



REGENTS INTERNATIONAL SCHOOL
PATTAYA

A NORD ANGLIA EDUCATION SCHOOL

ENGLISH AS AN ADDITIONAL LANGUAGE 英语作为附加语

November 2022

ENGLISH AS AN ADDITIONAL LANGUAGE AT REGENTS: 英语作为在丽晶的附加语言:

Today's Objective:

今天的目标:

Participants will understand the English as an Additional Language (EAL) program at Regents

参与者将理解在丽晶英语作为附加语言 (EAL) 课程



HEAD OF INCLUSION: JILL HOPE 包容性负责人：吉尔·霍普

- Masters of Science Degree in Educational Leadership, California State University, East Bay 教育领导科学硕士学位-加利福尼亚州立大学，东湾
- Administrative Credential, California State University, Hayward 行政证书-加州州立大学海沃德分校
- Teaching Credential-Cross Culture Language Acquisition and Development, San Francisco State University, California 加州旧金山州立大学跨文化语言习得与发展教学证书
- Bachelor Degree of Psychology, University of California 加州大学心理学学士学位
- 23 years of experience in education 23年教育经验
 - Classroom Teacher 班主任老师
 - Literacy Specialist 读写专家
 - Primary School Principal 小学校长
 - Director of Academic Achievement 学术成就总监
 - Head of Inclusion 包容性负责人
 - Second Nord Anglia School-Northbridge and Regents 北安格利亚第二学校-北桥和丽晶



HEAD OF LEARNING SUPPORT: EMMA HICKMAN 学习支持主管：艾玛·希克曼

- Level 7 qualification – Special Educational Needs Co-ordination, University of Hertfordshire, UK 7级资格——英国赫特福德大学特殊教育需求协调
- PGCE Religious Education – Teaching qualification, University of East London, UK PGCE宗教教育–教学资格英国东伦敦大学
- Bachelor Degree of Psychosocial studies and Education and Community Development, University of East London, UK 心理社会研究、教育和社区发展学士学位, 英国东伦敦大学
- 11 years of experience in education 11年教育经验
- Classroom Teacher 班主任老师
- Head of department 部门负责人
- Head of Learning support (SENCO) 学习支持主管 (SENCO)



WHAT IS EAL?

