IMPLEMENTING AN ELEMENTARY SCHOOL MOTHER-TONGUE LITERACY PROGRAM
A Guide for Administrators and Language Teachers

THE AMERICAN INTERNATIONAL SCHOOL OF ROTTERDAM
with support from the Stichting Internationaal Onderwijs (SIO)
(Foundation for International Education in the Netherlands)

Marga Akerboom and Nancy Kroonenberg, February 2016
The intent of this document is to assist international schools wishing to implement or expand an elementary school mother-tongue literacy program. In our program expansion, we explored many possible models, did research and looked at programs in other schools. Our model is not the only one nor necessarily the best one but is the most appropriate one for us. Other schools have exemplary programs similar or different than ours, and we have included information about some of these programs in the appendices. We are very grateful for the support from the Stichting Internationaal Onderwijs (SIO) (Foundation for International Education in the Netherlands) to help us undertake ongoing research, professional development and curriculum work to further develop our mother-tongue program.

RATIONALIZATION FOR A MOTHER-TONGUE LITERACY PROGRAM

We are witnessing an aspect of globalization with the increasing movement of people from one country to another for various purposes. The fact is that living in another country impacts one’s mother-tongue language development. It is important for parents and educators to support children learning and retaining the language of their home country. Students should develop literacy in their mother tongue and take pride in their culture and their country of origin.

Each language represents a special culture and is certainly one of the most precious treasures in our lives. It’s our duty and responsibility to preserve it and ensure that we pass it down from generation to generation. One’s mother language has a very powerful impact on the formation of the individual. A child’s psychological and personality development depends upon what has been conveyed through the mother tongue. A child’s first comprehension of the world around him, the learning of concepts and skills, and his perception of existence, starts with the language that is first taught to him, his mother tongue. In the same manner, a child expresses his first feelings, his happiness, fears, and his first words through his mother tongue. Our mother tongue has a key role in framing our thinking, emotions and spiritual world.

A child connects to his family, culture, history, identity and religion through his mother tongue which shapes his identity. Many expat children who don’t know their native language well are at a crossroads of identity crisis. The mother tongue is one of the most powerful tools used to preserve and convey culture and cultural ties. Children who are unaware of their culture, their language, and their history may lose confidence in themselves, and the family, society and the nation to which they belong, and they may have no other option than seeking an alternate identity. A child will identify himself with the language and culture he knows best. International schools need to help children maintain and improve their mother language while giving affirmative messages and keeping positive attitudes about other cultures. We must remember that we live in a multicultural society, and we should teach our children to learn about other cultures and respect them as well.

The ability to converse in a language is developed through the mother tongue. The child will get familiarized with the nuances of a language in learning and using it, and this will enable him or her to
learn other languages as well. A strong foundation in their first language will contribute to learning another language and help them develop stronger literacy skills in the school language. Children’s literacy knowledge and abilities transfer across languages from mother tongue to the language the child is learning at school. When children continue to develop their abilities in two or more languages throughout their elementary school years, they gain a deeper understanding of language and gradually acquire knowledge about how it can be manipulated and applied in different ways. They explore the similarities and differences between languages. Unfortunately, for many multilingual children who have little mother tongue support at home, once they start school their mother tongue is gradually replaced by the majority or dominantly used language, especially in the early school years. Children can learn two or more languages at the same time. Preferring a second language to a first language most often occurs because children do not know how to express themselves fluently in their mother tongue in certain contexts and situations. They lack vocabulary and literal expressions in the mother tongue and find it easier to express themselves in the majority language.

Research relating to mother-tongue maintenance and development is particularly significant. This indicates that students following a mother-tongue maintenance and development program receive the following benefits:

- They avoid language loss and the resultant negative effects, for example, of subtractive bilingualism (where the development of a second language is detrimental to the first language).
- They perform at least as well (often better) in mainstream subjects (science, humanities, etc.) as monolingual students.
- They perform at least as well (often better) as second-language students who don’t maintain their mother tongue and are schooled wholly in the second language.
- They retain a positive attitude toward their mother tongue and cultural background when the school shows acceptance of the mother-tongue language, accounting for increased self-esteem and its resultant benefits.

Among the reasons for maintaining and developing mother-tongue proficiency are:

- EAL students in international schools learn English more quickly and effectively if they maintain and develop their proficiency in the mother tongue. How does the mother tongue help the learning of English? Research has shown that many skills acquired in the first language can be transferred to the second language. So, for example, if a child has developed good reading skills in Korean, he is likely to be able to apply these skills when reading English. Similarly, the skills of being able to plan out a piece of writing or develop an argument in a persuasive essay can be applied in the second language once they have been learned in the first.
- Many children in international schools plan to return to their home country at some point to continue their education there. This is a strong reason to make sure they do not have gaps in mother tongue language or cognitive development.
- EAL students who turn against or otherwise neglect their mother tongue can often suffer from problems of identity loss or alienation from their parents, and from their grandparents or other family members in their home country.
- Reading skills transfer from language one to language two.
• Reading provides knowledge of the world that makes second-language texts more comprehensible.
• The pleasure of the reading habit itself transfers to the second language.

Based on educational research, the American International School of Rotterdam (AISR) believes that students with a strong mother tongue are far more successful in learning and functioning in an additional language. The school believes that it is vital that students have the opportunity to maintain and develop their mother tongue (the main language that the student uses at home) wherever feasible. The purpose of the AISR mother-tongue program is to provide an opportunity for students to develop appropriate skills in their mother tongue according to their age level.

AISR LANGUAGE PHILOSOPHY

Language is the means by which we negotiate meaning in our world and communicate with others. Through language, we come to understand our culture and ourselves. Through additional language acquisition, we strive to understand and have empathy with others.

As a community of learners, AISR recognizes and promotes the opportunity to become multilingual and demonstrate international mindedness. The school recognizes that learning and maintaining language(s) facilitates cognitive development, literacy and internationalism.

We believe that the learning of language is fundamental to students’ cognitive and personal development and that students should:
• learn English to a level required for academic success
• maintain and develop their mother tongue
• develop a sense of international awareness and genuine respect for perspectives different from their own

Mother-tongue Language Instruction

Mother-tongue language instruction is an integral part of the AISR early learning and elementary school program as it benefits an individual’s emotional well being, enhances academic success and promotes the acquisition of other languages.

AISR defines mother tongue as:
• the language(s) of communication a student generally uses in his/her family.
• the language(s) that the student feels most comfortable with, and in which he/she intuitively and correctly describes the world and his/her emotions.
• the language(s) that ties a student to his/her cultural identity(ies).

In practice, this means that:
• the school works with parents to foster the best environment for language learning, recognizing that a great deal of language learning takes place at home.
the school offers a broad range of mother-tongue languages in early learning and elementary school.
all teachers recognize that they are language teachers as well as subject teachers.
students are given the opportunity, wherever possible, to continue developing their mother tongue.

IMPLEMENTATION OF THE AISR MOTHER-TONGUE PROGRAM

At the beginning of the 2013-2014 school year, the American International School of Rotterdam broadened its early childhood and elementary school (ages 3-11) modern language program. Prior to that school year, the only modern language course offering was Dutch.

In August 2013, AISR launched a mother-tongue literacy program for PreK1-Grade 5 (ages 3-11), embedded in the school day. The following languages were added to the curriculum:
- French as a Native Language
- German as a Native Language
- Italian as a Native Language
- Japanese as a Native Language
- Mandarin as a Native Language
- Spanish as a Native Language

In the school year 2014-2015, Russian as a Native Language was added for a total of eight mother-tongue language offerings including Dutch.

Modern Language Classes in Early Learning (PreK1, PreK2 -- ages 3-4) and Elementary School (K, Grades 1-5 -- ages 5-11)

Research shows that it is essential for students to continue to develop their mother tongue, and for this reason, we offer mother-tongue support in as many languages as possible. We strongly encourage students to continue the development of their mother tongue by taking part in these classes.

At AISR, early learning and elementary students study their mother tongue during the school day with our modern language classes meeting 45 minutes daily.

This mother-tongue program is designed for those students in PreK1 through grade 5 who already converse in their native language. Based on a wealth of educational research, recognition of a child’s home culture and native language is an important feature of any language learning approach. Provision for the maintenance and further development of the native language also helps to address many social, emotional and academic needs of the language learner. Children who maintain their first language can extend their cognitive development that helps them learn another language easier.
Students may choose between our mother-tongue languages and Dutch Language and Culture (geared towards non-native speakers). In most cases, families of children speaking one of our eight mother-tongue offerings will choose the mother-tongue option.

**CONSIDERATIONS FOR IMPLEMENTING A MOTHER-TONGUE LITERACY PROGRAM**

Whenever AISR has a new language offering, a space must be allocated, an instructor secured and instructional resources (textbooks) purchased. As there are relatively high start-up costs and the return on investment is not immediately realized, it is financially challenging to fully develop curriculum and provide instructional resources beyond the basics.

When setting up a mother-tongue program, there are many factors to be considered: scope of languages to be offered, number of students, time allocations, frequency of instruction, curricula, availability of instructors, professional development, space allocations, alignment with other curricular areas.

**Selection of Language Offerings**

AISR began its choice of mother-tongue languages based on:
- the number of current and newly-accepted students speaking a particular language
- municipal goals to attract companies from focus countries identified as having strategic importance for Rotterdam.
- initiatives by certain companies to bring in large numbers of families from certain countries, i.e. one company brought in a number of Italian families, and the AISR Italian mother-tongue program was developed as a result.

**Scheduling**

Among the possible considerations prior to initiating the program were:
- scheduling languages as a co-curricular program after school and/or on Saturdays
- scheduling as part of the regular curricular program
- frequency of instruction (daily? length of time?)
- clustering grades to realize economies of scale with regard to staffing and also realizing the need for differentiated instruction (as students in different grades and with various previous mother-tongue language experience would be in the same language class)

Ultimately, the decision was made to offer classes forty-five minutes daily, embedded during the school day to be on a par with other academic courses. Classes/grades were combined as follows: PreK1-Kindergarten (ages 3-5), Grades 1-2 (ages 5-7), Grades 3-5 (ages 8-11).
Curricula

In determining curricula, we reviewed a number of considerations:
- time -- number of days in the school year and frequency of instruction
- task analysis -- prioritize and determine the number and depth of topics
- standards and benchmarks for modern languages and curriculum maps
- national vs. international school curricula review
- addressing language acquisition needs and literacy needs

The mother-tongue language program strives to further increase curriculum and pedagogical resources. These needs include but are not limited to:

Curriculum Resources
1. actual curriculum documents (language arts curriculum from target languages)
2. target language curriculum development resources (books) for instructors
3. ensure written curricula translated into English are consistent. Common curricular terminology is of particular importance when trying to ensure alignment (such as with the IPC -- the International Primary Curriculum), particularly horizontally.
4. Rubicon Atlas is our all-school software for curriculum mapping

Pedagogical Resources
1. laptops for all teachers and ongoing training
2. fixed Smart Boards in all language rooms.
3. target language pedagogical development resources (books) for instructors.

