



EAL POLICY

2024/25

Date Reviewed

Autumn term 2024

Body

LGB

Review Date

Autumn Term 2 2025

1. INTRODUCTION

1.1 Chiltern Learning Trust policies are designed to support the ethos, aims and vision of the school as outlined in our Strategic Intent.

1.2 All pupils need to feel safe, accepted and valued in order to learn. For students who are learning English as an additional language, this includes recognising and valuing their home language, identity and background. In keeping with our school's beliefs, we believe that all our Challney Gentlemen should have access to high quality education which celebrates diversity through an inclusive approach to ensure that they become 5* Challney Learners, Citizens and Ambassadors for the future. All education for students will be received in English to aid and support language acquisition for the students.

2. RATIONALE

2.1 We believe that each pupil is unique and is entitled to the best possible teaching support and resources to maximise potential. Challney High School for Boys is committed to providing the conditions and opportunities to enable any child with EAL to be included fully in all aspects of school life and develop into a 5* Challney Learner.

2.2 The aim of this policy is to inform all stakeholders as to how EAL pupils are identified and how the provision enables children and young people with EAL to have access to a full and varied curriculum. This policy also enables parents, carers and external agencies to work together with our (CLT) schools and staff so that the needs of children and young people with EAL are fully met.

3. BROAD GOALS AND AIMS

3.1 The EAL department at Challney High School for Boys exists to support and develop pupils' appreciation and knowledge of the English Language and British Culture, manners and behaviour while maintaining their indebtedness to their own language, culture and identity. The EAL department strives to provide an educational environment that allows pupils to feel confident in expressing themselves in English so that each EAL student can communicate any personal, social, or academic problems to others effectively and to feel a part of the school culture and community with skills provided to transition into the mainstream classroom.

3.2 The EAL department also strives to ensure EAL students have full access to the curriculum, to do justice to their academic ability; understand lessons, revise and convey on paper or in oral tests the information they have learnt; and to express ideas and opinions without detrimental limitation of language or vocabulary.

3.3 A bespoke programme of study will be devised for EAL students to enable them to access mainstream subjects and successfully integrate with other students, so that they may play a full part in the Challney High School for Boys community.

3.4 As a school we will work together to:

- Promote equality and opportunity for EAL learners
- Ensure access to the curriculum through high quality teaching and learning
- Help students to speak, understand, read and write English
- Assess and monitor learning which informs teaching
- Be proactive in removing barriers that stand in the way of our EAL learners fulfilling their potential
- Make sure EAL learners are not inappropriately labelled or grouped as SEND or low ability
- Acknowledge individual strength and celebrate cultural identities

- Provide an environment which celebrates diversity and supports English language learning
- Work with parents and carers of EAL students and ensure language is not a barrier to effective partnership
- Provide EAL learners with a safe and welcoming environment where they are valued and encouraged to participate
- Raising the level of EAL-informed teaching in mainstream classes, by offering training and support to the wider school.

4. DEFINITION OF EAL

4.1 The government's definition of an EAL learner is: 'A child with English as an additional language is one who was exposed to a language other than English during their early years and continues to be exposed to this language in the home or in the community.' EAL students may be:

- Newly arrived from a different language-speaking country and school
- Newly arrived from a foreign country, but an English-speaking school
- Born abroad, but moved to the UK at some point before starting school
- Born in the UK, but in a family where the main language (L1) is not English.

5. EAL AND SEND

5.1 EAL pupils are not children with SEND. Most EAL pupils needing support with their English do not have SEND needs, but have skills and knowledge about language similar to monolingual English-speaking children.

5.2 An EAL learner's ability to participate in the full curriculum may be in advance of their communicative skills in English.

5.3 If a pupil does not make sufficient progress on the EAL programme, then it is possible that the pupil's difficulties are not solely due to language and may have SEND needs. The EAL teacher and coordinator will aim to identify SEND students within the first term of a student joining the EAL programme. If an EAL student is believed to have SEND needs, they will discuss the issue with the SENDCo, providing evidence from assessment data and behaviour observed in class. Assuming the Head of SEN concurs with the EAL Teacher and the form tutor, then the pupil will be deemed to require additional support in addition to EAL support. There may be instances where a pupil has both EAL and SEND needs. EAL pupils with SEND will be identified as part of normal assessment procedures as outlined in the SEND Policy. Parents or carers will be advised of the decision reached.

