



Hokkaido International School
English Language Learners Handbook



Hokkaido International School ELL

Preface

The ELL Handbook is an effort to communicate the nature and specifications of the English Language Learner Program (ELL) at Hokkaido International School. The information contained herein is representative of the ELL program at the elementary school (ES), junior high school (JH) and high school (HS) level. It is our hope that this booklet will inform and guide our ELL students and parents.



This booklet is written for the sole purpose of supporting the ELL program at HIS and not for any commercial gain. All acknowledgement goes to ISB, International School Bangkok, for their original material and to Heather Vlach for her support.

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Introduction and Welcome

We appreciate your interest in Hokkaido International School (HIS) and its English Language Learner (ELL) program.



The movement behind this handbook is to inform the HIS community about the ELL program at HIS and to help ELL students and parents successfully adapt to the school environment. We would also like to provide parents and students with a basic understanding of second language acquisition theory, to explain the structure of the ELL program at HIS, and to offer useful information to ELL parents and students as they orient themselves to HIS.

If at any time, you as an ELL student or parent, or as an HIS community member wish to learn more about the ELL program and/or second language acquisition, please feel free to visit us at school.



ELL Program Philosophy

In order to expedite language acquisition and ensure equal access to the curriculum, HIS supports a Co-teaching Model. We provide our students with language instruction and content support through both direct instruction in ELL and mainstream classes and through indirect means such as team planning, materials development, and curriculum construction. We ensure authentic language experiences in appropriate learning environments so that all students develop English language proficiency and learner autonomy for social and academic success. We understand that effective teaching and language learning are interactive and reflective processes.

We believe that high academic standards enhance language development for native and non-native English speakers. We nurture a culture of collaboration where ELL and non-ELL teachers and students learn from one another. ELL and mainstream teachers work together to ensure that students can develop the language and understand the content of the classroom as well as participate in the classroom activities. Instructional strategies that allow student interaction and make language meaningful and understandable facilitate language development as do reading strategies and the writing process across the curriculum. Recreational reading is recognized as an integral part of the ELL curriculum. Students are encouraged to read freely selected materials, both inside and outside the classroom, to develop vocabulary, reading, writing and grammar competencies. We believe that the ELL curriculum needs to dovetail the content area curricula while providing for the development of the overall language proficiency of ELL students.



Students are encouraged to maintain their native languages and cultures, enhancing both cognitive and second language development. Language and cultural diversity are assets for teaching and learning. **We actively encourage continuous mother tongue acquisition, recognizing that having one strong language assists second language acquisition.** We utilize students' multilingual and multicultural knowledge across the curriculum. Language learning draws on and adds to social, cultural, emotional, intellectual and aesthetic experiences. Recognizing that language demands become increasingly complex as students advance in school, ELL support is available to all ELL students throughout their years at HIS.

A Brief History of ESL / ELL at HIS

The ELL Program at HIS is a living program in that it is constantly being shaped and augmented. The faculty at HIS is committed to providing all students with the best possible support and will continue to strive to meet the standards that have been set for the students.

ESL (English as a Second Language) instruction began at HIS according to the accreditation requirements in the mid 1990's, when the school relocated to its then new facilities in the current location. With the increase in the size of the facilities, HIS also found an increase in the student enrollment and their ESL needs. During these initial stages of the program, parents provided much of the necessary instruction. As a result, the ESL program was generally pull out and purely language focused. Classroom teachers directed the ESL teachers on how and what to teach with cloze-gap exercises and a grammar-heavy curriculum.

A step forward

In the late 1990's the ESL program changed its direction to address the academic needs of its students. With the addition of a full-time ESL specialist to the faculty, homeroom teachers were able to have vocabulary and grammar taught to their ESL students through pull-out or ESL classes.