Staffing

We needed to ensure the hiring of qualified mother-tongue teachers and considered the sources for qualified teachers in setting up our program:
- potential access to qualified instructors in local area
- recruiting from overseas can be costly
- possibility of spouses of expats as local hires

When AISR started its mother-tongue program, the school invested heavily in instructors, which is absolutely necessary to ensure that qualified, native-speaking teachers are secured when providing a literacy-focused language program for native speakers.

Professional Development

Due to the fact that teachers come from curricular and training programs in their home countries which vary greatly, curricula and instruction vary greatly among our language and EAL (English as an Additional Language) teachers. While it is desirable to have curricula delivered as closely as possible to the native curricula, certain aspects need to be aligned to a common international framework. PD on
differentiation, scaffolding, language development, etc. are essential. Some common PD sessions are necessary as well as one-to-one work.

Pedagogy and strategies should be aligned not only among modern language teachers but with those of English language arts and EAL (English as an Additional Language) teachers.

**Standardization and Alignment**

Standardization and alignment of the modern language curricula at AISR needed to occur with the following: native curricula, among the mother-tongue languages offered, the IPC (International Primary Curriculum), AERO (American Education Reaches Out) Standards, CEFR (Common European Framework of Reference for Languages) and WIDA standards (EAL/ESL), as well as keeping in mind the standards of the IBDP (International Baccalaureate Diploma Program). This is a monumental and sometimes elusive task. Therefore, we sought the support of SIO in our quest to improve and further develop our program (curriculum, resources, pedagogy, professional development, alignment) and to develop this guide as a roadmap to implement and further strengthen existing language programs. The journey is far from over.

**HOW SIO HAS SUPPORTED US TO FURTHER OUR PROGRAM DEVELOPMENT**

**Research**

In approaching and writing the initial grant proposal at the end of 2014, a small group of staff members did extensive research to better understand our needs for program development. Once we received SIO support, the same group with the addition of the 14 mother-tongue teachers did extensive research to determine areas in which we needed professional development and curriculum work. This helped us to narrow our focus. Most of our work is included in the appendices in 3 sections:

- articles from other international schools/publications reprinted with permission
- the actual research undertaken in English and other languages by all of our mother-tongue teachers (this appendix includes guidelines for undertaking the research)
- a list of additional references used in the grant proposal process, the planning for professional development and the creation of this manual

Another key research piece was to elicit feedback from our teachers and parents as this would give us guidance for our further professional development needs and curriculum work. Halfway (November-December 2015) through the third year of our elementary school mother-tongue program was the appropriate time to seek comprehensive feedback from the parents and the teacher.
Program Evaluation by Teachers and Parents

In November/December 2015, we developed and administered surveys to parents and teachers. We were 2½ years into our expanded program, and we felt it was a key juncture to solicit feedback (see Appendix A for a blank parent survey). Satisfaction of parents and teachers was overwhelmingly at the “strongly agree” and “agree” levels.

General conclusions from the parent feedback:
- curriculum is age appropriate
- native speaking teachers and students in the class keep students connected to their culture
- classes are daily which helps give consistency
- dedication of the teachers

General conclusions from the teacher feedback:
- daily instruction strongly supports learning modern languages
- students have a positive attitude towards language learning
- students gain vocabulary and cultural awareness
- students have access to mother-tongue books in our library and that of the Japanese School of Rotterdam

Classroom Observations at AISR and Visitations to Other Schools

The American International School of Rotterdam places a high priority on professional development. Staff members are encouraged to value their own learning and actively engage in self-improvement. There is a wealth of expertise on the faculty and regular peer observations are strongly encouraged. Each language teacher is required to set yearly goals and discusses those with the Head of the Language Department. In the year 2015-2016, strong emphasis has been put on peer observation. The SIO grant has allowed language teachers to observe lessons of their peers at AISR as well as in other schools, and we will continue to do so in the future.

In October 2015, a group of AISR language teachers observed modern language classes at the European School of The Hague, and in January 2016, another group visited the United World College in Maastricht. In both schools, we had intensive meetings with members of the language departments. We gained good insights into their curricula, their solutions for alignment, time allocation, etc. Increased collaboration among schools will lead to curricular and pedagogical improvements which will ultimately result in improved student learning.

Professional Development

AISR provides ongoing professional development for all teachers, and some recent general areas have included differentiation and curriculum mapping (using Rubicon Atlas). Previous to the current school year, the modern language teachers have had dedicated workshops in using SmartBoard technology.
Support from SIO has enabled us to provide dedicated workshops re: teaching strategies and curriculum development which will have an ongoing impact on our mother-tongue program. These workshops are highlighted below. In addition, in the spring of 2016, we will provide additional SmartBoard training.

❖ Synopsis of 17 August 2015 workshop on Vocabulary Strategies with Marloes Alblas (www.bazalt.nl)

Re: Vocabulary education in the American International School of Rotterdam. AISR mother-tongue language teachers have been educated in a variety of countries around the world. Thus, there is no common perspective on vocabulary education. For the quality of our lessons and classes and learning results, we determined that we needed a common approach with regards to learning and teaching vocabulary.

Marloes Alblas from Bazalt organized a training where language teachers gained a common view on vocabulary education. Teachers were exposed to and inspired to use a wider array of pedagogical strategies to teach vocabulary and expand their learners’ mental lexicon and knowledge.

Aspects of the workshop included:

- Getting to know three different theories of vocabulary education and their most important characteristics/differences -- *Wijs met woorden* (Bazalt), *Met woorden in de weir* (Coutinho) and *Vocabulary Making It Memorable* (Kagan).
- Thinking and talking about the teachers’ view on vocabulary education, in order to find similarities and a common point of view.
- Teachers are able to try out some didactics/learning structures, based on the theories and suggestions they learned.

As a result teachers became familiar with a broader array of structures they can use in their classes and are aware of their common point of view and agreements on vocabulary education.

❖ Synopsis of 11 January 2016 curriculum alignment workshop with Catherine Copeland (Global EDGEucation)

The American International School of Rotterdam approached Global EDGEucation (www.globaleedgeucation.com) to assist the school in its next stage of language learning development. The challenge for AISR is to align its elementary school language program with the school’s philosophy and elementary curriculum (i.e. IPC). Global EDGEucation created the framework for collaborating on curriculum and assessment development. This will lead to speaking the same “language” for assessment and working with the same language topic foci. These tools will also help to bring about a language continuum for learning and the differentiation required to meet the varied language needs of the students.

Catherine Copeland, the Director of Global EDGEucation, presented a workshop where the tools and framework were introduced and explored. The teachers started to experience the process of alignment, immediately seeing the benefits for their students and their assessment practice. The IPC coordinator also participated in the workshop, as wherever possible, links to the IPC topics and approach were made in order to further extend their student’s knowledge, skills and understandings in relation to their Cognitive
Academic Language Proficiency (CALP).

As a next step, the tools and frameworks provided by Global EDGuecation could be further extended and adapted at AISR to develop and align the EAL and classroom teaching of language and its assessment, thus providing a whole school common approach and references for language learning.

Ongoing Curriculum Development Work

The curriculum alignment workshop with Catherine Copeland provided a strong foundation and framework for continued curriculum development work (with an emphasis on alignment) during the current and next school years. Guidance and structures in our ongoing work comes from:

- The Common European Framework of References (CEFR)
- Evaluation & Accreditation of Quality in Language Services (EAQUALS)
- International Primary Curriculum (IPC)
- Rubicon Atlas -- a curriculum mapping tool

- The Common European Framework of References (CEFR)

The Common European Framework of References (CEFR) (http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf) provides an outline of the stages of language acquisition. In the coming months, we will strive to embed CEFR into our language teaching and to reach a stage where the CEFR levels and competences become a core component of daily teaching practice. Our teacher resources need the structure and definition provided by the CEFR to make our work more coherent. Applying, and where needed adapting, the CEFR to their own teaching approach is an important competency for teachers. We aim to support teachers in applying the CEFR to their daily work by providing a practical inventory of language points that should be a part of a balanced course at each level of the CEFR. Our goal is to provide direction for teachers in how to select inventory items and plan lessons that will help students gain the competences they need within the CEFR. For each of our languages, we will attempt to pull together a core list of language points and key vocabulary for each level of the CEFR, and this will guide lesson planning. The CEFR levels are: A1-A2: Basic Users; B1-B2: Independent Users; C1-C2: Proficient Users. See Appendix B for further information.

- Evaluation & Accreditation of Quality in Language Services (EAQUALS)

EAQUALS (Evaluation & Accreditation of Quality in Language Services) (www.eaquals.org) has produced a great resource of core topics for English which we will use as examples and where applicable, we will make links to the IPC topics (enduring understandings). See Appendix C for further information about the A1 level.
International Primary Curriculum (IPC)

AISR uses the International Primary Curriculum (IPC) (https://www.greatlearning.com/ipc/), a “world class, brain-friendly, comprehensive and practical curriculum, delivering subject, personal and international knowledge, skills and understanding.” The IPC provides the support teachers and students need to help primary and elementary children learn as 21st century international citizens. The IPC focuses on academic and personal development and the development of a global awareness. Learning is active, engaging, and above all meaningful to children.

IPC uses more than 90 different units or themes. These are child-friendly and modern subjects which are exciting and that children in primary education can remember. Examples of themes are: investigators in time, airports, I am alive, inventions, mission to Mars and the Olympic Games.

By offering themes, the children remain motivated. Every IPC unit contains different topics, and the children learn to make connections between the different subjects and the world in which they live. Every theme has a pre-set order of work: starting point, gaining knowledge, explanation of the theme, working on the learning goals and closing. One of our goals is to more closely align the IPC themes in students’ regular classrooms with the themes in their modern language classes.

Rubicon Atlas Curriculum Mapping

Rubicon Atlas (http://www.rubicon.com/) is our curriculum mapping tool in our elementary and secondary schools in all curricular areas. Why is curriculum mapping needed in a school like ours?

