



Inspire Achieve

Renaissance

INTERNATIONAL SCHOOL SAIGON

“Our mission is to inspire excellence in international education so that our students achieve lifelong success, happiness and respect for all”



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

PARENT HANDBOOK



Cambridge Assessment International Education



CIS WE ARE AN ACCREDITED SCHOOL



FOBISIA ESTABLISHED IN 1988



ASDAN



EAL at Renaissance

At Renaissance International School, English is the language of instruction and our common language. We also have a strong commitment to mother tongue development and to the learning of an additional language (where applicable).

Given the linguistic backgrounds of our students, we believe that English language learning must be supported by a strong English as an Additional Language Programme (EAL). Classroom practice must be differentiated to suit the language learning needs of the students and parents should be partners in learning. As a school community, we should all support students to develop and maintain their mother tongue.

We all have a shared responsibility for a student's language acquisition and language development.

LANGUAGE ACQUISITION

It is important to remember students learn language at different rates. However, a guide to the length of time required to learn academic (school) English is given below:

| Basic Interpersonal Communication Skills (BICS): | Cognitive Academic Language Proficiency (CALP): |
|--|--|
| Everyday English (sports teams, talking on the phone, ordering food, conversational English) | This is the language we use in schools |
| Set in a clear context | Specialised, formal academic language |
| Developed over 6 months – 2 years | Speaking, listening, reading and writing |
| | Includes the skills of comparing, critical thought, synthesising |
| | Reduced context for students to reference |
| | Developed after 5 – 7 years to the same level as students who have been studying English all their lives |

The above findings for CALP are taken from Cummins (1984).
The majority of students at Renaissance graduate from EAL within two school years.

TEACHING AND LEARNING

Inclusive (in-class support) and sheltered (withdrawals)

Low student to teacher ratio

Context driven to support academic and social language

Collaborative planning with class and subject teachers

All teachers are language teachers and are provided with internationally recognised specialist training



EAL TIERS

A tiered approach to EAL support is used at Renaissance International School Saigon. This model provides equity and progression for students. It results in a system in which students receive the support required based on an individual's level of proficiency. Each tier is linked to the school's EAL Assessment Descriptors and the Common European Framework of Reference for Languages (CEFR). Progression between tiers is based on formative and summative assessment using the EAL Assessment Descriptors.

| Approximate CEFR Level | Tier |
|------------------------|------|
| Pre-A1 | 1 |
| A1.1 | |
| A1.2 | 2 |
| A2.1 | |
| A2.2 | 3 |
| A2.2 | |

*Please note that Primary students do not study Chinese or French until they have graduated from EAL whilst in Secondary, only tier 3 students will study a Chinese or French.

LESSONS PER TIER

The number of lessons per tier are outlined below. These do not include lessons where in-class support is provided.

TIER 1
5-7 lessons/week



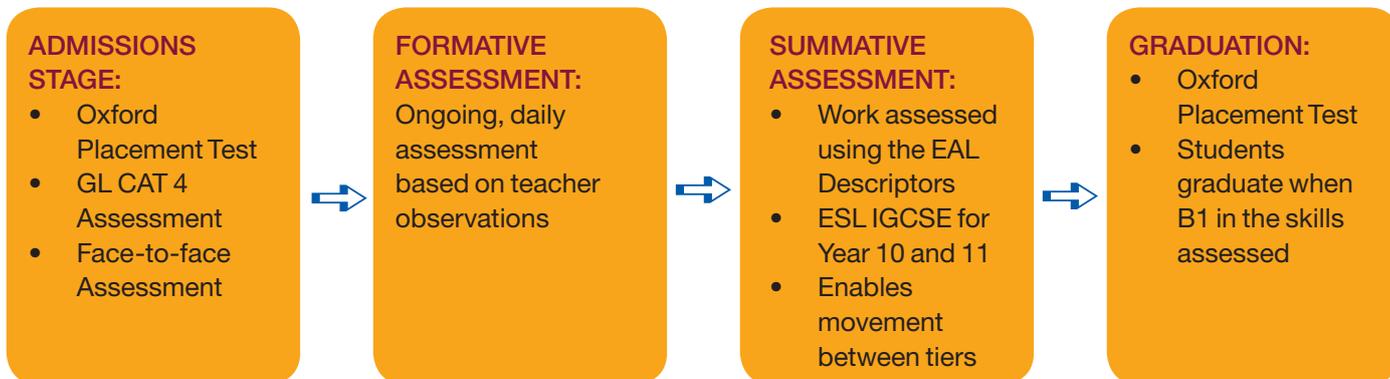
TIER 2
3-5 lessons/week



TIER 3
up to 3 lessons/week

ASSESSMENT

Assessment at Renaissance International School is ongoing, cumulative and an age-appropriate measure of what a student understands and can do. Assessment of EAL students is both formative and summative and at all times guides the next step in the students learning journey. Assessment criteria is taken from the NASSEA Framework and mapped to support the transition between tiers and into the mainstream curriculum.



GRADUATION

On average students spend under two full school years on EAL support *. To graduate from EAL, a student must show they can function in mainstream lessons. Students are assessed against the EAL Descriptors and must achieve a proficiency score of B1 in the skills assessed using the Oxford Online Placement Test. Before a student graduates they must successfully complete a two-week period of observation in mainstream lessons with no EAL support.

**Dependent upon the student's language proficiency at enrollment*

GUIDANCE FOR PARENTS AND CARE-GIVERS

Support the use of your first language at home

Encourage your child to read regularly

Ask meaningful questions about your child's learning, this can be in your first language or English

Celebrate your child's progress and successes





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