



English as an Additional Language Program (EAL)

Upper School Grades 6-12



PART I-INTRODUCTION

Language Acquisition at SCIS

SCIS creates a multilingual learning environment in which the language of instruction is English, while also fostering other languages, including mother tongue. The acquisition of other languages provides students the opportunity to thrive within our culturally rich community. The ability

to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural understanding.

English as an Additional Language (EAL) at SCIS: Upper School Grades 6-12

PART 2-EAL PROCESSES



social, instructional and academic English Proficiency in the four domains of reading, writing, speaking, and listening.

2. EAL Program Enrollment and Program Placement:

If it is determined that a student meets the SCIS the student meets the SCIS English Learner definition, the student will receive assistance with their English language learning. In grades 6-10 (MYP) the placement will be into a Phase Level of English Language Acquisition. Parents will receive notification of their child's placement within 3 weeks of enrollment.

3. Progression through the EAL Program

English Language Acquisition teachers evaluate students progress in the phases regularly. Movement between the phases occurs at the end of each semester or, in special cases, mid-semester.

4. Movement from English Language Acquisition Courses to Language and Literature classes.

Students transition to MYP Language and Literature classes once they achieve a level of success that will allow them to be successful without additional support in the Language and Literature class. Typically this occurs when a student is regularly achieving levels 7- 8 across most of the criteria or when the teacher trusts that the student is ready to move based on their professional judgement.

- Feedback with student's teachers (Math, Science, and Individuals & Societies) to determine how successfully the student is progressing in those classes
- Reviewing the student's current semester grades
- Consultation with the Language & Literature teacher to look at work samples to determine if the student can be successful in Language & Literature
- Confirmed by MAP Testing results (TBD)

I. English Learner (EL) Definition: SCIS defines an English Language Learner as a student:

- A. Who, as declared by his/her parent or guardian, (1) first learned a language other than English, (2) comes from a home where the language spoken is other than English, or (3) usually speaks a language other than English; **and**
- B. Who is determined by an English Language proficiency assessment to lack the necessary English skills to participate fully in classes taught in English.

Step 1 of EL Identification:

SCIS HQ US use a Home Language Questionnaire to determine a student's home language. Refer to Appendix A

Step 2 of EL Identification:

If the student speaks a language at home other than English, the student is administered the WIDA English Language Proficiency Assessment. The WIDA MODEL and W-APT are valid, reliable and assess

SCIS UPPER SCHOOL EAL PROGRAM DESCRIPTION:

The model used in the Upper School at SCIS uses the MYP and DP English Language Acquisition Course of Study. The following list identifies the goals of each phase as identified by the MYP Language Acquisition courses:

Phase 1: Students understand and respond to simple phrases, statements and questions. They identify basic messages; facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in simple oral and written phrases. They convey basic information in a limited range of everyday situations, using oral and written language appropriate to a very limited range of interpersonal and cultural contexts. They begin to be aware that language use is connected to a purpose and an audience.

Phase 2: Students understand and respond to simple spoken and written texts. They identify messages, facts, opinions, feelings and ideas presented in oral, visual and written language, and demonstrate their comprehension in short oral and written form. They interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts. They are aware that language varies according to purpose and audience.

Phase 3: Students understand and respond to a limited variety of spoken and written texts. They understand specific information, main ideas and some detail presented in oral, visual and written language, and demonstrate their comprehension in a limited range of oral and written forms. They engage in conversation and write structured text to express their ideas, opinions and experiences in a range of familiar and some unfamiliar situations, in a limited range of interpersonal and cultural contexts. They understand that they can speak and write in different ways for different purposes and audiences.

