



SUPPORTING ESL PUPILS POLICY

RESPONSIBILITY	ACADEMIC DEPUTY HEAD
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Undoubtedly the language progress, academic results and social integration of our international pupils is, to a large extent, a result of individual pupils' own levels of effort, self-motivation and self-perception. However, there is a lot that we can do, as a body of staff, to influence the progress of our ESL pupils.

Language guidelines

- International pupils are encouraged to use English as much as possible throughout the school day. If they do not understand something, they should seek clarification from their teacher first and foremost.
- International pupils are encouraged to make use of dictionaries/translators in the classroom. However, they should not be using them whilst a teacher is presenting information as they need to be encouraged to listen and take notes as much as possible.
- Wherever possible, the seating of international pupils should alter as much as possible in order to increase their confidence in working alongside pupils from different nationalities, as well as building their communicative skills and encouraging a more global outlook.
- When establishing sets for subjects, wherever possible the international pupils need to be in a good mix with English pupils. This is an issue which can also affect our English pupils if they are put into a set with a large number of second language pupils.
- From Year 9, support and encouragement to speak in front of the class is essential, (with an understanding that pupils from different cultures may feel embarrassed and/or reluctant to speak out in class and provide an answer if they are not 100% sure of their answer This is also particularly relevant with new pupils into year 12 who may find it less easy to adapt than younger pupils.

Forward Planning

- Teachers are encouraged to provide a glossary of key words/terms used in their subject at the start of each topic. It is then the responsibility of the international pupils to read through these and translate them.
- International pupils should be encouraged to read ahead to check their understanding of words/phrases that will come up that they may be unfamiliar with. They should

also be constantly reviewing the work they have done in order to consolidate their understanding of what they have covered.

Organisation

- Teachers should show pupils at the beginning of courses how to set up pieces of work that are required for your subject (what sort of headings are required, how are experiments to be written up etc). It is worth giving international pupils model answers, such as a model experiment write-up in science, so that they are made aware of the type of language that they need to use and how the answer should be structured.
- Teachers should liaise with the ESL Department to develop joint strategies for teaching specific points of language which are necessary for your subject area.

Use of lips

- Wherever possible, teachers should look to face the pupils as much as possible when talking, as some pupils use lip-reading to help them understand what others are saying.
- By facing the class when you speak you are giving them extra linguistic support.

Expectations

- International pupils from some countries may not have been encouraged to express their opinions in writing as this can be seen as being in conflict with what the teacher has said. They need to understand that the ability to express independent thought and ideas supported by evidence is something that is a very important part of the philosophy of British education. Teachers should stress that the pupils' ideas are important.
- Teachers should be very specific in saying what type of written work you expect from pupils. They may find it difficult to relate to terms such as analytical or discursive. Have available for them structures of essays and model essays. If possible, break up essays into paragraphs and highlight the topic sentence in each one. Pupils will be able to follow a progression of ideas in a piece of work. You only need to prepare materials once and keep them on file. British pupils too, will benefit also from this support.
- For many, learning and then testing by rote will have been the norm. When teachers set work to learn explain how it will be tested. Pupils in the early stages may have difficulties applying material they have learnt in a different context. It is important to explain how work will be marked and any specific terminology for correcting work is used. International pupils may not read through comments and focus solely on the total mark of the work they have completed, so it is important that follow-up comments are read through together to begin with and then students' understanding of any comments is concept checked. The British way of correcting might be strange to them. Explain that class marks do not form part of their final assessment as in some countries, where average marks are used to calculate a pupil's final attainment grade for matriculation purposes.

Reading

- Teachers should explain what they mean by skimming and scanning texts. Skim reading is alien to character languages – skimming will need to be a skill that is sympathetically explained to such speakers.

Summarising the lesson in advance

- Teachers should give the pupils a clear idea of what is going to be covered. This will allow them to subconsciously activate their minds so that they can guess more precisely at unknown language as they meet it.

Grouping

- For many international pupils, pair-work and group-work could be something quite strange to them. Many will come from cultures where individual work is still the norm. Teachers should explain clearly what is required from them and what the outcome of the activity is supposed to be. Some international pupils may need to be encouraged to speak up in groups.

Context

- Teachers should refer pupils to the library so that they become familiar with reference works that we have. Teachers should also have glosses of the key words and expressions which are essential to each subject. In the early days of a course such glosses can help save a lot of time trawling through dictionaries.