



International
School of London
Surrey

Language Profiling of International Students

AIE Conference
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“But... where are all the British kids?”

“Language blindness”
(Piller, 2016)



Italian



Danish



Dutch



French



German



Arabic



Portuguese



Russian



Mandarin



What is Language Profiling?

Understanding PAST language experiences

so that you can

Identifying PRESENT language needs

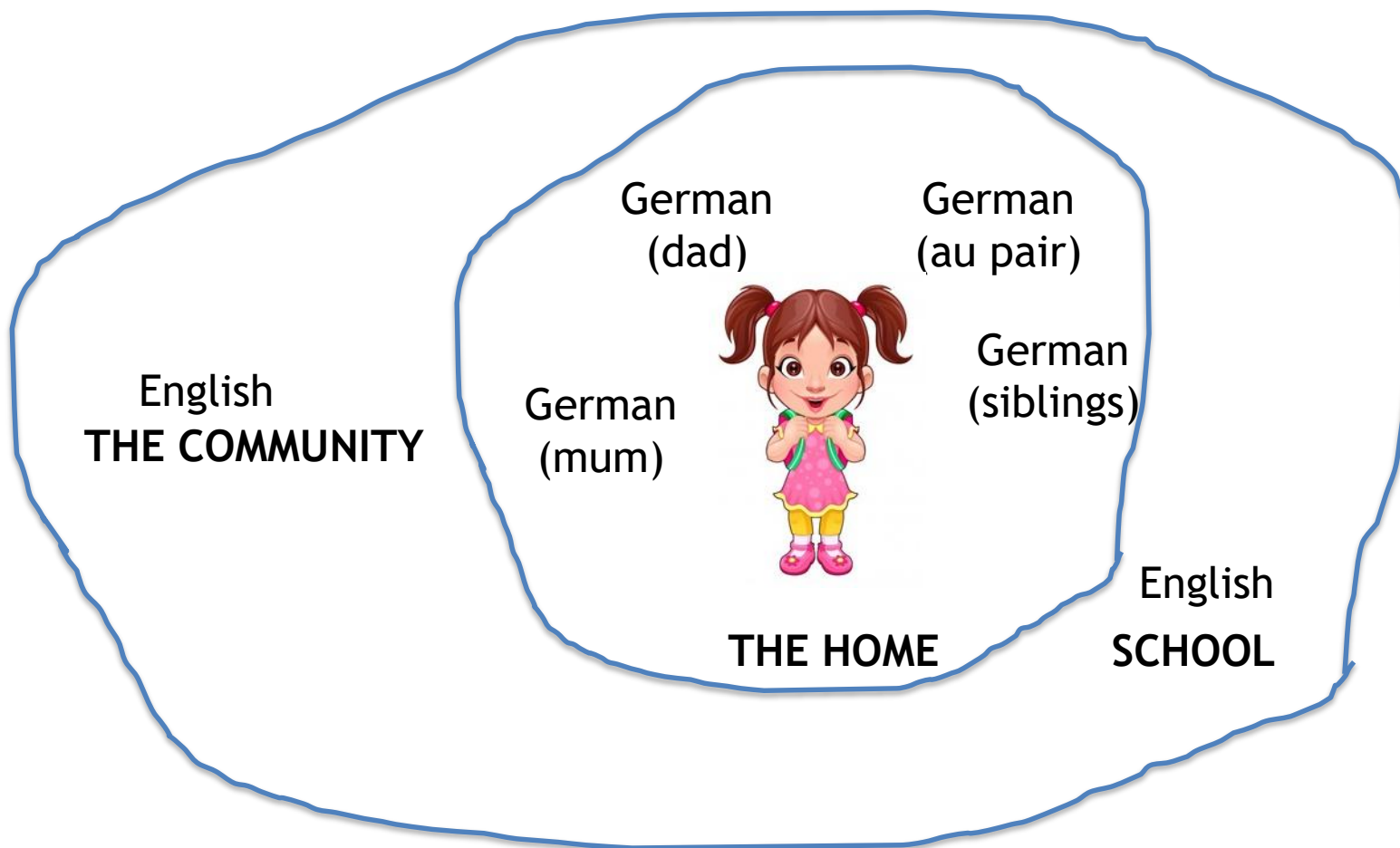