Phase 4: Students understand and respond to a variety of spoken and written texts. They interpret specific information, main ideas and some detail presented in complex oral, visual and written language, draw conclusions and recognize implied opinions and attitudes in texts read and viewed. They engage in conversation and write structured text to share informative and organized ideas on topics of personal interest and global significance, in a range of interpersonal and cultural contexts. They can communicate substantial information containing relevant and developed ideas and justified opinions on events, experiences and some concepts explored in class. They identify aspects of format and style, and speak and write with a clear sense of audience and purpose.

Phase 5: Students analyze specific information, ideas, opinions and attitudes presented in oral, visual and written language. They draw conclusions, infer information and recognize implied opinions and attitudes. They respond and react to questions and ideas in a range of spoken, visual and written texts. They engage actively in conversations in social and some academic situations to contribute substantial information containing relevant and focused ideas supported by examples and illustrations. They organize information and ideas into a clear and effective structure to express their understanding and opinions on topics of personal interest and global significance. They interpret aspects of format and style, and are able to adapt register and style of language to suit the context.

In addition to teaching the MYP Phases of the English Language Acquisition Course, the Upper School EAL Coordinators also work with subject area teachers to share strategies that allow EAL learners to access the curriculum. The EAL Coordinators provide support to teachers in designing assessments, lesson plans, and other materials, so students can access the language. This support is catered towards each specific EAL student.



Student Identification Information

学生个人信息

학생 신상 정보

Student's Name (First, Middle, Last) 学生姓名 (名, 姓) 학생 이름(이름, 성)		
Date of Birth 出生日期 생년월일	Age 年龄 나이	Grade Level & Homeroom 年级和班级 학년 및 반

Student Language Information 学生语言信息 학생의 언어 정보	English (Place X) 英语 (请画X) 영어(X로 표기)	Other (Please Name) 其他 (请具体说明) 기타(해당 언어 이름 표기)
Which language did your child learn first? 您的孩子最先掌握的语言是哪一门? 당신의 아이는 어떠한 언어를 가장 처음 배웠나요?		
Which language is spoken most often in your home? 哪一国的语言在你们的家庭中使用最频繁? 가정에서 가장 자주 사용하는 언어는 어떤 것인가요?		
Which language does your child usually speak? 通常您的孩子习惯使用哪一国的语言? 자녀가 일상적으로 사용하는 언어는 어떤 것인가요?		
What was the primary language of instruction in your child's previous school? 您孩子之前就读的小学使用的是哪一国语言? 당신의 자녀가 이전 학교에서 사용했던 언어는 무엇인가요?		

Parent/Guardian Verification Information

家长/监护人确认信息

I hereby verify that the above information is true and correct to the best of my knowledge and belief.

我在此确认以上提供的信息都真实可信。

본인은 스스로의 지식과 신념에 입각하여 상기 내용 모두가 진실이며 정확한 것임을 확인합니다.

