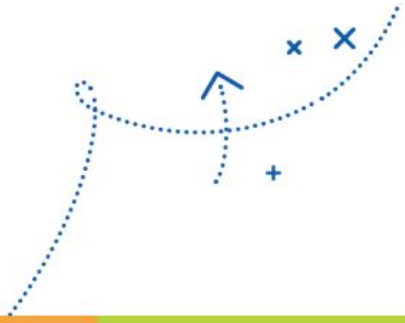
DRESDEN INTERNATIONAL SCHOOL



INSPIRE. MOVE FORWARD. GIVE BACK.

Information Booklet:

*E*nglish as an *A*dditional *L*anguage

at Dresden International School - MYP/DP 2018/19

Philosophy Statement:

The EAL programme at Dresden International School aims to develop the social and academic language skills of non-native English learners necessary to gradually access the mainstream curriculum and to partake actively in all aspects of the DIS school community.

EAL Mission Statement:

The EAL programme exists to ensure that students arriving at the school with limited or no experience of English are supported during their acquisition of the language. The aim of the programme is to develop the students' knowledge of social and academic English to the level at which they are able to participate in all aspects of the life of the school, to access the curriculum and to achieve their potential. All new students arriving with linguistic backgrounds fitting the above profile are offered a programme of English instruction appropriate to their age and needs.

EAL: Whom do we serve?

English as an Additional Language is a support programme for students whose mother tongue is not English and who require support in developing or refining their English language to a level at which they are able to meet the demands of the mainstream classroom.

How do we serve students?

Students with EAL needs are supported in one or more of the following models:

Group and individual support outside of the classroom ("pull-out classes") – students are allocated to small learning groups suited to their English proficiency level. Often, these EAL lessons take place in lieu of Spanish. Students with intensive EAL needs may also initially receive EAL in lieu of German Foreign Language classes, or participate in EAL during I & S and / or English A lessons.

Support inside the classroom ("push-in classes") – EAL beginners may be supported by an EAL teacher in various, more language-intensive mainstream subject classes, such as I & S (History and Social Studies), Science, and Design.

Co-teaching model – an EAL teacher is present in the mainstream subject classroom to deliver subject-specific mini-language lessons to the entire class. Thus, both language and content are equally focused upon.

EAL Academic lessons period 8 – in this period, advanced EAL students may receive academic writing support in English. The focus is on advanced academic language skills.

In the Diploma programme students may receive additional EAL support, depending on their needs, individual timetable schedules, and teacher availability.

What is taught:

Academics:

EAL lessons in MYP / DP strive to link language lessons with concepts and content taught in mainstream classrooms (especially English, I & S, or Science). In this way, language learning becomes more meaningful for EAL students. Subject-area content may be pre- or post-taught; the language and structure of specific subject-related assessments is reinforced. EAL teachers and mainstream classroom teachers collaborate to ensure language needs are met. Subject teachers are informed about an EAL student's proficiency level; both EAL and mainstream subject teachers strive to differentiate and take an EAL student's language needs into account without lowering content learning expectations.

In EAL lessons, students (for example)

- learn and apply basic and advanced grammar skills (embedded and linked to subject area content), in line with individual needs and proficiency level
- build vocabulary and academic language skills
- work on reading fluency and reading comprehension skills
- improve their written expression – receiving introduction to forms of English academic (essay) writing and creative writing
- expand competency in listening skills and English speaking skills (social and academic)
- work on English phonics, spelling, sentence structure

Emotional support:

EAL lessons furthermore aim to build students' self-confidence in applying the language and to instil a positive attitude towards learning in a foreign language here at DIS. EAL lessons are an opportunity for students to practise the English language in an uninhibited, safe space where mistakes are seen as an opportunity to learn, which in turn inspires students to take greater risks in mainstream classrooms as well.

Assessment - How are decisions made?

The EAL department in MYP/DP uses the WIDA test system to determine students' proficiency levels and growth. WIDA measures social, instructional, and academic language competency in all four language areas (speaking, writing, reading, listening), and uses 6 language proficiency levels:

Level 1: Entering **(complete beginner)**
Level 2: Beginning **(beginner)**
Level 3: Developing **(early intermediate / intermediate)**
Level 4: Expanding **(intermediate-advanced / advanced)**
Level 5: Bridging **(advanced / proficient)**
Level 6: Reaching **(student is fully proficient, comparable to a native speaker)**

Students are generally expected to move up at least one level per year.
Empirical research indicates that progress is relatively rapid from beginning to mid-level (1-3), less rapid from middle to upper levels (3-6; here, the acquisition of academic, formal language becomes more complex)

Usually, EAL students exit the EAL programme after 2-3 years (this, however, varies and depends on variables such as cultural background, educational background, overall literacy development, motivation and personal issues of the student, for example).

