

# Languages for Learning

## Educating Parents as Partners

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Conference  
Rome 3-5 March 2005  
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# Workshop Outline

- Group work - A rationale for parent orientation
- Group work - Aspects of English language acquisition/ESL programme to be covered
- MIS ESL Parent Orientation
- What's missing?

# Rationale for Orienting Parents

- Develop a shared knowledge base
- Establish personal contact
- Provide a forum for answering questions or raising concerns before school starts

## **Resources On Language Acquisition for Parents**

**A Parent and Teacher's Guide to Bilingualism**

**Colin Baker**

**Multilingual Matters**

**ISBN 1853594555**

**The Bilingual Family Newsletter**

**Editor: Sami Grover**

**Multi-lingual Matters**

**One Year Subscription - 20.00**

**Raising Multilingual Children**

**Tracey Tokuhama-Espinosa**

**BerginGarvey Greenwood**

**ISBN 0897897501**

**Language Strategies for Bilingual Families**

**Suzanne Barron-Hauwaert**

**Multilingual Matters**

**ISBN 1853597155**

**Second Language Students in Mainstream Classrooms**

**Coreen Sears**

**Multilingual Matters**

**ISBN: 1853594083**

**Guia Para Padres Y Maestros De Ninos Bilingues**

**Alma Flor Ada and Colin Baker**

**Multilingual Matters**

**ISBN 1-85359-511-X**



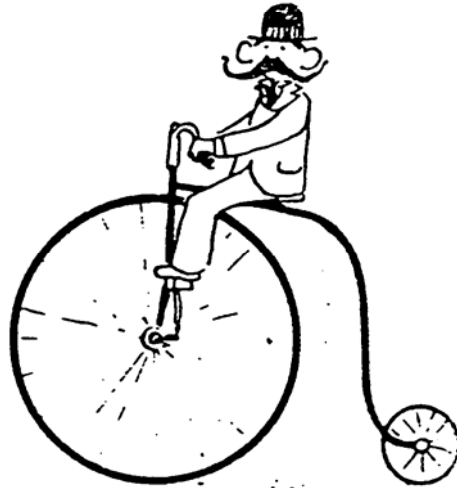
# ESL Parent Orientation

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Supporting Your Child's  
Language Learning at  
Home

Munich International School  
ESL Department  
Middle/Senior School

One wheel (one language) can get you places...

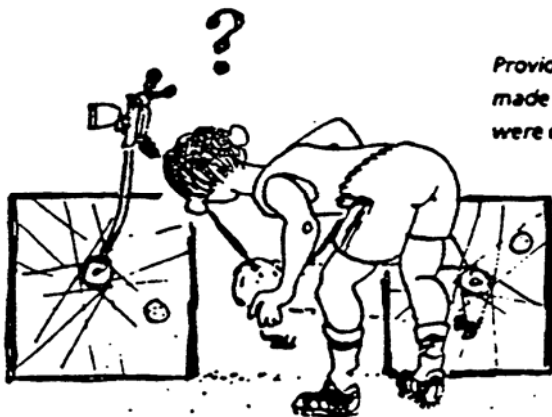


So can a big wheel and a little wheel..

However, when your wheels are nicely balanced and fully inflated you'll go further...



Provided, of course, the people who made the wheels knew what they were doing..



# How long does it take children to become fluent in English?

- Social English-BICS
  - ◆ 1-3 Years
- Academic English-CALPS
  - ◆ National Systems
    - ☞ 4 -7 Years
      - With continued literacy development in mother tongue
    - ☞ 5-10 Years
      - Without continued literacy development in mother tongue
  - ◆ International Schools
    - ☞ ?