6. ROLES AND RESPONSIBILITIES

6.1 Collective responsibility is held by all staff to identify and remove barriers that stand in the way of our EAL students' achievement and inclusion.

6.2 The EAL Coordinator (EALCo)

The EALCo oversees the development and day-to-day organisation of EAL provision. In addition the EALCo will:

- Understand what constitutes excellent EAL provision and provide advice on EAL teaching
- Maintain the EAL register and carry out audits of EAL provision across the school
- Keep abreast of education guidance, developments and EAL issues
- Assess all new arrivals with EAL
- Maximise opportunities for staff CPD
- Promote a school environment that celebrates diversity
- Liaise with the school leadership team on matters relating to EAL
- Ensure a smooth transition for EAL learners both into school and into mainstream provision
- Provide timetabled EAL lessons that target the development of language skills

6.3 The Headteacher

The Headteacher will:

- ensure what high-quality teaching looks like is clearly articulated at the beginning of the academic year and continues throughout the year.
- work with the EALCo to determine the strategic development of the EAL policy and provision in the school
- have overall responsibility for the provision and progress of learners with EAL

6.4 The designated EAL teacher

The EAL teacher brings particular expertise to the school and EAL classroom. This will include an awareness of the role of language in learning, experience of the language development of students, and knowledge of the students in an academic and pastoral setting. The EAL teacher will support students by:

- Demonstrating secure subject knowledge of second language acquisition
- Using a range of effective pedagogical strategies which will help students acquire language
- Accurately assess and record progress of students
- Demonstrate equality of opportunity for all students
- Develop an EAL curriculum that is bespoke and suits the needs of each EAL learner

6.5 Class Teachers

Teachers will be supported with strategies to use within the classroom to ensure that EAL students are included in the lesson and can access the learning. Teachers will also review pupil progress and liaise with the EAL teacher at regular intervals.

7. ADMISSIONS

7.1. All applicants who have indicated that their principal language of communication is not English, should expect to be assessed by the EALCo / EAL teacher on entry, to determine their level of English and Maths proficiency for appropriate placement and grouping within either the EAL or mainstream curriculum.

7.2 In every case whereby the applicant is identified from admissions of being EAL, an arrangement will be made for a face-to-face meeting conducted by the EALCo

7.3 In addition to Challney High School for Boys' regular admission procedures, the EALCo may also collect and record the following additional information:

- Country of Origin
- Date of arrival in the U.K.
- Pupil's first language
- Other languages spoken at home by the pupil
- Pupil's level of literacy in other languages
- Links with pupils already in school
- Pupil's educational background

7.4 For new arrivals at KS3, students will be placed into an appropriate EAL group based on their admission assessment. When ready students will be reintegrated into the mainstream classroom and should be entered for all GCSE examinations in both their statutory and option subjects

7.5 For new arrivals at KS4, students will be placed into an appropriate EAL group based on their admission assessment. The EALCo and EAL teacher will place the student on an appropriate pathway (for example entry level certifications) which sees them working towards a qualification of some degree in English and Maths as a minimum. The decision regarding GCSE entry will be made by the EALCo in conjunction with the Deputy Head teacher.

8. EAL TEACHING AND LEARNING

8.1 Ofsted 2014 states that *'EAL pupils have a right to access the National Curriculum and the Early Years Foundation Stage. This is best achieved within a whole school context. Pupils learn more quickly when socialising and interacting with their peers who speak English fluently and can provide good language and learning role models.'* Therefore, the teaching of EAL students must have a wider end goal of students being integrated into the mainstream classroom in mind using a range of effective pedagogical strategies. .

8.2 Although many students acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years. Therefore effective monitoring and tracking of student development must be in place.

8.3 There are three main EAL groups, which include:

- Beginner Learners – Students who are in their first two years of learning English.
- Intermediate Learners – Students who have been learning English for between two and five years.
- Advanced Learners – Students who have had most or all of their school education in the U.K. Advanced learners are not necessarily high achievers.

