

Myanmar International School of Yangon

English as an Additional Language Policy



Approved by:	Ei Ei Zin	Date: Aug 2023
Last reviewed on:	October 2025	
Next review due by:	October 2027	



Students with English as an additional language (EAL)

Introduction

EAL stands for English as an Additional Language and at MISY we offer an EAL programme for students who require additional support or particular learning strategies to aid their English language acquisition. "Additional" refers to the fact that many students speak several languages and that those languages are also valued.

At MISY, the language of instruction is English and the school follows the English National Curriculum Primary and Cambridge Secondary Curriculum, which is based on the National Curriculum in England. The EAL programme seeks to support learning throughout the primary and secondary levels.

EAL staff and teachers of all subjects monitor and support the language development of English language learners so they can access the curriculum and develop academically.

EAL Fees

New students who need EAL support when being admitted to the school pay a fee for the first year. After one year if EAL support is still needed then no additional fee is needed. Students who are currently in the school and are referred by a class teacher are not charged additional fees to join the EAL programme.

New and continuing students are assessed at the beginning of the school year, before October (or at their time of entry) and a second time in May using the WIDA diagnostic test (reading, writing, listening and speaking) to determine whether they will need additional support beyond the standard scheme of work provided in regular classes. For those who are determined to need additional EAL support, MISY uses a combination of the two following modes of instruction.

Teaching and learning

For those who need additional EAL support, MISY uses a combination of the two following strategies.

In-class support

The EAL teachers collaborate with classroom and subject teachers to provide in class support for learners who need extra assistance or scaffolded instruction. Strategies include vocabulary building, reading and comprehension lessons, grammar support in writing, and other linguistic support, including speaking and listening, as needed. In primary, in-class support is in English lessons. In secondary, in-class support is given depending on the individual student needs.

Small group intervention

Students receive additional EAL support during other designated lessons. In these sessions, students are given more opportunities to practise the four skills of listening, speaking, reading and writing. The lessons are based on the needs identified by the EAL teacher during in-class support.

Primary EAL

Entry into the EAL Programme

On entry into the school

As part of the admissions process, analysis of entrance test results and interviews by the head of primary, students who are showing a lower level of English are referred for a WIDA test.

A WIDA test is administered by the EAL department and a decision made regarding the level of EAL support needed or the suitability of the student for enrolment. If a student scores below 4 they will enter the EAL programme.

Referral of a student by a teacher

If the classroom teacher identifies that a student may need to enter the EAL programme, a general referral form is submitted by the teacher to the student services team.

Referral forms are discussed by the student services team at the student meeting which is held twice a month. If the student is identified as requiring a WIDA test the EAL teacher gathers more detailed information from the teacher using the EAL referral form (see Appendix 1), then arranges for WIDA testing.

Parents are then asked to attend a meeting to discuss entry into the EAL programme.

A letter is given to confirm in writing that the student will attend EAL classes (see Appendix 3).

Monitoring progress

EAL teachers track students' English language development using;

- The WIDA test which is administered twice a year in October and May.
- Results of the CEM tests given in May.
- Results of in-class reading assessment, taken three times a year
- Results of the in-class writing assessments, taken three times a year.

- Classroom observations and class assessments

EAL teachers provide a written report for parents in December and June and meet with parents at the Parent, student, teacher conferences in October and March.

Exit Criteria

Primary school EAL programme

To ascertain if a student is ready to discontinue the EAL programme the following information is used.

- The student's scores on the WIDA assessment are all on a level 4 or above, in all four language skill areas.
- The CEM test is within the year-level.
- The writing assessments are within National Curriculum expectations.
- The student's reading level is within the year-level or age level range.
- all, or nearly all, year-level assessments and reporting documents (both formal and informal) show that the student is working confidently and competently at year level.
- The EAL teacher, class teacher and parents agree that the student exits the EAL programme.

Students who exit the EAL programme are monitored for a year after exiting to ensure they are managing in class, but are not further assessed using WIDA.

Parents are given a letter to confirm the student has exited EAL. (Please see Appendix 4).

Literacy support

A Student who has reading and writing WIDA scores which fall below level 4, but speaking and listening at Level 4 or above, enter the literacy support programme. This means that in-class support will continue and there may be small group intervention sessions based on the areas of need.

