

## **Academic English Enhancement (AEE) Policy**

### **Introduction**

KISC's AEE policy is a statement of agreement – one to which staff and families are asked to commit to so that we, as a school, can provide excellent education for all students.

The main purpose of AEE services is to assist students to become proficient in academic English and to achieve their academic potential.

In addition we aim for students, whose mother tongue is not English, to be bilingual in their mother tongue and English. We are aiming for students to have an equal and appropriate year level of their mother tongue and English.

KISC has provided Academic English Enhancement (AEE) services for some years for speakers of English as an Additional Language (EAL). These services have grown in magnitude and complexity to match the increasing number of students and their diverse backgrounds. AEE services focus both on teaching academic English and providing an orientation on the societies and cultures of such countries, in particular the UK and USA.

Some EAL students, although born in an English-speaking country, require assistance because they use another language and/or dialect of English in their homes and need additional support to be successful with the school curriculum.

Other students, although multilingual, may be unable to take full advantage of the KISC curriculum because they do not have a well-established mother tongue or the literacy skills in any one language to support the level of academic learning required. These students may be recognized as being functionally multi-lingual and may be offered AEE services accordingly.

### **AEE Principles that underpin AEE services**

The following principles are based on academic research and the experiences of professionals who work with EAL students:

1. Students require both social and academic language competence in order to participate fully in educational programs.
2. The most powerful factor in predicting educational success for EAL students is the amount of formal schooling they received in their mother tongues.
3. When appropriate, the use of mother tongue should be encouraged in the classroom to promote KISC's holistic view of language acquisition.
4. Student learning is enhanced by having proficiency in more than one language.
5. Educational, social, emotional and economic benefits can occur when students maintain their first language(s) or dialect(s).
6. Students benefit from seeing their own history, literature and culture reflected in their school experiences.

7. Parents are the best teachers for a child's mother tongue because that is the richest, most expressive and most complex language to which they can expose their child.

### **Parent Partnership**

**Parents play a vital role** in the education of their children by working in partnership with KISC staff. Parents must actively participate in the learning process and are expected to:

1. **Speak** the mother tongue at home and encourage all family members to do the same.
2. **Read** books to their children in their mother tongue and encourage their children to read in their mother tongue. Question children in their mother tongue when reading books in English.
3. **Write**. Encourage their children to write as much as possible in their mother tongue. Teach their children to write in their mother tongue if the children do not know how.
4. **Attend** meetings with teachers to discuss their child's progress.
5. **Report** on the child's progress as requested by the Head of Primary or Secondary.

### **Special Educational Needs**

EAL students who also have special needs may need Student Support services in addition to AEE services to address both their language proficiency and their special needs.

### **Admission to KISC**

At KISC, we use the LAS-Links K-12 Test. The LAS assessments are used to test the applicants' language skills in speaking, listening, reading and writing and overall comprehension. Applicants are then given a score for each language skill and then an overall language proficiency level.

(See Appendix B for summaries of the proficiency levels).

Admission is informed, but not solely determined, by students' LAS proficiency levels. CATS 4 Assessments, academic history, interviews, observations by the AEE team, as well as staff and resource availability factor into any decisions.

Eligibility for entrance to KISC will be at the discretion of the KISC Director..

### **Provision**

Once the student is admitted to KISC, the balance of time spent studying in their mother tongue and with an EAL support group is determined by the Student Support Faculty. It is our aim to release a student from EAL support once the student has reached a suitable level of proficiency in English.

Every 6 months, a Benchmark language test is administered to monitor students' progress. EAL students will be monitored as long as deemed necessary.

KISC provides 1<sup>st</sup> Language Korean through Korean teachers.

KISC provides 1<sup>st</sup> Language Nepali through Nepali teachers.

Parents of other mother tongue languages need to purchase the books and additional materials required to teach their mother tongue.

If possible, KISC provides classrooms for the students and parents to study their mother tongue at KISC.

## **Appendix A**

### **Definitions**

**Academic English:** Language used to “access and engage with the school curriculum”.

**AEE:** (Academic English Enhancement). A programme designed to support students with their Academic English.

**EAL** (English as an Additional Language): EAL students are those whose primary language, or languages, of the home are other than English. For this reason, they require additional services in order to develop their individual potential while at KISC.

In some literature, EAL services for English language learners are referred to as ELL (English Language Learners) or ESL (English as a Second Language) services.

