

International School Moshi

English as a Second Language – Proposed Policy

Introduction

The school believes that language is at the core of human experience. The school recognizes that students from non-English speaking backgrounds enter our school with proficiency in their mother tongue, valuable life experiences, and varying degrees of formal schooling but without full proficiency of the English Language in its written and oral forms. The school's mission is to assist these students to acquire or to improve their written and oral communicative skills in English. The aim is to enable new students to become independent and confident listeners, speakers, readers, and writers in the English language, to become full participants in the academic programmes of the school, and to integrate quickly in all school activities.

An effective ESL programme takes into consideration the cultural diversity of students and utilises a holistic approach to learning which acknowledges the individual learning styles of students. ESL is the acquisition of basic interpersonal communication skills (listening and speaking – conversational English) in the English language. It is also about teaching basic cognitive academic language proficiency (writing and reading – academic English) in the English language. Integral to a successful ESL programme is the active support of the teachers, coordinators and parents.

The school recognises that all teachers are language teachers and that all ESL teaching should be conducted within the framework of an agreed school language policy and be supportive of the philosophy and objectives of the school. To this end the school will provide specialist ESL teaching as described below.

Enrolment

On application to the school students may be assessed on their English proficiency. Even with admission to the school or upon the request of a teacher or teachers, a student who does not have English as their mother tongue will be assessed by the ESL teacher using a recognised and appropriate test of English language proficiency. On the basis of such test(s), the ESL teacher will determine whether the student needs additional ESL support. Support may be deemed unnecessary based on the testing and other criterion as expressed by the ESL teacher. If the student is admitted into the school, the ESL teacher in cooperation with the class teacher/tutor and other significant subject teachers, will recommend the level of support and practical arrangements for this support. This recommendation could include in-class support at specified times, or pull-out support at specified times. It may also include withdrawal from a particular subject (such as an additional foreign language) in order to provide ESL support.

It will be the responsibility of the Head of Secondary/Primary to agree with the recommendation, or otherwise. The recommendation on ESL support must be communicated to the student's parents and any class withdrawal must be agreed by them. A record of the recommendation and parental communication must be placed in the student's file.

Support

ESL teachers have a role to play across all subject areas. During agreed in-class support, the ESL teacher may assist in the classroom with activities that help support the student in understanding/working with the concepts of the subject in assignments, projects, etc. Otherwise, agreed withdrawal from class aims to provide focussed, intense pedagogical time with the student as needed.

Review

After an agreed period, or when felt appropriate by the ESL teacher or other teachers, the level and type of support provided to a student must be reviewed. This review will be led by the ESL teacher in cooperation with the class teacher/tutor and other significant teachers and may be supported by recent English proficiency testing. Recommendations for changed support provision or for removal of ESL support will be handled in the same way as initial ESL recommendations. Each ESL student must have their progress reviewed at least once per semester.

Teacher Support

The ESL teacher will aim to provide support to teachers who need assistance with developing resources or managing the teaching of students with ESL needs. This may be provided through general teacher in-service, or through particular help to individual teachers.