Language develops best when used in purposeful contexts across the curriculum and bespoke EAL lessons must take the level of EAL learner into account. The language demands of learning tasks need to be identified and included in planning and teaching and support staff play a crucial role in modelling uses of language.

8.4 The EAL classroom will be a well-resourced and purposeful environment that is stimulating and immerses students into the English Language and helps to develop into a 5* Challney Citizen

9. TRACKING AND MONITORING

9.1 In order for Challney High School for Boys to achieve its goals we will ensure that all EAL students conduct assessments as required. This includes the initial admissions assessment within the first week of arrival in school and continued ongoing assessment. Progress in the acquisition of English will be regularly assessed and monitored by the EAL teacher who will update the EALCo in their regular meetings.

9.2 Planning for EAL students will incorporate curriculum objectives, which take into account whether the student is a beginner, intermediate or advanced EAL learner.

9.3 Assessments will be used to determine whether the student's EAL provision should be reduced, increased or maintained.

10. EXIT PROCEDURE

10.1 Once a pupil has reached the expected level, a discussion will be held between the EALCo, EAL Teacher to confirm that the student is adequately accessing the curriculum and is well-prepared to be integrated fully into the mainstream classroom.

10.2 The EAL student will then no longer be scheduled for EAL instruction but will remain in the system as an EAL student and can still benefit from further EAL support if required.

11. CONTACT DETAILS

EAL Coordinator

Nicola Quick - Associate Assistant Headteacher

nquick@challneyboys.co.uk

EAL Teacher

Val Reddy

vreddy@challneyboys.co.uk

1 APPENDIX: DfE ENGLISH PROFICIENCY SCALE

English proficiency

A: New to English: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.

B: Early acquisition: May follow day-to-day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.

C: Developing competence: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.

D: Competent: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.

E: Fluent: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

N: Not Yet Assessed is also available for use where the school has not yet had time to assess proficiency.

BAND

Expressing an ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance

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Emerging competence in spontaneous expression and communication

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Emerging competence in basic oral expression					
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Competence in producing more varied and complex speech in a wider range of contexts					
BAND D					
Developing competence in fluent, creative use of English					

SECONDARY READING & VIEWING

BAND A

Little or no knowledge of written English:
taking first steps to engage with written and
digital texts in English

