

# English as an Acquired Language

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Support in the Secondary Program Grades 6-10

# Objectives

Outline the process and structure for EAL support

Clarify expectations for EAL support

Provide resources for parents to navigate \_\_\_EAL support and monitor progress

# Language learning at HIS

## **HIS Guiding Philosophy: 「HIS学校の理念」より**

*To provide an educational program where English is used as the main language of instruction and mother tongues are valued and supported.* 指導の主たる言語を英語としながら、母語発達の重要性を尊重し、支援する。

## **EAL Philosophy from our Languages Policy: 「HIS言語の学習に関する方針」より**

*The HIS EAL program will recognize each student's developmental level and individual learning style. The program will address the background, needs and readiness of each student and offer EAL pull-out and in-class language and learning support.* HISのEAL指導は、個々の発達段階や学び方の特性をふまえることとする。また、生徒の言語学習背景、達成段階や、ニーズに対応し、通常授業内外において学習支援を行う。

# Language learning at HIS: Language Policy

「HIS言語の学習に関する方針」

*We believe....Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.*

社会的言語、学習言語の発達は長期にわたる複雑な過程を要するものであり、学校での学びの充実に欠かせない。

*We recognize...Parents enrol their children at HIS with the expectation that they will be able to be successful in the IB Diploma and then be able choose to study abroad at the university level in English if they so wish.*

多くの生徒はIBディプロマを取得し、海外の大学にて英語による高等教育への予備学習ができることを期待してHISに入学するものと理解している。

*We will...Offer a high quality English as an Additional Language (EAL) program that supports students in acquiring both communicative English and accessing the curriculum.* その上で、生徒の対話言語および学習言語の習得を目的とした指導を

# Goals of the EAL Program at HIS

The purpose of the EAL program is to enable students to access the broader curriculum on offer at HIS. To do this, HIS aims to: 教科学習のための言語学習のために

*Provide English language proficiency **testing** to identify areas of need in each student's English language profile and use that information to inform instruction.*

英語学習到達度テストを行い、言語学習の方針を作成する

*Collaborate with mainstream teachers to **collect and share information** on student capabilities and areas of need.*

教科担任から生徒の達成度や学習二一ズの情報提供を得る

*Collaborate with mainstream teachers to **provide support** to EAL students in those classrooms. 教科担任と連携し、通常授業内での学習支援を行う*

*Provide for different proficiency levels in both pull-out and in-class **support**.*

*Promote multilingualism, social contacts and cultural understanding. 多言語十*

*We will...Establish and publish entry and exit criteria for EAL services.* EAL学習支援対象者の規準を設定し報告します。

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# How does HIS determine support?

英語学習到達度テストWIDAとは?



**WIDA: standardized test for English language proficiency**

Administered annually 毎年検査

Tests 4 domains: Reading, Writing, Speaking & Listening

Produces a score, 1-6 in each domain 各技能スコア 1 - 6

WIDA scores become the basis for determining the level of support 支援内容、レベル策定の基となる

Students testing at level 6 are released from EAL support ス

コア6で、支援対象外となる

***We believe...Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.***

言語学習ではリスニング、話すこと、読み書きの各分野が相互に関連しながらも、異なる発達過程を経ることを認識する立場をとります。

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# Key findings from research on language acquisition

言語学習における研究より

## **Basic Interpersonal Communication Skills (BICS): 基本的対人伝達能力**

Language used in social situations 社交的な場面における言語

Develops within 6 months-2 years of immersion in an English language environment 6ヶ月から2年かかり英語に浸りきった環境において発達

## **Cognitive Academic Language Proficiency (CALP) 認知学習言語運用能力**

Academic language needed for learning 学習のための言語

Listening, speaking, reading and writing about subject area content

教

科内容に関する言語の4技能

Develops within 5-7 years of immersion in an English language environment 5から7年かかり、英語に浸りきった環境において発達

