



Language Policy

March 2018

Declaring wordlist

IB-diploma program / IB DP

IB = *International Baccalaureate*

The two year IB diploma program will be offered at DENISE school year 2018/2019. Age: 15-19.

CEFR-level

CEFR = *Common European Framework of Reference*. The CEFR describes language ability on a scale of levels from A1 for beginners up to C2 for those who have mastered a language (Cambridge English, 2017). At DENISE we use the CEFR-levels to describe the language level of the students.

Reference levels Meijerink

These learning-teaching trajectories describe what students have to know and be able to do for language and mathematics in primary, secondary and further education (Doorlopende leerlijnen taal en rekenen, g.d.)

TOA-test

A test from *Bureau ICE*, an online test system, that decides the CEFR-level of the student (toets.nl, 2017).

NT2

Dutch as a second language.

EAL

English as an additional language.

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1. Language philosophy DENISE

At DENISE we offer international education for students from all around the world. Students with different backgrounds, from different cultures and languages study together in one class. Our aim is to prepare students on a successful participation in a diploma programme in the Dutch or English language. Therefore, our main focus at DENISE is language acquisition and development. At DENISE, all teachers are language teachers, as we believe all teachers bear responsibility for our students language acquisition.

Language enables independence of our students: with the language students are able to study, make connections with other students and participate in Dutch society. At DENISE we believe it is important that students gain a basic understanding of the Dutch language. Moreover, to function in an international environment, a sound understanding of the English language is important. Consequently, a number of subjects in the IMYC-curriculum and all subjects in our IB diploma program are taught in English. Finally, we encourage students to maintain good use of their mother tongue.

2. Current situation DENISE

Purpose and design language policy

In the school year 2014-2015 a language policy group was formed. An orientation on the language policy was made. Due to changes within the school, this group stood still for a while. At the end of school year 2016-2017 a new language policy group was formed with different primary and secondary teachers and the DP-coordinator at DENISE. Since May 2017 we are forming this language policy.

This language policy describes first of all how *De Nieuwe Internationale School Esprit* in Amsterdam is using language in the different curricula. Next to that it describes how we want to use language in our IB DP, once we are authorized (since school year 2018/2019). Furthermore, our vision on language and language acquisition will be described, next to how we offer our students language support.

The five DENISE programmes

DENISE offers five different programmes so that every student can be served at their own needs and personal choices. A curriculum coordinator coordinates each programme. An examination secretary monitors the Diploma Programme. This Assessment Policy will address all DENISE programmes with the exception of The DENISE Primary Programme.

0. The Placement Group

Students between 12 and 18 years old, that speak little or no Dutch, start in an intake class called group 0. In group 0, we try to get as much information as possible about the student by having conversations with parents, student, doing tests and observing the student's behaviour in class. After group 0 the student goes to Mundus College (BB/KG) or to one of four DENISE programmes for 12 -18.

1. The DENISE Primary Programme - Group 1-8; age 4-12.

The DPP is a bilingual (Dutch-English) programme based on the national Dutch Primary Curriculum and the International Primary Curriculum (IPC¹) for Primary education.

2. The DENISE Middle Years Programme - Group 9, 10, 11; age 12-14.

The DMP a bilingual (Dutch-English) programme based on the national Dutch lower Secondary Curriculum and International Middle Years Curriculum (IMYC²).

3. The DENISE Career Programme - Group 15, 16, 17; age 15-18.

The DCP is DENISE's lower secondary education program for students aged 15 years and older. The aim of this program is to prepare for a Diploma Programme in vocational education or adult education. This transition will in principle always be at the end of the school year, but can also be delayed one year. The education program is more focused on Dutch (language) education.

¹ www.greatlearning.com/ipc/

² www.greatlearning.com/imyc/

4. The DENISE Diploma Programme - Group 12, 13, 14; age 15-18

The DDP contains three different curricula to match our student populations' wishes and needs and DENISE's mission and vision statement. In 2015 we started our first Dutch MAVO Diploma Programme, in cooperation with Mundus College. We hope to copy this corporation model for a Dutch HAVO Diploma Programme in 2018 with Marcanti College. In 2016 we started a cooperation with the Amsterdam International Community School (AICS). Until the moment we start our own DP1 and DP2 they will accept our group 12 students in their IB Diploma Programme.

5. The DENISE Language Programme - Language classes LA, LB, LC; age 12-18

The DLP is for students from 12 years of age and older who do not master the Dutch language adequately. We distinguish three levels: LA: students who have little to no knowledge of the Dutch language. LB: Students have at minimum level of the Dutch language. LC: Students have reached a standard level of the Dutch language. Good enough to start in one of the groups in DENISE Secondary Education (age 12 - 18).