**Text 1:(Spoken by three ten year old students and accompanying action during a science experiment on magnetism)**

*This...no it doesn't go...it doesn't move...  
Try that...  
Yes it does...a bit...that won't...  
Won't work it's not metal...  
These are the best...going really fast.*

**Text 2 : (Spoken by one student about the action, after the event)**

*We tried a pin...a pencil sharpener...some iron filings and a piece of plastic...the magnet didn't attract the pin but it did attract the pencil sharpener and the iron filings...it attract the plastic.*

**Text 3: (Written by the same student)**

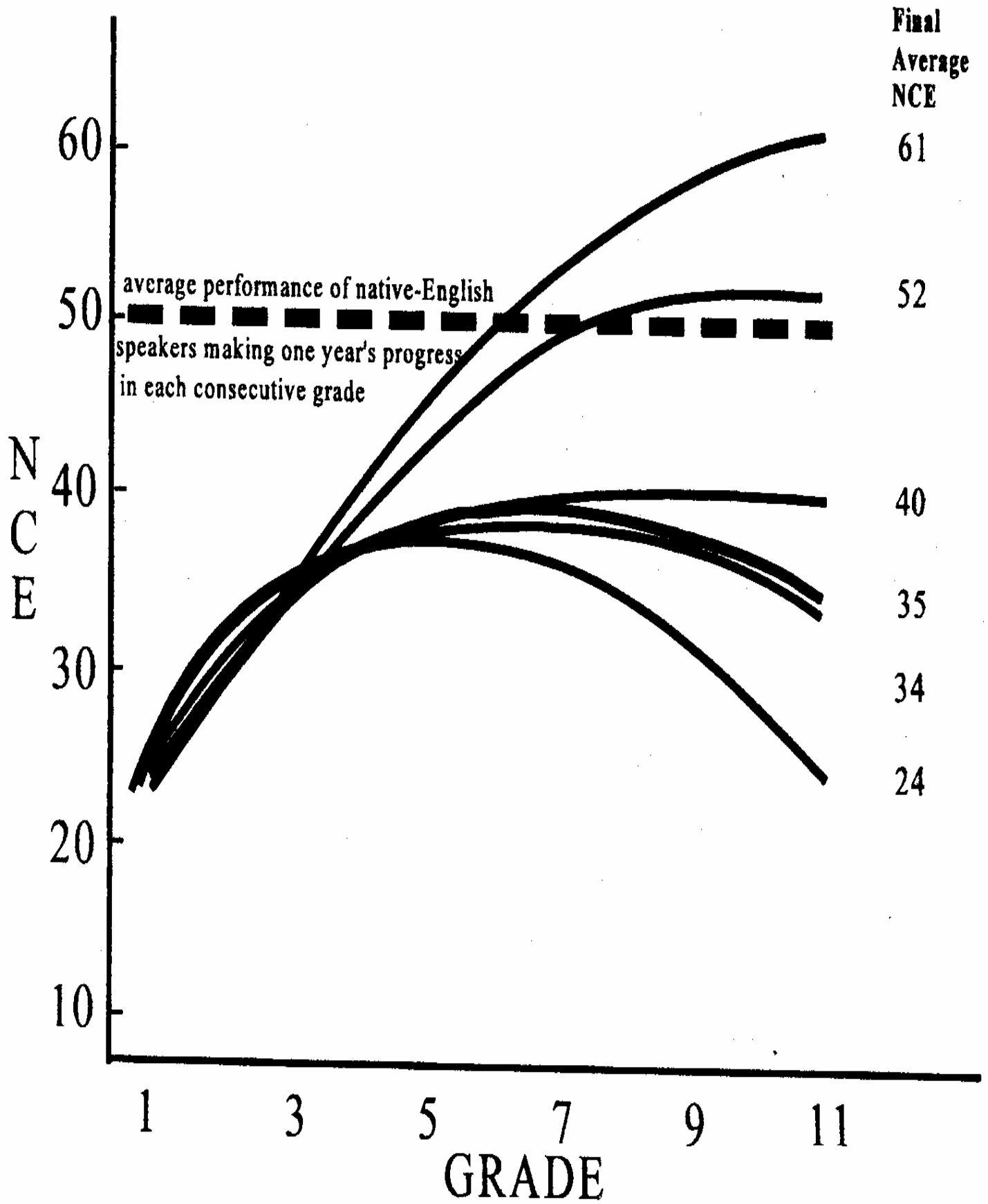
*Our experiment was to find out what a magnet attracted. We discovered that a magnet attracts some kinds of metal. It attracted the iron filings, but not the pin. It also did not attract things that were not metal.*

