

SCIS

English as an Additional Language Program (EAL)

Upper School Grades 6-12



PART 1-INTRODUCTION

Language Acquistion at SCIS

SCIS is 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.

The English as an Additional Language (EAL) program at SCISspans across Grades 6-12.

PART 2-EAL PROCESSES



1. 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 as determined by an English Language proficiency assessment will benefit from additional English language support 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 are valid, reliable and assess 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 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. Other metrics considered include:

- 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)

SCIS UPPER SCHOOL EAL PROGRAM DESCRIPTION:

The SCIS US model follows 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.



Appendix A

SCIS HOME LANGUAGE QUESTIONNAIRE
SCIS家庭语言使用问卷表
SCIS 가정 언어 사용 설문지

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

Emergent Communicator		Capable Communicator		Proficient Communicator		Language and Literature
Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	



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, Frnech and Spanish).

Appendix D DIPLOMA PROGRAMME LANGUAGE PATHWAY

MYP		DP
Phase 1	→	Ab initio
Phase 2	→	Ab initio Language B SL (with teacher recommendation)
Phase 3	→	Language B SL/HL
Phase 4		
Phase 5	→	Language B HL Language A: Literature Language A: Language and Literature
Language and Literature	→	Language A: Literature Language A: Language and Literature

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.



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