Later, in 2000, the position was taken over by Mr. Barry Ratzliff, current Deputy Headmaster. Mr. Ratzliff assumed the responsibility of elementary school and shortly thereafter, junior high school. The ESL aim at this time was to attempt to link the language study with what was happening within the classroom. Teachers during this phase of the ESL Program became more aware and far more knowledgeable about ESL needs and became more able and capable in dealing with them. Though pull-out remained the style of learning, parallel teaching, in-class work with ESL students and ESL friendly lesson planning all became a consistent factor in the ESL Program. Teachers became better educated regarding language acquisition through group study and an ESL aspect was added to the language arts curriculum. ESL curriculum and classroom instruction were the topic of several in-services, presentations and overseas conferences.

Evaluation and ESL Levels

By the early 2000's, the ESL program had formalized itself in the creation of five levels of English competency. Based on the International Baccalaureate descriptors of ESL, a five level narrative defined the current students' English acquisition.

This was further formalized when, in 2004, Mr. Glenn McKinney, assumed the role of ESL Coordinator. With an assistant, the ESL Department was able to assess each student using the "Woodcock-Munoz Language Survey Revised". Each ESL student was assessed in Vocabulary, Reading and Writing fields and given an assessment of their broad English ability based on CALP (Cognitive Academic Linguistic Proficiency).

The ESL style continued to be pull-out teaching with students receiving instruction in vocabulary and grammar. They also spent time on theme based units in order to support their in-class learning.

Whole School ESL

In 2007 two full time teachers were employed at HIS in order to encompass all ESL students. Classes which had until this time reached only grade 9, were extended to include students up to and including grade 12. Secondary students received ESL classes every other day for those enrolled in mainstream classes and in new-to-English cases, pull out ESL classes were also supplemented.

Further formalization of the program occurred with an official exit policy created in 2008, the addition of TESOL Standards and Benchmarks and formal letter annually to parents advising them of their child's ESL learning. The foundation was also laid for an ESL continuum for assessment practices.

Co-teaching

2009 has seen another step forward in the progress at HIS. With the increase in recognition of multiple language learners, HIS re-defined its program as ELL (English Language Learners). Co-teaching, where the ELL teacher attends Language Arts class and co-teaches the topic of instruction was successfully initiated within Elementary and Secondary Schools.



Co-teaching at HIS

Co-teaching has been defined as an instructional delivery approach in which general and special educators share responsibility for planning, delivery and evaluation of instructional techniques for a group of students; general and special educators work in a coactive and coordinated fashion, which involves the joint teaching of academically and behaviorally heterogeneous groups of students in integrated settings. (Bauwens & Hourcade, 1991; Bauwens, Hourcade, & Friend, 1989; Friend & Cook, 1992; Scheffel, Kallam, Smith, & Hoernicke, 1996; Walther-Thomas, Bryant, & Land, 1996)

Although co-teaching integrates components of collaboration and team teaching, it is not solely collaboration or team-teaching. In co-teaching, the teacher to student ratio is decreased (Friend, 2001). General and special educators are present while co-teaching in the general classroom, thus maintaining joint responsibility for specified classroom instruction (Bauwens, Hourcade, & Friend, 1989). Research shows that general educators have expertise in knowledge of the curriculum while special educators have expertise in instructional processes used to teach individual students who may learn atypically (Adams & Cessna, 1991; Reeve & Hallahan, 1994; Ripley, 1997). Student's understanding of English is enhanced while learning classroom content. (Jane M. Sileo, 2004)



It is the belief of HIS ELL Instructors that through co-teaching:

- a. Instructional time is sustained because students are not leaving the classroom for special help – instead the support is totally geared towards the class/subject matter content with the entire class.**
- b. Unique learning needs are met to the greatest extent possible.**
- c. Flexible grouping lends itself to assist ALL students.**
- d. Opportunities for leadership and growth within the classroom environment are maintained.**
- e. Collaboration between the ELL and classroom teacher is increased.**

ELL Program Policy and Procedures for Placement and Exit

Hokkaido International School is committed to providing an instructional and enrichment program that will meet the needs of all students in our school. In keeping with the educational goals of this school, we have developed a total program of academic instruction that addresses the language needs of our students. An important part of this overall program is our ESL program that helps ensure that our students develop their English language with the goal of Full English proficiency.

