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Responsibility: Head of EAL/ DHA

ENGLISH AS AN ADDITIONAL LANGUAGE ("EAL") POLICY

1. Introduction

All pupils at Epsom College in Malaysia ("ECiM/the College") are important, and this applies to every aspect of their education – their teaching and learning, achievements, attitudes and well-being. We encourage all our pupils to aim for the highest possible standards and we take account of each pupil's individual needs and experiences.

A number of our children have particular requirements with regard to learning and assessment, due to their current English proficiency, and subsequently, require English as an Additional Language Support (EAL) to reach their academic potential. More information relating to the school's process of determining if a pupil requires EAL support can be found within this document in section 6: Link to Admissions.

To provide for pupils who are deemed to require additional EAL provision, there is an additional EAL charge for the EAL groups that we provide. The cost of these charges relate to the level of support given to EAL learners. This charge starts in Year 7 up until the end of Year 10, or until the pupil achieves a proficiency level of B1 (see Appendix 1) and are able to move to standard English classes. In addition, parents will receive a letter from the Head of EAL informing them of the change to their child's EAL status and the move to first language English. This letter will, consequently, bring to the end the additional fee for EAL support. There is no additional EAL fee for pupils in Year 3 to Year 6, at this time.

Research suggests that being a speaker of more than one language is not a disadvantage to educational achievement; indeed multilingualism is associated with success. The College recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages. We celebrate the language diversity of the College and welcome multilingual pupils to our school.

2. Who is an 'EAL' pupil at Epsom College in Malaysia?

Multilingual speakers outnumber monolingual speakers in the world's population. The majority of our pupils are speakers of more than one language – this is the cultural norm at the College and one which we celebrate. Some children speak a different language with their parents (including household help) and may speak another language at school.

To support a pupil's proficiency in English and their mother tongue language (the language spoken with their parents), pupils are recommended to attend additional language sessions as part of the mother tongue programme. Thus, they maintain the development of their mother tongue in line with their peers in their home context. In addition, this will develop their linguistic ability which is advantageous for learning any language, in this case supporting their English proficiency. This is provided through CCA and enrichment opportunities e.g. Chinese debating.

A pupil who is identified as 'EAL' at the College is a child who needs additional support with their acquisition and use of English to enable them to access the curriculum. This support may be over the short-term or over a longer period.

3. Aims and objectives

Underlying the British National Curriculum is the entitlement of all pupils to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide at ECiM.

The aim of this policy is therefore to help ensure that we meet all the needs of those pupils who are learning English as an additional language.

4. Teaching and learning style

At ECiM, we recognise that all adults are teachers of English and literacy and that, as such, teachers use various methods to help pupils who are learning English as an additional language by developing their spoken and written English in the following ways:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- defining keywords as well as metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talking to support writing;
- encouraging them to relate one language to another;
- ensuring their access to the curriculum and to assessment by;
    - using texts and materials that suit their ages and learning stages;
    - providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses;
    - using the home or first language where appropriate.

Staff at ECiM are responsible for ensuring that EAL pupils and their families feel positively about the child's EAL support and development. Classroom routines and procedures should ensure that there is no stigma attached to EAL support, no disadvantage to additional support (i.e. pupil missing a favourite activity) or embarrassment caused to pupils (nickname for the EAL group or EAL list on wall).

5. EAL support and inclusion

ECiM has an EAL department which specialises in supporting pupils with EAL needs. The goal of the EAL department is to provide personalised support for EAL pupils until the pupils in question are judged able to access the British National Curriculum without extra EAL support.

A variety of teaching pathways are used by the EAL department when working with EAL pupils. These include:

- Support in class from a subject teacher by ensuring key resources are available such as key words, definitions, word maps and language translation dictionaries etc
- An additional 3 EAL lessons are given to any pupil between A2 and B1 proficiency in English. This is on top of the standard 5 English lessons. This is in place of a language such as MFL or Chinese.
- Intensive EAL lessons which are given to those pupils who's proficiency level is below A2. This pathway consists of an additional 10 lessons of English, on top of the standard 5 English lessons and 3 additional EAL lessons. These lessons replace other lessons such as Art and Design whilst there is a need to focus on the acquisition of English.

