

1. POLICY

a. Aims and Objectives

“The EAL Department helps facilitate the Learning of English as Another Language or Second Language. The aims are to develop speaking, listening, reading and writing skills along with word power and grammar. We aim to ensure that each pupil is able to access the curriculum to the best of their abilities.

Pupils should:

- enjoy EAL
- be able actively to use and passively to recognise English within the appropriate EAL/EFL level.
- be more able to understand and involve themselves in academic classes.
- be confident in taking their place in their senior school with a grasp of English suitable for daily boarding life and academic study.

Our aim is to ensure that all our pupils should be confident in English, but also be able to :

- communicate socially
- communicate within a boarding environment
- communicate and understand academic subjects
- communicate in the real world outside school life.

This will be achieved by:

- using a variety of different EFL teaching approaches and classroom activities
- sharing lesson objectives with the class and making expectations clear
- starting lessons with a short ‘warm-up’ session
- ensuring that prep is supportive and useful to the learning process
- measuring and monitoring progress in EAL tests, examinations and assessments
- keeping abreast of current/new thinking on EAL and attending relevant INSET when possible
- rewarding success through the school rewards system
- sharing best practice amongst EAL staff
- encouraging problem solving and thinking with English as the medium.
- ensuring all girls achieve their full potential at the Cambridge University ESOL exams, such as [B2 First](#).

b. Curriculum – An Overview

The Taught Curriculum

Typically, EAL classes are independent of regular group classes and use their own material.

They include the following details:

- the topic
- we do support the girls with English required by the national curriculum in the appropriate year group. Reference to the National Curriculum or Common Entrance syllabuses.
- extra literature and poetry comprehension work is undertaken with Upper Thirds and Fourths year groups to help pupils adapt culturally to the extremely ethnocentric English literacy references.
- word power building at different levels
- objectives
- framework reference
- suggested language and communicative games or warmers to use
- the main real world teaching topics such as work, travel, health, leisure, education, environment,
- EFL resources used globally with children, teenagers and young adults.
- extensive use of computer interactive material requiring; listening, speaking, reading, writing and word power skills.
- support and extension resources include additional workbook and activity material
- assessments based upon class work books content, general proficiency exams set at different EFL levels.

Scholarship

Some Year 8 girls take Art, Music and Academic Scholarships. We might help the girls prepare for interviews if the need arises. The girls need to be orientated on the scope of interview questions and purpose and nature of the interview questioning. Culturally, such interviews would be very different in their own countries.

Non-Common Entrance Pupils

Some EAL pupils do not take Common Entrance exams but sit senior school English or EAL papers instead. The appropriate skills of reading comprehension and writing are developed.

Developments in the EAL Department:

- In Main School we have strategies organised to help the girls learn and develop their English within and outside the classroom. From Form I to Fourths (Year 8) a broad range of skills and language is taught using more sophisticated books and material.
- European pupils staying only a short time at Godstowe are encouraged to prepare for the [Cambridge FCE exams](#). These exams are taken in June each year at Godstowe.

Prep - Children are given EAL Prep in term time and if necessary during the holidays. Weaker pupils at lower proficiency levels continue their EAL lessons during the holidays back home with external teachers and language schools often associated with the guardianships.

I.C.T.

Our aim is that we incorporate I.C.T. whenever possible in the EAL lessons. More and more EFL books come with online support which is often interactive. The main EAL room has a smart board and a laptop we use regularly in the support of class books.

Electronic dictionaries are strongly encouraged. These can be translation dictionaries or English /English dictionaries.

Cross-Curricular Links

Wherever possible, skills and concepts learned within EAL lessons are followed up and reinforced within all other curriculum areas. These links are made explicit to the children.

- Geography, spelling and location of place names, countries, towns cities, geographical features, directions, descriptive writing.
- Science topics in reading comprehension include environmental issues, the universe, alien life, space travel, myths and legends. EAL material often requires girls to read charts and data and explain numerical data.
- Music: preparation for music scholarship interviews
- Art, discussing and describing famous artwork, writing about pictures art and photographs.
- Citizenship an integral part of PSHE is covered in issues of crime, the law, transport, city and country life, health, education, transport, environment. These are often word power based with reading and writing.

EAL is a multi-skilled discipline and used extensively by other subjects but it is also integral to daily life.

Resources

We plan from a wide range of published EFL resources to suit the pupils' class needs. All pupils have EFL class books allocated and often an additional book which may well be a supporting workbook with additional exercises for prep. These resources are kept in central storage and support in their use is offered by the Head of EAL and other members of the department.