ELL students accepted to HIS will be tested upon entry to determine their ELL levels. Levels of ELL shall be determined by a combination of standardized tests--to be administered by the ELL teacher-- and input from the homeroom teacher. In conference between homeroom, ELL, and perhaps specials teachers, ELL levels will be assessed twice per year.

PLACEMENT

Upon registering at HIS, students are requested to complete The Woodcock-Munoz Language Survey-Revised English language assessment. This study utilizes CALP scores and provides the school with a broad English language level ranged 1 to 5, 5 being native. Students ranging from 1 to 4.5 will be placed in the ELL program to receive assistance and guidance in the furtherance of their English language acquisition. HIS denotes five ELL levels (I-V) which are tuition-related with ELL fees ranging from Y200,000 to Y25,000 per year.

Level I students

Will be pulled out of mainstream classes in a way to maximize their functional time with classmates, but also to maximize their quality learning time. Generally, ELL Level I students will be pulled out of the regular classroom to spend one-on-one or small group time with the ELL teacher. This will consist of 60 to 90 minutes of direct ELL instruction per day. (This may require that the student miss one or more classes of the regular curriculum. If Japanese would become a 3rd language, the student would not take Japanese until s/he is approaching Level 3 in English.)

Level II students

Will be pulled out of mainstream classes in a way determined by the ELL teacher and homeroom teacher so as to maximize quality learning time and to address developmentally appropriate learning needs. There should be 30-60 minutes daily of focused instruction in English at this stage, depending on the needs of the child.

Level III students

Will be mainstreamed to the extent possible with most instructional time in the homeroom. Level III students should be capable of following and participating in most classroom learning activities with their peer group, though they will often require specially modified assessment opportunities to demonstrate their learning.

Level IV students

Will be mainstreamed for all daily work. Level IV students may require modified assessments at times, and they will receive special support from the homeroom teacher and the ELL teacher when appropriate.

Level V students

Will be mainstreamed for all daily work. At Level V, students should be capable of completing nearly all grade level assessments, though they may need some support from homeroom teachers and the ELL teacher when appropriate.



**NOTE: The ELL specialist and each classroom teacher will meet on a regular basis throughout the year to discuss classroom/ELL curriculum, the needs of each of the ELL students, and their progress. If it is determined that a child has progressed to the next level in ELL, her status will be changed as of the next school year. ELL fees apply to the entire year. At the end of each year, students will be assessed and their progress reported to parents. The HIS ELL program starts from grade one; therefore, all Kindergarten students for whom English is not the first language will be assessed in June prior to entering 1st grade. Parents of those requiring ELL support in first grade will be notified of the results.*



Parents of ELL students should be aware that the acquisition of academic fluency in English can take from 5 to 7 years. Supported learners (those with English support at home) will likely progress more quickly than those without. Students who genuinely desire to learn English will certainly progress more quickly than students who are not enthusiastic about the study of English. In some cases, when a student's growth and progress in English is deemed to be too slow by his teachers, a student may be counseled out of HIS.

Elementary School and Secondary School vary in their instruction of ELL students. In Elementary School, students placing in levels 1 and 2 will receive small group or individual instruction. This may take place within the grade classroom or it may take place in another learning environment. Students placing in levels 3 to 4.5 will receive in-class instruction from their homeroom teacher with additional attention, often one on one, with the ELL teacher, co-teaching.

In Secondary School, students who have been placed in the ELL program receive instruction in place of second language instruction in Japanese or Spanish. These students receive 80 minutes every two days in the ELL classroom. The ELL teacher also assists core classroom teachers with co-teaching where it deems fit.

STATUS

ELL status consists of four levels:

1. Initial Placement
2. Continue
3. Exit
4. Follow-up

CONTINUANCE

At the end of each school year the ELL Department assesses each ELL Student for their ELL level. A letter informing parents of the student's ELL status is mailed directly at the end of the school year.

