



# Language Policy

July 2023

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## Declaring wordlist

IPC	International Primary Curriculum
IMYC	International Middle Years Curriculum
IB DP	International Baccalaureate Diploma Program
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.
JIJlvs	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
TPO	Taalklas Primair Onderwijs (Language Class Primary)
MAVO	Middelbaar algemeen voortgezet onderwijs (Dutch DP - Preparation for vocational education)
HAVO	Hoger algemeen voortgezet onderwijs (Dutch DP - Preparation for hbo)
VWO	Vorbereidend wetenschappelijk onderwijs (Dutch DP - Preparation for university - same level as IB DP - we do not offer this DP at DENISE)

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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 for successful participation in a diploma program 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 (except for the subject Dutch) 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 IB DP-coordinator at DENISE. In May 2017 we formed this language policy and after that it has been revised several times by our language coordinator.

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. Furthermore, our vision on language and language acquisition will be described, next to how we offer our students language support.

### **The five DENISE programs**

DENISE offers five different programs so that every student can be served at their own needs and personal choices. A curriculum coordinator coordinates each program. An examination secretary monitors the Diploma program. This language policy will address all DENISE programs with the exception of the DENISE Primary program.

#### *0. The Placement Group - group 0 - age 12-18*

Students between 12 and 18 years old, who 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 behavior in class. After group 0 the student goes to the Mundus College (level vmbo BB/KG) or to one of the four DENISE programs (level mavo/havo/IBDP) for 12 -18 years.