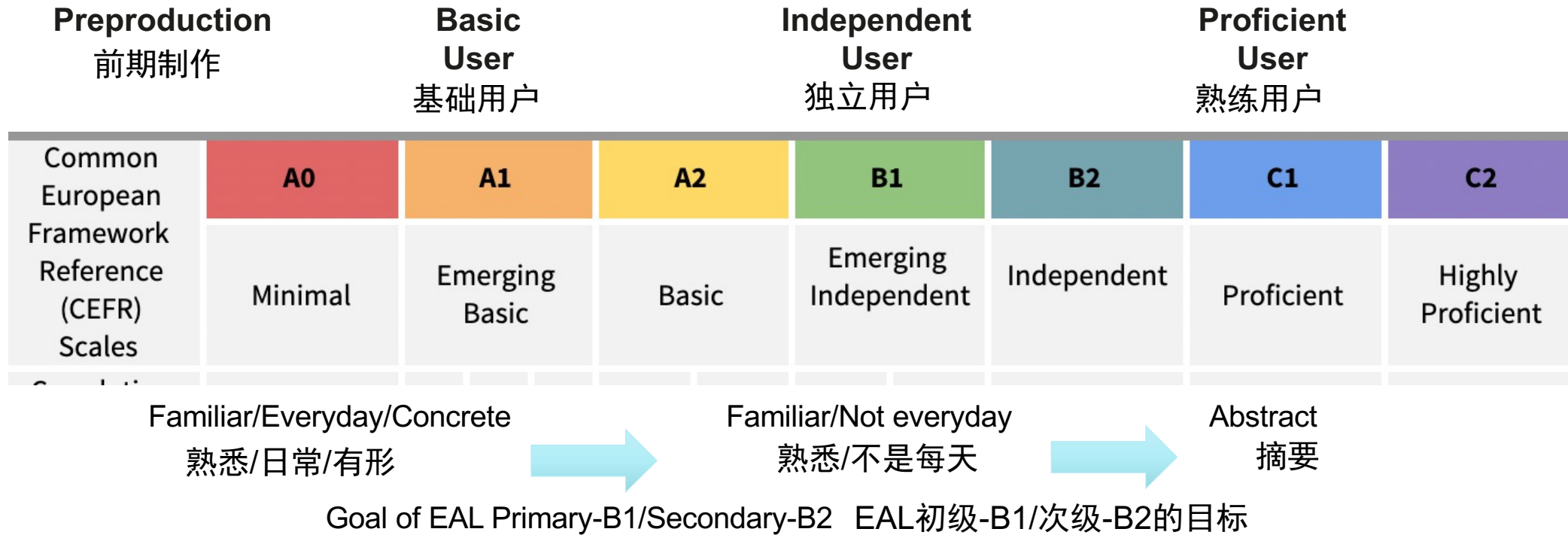
EAL= English as an Additional Language

EAL=英语作为附加语言

- For students who are admitted to Regents whose first language is not English
对于第一语言不是英语的丽晶录取的学生
- Need additional support to acquire English
需要额外支持以获取英语
- Need additional support to access the curriculum
需要额外支持才能访问课程



HOW DO WE MEASURE LANGUAGE ACQUISITION? COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR) 我们如何衡量语言习得？欧洲共同参考框架（CEFR）



- Years 2-6 Below B1 B1以下2-6年
- Years 7-11 Below B2 B2以下7-11年

HOW IS CEFR LEVEL DETERMINED? 如何确定CEFR水平?

Reading 阅读

- Developmental Reading Assessment-International standardized reading assessment 发展性阅读评估国际标准化阅读评估
- Phonics assessment. 语音评估

Writing 书写

- Proficiency test based on CEFR rubrics. 基于CEFR标准的能力测试

Speaking/Listening 口语/听力

- Oral proficiency interview. 口语能力面试

Online Placement Test (Secondary) 在线入学考试（二级）



EAL CLASSES AT REGENTS

丽晶的EAL课程

- Small class size: Primary 5 Secondary 6
小班制小五中六
- Classes are leveled
班级调整
- Groups are reassessed every 6 weeks
每6周对各组进行一次重新评估

- Curriculum is strategic and focused on language skills
课程具有战略性，注重语言技能
 - Reading 阅读
 - Writing 书写
 - Listening 听力
 - Speaking 口语
 - Vocabulary Development 词汇发展
 - Grammar 语法

OUR PRIMARY EAL PROGRAM MODEL: 我们的主要EAL项目模型:

Accelerated English Language Development 加速英语语言发展

Students are withdrawn from English and reading/phonics to attend EAL

学生退出英语和阅读/语音课程，参加EAL

- ✓ 5 sessions of EAL focused on reading per week
每周5次EAL课程，重点是阅读
- ✓ 5 sessions EAL focused on writing
5节EAL，专注于写作
- ✓ Learning support assistants go into the class to support students
学习支持助理走进课堂为学生提供支持
- ✓ EAL CCA- 1/week
EAL CCA- 1/周



OUR YEAR 7-9 EAL PROGRAM MODEL: 我们的7-9年EAL项目模型:

Accelerated English Language Development 加速英语语言发展

- ✓ 7 periods of iEnglish language and literacy development per week
- ✓ 每周7节英语语言和识字发展课程
- ✓ 4 periods of EAL classes focused on reading (student are withdrawn from history and geography)
- ✓ 4节以阅读为重点的EAL课程（学生退出历史和地理课程）
- ✓ In class support
- ✓ 课堂支持
- ✓ EAL CCA 1/week
- ✓ EAL CCA 1/周



OUR YEAR 10-11 EAL PROGRAM MODEL: 我们的10-11年EAL计划模型:

Supporting iGCSE coursework
支持iGCSE课程

- ✓ 4 periods of EAL classes
4节EAL课程
- ✓ In class support for option classes and science and math
为选项课、科学和数学提供课堂支持



HOW LONG DOES IT TAKE STUDENTS TO LEARN ENGLISH?

学生学习英语需要多长时间？

CEFR Level CEFR水平	Approximate number of hours as per CEFR* CEFR规定的近似小时数*	Approximate number of 40 minute class periods 大约40分钟的课时数	At 10 EAL classes per week 每周10节EAL课程
C2	1,000—1,200 hours 1,000—1,200 小时	1800 classes 1800 课	5+ years 5+ 年
C1	700—800 hours 700-800小时	1200 classes 1200课	4 years 4年
B2	500—600 hours 500-600小时	900 classes 900课	3 years 3年
B1	350—400 hours 350-400小时	600 classes 600课	2 years 2年
A2	180—200 hours 180-200小时	300 classes 300课	1 year 1年
A1	Below 180 hours 低于180小时	Example: 150 classes 例如：150课	Example: 2 terms 例如：2学期

As per Council of Europe- "hours of lessons and supervised study" dependent on language learning background, intensity of study, age, amount of study/exposure outside of lesson times 根据欧洲委员会的规定，“课时和监督学习”取决于语言学习背景、学习强度、年龄、课时之外的学习/接触量。

WHEN CAN MY CHILD EXIT? 我的孩子什么时候可以离开?