The continuum of English Language Acquisition involves the gradual scaffolding from:

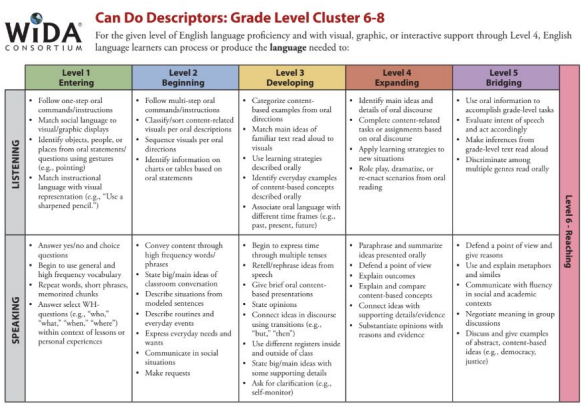
Entering (1) **to** **Reaching (6)**

Concrete ideas and concepts ..... Abstract ideas and concepts
Explicit meaning ..... Implicit meaning
Familiar situations ..... Unfamiliar situations
Informal registers ..... Formal registers
General vocabulary ..... Technical vocabulary
Single words and phrases ..... Extended discourse
Non-conventional forms ..... Conventional forms

Students are taught in EAL groups reflecting their English language proficiency level and needs.

Admissions: Students arriving at school with no or limited English proficiency will be assessed with a WIDA admissions screener test, allocated to an appropriate grade level, and automatically supported in one or more of the above-mentioned teaching models.

Progress: Progress is documented and determined through the WIDA Model test which is generally administered once a year or semester, depending on needs.
The EAL team in Secondary School uses WIDA-Can-Do descriptor charts to map progress:

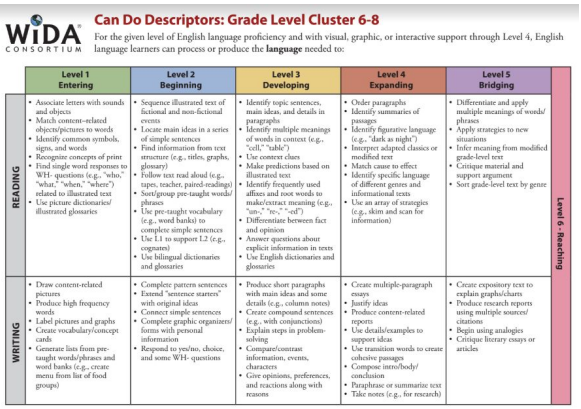


WIDA CONSORTIUM

Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Follow one-step oral commands/instructions • Match social language to visual/graphic displays • Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) • Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	• Follow multi-step oral commands/instructions • Classify/sort content-related visuals per oral descriptions • Sequence visuals per oral directions • Identify information on charts or tables based on oral statements	• Categorize content-based examples from oral directions • Match main ideas of familiar text read aloud to visuals • Use learning strategies described orally • Identify everyday examples of content-based concepts described orally • Associate oral language with different time frames (e.g., past, present, future)	• Identify main ideas and details of oral discourse • Complete content-related tasks or assignments based on oral discourse • Apply learning strategies to new situations • Role play, dramatize, or re-enact scenarios from oral reading	• Use oral information to accomplish grade-level tasks • Evaluate intent of speech and act accordingly • Make inferences from grade-level text read aloud • Discriminate among multiple genres read orally	Level 6- Reaching
SPEAKING	• Answer yes/no and choice questions • Begin to use general and high frequency vocabulary • Repeat words, short phrases, memorized chunks • Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences	• Convey content through high frequency words/phrases • State big/main ideas of classroom conversation • Describe situations from modeled sentences • Describe routines and everyday events • Express everyday needs and wants • Communicate in social situations • Make requests	• Begin to express time through multiple tenses • Retell/rephrase ideas from speech • Give brief oral content-based presentations • State opinions • Connect ideas in discourse using transitions (e.g., "but," "then") • Use different registers inside and outside of class • State big/main ideas with some supporting details • Ask for clarification (e.g., self-monitor)	• Paraphrase and summarize ideas presented orally • Defend a point of view • Explain outcomes • Explain and compare content-based concepts • Connect ideas with supporting details/evidence • Substantiate opinions with reasons and evidence	• Defend a point of view and give reasons • Use and explain metaphors and similes • Communicate with fluency in social and academic contexts • Negotiate meaning in group discussions • Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)	



