

LIS: EAL ADMISSIONS AND TESTING RATIONALE

BACKGROUND

Students in classrooms around the world face the challenge of learning and using language in order to acquire the knowledge and skills they need to be successful. The challenge becomes more complex as students progress through the year levels and become increasingly exposed to specific academic subject writing types, grammatical structures and vocabulary.

Students whose first language does not match the school's language of instruction face a double challenge, that of acquiring the general language – which in the case of LIS is English – and also of learning all the subjects in English. The LIS situation is not uncommon around the world, and is addressed in both international and national systems, as it is at LIS, by the provision of extra support for English as an Additional Language (EAL) students.

English language testing plays a key part in determining the level of extra support that an EAL student will need in order to acquire the general and academic English needed to access the curriculum, as well as whether the school is in a position to admit the student. At LIS the LAS links proficiency test is used to provide an insight into the English language proficiency of both potential and current students.

www.doe.ingov/mmp/las_links.html

http://www.tesol.org/s_tesol/seccss.asp?CID=113&DID=1583

There are 5 levels as follows: Level 1 Beginner; Level 2 Early Intermediate; Level 3 Intermediate; Level 4 Proficient and; Level 5 Above Proficient. The following guidelines outline the way these levels are used at LIS with particular reference to how they inform enrollment decisions.

EAL Guidelines for enrollment of EAL students:

Levels are based on LAS links proficiency descriptors.

PP3 – Year 5

Children may be accepted at a beginner's level but will find it easier to settle and succeed in the school environment if prepared by having attended some English classes before arrival

Year 6 and 7 – Early Intermediate Learner – Level 2

- Developing the ability to communicate effectively.
- Errors impede basic communication and comprehension
- Lexical, syntactic, phonological and discourse features are emerging.

Year 8 and 9 – Early Intermediate Learner – Level - 2

- Developing the ability to communicate effectively.

- Errors impede basic communication and comprehension
- Lexical, syntactic, phonological and discourse features are emerging.

Year 10 and 11 – Intermediate Learner– Level 3

- Developing the ability to communicate effectively on English across a wide range of year level appropriate language demands in the school context.
- Errors interfere with communication and comprehension.
- Repetition and negotiation are often needed.
- Student exhibits a limited range of lexical, syntactic, phonological and discourse features when addressing new and familiar topics.

Year 12 and 13 – Proficient Learner – Level 4

- Communicates effectively across a range of year level appropriate language demands in the school context, even though errors occur.
- Students exhibit productive and receptive control of lexical, syntactic, phonological and discourse features when addressing new and familiar topics.

The IB Diploma program is a very challenging university preparatory course that requires candidates to achieve high academic standards in six areas of knowledge. The IB Certificate program provides academic challenge, but in a reduced number of subjects. In order to be accepted into a year 12 or 13 program, students must achieve at least a LAS level 4