

English as

an

Additional Language (EAL)

Curriculum Guide

## **ENGLISH AS AN ADDITIONAL LANGUAGE PHILOSOPHY**

The program provides instruction with an EAL teacher that helps children to develop English proficiency according to their needs and abilities. EAL support is aimed at helping students to participate in the school's academic and social programs. We aim to make English learning an enjoyable experience. It builds on the student's cultural and language experiences. The program encourages Mother Tongue maintenance for the students.

## **JOINING THE SCHOOL**

EAL students are enrolled through the same process as other students. This includes the completion of all Application for Enrollment forms and a meeting with the school administrator or guidance counselor. Admission standards are the same for all students. Generally, a student is placed in a class with children of the same age. There is no requirement that a student knows English before he or she joins the Elementary or Middle School section of the school.

When students apply to be enrolled in High School, they are tested both orally and in writing in order to determine their proficiency in English. After this, an admissions committee meets to discuss each individual application. A student is accepted if the admissions committee believes he/she can cope with the High School course work.

## **THE EAL PROGRAM AT AISR**

The AISR EAL Program is designed to provide support to children as they move into a new school and a new language. All AISR teachers are EAL teachers. Students develop their knowledge and understanding of English in every class subject.

The EAL program at AISR is a "sheltered immersion" program. Students are immersed (placed) in an English-speaking environment (our school) and are given support so that they can interact meaningfully in the classroom. All teachers at the school, whose task it is to create an intercultural learning environment, complement the program.

## **SUPPORT PROGRAMS FOR EAL STUDENTS**

### ***EAL Immersion (for new students)***

This course is an intensive beginning English course. Designed for students with little or no English in grades 5 through 9. Students spend 85 minutes every day in a class with other beginning EAL students. They are taught "survival" English to help them learn the social language and vocabulary they need to communicate effectively. As the year progresses they will develop the academic English needed for success in other courses. Students in the

immersion program attend regular classes the rest of the day with modifications to help them cope with the content. Students in the Immersion program are graded on a pass/fail basis in most other classes until their English reaches the proficiency level (level 3 developing) for a letter grade.

### ***EAL Pull-Out Support***

Students come in grade level groups to the EAL classroom. During this time the EAL students receive small group instruction in a non-threatening environment. In these classes, EAL students develop concepts, vocabulary and structures that allow them to receive (listen and read) and express (speak and write) the English language. Students learn both life and school English, which enables them to interact socially with friends and to be successful in their classes. Specific EAL support for grades 1 to 5 is given 4 times per week for 45 minutes.

### ***EAL Push-In Support***

In many cases, the EAL teacher works with the subject area teacher in the classroom. This helps to promote the active participation of the student. This support can take the form of individual or of group work.

### ***Middle School and High School EAL***

These secondary courses are designed with two goals: to provide students with linguistic instruction and to provide content support. In this small group environment students develop their linguistic English skills –speaking, listening, reading, writing and grammar. These may be skills such as how to use graphic organizers or how to write a persuasive essay. In addition, students receive support with their content classes and subjects (science, mathematics, social studies, etc.). The language used in these classes is more difficult and complex than social English. The EAL teacher works with the content teachers to provide the support needed for the students to be successful in all classes. Sometimes this consists of pre-teaching vocabulary from a social studies or science class, reading the same novel as a literature class, working on a skill such a public speaking, writing a lab report or studying for a test together. The EAL teacher tries to work closely with content teachers and provide the EAL students with as much support as possible.

### ***Monitoring***

Students' English proficiency levels are monitored and evaluated on a proficiency scale. Students remain in the support program until conferencing with all teachers involved indicates that the student no longer needs specific extra help in EAL.