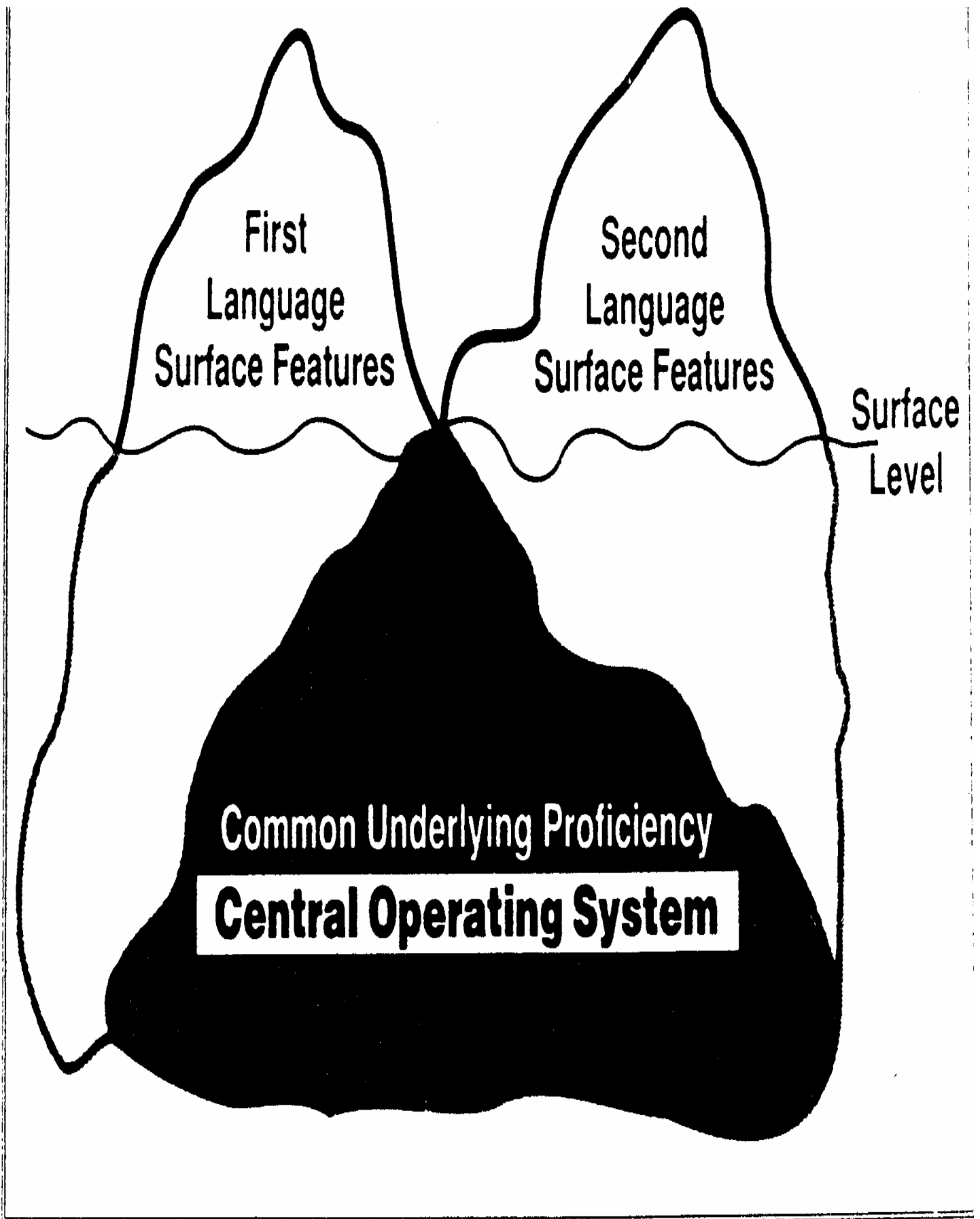
**Text 4: (Taken from a child's encyclopedia)**