Locations

Since school year 2017-2018 DENISE has an extra location, because our current building became too small. At the other location, named 'Buitenhuis' (Uiterwaardenstraat 60A, Amsterdam), we teach two language classes (LA en LB) and one primary class. The language classes still have to go one day a week to our main location at the Pieter de Hoochstraat 78 in Amsterdam. Teachers who teach at the other location, still have to come to the main location for other lessons and team meetings.

Organization and meetings

Principle	Leendert-Jan Veldhuyzen
Team leader Secondary	Luc Sluijsmans
Team leader Primary	Jutka Colson
Language coordinator	Merel Kroese
Coordinator Language Program	Merel Kroese
Coordinator IMYC	Merrit Ververne
Coordinator IBDP	Marlise Achterbergh
Coordinator Career Program	Sobhi Achtitah
Curriculumcoördinator Primary	Mari Varsanyi

At DENISE, the management team and the coordinators come together once a week. The different sections have time to gather weekly. Furthermore, every week there is a meeting organized by one of the curricula. Finally, there is a 'bootcamp' five times a year, where the whole school team is gathering.

Policies

Next to this language policy, at DENISE there are also other important policies written. Relevant for this policy, are the admissions policy and the assessment policy. In this policy will be referred to both policy documents.

SWOT analysis

The language coordinator, the team leader secondary, the IBDP coordinator and two secondary teachers made a SWOT analysis in november 2017. In this analysis all strengths, weaknesses, opportunities and threats concerning the language policy at DENISE are described. A summary of this SWOT analysis follows below.

<p>Strengths</p>	<ul style="list-style-type: none"> ● Teachers at DENISE are very involved, benevolent and passionate to help students with their language development. ● There are many colleagues with expertise and material about Dutch as a Foreign Language and language acquisition in general. ● Every teacher has to become a language teacher. The teachers NT2 give workshops to the team with tips and tricks about language acquisition at different subjects. ● Students get the chance to learn the Dutch language in the language classes and will be prepared for a diploma program in a group. ● Sinds September 2017 the language classes work with a language portfolio at NT2, so they become responsible for their own learning and they have a better insight in their development. ● In the whole school teachers work with rubrics. Students get to understand their learning and development. They know what they have to practice, because of the rubrics. ● At DENISE we use summative and formative tests.
<p>Weaknesses</p>	<ul style="list-style-type: none"> ● Not every teacher is a language teacher. There are still teachers who teach traditionally, which is too difficult for the language learners. There should be language coaches at DENISE to help the ‘traditional’ teachers. ● In the group, there is not enough differentiation (on language). ● There should be learning-teaching trajectories from the language classes to the groups.
<p>Opportunities</p>	<ul style="list-style-type: none"> ● Sharing the knowledge about language acquisition. ● The language portfolio and the way to report the results. ● Using expertise from other schools. ● Making the lessons more explicit with word lists, lesson goals and tests. ● The freedom we get at DENISE to take initiatives. ● Develop general DENISE-formats/documents, with for example: essay structures, word lists, language chunks etc.) ● More meetings about the different curricula with the coordinator. ● More meetings with the curriculumcoördinatoren. ● Develop Power Hour as language help. ● A clear plan for teachers, with reflection and evaluation moments. ● More ‘language workshops’ in a shorter time. ● Better connection from the language class to a group.

Threats	<ul style="list-style-type: none"> • Many new students the whole year and try to develop the school at the same time. • Different thoughts about the students transfer from a language class to a group. • We still have teachers who are not trained/used to teach language learners. • Final exams mavo/havo/vwo use very difficult language. Problem: students have the right level, but can't show it because of their language. • If a student has to go to another school (because we don't have the diploma program yet or the student wants to go to mbo), they do not get language help.
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Language of instruction and communication

Primary

Students in the primary department of DENISE get lesson in Dutch and in English. They get three days lessons in Dutch and two days in English. We can offer this by using *team teaching*. There are two teachers (Dutch and English) and two language assistants (Dutch and English) both responsible for the education in one group. On the Dutch days the communication with students will be in Dutch and on the English days in English.

Language program, career program & group 13h/14m

In the language classes, the career program and the diploma programmes (group 13h and 14) teachers and students are communicating in Dutch. The students in the Language Program still need to learn the Dutch language, the students in the Career Program are prepared for a Dutch diploma programme and the students in group 13h and 14m are following a Dutch diploma programme. Those are the reasons why we teach and communicate in these curricula in Dutch.

IMYC

In group 9 and 10 four subjects are taught in English (English, Science, PE and Music) and seven subject are taught in Dutch (Dutch, NT2, Social studies, Mathematics, Drama and LOB). In group 11 there are three subjects taught in English (English, PE, Music) and six subject are taught in Dutch (Dutch, Social studies, Mathematics, Drama, LOB and Science). The communication between the teacher and the students is in English at the English subjects and in Dutch at the Dutch subjects. The Social Studies and Science in group 11 are taught in Dutch to gain the right amount of vocabulary for the students to be able to do a Dutch diploma programme. Students who want to do an English diploma programme, can follow those subjects in English.