EXIT

Exit from the ELL Program is achieved through the following concrete achievements:

1. a level of 4.5 or higher on the language assessment test.
2. Exit recommendation from the ELL teacher
3. Strong academic recommendations from
 - a. the homeroom teacher for elementary school students
 - b. multiple teachers for secondary school students



An exit ceremony is held during the first week of June to acknowledge all ELL students and their efforts in English language learning. Students who exit the program are honoured at this time. All parents are encouraged to attend this ceremony and recognize the students' efforts.

FOLLOW-UP

Students who have been exited from the program are given follow-up assessments for two years. This is to ascertain maintenance of their language acquisition. Should need be, re-evaluation of ELL status will occur.

Second Language Acquisition



What kinds of strategies will help my child acquire English at HIS?

Learning strategies are ways for students to approach, process and communicate their learning. The selective and deliberate use of language learning strategies enhances ESL students' overall performance and confidence as well as English language proficiency. Language learning strategies

1. contribute to language learning;
2. allow learners to become self-directed and take specific actions;
3. encourage students to find ways to approach new challenges;
4. involve not just cognitive but also social and emotional attributes;
5. support learning both directly and indirectly (see below);
6. can be taught, learned and verbalized; and
7. are varied and can be adapted to a variety of situations.



Direct strategies are those that deal directly with language learning—how to memorize words and structures; how to analyze and effectively send and receive messages; and how to employ strategies to compensate for limitations in language proficiency. Indirect strategies are those that deal with the general management of learning—how to focus, plan and evaluate your learning; how to encourage yourself, lower your anxiety and “listen to your mind and body;” and how to ask questions, empathize and cooperate with others. ELL students at HIS are encouraged to experiment with a range of direct and indirect strategies in order to develop awareness of the effectiveness of their current use of learning strategies.

What is the Homework Policy of ELL Students?

In general, it is expected that ELL students complete all classroom homework assignments. ELL teachers may assign modified or additional homework to meet the needs of the students. They may also assist students with additional instruction on classroom homework. Students should have a clear understanding of their homework before they leave school and should manage their time at home in order to finish their homework at a reasonable hour. If completion of homework becomes an issue, please contact your child's ELL teacher(s) and/or mainstream teacher(s).

How long will it take for my child to achieve English language competence?

All ESL students develop conversational language skills at different rates. Some learners enter a non-verbal or silent period that can last more than six months. Many ELL students, especially young children, begin to speak fluently and with native-like pronunciation very quickly. However, conversational skills alone are not sufficient in academic settings where a different kind of proficiency is required. Research suggests that there are two different levels of language ability—Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Linguistic Proficiency (CALP). The first is what is called conversational fluency. Children who have developed conversational fluency in English can interact with their peers, join in classroom activities and demonstrate social confidence and competence. However, if they are to be able to learn effectively in English, they must develop CALP. They must be able to use language in order to reason, hypothesize, discuss abstract ideas, and cope with information presented in school texts.

Academic language is more formal, more abstract, and the vocabulary becomes more specifically related to the topic. To meet these needs at HIS, all classes have been designed to assist the students in acquiring academic language. Research from North America indicates that the time English language learners require to become peer competitive in academic settings is 5-10 years.

What factors influence the rate of learning a second language?

Stages and rates of native language development are predictable. However, the stages and rates of second language development are variable depending on factors such as first language proficiency, learner characteristics, instructional program, and amount of time spent learning the language. Students can be expected to reach comparable levels of proficiency in their second and native language if their native language is well developed. Developing proficiency beyond conversational fluency in both languages leads to cognitive growth. Second language development may be delayed if the student does not have a strong foundation in the native language. Learner characteristics include age, academic ability, language learning aptitude, cognitive style, personality and socio-cultural factors. Each can either hinder or enhance the acquisition of English. Language learning is faster if the learner has confidence, motivation, low anxiety, a willingness to take risks, language learning strategies, and an interest in socializing with people in the second language. An effective instructional program should expose children to an adequate amount of language-rich experiences. The rate of learning is accelerated when the language is comprehensible yet challenging.

