



THE ENGLISH SCHOOL OF MONGOLIA

Language Support Policy

The Language Support Programme at ESM

ESM launched the Language Support programme to meet the needs of students whose limited language skills prevent them from fully accessing the school's curriculum and participating in other aspects of school life.

The Language Support programme is divided into two strands: English as an Additional Language (EAL) and Mongolian Language Support (MLS).

EAL is offered in addition to mainstream English classes to students from non-English speaking backgrounds who are at a beginner to lower-intermediate level of English.

The main goal of EAL programme is to provide a flexible and student-centered programme that emphasises developing the skills needed to a) successfully access mainstream classes, and b) to facilitate their social integration.

MLS is offered in addition to the mainstream Mongolian class to students whose first or dominant language is not Mongolian, and who are still in the process of acquiring and developing basic Mongolian language skills.

MLS focuses on developing the students' spoken and interpersonal Mongolian skills, and on host country studies.

Both EAL and MLS are entered as subjects into the ESM online grading system (*implemented starting from 2016-2017 academic year, Term2, week 5*); in addition to the online grading system, the Language Support teacher will keep a progress tracking file for each student (see *assessment/progress tracking* below), and will prepare a narrative report for each student twice a year - at the end of term 2 and term 4. These reports will be integrated into the student's end of term reports in the online system.

I. EAL candidates and referral

Please contact Erdenebileg (erdenebileg@esm.edu.mn) if you have a student, especially a new one, with no or little English.

The EAL programme's main focus is on beginners and those with pre-intermediate levels of English. Some students, especially those with a higher level, might benefit more from staying in the mainstream class. Entry to the EAL programme is confirmed after the following steps:

1. The form tutor or core subject teacher recommends a student for the EAL programme.
2. For students in grade 6 and above the English department administers a written test.

3. The EAL teacher carries out an oral assessment, using a variety of topics and visual prompts - applies to both Junior and Middle/Senior school students
4. Concerned coordinators and teachers are informed regarding the enrolment of the student into the programme.

Additionally, a first language assessment may be required to help determine whether a student might have learning difficulties, e.g. dyslexia. The Mongolian Language department will provide support assessing a Mongolian student's language level and reading /writing skills to help determine if there might be any difficulties. This will help the EAL and mainstream teachers to adapt their approach, if necessary.

EAL classes, curriculum, and progress tracking

Junior school

Students are pulled out of their non-core subject classes 2-4 times a week, or depending on the student's needs.

EAL groups are formed based on grade and/or cognitive level. A group should not exceed 5 students, to allow individual approach for each student.

The Junior school EAL curriculum should focus on:

- developing the student's speaking and interpersonal skills, and building confidence
- building core vocabulary
- teaching main grammar points

Progress tracking, assessment, and reporting

The Language Support teacher will keep a progress tracking personal file for each student, updated twice a term, recording achievements or work in progress in the areas of Listening & Understanding, Speaking, Reading and Writing.

The progress tracking is based on the **EAL Assessment Framework** (2015) produced by The Northern Association of Support Services for Equality and Achievement (NASSEA); see lower and upper Key Stage 1 and 2 descriptors and steps of the framework.

A narrative report for each student will be sent out twice a year - at the end of term 2 and term 4. The reports should reflect the student's progress and areas for improvement, and be integrated into the student's end-of-term reports in the online system.

Middle School

Students are pulled out of their non-core subject classes 2-4 times a week or more, depending on the student's needs. A group should not exceed 5-6 students to allow for a more individual approach for each student.

The Middle school EAL curriculum should focus on:

- improving the student's academic English in preparation for successful inclusion in IGCSE classes
- giving a structured grammar instruction
- enriching vocabulary
- developing the student's speaking and reading skills

Progress tracking, assessment, and reporting

- progress tracking based on the NASSEA EAL Assessment Framework (2015), Key Stage 3 descriptors and steps.
- written and oral assessments each term, at least two per term.

The Language Support teacher will keep a progress tracking personal file for each student, updated twice a term, recording achievements or work in progress in the areas of Listening & Understanding, Speaking, Reading and Writing, and attaching written assessments for future consultation.

The progress tracking is based on the EAL Assessment Framework (2015) produced by The Northern Association of Support Services for Equality and Achievement (NASSEA); see Key Stage 3 steps and descriptors of the framework.

A narrative report for each student will be sent out twice a year - at the end of term 2 and term 4. The reports should reflect the student's progress, areas for improvement, and assessment results. The reports will be integrated into the student's end-of-term reports in the online system.

Senior school

Students are pulled out of their non-core subject classes 2-4 times a week or more, depending on the student's needs. A group should not exceed 5-6 students.

The Senior school EAL curriculum should focus on:

- improving the student's academic English to help ensure successful inclusion in IGCSE and A levels/IB classes
- giving a structured grammar instruction
- help students develop active reading, and analytical skills
- enriching vocabulary
- providing support with examination preparations, if/when required

Progress tracking, assessment, and reporting

- ongoing assessments; written and oral assessments each term, at least two per term.
- Progress tracking, updated twice a term, based on NASSEA framework steps for KS4
- When relevant/necessary, latest available [specimen papers 1,2,3](#) for Cambridge IGCSE English - Second Language 0510; administered internally.

