



ENGLISH AS A SECOND LANGUAGE (ESL)

RATIONALE

The ethos behind the E.S.L. program is to provide an effective E.S.L. curriculum that caters for all E.S.L. learners and develops students' competency and confidence in using English. It caters for the needs of New Arrivals while at the same time providing extension and enrichment for all students.

The acronym E.S.L. refers to students who have a language background other than English and who are learning English as their second language. Student eligibility is dependent on DE&T guidelines.

PURPOSE

- 1.1 To develop students' ability to communicate effectively through speaking and listening, reading and writing.
- 1.2 To provide an effective ESL curriculum that caters for all ESL learners, by developing students' 'survival skills,' preparing them for integration into mainstream classes, or for undertaking V.C.E. E.S.L.
- 1.3 To provide an effective program addressing the needs of New Arrivals.
- 1.4 To further develop students' understanding and use of the English language.
- 1.5 To provide students with opportunities to develop their language skills through the use of computers and other technology.
- 1.6 To provide students with relevant and useful assessment and reporting, taking into account individual differences in language acquisition, students' backgrounds, and duration of time in Australia.
- 1.7 To encourage links with other Key Learning Areas.
- 2.3 It is recommended in the delivery of an effective E.S.L. program that class sizes should be limited to 10 students.
- 2.4 Content should be accessible to all E.S.L. students.
- 2.5 Curriculum should be adapted or modified to cater for the diverse needs of the E.S.L. classroom, taking into account ESL C.S.F. stages.
- 2.6 Appropriate assessment and reporting should be provided for all E.S.L. students.
- 2.7 A culturally inclusive program should be provided, to take into account the needs, but also the backgrounds and strengths of E.S.L. students.
- 2.8 The E.S.L. program should provide extension and enrichment for students.
- 2.9 E.S.L. professional development and advice should be provided to staff on how to modify work tasks for E.S.L. students.
- 2.10 The E.S.L. coordinator should be involved in enrolment procedures and should be informed of any special circumstances surrounding E.S.L. students' arrival.

GUIDELINES

- 2.1 Diverse ESL courses should be developed to take into account students' skills, experiences and needs.
- 2.2 In order to teach E.S.L. teachers must have appropriate DE&T qualifications.
- 2.11 A transitional program should be implemented, to cater for New Arrivals and other E.S.L. students who need extra language support.
- 2.12 A flexible approach should be taken when timetabling the New Arrivals transitional program.

- 2.13 The E.S.L. faculty should continue providing resources in the E.S.L. centre.
- 2.14 E.S.L. staff should be aware of the alternative pathways available to students so that they may all succeed.

IMPLEMENTATION

- 3.1 E.S.L. assessment and reporting will take into account the recognition of individual differences in language acquisition, the need for specialised reporting formats, and the need for assessment criteria relevant to E.S.L. students.
- 3.2 Parallel teaching will continue, where E.S.L. learners have separate timetabled lessons taught by an E.S.L. teacher, to be run parallel to the English program.
- 3.3 Students at the C.S. F. stage of S1 or below will receive extra language support through the New Arrivals transitional program.
- 3.4 The New Arrivals program will adhere closely to the guidelines set out in the E.S.L. Companion to the English C.S.F. II and DE&T.
- 3.5 Students taking part in the New Arrival program will be withdrawn from L.O.T.E., where the L.O.T.E. is not the student's first language, or another mainstream subject to be decided by the E.S.L. coordinator in conjunction with the appropriate Y.L.C., the student's guardians, and the student.
- 3.6 To ensure the smooth running of the E.S.L. program scheduled meetings will be held regularly.
- 3.7 Classes will be timetabled where possible adjacent to the E.S.L. resource centre.
- 3.8 Work will be adapted to take into account E.S.L. students' individual needs.
- 3.9 The E.S.L. coordinator will be involved in the enrolment and placement of students, to ensure that students who are eligible for E.S.L. have the opportunity to be placed in E.S.L. classes.
- 3.10 During the initial enrolment interview the E.S.L. coordinator will administer diagnostic E.S.L. tests to gauge whether a student is eligible for the New Arrivals program.

- 3.11 Students will be required to provide passports and / or other documentation as proof of their E.S.L. status, at the initial enrolment interview.

- 3.12 E.S.L. will have a separate book list at each year level with E.S.L. appropriate texts.

EVALUATION

- 4.1 The English program will undergo cyclic minor and major evaluation.
- 4.2 Both minor and major evaluation will follow the evaluation procedures outlined in the College Evaluation Policy.