Secondary EAL

Entry into the EAL Programme

On entry into the school

As part of the admissions process analysis of entrance test results and interviews by the head of secondary, students who are showing a lower level of English are referred for a WIDA test.

Depending on the result the student is either:

- a) accepted unconditionally without needing support;
- b) accepted with EAL support lessons (the WIDA score is below 4);
- c) put in a different, more appropriate grade level (no more than one grade level lower) if the WIDA test is lower than level 2.
- d) Not admitted until completed an intensive external English course, since at this point the student's English level would be too low to access the curriculum and for the student to be successful at MISY.

Referral of a student by a teacher

A teacher may refer a student to the EAL department by completing an EAL referral form (appendix 1) and send directly to the student services team.

The student services team reviews the referral form and the EAL department administers a WIDA Test. If overall levels are below 4 this is an indication that the student needs additional support.

Results are shared and discussed with all the student's subject teachers. A decision is taken as to what support is needed.

Parents are then asked to attend a meeting to discuss entry into the EAL programme.

A letter is given to confirm in writing that the student will attend EAL classes (see appendix 3).

Monitoring process

EAL teachers track students' English language development using

- The WIDA test which is administered twice a year in October and May.
- Results of the CEM test given in May.
- Classroom observations and class assessments
- Students' English language development and study skills are also assessed using an end of term and a year-end evaluation form, to gather observations and input across subject areas (see appendix 2).

EAL teachers provide a written report for parents in December and June and meet with parents at the parent, student, teacher conferences in October and March.

5.3 Exit criteria

Secondary school EAL programme

The following criteria are used for deciding when a student is ready to exit the EAL programme:

- The student's reading level is at year level or above, as indicated by CEM tests.
- The student's scores on the WIDA assessment are on a level 4 or above, in all four language skill areas.
- All, or nearly all, year level assessments and reporting documents (both formal and informal) show the student is working confidently and competently at year level.
- The student's teachers agree that the student is able to succeed in mainstream classes without additional language support.

Students who exit the EAL programme are monitored for a year after exiting to ensure they are managing in class, and are not further assessed using WIDA.

Parents are given a letter to confirm the student has exited EAL (See appendix 4).

Appendix 1 Primary and Secondary EAL referral Form

Student name:	Class:	Referring Teacher's name:	Referral date:
Years at MISY:	Date of birth:	Nationality: Home language:	

Reading level (ORT, AtoZ, NGRT):	Writing level (Big Write):	CAT4:
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Please attach a copy of the last writing and reading assessments.

Please indicate the strengths and areas you feel need the most improvement. Measure this against the average expectation you have for a *student in your class and what is expected for their Year level*. Tick the appropriate box.

	M = Mid			H=High		
L = Low	L	M	H	L	M	H
Speaking				Writing		
Answer simple questions using appropriate language and grammar structures				Can produce paragraphs with main ideas and some details		
State opinion with supporting detail				Able to produce year-level sentence structures		
Can re-tell, describe and explain information				Can express and convey opinions with supporting detail		
Uses an accurate mix of tenses to convey meaning				Can re-tell, describe and explain information		
Listening				Reading		
Able to follow spoken language				Can identify main idea and supporting details		
Follow and carry out multi-step oral directions				Can use clues to infer meaning		
Identify main idea from oral discourse				Can follow written directions		
Complete tasks using strategies described orally				Can comprehend an acceptable amount of year level reading to keep up in class		

Use the following pages if needed.

Briefly describe how you have differentiated for the student's needs.

Is the child currently receiving SEN support? If yes, please describe.

Additional comments:

EAL teachers' comments:

Appendix 2

Secondary EAL Exit Form and Year End Evaluation

Please give your assessment of this student as they are performing in your class and against this standard of exit criteria.

Student Name _____

Date _____ Year _____

Circle areas that apply at this time.