We chose for bilingual education with two reasons: we want to give the students who are native English speakers the chance to maintain and develop their native language and we want students who are not native English speakers, to prepare them for a better basis in English for the Dutch diploma programmes.

Group 12 & IB DP

In group 12 and in our future IB DP 1 and 2 all subjects are taught in English and the communication with teachers (in and outside of the classroom) is in English, except for the subjects: *Dutch, NT2, Dutch Language and Literature A* and *Dutch Language Acquisition B*. Those subjects are taught in Dutch and communication with the teachers is in Dutch.

Use of the mother tongue (see: page 10)

We appreciate and respect the use of the students mother tongue. If students do not understand certain subjects/words/sentences, we stimulate students to translate those in their mother tongue. Out of respect for each other, teachers stimulate students to communicate in English or Dutch. We want students/teachers to understand each other.

Communication with parents

Communication with parents, like parent evenings or parent letters, are at DENISE always provided in two languages: in Dutch and in English. We chose for these two languages because DENISE is in The Netherlands and our group 12 and IB DP Curriculum are taught in English. We expect all parents to understand Dutch or English. If they do not understand both languages, we ask students or colleagues to translate conversations with parents in their language.

Report cards (see also: Assessment Policy)

Three times a year our students get a report card. On these report cards shows which grades students got for every learning goal and how they score on the skills, we want every student to develop at DENISE. Next to that every student gets a personal feedback line from the teacher, giving tips how to develop in the subject.

In the language classes LA and LB the report cards are totally bilingual, written in Dutch and English. This is because the students in the class just started learning Dutch and do not have the level yet to understand the whole report card in Dutch. In LC, group 13h/14m and the Career Program the reports cards are written in Dutch. The Dutch level of the students is high enough to understand the report cards.

In group 12 and the coming IB DP, the report cards will be in English. We chose to do this because the curriculum in these groups is also in English. The feedback text on the report cards are only in Dutch at the subjects *Nederlands, NT2, Dutch Language and Literature A* and *Dutch Language Acquisition B*.

In the IMYC-curriculum the report cards of the English subjects are written in English and the Dutch subjects are written in Dutch.

3. Development language policy

Language profile at DENISE

** these data are provided in school year 2016/2017*

At DENISE there are 32 different languages spoken. The majority of our students have Arabic (23%), English (22%) or Dutch (13%) as their first language. Other mother tongues are Spanish (6%), Portuguese (3%), Polish (3%), Turkish (2%) and Russian (3%). In total 75% of the students speak English next to their mother tongue. 76% of the students also speak Dutch.

The majority of the staff is from The Netherlands (86%). 7% of our staff is from an English speaking country. Next to that, our staff has Arabic (5%), Spanish (2.3%) and Hungarian (2.3%) as their first language.

The English language

Primary

In the primary students get six hours English lesson per week. In these lessons there is especially attention for writing and reading. The teachers are using the book *Oxford International English*. Students who have English as a second language get extra lessons (3-6 hours). Next to the English lessons, the IPC-subjects and Mathematics are taught in English.

We are developing a new curriculum for English in the primary. We would like to offer our education on the same level as schools with an International English curriculum.

Secondary

Level groups: IMYC, Language & Career Program

In language classes LA and LB students get the subject English together. The goal of this subject is mainly to find out the level of the students. In these language classes, the students are with all different levels of English in one class.

The English lessons from classes LC, 15 and 16 are scheduled at the same time. At the beginning of the school year all students at DENISE were tested on their level of reading, listening and grammar. Based on these results and the ages, students are placed in a level group. Students under age 15 who scored above CEFR-level A2, are placed in an IMYC-group English. Students under age 15 who scored under CEFR-level A2, are placed in a beginners group. All students above 15 years old, are placed in group 15 or 16 because they have to prepare themselves for the Dutch diploma programme. Some of them still want to do group 12 and the IB DP, so they will get their own program in between the group. The goal of the beginners group is acquisition of the English language. Students have to develop their vocabulary, grammar, reading, writing, speaking and listening skills till the level A2. In the IMYC-groups the students are analysing linguistic and literary aspects of the language and have to give their opinion on it. They read and write different kinds of texts and give reactions on those texts. All the subjects are connected to one IMYC-theme.

Career Program

In group 15 and 16 students follow the subject English 4 lessons a week (one lesson is 50 minutes). The goal is to prepare students on the subject English in a Dutch diploma program.

Diploma programs

In groups 13h and 14m students get five hours a week the subject English (50 minutes per lesson). The goal of English is to prepare the students on the final exam English. Group 14m will do final exams in reading and writing. Group 13h will only have to read on the final exam. The emphasis will be on the preparation and development of these skills.