*A magnet is a piece of metal which is surrounded by an invisible field of force which affects any magnetic material within it. It is able to pick up, or attract, a piece of steel or iron because its magnetic field flows into the magnet, turning it into a temporary magnet. Magnetic attraction occurs only between ferrous materials.*

# Why do some children learn English more quickly than others?

- Personality
- Background Experience
- Self Esteem
- Attitude - Target Language/Culture
- Attitude - Teacher/Classroom
- Motivation
- Anxiety Level
- Age
- Exposure
- First Language Development





The Iceberg Analogy

# How To Help Your Child Learn English

- Ensure mother tongue development.
- Read in English and discuss it in the mother tongue.
- Provide children with rich learning experiences.
- Don't pressure your child to speak English.

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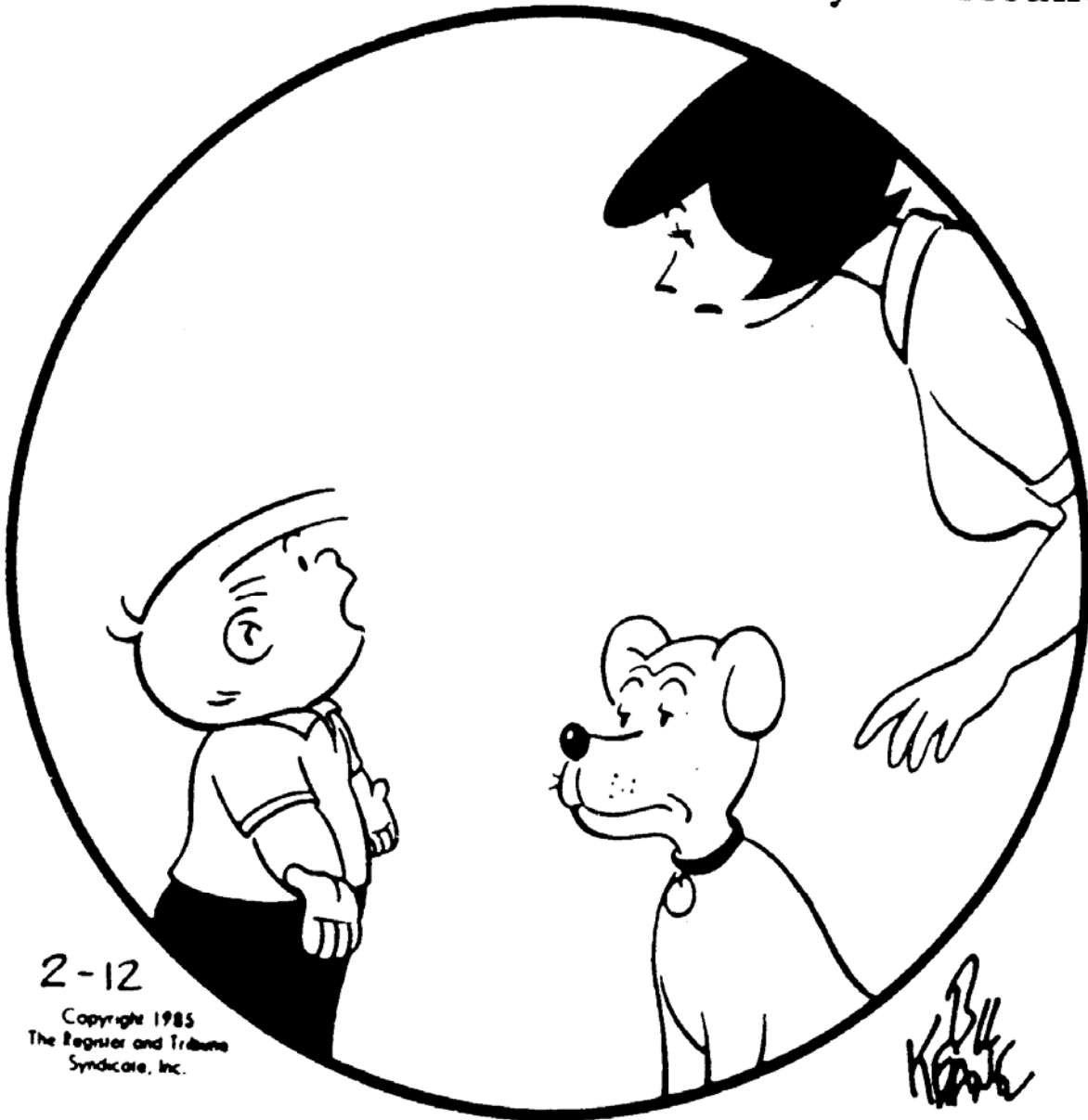
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# How To Help Your Child Learn English