BAND B

BAND C
BAND E

BAND D

Working with the written text to understand and communicate in English

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5	Can followashort written text with Can unde-rstind anduse dia9r.ams, Cin re ad sh-ort te1l1ts ,aloud, aural, andYi,SUII support le.g. -charts andottm'f' disp1&5 showing texts,appr.e,ciating l5t5ningto it be-rig read aloud, differe-nts)le.s<an u'l'de-rsta'd someone 1J5in9 the illJ5trations to .around the school .som-esubje.ct,s-pe-cial:.;tjargonin clirf) me-aningb)pt,Mnting, fi-e-Idlofint-e-re-;:t	Cinunde-rst and f1ctior.al to:t.s writtm+contempor.aryprose-bt.Jt Yiev-"ling st.rategie-5, SJCCh as may still ne.e.d helptod tingu h	Can handle book-1-tngh fa-ctual and biographic- sources, 1n<tuding theinternet ind loci-il med.i.l ,own
6	Can use print and digit-Dl m.ateri.al Can recognise and undi:"r.st.ond and in first largtUllge-as-a-S1Jport r subje('t-speoif<Y.O-cabularyand joining in-curriculum&etYities in -inISOd.at-e'de,-prt>SsiorrsMth news'-current Engl:5h	Cinunde-rst and f1ctior.al to:t.s writtm+contempor.aryprose-bt.Jt Yiev-"ling st.rategie-5, SJCCh as may still ne.e.d helptod tingu h	Can ,c-omprehe-nd printed online art1-cles andblogs -<orw:;erned with
7	Can recogni-se al'd re-use new relationships Engli,h04:abularyinth-e-contr'f, tof loocming, irated gin 51JCh h 1J5in9 tft11, selecting and .itrtuctur-e.s of i nfortT1Bton in classwm -1Kt lites, and relevant de-tails Jor the-purpose-at -curri-culum te-ts le.g, e prie-ne" and repe-ate<1 19,ading to -S1Jport. using,c-onte1t1t and	Can use- r,angeof rudingund writtm+contempor.aryprose-bt.Jt Yiev-"ling st.rategie-5, SJCCh as may still ne.e.d helptod tingu h	Can identify me aning, 1nfortT1lition fromo1 it,yel, with te.acher and pe-er
8	Can reco,gnise ind und-rlstand T1'Ordl ind short te.xts th i hit bMn taughtVrehe-iru-dmcl:"t fteional	Can attempt to navigatescurriculum Cane,xtr acf key Informa1on ind m.ile'l'cl, using he-ld'ngl, cont-ints: s:sg fmm -curr1t1.1lum s:ubj from iJ'viriety of s:ourc:s, 1ndud11111 relied onthe purp:s es od1't-trent 11t1c, p19'numbers,v1suals ind text, indm-prHent th-	Can analyse i rangeof te1t1 ind relied onthe purp:s es od1't-trent 11t1c, p19'numbers,v1suals ind text, indm-prHent th-
9	Can reco,gnise ind und-rlstand T1'Ordl ind short te.xts th i hit bMn taughtVrehe-iru-dmcl:"t fteional	Can attempt to navigatescurriculum Cane,xtr acf key Informa1on ind m.ile'l'cl, using he-ld'ngl, cont-ints: s:sg fmm -curr1t1.1lum s:ubj from iJ'viriety of s:ourc:s, 1ndud11111 relied onthe purp:s es od1't-trent 11t1c, p19'numbers,v1suals ind text, indm-prHent th-	Can analyse i rangeof te1t1 ind relied onthe purp:s es od1't-trent 11t1c, p19'numbers,v1suals ind text, indm-prHent th-
10	Can reco,gnise ind und-rlstand T1'Ordl ind short te.xts th i hit bMn taughtVrehe-iru-dmcl:"t fteional	Can attempt to navigatescurriculum Cane,xtr acf key Informa1on ind m.ile'l'cl, using he-ld'ngl, cont-ints: s:sg fmm -curr1t1.1lum s:ubj from iJ'viriety of s:ourc:s, 1ndud11111 relied onthe purp:s es od1't-trent 11t1c, p19'numbers,v1suals ind text, indm-prHent th-	Can analyse i rangeof te1t1 ind relied onthe purp:s es od1't-trent 11t1c, p19'numbers,v1suals ind text, indm-prHent th-