Group 12

Students enter group 12 once they reached the CEFR-level B2 (Cambridge English, 2017) on the skills reading, listening, writing and speaking (see *assessment policy*). Because group 12 and the IB DP will be taught in English, we decided that our students need level B2 to enter group 12. The students who want to enter group 12, have to do a portfolio, write an essay and do an intake in English (see: *assessment policy*). The IB-coordinator will decide if the students level of English is high enough to enter group 12.

All students in group 12 follow 4 lessons (50 minutes per lesson) per week the subject English (level vwo 4). In this subject, students prepare themselves for the IB DP subject *Dutch Language and Literature A*. They analyse linguistic and literary aspects of the English language and form their opinion about it, they read and write different text types and they learn how to give responses on those texts.

IB DP

In the IB DP at DENISE students can choose between different subjects of English:

- English Language and Literature A - Standard level -> 3 lessons a week
- English Language and Literature A - Higher level -> 5 lessons a week
- English Language Acquisition B - Standard level -> 3 lessons a week
- English Language Acquisition B - Higher level -> 5 lessons a week

Students who are following *English Language and Literature A* on standard and higher level, are together in one class for three lessons. The higher level students follow together two extra lessons per week. This construction is the same for students who are following *English Language Acquisition B*.

The aims of *English Language and Literature A* (International Baccalaureate, 2011) are to develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts and encourage students to think critically about the different interactions between text, audience and purpose. The main focus of *English Language Acquisition B* is on English language acquisition and development of language skills of the English language.

Because our students already reached the maximum level of *English ab initio*, we do not offer that subject in our IB DP. The end level of English ab initio is CEFR-level A2, but our students come into group 12 with the minimum CEFR-level B2.

The Dutch language

Primary

In the primary students get 8 hours of Dutch per week. In these lessons there is a focus on acquisition of reading, writing, speaking and listening skills, but also on spelling, grammar and vocabulary. We use the books *Taal in Beeld*, *Spelling in Beeld* and *Nieuwsbegrip*. The year planning of these books is important. We use Snappet (application) to process. In *Taal in Beeld* students learn vocabulary, speaking, listening, grammar and writing. With *Spelling in Beeld* students learn to spell. *Nieuwsbegrip* is used for technical reading and strategies.

The students who do not speak Dutch as a second language, get one extra lesson of Dutch a week. In this extra hour students practice especially their speaking skills in Dutch. The hours are:

- *Taal in Beeld* - 4 lessons per week
- *Spelling in beeld* - 3 lessons of half an hour a week
- *Nieuwsbegrip* - 1 lesson a week
- *NT2* - 1 lesson a week

Secondary

Language program

The language classes at DENISE (LA, LB, LC) are divided in three classes, based on the CEFR-level. The content of the lessons NT2 is based on the level of Dutch of the students. Students get:

- LA - level 0-A1 - 18 lessons of Dutch a week
- LB - level A1-A2 - 15 lessons of Dutch a week
- LC - level A2-B1 - 14 lessons of Dutch a week

The higher a student gets in a language class, the more other subjects he will get. In LA students only get subjects where the Dutch language is less needed, like Music, Drama, Mathematics and Physical Education. In LB students get also *Social Studies* (= a combination of history, geography and global citizenship) and in LC students get on top of that also Science (= *combination of Biology, Physics and Chemistry*). The goal of all subjects is still the acquisition of the Dutch language.

At NT2 students in the language classes started in school year 2017/2018 with a language portfolio. They know which skills they have to do to prove their level of Dutch from A1 to B1. The skills they proved already, will be visible on their report cards. To practice before 'proving' the assignments of the language portfolio, we use the online NT2-book DISK.

IMYC & Career Program

In group 9, 10A and 10B students get four hours a week the subject Dutch. The students who need it, get two hours extra NT2 per week. In group 11 all students get the subject Dutch, but they can later on in the year choose to follow Power Hour Dutch (see: language help).

The aim of the subject Dutch is to increase the language ability in Dutch. The core of the subject is to acquire, use, present information and communicate in Dutch (Boer, 2007). In group 9 students work on the first year level of mavo, havo or vwo. In group 10 students work on the second year mavo/havo/vwo and group 11 on the third year of a regular mavo/havo/vwo-program. All lessons are connected with other subjects by using the IMYC-themes. The aim of the subject NT2 is to acquire the Dutch language. Students increase their vocabulary, grammar, reading, writing, listening and speaking skills in Dutch. All students work on their own level.

In group 15 en 16 students get four hours a week the subject Dutch. The goals of this subject are the same like the IMYC-subject Dutch, excluding the use of the IMYC-themes. Students in these classes can choose to follow Power Hour NT2 for extra language help in Dutch.

