



Second Language (L2) Parents' Guide

PRIMARY



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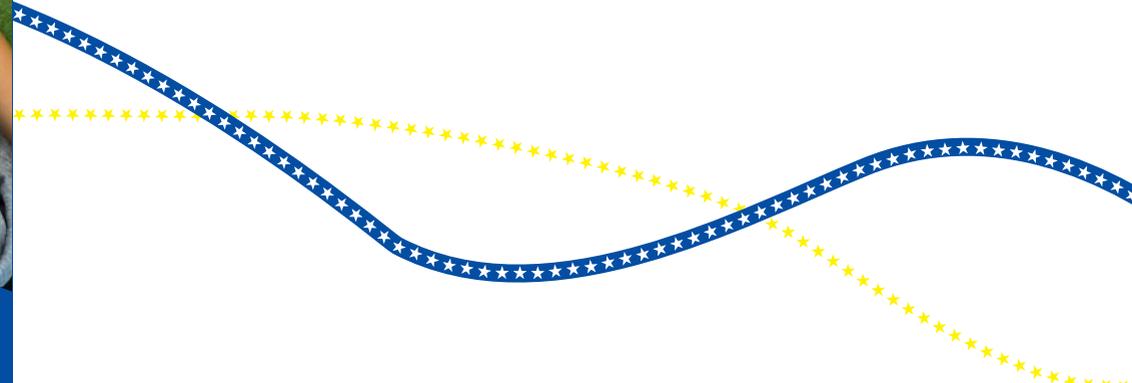
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Oktober 2021

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Welcome to the Second Language ★ Langue Deux ★ Zweite Sprache ★ Learning at ESH primary

The starting point for second language (L2) acquisition is the Common Curriculum. This is based on the Common European Framework of Reference for the Teaching and Learning of Foreign Languages.

When learning a second language, the following skills are developed: listening, speaking, reading and writing. Our L2 classes offer a wide variety of language activities covering topics related to pupils' experiences.

The levels within one year group can be very diverse and this will be taken into account by our teachers, who select a variety of resources and methods to cater to students' different needs.

Language learning is seen as a continuous step-by-step learning process taking into consideration the individuality of each student. Our teachers take into account the individual child's starting point on the language continuum and we differentiate accordingly.

The European School *Language II Curriculum* makes a significant contribution, not only to the development of pupils' communicative competences, but also to social and civic competences and to their cultural awareness and expression. Language learning gives pupils a good base for acquiring other languages and for developing their individual personalities.

Please visit our website for a digital L2 guide, which includes hyperlinks to external sources such as regulations and videos.

Guillaume Roux
Second Language Coordinator

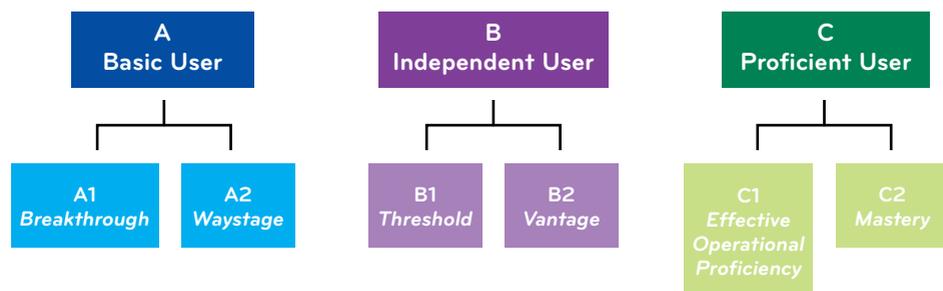
The aim of second language learning

The L2 programme is based on the Common European Framework for Languages (CEFL) and is harmonised between the three L2 languages of English, French and German.

The aim of L2 pupils by the end of the Primary cycle is to reach an A2 level in all of the five competencies:

- Listening
- Spoken Interaction
- Spoken Production
- Reading
- Writing

There are six levels in total – A1, A2, B1, B2, C1, C2.