- Provide opportunities to socialize with English speakers.
- Ensure that your child has a good dictionary appropriate to their age.
- Obtain materials in the mother tongue on themes related to the child's studies in school.
- Maintain contact with the school.

**THE FAMILY CIRCUS®**

**By Bil Keane**



2-12

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*Bil Keane*

"You corrected my English so much I forgot what I was goin' to say!"

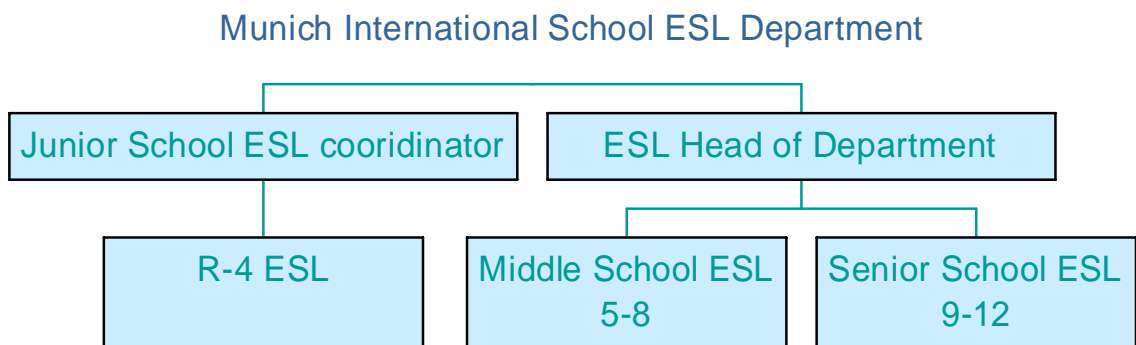
# International School Cultural Characteristics

- Warm, friendly atmosphere
- Informal relationships between teachers and students
- Informal placement of desks and chairs
- Acceptance of movement and work related talk in the classroom
- Emphasis on risk taking rather than avoiding errors
- Emphasis on higher level thinking rather than rote memorization
- Multiple measures for assessment
- Close communication between parents and teachers

# Advantages of Learning with Non-native English Speakers

- Extensive use of visuals
- Use of clear, written instructions
- Students engage in a variety of learning tasks including peer support
- Present opportunities to develop higher levels of linguistic awareness
- Presence of fully bilingual peers motivates monolingual students to acquire other languages
- ESL students provide models of perseverance, tenacity and ambition to succeed in the face of overwhelming odds
- Present opportunities for developing cross cultural friendships