The grades students get for Dutch in group 11, 15 and 16 are based on the levels 'Meijerink' (Doorlopende leerlijnen taal en rekenen, n.d.). Because the students in this group are all preparing for a diploma program, we want to indicate their F-level on the report card so students know which diploma program they can start.

Group 12

In group 12 students follow *Dutch (level vwo 4) of Dutch as a second language (NT2)* for 4 lessons a week. In Dutch, students prepare themselves for IB DP *Dutch Language and Literature A*. They analyse linguistic and literary aspects of the Dutch language and form their opinion about it, they read and write different text types and they learn how to give responses on those texts. The aim of the subject NT2 is the language acquisition of the Dutch language and a good preparation for the IB DP subject *Dutch Language Acquisition B*. Students develop their vocabulary, grammar, reading-, writing- speaking- and listening skills in Dutch.

If a student is a native Dutch speaker or masters the Dutch language on the CEFR-level B2 (Cambridge English, 2017), the student will follow Dutch. If students learned Dutch as a second language and they master Dutch under the CEFR-level B2, they will follow the subject NT2. Currently students in this subject work on three different CEFR-groups: group A1-A2 (ab initio), group A2-B1 (Language B standard level) and group B1-B2 (Language B higher level). For students who are have a beginner level of Dutch (under A2), there is also the possibility to follow lessons *Dutch as a second language* in our language classes LA or LB. We determine the level of Dutch of the student, by making a TOA-test (toets.nl, 2017) on the skills reading, writing, speaking and listening. In group 12 students who are following *Dutch* and *NT2* are together in one class. The teacher differentiates between the different levels and approaches.

IB DP

In the IB DP at DENISE students can choose between different subjects for Dutch:

- Dutch Language and Literature A - Standard level -> 3 lessons a week
- Dutch Language and Literature A - Higher level -> 5 lessons a week
- Dutch Language Acquisition B - Standard level -> 3 lessons a week
- Dutch Language Acquisition B - Higher level -> 5 lessons a week

Students who are following *Dutch Language and Literature A* on standard and higher level, are together in one class for three lessons. The higher level students follow two extra lessons per week together. Students who are following *Dutch Language Acquisition B* standard and higher level will be together in class for three lessons a week, but students on higher level *Dutch Language Acquisition B* will follow two extra lessons a week together.

The aims of *Dutch Language and Literature A* (International Baccalaureate, 2011) are the same as *English Language and Literature A*: develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts and encourage students to think critically about the different interactions between text, audience and purpose. The main focus of *Dutch Language Acquisition B* is on Dutch language acquisition and development of language skills of the Dutch language.

Because students at DENISE already learnt Dutch till level A2/B1 in the language classes and group 12, we do not offer *Dutch ab initio*.

Other languages

Students in groups 10 till 16 are following three hours a week the subject *Power Hour*. In between that subject they can choose to do another language. Students can follow French or Spanish. Students with a Dutch passport, are obligated to follow an extra language. The aim of the courses Spanish and French is acquisition of the languages. If students already speak French or Spanish, we advise them to do another subject in *Power Hour*.

In our IB DP it will not be possible (yet) to choose Language B, other than Dutch.

Overview language admission

In every class in Secondary, students need different language levels to be able to follow the subject. In the Primary department there are no language admission requirements. Students who have difficulties with Dutch or English, will get extra lessons and language help.

In this table you will find the language CEFR-level students need at the Secondary to enter a class (see: *admissions policy*).

Class	Minimum level of Dutch	Minimum level of English
LA	0	-
LB	A1	EAL - 0 English - B1
LC	A2	EAL - 0 English - B1
9a	A2	EAL - 0 English - A2
9b	B1	EAL - 0 English - B1
10	A2	EAL - 0 English - B1
11	B1	B1
12	Dutch as a second language - 0 Dutch - B2	B2
14	B1	0
15	Dutch as a second language - A2 Dutch - B1	0
16	B1	0
17	B1	0
DP 1	Dutch Language and literature A - B2 Dutch Language Acquisition B - B1	English Language and literature A - B2 English Language Acquisition B - B1

For the IB DP we decided the levels, based on the benchmarking of the Diploma Programme language courses to the CEFR that IB made in 2016 (see figure 1).