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READING	• Associate letters with sounds and objects • Match content-related objects/pictures to words • Identify common symbols, signs, and words • Recognize concepts of print • Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text • Use picture dictionaries/illustrated glossaries	• Sequence illustrated text of fictional and non-fictional events • Locate main ideas in a series of simple sentences • Find information from text structure (e.g., titles, graphs, glossary) • Follow text read aloud (e.g., tapes, teacher, paired-readings) • Sort/group pre-taught words/phrases • Use pre-taught vocabulary (e.g., word banks) to complete simple sentences • Use L1 to support L2 (e.g., cognates) • Use bilingual dictionaries and glossaries	• Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., "cell," "table") • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries	• Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., "dark as night") • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information)	• Differentiate and apply multiple meanings of words/phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre	Level 6- Reaching
WRITING	• Draw content-related pictures • Produce high frequency words • Label pictures and graphs • Create vocabulary/concept cards • Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)	• Complete pattern sentences • Extend "sentence starters" with original ideas • Connect simple sentences • Complete graphic organizers/forms with personal information • Respond to yes/no, choice, and some WH- questions	• Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons	• Create multiple-paragraph essays • Justify ideas • Produce content-related reports • Use details/examples to support ideas • Use transition words to create cohesive passages • Compose intro/body/conclusion • Paraphrase or summarize text • Take notes (e.g., for research)	• Create expository text to explain graphs/charts • Produce research reports using multiple sources/citations • Begin using analogies • Critique literary essays or articles	

These descriptors are used to inform mainstream teachers, parents and students about levels of achievement; they also help the student to formulate next steps and language learning goals. If you would like more detailed information about this chart and your child's progress, please contact the EAL teachers.

Referral: Students referred and identified as having needs in one special area of English language skills may – depending on teacher capacity – receive intervention lessons.

Further assessment tools which determine English language proficiency and inform teaching include writing samples, small spelling and grammar tests, oral presentations, or observations of classroom performance.

Report card: Every semester, EAL students receive a report card comment which reflects on their achievements and English language proficiency, and elicits further steps needed to help them improve and grow.

Exiting the EAL programme: criteria

As a general rule, a student will be kept in the EAL programme until he or she demonstrably possesses the necessary language skills to succeed and work independently in the mainstream classroom. Some or all of the following criteria apply when the decision to exit a student from the EAL programme is considered:

- WIDA proficiency test
- mainstream classroom performance
- performance in additional formative assessments in EAL class
- socio-cultural adjustment and psychological well being

EAL at DIS - our pedagogical and culture-affirming approach

The secondary school EAL team's aim is to create learning environments where students can feel comfortable, accepted, valued and happy, where they feel challenged but also ready to take risks and understand that mistakes are accepted and essential to growth and learning.

Our school's shared language is English, and the curriculum is delivered in English, but a student's mother tongue is highly valued. The EAL team supports the school's philosophy that it is important for a child to maintain and appreciate his / her own cultural identity and mother tongue, as they are among the essential factors in successful foreign language learning.

EAL in MYP / DP - How to get more information

For further inquiries concerning EAL support in the Middle Years and Diploma Programmes at Dresden International School, please contact **Meike Kross** at mkross@dresden-is.de

EAL teachers in Secondary School:

Meike Kross - EAL Coordinator (and English A teacher grades 6 and 7)

Zoe Harris - EAL teacher (and I&S teacher grade 8)

Michiko Tanaka - EAL teacher

Janet Aston - EAL teacher (and English A teacher grades 10,11,12)

Sarah Henham-Beck - EAL teacher (and librarian)

EAL at Dresden International School - in a nutshell:

