



# **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY**

Person responsible: EAL Coordinator

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## **The First Language**

Specialist tuition is provided for those who are bilingual in French, German, Mandarin, Spanish, Italian and Russian. This tuition is largely in the form of lessons within or outside the timetable, sometimes replacing another language or optional subject. The aim is to maintain a level of proficiency in their acquired language, develop reading and writing skills, educate them about the culture of their home country (since many have not lived there) and in many cases prepare them for English qualifications at iGCSE and A level/Pre-U, sometimes taken a year early.

An A level qualification in a bilingual language, taken one year early, is still accepted by most universities, including some prestigious ones e.g. King's College, London, so can be of great value to our international students.

For those who are bilingual in other languages, we are sometimes able to arrange similar levels of tuition at an extra cost to the parents.

## **English as an Additional Language**

Many pupils at King's speak English as an additional language. This means that although they may be fluent due to time spent in English schooling, English is not the language spoken at home. The majority of these are sufficiently bilingual not to need extra English provision on entry to King's. They are fully immersed in lessons and culture from the start.

Every teacher at King's should consider themselves a teacher of English as an Additional Language (see teaching strategies below) and be aware that oral fluency may mask weak listening, reading or writing skills.

Each department should have in place a policy on helping pupils for whom English is not their first language relating to the skills and knowledge required to succeed in that subject. Struggling pupils should be referred either to the Learning Enhancement department, or to the EAL Coordinator.

## **EAL Provision 13+**

Common Entrance results, information from parents and liaison with feeder schools may indicate that an EAL pupil would benefit from additional English lessons. The Learning Enhancement department also uses results from baseline testing to identify EAL pupils who may not be receiving timetabled lessons, but who may benefit from group or 1:1 support.

EAL lessons usually replace the study of a second foreign language, are provided within the timetable (3.5 periods per week) and taught by a specialist teacher. Pupils follow the Cambridge Second Language English iGCSE curriculum during Shell and Remove, but do not take the examination. Lessons focus on varied topic work covering the four skills of Listening, Speaking, Reading and Writing, with the aim of broadening vocabulary, improving grammar and writing skills and boosting confidence. The EAL department also runs drop-in clinic sessions for Shells and Removes, offering pupils support with more general prep, grammar, vocabulary and essay-writing skills where needed.

Subject teachers or HsMs may refer pupils to the EAL Coordinator or the SENCo at any time and pupils may refer themselves if they feel more support is necessary.

## **14+**

Pupils receiving timetabled EAL lessons in the Shell year usually opt to continue with these in Remove (4 periods per week, replacing a language or option block subject). Towards the end of Remove and in Fifth, focus turns to first language English preparation for the English language iGCSE. Pupils gain extra practice with the reading and writing skills required in the exam, including comprehension, analysis, and transactional and imaginative writing.

New pupils arriving in the Remove year are tested and results used to identify EAL pupils who may benefit from group or 1:1 support. Where information from parents and previous schools indicates that an EAL pupil would benefit from additional English lessons, they may join the timetabled lessons.

Subject teachers or HsMs may refer pupils to the EAL Coordinator or the SENCo at any time and pupils may refer themselves if they feel more support is necessary. It is expected that EAL students will go on to take both English Language and Literature iGCSE in Fifth with the rest of their year group.

## 16+

Pupils entering the Sixth form are expected to have a sufficient level of English to access all parts of their A Level course. A very few pupils may be referred for extra English support at this stage, which will happen during free periods or outside lesson times, usually 1:1 in the Learning Enhancement Department.

Once pupils are aware of the English Language requirements of their chosen university courses, they may need support in researching and preparing for the IELTS examination. This help is offered on request, either in free periods or at a weekly IELTS clinic.

### Strategies for teachers

The following strategies may be useful for teachers to ensure weaker EAL pupils are able to access lesson content:

See <a href="#">Bell Foundation</a> for comprehensive list of strategies	Encourage peer and group work to foster social interaction and listening skills
Pre-teach or provide topic vocabulary in advance with definitions	Correct inaccurate language by repeating what the learner has said using the correct language form
Allow native language or English dictionary use and extra time where necessary	Be aware of cultural differences that may impact understanding
Provide model answers, sentence starters or writing frames	Encourage thesaurus use to expand vocabulary
Make use of visuals to reinforce understanding	Check that reading texts have been understood
Write key vocabulary and concepts on board	Clearly model and repeat key vocabulary and language structures
Provide written notes to supplement content delivered orally	Point out features of different informal and formal written and spoken registers
Explain idiom	Scaffold use of phrases used to compare, hypothesize, evaluate, justify and analyse to encourage complexity
Encourage risk-taking with language, vocabulary and structure	Discuss meaning of instruction verbs that feature in exam questions
Use expression, tone and gesture to make meaning clear	Encourage use of complex structures and tenses
Keep instructions simple and clear	Allow thinking time for oral work