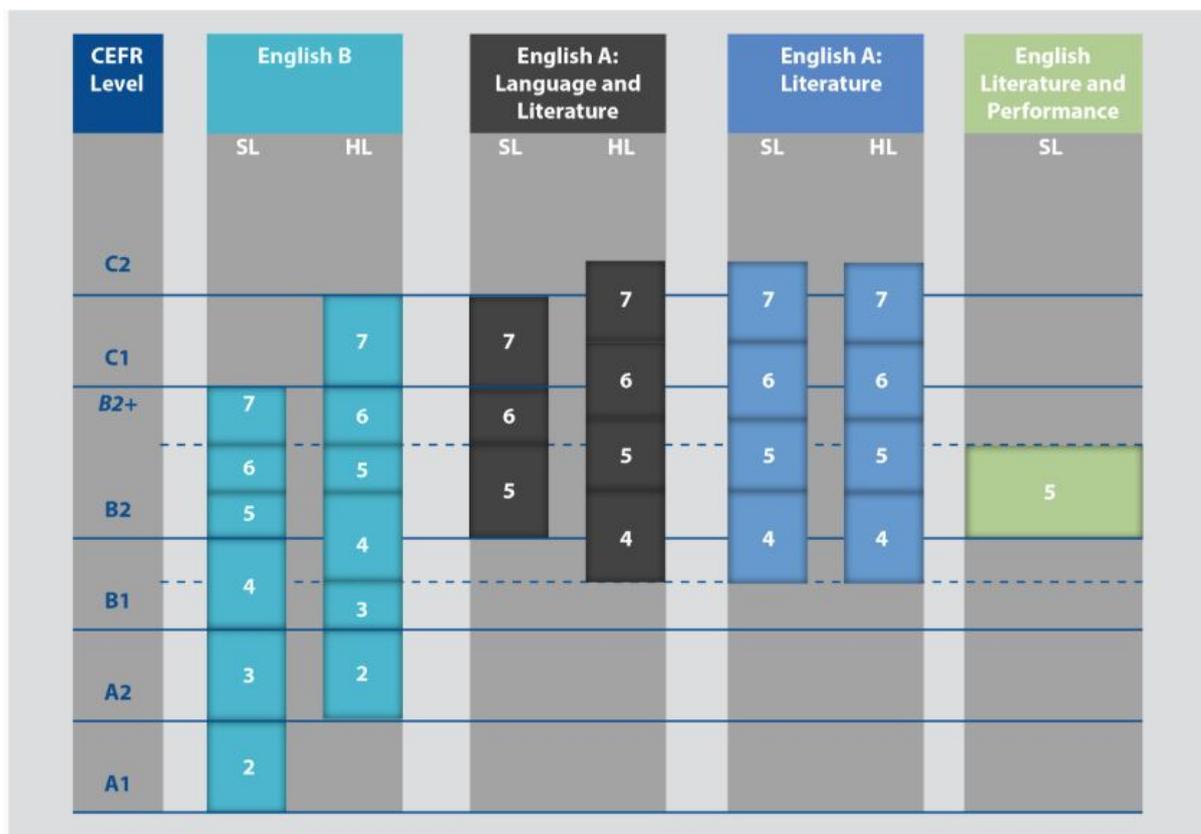


Figure 1 - Benchmarking Diploma Programme language courses to the CEFR (International Baccalaureate, 2016)

Note: Students who have Dutch or English as their mother tongue can not choose the subject *Language Acquisition B*.

Language tests

To visualize the language development of our students, we use TOA-tests (Bureau ICE) for Dutch and English. In language class LC we test the students on their Dutch skills reading, writing, listening and speaking to define their level. As you can see in the table above, students can go to a group with CEFR-level B1. Students can do these tests, after they finished their language portfolio on level B1. If students want to go to group 14, they also have to prove their level of Dutch by doing a TOA-test.

For English we also test the students with TOA-tests. At the beginning of the year students do the tests reading and listening to place them in the right level group. We also test the students with TOA-tests if they want to go to our diploma program group 14. For other languages, we do not use TOA-tests yet.

Mother tongue

At DENISE teachers support students to use their mother tongue in different ways:

- To decide the knowledge of the students on a certain topic, teachers start frequently with a start assignment. This assignment can be a brainstorm, making a mindmap or wordweb. Teachers at DENISE ask the students to make this starting off assignment in their mother tongue. This can be written on paper or even discussed in small groups, depending on the groups of mother tongue speakers that are in one class.
- For research assignments, at subject like TOK, History or Geography, teachers support the students to use sources from different countries. The students can decide to use a source from their country of origin, in order keep on reading their mother tongue.
- In different lessons students are asked to share their different cultures and languages together. This could be sharing food, literature or art, but students are also constantly having discussions in the lessons where they share the perspectives from their own country.
- In TOK students discuss if language determines someone's worldview and affects thoughts. In these lessons, students share different words, sentences and expressions coming from their mother tongue.
- In all subjects students at DENISE can be asked to make a wordlist in their notebook. Teachers encourage students to write down the difficult words per subject in their mother tongue.

In group 12 and the IB DP our students do not have the possibility to develop their mother tongue in the subject called *Language and literature A (self taught)*. We chose not to offer this subject, because we do not have enough teachers that can help students in any other language than Dutch or English.