Young children are enthusiastic, uninhibited language learners but lack the advantages of first language literacy and a broad range of life experiences. Children between the ages of seven and eleven have the advantage of sufficient educational and life experiences from which to draw, as well as sufficient time to learn the second language. Older students have more fully developed cognitive and linguistic abilities, but a shorter time to study the second language.

Older students can learn a second language faster, but younger students reach higher levels of proficiency. ELL students are trying to “catch up” to English speaking peers at a time when these peers are also making progress in their academic skills (vocabulary knowledge, reading and writing). Trying to “catch up” to a “moving target” for these students is no easy task and requires perseverance and a focused use of learner strategies. Therefore, the success of an older student depends on his or her background knowledge of the content and concepts being learned in school, as well as mastery of the native language and the ability to effectively use a variety of learning strategies.



“What can students do to help themselves?”

Students are expected to be active learners at HIS.

Active learners are able to:

- ask questions and think critically;
- reflect on their own learning;
- be independent and resourceful;
- listen attentively; and
- participate in all classroom discussions and activities.

In Class

Listening

1. Always listen carefully to the teacher. Try not to be distracted by other students.
2. Listen for words you do know while others are talking.
3. Listen for new words that you hear many times.
4. Ask questions. Tell the teacher when you don't know what to do.

Speaking

5. Find opportunities to practice speaking.
6. Remember that it's okay to make mistakes. If you are not comfortable with making mistakes, write down your thoughts so that you can check what you want to say before you speak.

Reading

7. Don't worry about every single word. Try to guess the meaning of the text by concentrating on the words you do know.
8. Try to guess the meaning of words from the context (for example, familiar words, pictures, and the content).
9. Underline, highlight, star, or circle ideas while reading your own book or handouts to help you understand better.

Vocabulary

10. Ask the teacher or a classmate the meanings of technical words from math or science.
11. Use a thesaurus to help you learn new words.
12. Try to use new words when speaking and writing.
13. Write at your own level using words with which you are familiar.



General Classroom Behavior

14. Demonstrate interest and listen attentively by maintaining eye contact, nodding your head and making appropriate facial gestures.
15. Volunteer ideas in discussion by raising your hand to ask questions and make comments.
16. Watch what the other students are doing. You may need to be doing the same thing.
17. Ask questions. Tell the teacher when you don't know what to do, either during class or after class.
18. Try to understand the big ideas, not every little detail. Key words may be explained or written on the board. These key words need to be learned and used as much as possible. Write these down in your notebook so that you will have time to revisit them at your own pace. Find these words in your dictionary and keep them as new vocabulary to learn.
19. Write outlines or webs, draw maps or charts or use images in your mind of what the teacher is talking about to help you remember things. Listen and ask questions. Do whatever you feel helps you the most to understand and to show what you do know to the teacher.
20. Get help from other students. Sometimes a simple explanation from them is enough to get you started on an assignment.

After School

21. Stay after school in Study Hall, so when you have questions about an assignment, you can ask your teacher or friends from the same class or ask a teacher for assistance. Your parents or your tutor may not be able to explain what the assignment is all about.
22. Get yourself involved in after school activities and sports. Getting involved is a structured way to socialize with English speaking peers in an informal setting. You will meet people with the same interests as you, and meeting people will help you to make friends.
23. Use available resources such as graded readers, ELL textbooks, alternative content textbooks, dictionaries and thesauruses for home and school use to enhance language and content understanding.