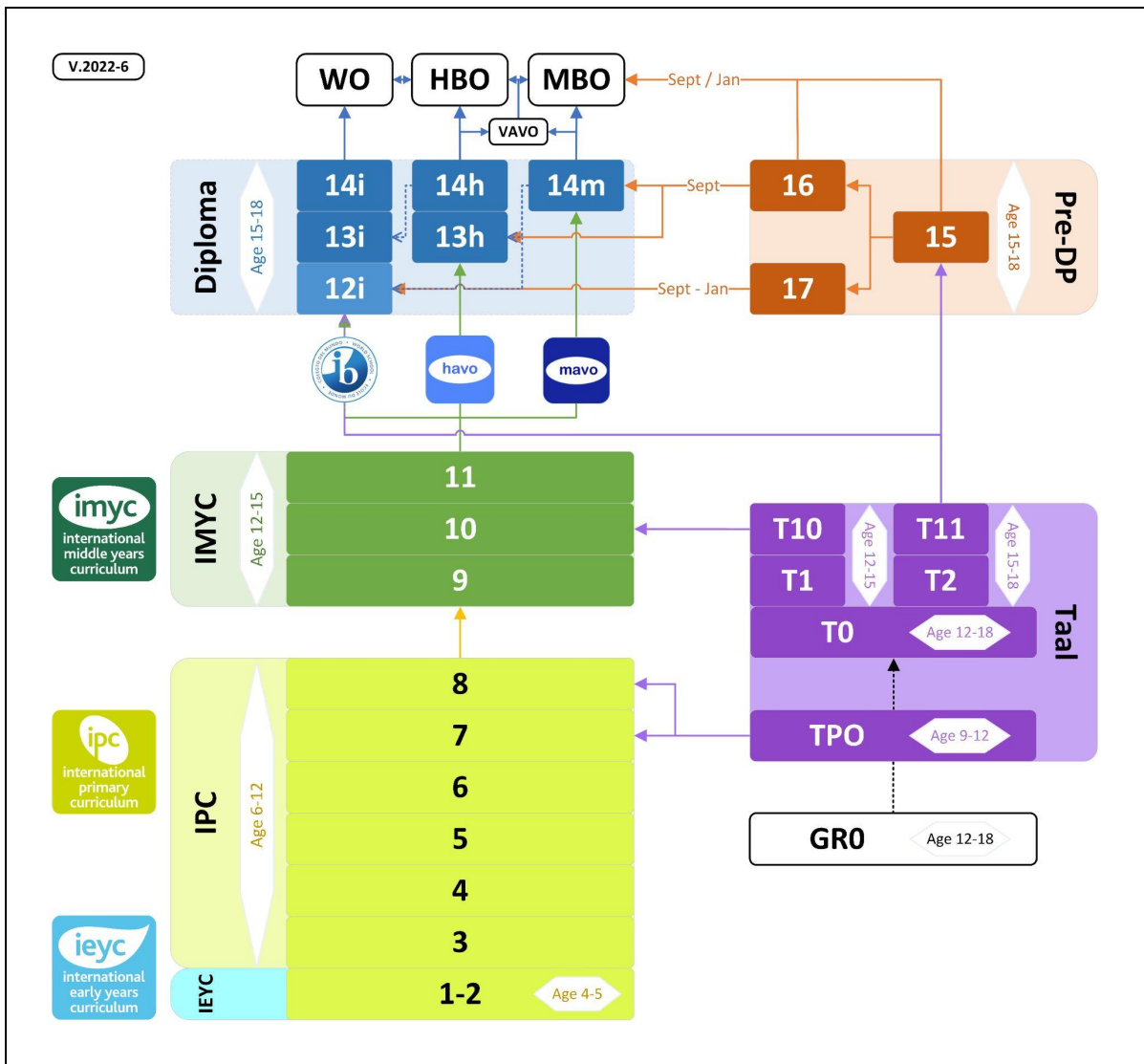


Figure 1: school structure DENISE

### 1. Primary Program - Groups 1-8 - age 4-11

The DPP is a bilingual (Dutch-English) program based on the national Dutch Primary Curriculum and the International Primary Curriculum (IPC<sup>1</sup>) for Primary education. Students who don't speak Dutch yet, start in our TPO-class to learn the Dutch language first.

### 2. Middle Years program - Groups 9, 10, 11 - age 12-14

The DMP is a bilingual (Dutch-English) program based on the national Dutch lower Secondary Curriculum and International Middle Years Curriculum (IMYC<sup>2</sup>).

### 3. Pre-DP program - Groups 15, 16, 17 - age 15-18

The pre-DP program 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 program. The education program is more focused on Dutch (language) education.

<sup>1</sup> [www.greatlearning.com/ipc/](http://www.greatlearning.com/ipc/)

<sup>2</sup> [www.greatlearning.com/imyc/](http://www.greatlearning.com/imyc/)

#### *4. Diploma program - Group 12, 13, 14 - age 15-18*

The diploma program 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 program, in cooperation with Mundus College, and three years later we had our own DP. In the school year 2019-2020 we started our first class of IB DP 1 and in the school year 2020-2021 we've had our first HAVO Diploma students. Students can get their MAVO Diploma in one year (class 14m), HAVO in two years (classes 13h and 14h) and IB DP in three years (classes 12i, 13i, 14i).

#### *5. Language program - Language classes T0, T1, T2, T10, T11 - age 12-18*

The language program is for students from 12 years of age and older who do not master the Dutch language adequately. We distinguish three level groups: 0-A1, A1-A2 and A2-B1. Students get at least 10 hours of NT2 per week and all the other subjects are there to learn the Dutch language too.

### **Locations**

We are offering education at our main location at the Piet Mondriaanstraat 140 in Amsterdam. From the school year 2022-2023 we opened another location at the Van Hallstraat 621, Amsterdam, in cooperation with Mundus College. We teach our 'group-0' and level groups until A1 over there.

### **Organization and meetings**

- Principal Luc Sluijsmans
- Team leaders Secondary Merel Kroese, Paul Chung, Jenno van der Wal
- Team leaders Primary Gabriella Brescia, Alexia Mavromatis
- Language coordinators Petra van der Geest, Imara Mud
- Coordinator Language Program Debbie Walst
- Coordinators IMYC Rimmert Faber, Coen van Wetering
- Coordinators DP Merrit Vervenne, Jesse Mesman
- Coordinator IBDP Amy Poon

At DENISE, the management team and the coordinators come together once a week. The different departments gather weekly. Furthermore, every week there is a meeting organized by one of the curriculum coordinator. Finally, there is a 'bootcamp' ten times a year, where the whole school team is gathering (Primary and Secondary).