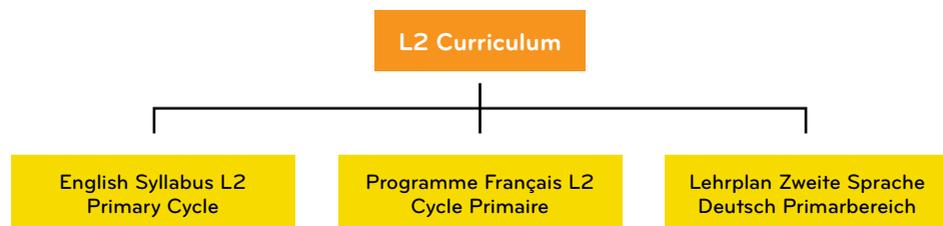
For a pupil following the European school curriculum from the beginning of Primary they should reach A1 level around Primary 3, and achieve A2 level by the end of P5.

Only a few pupils can reach B1 level in Primary due to maturity and the complexity of the requirements skills (especially in reading and writing).

Pupils with a clear A2 level (in the 5 competencies) are challenged and stretched to acquire some of the B1 competencies as appropriate and go into more depth in the A2 competencies.

L2 Curriculum

L2 tuition is based on a curriculum and three syllabuses, one for each of the three L2 languages (English, French and German).



CEFL levels

| Language activity | A1 | A2 | B1 |
|-----------------------------|--|--|---|
| Listening and understanding | Pupils can recognise familiar words and very basic phrases. | Pupils can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance. | Pupils can understand the main points of clear standard speech on familiar matters regularly encountered in school, leisure, etc. |
| Spoken interaction | Pupils can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate of immediate need or on very familiar topics. | Pupils can communicate in simple and routine tasks requiring a simple and direct tasks exchange of information on familiar topics and activities. | Pupils can deal with most situations likely to arise whilst travelling in an area where the language is spoken. |
| Spoken production | Pupils can use simple phrases and sentences to describe where they live and people they know. | Pupils can use a series of phrases and sentences to describe in simple terms family and other people, living conditions, educational background. | Pupils can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions . |
| Reading | Pupils can understand familiar names, words and very simple sentences. | Pupils can independently understand and read short, simple texts. | Pupils can read and understand a wide range of texts in a variety of formats. Pupils can identify and extract information. |
| Writing | Pupils can write simple words, phrases and, with support, short sentences. | Pupils can independently write short, simple texts using different sources of reference . | They can choose the appropriate form of writing for a particular task, organising and re-drafting content and ideas to produce a coherently and largely accurate piece of writing . |