NB: the intensive EAL lessons are intended to be short term, typically one or two terms.

The EAL teachers develop a large variety of teaching materials, including the most up to date EAL methods from the UK and internationally, computerised resources and custom made resources such as flashcards, posters and computer software. Teachers should encourage EAL students to use a hard copy of a bilingual dictionary (those suggested by exam boards can be bought in the school shop) rather than using Google Translate. Google Translate can be used to help with the understanding of key words and definitions or tricky technical language, but should be avoided to translate whole paragraphs or pages of text as this hinders the learning of English. The EAL teachers frequently discuss the pupils' progress with their class teachers/HMM and identify areas for development and methods for helping pupils.

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work in their main class but may be given differentiated tasks. Class teachers and the EAL department work together to ensure all EAL pupils can do the same work as other pupils, thereby accessing the British National Curriculum. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

6. Link to Admissions

Prior to a formal offer letter accepting a new Senior School pupil into ECiM they need to complete assessments at the College. The combination of a pupil's previous report from their last school and data generated from assessments enables the College to create a holistic profile of a pupil. Furthermore, the College can ascertain a pupil's current ability and at what stage of development they are at compared to their peers.

The Cambridge English assessments are used for secondary pupils. These assessments measure reading, writing, listening and speaking. For prep pupils, the Young Learners Oxford Placement Test (YLOPT) measures a pupil's 'Listening' skills and their 'Use of English'. The OOPT/YLOPT data points are converted into the Common European Framework for Reference (CEFR) and used by academic staff to stream pupils into an appropriate EAL stream or English as First Language stream (Appendix I & II). To support the OOPT/YLOPT assessment, a pupil also completes a writing activity and has an interview with an academic member of staff. In addition to English language assessments, pupils complete an assessment referred to as Centre for Evaluation and Monitoring (CEM), this assessment tests a pupil's 'Vocabulary', 'Mathematical' and 'Non-Verbal' skills. Furthermore, the pupil's previous report from their school is required for academic and pastoral reasons.

7. EAL in the Prep School

The Prep School at ECiM values all students' backgrounds and home languages. We give the children opportunities to celebrate their culture and speak their mother tongue in many different ways.

In the Early Years Foundation Stage (EYFS) at ECiM, the learning environment is multilingual. In order to lay the foundation for the English-medium curriculum and the English Mandarin Immersion Pathway (EMIP), the main target languages in EYFS are English and Mandarin. There are however, many opportunities for Malay students to speak Bahasa Melayu and for any other mother tongue languages to be spoken.
At the start of Year 1, parents will be asked to choose between the English-medium pathway or EMIP. During Year 1, the formality of language instruction will increase. At the end of Year 1, the students will be assessed in their English and, if following the EMIP, in Mandarin also.
If students meet the English requirements (equivalent to B1 Speaking and Listening and Year 1 Age-related Expectations for reading and writing) and HSK1 Speaking and Listening in Mandarin) students will be given the choice between English-medium pathway and EMIP.
The option to move between pathways will be open to students depending on the progress made throughout the year.
To join the EMIP programme during Years 3-6 (KS2), a student must have reached B1 in English and HSK2 in Mandarin. This is due to the demanding nature of the programme.
If a Year 2 - 6 student is significantly below the required English level to access the English-medium curriculum, they will have additional English lessons in place of Mandarin or EAL lessons.

9. Assessment for learning

ECiM uses both the Cambridge English Scale and the Common European Framework for reference (CEFR) EAL scales to measure the English language competence of EAL pupils. We record their attainment and progress according to agreed school procedures.

The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for pupils who are learning English as an additional language.

In line with the rest of the College, the EAL department uses Assessment for Learning procedures as a tool for planning lesson content, encouraging pupils to take ownership of their own learning through pupil generated success criteria and making pupils aware of their own achievements in EAL lessons.

