

## **IQRA INDEPENDENT SCHOOL POLICY**

### ***Teaching English as an Additional Language Policy***

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

### **Aims and Objectives of the EAL Policy**

It is hoped through drafting this policy that the following aims and objectives will be achieved.

1. It will highlight the importance of EAL children and their families at Iqra School and ensure that their language needs are being addressed.
2. It will raise general awareness amongst staff and volunteers of the issues surrounding the teaching of English to children who are non-native speakers.
3. It will aim to develop amongst staff and volunteers the understanding that a positive approach could be taken to language learning; and this includes positive reinforcement of children's efforts with language as well as adopting an inclusive attitude towards children (and carers) that are unable or reluctant to communicate.
4. It will aim to reinforce the idea that children who know other languages have many advantages over monolingual children and this should be developed in school as they can be given opportunities to show and use their knowledge and skills in these languages.
5. It will highlight the challenges Iqra School currently faces with regards to issues surrounding and related to this matter, and try to provide solutions for such matters.



## **Theories on Helping Children Acquire EAL**

Some of this information has been adapted from, "Beginning English With Young Children" by Opal Dunn, published by Macmillan in 1983.

In pre-school (i.e, pre-literate) children, teachers should take an oral approach to language learning, and allow children to acquire language subconsciously in situations where speakers communicate naturally. The language programme should contain meaningful real-life activities which provide children with the opportunity to speak and interact. Therefore, when lessons are being planned, teachers should make efforts to ensure that it is inclusive of EAL children. EAL children should also be given opportunities to work in their first language(s).

In addition to speaking and listening activities, older EAL children need to be given activities involving reading and writing, which again should be based on meaningful real-life activities. They too need to be exposed to planned opportunities which enable them to acquire and memorize pre-fabricated language as well as naming and describing.

It has been proven that children learn English most effectively by working alongside English speaking pupils and by taking part in activities with them. So perhaps a good way to begin teaching is to start by giving children the necessary language which will enable interpersonal, communication to take place. If children are able to learn and then initiate or respond to meaningful dialogue in real situations, then they will be more able to naturally develop and practice their language skills. It is suggested that this can be in the very early stages related to the classroom routine and school situation.

Once initial basic communication has been established, the programme of study should centre around that which is meaningful to the child and follow closely



his/her interests and needs. In addition to this, language skills may be developed and facilitated by learning set words, questions and phrases related to the current topics being studied in class.

## **Approaches To Language Teaching**

Support for EAL children must be a whole school approach. This means valuing all the support staff. Carers must also be informed of Iqra School's policy.

As teachers we must teach English without taking away any pride or knowledge of the first language(s) of the child. Therefore, bring work the child has done in other languages and use or display it. Know what is going on in the various communities, and where the children are coming from.