To “Satisfy an intrinsic need for greater curriculum integration: International schools are characterized by strong transversal curricular threads – which some refer to as ‘international mindedness’ – that require closer integration across subject areas and grade levels. Some of these curricular crossovers are for example: the coexistence in some grades or subject areas of both a national and international curriculum, stronger collaboration among language departments between native and non-native languages, the inclusion of the host country as a topic in the curriculum, the reflection of the school’s mission and values in the taught curriculum, etc... All these threads call for quality conversations about what it is that we faculty teach, when, how and why. These conversations take time and require context on current practices. When a school has its curriculum mapped, conversations can move from ‘What it is that we teach?’ to ‘How can we collaborate to make our curriculum more cohesive and relevant to our students?’.” http://www.stephanekeller.com/?p=53

Our modern language teachers (as well as all of our teachers) have begun the curriculum mapping process, the template for which includes: Unit; Enduring Understandings; Content Outcomes; Skills Outcomes; Essential Assessment, Methodologies, Learning Activities; Resources
❖ **AISR Mother-tongue Curriculum Development Plan**

Key Objective: Curriculum alignment among mother-tongue languages in the elementary school

Taking into account:
- Common European Framework of References (CEFR) (Appendix B and website http://www.coe.int/t/dg4/linguistic/cadre1_en.asp)
- Evaluation & Accreditation of Quality in Language Services (EAQUALS) (Appendix C and website www.eaquals.org)
- Home Language Maintenance Planning Template (Appendix D)
- International Primary Curriculum (IPC) (website www.greatlearning.com/ipc)
- Rubicon Atlas -- a curriculum mapping tool (website www.rubicon.com)

Curriculum Development Schedule 2016

<table>
<thead>
<tr>
<th>January</th>
<th>One teacher given release time for collecting all necessary documents (CEFR, EAQUALS, IPC, Rubicon Atlas)</th>
</tr>
</thead>
</table>
| February | CEFR - A1  
Small team works in the morning.  
Presentation/information meeting in afternoon to all language teachers.  
All language teachers apply knowledge to their own language skills (competences) on that level.  
Set goals for March |
| March | Finalize A1 and start A2. Same format as in February. Set goals for April |
| April | Finalize A2 and start B1. Same format as in February. Set goals for May |
| May | Finalize B1 and start B2. Same format as in February. Set goals for June |
| June | Finalize B2 and start developing assessment tools, i.e. tracking system ‘can do’ checklists per student.  
All language teachers apply knowledge to their own language skills (competences) on that level. |

**LOOKING TO THE FUTURE**

Curriculum work is never complete. It is always ongoing, but by June 2016, AISR will have made great strides developing the elementary school mother-tongue language curricula with emphasis on alignment.
This will provide a strong influence and framework for curricular work needed to improve our modern language program in our elementary school, and ultimately in our secondary school as well.

Along with curricular work, we will continue to review our schedule, teaching strategies, language offerings and resources, always keeping in mind student and learning outcomes.

Rather than serving as a GPS for professionals, we view this document as a road map. As with our literacy program, it continues to be a guide in progress, not a finished product. The AISR way to an effective elementary school mother-tongue literacy program is but one road map, and we offer it as a guide for other schools as they implement and modify their programs.

**APPENDICES**

- Appendix A: ES Modern Language Parent Survey
- Appendix B: Common European Framework of Reference for Languages (CEFR) Common Reference Levels, Global Scale
- Appendix C: Evaluation & Accreditation of Quality in Language Services (EAQUALS) Bank of Descriptors for A1
- Appendix D: Home Language Maintenance Planning Template
- Appendix E: International Schools/Publications Articles (reprinted with permission)
- Appendix F: Research Undertaken in English and Other Languages by AISR Teachers
- Appendix G: List of Additional References
Appendix A: ES Modern Language Parent Survey

ES Modern Language Parent Survey

This is the third year of our expanded elementary school modern language program, and we are seeking feedback from our parents (as well as our language teachers).

Thank you for taking a few minutes to share your feedback and input. If you have more than one child, then please indicate feedback based on each child.

Please complete this survey (one per family) and submit it by Wednesday, 9 December.

* Required

Child #1

Grade: *
- Pre-K1
- Pre-K2
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5

Language *
- Chinese as a Native Language
- Dutch as a Foreign Language
- Dutch as a Native Language
- French as a Native Language
- German as a Native Language
- Italian as a Native Language
- Japanese as a Native Language
- Russian as a Native Language
- Spanish as a Native Language
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know or Not Applicable</th>
</tr>
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<tbody>
<tr>
<td>My child is making appropriate progress in speaking the language.</td>
<td></td>
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<td></td>
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<tr>
<td>My child is making appropriate progress in understanding the spoken language.</td>
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<td>My child is making appropriate progress in writing the language.</td>
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<tr>
<td>My child is making appropriate progress in reading the language.</td>
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<tr>
<td>My child is learning about the culture(s) related to the language.</td>
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<tr>
<td>The books and materials are appropriate.</td>
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<tr>
<td>The amount of homework is appropriate.</td>
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<tr>
<td>The amount of class time per week is appropriate.</td>
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<tr>
<td>My child is positive about learning the language.</td>
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<tr>
<td>My child's overall progress in the language is appropriate.</td>
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The two greatest strengths of my child's elementary school modern language course are: *

Two areas of growth for my child's elementary school modern language course are: *
# 1 Common Reference Levels

## 1.1 Global scale

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>C2</td>
<td>Proficient User: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</td>
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<tr>
<td>C1</td>
<td>Proficient User: Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</td>
</tr>
<tr>
<td>B2</td>
<td>Independent User: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
</tr>
<tr>
<td>B1</td>
<td>Independent User: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans.</td>
</tr>
<tr>
<td>A2</td>
<td>Basic User: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</td>
</tr>
<tr>
<td>A1</td>
<td>Basic User: Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</td>
</tr>
</tbody>
</table>
Appendix C: Evaluation & Accreditation of Quality in Language Services (EAQUALS) Bank of Descriptors for A1

**LISTENING**
I can understand simple words and phrases, like “excuse me”, “sorry”, “thank you”, etc.
I can understand the days of the week and months of the year.
I can understand times and dates.
I can understand numbers and prices.
I can understand basic greetings and leave taking, like “Hello”, “good bye”, “good morning”, etc.
I can understand simple personal questions when people speak slowly and clearly. (e.g. “What’s your name?”, “How old are you?”, “What’s your address?”)
When listening to a conversation, I can understand words and short sentences, provided that people speak very slowly and very clearly.
I can recognise my flight number in short, clear and simple messages at international airports.

**READING**
I can recognise names, words and phrases I know and use them to understand very simple sentences if there are pictures.
I can understand words and phrases on everyday signs (for example ‘station’, ‘bar park’, ‘no parking’, ‘no smoking’, ‘keep left’).
I can understand simple forms well enough to give basic personal details (e.g., name, address, date of birth).
I can understand very simple instructions if they are supported by pictures and if I know this type of instructions.
In everyday situations I can understand simple messages written by friends or colleagues, for example “back at 4 o’clock”.

**SPOKEN INTERACTION**
I can use basic greeting and leave taking expressions.
I can ask how people are.
I can interact in a simple way, asking and answering basic questions, if I can repeat, repair and get help.
I can ask and answer (simple personal) questions, like “What’s your name?”, “How old are you?” if the other person speaks slowly and is very helpful.
I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me provided they are articulated slowly and clearly.
I can buy things in shops where pointing or other gestures can support what I say.
I can use and understand simple numbers in everyday conversations (for example in prices or telephone numbers).
I can answer the phone, give my name and answer very simple questions (e.g. “When is Mrs Jones back?”).

**SPOKEN PRODUCTION**
I can give personal information (address, telephone number, nationality, age, family, and hobbies).
I can very simply describe myself and my family.
I can very simply describe where I live.

**WRITTEN PRODUCTION**
I can write about myself and where I live, using short, simple phrases.
I can understand a hotel registration form well enough to give the most important information about myself (name, surname, date of birth, nationality).
I can write a greeting card, for example a birthday card.

**STRATEGIES**
I can establish contact with people using simple words and phrases and gestures.
I can say when I do not understand.
I can very simply ask somebody to repeat what they said.

**QUALITY OF LANGUAGE**
I have a very basic repertoire of words and simple phrases about family and personal details, plus simple everyday situations.
I can communicate very basic information about myself and my family in a simple way.
I can join simple phrases with words like “and” or “then”.
I can use memorised short phrases for specific purposes with reasonable accuracy.
I can speak in very short phrases and isolated words.
I can use the simplest everyday polite forms of greetings and farewells; introductions; saying “please”, “thank you”, “sorry”, etc.
### Home Language Maintenance Planning Template

<table>
<thead>
<tr>
<th>Creating a Context</th>
<th>Language topic</th>
<th>IPC Unit</th>
<th>Enduring understandings (Atlas terminology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Statement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inquiry Question</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Skills &amp; general assessment objectives according to the CERF</td>
<td>Understanding</td>
<td>Spoken Interaction</td>
<td>Spoken Production</td>
</tr>
<tr>
<td>Differentiation: specific assessment objectives per student</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Language Functions</td>
<td></td>
<td></td>
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<tr>
<td>Grammar</td>
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<td></td>
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<tr>
<td>Vocabulary</td>
<td></td>
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<td></td>
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<tr>
<td>Sub-Topics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy/Literature focus</td>
<td>Genre(s)</td>
<td>Supporting text/literature</td>
<td></td>
</tr>
<tr>
<td>Learning Experiences/Activities</td>
<td><em>Identify at least one activity which will be used to assess each skill objective</em></td>
<td></td>
<td></td>
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<tr>
<td>Resources required</td>
<td></td>
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<tr>
<td>Preparation required</td>
<td>e.g requesting information from home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


References:
- British Council (2010) EAQUALS A Core Inventory for General English
The BSN values the diversity of its community and recognises the importance of supporting language learning both inside and outside the curriculum. Maintaining and developing mother tongue languages is a long-standing and deep-rooted element of the BSN’s Internationally British approach.

Although children study and learn through the medium of English each day, there is great value in maintaining a connection with their home language, both now and for their future. With many students regularly speaking a different language to each parent, as well as English at school, it is easy to see the need for teaching and support in one or both of their mother tongue languages.

At the beginning of this term a re-developed Mother Tongue Programme was launched, with all classes delivered on site at the BSN Language Centre in Leidschendam. Language Development Coordinator Alison Brown joined the Language Centre last term and oversees the smooth running of this new programme. After-school language classes were previously offered at each of the junior school campuses but, as Alison explains, the amalgamation of the programme within a single location brings with it a wide range of advantages:

"Before the move to the Language Centre both the teachers and their students could be isolated. Spread across all the junior school campuses, the teachers weren’t in a position to share best practice, materials or methods of teaching. As a result, for example, there could..."
have been three French clubs at three different locations each being taught differently, without space for working together and building resources."

The new arrangement not only provides more structure but is also less problematic from an operational perspective, as any issues that may arise can now be resolved more quickly. Alison continues, "There is now the opportunity for both parents and teachers to speak to us at the Language Centre, including me as the coordinator, to discuss any queries or concerns – that is a huge benefit."

One of the key priorities this term has been to ensure better communication between parents, teachers and the organisation. Alison explains further: "What I want to do this year is to ensure parents know more about what’s happening in the programme. Previously classes could start at any time through the year, which could be disruptive, and class sizes and approaches varied. This year, the aim is that the vast majority of students will be in one location for a full year starting in September and ending in June. This approach provides much more stability for the students and allows for easier planning for everyone involved. My aim is also to use this stability to continue to build good relationships with parents by providing them with photographs from the classes and activities, as well as regular updates, so they feel a sense of connection to the content being taught."

**Popular programme**

So far the Mother Tongue programme has proved to be extremely popular with 180 students currently participating. Classes are currently offered in Dutch, French, Spanish, German, Italian, Swedish, Chinese and Arabic. A Portuguese class is scheduled for next term. The classes also incorporate cultural aspects and where possible reflect national celebrations and holidays in the countries of the language being taught.