### **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. This SWOT was updated in July 2023. A summary of this SWOT analysis follows below.

<p><b>Strengths</b></p>	<ul style="list-style-type: none"> <li>● Teachers at DENISE are very involved, benevolent and passionate to help students with their language development.</li> <li>● There are many colleagues with expertise and material about Dutch as a Foreign Language and language acquisition in general.</li> <li>● Every teacher has to become a language teacher at DENISE.</li> <li>● Students get the chance to learn the Dutch language in the language classes and will be prepared for a diploma program in a group.</li> <li>● Sinds September 2017 the language classes work with a language portfolio at NT2, so students become responsible for their own learning and they have a better insight in their development.</li> <li>● 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.</li> <li>● At DENISE we use summative and formative tests.</li> <li>● We offer an InCompany NT2-degree, so teachers who want to become NT2-teacher can get their certificate.</li> <li>● We have TPO-groups in Primary where students can learn Dutch.</li> </ul>
<p><b>Weaknesses</b></p>	<ul style="list-style-type: none"> <li>● 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. We wanted NT2-teachers to teach the other teachers, but we don't have enough NT2-teachers.</li> <li>● In the group, there is not enough differentiation (on language).</li> <li>● Sometimes students have to go to the next group because of pragmatic reasons (need for space in a class).</li> </ul>
<p><b>Opportunities</b></p>	<ul style="list-style-type: none"> <li>● Sharing knowledge about language acquisition.</li> <li>● The language portfolio and the way to report the results.</li> <li>● Using expertise from other schools.</li> <li>● Making the lessons more explicit with word lists, lesson goals and tests.</li> <li>● The freedom we get at DENISE to take initiatives.</li> <li>● Develop general DENISE-formats/documents, with for example: essay structures, word lists, language chunks etc.)</li> <li>● More meetings about the different curricula with the coordinator.</li> <li>● More meetings with the curriculum coordinators about language policy</li> <li>● A clear plan for teachers, with reflection and evaluation moments.</li> <li>● More 'language workshops' in a shorter time.</li> <li>● Better connection from the language class to a group.</li> </ul>



<b>Threats</b>	<ul style="list-style-type: none"> <li>• Many new students the whole year and try to develop the school at the same time.</li> <li>• Different thoughts about the students transfer from a language class to a group.</li> <li>• We still have teachers who are not trained/used to teach language learners.</li> <li>• Final exams mavo/havo/vwo use very difficult language. Problem: students have the right level, but can't show it because of their language.</li> <li>• 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.</li> </ul>
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## Language of instruction and communication

### *Primary*

Students in the primary department of DENISE get lessons in Dutch and in English. They get three days of 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, pre-DP program & groups 13h/14h/14m*

In the language classes, the pre-DP program and the MAVO and HAVO diploma programs (group 13h and 14) teachers and students are communicating in Dutch (except for the English teachers). The students in the Language Program still need to learn the Dutch language, the students in the pre-DP Program are preparing for a Dutch diploma program and the students in group 13h and 14m are following a Dutch diploma program. Those are the reasons why we teach and communicate in these curricula in Dutch.

### *IMYC*

In IMYC five subjects are taught in English (English, Science, P.E., Drama and Music) and five subjects are taught in Dutch (Dutch, NT2, Social studies, Mathematics and LOB). The communication between the teacher and the students is in English at the English subjects and in Dutch at the Dutch subjects. In the second semester of the year groups 11 and 15 students will be divided over level groups based on the DP they will follow. Students that will go to IB, will be taught in English (except for Dutch) and students that will go to the MAVO or HAVO DP will be taught in Dutch.

We chose bilingual education in the IMYC for 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 programs.