A narrative report for each student will be sent out twice a year - at the end of term 2 and term 4. The reports should reflect the student's progress, areas for improvement, and assessment results. The reports will be integrated into the student's end-of-term reports in the online system, with the help of school coordinators.

EAL exit criteria

Students will be considered ready to exit EAL programme and fully integrate into the mainstream curriculum when they have achieved the following criteria:

Grades 2-5

Step 7 of KS2, the NASSEA-recommended cut-off point, or as advised by EAL teacher and form tutor.

Grades 6-8

Step 7 of KS3/4, or as advised by EAL and English teachers. (minimum CEFR level A2 high / B1 low; see also [Cambridge Secondary 1 English as a Second Language Curriculum Framework](#), page 1, table 1)

Grades 9 and up

Step 7 of KS3/4, or as advised by EAL and English teachers. (minimum CEFR level B1 high; see also [CEFR Levels for Cambridge IGCSE English as a Second Language Syllabuses 0510 and 0511](#))

The earlier cut-off points - one or two step prior to the points recommended by NASSEA - takes into account the similar level of English proficiency of many students in the mainstream classroom, and corresponds to our goal to help EAL students to successfully access mainstream classes and to facilitate their social integration.

Departments and parents should be informed when a student exits the EAL programme. In Junior School, students are awarded a certificate of achievement.

II. Mongolian Language Support (MLS) candidates and referral

The MLS programme will focus on complete beginners and those with pre-intermediate levels of Mongolian. The form tutor or Mongolian language teacher will recommend a student for the MLS programme. The MLS teacher will then carry out an initial assessment and inform the department heads and concerned teachers regarding the enrolment of the student into the programme.

MLS curriculum and assessment

Junior school

Students are pulled out of their mainstream Mongolian language classes for 2 periods a week. It is recommended that the student attends at least 1 period a week with the mainstream class, unless the mainstream and MLS teachers estimate that the student will benefit more from an intensive MLS-only programme. In this case, the MLS hours will be reduced as the student makes progresses.

MLS groups are formed based on grade level. A group should not exceed 4-5 students

The Junior school MLS curriculum should focus on developing the student's speaking and reading skills, building core vocabulary, and teaching general knowledge about Mongolia.

In some cases, the MLS teacher will follow the mainstream Mongolian language programme; the smaller MLS groups will allow for a more personalised instruction of the core programme.

Middle and Senior school

Students are pulled out of their mainstream Mongolian language classes for 2 periods a week. It is recommended that the student attends at least 1 period a week with the mainstream class, unless the mainstream and MLS teachers estimate that the student will benefit more from an

intensive MLS-only programme. In this case, the MLS hours will be reduced as the student makes progresses. A group should not exceed 5-6 students.

The Middle and Senior school MLS curriculum should focus on developing the student's speaking and reading skills, building core vocabulary and basic survival language, and teaching general knowledge about Mongolia.

In some cases, the MLS teacher will follow the mainstream Mongolian language programme; the smaller MLS groups will allow for a more personalised instruction of the core programme.

Progress tracking, assessment, and reporting

**A progress tracking framework with general steps and descriptors for MLS has been created, based on NASSEA's EAL framework.*

- Ongoing assessment, based on the units covered during the instruction - written and oral assessments each term, at least two per term
- For Junior MLS, oral assessments should be given preference over written assessments - conducting a conversation based on a model dialogue, expressing opinion, speaking individually or in pairs about a visual prompt.

A narrative report for each student will be sent out twice a year - at the end of term 2 and term 4. The reports should reflect the student's progress, areas for improvement, and assessment results. The reports will be integrated into the student's end-of-term reports in the online system, with the help of school coordinators.

MLS exit criteria

As advised by the MLS and mainstream Mongolian teachers.

Departments and parents should be informed when a student exits the MLS programme. In Junior School, students are awarded a certificate of achievement.

**The adapted progress tracking framework for MLS mentioned above will be used internally by the MLS teachers as a reference for progress tracking; the Language Support team will report on its compatibility and practical uses; a decision on its improvement, changes, and further use should be taken by the beginning of the 2018-2019 academic year.*

Successful implementation of the Language Support Programme

To ensure a continued successful implementation of the Language Support programme, several key points should be followed:

- conduct initial assessments to help determine the student's level
- maintain an ongoing progress tracking file for each student
- maintain an ongoing dialogue regarding the student's progress with the form tutors, teachers' assistants, English and Mongolian language teachers, and other subject teachers
- if possible, conduct observations of the student's progress and needs in mainstream and specialist classes
- keep the Language Support groups small to better adjust to the individual needs of students
- send out progress reports twice a year
- follow the exit criteria to ensure successful integration into mainstream
- students may return to the programme, at reduced hours if necessary, if struggling in the mainstream class

Related Documents

Please refer to the following documents:

- Admissions policy
- Teaching and learning policy
- Curriculum policy
- Staff handbook
- Learning support policy