Name (Printed) 姓名 (打印) 성명

Signature – Parent/Guardian

家长/监护人签名

학부모/ 보호자 서명

Date

日期

일자

Appendix B

MYP LANGUAGE ACQUISITION PATHWAY MODEL

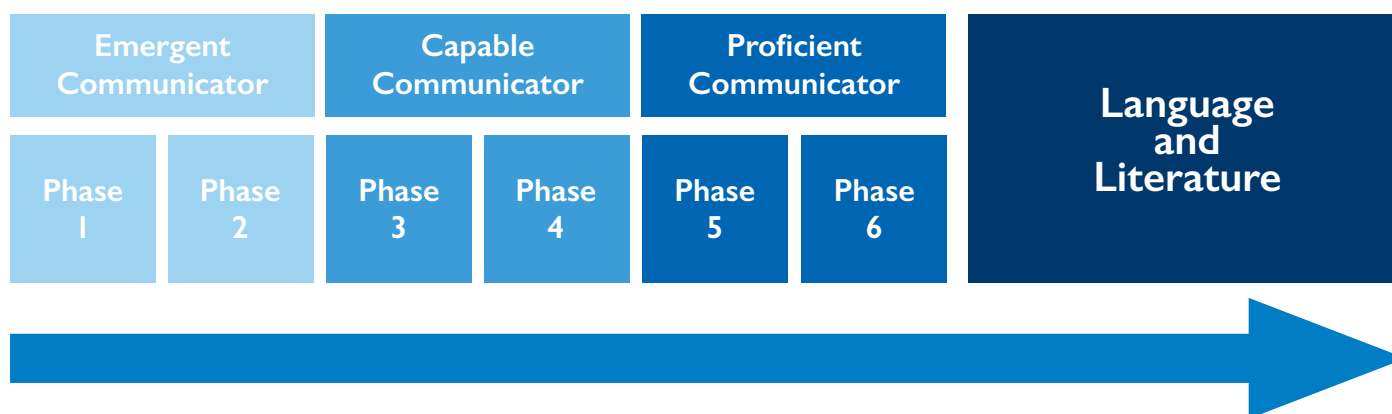
Every student is unique and progresses in his/her own pace in this continuum. Depending on his/her language background, some phases could last more than a year.

Reference for minimum English Language Requirement and Language Acquisition Pathway

	MYP 1-3			MYP 4-5		DP 1-2
MYP 1 entry	Phase 1-2	Phase 3	Phase 4	Phase 5 L&L	L&L	Language A
MYP 2 entry		Phase 1-2	Phase 3	Phase 4	Phase 5 L&L	Language A Language B HL
MYP 3 entry			Phase 2	Phase 3	Phase 4	Language A Language B HL
MYP 4 entry				Phase 3	Phase 4	Language A Language B HL