Current language development

DENISE is changing constantly in order to improve the language development of the students. Since the start of DENISE, we already changed:

- We offer other languages than Dutch and English. Students can choose French or Spanish since school year 2016-2017.
- We offer NT2 and EAL in the groups. In our school, language support is very important. Since school year 2017-2018 we offer language help in English (EAL) and Dutch (NT2).
- All teachers are language teachers at DENISE. We find it very important that all our teachers are language teachers. To realise this, we organize different language workshops during the year, organized by the language coordinator and other language teachers.

There are still things we want to change, because the main obstacles for the language development of our students, are:

- The step from a language class to a group is too big. The language level of Dutch is too high in a group is too high for the students.
- Students are working below their level, because of the language.
- Students have to stop the development of other subjects, because they have to learn Dutch.
- Group 14m: students have difficulties graduating, because of the language in the final exams.
- Students do not get accepted at other schools, because they do not have the right language level (but they have the intelligence).

Language support

Primary

Students in Primary get language help from language assistants. Every class has a language assistant, who can help the student with Dutch or English. In this way it is possible to differentiate in class and help students individually with their language skills.

Secondary

All students in group 15 and 16 get two hours a week the subject NT2. In this subject students can choose what they want to learn. They can choose for language help in Dutch, but they do not need help they can work on another subject.

Students at DENISE could always get extra lessons with our Remedial Teacher or speech therapist. They could help students with different skills of the language, like reading, pronunciation or grammar. Currently, we do not have a remedial teacher or speech therapist working at DENISE, but we are looking for both.

Language teachers

At DENISE we believe that every teacher should be a language teacher. The team of teachers is responsible for the language development of our students. To help teachers becoming a language teacher, we provide three workshops a year about teaching language learners. Besides that we are developing a special course, taught by language teachers. We formulated what language teachers at DENISE should do in a 'basis quality':

A language teacher at DENISE ...

1. treats every lesson explicitly the 'subject words' and 'school words'.
2. adapts the way of speaking, depending of the language level of the students.
3. checks constantly if students understand the subject material.

With this basis quality, we are checking at the moment which teachers aren't language teachers, so we can get them the right help for them.

Teachers in group 12, IMYC and IB DP have to master the English language on a high level, because they teach both programs in English. If teachers do not master English on that level, there is a possibility for them to follow a *Cambridge-course* English through the language courses that are organized by *Esprit Scholen*. These courses are offered twice a year.

APA bibliography

At DENISE, all the students have to refer to their sources in APA-style. At the subject TOK and during the mentor lessons, students are trained to learn how to use APA-references. We made a document with explanation about APA-reference (Achterbergh, 2017). Students can find this document on the website (denise.espritscholen.nl) or in ManageBac. Recently we made an iBook for students about plagiarism, academic honesty and writing an APA-bibliography. Students can use the iBook when they have to do a writing assignment.

4. Desirable state, goals and action

Desirable state

At DENISE we want students to be able to follow a diploma program on the right level, despite the language deficiency. In our ideal school we want our students to get lessons on their language level, so they can follow every lesson. The one who is responsible for this, is the teacher.

Goals

Based on our our desirable state, they are five main goals formulated for the language policy at DENISE. We make a difference between long-term objectives and short-term objectives.

Long-term objectives

1. Increase the amount of students that can start a diploma program on their own level to 80%.
 - 1.1. Increase text comprehension and vocabulary, in language and social subjects.
 - 1.2. Offer structural aid to students with language deficiency.
 - 1.3. Increase the fun of learning a language.

Short-term objectives

2. Use instruments to define the language level of the students.
3. Help students with language deficiency in a methodical way.
4. All teachers become language teachers.
5. Involve parents in the (language)development of the students.

Action plan language policy

For every goal, we described different action points.

Action points goal 1.1 - for teachers

1. Teachers use teaching methods that help language learners, for example:
 - a. Pre Teaching - for example: teachers offer word lists/texts/video's before the lesson starts.
 - b. Language learners get help from native speakers.
 - c. Teachers help the students with read and word strategies.
2. All students use a notebook for the new words. Teachers ask the students every lesson to write down the new words in their notebook.
3. Teachers describe the school and subject words per unit and offer these every lesson.
4. Teachers hang posters in the classroom with: school words, reading strategies etc.
5. Teachers exchange assignments, texts and rubrics with a lot of text, to define the level of the text and improve the material.

Action points goal 1.2 - for the school

1. Students get language help in NT2 of EAL, if they need to.
2. Students can get Remedial Teaching, a speech therapist, training in fear of failure and dyslexia.

Action points goal 1.3 - for the team

Every school year there will be organized language activities, like: 'language village', 'day of the mother tongues', 'poem day', role play workshops, school paper, visitists to the library.

Action points goal 2 - for the language coordinator / management

1. Map out how many students do not have the right language to follow the lessons.
2. Students use a language portfolio in the language classes.
3. Students do TOA-tests to define their level of Dutch and English.
4. The level groups in English will be evaluated.
5. The teachers of Dutch/English get information about the CEFR-levels and reference levels of Meijerink.

