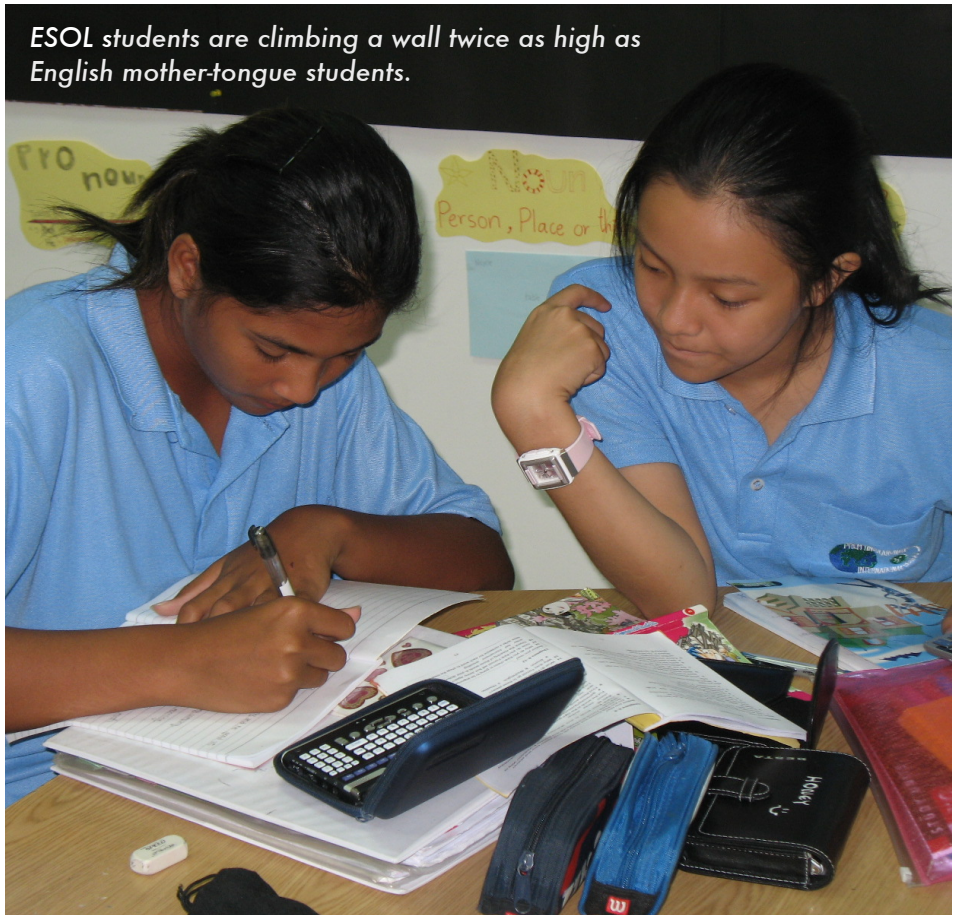


EAPP @ PTIS

INFORMATION
FOR PARENTS
2011/2012

ESOL students are climbing a wall twice as high as English mother-tongue students.



English For Academic Purposes Program

The English For Academic Purposes Program provides support to help your child succeed in the mainstream classroom. EAPP teachers help your child develop the language skills, learning strategies and cultural awareness needed to be successful at PTIS.

The EAPP is a program for **English Language Learners (ELLs)**, in Grades 6 to 10, that

caters to beginning level through to higher intermediate level learners of English.

At intake, your child's language level in English is assessed through a written test and interview, and then placement is decided.

Students are placed on a **3-stage continuum** that gradually merges into the mainstream curriculum.

Students progress through the continuum and are **incrementally integrated** into the full MYP mainstream curriculum.



The EAPP Department: Harry Rinehart, Tiffany Crook (Co-Heads) & Genevieve Huchulak with additional assistance from Kailash Mani, Borys Maciburko & Simon Armitage.



Learning Through Language

LEARNING A NEW LANGUAGE

This is more complicated and takes longer than you might think. It takes anywhere from eighteen months to two years to acquire Basic Interpersonal Communication Skills (BICS), and it takes five to seven years to develop Cognitive Academic Language Proficiency (CALP) - the academic language skills a child needs to succeed in an English-medium academic environment.

This means that high school students need several years to learn the language of the subject areas (maths, science, humanities) and to learn how to present this type of information effectively.