# Department Structure

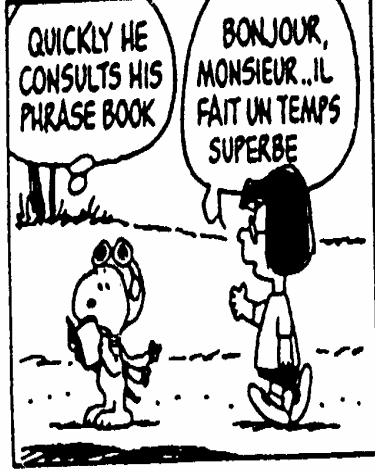
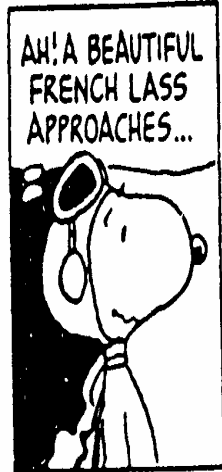
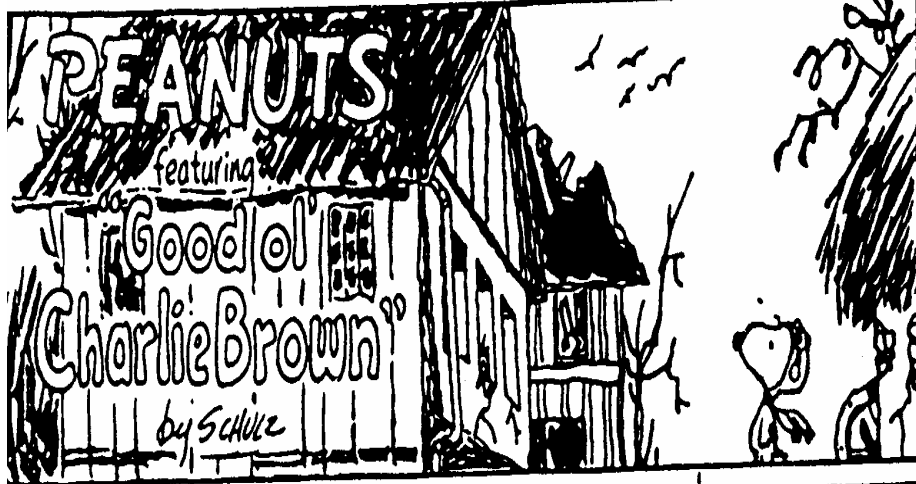


# Department Structure

- R-12 Co Chaired
- R-4 Junior School Coordinator
- 5-12 ESL Head of Department
  - ◆ Professional Development
  - ◆ Sharing Resources
  - ◆ Cross School Teaching
  - ◆ Cross School Communication

# Secondary ESL 5-12

- Middle School
  - ◆ Grade 5 - PYP Program
  - ◆ Grades 6-8 MYP Program
  
- Senior School
  - ◆ Grades 9-10 MYP/IGCSE
  - ◆ Grades 11-12 IB



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Snoopy worries so much about rules and accuracy that he misses a wonderful opportunity to communicate.

# Middle School ESL

- Sheltered Immersion/ESL Pull-Out/Push-In
- Content Based
  - ◆ Beginning ESL
    - ☞ Oral Communication Skills
    - ☞ Reading Skills
      - Listening With Cassettes
    - ☞ Writing Skills
      - Journals/ Bilingual
  - ◆ Intermediate ESL
    - ☞ Reading Skills
      - Grade Level Texts
    - ☞ Writing Skills
      - Journals
      - Writers Workshop

# Middle School ESL

- Sheltered Immersion/Pull out/Push-In
- Grade 5- Beginners - ESL 2-3 Lessons/Day
- Grade 5 Intermediate Level - 1 ESL Lesson/Day
- Grade 6 - Beginner/Intermediate - 2 Lessons
- Grades 7/8 Beginner- 2 Lessons
- Intermediate-1 Lesson/Day

# Middle School ESL

- When should my child begin taking a third language?
  - ◆ German - Required for all
  - ◆ French or Spanish - Optional for students already studying three languages.