Action points goal 3 - for the teachers

1. The skills students learn at Dutch, have to be used in all subjects. For example, skills like: making a summary, reading strategies, making schemes etc.
2. In all subjects the same text formats will be used. These formats will be on the website.
3. We will use uniform correction marks.

Action points goal 4 - for the language coordinator / management

1. Teachers get a workshop about how to teach language learners three times a year.
2. Teachers who aren't language teachers yet, will get a personal course.
3. Teachers differentiate in the lesson on language.
4. The curriculum coordinators monitor language actions in the team.
5. This action plan will be evaluated.

Action points goal 5 - for the parents

1. Communication with parents (parent letters, report cards, parent evenings) will be bilingual (Dutch/English).
2. Parent letters will be on the website.
3. Parents will be informed about the language policy and they will get tips about how to help their children with language learning.
4. DENISE offers a Dutch course for the parents.

Responsibility implementation action plan

The language coordinator at DENISE will be responsible for the implementation of the language action plan. Together with the team leader will be decided which priorities there are and how we take care for the implementation.

5. Plan of activities

Action point	To do?	Who?	When?	Needed?	Other action points
1.1.1	Offer teaching methods for language learners	Language coaches	O & O 12/10/2017	Evaluation	
1.1.2	Mentors ask their students to buy a notebook. Teachers ask the students to write down all new words.	Mentors / teachers	Since 12/10/2017	Check if they do it	
1.1.3	Vak- en schooltaalwoorden per periode invullen.	Language coordinator	Started during Language Team Meeting - 14/12/2017	Check if they did it	Portfolio in language classes for all subjects
1.1.4	Language posters in all classrooms	Language teachers	Started with teachers of Dutch: 12/03/2018	Also other language teachers doing the same	
1.1.5	Check and improve the lesson material on language level.	Teachers	Start: O & O - 2018		
1.2.1	NT2/EAL for all students.	Management	Since October 2017.	Evaluation.	
1.2.2	Fear of failure training Jeroen, Remedial Teaching, training dyslexia, speech therapist	Jeroen Goutier (Altra)	Since school year 2016/2017	Remedial Teaching / dyslexia-help / speech therapist.	
1.3	Organize linguistic activities.	Language teachers.	Since school year 2018/2019	During Ex & En Point.	Planning Entry & Exit Points
2.1	Visualize the language deficiency of students.	Teachers.	?	TOA-tests?	Improve student follow system
2.2	Start language portfolio	Teachers NT2	Started 09/10/2017	Evaluation & improvement	Portfolio in other classes.

2.2.1	Portfolio for MM, Science & Dutch in language classes.	Teachers of Dutch, MM and Science.	Started during Language Team Meeting - 14/12/2017		Connection between curricula.
2.3	Structural TOA-tests English & Dutch.	Teachers of Dutch and English.	?	Conversation about the need of the tests.	
2.3.1.	Evaluation level groups English	Teachers of English & management	March & June 2018		
2.4	Workshop about CEFR- and reference levels Meijerink.	By Marjan van Broekhoven (by Bureau ICE)	?	Get contact.	
3.1	Make a list of most important skills Dutch.	Teachers of Dutch.	During meeting Dutch. When?	?	
3.2	Make formats for text types.	Language teachers.	O&O?		The same way of working.
3.3	Make uniform correction marks	All teachers.	O&O?		
4.1	Workshops about language learning with help of: taalgerichtvakodnerwijs.nl	All teachers.	Three times a year.	In the year planning.	
4.2	Non-language teachers get an individual training.	Language coaches.	Since ...?		
4.2.1	Teachers help each other with the use of language in class.	Language teachers help other teachers.	?		
4.3	Teachers differentiate on language.	All teachers.	?		
4.4	Coordinators watch the teachers to be a language teachers - with book p. 241	Coordinators.	?		
4.5	Management judge how teachers are language teachers.	Managementteam.			

4.5.1	Basic quality language teacher decided.	Language coordinator & Management	Decided in February 2018		
5.1	All report cards in Dutch and English (except for report cards in group 12 + IB DP)	Language coordinator + Managementteam	?	Check.	Improvement report card.
5.2	Parent letters of the website.	Administration.	?	?	Improve the website.
5.3	Parents get informed about language learning.	Mentors / coordinators.	Parent evening	?	
5.4	Course of Dutch for parents	Teachers of Dutch	In Primary since school year 16/17. In Secondary since?	Cooperation with Primary.	

6. Evaluation and communication

The action plan will be evaluated with:

- online questionnaire for teachers;
- conversations with the management team
- judgement teachers;
- ask students.

The communication about this language policy will be:

- With teachers: during O&O and Bootcamps
- With parents: in the parent letter and parent evenings
- With students: through mentor lessons & the website.

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