



DOVER COURT
INTERNATIONAL SCHOOL
SINGAPORE
A NORD ANGLIA EDUCATION SCHOOL

24th May 2017

Changes to the EAL Programme from August 2017



Feedback from the Parent Satisfaction Survey

- Slow progression through the EAL programme
- Length of the programme
- Differentiation according to English level of students
- Beginners and advanced in same class
- Students will very little English arriving mid-year when current students are becoming more competent – does this slow down progress?

Areas of discussion

- Range of abilities in one class
- Literacy based English teaching rather than a language programme



What has been happening in the background?

- Engaged with EAL consultant (June 2016/Feb 2017)
- Review and over-haul of assessment of EAL learners
- CEFR (intensive training for staff)
- Advice on resources to provide an intensive language programme for EAL learners

EAL Classes from August – main changes

Main changes to EAL the programme

- Separate EAL classes will continue
- Beginners and intermediate classes rather than mixed ability classes
- Programme more tailored to individual language levels of the students
- Opportunity to work in a class with students of a similar level
- Delivery of an intensive English language programme (4-5 hours per week)
- Improved integration process starting with maths and specialist subjects

EAL classes from August

To make this model work:

- EAL learners will be attached to a two year phase

Year 1 mainstream	Beginners Y1/2 EAL
Year 2 mainstream	Intermediate Y1/2 EAL
Year 3 mainstream	Beginners Y3/4 EAL
Year 4 mainstream	Intermediate Y3/4 EAL
Year 5 mainstream	Beginners Y5/6 EAL
Year 6 mainstream	Intermediate Y5/6 EAL

How will the programme run?

- New students arriving at school will be assessed against the **CEFR** (Speaking, Listening, Reading and Writing)
- Using assessment results, students will be placed into the appropriate beginners or intermediate class
- All students are assessed in Term1, Term 2, Term 3 using **CEFR** (usual assessment cycle)

Beginner EAL class	A1/A2
Intermediate EAL class	B1
Ready for mainstream	B2 (same as current level of transfer)

- No changes to integration process

How will the programme run?

- Level for transferring to mainstream will remain at **B2**
- It will not become harder to get to mainstream.
- **Aim:** to support students at the lower levels to make more rapid progress through a levelled programme with language resources to support this

Year Groups

EAL classes will be attached to a year group – day to day running

Beginners Year 1/2	Year 1
Intermediate Year 1/2	Year 2
Beginners Year 3/4	Year 3
Intermediate Year 3/4	Year 4
Beginners Year 5/6	Year 5
Intermediate Year 5/6	Year 6

By aligning timetables all EAL children will have maths with their own year group

Other opportunities - Golden Time, Phonics, Specialists

Summary of changes

- Students in the EAL programme will be taught in classes with other students who are working at the same level of English that they are themselves
- Students in the EAL programme will work with students from a two year phase rather than from one specific year group. This will enable the teachers to tailor the English language teaching to the correct level
- Students in the EAL programme will receive a daily EAL language teaching using the Super Minds programme which will cover reading, writing, speaking and listening
- When they are ready to do so, students will move from the beginners EAL class to the intermediate EAL class, from intermediate to mainstream

EAL in the Secondary School

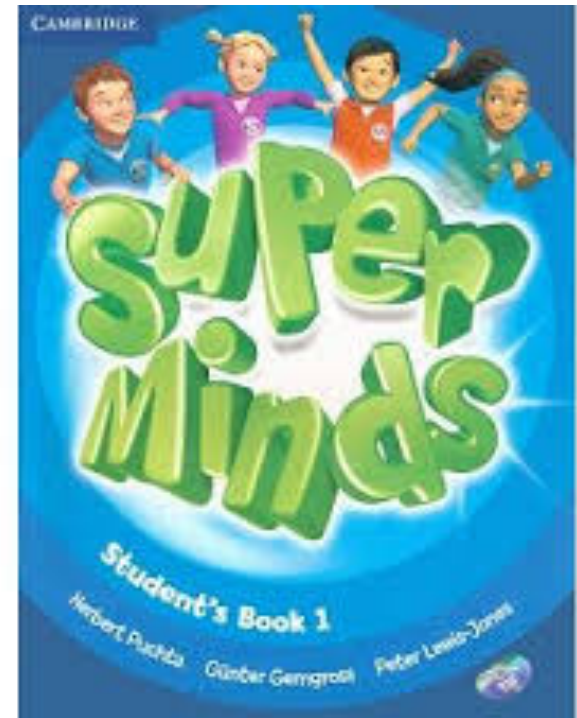
- Students will be in a mixed Year 7, 8 and 9 class
- Students are assessed in their speaking, listening, reading and writing proficiency in English according to CEFR
- Students will integrate into the subjects that are suitable for them e.g. Many students integrate immediately into mathematics, PE, Art and ICT
- Students will receive at least 8 hours per week of intensive language tuition per week

EAL in the Secondary School

- Students will complete intensive English language lessons in the EAL classroom, using the 'Eyes Open' programme
- As students progress through the CEFR framework, they will begin to integrate in to additional lessons e.g. science, history, geography etc
- When a student has reached B2, the assessment demonstrates that the student is ready for full mainstream integration
- The student will then fully integrate into the mainstream class, including attending English Language and Literature lessons

Super Minds language Programme

- Published by Cambridge Press
- Used in many international schools around the world
- Speaking, Listening, Reading and Writing
- Links to the CEFR



Eyes Open language Programme

- Published by Cambridge Press
- Used in many international schools around the world
- Speaking, Listening, Reading and Writing
- Links to the CEFR
- Aimed at older language learners, with more relevant texts



Common European Framework for Reference for Languages

CEFR

- Commissioned by Council of Europe
- A way of assessing all languages (not just English) using the same criteria
- Published in 2001
- Dates back to 1970s
- Main research 1991 - 2001



CEFR

What is the CEFR?

- The CEFR defines language proficiency at six levels arranged in three bands:
 - **A1 and A2** (Basic user)
 - **B1 and B2** (Independent user)
 - **C1 and C2** (Proficient user)

Assessment using the CEFR

Level		General description
Proficient user	C2	Mastery Highly proficient – can use English very fluently, precisely and sensitively in most contexts
	C1	Effective Operational Proficiency Able to use English fluently and flexibly in a wide range of contexts
Independent user	B2	Vantage Can use English effectively, with some fluency, in a range of contexts
	B1	Threshold Can communicate essential points and ideas in familiar contexts
Basic user	A2	Waystage Can communicate in English within a limited range of contexts
	A1	Breakthrough Can communicate in basic English with help from the listener

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Climbing a mountain...

A1	Approximately 90-100 hours
A2	Approximately 180-200 hours
B1	Approximately 350 – 400 hours
B2	Approximately 500-600 hours
C1	Approximately 700-800 hours
C2	Approximately 1,000-2,000 hours

EAL Leadership

Head of EAL – Marianne Harvey



EAL Primary Coordinator





Questions?



Thank you.