so that you can

Planning for FUTURE language needs

... for every STUDENT

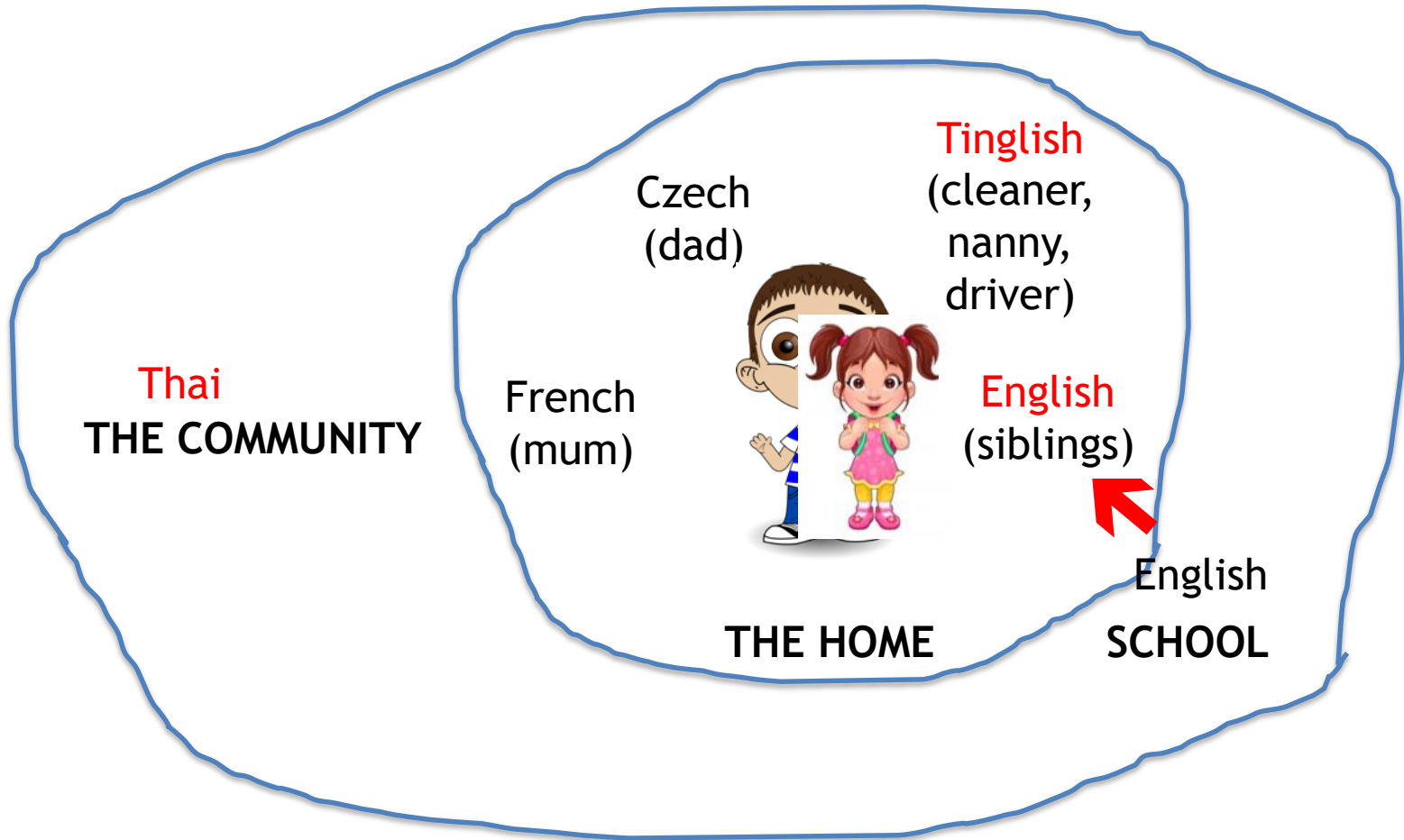


A (quite simple) bilingual family





A (quite average) multilingual family





Some questions we will answer today:

1. **What** information do you need to create a language profile?
2. How do you **obtain** this information?
3. How do you **represent** this information?
4. How do you **share** and regularly **update** this information with all stakeholders?

