

Editorial

Kay Bentley

This is a 'special' publication of **CATS** because the theme of the publication concerns second language learners who also have additional learning support needs. As Janice Bland writes on page 22, these pupils 'seem to walk to the beat of a different drummer', and 'have trouble adjusting to the rigidity of the typical classroom situation.' Learning needs is a topical theme too, because headlines such as 'Let's take the special out of special needs' and 'Too many pupils with special needs ignored' have hit the headlines in recent Times Educational Supplements. In addition, the latest edition of IATEFL's 'Voices' chose to feature an article on Special Educational Needs which stated that SEN pupils often do not have a 'high profile in the British TEFL sector.' Indeed, many teachers of YLs worldwide want to find out how to help their pupils learn more effectively. In **CATS** you will find a selection of articles which address some of the needs of our special pupils. We could not cover the whole spectrum of additional learning needs, but we hope that the fascinating articles, references and web sites will enthuse you to reflect on pupils who concern you and lead you to discover different ways of helping and supporting them.

- We open with 'Brain Gym in the Classroom' by **Izabella Hearn** which encourages teachers to enable their pupils to 'move' so that they are in 'an optimum learning state.'
- **Peter Westwood** writes about the challenges of 'Adapting Instructional Materials for L2 Learners. In his article he offers ideas for a differentiated approach to learning needs.
- Read about 'Dyslexic Language Learners in Secondary Education' by **David Wilson**. The writer advises teachers to 'ask searching questions' to accommodate learning differences appropriately. Many 'solutions' are suggested to meet students' learning needs.
- **David Hill** describes 'The Challenge of Indigo Children'. This is a theory about why there are so many pupils who 'behave differently' in the classroom. David traces the history of the phenomenon and offers humanistic advice about working with them.
- You'll find an article about the film, 'Etre et Avoir' written by **John Eldridge**. He draws on the film to pull out many theories about learners, learning and teaching, including how pupils with special needs are supported.
- There is a timely autumnal article on 'Bonfire Night'. **Janice Bland** uses the traditional festival to explain its place in history and to outline the value of activities for 'participation in theatre' with all pupils.
- **Ingeborg Schwarz** writes about 'Motor Functions Perception and Self-Confidence as a basis for learning in school.' She provides detailed definitions of motor and sensory development then examines the importance of observation of very young learners to enable teachers to support future learning.
- 'Just a Thought', an article by **Karmen Feher**, describes a classroom situation and examines why 'Information Overload' may be a factor in children's inaccurate production of language.

There are also two new features in **CATS** and they will be continued in future publications.

- 'Looking at a Learner.' Our first 'looking' is written by **Wendy Arnold** who describes a pupil with 'ADHD' in Hong Kong.
- 'YL SIGs Worldwide'. Find out what **Livia Faragó** tells us about the YL SIG in Hungary.

Read **CATS** for our regular features too: a book review by **Don Bartlett**, YL SIG e-discussion information from **Wendy Arnold** and an e-discussion summary on CLIL.

On page 39 there is **Andy Jackson's** last summary on 'YL SIG Finances' before he leaves the committee. Thank you, Andy.

Happy Reading,

Kay Bentley