English Language Learner Proficiency Levels

Indicator	Basic	Low Intermediate	High Intermediate		Proficient
Level	Level 1	Level 2	Level 3	Level 4	Level 5
Area of Mastery	BICS <i>Student is working to master language that includes repeating, naming, responding and asking. Typically, 1-3 years of study in English is needed to develop this level of proficiency.</i>		CALP <i>Student is working to master language that includes Informing, analyzing, describing, comparing, classifying, predicting, justifying, persuading, solving problems, synthesizing and evaluating. Typically, 4 -7 years study in English is needed to develop this level of proficiency</i>		FLEP (Formerly Limited English Proficiency) <i>Full English proficiency in speaking, listening, reading and writing. Student is monitored for two years continuous success.</i>
Description	<i>Uses a few words or phrases such as common greetings and recognizes some public notices or signs. Aware that symbols represent language.</i>	<i>Uses a very narrow range of oral and written language, adequate for simple daily needs and situations. Does not really have sufficient language to cope with complex day-to-day, real-life communication, but basic communication is possible with adequate opportunities for assistance. Uses short language chunks, often inaccurately and inappropriately worded messages, with constant lapses in fluency.</i>	<i>Uses a limited range of oral and written language, sufficient for many familiar and non-pressuring situations. In encounters with content language, there are frequent problems in accuracy, fluency, appropriacy and organization, so that normal communication and comprehension frequently break down or are difficult to maintain.</i>	<i>Uses a range of oral and written language language, sufficient for familiar and classroom situations. Rather frequent lapses in accuracy, fluency, appropriacy and organization, restricting continual communication and comprehension. Effort is needed to ensure communication is achieved. Experiences difficulty with content specific language.</i>	<i>Uses oral and written language independently and effectively in most familiar and moderately difficult situations. Occasional lapses in accuracy, fluency, appropriacy and organization, but almost always succeeds in communicating and comprehending general message. Has the skills and strategies needed to overcome content specific language barriers.</i>
Writing	<i>Able to write some or all of the English alphabet and a few words or names</i>	<i>Familiar with the most basic patterns of English structure. Can use the language patterns for specific uses but flexibility to combine the patterns into a meaningful message is still lacking.</i>	<i>Flexibility with language patterns emerging but appropriateness and organization continue to be a barrier to creation of meaningful messages.</i>	<i>An increasing range of patterns and phrases allowing for flexibility with language to create meaningful messages despite occasional break-downs in appropriateness and organization. Struggles with incorporating content specific vocabulary into written work.</i>	<i>Independently able to incorporate new language into the existing repertoire of language. An overall flavour of unnaturalness that is not a barrier to meaningful message making. A lack of idiomatic expressions sets the individual's language apart from peer-level work.</i>

English Language Learner Proficiency Levels

Indicator	Basic	Low Intermediate	High Intermediate		Proficient
Level	Level 1	Level 2	Level 3	Level 4	Level 5
Reading	Non-independent reading of high frequency language in the environment. Preparing them for language patterns in reading and initial reading.	Becoming familiar with a variety of phonics patterns, sight words,. Recognition of the basic grammar patterns, (subject, verb, object, gerunds, and the simple tenses). Able to make sense of known words within the above context.	Reading short stories and books with reading vocabulary of approximately 3000 words. Reliant on supportive contexts (i.e. visuals, in text explanations) in order to confirm connection making and comprehension. Able to comprehend 20% of in-class materials containing a supportive context.	Showing increasing self sufficiency in reading. Able to understand the majority of concepts within the context-supportive reading materials. Reading language-reduced novels.	Demonstrates reading comprehension at peer level except for culturally specific or low frequency vocabulary (ex. idiomatic expressions)
Speaking	Able to use high frequency, survival vocabulary in short phrases or single words.	Able to communicate simple wants and needs through the medium of spoken language. Unable to participate in a meaningful, lengthy conversational exchange of language.	Able to have conversations that increase in complexity and use a wider range of vocabulary. Able to communicate opinions and understanding as well as re-explain, in simpler terms, comprehended language. Able to participate in low-pressured, classroom discussion	Actively participating in classroom exchanges on language: small and large group. Largely in command on daily conversation. Lacking in fluency and naturalness when describing details or contents as they circumlocate non-internalized language.	Independently able to communicate most ideas through appropriate language forms. May rely on circumlocution for untried language areas. Persistence in errors with subtleties in language as well as complicated grammatical rules.
Listening	Able to appropriately respond to simple commands and requests in a context in which understanding is reinforced by what is happening in the environment. Often able to demonstrate comprehension through body language but may be unable to respond in language.	Capable of following daily commands and routines. Becoming independent of peer guidance and models that reinforce understanding.	Comprehending 40% of content based, instructional language and 50-60% of daily conversational language.	Largely independent of assistance to check comprehension. Occasional breakdown of comprehension due to colloquial terminology. Comprehending approximately 60% of content-based instruction.	Able to comprehend 80-90% of the content specific instructional language. Subtle nuances, suggested meaning and play on words still beyond complete comprehension.