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BSN parent Maribel Ortega Bragado shares the experience of her children who attend the Mother Tongue Programme:

"The Mother Tongue Programme is a great way to improve knowledge of the two mother tongues of my children and it also enables them to keep in touch with the cultural values of their countries of origin (Spain and the Netherlands), which is extremely valuable whilst growing up in an international environment. It is a great investment for their future."

The programme has also been designed with the move to Senior School in mind, helping students to maintain a connection to their mother tongue that may continue with subsequent enrichment programme content and learning at the secondary level."
Curriculum >>

Is Your School Ready for a Mother Tongue Programme?

By Ms Mattie Jackson, Mother Tongue Coordinator, mjackson@chatsworth.com.sg
Chatsworth International School-Orchard Campus - Singapore

From my experience through engaging with other international educators and by attending workshops and conferences, international schools are beginning to accommodate mother tongue language learners. IB philosophy credits the success of their programmes to a rich development of language and literacy for all learners. The question facing schools is how to set up and implement a mother tongue programme. The five points presented in this article are equally important and necessary for a successful mother tongue programme. They have been compiled after hearing the same concerns and being asked the same questions regarding a mother tongue programme.

The first point is the visual impact of the entrance to the school. What first impressions does the school convey to the outside world? Is the English language the only language facing students on every notice board, on every sign, on every banner? The identity of mother tongue language learners at any school will be supported through the visual and cultural images that embrace them as they conduct their daily lives on campus. A warm ‘Welcome’ in all the languages representative of the school should be displayed for all the students and parents. It is important that all the languages of the school be represented in order to build a sense of belonging in all students.

The second point addresses the need for curriculum coordinators and school administrators to value the importance of a mother tongue programme. With their support it is possible to train and encourage mainstream teachers in supporting mother tongue language learners. It should go without saying that all international teachers are language educators. Yet without proper training how is this possible in a science classroom or a math classroom? Multilingual conferences are organised with this in mind and held to address these concerns. Yet they are often not frequented by subject teachers nor school administrators. These conferences provide the perfect opportunities for acquiring effective strategies suitable for language learners in all subject areas and for administrators to understand their role in implementing a strong mother tongue programme at their school.

The third point centres on educating parents in the importance of allowing students to use their mother tongue language at home in order to gain access to the school curriculum. Often parents are reluctant to embrace this. They want their child to learn English and believe reading, writing and speaking only in English is the most efficient manner to do this. At times, parents can see education as a competitive area. Conducting parent information sessions will assist parents in understanding the cognitive and academic research that supports the necessity of having a strong foundation in the mother tongue language in order to learn and acquire a new language. Parents must adopt good language policies at home to help their children develop good literacy skills in their mother tongue language. Additive bilingualism - acquiring one language while maintaining another - must be instilled in the parents in order to support a strong mother tongue programme.

The fourth point focuses on school libraries. They must shelve books rich in the diversity of the languages of the school. Every student must feel the literature written in their mother tongue language is valued enough to be represented in their school. The parent community could be a valuable resource in suggesting literature suitable for all ages in their mother tongue language. They may also wish to donate reading material. Purchasing popular literature translated into the languages represented in the school for the school library is another supporting element of a mother tongue programme.

The final point encourages the appointment of a Mother Tongue Coordinator. This role sends a strong message to the school community of the value the school places on mother tongue language learning. A Mother Tongue Coordinator has numerous responsibilities including sourcing competent tutors, developing a rigorous programme and ensuring tutors maintain high standards of instruction. The Mother Tongue Coordinator should play a key role in fulfilling the four previous points. This in itself is a challenging position, yet a valuable and rewarding one in any international school.

The benefits of providing a rigorous mother tongue programme far outweigh the challenges of setting one up. The cornerstone of a student’s identity and sense of belonging relies on their knowledge and use of their mother tongue language. Building strong communities relies on the empathy created from student pride and acceptance of their own culture and that of their peers.

References and further reading:
Carter, Maurice, Bilingualism in International Schools: A Model for Enriching Language Education, Gallagher, Ethne, Equal Rights to the Curriculum, Many Languages, One Message: IB, Learning in a Language other than mother tongue in IB programmes

This article has been reprinted with permission from the EARCOS Triannual Journal, Fall 2015.
A friend who teaches secondary Spanish at an international school in Tokyo wrote recently to ask me when I believe students should be offered a choice of which second language they want to study. Her school offers this choice starting in Grade 6 and she would like to see Spanish offered in Grades 1–5 as well, where currently only Japanese is offered. Her question spurred me to send out a survey about this issue to the members of the Academy for International School Heads (AISH), and I was happy to receive sixty-three responses.

The survey asked four questions: 1) Does your school offer a mother-tongue program? 2) When do students first start to study a second language? 3) When do students first get a choice of second languages to study (if at all)? and 4) What languages does your school offer?

Interestingly, 78 percent of respondents indicated that their schools offer some type of mother-tongue program, and a whopping 44 percent that they offer such a program at all grade levels. From reading the comments, however, it is clear that most of these programs only offer instruction in the host country’s language, not in all students’ individual native languages, which would clearly be difficult to staff and expensive.

Not so surprisingly, 86 percent of respondents indicated that students in their school begin to study a second language in Grade 1 or earlier. The answers to the main question of when choice is introduced, however, were fairly widespread. Grade 6 was the clear favorite, with twenty of the schools (31 percent) introducing at least one additional second language option at that level.

An equal number of schools offer a choice at an earlier grade level, with first and fifth grades being the most common, respectively. Eight of the respondents indicated that their schools do not offer students a choice at any grade level, as they only offer one second language option.

Finally, in terms of the most widely offered language options, Spanish and French were clearly the top two, with Mandarin coming in a distant third.
While this was not a scientific study by any means, it does raise interesting questions. What, for example, should be the goal of a second-language program? Is it to adequately prepare students for success in a Higher Level IB language course? Is it to teach an appreciation for the host country’s language and culture? Is it to graduate bilingual or trilingual students? Or, is it just to improve brain development and teach transferrable linguistic skills that will benefit your students’ acquisition of English?

Of course, the answers to these questions are going to vary from school to school, depending upon the students they serve and the focus of their mission. Hopefully, however, the answers to these questions will be reflected in each school’s second language programs and languages offered.

Matthew E. Sipple is Deputy Head of School at Oberoi International School.

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APPENDIX F: RESEARCH UNDERTAKEN IN ENGLISH AND OTHER LANGUAGES BY AISR TEACHERS

❖ Research undertaken in the process of preparing the SIO grant proposal

| TOPIC: International school resources, Bavarian International School |
| VIS Vientiane |
| Annotation in English: |
| Mother-tongue programs in other international schools: |
| VIS Vientiane -- |

| TOPIC: Lower School Language Academy at the International School of Amsterdam |
| Annotation in English: |
The Lower School Language Academy began as a way to support children’s mother tongue languages. This year, the Lower School Language Academy hopes to offer the opportunity for children to learn new languages beyond those provided during the child’s regular school day.

If your child has a mother-tongue language other than English and you are interested in maintaining and developing your child’s mother tongue, perhaps the Language Academy is of interest to you. ISA provides the Lower School Language Academy for maintaining and further developing children’s mother-tongues. Lessons take place outside of the regular school day and are part of the extra-curricular activities.

Lessons strive to be fun learning experiences, nurturing a child’s mother-tongue development as well as providing enjoyable language opportunities to stimulate and encourage a child’s mother-tongue language use and growth. Language Academy classes take place after school once a week for one hour. The classes strive to be fun learning experiences. For an effective learning environment, it is important that all students in a class are of a similar linguistic proficiency level.

Classes begin three times a year, with each session running approximately 10 weeks.

Session 1: Early September- late November
Session 2: late November-March
Session 3: March- early June

The Language Academy is offered as part of ISA’s extra-curricular program and as such an extra fee is charged to cover the cost of the lessons. Parents are invoiced per session by the business office.

**TOPIC: Home language program, UNIS Hanoi**

**Source in English:**
Model from UNIS Hanoi, Home Language Program
http://www.unishanoi.org/page.cfm?p=532

**Annotation in English:**

UNIS Hanoi believes in the value and importance of students maintaining and developing their home language. Research suggests that a high level of proficiency in the home language may exert important influences on academic and intellectual development (Cummins, 2000).

UNIS Hanoi will make a concerted effort to support home language development of all languages, by providing coordination for Home Language (including the Self-Taught Languages in the Diploma programme). Home Language programmes are paid for in full by the community members participating in the programme. This is in addition to the payment of full tuition and fees of the regular UNIS Hanoi programme.

Home Language community groups are self-formed and take the responsibility for finding a home language teacher. Home language classes can be organised to meet during the school day at times that
fit within the UNIS Hanoi schedule, or after school. The decision to participate in a Home Language class is up to the student and his/her family.

HOME LANGUAGE GROUPS AT UNIS HANOI
Chinese, Danish, Dutch, French, German, Japanese, Korean, Malaysian, Spanish, Swedish, Vietnamese

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**TOPIC: Mother tongue program ISPP Phnom Penh**

**Source in English: ISPP Phnom Penh**

**Annotation in English:**

ISPP’s Philosophy of Mother Tongue
The International School of Phnom Penh believes that it is vital that all students have the opportunity to maintain and develop their Mother Tongue (the main language that the student uses at home) wherever feasible. The following extracts are recommendations from the IB.

The research relating to mother-tongue maintenance and development (Cummins and Danesi, in Baker and Prys Jones, 1988) is particularly significant. This research indicates that students following a mother-tongue maintenance and development programme receive the following benefits:

- They avoid language loss and the resultant negative effects, for example, subtractive bilingualism (where the development of a second language is detrimental to the first language).
- They perform at least as well (often better) in mainstream subjects (science, humanities, etc) as monolingual students.
- They perform at least as well (often better) as second-language students who don’t maintain their mother tongue and are schooled wholly in the second language.
- They retain a positive attitude toward their mother tongue and cultural background when the school shows acceptance of the mother-tongue language, accounting for increased self-esteem and its resultant benefits.

ISPP
Based on educational research, ISPP believes that students with a strong mother tongue, and those who continue to develop, are far more successful in learning and functioning in another target language. Therefore ISPP is continuously looking for innovative ways to facilitate the maintenance of your child’s Mother Tongue.

The Mother Tongue Programme – Not a Foreign Language Course
The purpose of the programme is to provide the opportunity for all students to develop appropriate skills in their mother tongue according to their age level. The Mother Tongue Programme is not a foreign language course. Therefore children should be fluent speakers in a language that is spoken at home with at least one parent. The School may determine if a particular student meets the requirements to join a Mother Tongue class.
The Mother Tongue (First Language) Programme is an additional educational extension programme offered outside of the regular school day. For students in need of language support, we recommend two periods of one hour of Mother Tongue (MT) each week on Mondays and Wednesdays, from 2:45pm to 3:45pm. Each language group has flexibility in terms of scheduling and the number/size of groups.

