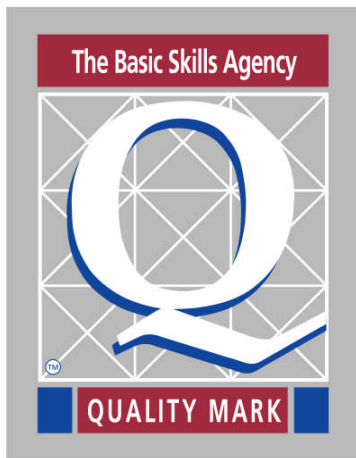


## Contacting us

The Head of the Equal Opportunities Department and his four teaching colleagues can be contacted by:

- writing to the Equal Opportunities Department, Harton School, Lisle Road, South Shields NE34 6DL;
- telephoning (0191)4564226, ext. 246.

The Equal Opportunities Department's page on Harton School's website is at [www.harton-tc.co.uk/special\\_needs.html](http://www.harton-tc.co.uk/special_needs.html).



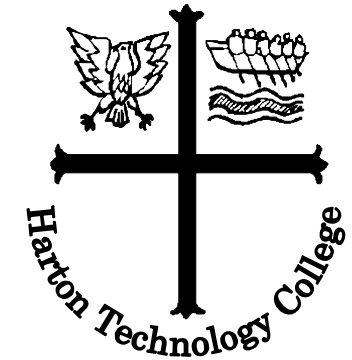
## What EAL means

**EAL** stands for **English as an additional language**. EAL is now the official term for what used to be called ESL or English as a second language. The word **additional** is preferred nowadays because some students begin learning English after they have already acquired two or more other home languages.

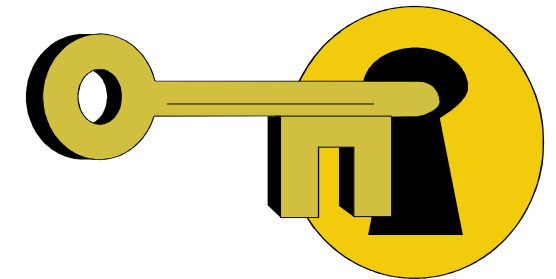
Most people worldwide are bilingual, or even multilingual. With the increase in mobility from country to country, it is likely that more and more people will have to learn languages other than their mother tongue during their lifetime. Fortunately, young people usually acquire another language quicker than adults do.

All parents want the best education for their children. Information about English schools is available online and in print in a number of languages, including Bengali, Somali, Turkish and Urdu.

South Tyneside's Black and Ethnic Minorities (Education) Service exists to support the educational development of pupils and their families who are from an ethnic minority, refugee/asylum seeker or traveller background. The Service aims to place children from such backgrounds in an appropriate educational provision no more than 15 days after arriving in South Tyneside. The Service also provides peripatetic teachers of English as an additional language in local schools. It is available on 0191 426 8140.



Equal  
Opportunities  
Department



English as an  
Additional  
Language

## Our EAL provision

Each year Harton Technology College welcomes new arrivals with EAL. Here is what the Office for Standards in Education wrote about our EAL provision after the school was inspected in October 2001:

*Good. Very few pupils have English as an additional language, and those who do are successfully supported. They rapidly acquire full mastery of English and progress as well as their peers.*

<http://www.ofsted.gov.uk/reports/108/108726.pdf>

When they arrive, certain overseas students do not speak or write English well enough to access our secondary school curriculum. Under such circumstances, students will normally attend lessons with a specialist teacher who delivers a course of intensive tuition in spoken and written English, based on an assessment of their prior knowledge of the language. The specialist teacher usually works with the student for a period of several months to one year. The Equal Opportunities Department office at the back of Room 50 is the current venue.

Students with EAL otherwise attend five subject-based lessons each day, accessing the broad and balanced curriculum to which they and their English-speaking peers are entitled. New arrivals speaking little or no English usually make very rapid progress in the language within the first few weeks or months of their enrolment at Harton Technology College.

## Our students with EAL

At Harton Technology College we value every member of our learning community, including our students for whom English is an additional language. Our students with EAL bring a rich cultural and linguistic diversity to our school.

In the mid-1990s we offered our students with EAL the opportunity to qualify at GCSE level in their home language. Seven students subsequently sat for GCSE or equivalent examinations in Arabic, Bengali, Cantonese, Hindi, Punjabi, Swahili and Welsh, amounting to eight entries in these languages with results graded between 'A' and 'C' in five cases.

- Four students achieved their best GCSE or equivalent result in their minority language;
- Six students achieved seven additional GCSE or equivalent subject grades without the burden of extra classes or coursework;
- Six students predicted their GCSE or equivalent minority language grades with a high degree of accuracy.

Other desirable outcomes included a higher profile for multilingualism school-wide; a sense of solidarity between students, teachers and parents in a common enterprise; recognition of bi- and tri-lingual students' achievements; and awareness-raising about ethnic, cultural and linguistic diversity in the wider community.

## Our students with EAL

More recently, a member of the Equal Opportunities Department, Mr David Wilson, invited a Year 7 Harton student with German as her mother tongue to follow an extracurricular course in preparation for early GCSE entry in the language. He wrote a German spelling course especially for her as she had left her primary school in Germany before learning to read and write in the language. The student herself decided that she wanted to sit the examination at the end of Year 7. She achieved a very well-deserved GCSE Grade A overall, excelling in every communication skill, including writing.

Another Year 7 Harton student with EAL, this time a French speaker from West Africa, was given the chance to learn German. Though initially doubtful about her competence to study what she thought might be a difficult language, she proved to be a very able and enthusiastic learner who made incredible progress within a short period of time.

Here at Harton Technology College, we are determined to equip all EAL students with the necessary English skills to access the secondary school curriculum. We have an excellent record in reaching that goal and our students with EAL go on from strength to strength afterwards. They are a credit to themselves, the school, their families and the wider community. They are proof that bilingualism is not a liability but an asset.