Expected School-Wide Learning Results

The HIS ESLRs were generated in the fall of 1998 with contributions from parents, faculty, students, and administration as part of our Accreditation self study. They were revised in 2005 as part of our WASC Self Study. They indicate our hopes for each HIS student, and as such, help to guide teachers' planning and instruction, as well as the school's resource allocation.

HIS students are becoming:

I. Communicators who:

- A. actively listen,
- B. speak and discuss engagingly,
- C. read critically, and
- D. write effectively
- E. are creative and articulate
- F. progress towards mastering a foreign language



II. Thinkers and learners who:

- A. use a variety of resources to gain information and knowledge
- B. analyze, evaluate, and synthesize information and knowledge
- C. demonstrate a flexible approach to problem solving
- D. continually pursue knowledge and skills
- E. transfer knowledge and skills to real-life situations
- F. reflect critically on what they are learning
- G. use technology as a learning and communicative tool

III. Individuals who

- A. are self-motivated and self-directed
- B. are sensitive to the needs and feelings of others
- C. act with integrity
- D. take responsibility for their physical, mental, and social health
- E. have high standards, and strive for personal and academic excellence
- F. can express their emotions and ideas through the arts

IV. Citizens who

- A. seek to understand cultural and personal differences
- B. can work collaboratively
- C. contribute to the betterment of society
- D. make informed, intelligent, responsible choices
- E. are caring stewards of the global environment
- F. appreciate and participate in host cultures

ESL Standards and Benchmarks

English is no longer just a subject. English skills must be developed through ELL, English language arts, and all other content classes so that ELLs can learn the content while they are acquiring English. The ELL Standards guide teachers in new approaches for ELLs.

For the first goal, ELLs must use English for social purposes. They need to chat with peers and teachers and use English for their own enjoyment -- to read a magazine or watch a movie. For the second goal, ELLs need to use English to achieve academically. Once students exit bilingual or ELL programs, they find it difficult to succeed in subject area classes without knowledge of academic English. The ELL standards indicate the type of academic language proficiency that students need. The third goal emphasizes that ELLs need to be explicitly taught the social and cultural norms associated with using English, such as when to use formal or informal language, what gestures are appropriate, and when humor is acceptable. Each goal includes one standard that focuses on learning strategies to help students extend their language development once they exit a language support program.

(Centre for Applied Linguistics)

ESL Standards

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interactions.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence.

Goal 2: To use English to achieve academically in all content areas.

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: To use English in socially and culturally appropriate ways.

Standard 1: Students will use appropriate language variety, register, and genre according to audience, purpose, and setting.

Standard 2: Students will use nonverbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

for more information please visit:

<http://www.cal.org/resources/Digest/0013ESLstandards.html>

Glossary

The following terms are terms which are used in the ELL program and have appeared in the ELL Handbook.

academic language: language used in the learning of academic subject matter in formal schooling context; aspects of language strongly associated with literacy and academic achievement, including specific academic terms or technical language, and speech registers related to each field of study

assessment standards: statements that establish guidelines for evaluating student performance and attainment of content standards; often include philosophical statements of good assessment practice (see *performance standards*)

authentic language: real or natural language, as used by native speakers of a language in real-life contexts; not artificial or contrived for purposes of learning grammatical forms or vocabulary