The EAL programme at DIS strives to

1. **teach both, social and academic language skills to enable social and academic success.**
2. **provide explicit teaching in all four language areas - speaking, listening, writing, and reading.**
3. **offer students in-class and out-of class support, in line with student needs and teaching capacity.**
4. **provide self-contained as well as academic content-based lessons, which explicitly link EAL language learning to mainstream subject-related concepts and materials.**
5. **immerse EAL students as much as possible in mainstream school lessons and activities as this accelerates the rate of second language acquisition and allows EAL students to feel included.**
6. **delay the acquisition of another foreign language if intensive English language needs are identified.**
7. **consistently use assessment tools to document the progress of EAL students.**
8. **report on EAL students' progress in the primary and secondary reports issued at DIS.**
9. **collaborate with mainstream classroom teachers to identify language needs and establish ways to best support EAL students in specific subject areas.**

10. provide EAL students with a safe, engaging learning environment in which their mother tongue, culture and personality are valued so as to ensure both academic learning and emotional wellbeing.

FREQUENTLY ASKED QUESTIONS:

How long will it take my child to learn English?

"Although English Language Learners may speak English on the playground, this does not mean they have mastered the academic and cognitive language of the classroom"

(Judie Haynes, English Language Learners, 2007, page 19.)

Research has shown that it takes one to three years for students to master the English language on a social level (called BICS).
In order to become a proficient speaker on an academic level (CALP), up to 5 more years may be needed.
This means that non-native English speakers might spend up to 7 or 8 years learning the language until they securely acquire the more abstract language needed for formal academic learning. In other words, non-native English speakers remain English language learners throughout elementary school and beyond. Language acquisition in international schools may be swifter, as students are immersed in English throughout the day.

Of course, all learners are different. Some children prefer to listen for quite some time before they feel confident enough to speak, some will try to express themselves immediately. The amount of time individual children need to learn English depends on their strengths and individual learning styles, and often also on the proficiency level in their mother tongue.

What influences how quickly a second language is learned?

Some of the factors influencing the speed of language learning include:

→ how well students speak, read, and write in their mother tongue (literacy skills)

→ how quickly the student adapts to the new surroundings

→ students' own willingness and motivation to learn

→ A student's confidence or anxiety level: some students experience a lot of pressure to make swift progress. It is important to know that language learning alternates between phases where progress appears to be swift, and other phases where students feel they stagnate. Learning a language means being patient and kind to oneself.

→ students' age: older children who are familiar with the concept of a language more than younger children may learn the language quicker

→ a student's knowledge of a foreign language similar to English (like French, Spanish, German, Italian)

→ if a student's mother tongue is similar in lexis and script to English (students of Arabic or Asian home languages, for instance, might need more time to acquire English)

→ the student's aptitude for languages

How can I support my child with his/her homework?

A good way to support your child is to talk about the homework assignment in your mother tongue. This way you can ensure that your child understands the concepts behind an assignment.

The long term goal has to be that the student learns to complete homework as independently as possible. It might be helpful to practise the use of a (an online) dictionary to enable the student to produce answers without help from others.

Should I speak to my child in English at home?

It is not necessary for you to speak English to your child at home. Your child will be exposed to English for about seven or eight hours at school, so they will definitely get enough English language input during the day.

If your child enjoys trying out the new language at home, it is fine to answer in English.

Other children might demand a strict separation of school and home language. In this case, you should accept your child's wish not to speak English at home.

For the development of a new language, it is extremely important that your child has a strong foundation in its first language. The best support you can give to your child at home is to encourage the use of the mother tongue language. Read books in your mother tongue and make sure that oral communication is valued highly within your family.

Should I read to my child only in English?

Reading with your child is vital and it doesn't matter what language you choose. Research shows that it is the single most important thing you can do to help your child's education. It's best to read little and often, so try to put aside some time for it every day. We therefore urge you to enjoy books of any language with your child and in any way possible.

Think of ways to make reading fun – you want your child to learn how pleasurable books can be. If you're both enjoying talking about the content of a particular page, linger over it for as long as you like.

Remember you can buy dual-language books if English is not your first language and you can talk about books and stories and develop a love for them in any language. Always look for books on topics you know your child is interested in and make sure that the books are easily accessible in different rooms around your house.

Should my child continue learning in the mother tongue?

Yes. Research shows that it is crucial for the cognitive development of children to continue learning (in) the mother tongue. If a concept is already familiar in the original home language, children can more easily transfer it to English. Vice versa, a child will have a harder time learning a word or concept in English if (s)he doesn't know it in the mother tongue. Building a strong foundation in the first language happens at home with and through you. So please continue speaking the mother tongue.