What information do you need to create a language profile?

Parents' language profiles

- Simultaneous bilingual or sequential bilingual?
- What language do you use in your couple?
- What is your dominant language today?

Languages used within the home

Countries of residence

- ♦ Ages of child

Schooling history

- ♦ Country and language of instruction
- ♦ Literacy levels in each language

Parental expectations

- ♦ bilingual, biliterate, bicultural
- ♦ Language variety and attitudes

Standardised testing

How do you **obtain** this information?

Appoint a Head of Languages/Multilingualism

- ♦ Linking EAL, Home Languages, Literacy

Liaising with Admissions

- ♦ Two goals: extract information and build a relationship (reassurance and guiding)

Home language survey (online)

- ♦ 5 minutes to complete

Skype discussions

School reports

- ♦ Using home languages teachers to interpret, both linguistically and culturally

Meeting the students

- ♦ Home language teachers – the “5 minute aural fluency test”

Writing samples across both languages

Note:

- ♦ Generally, no formal testing needed
- ♦ Parents are not good judges of language proficiency
- ♦ Sometimes you can reserve the right to reserve judgement

Q1: Your child's personal information

Name	
Grade	2 (when joining the school)
Date of Birth	02-06-2008
Male/Female	Male
Nationality	Dutch

age
passports

Q2: Languages used within the home

What language is primarily used in your home?	Dutch
What language(s) did your child use when he/she first began to talk?	Dutch
Mother: What language(s) do you use most often when speaking with your child?	Dutch
Mother: What language(s) does your child use most when when speaking with you?	Dutch
Father: What language(s) do you use most often when speaking with your child?	Dutch
Father: What language(s) does your child use most when when speaking with you?	Dutch
What language(s) does your child use with his/her siblings?	Dutch

Dutch is dominant
language

PAGE 2: Schooling History

Q3: Previous school 1

Grades	1
Name of school	CBS Smitshoek
Country	Netherlands
Language of instruction	Dutch

first time
expat



Q6: Has your child ever taken English classes, been in a bilingual school or received EAL/ESL support? If YES, please explain.

Yes,
Please explain
Private lessons once a week (1 hour) for 6 months.

A bit anxious
about English

Q7: What language(s) does your child read and/or write?

Dutch

Q8: Has your child ever received any additional Maths or Reading support by an outside source or specialist teacher?

No

PAGE 3: At ISL (Surrey)

Q9: What would you like your child to achieve linguistically while at ISL Surrey?

Learn academic and social English.

Continue to learn Dutch (speaking and writing, grammar, vocabulary).

A balanced
approach

Q10: Please add any relevant information regarding your child's language background.

started reading and writing in Dutch in his current grade. He's a good student.

We will prepare for English with some private lessons before moving to London.

A bit anxious
about English



Some more interesting surveys

Q2: Languages used within the home

What language is primarily used in your home?	German
What language(s) did your child use when he/she first began to talk?	Korean
Mother: What language(s) do you use most often when speaking with your child?	Korean
Mother: What language(s) does your child use most when speaking with you?	Korean
Father: What language(s) do you use most often when speaking with your child?	German
Father: What language(s) does your child use most when speaking with you?	German
What language(s) does your child use with his/her siblings?	German, Korean

Discussion needed
about home
language

Q13: What would you like your child to achieve linguistically while at ISL Surrey?

I'd like (to learn reading, writing, hearing and speaking. And the Categories like grammar and vocabulary.

Q14: Please add any relevant information regarding your child's language background.

is very poor at English. She needs slow explanations.