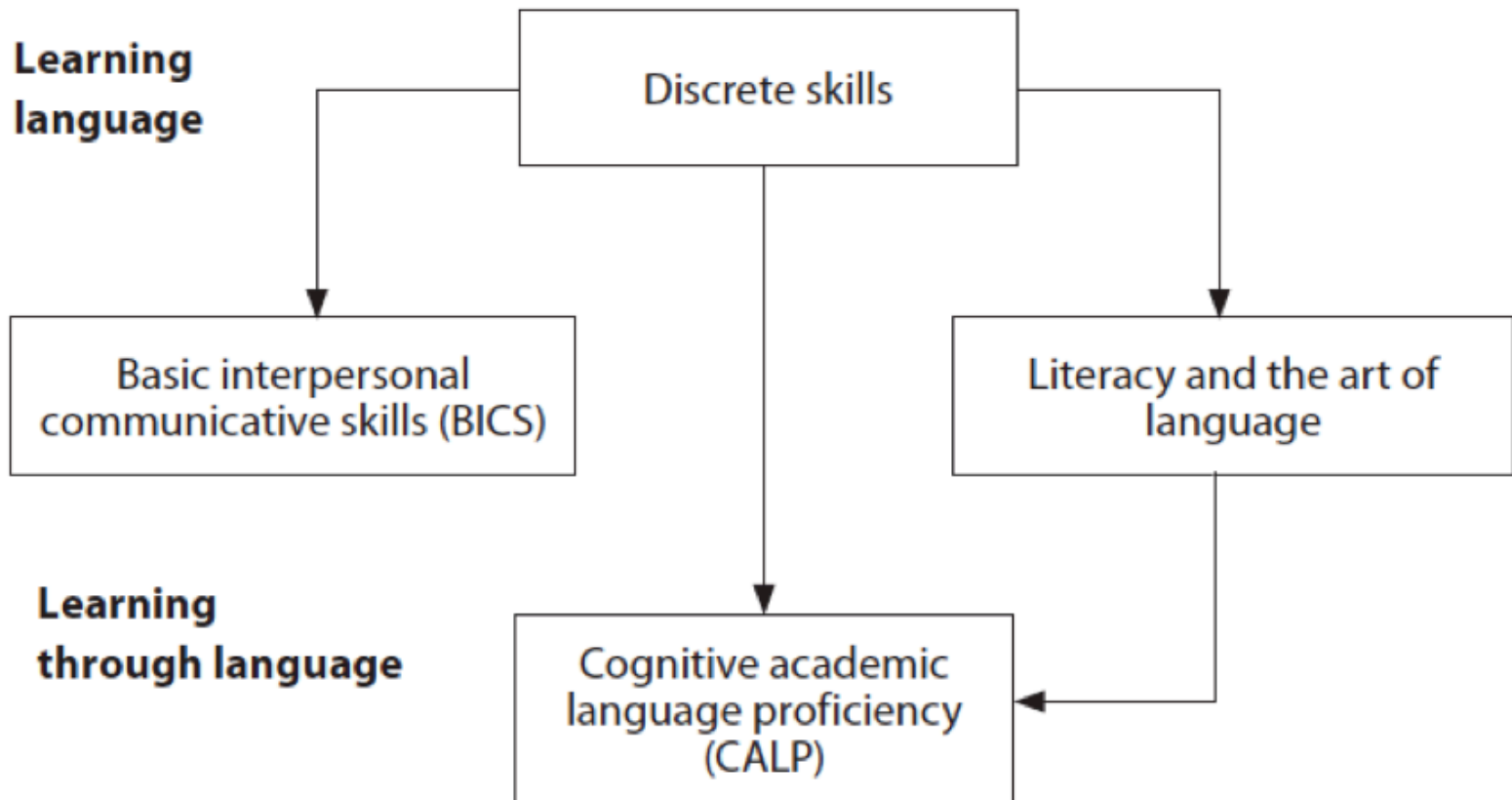
Based on the research of Jim Cummins ジム・カミンズ氏による研究