### *Group 12 & IB DP*

In group 12 and in 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 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 during the lessons. 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 these two languages because DENISE is in The Netherlands and our IMYC, 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 arrange an interpreter.

*Report cards (see also: Assessment Policy)*

Three times a year our students get a report card. These report cards show 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 text from the teacher, giving tips on how to develop in the subject.

In the programs taught in Dutch, the report cards are written in Dutch (except for the subject English). In our IB DP the report cards are written 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*.

### 3. Development language policy

#### The English language at DENISE

##### Primary

In the primary students get six hours of English lessons 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 & pre-DP Program*

The English lessons in our Language and pre-DP program are scheduled at the same time. At the beginning of the school year all students at DENISE are tested on their level of reading, listening and grammar. Based on these results and the ages, students are placed in a level group. We have different level groups: 0-A1, A1-A2, A2-B1, B1-B2.

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 until level A2.

In the IMYC-groups the students are analyzing 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 to those texts. All the subjects are connected to one IMYC-theme. Students who don't have A2-level yet for English, follow EAL lessons.

###### *Diploma programs*

In groups 13h and 14m students get four hours a week of English (50 minutes per lesson). The goal of English is to prepare the students for the final exam. Group 14m will do final exams in reading and writing, other skills are tested throughout the year. Group 13h will only have to do reading on the final exam, but get the other skills tested during the exam weeks during the year. The emphasis will be on the preparation and development of these skills.

###### *Group 12*

Students enter group 12 once they reach 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 are 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 make a portfolio and do an intake in English (*see: assessment policy*). The IBDP-coordinator will decide if the student's level of English is high enough to enter group 12.

All students in group 12 follow three lessons of English per week (level vwo 4). In this subject, students prepare themselves for the IB DP subject *Dutch Language and Literature A*. They analyze 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

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.

Because our students already reached the maximum level of *English ab initio* or *English acquisition B*, we do not offer those subjects in our IB DP.

## **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, will have lessons in our TPO-program.

### Secondary

#### *Language program*

The language classes at DENISE (T0, T1, T2, T10, T11) are based on the CEFR-levels. The content of the lessons NT2 is based on the level of Dutch of the students. Students get:

- T0 - level 0-A1 - 15 lessons of Dutch a week
- T1, T2 - level A1-A2 - 12 lessons of Dutch a week
- T10, T11 - level A2-B1 - 10 lessons of Dutch a week

The higher a student gets in a language class, the more other subjects he will get. In T0/T1/T2 students only get subjects where the Dutch language is less needed, like Music, Drama, Mathematics and Physical Education. In T10 and T11 students also get Social Studies (= a combination of history, geography and global citizenship), Science (= combination of Biology, Physics and Chemistry) and Dutch as a first language. The goal of

all subjects is still the acquisition of the Dutch language and for Dutch to prepare the students for the subject Dutch in our mavo/havo DP.

At NT2 students in the language classes started in the school year 2017/2018 with a language portfolio. Students 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-method *DISK*.

### *IMYC & pre-DP Program*

In IMYC and pre-DP students get four hours a week of Dutch. The students who need it, get two/three hours extra NT2 per week. 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.

### *Group 12*

In group 12 we have three level groups for Dutch, three hours a week:

- Dutch A - Dutch as a first language - level B2 or higher
- Dutch B SL - Dutch as a second language - level 0-A2
- Dutch B HL - Dutch as a second language - level A2-B1

In Dutch A, students prepare themselves for IB DP *Dutch Language and Literature A*. They analyze 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 A. We determine the level of Dutch of the student, by making a JIJlvs-test (toets.nl, 2017) on the skills reading, writing, speaking and listening.

### *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 Acquisition B - Standard level -> 3 lessons a week
- Dutch Language Acquisition B - Higher level -> 5 lessons a week

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 and 11 students are following three hours a week the subject Spanish. In our IB DP it is not possible (yet) to choose Language B, other than Dutch. In our MAVO and HAVO DP students can choose Spanish, French, Turkish or Arabic if they are native speakers.

