

English Language Learner Programs at Miri Piri Academy

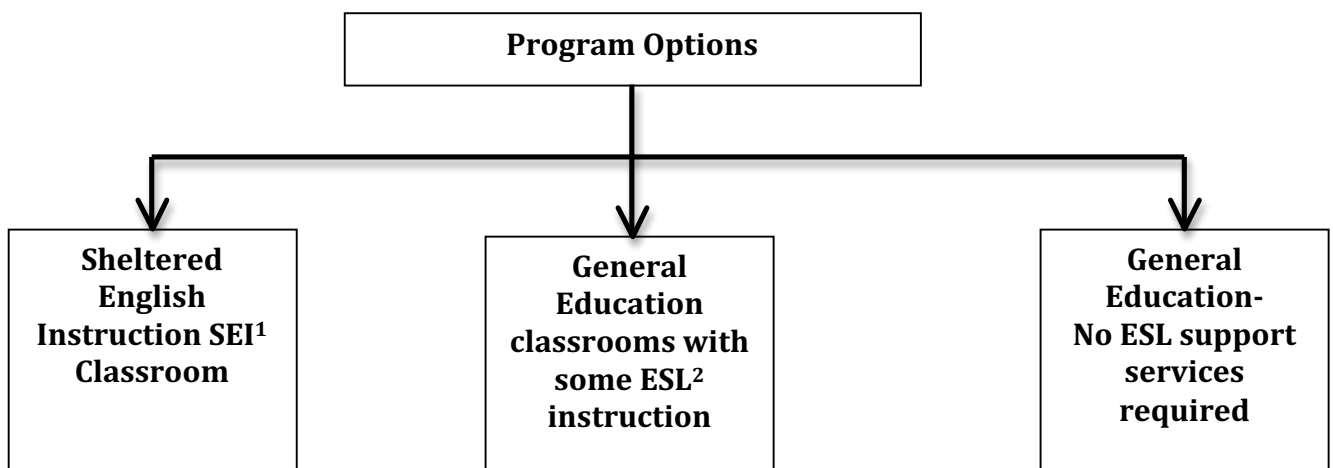
Miri Piri Academy offers two types of English Language Education Programs for students who are learning English as a Second Language. The intent of these two programs is to provide instruction that best matches the proficiency levels of the students.

The two academic programs for English Language Learners are:

1. Sheltered English Instruction (SEI) Classroom for newcomers with required number of hours for English as a Second Language (ESL)
2. General Education classrooms along with English as a Second Language (ESL) support

Initial Placement Process

All new students will take the W-APT English Language Proficiency Test upon arrival to campus. A program placement decision will be made based on their English Language Development Level as indicated by the W-APT test, previous schooling and other relevant factors.



¹SEI- Sheltered English Instruction

1. Significant amount of the school day are dedicated to the explicit teaching of the English Language and students are grouped for this instruction according to their level of English Proficiency. The level of English Proficiency is identified after the W-APT Screener test is conducted.
2. English Language is the main content of the Sheltered English Instruction classroom. Academic content plays a supporting, but subordinating role.
3. English is the language of instruction; students are expected to speak, read and write in English.
4. Teachers use instructional methods that treat English as a foreign language.
5. Students learn discrete grammar skills.
6. Rigorous time lines are established for students to exit from the program.

²ESL- English as a Second Language

SEI Classroom with required number of hours for Learning English

For students who perform at an English Language Proficiency level of 1-2.9 on the W-APT Screener initial intake assessment, MPA offers an intensive English Language and Academic Development program.

In this program, all core subject matter including Math, Science and Social Studies is taught. In addition, the students receive the recommended 2.5-3 hours of ESL instruction every day. The purpose of this program is to learn English well enough to be able to transfer to grade appropriate content instruction in the General Education program.

General Education classrooms along with English as a Second Language (ESL) instruction

Students who perform at an English Language Proficiency level of 3-4.9 on the W-APT Screener initial intake assessment can learn grade level content using a sheltered format⁴. They are placed in the general education setting and receive ESL support in the content area.

The term **sheltered format**⁴ is used to describe instruction that is specially designed and implemented for English Language learners to learn **English as a Second Language*** and all grade specific subject knowledge. A sheltered English content approach refers to instruction that is specifically designed and delivered for the purpose of simultaneously learning of the English language and other content.

Instructional support and strategies include:

- Multiple opportunities for cooperative learning
- More time to develop oral language
- The use of varied question types
- Integrated Thematic Instruction
- Hands on Activities
- Use of visuals
- Graphic organizers and other types of visual displays which help organize thinking
- Connections to experiences, and content instruction that have meaning in their immediate lives and have a cultural context

***English as a Second Language (ESL) Classes**

At the middle school (Grades 5 to 8) and high school (Grades 9-12) there are specific ESL classes for students at different language proficiency levels.

These ESL classes are:

1. Beginning
2. Intermediate
3. Transitioning

ESL classes are provided until a student scores at least a 5 on the WIDA MODEL test and the language assessment team determines a student's readiness to transition out of the program.

Students progress from one ESL level to the next as they acquire more proficiency in English. Progress is determined through the use of various assessments including student performance in class; results from monthly and semester exams; second language assessments in listening, speaking, reading and writing; WIDA MODEL testing; as well as teacher judgment and feedback.

Readiness is determined based on a student's ability to do ordinary classroom work in the English Language Arts classes. As students transition out of the ESL program, the General Education teachers work together to create as seamless an instructional program as possible.



Miri Piri Academy is now a member of the WIDA International School Consortium, USA.

About WIDA

WIDA is a research center founded in 2002 within the School of Education at the University of Wisconsin-Madison.

WIDA resources support a systemic approach to both collaboration and differentiation based on students' assets as expressed in the WIDA Can Do Philosophy, and built on the research-based WIDA Guiding Principles of Language Development.

The International Consortium is for international schools who want to meet the needs of their English language learners (ELL) with the leading standards and assessments for K-12 ELLs.

There are currently over 190 international school members in over 50 countries that have integrated the WIDA English Language Development framework and assessments into their program. Member schools use the components of the WIDA Framework as a tool to support both language learning and academic achievement.

There are **two WIDA English proficiency assessments** used by most international schools: **the W-APT (screening) and WIDA MODEL (summative)**. Miri Piri Academy uses the W-APT for admissions/placement and MODEL for monitoring progress and ongoing placement/exit decisions.