1 2 3

The evaluation scale is as follows: **1 – Needs Improvement** **2 – Satisfactory** **3 – Strong**

<u>Areas of Assessment</u>	<i>English</i>	<i>Maths</i>	<i>History</i>	<i>Geography</i>	<i>Science</i>
1. Preparation for class	1 2 3	1 2 3	1 2 3	1 2 3	
2. Completion of required work	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
3. Class participation	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
4. Test results	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

- 5. Listening and Speaking:** 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3
 Actively participates in small and large groups; listens and contributes to or challenges ideas in discussions; retells main points of subject matter; communicates about academic subjects and abstract ideas; rehearsed speech is organised, coherent, and grammatical.
- 6. Reading:** 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3
 Identifies the main ideas of year level texts; uses reading skills such as skimming / scanning; articulates the connection between a text's purpose, audience and its organisation; reads, interprets and responds to a range of texts appropriate for year level
- 7. Writing:** 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3
 Writes coherent summaries; adjusts writing effectively to topic, purpose and audience; writing, while not completely error-free is comprehensible and relevant, demonstrating control over grammatical forms appropriate to text type.
- 8. Independence:** 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3
 Can succeed to potential without EAL support

Please give brief comments regarding this student's particular strengths or weaknesses in your subject area

Subject: _____ -
 -

Teacher Signature:

Subject: _____

Teacher Signature:

Subject: _____

-

Teacher Signature:

A modified grade (M) indicates that a student has demonstrated satisfactory work habits but has not met academic standards of a particular course due to either a documented learning difference and/or a lack of academic English language proficiency.

Appendix 3 - Example of EAL Programme Entry Letter



MISY

MYANMAR INTERNATIONAL SCHOOL YANGON

No. 24, Sae Myaung Street, 11th Quarter, Yankin Township, Yangon, Myanmar.

tel: +95 (1) 657885, 657886, 657887

e-mail: misy@misyedu.org

mobile: +95 (9) 4040 6 2277, 4040 6 2288, 4040 6 2299

website: www.misyedu.com

Insert Date

Dear Parents/Guardians,

Re: EAL Support

After discussions with [Head of Pastoral] and looking at the data gathered throughout this term, along with the results of a specialised English language test (WIDA), we recommend that **Student Name** joins the EAL program. Early intervention can really boost a child's language level, increase confidence and help them to access the whole curriculum.

How EAL support would work

We would take your child out of two classes a week to give intensive English language support in a small group setting. Additionally, the EAL Teacher will visit your child's class two times a week to offer in-class support, and join them during their Library period for reading. This gives your child an opportunity to receive targeted intervention tailored to their specific needs. After the second term we review progress to see if **Student Name** still needs support or has made sufficient progress. Due to scheduling conflicts, your child's EAL lessons will take place during Mandarin time. Consequently, they will not be taking Mandarin classes in school until they exit the EAL program.

We believe that this targeted intervention at an early stage will help your child more successfully access the curriculum in the future.

If you are happy for your child to join the EAL program, please confirm with the office by the end of term.

Warm Regards,

Principal
Head of Primary

Teacher
Primary EAL teacher

Appendix 4 - Example of EAL Programme Exit Letter



MISY

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No. 24, Sae Myaung Street, 11th Quarter, Yankin Township, Yangon, Myanmar.

tel: +95 (1) 657885, 657886, 657887

e-mail: misy@misyedu.org

mobile: +95 (9) 4040 6 2277, 4040 6 2288, 4040 6 2299

website: www.misyedu.com

Insert Date |

Dear Parents/Guardians,

Having carefully considered **student name's** progress at the end of **Term X**, we have decided that she/he **no longer requires support for Literacy/EAL support, and may exit from the Literacy Support/EAL program**. This decision has been made dependent on many factors. In addition to a formal assessment of overall language proficiency and the progress tests, we have consulted her/his mainstream teachers to ensure she/he demonstrates adequate performance in all content areas. Because a student exiting EAL/Literacy Support still has years of language growth ahead in order to keep up with the increased academic expectations at each successive grade level, factors such as study skills, and active class participation are also considered.

The mainstream class will be more challenging and she/he will have to keep up her/his great work participating and working hard. **Student name** has made significant gains over the course of Term 1 in her/his language skills, of which she/he should be hugely proud, and can now keep up with all the work, meeting the academic expectations of MISY. Even though she/he has exited the Literacy Support program, we will continue to monitor her/his progress in class, and review again at the end of the year. Of course, we encourage **Student name** to ask the EAL/ Literacy Support teachers or her/his class teachers for help any time she/he needs.

I am happy to meet with you if you have any questions.

Warm Regards,

Principal Name, Head of Primary

Teacher Name, EAL Teacher