A bit anxious
about English



Some more interesting surveys

Q2: Languages used within the home

What language is primarily used in your home?	Russian
What language(s) did your child use when he/she first began to talk?	Kazakh
Mother: What language(s) do you use most often when speaking with your child?	Kazakh / Russian
Mother: What language(s) does your child use most when when speaking with you?	Russian
Father: What language(s) do you use most often when speaking with your child?	Russian
Father: What language(s) does your child use most when when speaking with you?	Russian
What language(s) does your child use with his/her siblings?	Russian

Code mixing

AGE 2: Schooling History

Q3: Previous school 1

Grades	N/A
Name of school	Nursery / Kindergarten
Country	Kazakhstan
Language of instruction	Kazakh / Russian

No mention of
home language

Q9: What would you like your child to achieve linguistically while at ISL Surrey?

I would like my child to be able to communicate fluently in English within and outside school.

Q10: Please add any relevant information regarding your child's language background.

Can read and write simple words in Russian; Has very basic understanding of Math, can adding and subtracting of simple figures

Raising Your Bilingual Child
A workshop for parents

These workshops are aimed at parents of children who speak a language other than English at home. They provide tips on gracefully addressing language issues within a multi-lingual environment, developing both the child's mother language and the English language.

Tips for:

- ★ Maintaining your mother tongue
- ★ Developing your child's English

ISL Surrey
Old Woking Road
Surrey, GU22 8HY

Thursday 19:00-21:00 Friday 9:00-11:00

Visible/Active language

Hidden/Passive language

SEQUENTIAL BILINGUAL



Do your research...

Language varieties

- ♦ Dominant varieties

Particular language histories

- ♦ Home Language teachers
- ♦ Research articles

The best answer: International Baccalaureate
Diploma Language A paper



What about the child/student?

Poor judges of own competencies

Attitudes

- ♦ Grandparents
- ♦ Previous schooling experiences

Confidence

Motivation

School ethos

- ♦ Additive approach
- ♦ Multilingualism is the norm
- ♦ Multilingualism is cool





How do you **represent** this information?

Home language surveys

- ♦ Training teachers to decipher them

Language paths

EYFS bilingual trackers

EAL continuum

Language scope and sequence

Anecdotal notes

Parent meeting notes



How do you represent this information?

Language paths

		BILINGUAL STUDENTS			MONOLINGUAL (English-speaking) STUDENTS		
NC	EC	English & Mother Tongue			English & French/Spanish Additional Language		
IPC	KG – GR 5	English & Mother Tongue	English & EAL & Mother Tongue				
MYP	GR 6-8	English Lang Lit & Language Lang Lit & Language Acq.	English Acq. & Language Lang. Lit & Language Acq.	English Acq. & Language Lang. Lit. & EAL Support	English Lang. Lit. & Linguistics & Language Acq.		
	GR 9-10	English Lang. Lit & Language Lang. Lit. & Language Acq.	English Acq. & Language Lang. Lit. & Language Acq.	English Acq. & Language Lang. Lit & EAL Support			
DP	GR 11-12	English Lang. Lit & Language Acq.	English Lang. Lit & Language Lang. Lit. & (Language Acq.)	English Acq. & Language Lang. Lit. & (Ab Initio)	English Lang. Lit & Language Acq.	English Lang. Lit. & Language Acq. & Ab Initio	English Lang. Lit. & Ab Initio



	MULTILINGUAL STUDENT			MONOLINGUAL STUDENT
REC	English Literacy & Mother Tongue	English Literacy & French acquisition		English Literacy & French acquisition
Y1-2	English Literacy & Mother Tongue	English Literacy & Russian acquisition <u>*Kazakh</u> & EAL Lev 1/2	English Literacy & French acquisition & (Mother Tongue)	
Y3-4	English Literacy & Mother Tongue	English Literacy & Russian acquisition <u>Kazakh</u> & EAL Lev 3	English Literacy & French acquisition & (Mother Tongue)	
Y5-6	English Literacy & Mother Tongue	<u>English Literacy</u> & Russian Mother Tongue & EAL Pro	English Literacy & French acquisition & (Mother Tongue)	

*Dominant language is underlined



How do you represent this information?