### 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, only for the TPO-class. If their Dutch is not A2-level yet, they will start in the TPO-class. Students who have difficulties with 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*).

<b>Class</b>	<b>Minimum CEFR-level of Dutch</b>	<b>Minimum CEFR-level of English</b>
<i>T0</i>	<i>0</i>	<i>0</i>
<i>T1/T2</i>	<i>A1</i>	<i>0</i>
<i>T10/T11</i>	<i>A2</i>	<i>0</i>
<i>9</i>	<i>B1</i>	<i>0</i>
<i>10</i>	<i>B1</i>	<i>A2</i>
<i>11</i>	<i>B1</i>	<i>A2</i>
<i>12</i>	<i>Dutch as a second language - A1 For Dutch A - B2</i>	<i>B2</i>
<i>13i/14i</i>	<i>Dutch as a second language - A2 For Dutch A - B2</i>	<i>B2</i>
<i>13h/14h</i>	<i>B2</i>	<i>B1</i>
<i>15/16/17</i>	<i>B1</i>	<i>A2</i>

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

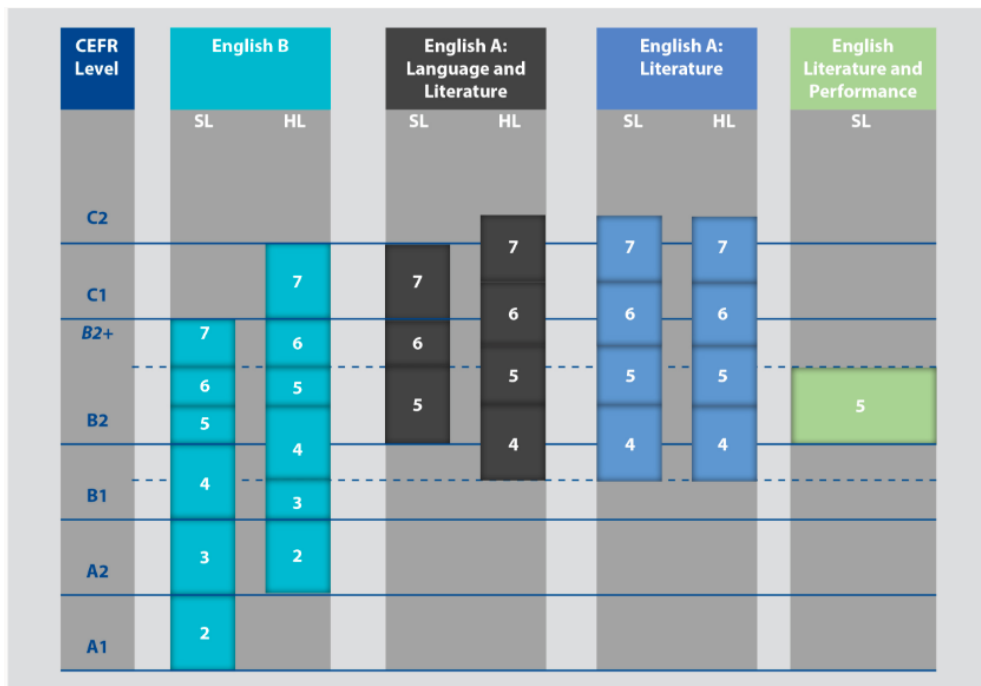


Figure 2: Benchmarking Diploma program language courses to the CEFR (International Baccalaureate, 2016)

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 JIJlvs-tests (Bureau ICE) for Dutch and English. As you can see in the table above, students can go out of the language classes with CEFR-level B1 for Dutch. Teachers of Dutch are using the tests to find out the level of individual students if the portfolio doesn't show the right level.

