

Ealing Independent College

English as a Foreign Language (EFL) Policy

This policy applies to all pupils in the College

BELLEVUE | EDUCATION

Created November 2015

Reviewed October 2017

ENGLISH AS A FOREIGN LANGUAGE (EFL) POLICY

Context

EIC admit approximately 15 students per year directly from overseas. There are also a number whose first language is not English but who have been educated in the British education system for a number of years. The overall purpose of EIC's EFL provision is to enable such students to:

- Attain a level of English and academic language skills sufficient to support them in their GCSE and A-level studies and access the curriculum
- Improve students' use of English as a whole and gain knowledge of UK cultures and heritage
- Gain a recognised English Language qualification
- Prepare for the IELTS examination which many Universities stipulate as an entrance requirement for overseas students in addition to A-levels
- Acquire conversational language to enable them to communicate effectively in their daily lives

Aims

The College's EFL department aim to:

- Identify needs, implement strategies
- Monitor progress with specific regard to language acquisition and use
- Foster good practice in terms of teaching and pastoral support to ensure the needs of EFL students are catered for
- Ensure that as far as possible EFL students are not excluded from mainstream academic classes and extra-curricular provision
- Ensure that the quality of EFL students' spoken and written English is not an impediment to securing academic qualifications commensurate with their abilities
- Integrate in a systematic way work done in EFL lessons with work done in other subjects
- Build and maintain a bank of resources to support learning provision
- Be aware of Child Protection and Safeguarding with regard to EFL students

Definition of EFL Students at EIC

EFL students at EIC are those students whose first language is not English and who need additional support in English in order for them to pursue their studies effectively.

The EFL Support Team

EFL is taught by a team of specialist, CELTA-trained, EFL teachers. All the tutors concerned with the delivery of IELTS teaching have appropriate qualifications and experience in this specialist area of teaching. The EFL programme is overseen by the Head of EFL.

Identification, Assessment and Monitoring of EFL students

Identification and Assessment

- Students requiring EFL support are identified in a number of ways. Students recruited from overseas are given English diagnostic tests in their country of origin at the point of recruitment through agents or otherwise – usually IELTS
- During regular admission interview, EIC interviewers may decide that students need to sit an additional English placement tests before the offer of a place is made or before an academic programme is determined
- At times, enrolled students may be identified as needing language support by their subject tutors or by the Head of EFL. Some students may request language support themselves during the course of their studies. A thorough assessment is carried out by the Head of EFL.
- In most cases, where students have not received a recent placement test, the College ensures that new overseas students do have an IELTS certificate at the entry point.

Monitoring

- EFL tutors give their student half-termly reports which outline their progress in the four skills of reading, writing, speaking and listening and set linguistic targets for the following term
- EFL students are of course, also monitored by their subject teachers and form tutors on an ongoing basis in terms of class participation and the quality of homework and performance in tests This is also shared with the Head of EFL, who can identify areas of weakness and target them accordingly.
- A further IELTS tests is normally conducted towards the end of the academic year to monitor progression.

Types of Support available

- **IELTS lessons:** currently the students recruited from overseas, with very few exceptions, all take EFL lessons throughout their AS year. The exceptions are those who already have an IELTS score of 6.5 or above on entry to EIC. If students take

the IELTS examination in the summer at the end of their AS year, they need to achieve an IELTS score of 6.5, otherwise they must continue to attend EFL lessons in the A2 year

- **General English:** This course is for students whose level of English is below intermediate level and who therefore need extra support before embarking on an IELTS course. An assessment is carried out to decide the number of lessons the student needs
- **Special Purpose Tuition:** Designed for students who wish to improve specific skills e.g. Essay writing, academic English or Study skills.

In all the courses, the overall approach is communicative and supportive, with an emphasis on the four skills of reading, writing, speaking and listening. Building up and consolidating students' vocabulary banks and a more complete understanding and application of grammar are also significant aims.

Language Support for other subjects is an important aspect of EFL lessons. Students are encouraged to bring work for other subjects with which they need help. Subject tutors liaise with EFL tutors so that the teaching of subject-specific vocabulary and writing skills can be integrated into EFL lessons. Time is set aside during the course of these subject-specific areas to be addressed.

Part of lesson time may be used for dissemination and explanation of material pertinent to the students' academic life and welfare and explaining news about the College, help with the UCAS process and the writing of a curriculum vitae.

Individual Tuition

Some students may be taught on an individual basis rather than as part of a group programme. These lessons may be arranged at the request of the subject tutor, Director of Studies, Head of EFL, parents and guardians.

Cultural Enrichment Activities for Overseas/International Students

The multicultural background of the College allows our EFL students to interact with other groups including the many home students and the EFL tutors actively encourage such interactions. There is usually a mixture of nationalities within classes. Some mixtures further encourage EFL students to find out more about and to interact with other language groups.

EFL students have the opportunity to be involved in a range of extra-curricular activities arranged for AS students such as cultural, sporting and community activities. As EFL students progress through the College they are encouraged to become more integrated. This may often take the form

of a natural progression as they get to know their non-EFL peers better through class and friendship groups, but such progression is actively promoted by tutors.

Pastoral Support

Overseas students are often confronted with different problems to deal with that many of our other EFL students are not. There may be an element of pastoral support, with the Head of Pastoral Care and the International Students Welfare Officer, since many EFL students may be living in London alone. Whilst this may make for greater independence, EFL tutors need to take this into account.

Special Examination Access Arrangements

Some EFL students who have been in the UK for less than 2 years are allowed up to 25% extra time in examinations. At the start of an academic year a student whose main language is not English should complete the appropriate form in order that the request to use a bi-lingual dictionary in public examinations can be considered.

When a student requests the use of a bi-lingual dictionary in examinations the College will purchase two copies of the bi-lingual dictionary at the start of the academic year in which the request is being made. One copy will be kept by the student for use in lessons/tests and the Study Room. The second copy will be kept secure in the examinations' cupboard and will be issued to the student at the start of each examination for which the dictionary's use is permitted.

To qualify for extra-time, the student must use a dictionary as part of their 'normal way of working'.

INSET

Members of the EFL team aim to keep abreast of developments and best practice in their field by sharing ideas on a regular basis, by regular meetings with the department and by reviewing material on a regular basis.

All staff receive a regularly updated list of students who have special needs together with details of areas of concern and possible ways of helping these students which is kept in the staff room.

Opportunities for professional development occur in various ways throughout the academic year. This may involve an individual member of staff attending an INSET course held outside the College or a wider staff audience may be reached through sessions organised by the College.

Resources

The EFL HOD maintains a central bank of teaching resources for the EFL teaching team, and where appropriate, these are also disseminated to tutors.

Review

The provision for EFL is monitored by the SMT. During the summer term the EFL policy and its implementation are reviewed by the College SMT which then compiles a formal review document.

The date for this is drawn from a range of sources including:

- Student / parent / guardian feedback
- The academic progress of the students needing language support
- Feedback from HOD's, Head of Pastoral Care, the International Students Welfare Officer and subject teachers