EYFS Trackers – literacy side by side

Child's Name:
Date of Birth:
Date joined ISLSurrey:

Home Languages:



Age	Personal, Social and Emotional			Communication and Language (English)			Communication and Language (German)			Physical Development		Literacy		Mathematics		Understanding the World			Expressive Arts and Design	
	Making relationships	Self-confidence & self-awareness	Managing feelings and behaviour	Listening and attention	Understanding	Speaking	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Reading	Writing	Numbers	Shape, space and measures	People and Communities	The World	Technology	Exploring and using media and materials	Being imaginative
22-36 months																				
30-50 months																				
40-50 months																				
Early Learning Goal																				

KEY

Magic Tree			EC1			EC2		
October	January	June	September	January	June	September	November	June

Development statements will only be highlighted when there is a wide range of evidence to support each child's attainment in that area.



CL	Listening and attention	Understanding	Speaking
22 – 36 months	<ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. 	<ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g., <i>'Who's jumping?'</i> • Understands more complex sentences, e.g. <i>'Put your toys away and then we'll read a book.'</i> • Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is it?</i>). • Developing understanding of simple concepts (e.g. <i>big/little</i>). 	<ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>'I have it'</i>. • Uses a variety of questions (e.g. <i>what, where, who</i>). • Uses simple sentences (e.g. <i>'Mummy gonna work.'</i>) • Beginning to use word endings (e.g. <i>going, cats</i>).
30 – 50 months	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> • Understands use of objects (e.g. <i>'What do we use to cut things?'</i>) • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. • Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i>
40 – 60+ months	<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <p>Early Learning Goal Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. • Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Early Learning Goal Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>