Success at this level includes:

- ◆ using subject-specific vocabulary appropriately
- ◆ reading textbooks with understanding
- ◆ being able to describe, classify, sequence, explain and evaluate
- ◆ understanding how to compare, contrast, describe cause and effect and so on

Since language learning is a complex and tiring process some students may find school life difficult. At home you may notice some or all of the following:

- ◆ early excitement about a new school turning into frustration and anger
- ◆ feeling unwell and not wanting to go to school
- ◆ rejecting his/her own language and culture
- ◆ changes in behaviour at home and at school

ESOL: English for Speakers of Other Languages



HOW PARENTS CAN HELP

Motivate your child to keep trying. Focus on the positive and encourage your child by:

- ◆ continuing to speak your home language(s) with your child - do not switch to English
- ◆ providing a quiet place for your child to study and agreeing on how much access to the computer or mobile phone he/she can have each night
- ◆ not overloading your child with too many after-school activities
- ◆ encouraging friendships with children of different language backgrounds so English will be used to communicate
- ◆ making sure your child is getting enough sleep (especially on school nights)
- ◆ giving your child high-interest English books or magazines to encourage reading

Do NOT have unrealistic expectations of what your child can do and how long it will take to learn another language and learn IN that language.

FIRST LANGUAGE/ MOTHER TONGUE MAINTENANCE

Maintaining a child's Mother Tongue is an important part of learning English. Concepts learned in one language can be transferred to and expressed in another. Research shows that the more highly-developed a student's first language is, the more successful that student will be in acquiring other languages.

This translates into more rapid success in acquiring English, which is essential for success in all academic areas. Where possible, parents should explore ways to continue their child's academic language development in his/her Mother Tongue. This will also give your child more options at the Diploma level and, indeed, as they move on to further study at the tertiary level.

Encourage your child to research, read and discuss in your home language.



	Stage 1	Stage 2	Stage 3
MAINSTREAM INTEGRATION A Three-Stage Program	HPE	SAME AS STAGE 1 +	SAME AS STAGE 2 +
	ART/MUSIC/DRAMA	IT/DT	
	MATHS	SCIENCE	HUMANITIES
	LOTE	SCIENCE PUSH-IN SUPPORT	HUMANITIES PUSH-IN SUPPORT

STAGE 1

Students in Stage 1 are beginner to lower-intermediate level language learners. These students have **20 periods per week in the sheltered environment of the EAPP classroom**. EAPP classes are small and the curriculum is varied. These classes focus on the development of English language skills, both written and oral, where units often include the topics and vocabulary of mainstream classes.

For the remaining 20 periods per week, students in Stage 1 attend the following **mainstream classes** with their peers:

- ~ Maths
- ~ Health & Physical Education (HPE)
- ~ Language B/Mother Tongue
- ~ Art/Music/Drama

Wherever possible, an EAPP teacher accompanies students to their mainstream classes to provide in-class support. Stage 1 students do not attend mainstream Science, IT/DT or Humanities classes. Instead they follow a modified, parallel curriculum taught by an EAPP teacher.

STAGE 2

Students in Stage 2 are lower-intermediate to intermediate level language learners. These students have **10 periods per week of specialised language support in the EAPP classroom**. In addition to the mainstream classes attended by Stage 1 students, these students also attend the following **mainstream classes** with their peers:

- ~ Science
- ~ Information/Design Technology

Stage 2 students also benefit from **pull-out science classes** which are designed to support mainstream science classes and to incorporate language learning to support comprehension and communication. In addition to this, an EAPP teacher will accompany Stage 2 students to some of their mainstream classes, wherever possible. EAPP Stage 2 students do not attend mainstream humanities classes, but follow a **modified, parallel humanities curriculum** taught by an EAPP teacher.

STAGE 3

Students in Stage 3 are intermediate to higher-intermediate level language learners. Students in this stage join humanities classes with their mainstream peers. These students have **5 periods per week** in the EAPP classroom, receiving English language support with a focus on humanities and academic writing skills. Information and language is further unpacked and scaffolded in the sheltered environment of the EAPP classroom during specialised EAPP **humanities pull-out classes**.

Once students reach a higher-intermediate level of language proficiency, and EAPP teachers have approved their transition into the full MYP curriculum, they exit the program, and they begin attending Language B English classes with their mainstream peers.



EXTRA-CURRICULAR INVOLVEMENT

Activities outside the classroom are also an important part of a healthy, balanced lifestyle. Joining school teams or co-curricular activities is a great way for your child to mix with English speaking friends as they develop their language skills and enjoy living in a new place.

EAPP STAGE 1, 2 & 3

ST. 1	ST. 2	ST. 3
Beginner / Low Intermediate	Low Intermediate / Intermediate	Intermediate / High Intermediate
Name, recall, draw, list, record, point out, underline, organize	Tell, describe, restate, compare, question, map, dramatize	Imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain
6 months – 1 year in an English speaking environment	1-3 years in an English speaking environment	3-5 years in an English speaking environment