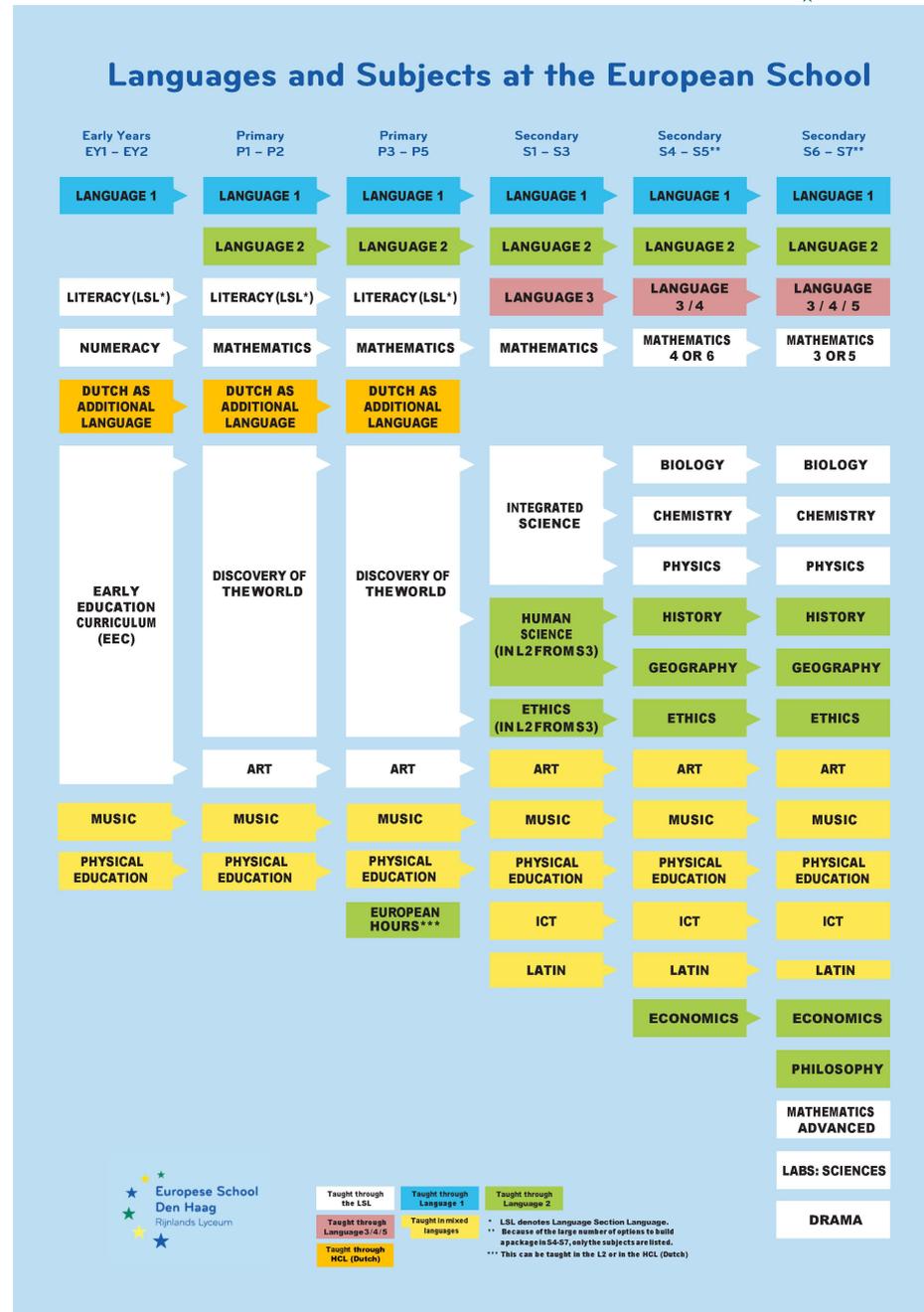
Reference:

The basic proficiency level in the different cycles at the European School (Early Years, Primary and Secondary) is described at length in this document: 'Basic Proficiency Level' approved by the European Schools Board of Governors.

You can find more detailed information about the European Common Framework for Languages online and on our ESH website.

Overview of languages and subjects

This diagram shows the development of language learning and subjects through the different cycles at the European School.



EXAMPLE

Agatha's L2 choice at the ESH

EARLY YEARS Meet Agatha, she is a happy pupil who has just enrolled in our French language section in Early Years 1. The family has just come from France. Like all EY pupils, she is following Dutch as an Additional Language (DAL) lessons, the language of the host country and she is exposed to English as a vehicular language of the school.

PRIMARY 1 – 2 When Agatha enrolled in the school her parents chose English (being one of the three vehicular languages of the European Union) as her Language 2. Now that she's been promoted to the Primary, she receives L2 lessons every day for 30 minutes with an English L2 teacher. She is learning through songs, games, how to build up basic daily sentences. She is continuing to receive DAL and practice it every day in and outside the school.

PRIMARY 3 – 5 With her promotion into P3, Agatha is now receiving a subject called "European Hours", during this time she explores European culture and history but receives tuition through her L2 (English) for the first time. She has 45 minutes of English L2 every day and starts to write short text and even do presentations to her L2 class. Her Dutch is quite good as she has been learning it for 5 years already.

SECONDARY Next year she will move to Secondary and will have to choose a 3rd language. Will it be Spanish or German?