**ESD** (English as a Second Dialect): Services for students who speak a variation of English significantly different to those used in school are referred to as ESD services.

**FML** (Functionally Multi-Lingual): FML students are those who are bilingual or multilingual at surface levels of conversation, but have not established academic competence in any single language.

**LAS** Language Assessment Survey

**SSP** (Student Support Plan): A student-specific programme that takes into account the individual’s strengths, weaknesses and instructional goals.

**Student Support Faculty:** Accommodates AEE services which include extra student support, special needs support, pastoral care and EAL services.

## **LAS Matrix Appendix B**

Initial English Proficiency Score	Admission	Support required by KISC and parents
Beginner (1)	<ul style="list-style-type: none"> <li>Not likely to be admitted to KISC unless students are in pre-K to Grade 1 age bracket</li> </ul>	<ul style="list-style-type: none"> <li>Recommend intense EAL training for child for 3-6 months</li> </ul>
Low intermediate (2)	<ul style="list-style-type: none"> <li>Not recommended for admission to KISC for Grades 5 to 12</li> <li>Possible admission to Grades 2 to 3 based on staffing, class composition and other important factors.</li> </ul>	<ul style="list-style-type: none"> <li>Mother tongue language support from parents</li> <li>Separate EAL classes</li> <li>Support in class</li> </ul>
High Intermediate (3+)	<ul style="list-style-type: none"> <li>Not recommended for admission to Grades 8 to 12</li> <li>Grade K to 7 admission possible</li> </ul>	<ul style="list-style-type: none"> <li>Mother tongue language support from parents</li> <li>Separate EAL classes</li> <li>Support in class required</li> </ul>
High proficient (4+)	<ul style="list-style-type: none"> <li>Admission to all grades at KISC</li> </ul>	<ul style="list-style-type: none"> <li>Mother tongue language support from parents</li> <li>Some EAL support in class if staffing permits</li> </ul>
Above Proficient (5)	<ul style="list-style-type: none"> <li>Admission to all grades at KISC</li> </ul>	<ul style="list-style-type: none"> <li>Mother tongue language support from parents</li> <li>No EAL support required unless teachers assessments show concerns</li> </ul>

**Summary of LAS Proficiency Level Descriptors**

Level	Speaking	Listening	Reading	Writing
2	<ul style="list-style-type: none"> <li>Basic vocabulary to describe social situations</li> </ul>	<ul style="list-style-type: none"> <li>Follow simple oral instructions for everyday tasks</li> </ul>	<ul style="list-style-type: none"> <li>Identify letters, sounds, can recall important details in a text</li> </ul>	<ul style="list-style-type: none"> <li>Attempt to write simply with word choice and grammar mistakes</li> </ul>
3	<ul style="list-style-type: none"> <li>Use appropriate words when making simple requests socially and academically</li> <li>Vocabulary of common objects</li> <li>Can communicate intention with errors</li> </ul>	<ul style="list-style-type: none"> <li>Follow simple instructions for social and academic tasks</li> </ul>	<ul style="list-style-type: none"> <li>Identify ending sounds, decode basic short vowel words, can match words and pictures</li> <li>Divide words into affix and root</li> </ul>	<ul style="list-style-type: none"> <li>Simple use of correct grammar and words</li> <li>Can communicate meaning</li> </ul>
4	<ul style="list-style-type: none"> <li>Simple sentences and stories with minor errors</li> <li>Wider vocabulary to describe objects</li> </ul>	<ul style="list-style-type: none"> <li>Simple oral directions</li> <li>Can recall details of stories and make simple inferences</li> </ul>	<ul style="list-style-type: none"> <li>Can read social and academic vocabulary</li> <li>Read and recall stated and some implicit details</li> </ul>	<ul style="list-style-type: none"> <li>Can write using tenses and wider use of verbs and adverbs, errors do not interfere with communication</li> </ul>
5	<ul style="list-style-type: none"> <li>Simple sentences</li> <li>No grammatical errors</li> <li>Tell a simple story</li> <li>Appropriate use of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Recall minor details, sequence of events, can determine the main idea of a story</li> </ul>	<ul style="list-style-type: none"> <li>Use context clues to read</li> <li>Use prediction to read fluently</li> <li>Can interpret stories they are reading</li> </ul>	<ul style="list-style-type: none"> <li>Write using correct vocabulary and grammar</li> </ul>

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