Appendix C

MYP LANGUAGE ACQUISITION PHASES

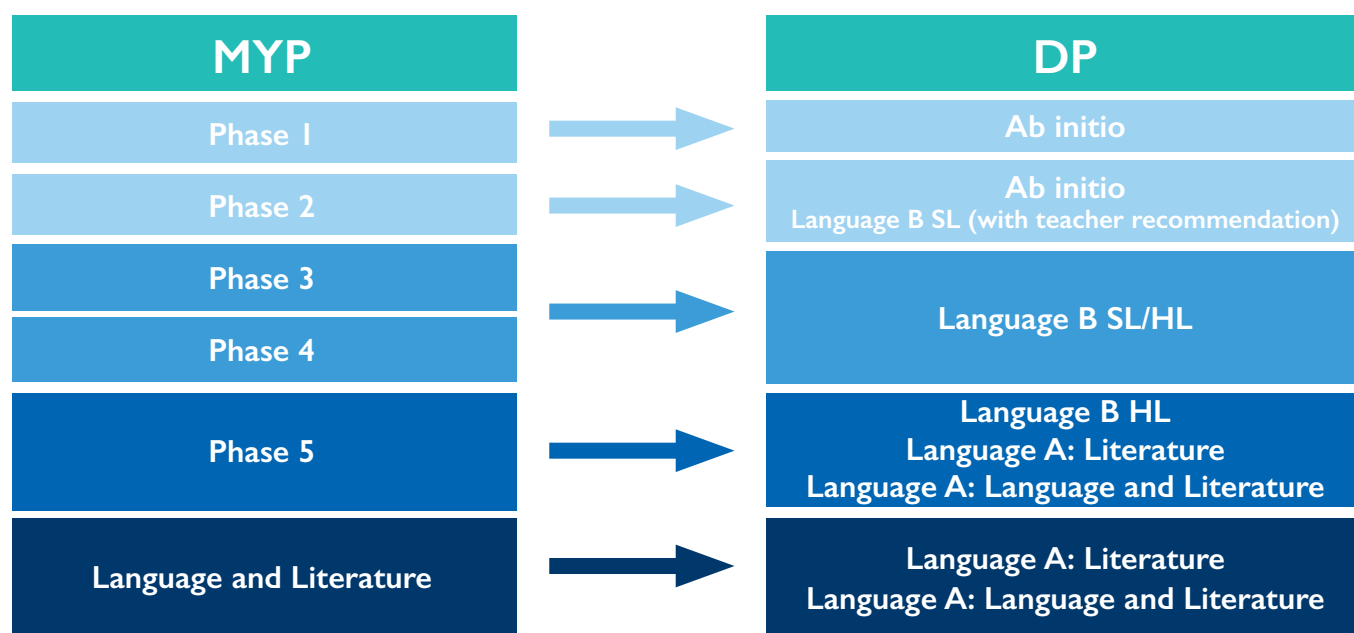


Things to be noted:

- Every student is unique and progresses in his/her own pace in this continuum. Depending on his/her language background, some phases could last more than a year.
- Typical exit point of Language Acquisition program is phase 5.
- Once student is enrolled, students are not supposed to change their selected language until they reach phase 4 (Mandarin, French and Spanish).

Appendix D

DIPLOMA PROGRAMME LANGUAGE PATHWAY



Things to be noted:

- If students are taking DP Language A classes, it is recommended that the student has at least one semester in Language and literature course in MYP.

Appendix E

PARENT NOTE FOR EAL PLACEMENT

Dear parents of ,

Welcome to SCIS. We are pleased that you have chosen SCIS for your child's education.

----- has been administered the English language proficiency test and has been placed in Language Acquisition – English Phase I.

This test is just one indicator of -----'s English language ability. After placement in the classroom, there may be a need for his placement to change. Of course, the goal of the EAL program at SCIS is for students to reach success at their own pace, and sometimes that may mean a re-evaluation of the program in which he has been placed. If so, the necessary adjustments will be made to ensure that ----- is functioning successfully in the correct program for him.

If you have any questions or concerns, please do not hesitate to contact us.

Regards,

Appendix F

PARENT NOTE FOR MYP EAL PHASE MOVEMENT

Dear parents of _____,

I am writing to inform you that _____ has made a very good progress in _____ Language Acquisition. Having reviewed her/his assessments this semester/year, I can confirm that your daughter/son will be placed in phase ____ from the beginning of semester two/new academic year.

(If appropriate - _____'s performance in class and her/his assessment tasks will be closely monitored throughout the rest of the year, by her/his new teacher, teacher's name and email.)

(If appropriate - The report given in December will show _____'s criteria scores for phase __. The end of year report will show his/her progress as he/she continues in phase __.)

Please do not hesitate to contact me if you have any further questions about _____'s English placement.

Kind regards,

Appendix G

PARENT NOTE FOR ENGLISH LANGUAGE ACQUISITION MOVEMENT TO ENGLISH LANGUAGE AND LITERATURE CLASS

Dear parents of _____,

I am writing to inform you that having monitored _____'s progress in _____ Language Acquisition (LA) this semester/year, we have decided that _____ will be transferred to _____ L&L.

What is the difference between English L&L and English LA?

- ✓ English L&L is a course to study literature and language, it may be student's Mother tongue (First language)
- ✓ English LA is a course to acquire an additional or develop the second language

_____ has successfully demonstrated her/his advanced skills in English this semester and by moving into English L&L next semester. It is important that _____ maintains the same level of motivation she/he has shown this semester and works diligently to successfully transition into her/his new English L&L class.

(If appropriate - The report given in December will show _____'s criteria scores for phase __. The end of year report will show his/her progress as he/she continues in L&L.)

Please do not hesitate to contact us if you have any questions regarding _____'s placement.

Best regards,



Hongqiao Main Campus

1161 Hongqiao Road, Shanghai 200015
Phone: 86-21-6261-4338

Hongqiao ECE Campus

2212 Hongqiao Road, Shanghai 200336
Phone: 86-21-6295-1222

Pudong Campus

198 Hengqiao Road, Kangqiao,
Pudong, Shanghai, China 201315
Phone: 86-21-5812-9888

www.scis-china.org