Previously, depending on demand, the following 14 languages have been taught: Danish, Dutch, French, German, Hindi, Japanese, Khmer, Korean, Malay, Mandarin, Spanish, Tagalog, Swedish and Vietnamese. Some new languages may be added, should the need arise. Every year, between 50 and 110 students enrol in these courses.

To promote our host country language, ISPP can organize up to five classes of Khmer MT, based on grade levels. Teachers follow the national curriculum for Khmer language. Students in older grades can attend classes up to four hours a week.

A school report is issued twice a year in the target language.

SECONDARY MIDDLE YEARS (GRADES 6-10)

If students are entering into Diploma and the Language self-taught option (see the Diploma section), it is important they maintain their Mother Tongue language acquisition. There are four possible ways of doing this:

OPTION 1 – scheduled during a normal timetabled day in lieu of Language B instruction

The student takes Mother Tongue lessons during the Language B (Foreign Language) timetabled slot instead of a foreign language. This would involve the parents finding a teacher/tutor who is available at the same time slot as the Language B lesson. The school will help to find someone if feasible. *The school only provides Language B French, Khmer, Mandarin, Spanish or English within the current tuition and fee structure so parents need to negotiate and pay the cost with the teacher/tutor separately.* The school would provide a room for the lessons to take place and some in-service training for that person in the MYP programme and methodologies. This would count as a normal part of the school day and would earn credit towards their transcript. A school report will be issued.

OPTION 2 – scheduled during a normal timetabled day as part of the Wednesday Activities programme

The student takes Mother Tongue lessons during the Community & Service (Wednesday afternoon) time (1 hour 20 minutes). This would involve the parents finding a teacher/tutor who is available at the same time slot as the Language B lesson. The school will help to find someone if feasible. This would count as a normal part of the school day, but would not earn credit towards their transcript. The student can opt for this possibility for all three rotations or for only one or two of them. If a student does all three rotations, at least one of the rotations will have a service aspect to it. *It would be the responsibility of the parent to pay for the teacher.* Upon request, a school report may be issued.

OPTION 3 – after school

The student studies Mother Tongue after school with a recognized teacher/tutor of the school’s choosing. The number of lessons would be negotiated between the parent, tutor and school. The school
would provide rooms and resources where applicable. *Again it would be the responsibility of the parent to pay for the teacher.* This teacher/tutor would need to be aware of the MYP programme and methodologies and in-school training is provided by ISPP. This option is recognized by the MYP and can be recorded on the final MYP certification. A school report will be issued. It does not count as credit as the student will still be doing another Foreign Language in school.

OPTION 4 – tutoring at home
The parents tutor their child at home, but inform the school of the tutor’s name. The tutor would be invited to the school and provided with an overview of the MYP programme and methodologies and any other support we are able to offer them. This would not have a report and could not count as credit. However, it will be recognized by the MYP and can be recorded on the final MYP certification.

### TOPIC: Dutch language programs abroad

**Source in English:**

**Annotation in English:**
All statistics and student numbers apply to the school year 2011-2012. Information from: International School Brussels, German European School Singapore, Washington International School

The vast majority of these students attend complementary schools, usually meaning they have Dutch language and culture lessons after school or on weekends. Approximately 20% attend schools with a full Dutch curriculum, and 10% keep up their mother tongue through distance learning. The complementary Dutch schools often work together with local or international schools. In some cases, this entails no more than the use of a classroom outside regular school hours. In others, schools have chosen to collaborate so closely that Dutch has become an integral part of the curriculum.

### TOPIC: Mother Tongue Language Programme Copenhagen International School

**Source in English:**
Mother Tongue Language Programme Copenhagen International School

**Annotation in English:**
CIS strongly promotes international mindedness on the part of everyone. The school encourages access
to different cultures, perspectives and languages. The acquisition of more than one language enriches personal growth and helps facilitate international understanding for both the student and his/her peer. By continuing to have opportunities to engage in a mother tongue, learners are able to build on the language skills they have already established and it facilitates the learning of additional languages.

Furthermore, it enables students to remain in touch with their culture and makes it possible for students to re-adjust to their home community and/or education system, should they return. An impressive 10 different mother tongue languages were offered as an after school activity at CIS (fee payable) during the past school year. The following languages were taught either in small groups or during individual lessons: Dutch, German, Finnish, French, Italian, Japanese, Norwegian and Swedish (internet-based programme) and Spanish.

For more information on this fee payable activity, or to inquire about job opportunities as a Mother Tongue language teacher, please contact Aleksandra Achiam. Please note that the Mother Tongue language teacher position is hourly paid, and applicants must already have a valid work and residence permit for Denmark.

TOPIC: Mother Tongue Language Programmes at Western Academy of Beijing

Source in English: Western Academy of Beijing
http://www.wab.edu/academics-programs/language-programs

Annotation in English:
The Mother Tongue Language Programs is a series of community-run language courses offered at WAB in partnership with the parent community, to native-speakers of other languages, as specified below.

Danish

Since 2002, a group of certified Danish teachers offer an after-school Danish Mother Tongue Program covering the Danish national curriculum. Classes are open for students from WAB and around Beijing, providing a valuable service for Danish companies bringing expats to Beijing. Danish is offered as mother tongue or second language depending on the student’s Danish level and ambition. Classes are held on either weekdays or Saturdays, depending on class level. All classes are offered 2 hours weekly, and are held in various classrooms around the WAB campus, as well as the Danish resource room in the ECC.

Classes are offered from Kindergarten to Grade 9, providing students the opportunity to sit the Danish national exam after Grade 9. The exam is facilitated in cooperation with Danes World Wide, and their preparation is followed ahead of the 3 weeks of Summer School in July of each year.

The yearly costs of the program are: Grade 1-8: RMB15,000 and Grade 9: RMB18,500.
Dutch

The Dutch-speaking community 'The Red Lion' (De Rode Leeuw) is offering two types of Dutch Mother Tongue language programs in Beijing.

- Students of WAB Elementary School (Kindergarten to Grade 5) can choose Dutch as part of the WAB PYP curriculum. The daily lessons focus on speaking, listening, writing and vocabulary building through the Units of Inquiry. The lessons require an additional fee.
- Dutch-speaking students from other international schools and students from WAB's Middle and High School can join the after-school lessons. The weekly lessons for Grade 1 to Grade 10 are scheduled from 3:45pm-6:15pm. (Pre-Kindergarten/Kindergarten class is scheduled on Wednesday afternoon from 1:00pm-3:15pm). The program follows the Dutch curriculum. Costs for the program are 1050 euro (groep 1-2), 1200 euro (groep 3-8) or 1300 euro (VO-klas 1-4)

Both programs use Dutch teaching materials and national 'Cito-tests'. Students can easily transfer back to the Flemish and Dutch school, or continue with IBDP Dutch self-taught program.

For additional information, contact: Program coordinator/WAB's Dutch teacher, Henk van Mourik (henk_vanmourik@wab.edu), Betsie de Zwaan (betsie@derodeleeuw.org, teacher groep 1-8) and Fleur Scheffers (fleur@derodeleeuw.org, teacher Voortgezet onderwijs klas 1-4). You can also visit our website: www.derodeleeuw.org

French

The French community is offering after-school Mother Tongue lessons for WAB students of Elementary School (1 hour a week) and Middle School/High School (2 hours a week).

The French government has strict rules for taking French exams. These exams are only accessible through French accredited schools. The goal for the after school mother tongue program is to maintain the French speaking and listening skills, and develop the French writing and vocabulary.

For additional information, contact: Valerie van der Mast (valerie_vandermast@wab.edu), or coordinator Loredana Exbrayat (loredanaexbrayat@yahoo.com)

Finnish

Grade level offered: PK-KG, Grade 1 - 9

Timetable: Saturday morning: 14 lessons
German

The ‘German Saturday School Beijing’ is a parent-initiated program of language classes open to students living in Beijing whose mother tongue or second language is German.

The objective of the program is to develop and deepen students’ speaking and writing skills in German language. Depending on the age group, qualified teachers focus on reading, spelling, grammar, cultural studies, as well as creative writing and vocabulary enhancement for the older students.

For the school year 2014/15 weekly classes will be offered from grade 1 to 7 on Saturdays at WAB campus. For further information, please contact the program coordinator Corinna Hauber (Samstagsschulebeijing@gmail.com).

TOPIC: Mother Tongue Language at the American School of The Hague

Source in English: ASH
https://www.ash.nl/ftpimages/401/download/Mother%20Tongue%20Languages.pdf

Annotation in English:

Mother Tongue Language at the American School of The Hague

ASH believes in the importance of multilingualism as well as mother tongue and culture maintenance for all in our international community. By Mother Tongue, we mean any language that may be “the first language learned at home in childhood” (StatsCan, 2001) sometimes also referred to as the home language, or native language. Generally, this is the preferred language of normal family interaction. We believe in an additive atmosphere in the school, where all languages are respected and where the addition of English for speakers of other languages only enhances the students’ language experience of the world, without replacing or de-emphasizing home languages or mother tongue languages. We encourage students and families to maintain their mother tongue use whenever possible while students are studying in English. With over 50 languages represented in our school, ASH is limited to a secondary role in support of mother tongue languages other than English and Dutch, our host country language. The reasons behind this are the small number of students who may request a particular language, lack of qualified teachers to teach literacy and language classes, scheduling conflicts and/or facilities issues. The school does, however, support extra-curricular native language instruction for
ASH students by offering free use of our facilities and access to materials when appropriate. Historically, ASH has always supported group efforts by parents or other parties to organize language lessons and programs that would help students maintain and develop their linguistic skills in their mother tongue for any age level. ASH does this by providing classroom space when and where available, as well as sharing appropriate school materials in this pursuit. ASH does not oversee curriculum or methodology in these programs, but leaves the curricular organization to the families and teachers involved. We are, of course, always willing and happy to give curricular advice when requested. Other alternatives to privately taught mother tongue lessons might also include classes given in the local community or on-line courses through reputable organizations. Though English is the language of instruction at ASH, we do provide programs in a number of foreign languages in the different divisions in the school and at various levels (beginning, intermediate, advanced) intended for non-native speakers of the target language. Dutch and English as an Additional Language (EAL) are offered in the Elementary School. Dutch, French, Spanish and EAL are offered in the Middle School, and Dutch, French, German and Spanish are offered in the High School at various levels. EAL support is given in the High School through the Writing Workshop, but there is no formal EAL program at this level presently. We also offer Dutch mother tongue level language classes within the mainstream curriculum. This is done through the Dutch Native Speaker classes that can be taken at the Middle and High School levels. IB diploma program students may also take A1 languages (mother tongue literature) under special arrangements in a school supported tutorial program. Receiving school credit for mother tongue tutoring at ASH outside the regular program is permitted only for IB full diploma candidates in the high school, who wish to study their mother tongue as a subject in their diploma program. These languages must be taken at the A1 level, the study of literature. In such instances, the IBDP Coordinator, in conjunction with the high school counselors and Principal, will investigate the student’s records and prior academic history to determine if the school-supported self-study has a reasonable chance of success. The IBDP Coordinator is responsible for the proper delivery of the program and thus will engage actively in training and supporting tutors as needed to insure the proper delivery of the IB program. The tuition or, remuneration for tutors is the responsibility of the families involved as these are not mainstream subjects offered by ASH. Failure of the student or tutor to adhere to the requirements set out by the IBDP Coordinator may result in the replacement of the tutor or the student being dropped from the full diploma program. Credit, as a consequence, cannot be granted or included in the school records. Students, other than IB Diploma candidates, who wish to take a language outside of the ASH curriculum, cannot be granted ASH credit since the school cannot monitor the personnel or quality standards of the program. The school offers a number of high school language courses in which students may enroll to earn the required ASH credits for graduation. It may be possible for a student who has completed his or her modern language requirements for high school graduation to join an existing mother tongue IB course and to be granted permission to register for an IB certificate in that subject. Again, the student must petition the IBDP Coordinator for such permission. No ASH credit is given for these courses because students have already earned the required language credits needed to receive the ASH diploma. Nonetheless, the student can earn an IB certificate, which becomes part of the permanent record. Although it is not feasible for ASH to offer courses for all the mother tongue languages that are in our community, we strongly believe that students should continue to develop their mother tongue skills while learning in an English language school environment. There are a number of opportunities in the larger community for families who wish to engage in mother tongue maintenance programs. We support parents and groups who would like to facilitate classes of mother tongue languages and also assist in finding tutors for students at the IB Diploma level. By supporting the
community in this way, we feel that our students will continue to grow in their language acquisition throughout their careers at ASH.