- The rate of language learning depends on primary language levels, intensity of study, age, amount of study/exposure, and motivation.
语言学习的速度取决于初级语言水平、学习强度、年龄、学习/接触量和动机。
- The Regents EAL program goal is for primary students to reach B1 within 6 terms and secondary students to reach B2 within 9 terms.
丽晶EAL计划的目标是小学生要在6个学期内达到B1级，中学生在9个学期内到达B2级。

Common European Framework Reference (CEFR) Scales	A0	A1			A2		B1		B2	C1	C2
	Minimal	Emerging Basic			Basic		Emerging Independent		Independent	Proficient	Highly Proficient
Correlation to iSams level	1	2	3	4	5	6	7	8	9	N/A	N/A

REGENTS PRIMARY EAL PROGRAM GOAL:

丽晶主要EAL计划目标:

CEFR B1

- Can enter unprepared into most conversations with some confidence on familiar concepts and some abstract ideas that are relative to the speaker.
可以毫无准备地进入大多数对话，对熟悉的概念和与说话人相关的抽象概念有一定的信心。
- Can understand straightforward factual, information about common everyday topics, provided speech is clearly articulated in **a generally familiar accent**.
能够理解关于日常常见话题的直截了当的事实和信息，前提是演讲用一种普遍熟悉的口音清晰表达。
- Has a sufficient vocabulary to express herself on most topics pertinent to his everyday life such as family, hobbies and interests.
有足够的词汇量来表达与日常生活相关的大多数话题，如家庭、爱好和兴趣。
- Can communicate with reasonable grammatical accuracy in familiar contexts with good control.
能够在熟悉的上下文中以合理的语法准确性进行沟通，并具有良好的控制能力。
- Can read and understand grade level texts that are somewhat abstract when provided with relevant background information and vocabulary.
当提供相关背景信息和词汇时，能够阅读和理解有点抽象的年级文本。
- Can write well-developed paragraphs/short essays about familiar topics or topic of personal interest.
能够就熟悉的话题或个人感兴趣的话题撰写完善的段落/短文。
- Spelling, punctuation and layout are accurate enough to be followed.
拼写、标点和布局都足够准确，可以遵循。

REGENTS SECONDARY EAL PROGRAM GOAL :

丽晶次要EAL计划目标:

CEFR B2:

- Can interact with a degree of fluency , grammatical control and spontaneity. To be able to give clear descriptions, express viewpoints on most general topics,
能够以一定程度的流畅、语法控制和自发性进行互动。为了能够给出清晰的描述，表达对大多数一般主题的观点。
- Can understand **standard spoken language** on both familiar and unfamiliar topics normally encountered in personal, social, or academic life.
能够理解个人、社会或学术生活中常见的熟悉和陌生话题的标准口语。
- Has a good range of vocabulary for matters connected to understanding most general topics.
对于与理解大多数一般主题相关的问题，有很好的词汇范围。
- Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.
表现出相对高度的语法控制。不犯导致误解的错误。
- Can read and understand a variety of grade level texts with a large degree of independence
能够独立阅读和理解各种年级水平的课文。
- Writes clear, detailed text on a range of subjects relative to academic study.
就与学术研究相关的一系列主题撰写清晰、详细的文本。
- Spelling and punctuation are reasonably accurate
拼写和标点符号相当准确。

HOW WILL I KNOW HOW MY CHILD IS DOING? 我怎么知道我的孩子怎么样？

- All EAL students will be assessed every six weeks.
所有EAL学生将每六周接受一次评估。
- EAL reports sent each term with proficiency information regarding students' progress on CEFR scale
EAL报告在每个学期发送了关于学生CEFR成绩的熟练程度信息。
- Students exit the EAL program when they reach B1 (primary) or B2 (secondary) at secondary *in most domains*
在大多数领域，学生在中学达到B1（小学）或B2（中学）时退出EAL课程。



EAL TERM REPORT

EAL期限报告

CEFR Level and iSams Correlation											
Common European Framework Reference (CEFR) Scales Correlation to iSams level	A0	A1			A2		B1		B2	C1	C2
	Minimal	Emerging Basic			Basic		Emerging Independent		Independent	Proficient	Highly Proficient
	1	2	3	4	5	6	7	8	9	N/A	N/A