For English we also test the students with JIJlvs-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 JIJlvs-tests if they want to go to our diploma program. For other languages, we do not use JIJlvs-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 mind map 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, in subjects 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 to 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, Spanish, Turkish or Arabic.
- We offer NT2 and EAL in the groups. In our school, language support is very important. Since the 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 realize 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, see also the SWOT above, 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 and is too high for the students.
- Students are working below their level in different subjects, because of the language. At Maths for example, we first teach them the Dutch language for Maths and after that they start Math on their level.
- Students have to stop the development of other subjects, because they have to learn Dutch. Only students going to 12i can keep on learning on their level.
- 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. This way it is possible to differentiate in class and help students individually with their language skills.

### Secondary

All students can get two/three hours a week the subject NT2. They get language support in Dutch there. We want all students who need it, to get NT2 as an extra subject because they just learnt Dutch but they are not fluent yet.

Currently, we do not have a remedial teacher or speech therapist working at DENISE. If students need specialized help, we ask our student support team to arrange help for the students outside of school (*see also: SLS policy*).

## 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 become language teachers, we provide workshops about teaching language learners. We formulated what language teachers at DENISE should do:

### *A language teacher at DENISE ...*

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

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

Teachers in group 12, IMYC and IB DP have to master the English language on a high level, because we teach those 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 an explanation about APA-reference (Achterbergh, 2017). Students can find this document on the website ([denise.espritscholen.nl](http://denise.espritscholen.nl)) or in ManageBac. We also 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 desirable state, there 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 level to follow the lessons.
2. Students use a language portfolio in the language classes.
3. Students do JIIVs-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.

*Action points goal 3 - for the teachers*

1. The skills students learn in 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 of the implementation.

## 5. Plan of activities 2023-2024

Action point	To do?	Who?	Needed?	Other action points
1.1.1	Offer teaching methods for language learners	Language coordinator	Evaluation	Make time for language coordinator to observe lessons
1.1.2	Mentors ask their students to buy a notebook. Teachers ask the students to write down all new words.	Mentors / teachers	Check if everyone has a notebook	Buy paper notebooks for the students
1.1.3	Ask teachers to make a list of important words in their subjects.	Language class coordinator	Implementation	
1.1.4	Language posters in all classrooms	Language teachers	Also other language teachers doing the same	
1.1.5	Check and improve the lesson material on language level.	Language teachers		
1.2.1	NT2/EAL for all students.	Management team	Evaluation	
1.2.2	Fear of failure training, Remedial Teaching, training dyslexia, speech therapist	Student support team	Remedial Teaching / dyslexia-help / speech therapist.	Get a speech therapist working for school
1.3	Organize linguistic activities.	Language teachers		
2.1	Visualize the language deficiency of students in report cards.	Management team and language teachers.		
2.2	Use language portfolio	Teachers NT2	Evaluation & improvement	Portfolio in other classes.
2.2.1	Portfolio for MM, Science & Dutch in language classes.	Teachers of Dutch, MM and Science.		Connection between curricula.
2.3	Structural JIJivs-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		
2.4	Workshop about CEFR-levels	By Bureau ICE	Get contact.	

3.1	Make a list of most important skills Dutch.	Teachers of Dutch.	Evaluation	
3.2	Make formats for text types.	Language teachers.		The same way of working.
3.3	Make uniform correction marks	All teachers.		
4.1	Workshops about language learning with help of: <a href="http://taalgerichtvakodnerwijs.nl">taalgerichtvakodnerwijs.nl</a>	All teachers.	In the year planning.	
4.2	Non-language teachers get an individual training.	Language coaches.		
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	Language coordinator and teamleader watch the teachers to be a language teachers with language teacher observation list	Language coordinator and teamleaders		
4.5.1	Basic quality language teacher decided.	Language coordinator & Management	Evaluation	
5.1	All report cards in Dutch and English (except for report cards in IB DP)	Language coordinator + Managementteam		Improvement report card.
5.2	Parent letters on the website.	Administration.	?	Improve the website.
5.3	Parents get informed about language learning.	Mentors / coordinators	?	
5.4	Course of Dutch for parents	Teachers of Dutch		

## **6. Evaluation and communication**

The action plan will be evaluated with:

- online questionnaire for teachers;
- conversations with the management team
- judgment 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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