



English as an Additional Language Programme Overview

(From AIS Language Policy)

English as an Additional Language

Providing quality education in English for children from a variety of cultural backgrounds implies that AIS is committed to the development of English language skills in all its students. Students who need to improve their language skills will receive support in order to assist them in their development of language skills, which will allow them to perform optimally in each class.

English for Educational Purposes (EAP) is embedded in all eight subject areas in the MYP so that academic expression and the linguistic tools needed for formal presentations, as well as subject specific vocabulary, is imparted to students in order to prepare them for their future academic studies.

Early Years (PYP1-3)

AIS accepts students with varying levels of experience in English into the Early Years Programme. Students new to English receive in-class support from their class teachers and ASA staff. Language development is such an important overall area of the Early Years Programme, that it is consistently modelled. As the Early Years Programme is inquiry-driven and play-based, we recognise that young children develop the foundations of language development at this stage. Representational abilities, including exposure to symbolic systems such as oral and written language, is one of the key domains of development for young learners. By exposing students to creative, stimulating and fun learning environments, and providing a social-emotional environment where they feel safe and secure, they are more able to make meaning of the language they are exposed to, and to begin taking steps in the process of language acquisition.

In the Early Years Programme, as students are often exposed to a new language in the school setting for the first time, scaffolds are used by all teachers and staff members to consistently support student language development. This includes strategies like: question prompts, picture prompts, use of the home or family language as appropriate, visual and practical aids (including technology), teacher modelling, pre-teaching vocabulary and translanguaging strategies (From Principles to Practice, 2019).

PYP 4-8

AIS accepts students with all levels of experience in English into our PYP.

In order to meet the needs of students new to the language of instruction, specific English as an Additional Language (EAL) lessons are provided at the PYP4-8 level. These lessons are small-group and focused on scaffolding a student's process of language acquisition. By helping students learn how to make meaning from what they see and hear, they can begin building on their process of language acquisition. The ultimate goal of EAL programming in PYP4-8 is to help the students gain an understanding of the English language, so that they can fully participate in and access our inquiry-based primary programme. Beyond EAL lessons, our EAL learners also receive differentiated in-class support from their classroom teacher, and across the specialist subject areas.

The PYP EAL programme is flexible and aims to meet the needs of the individual students. An EAL student will typically receive 2-4 pull-out lessons per week, but this varies based upon the overall needs of the programme and the individual students involved. The EAL teacher will also be available to support in-class, as determined appropriate by the classroom teacher and the EAL teacher.

At AIS the school uses the WIDA Model as our English language proficiency assessment tool and the school is a member of the WIDA International School Consortium. When a child reaches an average score of 5 (Bridging) across the areas of language (listening, reading, speaking and writing), they will "graduate" and will no longer receive pull-out EAL lessons. At this time, our recommendation is that students will benefit more from being fully immersed in the regular classroom setting, which further supports and develops the language acquisition process. EAL students will continue to be monitored and supported in their language acquisition skills in class and by the EAL Coordinator.

In the PYP, as students are focused on learning a new language, and scaffolds are used across subject areas to support the students along their journey. This includes strategies like: question prompts when reading, picture prompts for story sequencing, use of the home or family language to carry out research, visual and practical aids (including technology), teacher language and questioning, graphic organizers, demonstrations, dramatizations, breaking learning into steps, modelling by thinking out loud, pre-teaching vocabulary and translanguaging strategies (From Principles to Practice, 2019).

MYP

AIS accepts students who do not have Language A proficiency in English. EAL students in all MYP classes follow an English Language Acquisition course, progressing through the phases as described above in Additional Languages. Students who have completed Phase 4 move into English Language and Literature classes. The expectation is that they will fully join English Language and Literature classes as soon as possible. EAL students also receive some in-class support and co-teaching in some Individuals & Societies and Science lessons. In addition, all teachers are responsible for supporting EAL students in their subject areas. Strategies include differentiated work with easier language, computer-assisted content at appropriate English language levels, highlighted key words given out at the start of the lesson, an emphasis on

Updated October 2019

commonly-used academic vocabulary and extra support and seating arrangements for students with less English. From May 2020, students who have been tested and need extra support in English will be entitled to extra time and necessary linguistic support in the MYP eAssessments.