EAL continuum – based on Bell Foundation

	<div> <div>Band A - New to English/Beginning</div> <div>Band B- Early acquisition/Emerging</div> <div>Band C- Developing competence/Expanding</div> <div>Band D- Competent/Diversifying</div> <div>Band E- Fluent</div> </div>									
	Showing attempts at writing in English		Demonstrating basic skills of spelling and sentence construction		Demonstrating competence in independent use of vocabulary and construction of simple sentences		Demonstrating competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency		Demonstrating enhanced ability in writing with greater accuracy and for a variety of purposes, mostly at age-expected level	
<div> <div>Early Development</div> <div>↑</div> <div>or expected to be achieved in order</div> <div>↓</div> <div>Getting closer to the Next Band</div> </div>	W-A1	Can mark/indicate familiar pictures, numbers and other visual images	W-B1	Can show awareness of common and simple spelling rules (e.g. can show awareness of basic phonics and starting to spell common consonant-vowel-consonant (CVC) words correctly, such as 'hat', 'ant', 'sit')	W-C1	Can use appropriate time sequencing (e.g. 'first', 'next', 'finally')	W-D1	Can employ a range of modal elements (e.g. 'would', 'should', 'could', 'might') and tenses (including present continuous tense, simple past tense) to construct a text	W-E1	Can demonstrate full control over grammatical features (including types of verbs, pronoun reference, compound and complex sentences)
	W-A2	Can communicate intentions and own meaning through drawing and mark making	W-B2	Can form and reproduce most English letters and attempt to produce words	W-C2	Can attempt to construct a coherent sentence with familiar vocabulary, including common articles (e.g. 'a', 'the'), prepositions (e.g. 'on', 'in') and conjunctions (e.g. 'and', 'but')	W-D2	Can identify spelling errors in words used in curriculum subjects when proofreading their own writing	W-E2	Can write in clear, well-structured English across the curriculum using appropriate style and layout
	W-A3	Can show awareness of the differences between print and picture in attempting to write	W-B3	Can jot down a phrase/sentence from audio/video material and orally rehearse it by themselves	W-C3	Can use some formulaic expressions in writing (e.g. 'excuse me', 'I suppose so', 'at the beginning', 'once upon a time')	W-D3	Can combine phrases/sentences to produce a clear and coherent statement in relation to curriculum tasks	W-E3	Can use a variety of tenses (including present and past perfect)
	W-A4	Can show awareness of some basic conventions of writing (e.g. writing from left to right – significant if this is not the convention in pupil's first language; leaving spaces between symbols or letters)	W-B4	Can complete sentence starters if examples are provided (e.g. 'I like [apples]', 'The monkey ate [4 bananas]')	W-C4	Can use some grammatical structures, such as subject-verb agreement (e.g. 'he walks'), inflections (e.g. adding 'ed' to form the past tense)	W-D4	Can write grammatical sentences on familiar topics (e.g. meeting friends, participating in sports events, etc.)	W-E4	Can write competently for a range of classroom purposes
	W-A5	Can form and reproduce some English letters	W-B5	Can follow examples and reproduce taught expectations about layout (e.g. front cover, page number)	W-C5	Can produce longer sentences based on familiar taught content, but writing reflects features of spoken language (e.g. 'Yesterday, I ..., then I went home')	W-D5	Can write stories and descriptions of personal experience in an appropriate time sequence	W-E5	Can connect or integrate personal experiences with literary writing
	W-A6	Can copy or write own name	W-B6	Can make independent use of basic punctuation to achieve various purposes (e.g. using commas to separate ideas, capitals to start a sentence)	W-C6	Can combine ideas based on taught content, although they are not fully accurate (e.g. 'stone age peoples use sharp stone')	W-D6	Can use text models to scaffold content and structure of writing for different classroom purposes	W-E6	Can express ideas and opinions effectively for expectations of age group
	W-A7	Can use first language to scaffold their effort to form English words (e.g. words from other languages used in English, such as French 'table')	W-B7	Can copy passages from an English text in the curriculum (significant if the pupil's first language is in a different script)	W-C7	Can show understanding of content of taught sessions through writing using familiar vocabulary and sentence models	W-D7	Can begin to use phrases/sentences in a culturally-appropriate way in different areas of the curriculum	W-E7	Can write reports using technical vocabulary (e.g. scientific experiments)
	W-A8	Can start to write English to fill in blanks, copy known words or label diagrams/images (e.g. labelling a map)	W-B8	Can combine drawing and writing to create meaningful sentences on familiar topics (e.g. a picture of a house with 'This is my home')	W-C8	Can draw on first language to plan writing (e.g. use words from first language to scaffold ideas)	W-D8	Can compare, contrast and summarise content-based information (e.g. environment, education)	W-E8	Can justify, defend and debate opinions based on supporting information and evidence
	W-A9	Can contribute to a shared story in the class and produce letters and strings of letters associated with pictures	W-B9	Can form simple sentences using word/phrase banks for different classroom purposes (e.g. words and phrases highlighted in curriculum tasks)	W-C9	Can construct simple connected text based on short descriptions of events and activities for classroom purposes	W-D9	Can participate in shared writing activities or write independently	W-E9	Can plan writing with a particular audience in mind (e.g. letter of complaint, persuasive leaflet)
	W-A10	Can copy/reproduce letters shown by teachers to make their own meaning when telling a story	W-B10	Can write some simple basic phrases or sentences in relation to personal experience (e.g. family, home, playground activities)	W-C10	Can attempt to write short texts in different genres (e.g. first person diary entry, letter, third person narrative)	W-D10	Can produce texts in a variety of genres (e.g. narrative, argumentation, description), using subject - or topic-related vocabulary	W-E10	Can review, revise and edit work with teachers or independently (depending on age)



Literacy scope and sequence

Text Type and Purposes

W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1	2	3	4	5	6
a. Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)	a. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.	a. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because and, also) to connect opinion and reasons and provide a concluding statement or section.	a. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none">• Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons.• Provide reasons that support the opinion.• Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.• Provide a concluding statement or section.	a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none">• Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.• Provide reasons that are supported by facts and details.• Link opinion and reasons using words and phrases (e.g. for instance, <u>in order to</u>, in addition).• Provide a concluding statement or section related to the opinion presented.	a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none">• Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.• Provide logically ordered reasons that are supported by facts and details.• Link opinion and reasons using words, phrases and clauses (e.g. consequently, specifically).• Provide a concluding statement or section related to the opinion presented



How do you **share** and regularly **update** all stakeholders?

Individual language profiles accessible on central IT system

- ♦ Continually updated

Central person / Close collaboration – have experts in multilingualism

Continual conversations – workshops for staff and parents

Meeting time dedicated to language profiling



Final thoughts

Language profiles are in constant change

- ♦ Different focus/concerns during time at school

Consider the 'whole child' in terms of all of their languages



International
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Thank you

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