All books are graded according to EFL levels and the main class books cover all 4 skills such as reading, writing, speaking and listening. Supplementary books usually focus on a specific area or need, i.e. grammar, word power building, Cambridge FCE exam practise tests. Resources are paid for by the parents and therefore are a recoverable cost billed at the end of term. We also have a supply of graded reading material for pupils to borrow at exeats, or holidays. Teacher resource material often comes from photocopiable books.

Display

Classrooms have project work on display to

- celebrate children's achievement
- set an example to other pupils of material that can be produced

c. Differentiation

On entry into Godstowe all likely EAL pupils are assessed by the Head of EAL and given a range of screening tests.

An interview is used to determine the child's speaking skills including interaction, confidence, speed of response, pronunciation, ability to comprehend, length and depth of expression.

A Paper placement test checks grammar but actually corresponds closely to the computer test.

Free writing The pupils may be asked to write a story about themselves or an imaginary story with a title set. This is set at a simpler level than the English department written test. The written work is very helpful at showing the depth and accuracy of a speaker of English as another language.

Using the above screening we then set the appropriate level material and suitable supplementary material. These EAL pupils are then placed in an appropriate level set EAL class for extra English. If an existing class does not exist then we provide individual classes with teaching on a one to one basis.

Target Setting

Where applicable, targets are set for EAL groups of children within the differentiated graded classes. These targets are supported by tests designed by the class book publisher. Targets should be small, achievable and chosen to link directly with the medium-term planning. The targets are addressed through the short-term planning and supported through the oral reviews and starter sessions. Children are deemed to have achieved their targets if they can use and apply the EAL/EFL skills or concepts successfully in the 'production' stage classroom activities with minimal error and a good degree of confidence.

On achieving a standard at a set level the pupils will then be given the next level material. We can therefore change the level of material at any time during the academic year.

If children are having difficulty, extra EAL lessons are organised.

Special Educational Needs

It can be very problematic in identifying special learning difficulties within EAL pupils since this is likely to be hidden by the weaknesses in the language. It takes longer to identify a special need. An example of this is that a speech impediment will be difficult to notice for some time, a spelling problem may be dyslexia or simply someone from a different written culture such as Chinese. Hand writing might be an issue but this could be hidden by the fact that this Arabic or Thai pupil has a very different writing style.

We are very fortunate in having GAP student support. Girls are then able to be given individual help, providing extra reading or reading comprehension work for EAL pupils.

More Able

Pupils show their special talents in EAL in a range of ways and at varying points in their development. Pupils who have a very good aptitude for language acquisition are likely to:

- learn and understand language points very quickly without the need for reinforcement or repetition.
- work systematically and accurately have very tidy and organised work files.
- Grasp meaning and apply new language faster than their peers
- think logically and grasp grammatical points quickly and apply them accurately with little or no error.
- make connections between concepts they have learned
- identify language patterns easily and apply quickly
- apply their knowledge of the language to new or unfamiliar contexts
- communicate effectively in depth with minimal error to grammar, syntax, pronunciation and word choice.
- ask questions that show both a clear understanding of and curiosity about the language
- take a creative approach to applying and using the language
- sustain their concentration throughout longer tasks and persist in seeking solutions to tasks and apply new language.
- be adept at posing their own questions and pursuing lines of enquiry.
- require less time: less time in controlled practice work; free application comes quicker.

Such pupils may develop faster than the EFL book and so it becomes necessary to change levels more quickly. We must be prepared to change levels when the pupil is ready not when the time to change is due i.e. new term or year.

Some pupils who are gifted in EAL perform at levels that are unusually advanced for their English native speaker peer group. We have had EAL pupils who have been top of their year group in English at the lower year groups. Within EAL it is a matter of going up to the next level of material.

It is possible to offer more gifted pupils their own individual class. Within group classes children are allowed to go at their own speed through the work. Additional higher level material in the format of photocopies is given as follow on material. An extension free writing task can be set.

d. Teaching styles

Lesson Format

Classroom activities

Starters: this is a warm-up practice and recall of skills points of previous lessons if the lesson plan of the day is a continuation. If a new subject or new material then a warm up related to the topic is carried out involving the whole class. This may involve pictures, headlines, dictation, story contextualising of target language.