**TOPIC:** Mother tongue instruction, Frankfurt International School

**Appropriate for ages:** all

Mother tongue instruction, Frankfurt International School

**Source in English:** http://esl.fis.edu/parents/advice/intro.htm

**Annotation in English:**

The importance of the mother tongue

There is a lot of advice to parents of ESL children elsewhere on these pages. However, the most important message can be summarized in one sentence:

ESL students in international schools learn English more quickly and effectively if they maintain and develop their proficiency in the mother tongue.

**How does the mother tongue help the learning of English?** Research* has shown that many skills acquired in the first language can be transferred to the second language. So, for example, if your child has developed good reading skills in Korean, she is likely to be able to apply these skills when reading English. (One useful reading skill is the ability to guess the meaning of unfamiliar words from context. Another one is the ability to decide which new words in a text are important to look up in the dictionary and which words can safely be ignored.) For this reason it helps if you can encourage your child to read good fiction and non-fiction in her own language. Similarly, the skills of being able to plan out a piece of writing or develop an argument in a persuasive essay can be applied in the second language once they have been learned in the first.

**What are the other reasons for maintaining and developing mother tongue proficiency?** Firstly, many children in international schools plan to return to their home country at some point to continue their education there. This is a strong reason to make sure they do not have gaps in mother tongue language or cognitive development. And secondly, ESL students who turn against or otherwise neglect their mother tongue can often suffer from problems of identity loss or alienation from their parents, and from their grandparents or other family members in their home country.

**How can ESL students best develop their mother tongue proficiency?** For some students, developing mother tongue proficiency is easier because they have lessons each week in their native language. For students who are not in this fortunate position, there is still much that can be done to
maintain the mother tongue. For example, parents can make sure that they have good reference books or textbooks at home - in the native language. Students should be encouraged to read good literature and to discuss school work. Some of the long summer vacation could be devoted to mother-tongue learning and reading.

The advice on this page is so important that it is repeated in the yellow text below. [Click to see the advice in graphic form.]

Your children will learn English much more effectively if they continue to develop their first language at the same time.

* "In early stages it [reading in the first language] can profoundly accelerate the development of reading ability in the second language."

This is true because:
- reading skills transfer from language one to language two
- reading provides knowledge of the world that makes second-language texts more comprehensible
- the pleasure of the reading habit itself transfers to the second language


"Your children will learn English much more effectively if they continue to develop their first language at the same time."

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**TOPIC: Mother Tongue at International School of Tianjin**

**Source in English: International School of Tianjin**
http://www.istianjin.org/our-programs/student-support-services/mother-tongue/

**Annotation in English:**

**MOTHER TONGUE**

*Definition:* The Mother Tongue of second language learners (also known as first language, home language, preferred language, native language, heritage language, and best language), describes the
language that students use at home, and/or outside the classroom environment, (IBO Second Language and Mother-Tongue Development, January 2004).

*The Importance of Mother Tongue*

The International School of Tianjin acknowledges the critical role, particularly in the Elementary years, that the maintenance and development of language and literacy skills in mother tongues play with regard to the facilitation of second language learning, the development of additive bilingualism, continuous cognitive development, increasing intercultural awareness and understanding and supporting students in remaining connected to the language, literature, culture and community and educational system of their home country (p12, IBO Second Language and Mother-tongue Development, January 2004).

*The Promotion of Mother Tongue*

In line with its Language Philosophy, IST actively seeks to support the maintenance and development of students’ mother tongues during the school day and beyond in as much as school resources permit this to be achieved.

*Mother Tongue Policy*

IST will consider the provision of formal Language A mother-tongue classes for elementary and/or secondary students when both of the following conditions are met:

- the number of students participating in the given mother tongue language course in a school division constitutes 10% or more of the total student population in that division of the school, and
- the combined number of elementary and secondary students participating in the given mother tongue language course/s constitutes 10% or more of the total student population.

The Board of Governors may approve the provision of mother tongue classes in situations where these criteria are not met, on the basis that the cost of the program is either funded by the parents or shared proportionately between the parents and the school, as determined by the school. Parents who commit to the program must make a full year’s financial commitment for this component of their school fees. Mother tongue classes will normally be scheduled at the same time as the host country language, Mandarin Chinese; thus a student who studies mother tongue language will normally be unable to study Mandarin Chinese.

**TOPIC: Psycholinguistic guessing strategies in reading**

**Source in English:**
Benson, Carol. "The importance of mother tongue-based schooling for educational quality."

**Annotation in English:**
“Use of a familiar language to teach beginning literacy facilitates an understanding of sound-symbol or meaning-symbol correspondence. Learning to read is most efficient when students know the language and can employ psycholinguistic guessing strategies; likewise, students can communicate through writing as soon as they understand the rules of the orthographic (or other written) system of their language.” p. 2

**TOPIC: Vocabulary strategies**


**Site:**

**Annotation in English:**
- Mnemonic-vocabulary remembering approaches (p.7):
  - keyword method involves the construction of interactive visual images
  - relating the keyword to a definition in a meaningful sentence
  - keyword method useful to learn verbs, abstract nouns, adjectives
  - lots of bottles of syrup which sound like the keyword SURPLUS to demonstrate that there is a surplus of syrup

**TOPIC: Strategies and skills**

**Source in English:**

**Annotation in English:**
p. 346 Table 4.
*The Structure of Professional Standards according to the European Profile for Language Teacher Education*

STRATEGIES AND SKILLS
- ways of adapting teaching approaches to the educational context and individual needs of learners;
- the critical evaluation, development and practical application of teaching materials and resources;
- methods of learning to learn, training in the development of reflective practice, and self-evaluation;
- the development of independent language learning strategies;
- ways of maintaining and enhancing ongoing personal language competence;
- the practical application of curricula and syllabuses;
- peer observation and peer review; developing relationships with educational institutions in appropriate countries;
- action research;
- incorporating research into teaching;
- Content and Language Integrated Learning (CLIL);
- the use of the European Language Portfolio for self-evaluation

**TOPIC: Activities for early grades**

**Source in English:** Malone, Susan. “Activities for early grades of Mother Tongue (L1)-Based Multilingual Education Program.” SIL International, September 2010


[http://www.mlenetwork.org/sites/default/files/Activities%20Resource%20Book%202010.pdf](http://www.mlenetwork.org/sites/default/files/Activities%20Resource%20Book%202010.pdf)

**Annotation in English:**

This source hits the nail on the head -- appropriate activities and learning strategies for the mother-tongue language and to support English as well. Ideally, the language teachers work with the classroom and EAL teachers in developing similar skills for students and mastering the same themes. An example from our EAL: for a student to be able to deduce the main idea from what he/she has read. Shortcoming in our schedule: that students in multiple grades study language together -- and they are at different stages of literacy and have different themes in their grade, i.e. grades 3, 4, 5. Differentiation is a partial solution. Agreement on themes and skills among teachers would be another.

**Focus on Meaning, Creating (pp. 3-13)**

- describe characters in a story
- who, what, where, when questions
- who and why questions
- Have you ever questions...about the weekly theme
- evaluation questions
- retell a story
- predict what comes next in a story
- listen for special words in a story (emotions, adjectives)
- sequence of activities or events
- Show and tell
Building fluency (p. 14)
- create longer more complex texts
- create a story

Introduce Pre-Reading and Pre-Writing (pp. 16-25)
- create a picture story
- listen and act out a story
- listen and answer how and why questions
- identify letters/characters which are the same/different
- identify sounds at the beginning of words
- think of rhyming words
- think of words which start with the same sound

Introduce Reading and Writing (pp. 26-37)
- shared reading -- Big Book
- find letters
- identify words with a new letter
- translate a story
- etc.

Links with different themes/subject areas (p. 54) : art, environment, family and community, government, health and safety, heritage culture, math, science

**TOPIC: Additive bilingualism and biculturalism**

Source in English:
http://media.ishamburg.org/uploads/content/Eithne%20Gallagher_CanWeDoMore.pdf
Eithne Gallagher is an EAL specialist at Marymount International School Rome. Here are some of her tips to improve bilingualism Can We Do More To Make Our Schools Truly International?

Annotation in English:
One of the main goals of international education is to promote Additive Bilingualism and Biculturalism (Additive Bilingualism occurs when the child’s home language is not replaced but added to. Biculturalism is a near native knowledge of two languages that also includes the ability to respond effectively to the demands of two cultures). In order to accomplish this, we need to implement a curriculum that has a truly international perspective and a pedagogical approach that develops an open attitude to other cultures.

**TOPIC: Strategies for drawing inferences**

Source in English:
Annotate in English:
Learner Strategies Christine C.M. Goh
p. 71 Macro and micro strategies for drawing inferences of unknown words and missing information
SPECIFIC STRATEGIES (Tactics)
Inferencing
- Use contextual clues to guess the meaning of unknown words
- Use familiar content words to deduce the meaning of what is heard
- Draw on knowledge of the world to guess the meaning of what is heard
- Apply knowledge about the target language to guess the meaning of unknown words
- Use visual clues to fill in meaning unavailable from the text

TOPIC: Common European Framework of Reference for Languages: Learning, Teaching and Assessment

Source in English:
http://www.englishprofile.org/index.php/the-cef/reference-level-descriptions

http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

Annotation in English:
For MT languages benchmarks we use Descriptions European Framework of reference (see sites included).

http://www.englishprofile.org/index.php/the-cef/reference-level-descriptions

http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf
from p. 26

- Research Procedures and Research Undertaken by AISR Teachers (in preparation for professional development)

**Vocabulary Teaching and Learning Strategies**
Research Procedures

- Do a Google search in any language (English, the language you teach, the language which you are most comfortable in).
- A good search engine is Google Scholar (and it can automatically put the source/citation into the right format). Try to find sources in the last 15-20 years
- You may need to read 3-5 articles before you find one which you feel you wish to annotate (i.e. which has relevant information to share with colleagues).
- We would like each teacher to find 2 articles or sections of articles.