Basic Interpersonal Communication Skills (BICS): conversational fluency

biculturalism: near native-like knowledge of two cultures; includes the ability to respond effectively to the different demands of these two cultures

body language: the gestures and mannerisms by which a person communicates with others

Cognitive Academic Language Proficiency (CALP): language needed to succeed academically. Academic language is often formal and abstract with technical vocabulary related to a discipline

competence: the ability to recognize and to produce authentic and appropriate language correctly and fluently in any situation; use of language in realistic, everyday settings; involves grammatical competence, sociolinguistic competence, discourse competence, and strategic competence

communicative functions: purposes for which language is used; includes three broad functions: communicative, integrative, and expressive; where language aids the transmission of information, aids affiliation and belonging to a particular social group, and allows the display of individual feelings, ideas, and personality

comprehensible input: a construct developed to describe understandable and meaningful language directed at second language learners under optimal conditions; it is characterized as the language the learner already knows plus a range of new language that is made comprehensible by the use of certain planned strategies (e.g., use of concrete referents)

content-based ESL: a model of language education that integrates language and content instruction in the second language classroom; a second language learning approach where second language teachers use instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing second language, content, cognitive and study skills

content standards: statements that define what one is expected to know and be able to do in a content area; the knowledge, skills, processes, and other understandings that schools should teach in order for students to attain high levels of competency in challenging subject matter; the subject-specific knowledge, processes, and skills that schools are expected to teach and students are expected to learn

ESL: the field of English as a second language; courses, classes and/or programs designed for students learning English as an additional language

ELL and content teacher collaboration: the ELL teacher and classroom or content teacher developing curricula and planning instruction of content and language together

Glossary

ELL student: English Language Learner; refers to learners who are identified as still in the process of acquiring English as an additional language; students who may not speak English at all or, at least, do not speak, understand, and write English with the same facility as their classmates because they did not grow up speaking English (rather they primarily spoke another language at home)

home language: language(s) spoken in the home by significant others (e.g., family members, caregivers) who reside in the child's home; sometimes used as a synonym for first language, primary language, or native language

idiom: an expression in the usage of a language that has a meaning that cannot be derived from the conjoined meanings of its elements (e.g., *raining cats and dogs*)

language "chunks": short phrases learned as a unit (e.g., *thank you very much*); patterned language acquired through redundant use, such as refrains and repetitive phrases in stories

language minority: a student who comes from a home in which a language other than English is primarily spoken; the student may or may not speak English well

language proficiency: the level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes

learning strategies: mental activities or actions that assist in enhancing learning outcomes; may include metacognitive strategies (e.g., planning for learning, monitoring one's own comprehension and production, evaluating one's performance); cognitive strategies (e.g., mental or physical manipulation of the material), or social/affective strategies (e.g., interacting with another person to assist learning, using self-talk to persist at a difficult task until resolution)

linguistic competence: a broad term used to describe the totality of a given individual's language ability; the underlying language system believed to exist as inferred from an individual's language performance

multilingualism: ability to speak more than two languages; proficiency in many languages

native language: primary or first language spoken by an individual

nonverbal communication: paralinguistic and nonlinguistic messages that can be transmitted in conjunction with language or without the aid of language; paralinguistic mechanisms include intonation, stress, rate of speech, and pauses or hesitations; nonlinguistic behaviors include gestures, facial expressions, and body language, among others

performance standards: statements that refer to how well students are meeting a content standard; specify the quality and effect of student performance at various levels of competency (benchmarks) in the subject matter; specify how students must demonstrate their knowledge and skills and can show student progress toward meeting a standard

primary language: first or native language spoken by an individual

pull-out instruction: in the case of ESL pull-out instruction, when students are withdrawn from their regular classrooms for one or more periods a week for special classes of ESL instruction in small groups

social language: the aspects of language proficiency strongly associated with basic fluency in face-to-face-interaction; natural speech in social interactions, including those that occur in a classroom



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