# Transition Program

- Advanced ESL students join the mainstream English class for some or all classes.
- May sometimes return to ESL to get individual help from the ESL teacher

# Senior School ESL

- ESL 9 and ESL 10
  - ◆ Intermediate Level/ 3-4 hours per week
- MYP/IGCSE English Language B
  - ◆ Advanced Level 3-4 hours per week
- EAP/Mother Tongue Language Study 9 and 10
  - ◆ Mixed ability Intermediate and Advanced Level/3-4 hours per week
- IB English Language B 11/12
- EAP Tutorials - Grade 11/12 - resources permitting

# EAP/Mother Tongue Classes

- Provide time for mother tongue learning in the school timetable
- Supervise student learning, observing difficulties with language, focus, concentration, organisation, motivation etc...
- Assist with reading comprehension skills, strategies
- Support the development of metacognitive skills, I.e. planning for learning.
- Help students understand directions and procedures for carrying out some learning tasks

# EAP/Mother Tongue Classes (cont.)

- Provide opportunities for content integrated oral language practice
- Act as liaison between students and classroom teachers
- Provide time in EAP for students to complete exams from mainstream classes
- Arrange for peer or private tutoring for students needing more support
- Use EAP time to engage students in content related learning tasks which strengthen literacy skills

# Assessment/Incoming

- Home Language Survey
- Grades 7-12 - SLEP/Written Essay/ Oral Language Assessment/School Records
- Grades 5/6 - Bilingual Syntax Measure/ Reading Comprehension Tests/Writing Sample/School Records

# On-Going Assessment And Progress Reports

- MIS Language Proficiency Scale
- ESL Report Forms
- Formal and Informal Assessment of student progress in units of instruction/ongoing learning projects i.e. reading/writing journals/social and academic oral interactions etc...

# Assessment/Outgoing

- Student performance in the mainstream program
- Student performance in ESL class
- Incoming Assessment Tools
- Language Proficiency Scale/Exit Criteria

## ESL Language Proficiency Scales

<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
Understands classroom discussion on academic topics without difficulty	Speaks fluently in social and academic situations without difficulty	Comprehends literature and other academic text at grade level without difficulty	Writes clearly on a range of academic topics; uses precise vocabulary and a variety of complex sentence structures with few errors
Understands classroom discussion on academic topics with some difficulty	Speaks fluently in social situations; speaks in academic settings with some difficulty	Comprehends literature and other academic text at grade level with instructional support	Writes on a range of academic topics; still requires support to express ideas clearly; selects precise vocabulary and uses a variety of complex sentence structures with some errors
Understands some classroom discussion on academic topics; requires repetition, rephrasing and clarification	Speaks clearly, but with some hesitance in social settings and is beginning to speak in academic settings	Comprehends literary and academic text 2-3 years below grade level with instructional support	Writes on a number of academic topics; requires some support to express ideas clearly; some use of complex vocabulary and language structures with many errors
Understands classroom discussion on familiar topics; requires some repetition; Understands social conversation	Initiates social conversation; retells stories or experiences; asks and responds to simple questions	Comprehends literary and academic text 3-4 years below grade level with instructional support	Writes on a number of academic topics using simple creative text; requires a great deal of support to express ideas clearly; a basic range of vocabulary and sentence structures are used with many errors
Understands basic conversation on familiar topics.	Begins to communicate basic needs using short phrases or simple sentences	Comprehends simple texts with familiar structures, vocabulary and topics	Writes on familiar topics, creating text using simple sentence structure and basic vocabulary
Understands words and some familiar phrases; requires much repetition; relies heavily on gestures and graphics for understanding	Names objects; repeats words and phrases; relies heavily on gestures and graphics and single words to communicate.	Gains meaning from hearing and reading simple text in structured reading activities	Writes simple words and phrases using limited or repetitious vocabulary; copies words phrases and simple sentences from a model.
Has acquired no listening skills in English	Has acquired no speaking skills in English	Has acquired no reading skills in English	Has acquired no writing skills in English

# What's Missing?

Third culture Issues

Translations into other languages

Student involvement

More detail on what to expect in the  
second language development  
process

Revisit the issue later

These notes were created by the participants during the  
session