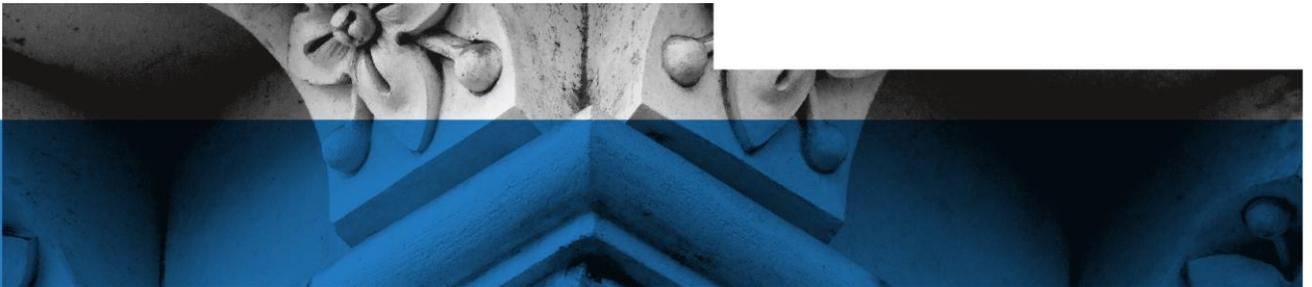


DULWICH COLLEGE
FOUNDED 1619



EAL Guide

Academic Year 2018-2019

Introduction

The College has a number of pupils (around 60 each year) whose first language is not English and who arrive in London with little previous experience of education in the UK or Europe. The majority of these pupils enter Dulwich in Year 12, but there are also some boys who enter in Years 7 to 10. Our aim is that all pupils should become increasingly independent as they move through the College, able to fulfil their academic potential both here and beyond, in whatever culture they choose to study and work. The vast majority of pupils will progress to either a British or American university, and it is with this in mind that we wish to make their time at the College as productive and inclusive as possible. This brief guide describes the support that we offer.

Teaching Staff

The Head of EAL is Ms Sarah Horsfield, who has taught English and was a Boarding Parent in a British International School in Bangkok, Thailand, before joining the College. She has a CELTA qualification. There is one further part-time teacher, Ms Elly Sioufi, who teaches French as well as EAL, and holds the RSA CTEFLA.

Aims

We teach pupils throughout the school, from Years 7 to 13, and our main aim is to increase their communicative competence so that they are confident about speaking and writing in English. Once their needs are assessed, some pupils will be given 1 to 1 tuition for the whole academic year, which enables us to form a close working relationship with them, with lessons tailored specifically to suit their needs. Other pupils will work in small groups. They will practise reading, writing, listening and speaking skills, with particular focus being placed on accuracy and fluency in their written work.

Pupils arriving in Year 7 with little English will have EAL lessons throughout their Lower and Middle School years, although if progress is particularly fast, we may, in consultation with their English teacher, decide that the need for EAL lessons no longer exists. Equally, this can be determined by their performance in end-of-year English examinations.

Entrance Examinations – Lower, Middle and Upper Schools

There are two EAL entrance papers: one for non-native speakers entering at 11+ and 13+ and another for pupils seeking to enter the Upper School. The Lower/Middle School paper has two sections:

- Reading comprehension
- ‘Creative’ writing e.g. writing a letter, a description or a short story

In the creative writing section, we look for grammatical and syntactical range and accuracy, as well as evidence of a wide vocabulary.

Entrance Examination – Upper School

Prospective candidates for the Upper School are asked to write an IELTS style essay of 300 words, which requires them to relate facts and opinions on a topical issue, such as the advantages and disadvantages of the internet. A competent performance in this paper indicates that the candidate has the English skills required to progress well at Dulwich.

As a condition of entry to the Upper School, pupils will also be asked to sit the IELTS test, or provide a recent IELTS test result. We will use this result to determine the level of EAL support each pupil is likely to need in the Michaelmas term and beyond in order to satisfy university entry requirements. Many universities ask for a minimum mark of 7 ('good user of English') in all components of the IELTS test – reading, writing, speaking and listening. Pupils who arrive at Dulwich College with at least a 7 in all four papers will take Liberal Studies with their year group rather than EAL lessons. Pupils who do not have this level on arrival will have between one and five periods of EAL lessons a week and will sit the IELTS test at the end of the Lent term.

Screening of pupils

In the Lower and Middle Schools, the initial contact with pupils is when we mark their entrance examinations. The Head of EAL liaises with the College Registrar and is kept informed as to which candidates receive offers. The Head of EAL will then make contact with pupils via their Boarding Masters when they arrive at the College, and in consultation with their teachers, a decision is made as to which boys will receive EAL lessons. Lessons are offered to all pupils who do not have English as a first language, and whose written and/or spoken English is insufficient at that stage for them to fulfil their potential in English and other language-based subjects. A register is then compiled by the Head of EAL and is made available to all staff online. This register lists the boys who receive support, with any particular information that teachers may require and the name of the EAL teacher to contact. In order to minimise disruption, pupils are taught during timetabled EAL lessons, lunch times or when their peers are studying a modern language.

Lessons

Lessons last between thirty minutes for 1 to 1 lessons and fifty-five minutes for whole classes, the same as for other academic subjects.

It is our experience that boys who require EAL support may find studying a modern language very difficult. If required, Year 10 and 11 pupils will be taught EAL for at least two periods a week, in place of a modern language, providing them with dedicated timetable time.

The Year 12 and 13 EAL classes are taught during Liberal Studies lessons and 1 to 1 lessons take place during the school day and also, in some cases, after school and on Saturday mornings.

Lesson Content and Examinations

The EAL department has its own budget for resources and materials. We are well-equipped with teachers' and pupils' exercise and work books, reference books, listening materials and resources preparing pupils for EAL examinations.

In Years 7-11, pupils are seen either individually or in small groups so that we can support their learning in English and other language-based subjects as the need arises. We also work on vocabulary and grammar, according to each boy's individual needs. At the heart of our teaching is an understanding of how essential it is for pupils to improve their cultural awareness, so we regularly use newspapers and magazines with age-appropriate features to equip pupils with conversational skills and substance.

EAL candidates between Years 7 and 10 join their peers to sit internal examinations in English and all other subjects.

Many of our Year 11 pupils attain the highest grades in GCSE English Language and Literature, however the few boys who do not attain a B or above are expected to also take IELTS in Year 12.

Most of our new Year 12 pupils will take the IELTS test as part of their university application, if they do not have GCSE English Language at a grade B or above when they arrive. Our EAL course therefore focuses on the skills required to achieve a high mark in this test. With regard to the IELTS test, university entry requirements vary, but most require at least 6.5 ('competent - good user of English'), with others asking for at least 7 ('good user of English') in all four components of the test. We expect pupils to attain a level 7 in all components before being able to leave EAL support.

For self-study, we also have a section of the Wodehouse Library devoted to EAL reference books, examination practice books and a wide selection of graded readers.

Communication with Parents

As most parents of boys who receive EAL support live overseas, it is unlikely that Parents' Evenings will provide an opportunity to discuss their son's progress. If parents are able to visit the College then the EAL teacher will be happy to meet with them, as other teachers do, by arrangement through the Form Tutor. Parents are encouraged to communicate via email with the Form Tutor and the EAL teacher as they wish.

Reports are sent to parents for pupils who receive EAL support at the same time as other subject reports.

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