Main teaching activities: The target language is expanded upon and meaning checked for understanding, often by concept checking questions. *Then controlled practice* is undertaken using cloze sets, sentence completion tasks, match tasks, fill in the blanks, task completion, This can be done individually, in pair work, group work or class work. Work books support the lesson and contain lots of controlled practice tasks. Some of these tasks also incorporate a listening task.

Then *free presentation* work is carried out with freer tasks using target language or skills. This can be pair work, task completion, discussion, debate, free writing such as story writing, summarisation or comprehension question answering.

Teachers use a variety of visual, spoken and listening tasks and kinaesthetic resources.

Plenary: drawing the lesson to a close and making reference to the learning objective. A check is made on the children's learning so that the following lessons can take account of aspects of the Curriculum that the children have not fully understood. Extra follow up can be set for weaker pupils who have additional individual lessons for support.

Teaching and Learning Styles

The communicative approach to teach language is used. This however, is very eclectic and uses approaches for low level pupils such as TPR Total, Physical Response, The Direct Method for low level drill and sentence construction in context, situational language for role play, functional English for contexts such as advice, suggestions, requests, Task based learning whereby language is acquired through completing tasks and using authentic real life realia such as maps, timetables, tickets programmes, brochures and catalogues is used with semi authentic material in books. Certain kinds of music can also be used in the classroom to facilitate learning as used by the Suggestopedia approach to learning.

New Language

The presentation of a new target language can be done through readings or listening tasks. It can also be elicited and contextualised through pictures.

The controlled practice of target language uses oral drill, cloze sets, fill in the blank exercises, information gap tasks. Correction is done during the task and self correction is encouraged. Error is not allowed.

The Production stage encourages freer use of the target language and correction is done at the end of the task with feedback. This may include role play, discussion, task completion, debate, free writing.

Cross cultural idiosyncrasies Pupils from some cultures may have weaker listening, or be much shyer at speaking out. Other cultures will have more difficulty with handwriting. Grammar errors may be due to different syntax. Importantly, most of the EAL pupils come from countries where American English is taught and so grammar, spelling and vocabulary may differ in some areas.

Teaching Methods

The staff use a variety of different methods of teaching, including:
verbal – we often explain strategies and ideas, explain meaning, express ideas, opinions, feeling, discuss context, situation, experiences. Personalise the target language through talking about it
drills, pronunciation games, spelling or grammar, open drills and closed drills for tenses, verb drills, spelling forms.

logical- grammar and spelling rules– looking for patterns, visual and spatial – using images and pictures and drawing, reading and interpreting diagrams.

auditory – Listening tasks are used extensively to present target language and test recognition or understanding of it. Pronunciation games, grammar, drill work, open drills and closed drills for tenses, verbs drills, spelling forms.

interpersonal – learn by interacting with other members of the class and discussing ideas, group discussion, team work, pair work, information gap, find 'someone who' activity.

intrapersonal – some pupils prefer to work alone, are very self-motivated, are intuitive, are self-confident and are aware of personal strengths and weaknesses. Self study books are allocated to such pupils. These books can be exam preparation books such as Cambridge PET and FCE or self study word power building books or grammar building books. This material is available at all levels.

e. Assessment and Marking

Marking

The marking in EAL of work is an essential element of the feedback to children that is a contributory factor to advanced learning. Children's work and classroom books form a continuous record of their work in school, and the marking policy will be monitored.

Corrective feedback for oral work is done as the pupils speak in the controlled practice areas. In free production such as speeches, debates or freer pair work the correct feedback is done at the end of the task.

Essay marking uses the 'process writing' form of correction with computer written essays. Pupils write and rewrite work with the guidance of a teacher until the standard is deemed acceptable. In this way pupils learn to improve upon their work actively and mould a piece of work into a finished product. The mark at the end is not important it is the process of getting there that is.

Handwritten essay work is corrected using EAL symbols for identifying mistakes. T= tense, Sp= spelling, O (circle) means find out what is wrong, inverted Y is omission, [= new paragraph, punctuation is added in green or red ink. Feedback both positive and negative is included at the end.

Grammar and vocabulary work is often self marked by the pupils using a key the teacher hands out. This allows pupils to progress at their own speed through work books and exercises. The pupils have to write the correction themselves rather than the teacher. The pupils add up the score/marks and record them in on their record sheets. This again helps the pupils reflect on progress and trends. Learning is more pupil centred in this way.

The increasing use of interactive computer work usually has its own built in marking system giving the child a score which she records on a special record sheet for that software.