# Levels of Support: Middle Years Programme (G6-10)

Grade	6	7	8	9	10	11	12
<b>Minimum WIDA Score Ranges</b>	<b>2-3</b> Entering-Beginning	<b>2-4</b> Beginning-Developing	<b>4-6</b> Developing-Expanding	<b>5-6</b> Expanding-Bridging	<b>6+</b> Bridging-Reaching	<b>Developed</b> cognitive academic English language skills	
<b>Support Level</b>	<b>Intensive</b>	<b>Intensive</b>	<b>Intermediate</b>	<b>Intermediate</b>	<b>Pre-release</b>	<b>Independent</b>	
<b>Course Work</b> 教科学习内容の加減	<b>Modified</b>	<b>Modified</b>	<b>Modified</b>	<b>Modified at grade level</b>	<b>Grade Level</b>	<b>Grade Level</b>	

*We recognize...the importance of developing  
communicative language skills as preparation for learning*  
学習の準備のためにも対話能力の発達は重要であると考え  
ます

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**Figure 5**  
*Learning through language*

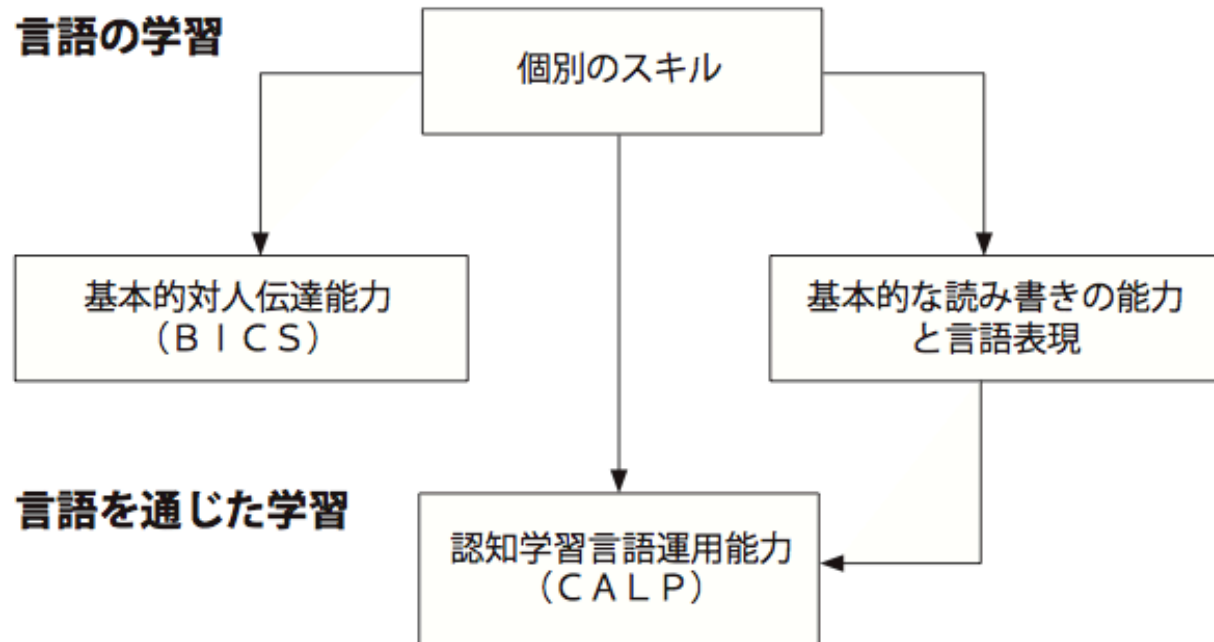


図5

言語を通じた学習

*We recognize...students enter HIS with varying language backgrounds and levels of proficiency in English*

HIS入学者の様々な言語背景や、英語学習達成度について理解しています。

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# Levels of Support

## Primary Years Programme

**Intensive** 高レベル支援:  
students with limited or no  
English language skills

**Intermediate** 中レベル支援:  
students developing basic  
English language skills

## Middle Years Programme

Intensive

Intermediate

Pre-release

# EAL Support: Primary Years Program

## Models of Support

支援の形態

push-in

通常授業内での支援

pull-out

特別教室での支援

collaboratively planned personalised programmes

協同作成による個別指導計画

## Examples of Support

**Intensive EAL students:** range of basic English language activities to develop speaking, listening, reading and writing skills. e.g. THRASS, Raz-kids, handwriting practice.

