

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) Policy



THE INTERNATIONAL SCHOOL BANGALORE (TISB)
A registered member of HMC, BSA & TAISI

Introduction

The term EAL is used when referring to pupils who come from a language background other than English. This policy sets out the School's aims, objectives and strategies with regard to meeting the needs of EAL pupils and helping them to achieve the highest possible standards.

Aims

The aim of this policy is to ensure that we meet the needs of the pupils who are learning English as an additional language

- To welcome and value the diversity that pupils with EAL bring to the school.
- To support and develop pupil's abilities to communicate effectively in a language which is not their first language.
- To be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the school.
- To help EAL pupils to become confident and fluent by developing their skills in speaking and listening, reading and writing in order to fulfill their academic potential
- To enable pupils to undertake their studies in all subject areas successfully.
- To monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.

Strategies

School/class ethos

- Provide loving care, support and encouragement equally to all students of all backgrounds and nationalities.
- Foster a harmonious multicultural learning environment in which all students are equally important, happy and successful.
- Promote integration and appreciation of all pupils.
- Create active, capable, self-starting learners.
- Make sure that contexts for learning are relevant, motivating and culturally inclusive.
- Offer an inclusive curriculum with appropriate support and recourses which will enable pupils to reach their full potential.
- Provide appropriate scaffolding to enable access to the curriculum.
- Ensure pupils spend majority of their day in the mainstream classroom because inclusion in the mainstream classroom provides a language rich environment. Further, they learn better when they are exposed to authentic classroom language.
- Support EAL pupils in subjects they are having difficulty with and help them with more general study skills.
- Use collaborative learning techniques to enhance classroom teaching.
- Show differentiated work for EAL pupils in lesson planning.
- All teachers involved in teaching EAL pupils liaise regularly.
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging objectives.

Identification of EAL pupils

- As a procedure all prospective pupils need to take a written assessment (except for PKG, KG1 and Lower Grade 1) followed by a formal interview (personal/telephone/Skype).
- Information on potential EAL pupils is then normally obtained from the Admissions Department once the process is complete.
- However, following their arrival at the schools, the usual ongoing assessment of a pupil's academic progress may indicate a need for EAL support. In addition, requests at any time for EAL support from a pupil, their parents or by pupil's teacher are always taken into account.

Teaching groups and lessons

- In primary pupils with little or no English go through an introductory English programme.
- Pupils in PKG, KG1 and KG2 go through an immersion programme.
- Pupils grades 1 and 2 come out of some of their regular lessons to receive EAL lessons.
- Pupils in grades 3, 4, 5, 6, 7, 8, 9 and 10 receive EAL lessons during their Modern Foreign Language (MFL) lessons.
- Pupils in Grade 11 and 12 receive EAL lessons during their study lessons. Pupils usually work towards IELTS or TOEFL so the emphasis is on developing academic skills and vocabulary within the context of examination preparation.
- All pupils receive a maximum of 6 lessons in primary and 4 lessons from grade 6 to 10 and 2 to 3 lessons in Grade 11 and 12.
- Lessons are conducted on an individual basis or in small groups based on timetable constraints and pupil numbers.
- If a pupil has progressed well, then he/she has the option to do MFL in grades 3, 4, 5, 6 and 7. However beyond grade 7 MFL is not offered to the pupils as it would be difficult for them to do well in IG board exams. So, instead in grade 9 EAL pupils have an option to choose literature instead of language and get extra support during EAL lessons.
- Close links are maintained with all subject departments with regard to academic needs of the pupils and are discussed regularly in order to make support lessons as relevant and useful as possible.

Methodology

- EAL is one of the most flexible departments in the school. The reason for this being that the department needs to take into account the wide range of different educational needs and the different dynamics of class, small group and individual teaching.
- EAL department constantly strives to ensure that the lessons encourage active learning and are appropriately differentiated.

Resources

- The department has a wide variety of resources such as dictionaries, grammar, vocabulary and EAL course books.
- In addition a range of materials for different activities like listening, speaking and exam practice materials are also available.
- A computer datacentre is also maintained for students and well as teachers to share their resources.

Correction and Feedback

- All work is marked on a regular basis and detailed feedback about content, organisation of work as well as range and accuracy of language is given to the pupils. In addition specific advice on how to improve future work is also provided.

Assessment and reporting

- EAL department follows the school's assessment policy reflecting achievement and commitment in terms of letters and numbers.
- End of term reports are sent to the parents or guardians. The reports give an insight into what the pupils have done throughout the term, how they have progressed, scope for improvement, class participation and their attitude in class.

Partnership with parents

- The school ensures that there is a constant dialogue between the parents and teachers, during the entire process of learning that takes place until the completion of the course. The collaborative effort of the parents and the teachers go a long way in assisting EAL pupils to remain in pace with the rest of the class, with respect to the learning process. Periodic meetings are scheduled to collectively monitor the progress and performance of these students in various assessments. These meetings also serve as platforms to discuss the nature of inclusive arrangements that need to be made for assessments and any other related issues.