Testing is important in the International school environment. Commercial tests are used to measure overall language proficiency and include reading, writing, speaking and listening. Typically testing will take place at least every term (and possibly every half term for lower proficiency students as progress is made quickly)

Proficiency testing can help pupils in at least two ways. Firstly, such tests can help create positive attitudes and motivation within the EAL classroom. Pupils experience a sense of accomplishment and this contributes to a positive tone. Secondly, these tests assist pupils in mastering the language. They are helped when they study for exams and when these exams are returned to them and discussed. They also confirm areas that each pupil has mastered and those that need further attention.

Cambridge Language Assessments are the most widely used of all types of commercial EAL exams for British Curriculum Schools. These tests reveal overall ability in the language as well as capabilities in a specific area (such as listening). Language assessments can also show if a person is ready for certain kinds of schooling work. Furthermore, the implementation of language assessments in the international school environment will ensure that pupils are placed in relevant levels and that the evaluation process is standardised.

Cambridge International Examinations (CIE) offers an IGCSE ESL examination for Key Stage 4. This particular course is aimed at pupils with a limited command of the English Language (ESL pupils).

10. Support with translations

Rationale:
Currently there is no consistency in the approach to teaching EAL learners. Some teachers allow students to use Google Translate freely whilst others limit use to particular times/ tasks. However, it seems that some students are over reliant on using Google Translate which often hinders their progression in English. Our aim, as a school, is to facilitate students to achieve at least B1 before they start Year 10 and IGCSEs; this allows students to reasonably access IGCSE resources. The draft proposal below is one way that we could promote progression in English proficiency.

At the start of the academic year, all staff will be given the proficiency level of English for all EAL students.

A1 and A2

- Students at this level will be required to buy a hard copy of a translation/ bilingual dictionary as part of their equipment
- Students should have key vocab provided to them for every subject and every unit at the beginning of each unit/ lesson. They should be encouraged to add any vocabulary they come across which they may find useful. This could be a key words sheet which they have in the front of their exercise book.
- At the start of every lesson a list of vocabulary is made available from any previous connected lessons (table mat or on the board or from their exercise book for instance).
- Google Translate can be used with express permission/ direction of the teacher for limited periods of time in the lesson eg a specific task
- In assessments, students can use their translation/ bilingual dictionary and the key vocabulary is available to students (but not definitions) to aid spelling and correct terminology but Google Translate is not allowed.

B1

- Students at this level are encouraged to buy a hard copy of a translation/ bilingual dictionary as part of their equipment so they can explore/ understand unusual/ new words
- B1 students should not use Google Translate at all unless they have asked the teacher for a specific task which has significant new content and/or skills or the teacher has directed them to use it
- Key vocabulary should be be made available and recorded by the student each lesson
- Students should be encouraged to learn key vocab in English with definitions/ synonyms

B2+

- The school will suggest that a dictionary would be useful to the student as part of their equipment for new/ unusual vocabulary.
- Google Translate should not be used at all unless there is an exceptional situation
- Students should be taught in the same way as native speakers

Appendix 1

Common European Framework Reference Levels (CEFR)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1/A0	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Appendix 2