Student Engagement Level Descriptor				
Student Engagement Level	1	2	3	4
		<i>Reluctant to participate</i>	<i>Participates when Encouraged</i>	<i>Regularly Participates</i>

Speaking	T1	T2	T3
B2			
Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.			
Can interact with a degree of fluency and spontaneity to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words.			
Can communicate with good grammatical control and relatively clear pronunciation and intonation without imposing strain on either party.			
Can sustain conversations without unintentionally amusing or irritating native speakers			
Can understand in detail what is said to him/her in standard spoken language even in a <u>noisy environment</u> .			
Can clarify understanding as needed.			
B1			
Can enter <u>unprepared</u> into most conversation with some confidence on familiar concepts and some abstract ideas that are relative to the speaker, though with pauses to search for correct grammar and appropriate vocabulary.			
Can explain why something is a problem and express personal opinions on topics they are familiar with.			
Can maintain a conversation or discussion, but may sometimes be difficult to follow			
Pronunciation is intelligible even if occasional mispronunciations occur.			
Will ask for clarification and elaboration.			
A2			
Can make him/herself understood, even though pauses, false starts and attempts to repair communication are very evident.			
Can participate in short conversations in routine contexts on topics of interest.			
Can handle simple interactions but may have difficulty understanding enough to keep conversation going, though he/she can be made to understand if the speaker will take the trouble.			
Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.			
If comfortable, can ask for clarification about key words or phrases not understood using stock phrases			
A1			
Can manage very short, isolated interactions with much pausing to search for expressions,			
Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing, repair and repeated by a <u>sympathetic</u> speaker			
Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.			
Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.			
With direct prompting, can say he/she didn't follow.			
A0			
Uses gestures and expressions to communicate rather than words			
Extremely reluctant speaker			
Replies using native language			

Listening	T1	T2	T3
B2			
Can understand standard spoken language , live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, or academic life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.			
Can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect,			
Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers			
Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.			
B1			
Can understand straightforward factual information about common everyday topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent			
Can with some effort catch much of what is said around him/her, but may find it difficult to participate effectively in discussion with several native speakers <i>who do not modify their language in any way</i>			
Can understand the main points of clear standard speech on familiar matters regularly encountered in school, leisure etc., including short narratives when the delivery is relatively slow and clear			
Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. (<i>Note-speaker WILL ask for clarification. A2-may ask.</i>)			
Can understand simple information, such as operating instructions for everyday equipment.			
Can follow multi-step directions with support (text, visual cues)			
Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.			
A2			
Can understand phrases, expressions and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, school) <i>provided speech is clearly and slowly articulated.</i>			
<u>Generally</u> understands clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.			
Can be made to understand, <i>if the speaker can take the trouble</i>			
Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation			
Can understand simple 2-3 step directions when supported with <i>gestures and/or visual aids (text, pictures, pointing, miming, cues from peers)</i>			
Can generally identify the topic of discussion around her that is conducted slowly and clearly.			
A1			
Can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.			
Can understand speech that is very slow and carefully articulated, with long pauses to assimilate meaning.			
Can understand instructions addressed carefully and slowly to him/her and follows short, simple commands			
Can understand basic one step directions when supported with <i>gestures and/or visual support (pictures, pointing, miming, cues from peers)</i>			
Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.			
A0			
May understand simple words and phrases when supported with <i>gestures and/or visual support (pictures, pointing, miming, cues from peers)</i>			
Not able to understand topics of discussion around her/him			

Vocabulary Range	T1	T2	T3
B2			
Has a good range of vocabulary for matters connected to his field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.			
B1			
Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, travel, and current events.			
A2			
Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics; and to communicate basic needs.			
A1			
Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.			
A0			
May know the most commonly used words and phrases			

HOW CAN YOU HELP AT HOME? 你如何在家帮忙？

- Understand the importance of Mother Tongue
了解母语的重要性。
- Daily reading in any language
任何语言的日常阅读。
- Reading in English at the appropriate level (RaZ Kids, Bug Club)
以适当水平的英语阅读 (RaZ Kids, Bug Club)。
- Speaking and reading in home language
母语口语和阅读。
- Online learning such as Rosetta Stone, Duo Lingo
在线学习, 如Rosetta Stone, Duo Lingo。
- Ask students to share what new words or vocabulary they are studying
让学生分享他们正在学习的新词或词汇。
- Watch movies in English or with English subtitles
用英语或英语字幕观看电影。





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Questions?

疑问?

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THANK YOU