Look for these topics:
- Vocabulary strategies in mother-tongue teaching
- Vocabulary strategies in native-language teaching
- Vocabulary strategies in mother-tongue learning
- Vocabulary strategies in native-language learning
- Vocabulary teaching strategies
- Vocabulary learning strategies

<table>
<thead>
<tr>
<th>TOPIC: Direct instruction word learning strategies</th>
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<tbody>
<tr>
<td>Appropriate for ages: 8 - 12</td>
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<tr>
<td>Source in original language (if not English):</td>
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<tr>
<td><a href="http://dspace.learningnetworks.org/handle/1820/4843">http://dspace.learningnetworks.org/handle/1820/4843</a></td>
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<td>Source in English:</td>
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<tr>
<td>Holterman-Nijenhuis, Sharon. &quot;The influence of direct instruction word learning strategies on the receptive vocabulary.&quot;</td>
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<tr>
<td><a href="http://dspace.learningnetworks.org/handle/1820/4843">http://dspace.learningnetworks.org/handle/1820/4843</a></td>
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<tr>
<td>Annotation in original language (if not English):</td>
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<td>Dit onderzoek bestudeert het effect van directe leerkrachtinstructie bij de toepassing van woordleerstrategieën op de receptieve woordenschat van leerlingen. Met het verkregen inzicht wordt bijgedragen aan de vormgeving van effectief woordenschatonderwijs om de woordenschat van leerlingen te bevorderen. De onderzoeksgroep bestaat uit 189 leerlingen uit het primair onderwijs (8-12 jaar). Per leerjaar krijgt de experimentele groep een interventie bestaand uit directe</td>
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leerkrachtinstructie woordleerstrategieën. In de controlegroep worden geen interventies uitgevoerd, zij ontvangen enkel de reguliere taalinstructie. De hypothesen zijn: (1) Leerlingen die directe instructie ontvangen zullen hoger scoren op receptieve woordenschat dan leerlingen die de instructie niet ontvangen; (2) Er is een hoge correlatie tussen woordenschat, begrijpend lezen en technisch lezen; (3) Oudere leerlingen profiteren meer van de directe instructie dan jongere; en (4) De correlatie tussen woordenschat en begrijpend lezen wordt sterker naarmate leerlingen ouder worden.

De resultaten laten zien dat het verschil tussen de experimentele en controlegroep significant is. Hypothese 1 wordt dus bevestigd. Met betrekking tot Hypothese 2, het verband tussen woordenschat en begrijpend lezen is zeer sterk positief; leerlingen die hoger/lager scoren op woordenschat scoren ook hoger/lager op begrijpend lezen. Tussen technisch lezen en woordenschat, en technisch lezen en begrijpend lezen worden geen significante correlaties gevonden. De invloed van leeftijd op de toepassing van woordleerstrategieën – Hypothese 3 – blijkt minimaal te zijn. De correlatie tussen woordenschat en begrijpend lezen blijkt sterker te worden bij het doorlopen van de basisschoolperiode, waardoor Hypothese 4 wordt bevestigd. Dit onderzoek geeft een eerste inzicht in de invloed van directe instructie van woordleerstrategieën op de receptieve woordenschat en de correlatie daarvan met de leesvaardigheid.

Annotation in English:

This study examines the effect of direct teacher instructions, during the practice of learning words, on the receptive vocabulary of primary school pupils in the age of 8 to 12 years. The knowledge generated will contribute to the design of effective vocabulary education to the vocabulary of apprentices. The experimental group received an intervention consisting of direct instruction of word learning strategies. In the parallel group (control group) there were no interventions, those pupils receive only the regular language instruction. The hypotheses are: (1) Pupils who receive direct teacher instructions achieve a higher score on receptive vocabulary than pupils who do not receive those instructions; (2) There is a high correlation between vocabulary, reading comprehension and technical reading; (3) Older pupils benefit more from the teacher’s instruction than younger pupils; and (4) The correlation between vocabulary and reading comprehension becomes stronger as pupils get older.

Results show that the difference between the experimental and control groups is significant. Hypothesis 1 is confirmed. With respect to Hypothesis 2, it can be concluded that the relationship between vocabulary and reading comprehension is strongly positive; students with higher/lower scores on vocabulary also score higher/lower on reading comprehension. Between technical reading and vocabulary, and technical reading and reading comprehension, no significant correlations were found. The influence of age on the application of word learning strategies – Hypothesis 3 – appears to be minimal. The correlation between vocabulary and reading comprehension seems to be stronger in the upper primary school classes, i.e. Hypothesis 4 is confirmed. This study provides insights on the influence of direct instructions, during the practice of learning words on the receptive vocabulary and its correlation with reading skills.
### TOPIC: Improving vocabulary lessons

**Appropriate for ages:** 5 - 12

**Source in original language (if not English):**


[http://taal100.nl/uploads/Taal100/Artikelen/Meerenbeterwoordenleren.pdf](http://taal100.nl/uploads/Taal100/Artikelen/Meerenbeterwoordenleren.pdf)

**Source in English:**


[http://taal100.nl/uploads/Taal100/Artikelen/Meerenbeterwoordenleren.pdf](http://taal100.nl/uploads/Taal100/Artikelen/Meerenbeterwoordenleren.pdf)

**Annotation in original language (if not English):**

In hoofdstuk 2 en 3 komen de opbrengsten van theorievorming en toegepast taalonderzoek die belangrijk zijn voor het onderwijs in beeld. In de volgende twee hoofdstukken (hoofdstuk 4 en 5) staat de didactiek centraal. De focus komt te liggen op aanbevelingen die niet alleen evidence-based, maar óók praktisch haalbaar zijn. Natuurlijk gaat het niet alleen om verhoging van de kwaliteit van de woordenschatlessen per klas, maar ook om een doorgaande lijn van groep 1 tot en met groep 8. Daarom is het laatste hoofdstuk (hoofdstuk 6) geheel gewijd aan de implementatie op schoolniveau. In het volgende hoofdstuk komen eerst de belangrijkste theoretische grondslagen voor het woorden leren op school aan bod. Die vormen de basis voor verbetering van het onderwijs.

**Annotation in English:**

In chapter 2 and 3: theory and applied language studies that are important for education in images. The next two chapters (chapters 4 and 5) we are discussing the didactics of teaching. The focus will be on recommendations that are not only evidence-based, but also practically feasible. Of course it is not just about enhancing the quality of vocabulary lessons per class, but also a continuous line from grade 1 until grade 6. Therefore, the last chapter (Chapter 6) devoted to the implementation at school level. The next chapter begins with the main theoretical foundations for words learning at school discussed. These form the basis for improving education.

### TOPIC: Vocabulary acquisition

**Appropriate for ages:** 6 - 12
### Source in original language (if not English):

Ressources pour l'école primaire  
Le vocabulaire et son enseignement  
L'acquisition du vocabulaire  

Guy Denhière Directeur de Recherche CNRS, Équipe Cognition Humaine et Artificielle,  
CHArt-EPHE, EA 4004  
Sandra Jhean-Larose Professeur des Universités, Université d'Orléans, Équipe Cognition Humaine et Artificielle, CHArt-EPHE, EA 4004  
Novembre 2011


### Source in English:


### Annotation in original language (if not English):

Ce document traite ici du vocabulaire, de son acquisition, de sa représentation en mémoire et de son rôle dans la compréhension et la production du langage, oral ou écrit. On y suppose une acquisition « normale » du langage, laquelle s'accompagne de variations considérables sous l’effet de facteurs bien répertoriés tels que le milieu social, économique, culturel des parents, l’habitat, etc.

### Annotation in English:

This document covers vocabulary, its acquisition, its memory representation and its role in the comprehension and production of language, oral or written. It assumes a 'normal' language acquisition, which is accompanied by considerable changes in well documented factors such as the social, economic, cultural environment of parents, the housing, etc.

### TOPIC: Implicit and explicit approaches to learning vocabulary

### Appropriate for ages: 5-12

### Source in original language (if not English):

Ressources pour l'école primaire  
Le vocabulaire et son enseignement
Des outils pour structurer l’apprentissage du vocabulaire
Micheline Cellier IUFM de Montpellier, Université Montpellier II
Novembre 2011
http://eduscol.education.fr/pid25992-cid58555/elements-de-reference.html

Source in English:

http://eduscol.education.fr/pid25992-cid58555/elements-de-reference.html

Annotation in original language (if not English):
Cet article aborde la question de l’équilibre entre une approche implicite du vocabulaire en situation et une construction organisée, explicite et raisonnée.
Il propose également une démarche liée à des procédures de catégorisation, de classement et d’organisation du vocabulaire par des pratiques régulières de contextualisation, puis de décontextualisation et recontextualisation. Autant d’actions qui favorisent la mémorisation des mots et leur future exploitation choisie en production.

Annotation in English:
This article looks at a balance between implicit and explicit approaches to learning vocabulary.

TOPIC: Teaching vocabulary in preschool

Appropriate for ages: 3-5

Source in original language (if not English):
Comment enseigner le vocabulaire en maternelle
Philippe Boisseau Inspecteur honoraire de l’Éducation nationale
Novembre 2011
http://eduscol.education.fr/pid25992-cid58555/elements-de-reference.html

Source in English:
How to teach vocabulary in preschool

Annotation in original language (if not English):
L’auteur rassemble quelques vecteurs pour un travail sur le vocabulaire en maternelle. Ce sont autant de pistes de travail qui favorisent l’expansion du vocabulaire, préfigurant des activités de structuration et de mise en relation futures, pour un apprentissage continué de la maternelle à la fin de l’élémentaire.