**Intermediate EAL students:** modified learning engagements and collaboratively planned skills-based guided activities connected to learning across the curriculum e.g. guided reading and writing strategies, thinking routines.



# Levels of Support

## Primary Years Programme

**Intensive:** students with limited or no English language skills

**Intermediate:** students developing basic English language skills

## Middle Years Programme

**Intensive** 高レベル支援

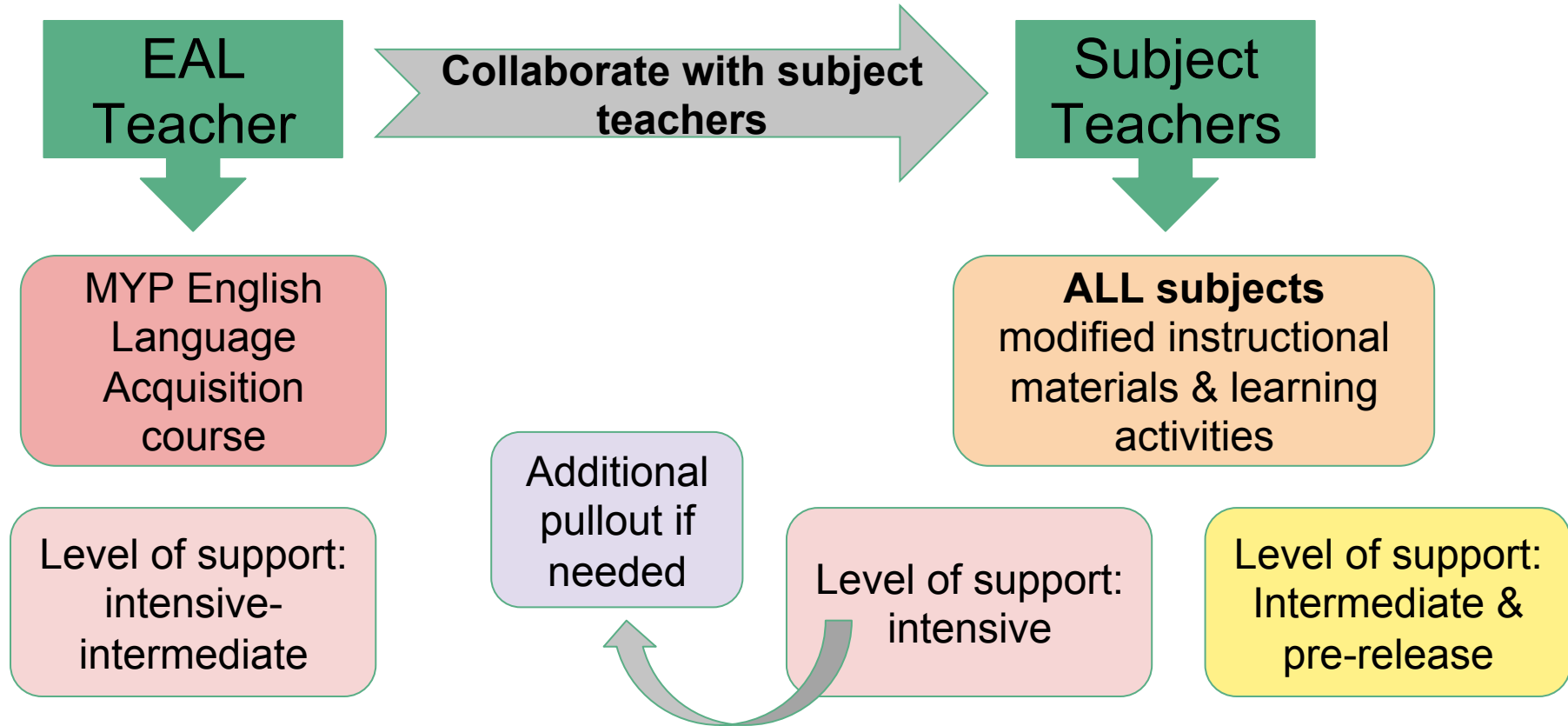
**Intermediate** 中レベル支援

**Pre-release** 支援終了準備

***We believe...In language and learning development, inclusion in the mainstream is preferable, when appropriate, to exclusion/pull-out: students benefit from peer-to-peer interaction, are more likely to integrate readily and become successful accessing the school curriculum.***

