

TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Mission Statement:

English as an Additional Language should aim to support and to develop pupils' abilities to communicate effectively in speech and writing in a language which is not their first language.

EAL should support and develop pupils' appreciation and knowledge of British Culture, manners and behaviour while maintaining their indebtedness to their own.

EAL should enable pupils to undertake their studies in all subject areas successfully.

Overall we aim for all pupils to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

The context of EAL in the school:

At the present time, our EAL pupils come from Asia and Eastern Europe. The two key year groups for admission are Third Form and Lower Sixth; however, we welcome students at any time during the senior school, subject to the School Entrance Examination. At the present time, all our EAL pupils are boarders.

EAL is part of the English Department (Sep 2016), though works closely with other departments.

The department currently has one member of staff:

Lucy A. Leakey

Aims and objectives:

EAL provision is available, in principle, to all pupils whose first language is not English.

Subject to the above we aim to:

- Advise on linguistic level of international pupils applying to the school when asked to do so.
- Assess proficiency in English of all EAL pupils new to the school and communicate this to the whole staff, together with any other relevant information as requested.
- Introduction of the 'Headway Intermediate Course' for First and Second Form pupils.
- Completion of the First Certificate Programme for Pupils in Third Form.
- Preparation for the IGCSE (English as a Second Language), for Fourth and Fifth Form pupils (Public Examination).
- Preparation for International English Language Testing System (IELTS) for Sixth Form pupils: for UCAS or VISA purposes UKV1 (Public Examination).
- Support EAL pupils in specific subjects they are having difficulty with.

- Support EAL pupils with more general English skills including recognition of key vocabulary, understanding of instructions and producing acceptable academic writing in the context of specific subjects.
- Raising staff awareness of EAL development and issues as appropriate.

Organisation of teaching:

Explicit:

- First, Second and Third Form international students whose first language is not English receive timetabled EAL lessons instead of a Modern Foreign Language.
- Fourth and Fifth Form Students receive EAL lessons instead of Spanish, and follow the newly introduced IGCSE ESL (Edexcel) syllabus, working towards examination at the end of Fifth Form (100%: A*-C June 2017)
- Sixth form students study the English for Academic Purposes, leading towards an examination in the 'Academic' UK Visa International English Language Testing System (IELTS UKV1), as an 'Extension Course', on a Thursday afternoon (100% exam success Bands 8-5.5)

Implicit:

- **Support with the mainstream English curriculum.**
Pupils with EAL in the main school follow the mainstream English curriculum, sitting both GCSE English Language and English Literature in Fifth Form. The curriculum is delivered in mainstream English lessons taught by the English Department staff. The EAL Teacher delivers additional teaching during the pupils' private study periods or within lessons. The content of these sessions is decided in close conjunction with the English Department staff, but the most important aspects of support for EAL pupils are:
 - Pre-teaching vocabulary for a text to be analysed in class, particularly in the case of pre-1914 literature or poetry.
 - Pre-teaching the cultural context for texts to be analysed in class.
 - Assistance with homework tasks or planning for IGCSE Controlled Assessment tasks. Selection of appropriate quotations is particularly important for Literature essays.
 - Preparation for school exams or IGCSE exams through example candidate scripts and practice materials.

Complimentary Academic Qualifications:

During 4th Form, our EAL students are also given the opportunity to sit IGCSE First language Chinese (CIE), and at 6th Form both AS or A Chinese (Edexcel). It may also be possible to take AS or A2 examinations in other languages, eg. Russian or Mandarin.

Methodology

This is through necessity a very flexible department, in order to take into account, the wide range of different educational backgrounds and expectations of our pupils, different levels and abilities, different linguistic needs and the different dynamics of class, small group and individual teaching. We endeavour to ensure that our lessons maintain pace, variety and challenge encourage active learning and are appropriately differentiated, akin to other curriculum subjects within the school.

Resources

The department has a wide range of resources. These include reference materials – dictionaries, grammar and vocabulary books, besides specific academic course books such as Edexcel ESL IGCSE, British Council IELTS, EAP Oxford & Cambridge First Certificate Programme. In addition, we also have a wide range of materials for different activities, listening materials, exam practice materials and a number of professional books and study guides.

Marking policy

We follow the English Department Marking Policy to identify surface errors in our pupils' written work. We also include notations which are specific to EAL pupils but on occasion these are also used for first language speakers.