Effective Marking

- helps children learn with comments that are positive and constructive
is often done with the child while the EFL task is being carried out
- varies according to age and ability and is used sensitively so that the child can focus on a limited number of corrections
- gives feedback to pupils about their progress and is achieved by regular marking of work.

We believe that it is important for teachers to follow up marking either individually (with a pupil having problems) or with the whole class. It is essential for children to understand the correction and for it to have an impact on their future work. Occasionally the member of staff may ask the child or class to do corrections after prep.

In the EAL department, we:

- use red or green pens to correct work
- use ticks and crosses, circles to indicate a correction is needed by the pupil,
- In written work such as essays T = tense error, Sp = spelling error, circle for self correction,
- A clean line through text means not needed.
- give comments, e.g. setting a target for future activities
- give verbal feedback and motivational talk to try and improve.
- try to make the comments legible, appropriate to the age of the children and to the message given

Comments

Written comments are added at the end of all written work.

Verbal feedback is given at the end of class work and work book controlled exercises.

Overall comments to the whole class about the quality of work completed for prep. Rewards are given when quality Prep is done.

Marks are reviewed on the student mark sheets. A trend may be identified and comments made. End of term review and points awarded, as well as the use of a self-reflection sheet can be used to review the term.

Standards of Presentation

In the EAL department, all staff expect children to take pride in their work and make an effort to set it out correctly and show all their work. Depending upon the ability of the child, teachers will strive to adhere to basic presentation skills outlined in this document:

Older pupils may have to take their EAL folder along with their English folder to senior school interviews.

- front cover of books – clearly written information (Name, Subject, Teacher)
- all covers to be kept clean and undecorated
- EAL books should have margins
- all work to be dated on the top left and name in top right for loose paper and handouts such as newspaper article or photo copiable material
- all lines drawn with a ruler

- title of work underlined (all work titled.)
- keep high standards of presentation at all times
- ink used should be blue
- fountain pens are not encouraged in the work books and class books since the space and paper material is not suitable.
- Essay and story writing may be done in fountain pen but it is not a prerequisite.
- children should be encouraged to use sharp pencils when working in areas where they are very uncertain and may need extensive revision.

Assessment

Short-Term Assessments: these take place during lessons as questions and answers and the evaluation and marking of children's class work and prep. Children often mark their own work using an answer key for controlled practice work. They tend to take more notice of what the correction is if they have to identify and correct the material themselves with the key.

Marks are kept in a department record sheet. Some older pupils also keep their own record sheet of work completed.

The extensive use of computer interactive material is self checking and often provides a score automatically. These marks are also kept on separate record sheets. All are completed by the pupils so they are actively involved in monitoring their progress and identify any trends. The marks are checked by the teacher and progress is discussed.

Medium-Term Assessments: In some classes tests are set termly or when a set number of units have been completed.

A self assessment self reflection task is set at the end of each term.

Long-Term Assessments: End of year exams are set based upon the class work books/material. General EAL graded tests may be set to check overall levels.

f. Monitoring, Evaluation and Review

Meetings

At the beginning and end of every term the English department meets as a whole with a representative from the learning support and EAL department along with staff from Lodge .

The EAL department also attends main school meetings and listens into the daily and weekly staff meetings formal or informal.

The EAL department is so small that daily discussions of pupils, material and progress are done first thing in the morning and throughout the day.

EAL Progress record file contains sheets showing work completed and marks set. This allows the level of pupils' work to be monitored and also the amount of progress made. Teachers work closely

on a day to day basis discussing pupil behaviour and progress. Feedback and any issues are relayed to parents or guardians.

Marking

EAL files, class books and workbooks are checked regularly for progress and organisation by the head of EAL. This material is also seen by guardians or parents. Twice a year all books including EAL books are collected from the girls and left in their classrooms for the weekend. All staff are given the opportunity to look through the books. A record of marks for all different books and computer material is kept.

Lesson Observation

The head of department observes staff teaching throughout the department. The performance review process ensures that every member of staff is given a formal lesson observation once a year. Each year the focus of lesson observations varies slightly to fit in with the school development plan.

g. Extra-Curricular Activities

- h. For boarding pupils, the children can use their social skills with friends and staff.
- i. Boarding school activities such as shopping, visits to places of interest all help the EAL pupils get the contact with the real world and allow them to use their English outside the academic classroom. The new Eden indoor shopping complex is close to the school for entertainment, relaxation and shopping.
- j. English for academic purposes is used daily in the main subject classes.
- k. The few EAL day girls living at home can have the opportunity to use their English outside of school when shopping, external clubs and activities or with friends.