What can students do to improve their English?

Learning a language requires a lot of time. Just think of how many years you've been learning your first language. Besides taking time, it can sometimes be tiring. However, the benefits of being a DIS student who has a strong understanding of English are multiple.

Reading:

- Read English books that interest you and that you have fun reading. Ask the MYP / DP librarian to help you find a book.
- Read in English for about 20 minutes a day.

- Keep reading in your first language. Having a good understanding in your first language will help your understanding in English.
- Read with a dictionary and a vocabulary notebook so you can look up new words and phrases, note them down, and use them in your own writing and speaking.
- Remember, however, that in order to understand the main meaning of a text, it is not necessary to understand every single word. Try to guess the meaning, look at the context and focus on the words you know.
- Underline, highlight, or circle words, important phrases and ideas while reading. This is called “annotating”. It will help you remember the content better.

Listening:

- Listen carefully to teachers and students participating in class.
- Write down words that you hear many times and want to remember.
- Ask teachers for help if you don't understand a question or a sentence.

Speaking:

- Use English as much as possible with your friends and in your classes
- Remember: mistakes are an opportunity to learn from - so, it is ok to make mistakes!
- Practise and use new vocabulary from your classes (such as *phenomenon*, *synthesis*, and *definitive…*).

Writing:

- Try to apply new vocabulary in your written work. This will help you practise spelling and using the words in context; it will also help you build a bank of words more quickly.
- Use a thesaurus to find more words that have a similar meaning so as not to repeat the same words too often.

- If you cannot express yourself in English in the same way as you would in your mother tongue, try to say it in different words (which is called paraphrasing). Use words you know.
- Write a diary in English, or short texts to practise writing.
- Follow task-sheets and rubrics; carefully read what is required to fulfil a task and use a checklist to make sure that you have followed everything that is needed.

Useful websites to help your child improve his or her English skills:

Reading:

- **Short texts / levelled reading (+ listening comprehension tasks to check understanding):**

https://learnenglishteens.britishcouncil.org/study-break/graded-reading?utm_source=LearnEnglish+Teens+newsletter+November+2017&utm_campaign=LETeens+newsletter+-+November+2017&utm_medium=email

- **News articles and articles on topics of interest (you can change the lexile level to make texts easier or more difficult to read:**

Get a free account - log in via your google account
https://newsela.com/

- **Reading comprehension support - Readworks:** **https://www.readworks.org/**

Vocabulary:

- **British Council:** **https://learnenglish.britishcouncil.org/en**
- **Quizlet:** **https://quizlet.com**
- **Learn new words, support a good cause:** **http://freerice.com/#/english-vocabulary/1385**
- **Flocabulary word lists:** **https://www.flocabulary.com/wordlists/**

Spelling:

- **https://howtospell.co.uk/buildingwordsintro**
- **English worksheets - spelling and grammar: http://englishlinx.com/**
- **Quizlet: https://quizlet.com**
- **Spellingcity: https://www.spellingcity.com/**

Grammar:

- **Brainpop EAL / Brainpop English grammar section:**

Mackinvia(https://www.mackinvia.com/) → Databases → Brainpop → English → Grammar
https://www.brainpop.com/english/grammar/

- **British Council: https://learnenglish.britishcouncil.org/en**
- **Grammar Monster: http://www.grammar-monster.com/common_grammar_errors.htm**
- **Verb tenses and more: https://www.englishpage.com/index.html**
- **Sentence structure:**
  https://learnenglish.britishcouncil.org/en/english-grammar/sentence-structure

Writing:

Writing Essays: https://www.thoughtco.com/writing-essays-4132582

Listening

- **Luke's podcast: https://teacherluke.co.uk/**
- **Listening and Sound Contrast (+ grammar exercises): http://www.eflnet.com/**

Dictionaries

- **Encyclopedia Britannica:**
  Mackinvia(https://www.mackinvia.com/) → Databases → Encyclopedia Britannica
  (Go to the library to obtain the username and password for Mackinvia)
- **Cambridge Dictionary:** https://dictionary.cambridge.org/

General:

- **Learn any language for free**: https://www.duolingo.com/
- **British council English language learning platform:**
  http://www.bbc.co.uk/learningenglish

Please also refer to the extensive language learner website of Frankfurt International School:

http://esl.fis.edu/