言語と学習の発達においては、学習者同士の交わりの中でより多くを吸収し、教科学習の準備が整うと考える立場から、可能な限り通常授業内での支援がふさわしいと考えます。

# EAL Support: Middle Years Programme (G6-10)



# MYP English Language Acquisition course

Grade	6	7	8	9	10	11	12
<b>WIDA Score Ranges</b>	<b>1*-2-3</b> Entering-Beginning	<b>2-4</b> Beginning-Developing	<b>4-6</b> Developing-Expanding	<b>5-6</b> Expanding-Bridging	<b>6+</b> Bridging-Reaching	<b>Developed</b> cognitive academic English language skills	
<b>MYP Phase</b>	<b>Phases 1-2</b>	<b>Phases 2-3</b>	<b>Phases 3-4</b>	<b>Phases 4-5</b>	<b>Phases 5-6</b>		
<b>English Language Course</b> 言語学習 コース	<b>English Language Acquisition</b> 言語習得	<b>English Language Acquisition</b> 言語習得		<b>English Language Acquisition OR English Language and Literature</b> 言語習得または言語・文学		<b>DP English A or DP English B</b>	
<b>Support Level</b> 支援レベル	<b>Intensive</b>	<b>Intensive</b>	<b>Intermediate</b>	<b>Intermediate</b>	<b>Pre-release</b>	<b>Independent</b>	

*We will... enhance language learning through the use of appropriate technologies.* 学習支援テクノロジーを厳選して利用することにより学習発達を促します。

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# Additional tools to support language development

## 言語学習支援ツール

Administered to all students in grades KG-8\*



EAL students continue with DRA (developmental reading assessment) until Grade 8 level of reading proficiency is reached. レベル8に到達まで、DRA 読解能力検査

Measure language development in reading engagement, oral reading fluency and comprehension 読書への意欲関心、読解力、音読のなめらかさを測る

Scores correlate to reading abilities at grade level 学年レベルの判定

Results are used to support development of language skills

In summary: language learning at HIS looks like...

***Social***

***Immersion***

**English language  
learning at HIS**

***Collaborativ  
e***

# Language Acquisition: More like or Less Like?

## More like

promoting integrated language development

a variety of scaffolded learning experiences—with the teacher providing strategies for the student to build on his or her own learning

using language for creative problem solving and information processing

using a variety of text types to approach learning language

## Less like

teaching language as isolated strands

activities where teachers simply model language for students

using language for rote learning

using skill-drill texts and workbooks to learn language



# 言語の習得方法として: More like or Less Like?

## More like 望ましい

統合的な言語能力の発達をうながす

様々な学習支援を得ての学習体験—その上で教師はそれぞれの生徒が自ら学習を構築していくための方法を示す

思考力判断力を要する問題解決型学習や情報処理をする中で言語を使用する

言語を習得するために様々な文体を使用する

## Less like 望ましくない

孤立した技能として言語を指導する

教師からのモデリング提示にたよった学習活動

機械的に繰り返し覚えるためだけに言語を使用する

言語習得をするためにスキルドリルや問題集を使用する

# Language Acquisition: More like or Less Like?

## More like 望ましい

Students engaged in spontaneous writing 自発的に文章を書くことへの意欲  
関心

Bi-lingual elements incorporated into lessons to develop academic language proficiency in writing and reading 学習言語における作文、読解能力を伸ばすために「二言語主義」要素を授業に組み込んでいる

Focused on cognitive academic language proficiency: thinking in and learning in English 認知学習言語能力に集中する：英語で考え英語で学ぶ

## Less like 望ましくない

Translating word for word  
一語一句訳す

Banning Japanese or any other language than English 日本語又は英語以外の言語の使用を禁止する

Focused on social language and “getting by” in classes 社交の言語に集中することで、授業でなんとか「こなす」

END

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