May 2026) Kingston (2023) <i>Effective Strategies for Teaching Second Language Learners</i>. Available at: https://www.journalofadventisteducation.org/ (Accessed 9th May 2026) Lewis (2018) <i>How Should We Talk to Our Students?</i> Available at: https://allisonlewis.net/2018/03/05/how-should-we-talk-to-our-students/ (Accessed 12th July 2026) PennState College of Education (no date on website) <i>Resource Guide for Working with ESL Students</i>. Available at: https://ed.psu.edu/academics/departments/department-curriculum-and-instruction/professional-development-school/resource-guide-working-esl-students (Accessed 17th May 2026) Perpita (no date on website) <i>Tips for Teaching English as a</i>
--	--	---

https://www.magnific.com/free-vector/emotions-sad-happy_136486224.htm#fromView=keyword&page=1&position=2&uuid=0f89a0e2-ffcb-4ac7-ad78-c421e1dbba2c&query=Feelings+cartoon (Accessed 17th May 2026) Scott (2014) <i>The Challenges of teaching ESL students in international schools</i>. Available at: https://www.teacherhorizons.com/advice/the-challenges-of-teaching-esl-students-in-international-schools (Accessed 16th May 2026) World TESOL Academy (no date on website) <i>Common Challenges Faced by ESL Students: How to help your students succeed in the classroom</i>. Available at: https://www.worldtesolacademy.com/common-challenges-faced-by-esl-students/ (Accessed 17th May 2026)	https://www.learningvillage.net/article/eal-wellbeing (Accessed 16th May 2026) Gleason (2024) <i>Help! They don't speak English!</i> Available at: https://www.vbisd.org/o/mesl/article/1853931 (Accessed 15th May 2026) Gloucestershire Research School (2026) <i>Making words visible: How explicit vocabulary teaching and dual coding support EAL writers</i>. Available at: https://researchschool.org.uk/gloucestershire/news/making-words-visible-how-explicit-vocabulary-teaching-and-dual-coding-support-eal-writers (Accessed 12th July 2026) Gray (2022) <i>Supporting EAL learners</i>. Available at: https://brooksandkirk.co.uk/eal-learner-support/ (Accessed 17th May 2026) Green (2024) <i>English as an Additional Language Policy (EAL)</i>. Available at: https://www.educationvillage.org.uk/wp-content/uploads/2024/07/English-as-an-Additional-Language-EAL-Policy-V1.2.pdf (Accessed 12th May 2026)	<i>Second Language: Effective Strategies for Educators</i>. Available at: https://www.perpita.com/tips-for-teaching-english-as-a-second-language-effective-strategies-for-educators/ (Accessed 17th May 2026) Promethean (2023) <i>How to Engage EAL Students in the Classroom</i>. Available at: https://www.prometheanworld.com/gb/resource-centre/blogs/how-to-engage-eal-students-uk/ (Accessed 12th July 2026) Primary National Strategy (no date on website) <i>Aiming High: Meeting the needs of newly arrived learners of English as an additional language (EAL)</i>. Available at: https://assets.publishing.service.gov.uk/media/5a7a0872e5274a34770e3c50/Aiming_High.pdf (Accessed 15th May 2026) Unisef (no date on website) <i>How We Protect Children's Rights with the UN Convention on The Rights of the Child</i>. Available at: https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ (Accessed 13th May 2026) Virtual College (2025) <i>Overcoming Language Barriers in the Classroom</i>. Available at: https://www.virtual-college.co.uk/resources/overcoming-language-
---	---	--

	Malik (2017) <i>Revisiting and re-representing scaffolding: The two gradient model</i>. Available at: https://www.tandfonline.com/doi/full/10.1080/2331186X.2017.1331533#abstract (Accessed 12th July 2026) Monaghan (2020) <i>4 steps to managing the language barrier for EAL pupils</i>. Available at: https://www.theheadteacher.com/pupils-and-parents/four-steps-to-managing-the-language-barrier-for-eal-pupils (Accessed 16th May 2026) Open Access Government (2023) <i>Addressing language barriers in UK schools</i>. Available at: https://www.openaccessgovernment.org/addressing-language-barriers-in-uk-schools/171465/ Accessed 12th May 2026) Pannacci (2022) <i>Barriers to ESL Reading Literacy Every Teacher Should Know</i>. Available at: https://www.tefl.net/elt/articles/teacher/barriers-to-esl-reading-literacy/	barriers-in-the-classroom (Accessed 11th May 2026) Welsh Government 2 (2019) <i>English for Speakers of Other Languages (ESOL) policy for Wales</i>. Available at: https://www.gov.wales/sites/default/files/publications/2019-11/english-for-speakers-of-other-languages-esol-policy-wales.pdf (Accessed 17th May 2026) Welsh Government 1 (2016) <i>Inclusion and pupil support</i>. Available at: https://www.gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf (Accessed 13th May 2026)
--	---	--

	(Accessed 10th May 2026) Shah (2025) <i>How Word List Can Boost ESL Learning</i>. Available at: https://www.cobis.org.uk/our-network/blog/blog-demo-page/~board/blogs/post/how-word-lists-can-boost-esl-learning (Accessed 11th July 2026) SOROLL (2025) <i>Overcoming language-learning barriers</i>. Available at: https://www.soroll.com/overcoming-language-learning-barriers/ (Accessed 16th May 2026) Sword (2021) <i>How to support EAL Students in the Classroom</i>. Available at: https://www.highspeedtraining.co.uk/hub/supporting-eal-students-in-the-classroom/ (Accessed 11th July 2026) The Bell Foundation (no date on website) <i>Effective Teaching of EAL Learners</i>. Available at: https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/effective-teaching-of-eal-	
--	---	--

	learners/ (Accessed 10th May 2026) Tupy (2025) <i>ULD Strategies Every Teacher can Use to Support Multilingual Learners</i>. Available at: https://www.novakeducation.com/blog/udl-strategies-every-teacher-can-use-to-support-multilingual-learners (Accessed 17th May 2026) UMass Global (2022) <i>Innovative Strategies for Teaching English Language Learners</i>. Available at: https://www.umassglobal.edu/blog-news/innovative-strategies-for-english-language-learners (Accessed 9th May 2026)	
--	--	--