Abbreviation:	Pupils should check:	Example:
VF	Verb Form	<i>She 'sing' in the choir.</i> Wrong choice of form, should be: <i>She 'sang' in the choir.</i> Check your tense, should it be present, past, (past perfect or past simple)?
T	Tense	You have changed tense inappropriately and/or used the wrong verb form.
WW	Wrong Word/s	The wrong choice of a word in a sentence.
NV	Narrative Voice	Misuse or inconsistent use of the <i>Person</i> category which denotes the speaker. Check your pronouns (are you writing in first, third or second person?)

An overall mark is given and a detailed evaluative comment at the end. This refers to content and organisation of work as well as range and accuracy of language, identifies strengths and weaknesses and gives specific advice on how to improve future work. Summative comments on examination practice exercises reflect exam marking criteria. These criteria as well as the specific comments made are explained to pupils.

Assessment and reporting

We follow the school's assessment policy reflecting achievement and commitment in terms of letters and numbers. Comments on individual pupils may be voiced at whole school assessment meetings. All EAL pupils have written reports in line with all other academic subjects, which are sent to parents or guardians. These specify what work has been done, how much pupils have progressed, areas of strength and for improvement, a comment on

attitude. Finally, we respond to requests at any time for individual progress reports from parents and guardians, although the first point of contact is always the Boarding House Master or Mistress for such inquiries.

‘The EAL Assessment Framework for Schools’, published by The Bell Foundation provides the framework for formative assessment (**see Appendix 1**).

This is regularly updated by the EAL teacher and provides clear evidence of progress and enables targeted teaching to take place.

Each EAL pupil also has an ‘EAL Overview & Targets’ sheet (**see Appendix 2**), completed at the start of an academic year for new pupils, and reviewed every half term for all pupils.

Identifying EAL pupils who may need academic help

Information on potential EAL pupils (including age, first language, level of English, whether they have studied previously in an English medium school or have special interests or abilities), is normally obtained by the Registrar in advance of a pupil’s arrival. This is done on the basis of Kimbolton School Entrance Examination test results and reports from the pupil’s previous school. Pupils may be interviewed by the Headmaster or Deputy Head Academic, either in person or via Skype.

Following their arrival at the school, the usual ongoing assessment of a pupil’s academic progress may indicate a need for EAL support. The EAL teacher aims to work closely with the pupil’s English teachers to ensure that the correct amount of support is in place. In addition, requests at any time for EAL support from a pupil, their parents or by a pupil’s teacher/tutor are always taken into account, but always through the Head of Academic Support and/or the Head of English.

It may also be the case that a pupil referred for linguistic support has, in addition, other special educational needs and in such cases the Head of Academic Support would decide the best course of action, supported by Academic Support staff, the EAL teacher and English Department.

Appendix 1



EALAssessmentFrameworkforSchools.pdf

Appendix 2



EAL Pupil Overview and Targets.docx

Appendix 3

List of EAL resources currently in use:

IELTS:

Insight into IELTS extra: Cambridge University Press

Action Plan for IELTS: Cambridge University Press

Cambridge IELTS: Cambridge University Press
Step Up to IELTS: Cambridge University Press
Achieve IELTS: Marshall Cavendish Education
IELTS Specimen Materials: British Council
iTunesU course

EAP:
Collin's Academic Skills series
Oxford, Kathy Cox: EAP Curriculum

IGCSE:
New GCSE English and English Language: Collins
Edexcel International GCSE English as a Second Language: Pearson
Advanced Grammar in Use (Third Edition): Cambridge University Press
Advanced Grammar in Use: Cambridge University Press
Head Start GCSE English: AQA
Grade Boosters for GCSE English: AQA
iTunesU course

Third Form:
Complete First Certificate: Cambridge University Press
Intermediate Vocabulary: Longman
Text Generation (Writing 11 to 14): Oxford University Press
Revise KS3 English: Letts
iTunesU course

First/Second Form:
The New Cambridge English Course 3 (intermediate): Cambridge University Press
The New Cambridge English Course 4 (upper-intermediate): Cambridge University Press
New Headway (intermediate): Oxford University Press
iTunesU course

Appendix 4
IELTS Assessment Information
<https://www.ielts.org/>

Appendix 5
IELTS band descriptors
<..\IELTS\The IELTS Band Scores.docx>

Appendix 6
IGCSE ESL information and exam format
<UG031267-International-GCSE-in-ESL-master-booklet-spec-Issue-5-SAMs-Issue-2-for-web-100412.pdf>