Assessment Data Conversions: CEFR, OOPT & Cambridge Language Assessments

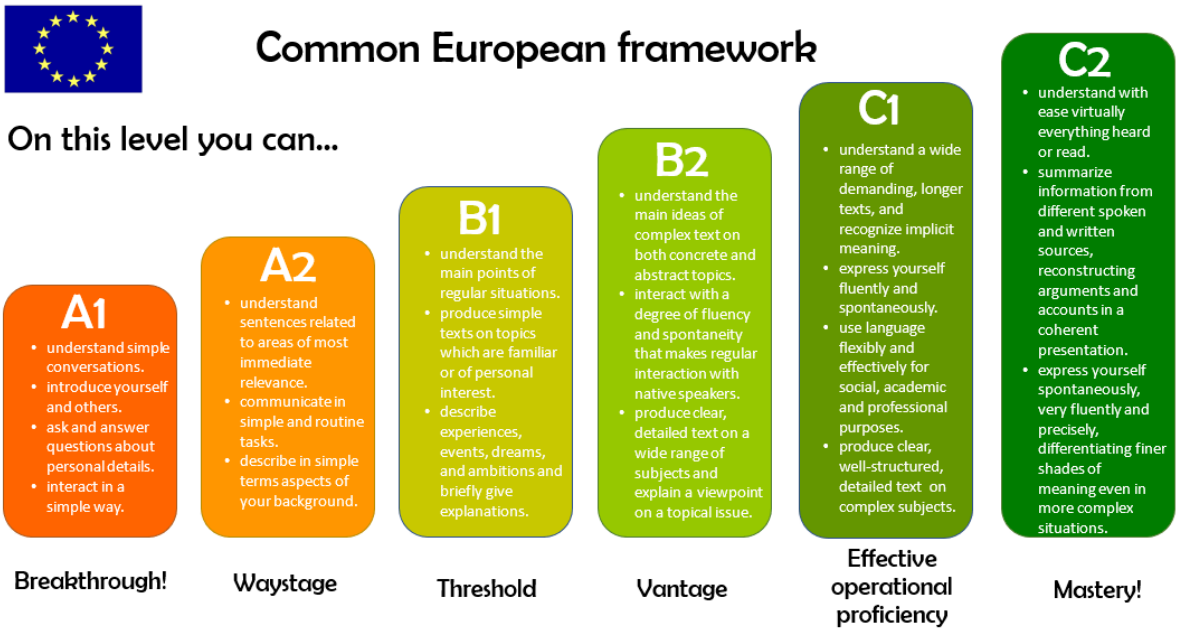
Common European Framework of Reference (CEFR)	Online Oxford Placement Test (OOPT)	Cambridge English Scale	Cambridge Language Assessments
C1 (There should not be a pupil at this level within the EAL program in KS3 and KS4)	80-99	180-199	NA
B2 (There should not be a pupil at this level within the EAL program in KS3 and KS4)	60-79	160-179	FCE
B1 (There should not be a pupil at this level within the EAL program in KS3 and KS4)	40-59	140-159	PET
A2	20-39	120-139	KET
A1/A0	0-19	80-119	IEAL - ECiM internal assessments

EAL at a glance

The English as an Additional Language (EAL) program at Epsom College in Malaysia (ECiM)

What are the different levels and what do they mean?

English proficiency levels are broken down into categories A1-C2. A1 is beginner and typically an individual at this level can understand simple conversations and answer personal details about themselves. C2 is the equivalent of a native speaker of English. B2 level is generally considered the level of English proficiency needed to access IGCSEs and A level courses.



How long will it take my child to learn English?

Depending on the ability, aptitude and attitude of any student, it normally takes the following number of hours/ lessons/ weeks to increase English proficiency:

Proficiency level	Hours	Number of lessons at ECiM	Weeks (@ 10 lessons a week) of EAL Intensive
0-A1	70	93	9.5
A1-A2	100- 150	133- 200	13.5- 20
A2-B1	300	400	40
B1- B2	180-260	240- 347	24- 26 weeks

Students who are between A2 and B1 level receive 3 additional lessons per week of EAL on top of the 5 core curriculum English lessons. For most students it takes between 1 and 2 years to reach between B1 and B2 proficiency. For students who arrive at school with less than A2 proficiency, they will be required to follow the EAL Intensive course with 10 lessons a week on top of their core English lessons. This exposes students at ECiM to more opportunities of reading, writing, speaking and listening in English. Please note, that a student arriving at the school with very little English (pre A1), it can take up to 2 years (6 terms) to reach B2 proficiency in English.

How often will my child be assessed?

Students are assessed termly (possibly half-termly). When a teacher has sufficient evidence to feel confident that a student has achieved B1 proficiency in English, the school will organise for the student to take the Oxford Placement Test (OPT) which will confirm the student's level.

What are the additional charges for EAL tuition?
There are additional charges for those students who are withdrawn from the main curriculum to attend additional EAL lessons

What proficiency level does my child need to achieve to be successful in IGCSEs and A level?
B2+ English proficiency is the ideal level to be at the start of Year 10 and their IGCSE course, but many students go on to achieve very high IGCSEs even if they have only reached B1