SECONDARY WRITING

	BAND A	BAND C	BAND D	BAND E
	Demonstrating competence in managing basic, simple and isolated phrases	Demonstrating competence in producing simple sentences and paragraphs on familiar topics conforming to taught content and expectations	Demonstrating competence in describing and narrating personal experiences with greater accuracy and beginning to experiment with more sophisticated writing in a variety of genres in different curriculum contexts and grammar	Demonstrating competence in controlling the content and structure of writing with greater accuracy and using a fuller range of vocabulary
1	n l.tbfl pttlureswths1mplff, Wil-rikkearntlnl oM le1_1lablll1nga mapl 11!port	n form .and reprGdoc m l Eng letters and familiar cIL/Siers of letters in frequently encountered T/O T!lilhout supporte-Mher.ind/or f!ler support	C:nu_coh _...e...u l,t,lj1nk w1th1nalld be,TM(l-n j):"ragr:tpH @.g. j,l,l't', '11D"-11!l'r1, but may need informal languaJl'l' le.g.written curriculum subJM:tS leg.a	lsgJotlw1nggr:ita.r.awarenes (K C:tn pr)du't...:lelranddet:11ledetl thedferellte-sbetwH-n ki-mal and tin a...ar1etyotopi,cs 1nre tton to
2	Clin form.andreprodut:esome te.xts E19lrl:h lll-tters.asp.artof.a curriculum tas	Can 11Se b.asic punctuMlOn .aur.ate for rOL.r!; purposes le.g. -commas to separate llkas, c.apit:llostart.asentence, full stop:l,o(lincl.dtsentence-1;l	C:tnulSe'iv.ir:it-yof tens le.g. s1mpltp.a.le-Mt, pre nt perfect tens-ti based on lat,ght e1,c1mplts to f!-sent me<1m1'19	C:in use:iw1dot rc1nguf .grammatK:al fe.atur .:onsStently, tin complt.x subuts w.th .cltar pnts .andJust1fcatNjnS
3	Can show awareness of common summation and simple spelling patterns with information re:sources and formulate town letters connected to certain options to develop convino n, soul'llis SLich a s /s / In 'slt' and 's1te1 cla.ssrooma:pre:ssionsard terms extended le.JC!	Can use "lellj"lia _...oc.abulary and e samples of lell formal and la l mformatNjn in 1111a1 on to for:subje.cts c11>S:s lbe- currculm curriculum -sub_ tkI content with le.9. Ule, subheadilllJ5, newpIMJel reasonable- precision.ar.d:an artK Liale solutions to sol'o'i!' ar91.Jmentiaonl problems ba:sdon mformahon	C:ancomred :s1mplesenle-nces into Can wr ecoherent stories and phrases le.9. 'sC'T!llppllp r . armn-la sk pa ssageand 11nll 11n1:cup r!lJu1d1 ard start to mcorporate information from d1fferentsources to form an	C:an desc:ription sof elc periences clearSLipportin9Mkails in lo lesson content
4	Can COP) al"III write own name	Can follow and reproduce e samples of lell formal and la l mformatNjn in 1111a1 on to for:subje.cts c11>S:s lbe- currculm curriculum -sub_ tkI content with le.9. Ule, subheadilllJ5, newpIMJel reasonable- precision.ar.d:an artK Liale solutions to sol'o'i!' ar91.Jmentiaonl problems ba:sdon mformahon	Can produce de-tailed and clearf") C:an write clear, trell-siroclured 9'N11S at an -se appropriate level curriculum withan appropriate le.9.narr.ativ,e.1:po:sition, slyeandrtlljtsle-	C:an write clear, trell-siroclured e.Jels n En.lsh -1:cross the clearSLipportin9Mkails in lo lesson content
5	Can use first language to s:afford crit-&ilpprt-eleton their -e:ffort to form E1'1911.sh wonh differenc"11be-t""f'n formal ind and-11pprail-Hofliteraryird le.g.lead:iclonary tofndE1Jl:ith informul lo11ngwge-, but writing still fitmll1rturW:1,1lum ta:ik.s le.9, e.qu len5,1slc.brEn9l5h trillllofowdord in f1nit langu69'1	Can show some- awareness of the his features of everyday spok.en languagt le.9. '7 meari', tome on', -youAnow',-9onna1	Can write effe.ct,rielywith argumen5 bB,e-J on loykal al5twing subje.ct<orlent-bse-J rea500n9 le.g. a supporting q1RS1on sl, althighsupport for -sitate-nifor<-le:an-11ime,a5ur'1 9ramm'rard VOeabulary i.s.s1tH needed	Can produce e.e-nded te:t.5 with incr-e,ssing ird-e-ptden-win an itempt creut le ts e.g. a supporting q1RS1on sl, althighsupport for -sitate-nifor<-le:an-11ime,a5ur'1