Annotation in English:
TOPIC: Student strategies for vocabulary learning

Appropriate for ages: middle school and higher

Source in English:

Vocabulary Teaching and Learning in a Multilingual Classroom by Elin Solberg
(Stokholms universitet 2012)


Annotation in English:
This paper presents a case study of the strategies used for vocabulary teaching and learning in a multilingual education English classroom with recently arrived students in Sweden. Through classroom observations, an analysis of the textbook used, an interview with the teacher, and interviews with recently arrived students, several strategies and approaches to teaching or learning English vocabulary were found. The most common strategies for teaching vocabulary were to explain the word in the target language and to put it in context, although Swedish translations were also frequently used. Among the students’ strategies found were the use of dictionaries, flash cards, wordlists, and guessing from similar words in other languages. The students reported some difficulties with Swedish translations of English words and the use of Swedish in the classroom, albeit some also appreciated the opportunity to learn more Swedish. From these findings, some potential challenges for a multilingual classroom with recently arrived students were drawn.
## Annotation in English:

Gaps in reading performance between Anglo and Latino children are associated with gaps in vocabulary knowledge. An intervention was designed to enhance fifth graders' academic vocabulary. The meanings of academically useful words were taught together with strategies for using information from context, from morphology, from knowledge about multiple meanings, and from cognates to infer word meaning. Among the principles underlying the intervention were that new words should be encountered in meaningful text, that native Spanish speakers should have access to the text's meaning through Spanish, that words should be encountered in varying contexts, and that word knowledge involves spelling, pronunciation, morphology, and syntax as well as depth of meaning. Fifth graders in the intervention group showed greater growth than the comparison group on knowledge of the words taught, on depth of vocabulary knowledge, on understanding multiple meanings, and on reading comprehension. The intervention effects were as large for the English-language learners (ELLs) as for the English-only speakers (EOs), though the ELLs scored lower on all pre- and posttest measures. The results show the feasibility of improving comprehension outcomes for students in mixed ELL-EO classes, by teaching word analysis and vocabulary learning strategies.

## Source in original language (if not English):

**ADQUISICIÓN DE LA PRIMERA Y SEGUNDA LENGUA EN APRENDIENTES EN EDAD INFANTIL Y ADULTA**

NAVARRO ROMERO, Betsabé betsabenr@yahoo.es

Universidad de Almería


Philologica Urcitana. Revista de iniciación a la investigación en Filología. Número 02, marzo 2010

## Source in English:

Language acquisition in first and second language learners, infants and adults.

NAVARRO ROMERO, Betsabé betsabenr@yahoo.es

## Annotation in original language (if not English):

Para poder aplicar técnicas más útiles y beneficiosas en la enseñanza de lenguas extranjeras, es importante comprender cuáles son los procesos internos de la adquisición del lenguaje, inicialmente en la lengua materna, para así estudiar los mismos procesos en la adquisición de segunda lenguas. Tendremos en cuenta tanto las similitudes como las diferencias en uno y otro caso, pues creemos que se
Pueden utilizar métodos y estrategias fructíferos de la adquisición de la L1 en el aprendizaje de la L2. Por el contrario, también es esencial tener en cuenta aquellas diferencias circunstanciales entre la adquisición natural de nuestra lengua como nativos, y las circunstancias de los aprendientes de una segunda lengua. Estos factores estarán relacionados con la edad, si el aprendiente adquiere la lengua en su infancia o en su edad adulta, si la lengua se aprende en un contexto significativo como es su entorno social, o si se aprende dentro de un aula con las limitaciones correspondientes, etc. Veremos también qué ventajas aporta un contexto educativo para aquellos alumnos cuya única vía de acceso a la lengua es el aula, incluso a pesar de los posibles problemas u obstáculos que implica un entorno donde no se habla la lengua meta.

**Annotation in English:**
With the aim of applying useful and beneficial techniques in foreign language teaching, it is important to understand the inner processes of language acquisition, initially in our mother tongue, so as to analyze the same processes in second language acquisition. We will bear in mind not only the similarities but also the differences in both cases, since we believe that we may apply fruitful methods and strategies of the acquisition of the L1 into the learning of the L2. On the contrary, it is also essential to take into account circumstantial differences between the natural acquisition of our language as native speakers, and those circumstances of second language learners. Those factors are intimately related to age, if the learner acquires the language in question in their infancy or at adulthood, if the language is learned in a meaningful context as is their natural social environment, or if it is learned in the classroom with its corresponding limitations, etc. We will study the advantages that offer a teaching context for those students whose only opportunity to use the language is the classroom, despite the prospective obstacles implied in a non-native environment.

**Conclusion:**
Theoretical background on language learning.
Age appropriateness for language acquisition (infancy - puberty), crucial years.
Comparing real life experiences and transferring these into the classroom to imitate native language acquisition with the L2.

**TOPIC: Learning through daily activities**

**Appropriate for ages: 3-6 -- segundo ciclo**

**Source in original language (if not English):**
Proyecto "Empiezo a ser bilingüe"
Fernández Trujillo, Ruth
Escuela Cardenal Cisneros. Centro Adscrito a la UAH
2009
**Source in English:**
Beginning to be Bilingual

**Annotation in original language (if not English):**
Este proyecto pretende iniciar a los niños del segundo ciclo de Infantil en la lengua inglesa desde una perspectiva bilingüe, es decir, ampliando el uso y aprendizaje de dicho idioma en actividades cotidianas desarrolladas típicamente en la lengua materna (el castellano) a la vez que se introducen nuevos contenidos que adentran a los alumnos en una nueva cultura, la inglesa. En todo este planteamiento, el cual es complementario e independiente de la enseñanza tradicional del inglés en la Educación Infantil, se han tenido en cuenta las necesidades y características psicopedagógicas propias de los niños de esta edad así como las posibles dificultades que se puedan plantear ante los alumnos con necesidades educativas especiales; sin olvidar la importancia de las nuevas tecnologías, tan motivadoras y grandes aliadas, tanto para el niño como para el maestro, en el proceso de enseñanza-aprendizaje.

**Annotation in English:**
This project pretends (aims) to deal with children of the second cycle of Pre-Primary School in English language from a bilingual perspective, so children would practise and learn this language through different daily activities that nowadays are developed in their own language (Spanish). Thus, it will allow children to learn new contents that would let us introduce them in a new culture, English culture. All this programme has been developed considering the characteristics of children of these ages and the possible difficulties that may arise when working with pupils that require special educational needs. The project also takes into account the importance of new technologies, so interesting and helpful to students and teachers in the teaching and learning process. This programme is different and should be considered as a complement of the traditional English language teaching in Pre-Primary.

**TOPIC:** Strategies for teaching vocabulary

**Appropriate for ages:** All

**Source in original language (if not English):**
国际汉语词汇教学的系统观、认知观与应用观
词汇学的研究是有系统的，在第二语言的词汇教学实践中应该可以得到体现和丰富。词汇教学的系统性还体现在词汇教学和语音教学、语法教学、汉字教学的结合中。词汇教学应贯穿认知心理的观念。词汇教学偏重于理论的“应用”，应关注留学生学汉语的问题以及解决这些问题的方法。

曾立英 (中国中央民族大学国际教育学院)
http://www.canadiantcslassociation.ca/PDF/jor127.pdf

Source in English:
- The systematic, cognitive and applied perspective on CSL Teaching
- Teaching Chinese vocabulary should be considered from systematic, cognitive, and applied views.
- The research of lexicology is a system, which should be reflected and enriched in the practice of teaching vocabulary of second languages. That teaching vocabulary is a system and also is manifested by the combination of teachings of vocabulary, pronunciation, grammar, and Chinese characters.
- Teaching vocabulary should be carried out according to concepts of cognitive psychology.
- Teaching vocabulary should stress application and pay attention to problems encountered by the foreign learners of the Chinese language and ways to solve these problems.

LiYing.Zeng (China Institute of International Education, Central University for Nationalities)
http://www.canadiantcslassociation.ca/PDF/jor127.pdf

Annotation in original language (if not English):
- 词汇学是词汇和语音教学、语法教学、汉字教学的结合。词是形、音、义的结合体，词汇教学不可能完全脱离语音教学、语法教学和汉字教学。

胡明扬(1996), 《外国人学汉语语法偏误分析•序》（北京：北京语言文化大学出版社），页1。曾指出：“实际上语汇是语言存在的唯一实体，语法是无法脱离具体的语汇而存在的，因为说到底只是无数具体语词的具体用法的概括。”目前学界所提倡的“大词库、小语法”，实际上是词汇语法的路线。再如动词的语义角色也是和词义紧密联系的。

Annotation in English:
Vocabulary is a combination of words and voice teaching, grammar teaching, teaching of Chinese characters. Word shape, sound and meaning of the combination, vocabulary teaching needs to be in a phrase (not in isolation), grammar teaching and Chinese teaching.

MingYang .Hu "foreigners learn Chinese grammar errors analysis • Order" (Beijing: Beijing Language and Culture University Press Ltd. ), pp. 1.
has pointed out: "In fact the only real existence of language vocabulary, the syntax is unable to escape the specific vocabulary exists, because in the final analysis only the specific use of numerous specific word summary." Currently scholars advocated the "big thesaurus, small grammar "is actually lexicogrammatical route. Another example is the Semantic role and meaning is closely linked.

<table>
<thead>
<tr>
<th>TOPIC: Intuitive teaching aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate for ages: 3-10</td>
</tr>
</tbody>
</table>

Source in original language (if not English):

直观教学
初学者所学词语应该多是具体的事物，这样的词语便于利用教具进行直观的教学。具有可教性。像虚词，虽然也是常用词语，但是一开始就教就不合适。当然不同虚词也需要区别对待。

词汇学与对外汉语词汇教学
王泽鹏
南开大学汉语言文化学院

Source in English:

Visual teaching
Beginners learn the words which should be more specific things, that the words are easy to use intuitive teaching aids. Easy to teach. Like function words, although also commonly used words, from the beginning,. Of course, different function words also need to be treated differently.

Vocabulary Vocabulary Learning and Teaching

ZePeng.Wang

Nankai University Chinese Language and Culture College

Annotation in original language (if not English):

直观教学法
1 实物
2 图表
3 动作行为
4 词语游戏

用直接法教学，也需要注意使用启发的方式。比如给学生看着苹果的图：
问：这是什么？
答：苹果。
问：苹果好吃不好吃？
答：好吃/不好吃。
问：苹果怎么写？
学生用汉字写苹果。
看学生词形、读音、词义、写法是否掌握。
对于初学者，要尽量避免完全使用教材。因为教材和现实环境总是有一定的距离。

**Annotation in English:**
Intuitive Approach
1 Real
2 Charts
3 Action Behavior
4 word game
Direct method of teaching, but also need to pay attention to the use-inspired way. For example, the students looked at Apple's chart:
Q: What is this?
A: Apple.
Q: Does apple not taste good?
A: It tastes good/ It does not taste good
Q: How to write Apple?
Students write Chinese characters Apple.
Look at student inflection, pronunciation, meaning, spelled master.

For starters, we should try to avoid completely the use of materials. Because textbooks and reality are far apart. Design the curriculum for your own situation. Are they learning for university or to communicate?

**APPENDIX G: LIST OF ADDITIONAL REFERENCES**

Bazalt. www.bazalt.nl

Brain Activity Reveals Mother Tongue. Education Week, May 23, 2008

Brian North, Angeles Ortega and Susan Sheehan. *British Council – EAQUALS Core Inventory for General English. A Core Inventory for General English*


Global EDGEucation. www.globaledgeeducation.com

International School of London, Languages http://www.islschools.org/london/languages/index.php?id=24#/Languages


http://www.tieonline.com/article/1768/a-survey-on-second-language-acquisition-in-international-schools


Utahloy Education Foundation. Mother Tongue Programme.  
http://www.utahloy.com/mother_tongue.html