6	Cin .complete sentencesitertsr.f Cin showiware ofthe range- Englt5h e...ompleure i:w..oldt'4 le.9, "I litle", of me1n1np of terse-, but mar e prt'SSions le.9 metaphor, "tg1m- :tc-omefrom1	Can write personal mfilliigt.s in e prt'SSions le.9 metaphor, "tg1m- :tc-omefrom1	Can pond to -oontO/e-rsial the form of blogs, emails, etc. tend to tJ5t thesime tense-tor	Can showsubtletyin use of is.s in writing by i,-e-sentl!f9 sharing news ind thoughts about
7	different perspe.ct 1nclud1ng	isS1Jes of persoNI mterest in conte-wt. present tense for both present and le.g. sport, ed1J1:ation, friend,hpi	their own ard thoseof others friend,hpi	confiden<-eippr:riately
8	Can give p:cnono' information in written form le.9. 11ime adofhss. independently, but might setk. he-lp of referenc,e- age, date of birth when filln9 in to person.al I ut5 andbeli,t,f.s forms non-idiomat,cuse-oflangu,11.9' in	Cin-constructsent,e-nfe'e'S past ind present-events draw,n9 'leil'""o'g1 m'ard colloqui.aJ:ems. ouiremodeling	Can 1 15,e some collo-cation l-e.9, on pe1sonal e rience-5-, fe-llrigli but writing .stil h.a.s f+atur-esof and efil)ions le.g. writing about	Can e pre:ss own effe-ctr,ely and relat,e- bot fers with but writing .stil h.a.s f+atur-esof and efil)ions le.g. writing about
9	Clin (lIP)' krtot'n lettersc1ndT!ird! Is st1rtlng tocombine sentencf,S to C:tnwr1te br114 report on partteul.ar r.t.at+d to i:urriculum bJOtS ind pioduc' par.agr.apl.i: In r+ibon to (Uficulum -MIN1lltlt+g vrf,11' lo -p ciom 1rl.olv1ng f_ 111-igc and audien.i:e in m1n4 and	C:tn shO'T'SO subtlety l'i re1lton to-context and aUJle-nce- l.e.g. '79ot fmmj,i,rivitti 'lil'it'3d ofIDc-come 'l	C:tn shO'T'SO subtlety l'i re1lton to-context and aUJle-nce- l.e.g. '79ot fmmj,i,rivitti 'lil'it'3d ofIDc-come 'l	C:tn shO'T'SO subtlety l'i re1lton to-context and aUJle-nce- l.e.g. '79ot fmmj,i,rivitti 'lil'it'3d ofIDc-come 'l
10	places, lllrm.ats le.g p1Ment1ng l:icual l.r.g.colours, s:l:hoof sub1,e.cld s:l:hoold	emotors l<1.g.'1'1'1'1'1'1n9 In the role of n .anr<-t-draffe.xttosut1tm@o.an1ng to te:i-ch@-rs.and petrS	emotors l<1.g.'1'1'1'1'1'1n9 In the role of n .anr<-t-draffe.xttosut1tm@o.an1ng to te:i-ch@-rs.and petrS	emotors l<1.g.'1'1'1'1'1'1n9 In the role of n .anr<-t-draffe.xttosut1tm@o.an1ng to te:i-ch@-rs.and petrS
11	C:an wrte:simple isolated word5 formattoadapt on familiar topics in relation to the co .s para.,.aphs on famiLiar niere.sloron a cultur.alconvenik'ns ofwrt1n9 in lo d1fferent requ rementsar,d -cum:ulum le.g. -water" al"III -n"er" topfes.attersome rehearsal in rel.aled to l he topic of the- waler cla.ssanl/or'nlllpe,e'l"S	Can write:simple-task and formattoadapt on familiar topics in relation to the co .s para.,.aphs on famiLiar niere.sloron a cultur.alconvenik'ns ofwrt1n9 in lo d1fferent requ rementsar,d -cum:ulum le.g. -water" al"III -n"er" topfes.attersome rehearsal in rel.aled to l he topic of the- waler cla.ssanl/or'nlllpe,e'l"S	Can de-mon:strole awa ne:ssof En.lsh al"III in their first lar guage, conte.1:tsotwrtlrg le.g. use of anocentir g5enle-nc@isl inapess lro,dicateke-y42.as	Can de-mon:strole awa ne:ssof En.lsh al"III in their first lar guage, conte.1:tsotwrtlrg le.g. use of anocentir g5enle-nc@isl inapess lro,dicateke-y42.as
12	refl,1r1:l1fl	refl,1r1:ta tlljhtC)ntent In subte,gg .auos.she,currnt.1lum	-MC\,11'-MY c1nd.approprc1teness :ifler proofe:ading	C:an bt-g1nt,owr1te me.am1'19ful
13				C:an begin toedit thetwr1t11'1w9 ith C:an edit ommw-ork, and .as a result, C:an revteW.l l te.anded1tthe1r sentences and paragraphs, whith the StJportof teachersandptr s writing shows,g ater fluency,
14				work 1ndepelldenttr