L2 Options

L2 is compulsory for all Primary students from P1 to P5. Students may choose one of the three vehicular languages of the European Schools: English, French or German. The language chosen must be different from that studied as L1*. Once chosen, the L2 will be studied until S7.

| Language Section | L2 English | L2 French | L2 German |
|------------------|------------|-----------|-----------|
| Dutch Section | ✓ | ✓ | ✓ |
| English Section | - | ✓ | ✓ |
| French Section | ✓ | - | ✓ |
| German Section | ✓ | ✓ | - |
| Spanish Section | ✓ | ✓ | ✓ |

*** Exemption:**

When a pupil is following an L1 that is not the language of the section, then the pupil has to follow L2 tuition in the language of the section.

Primary L2 schedule

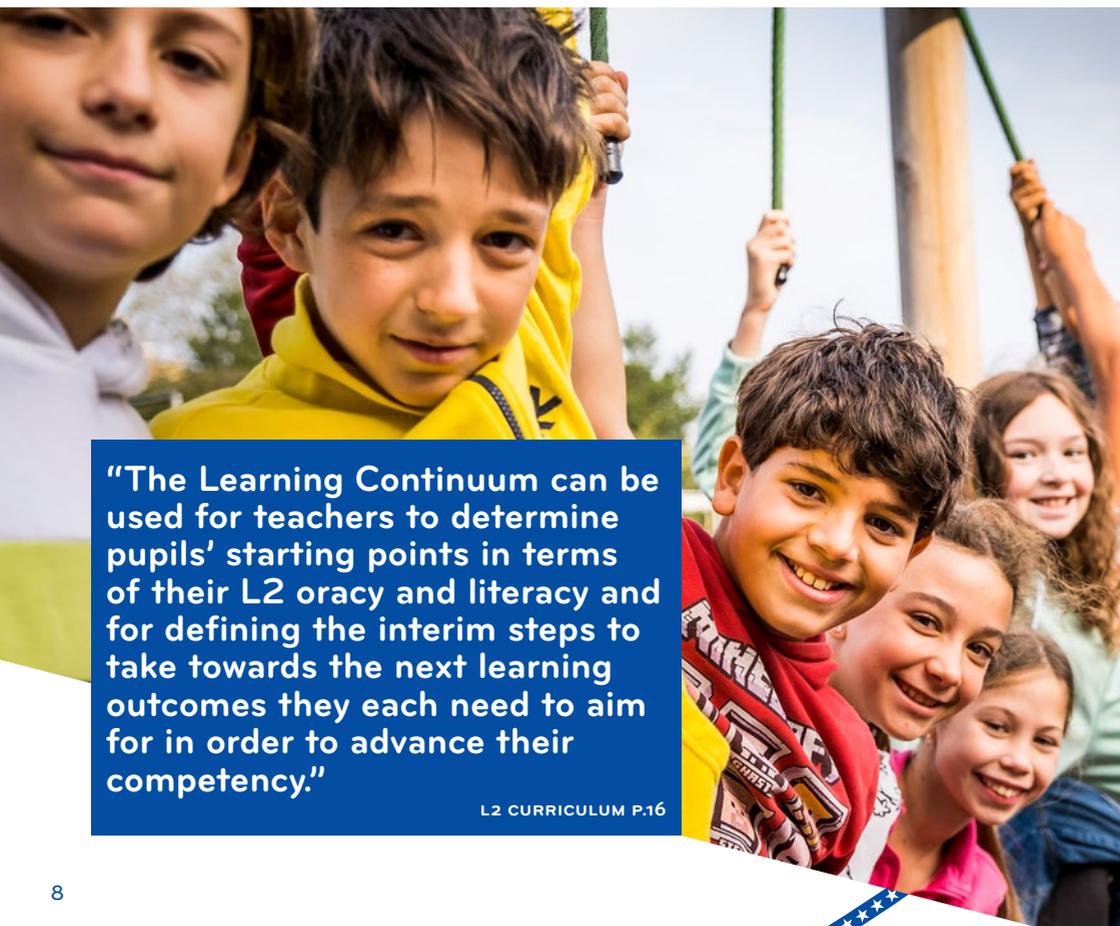
This table shows how many hours in total are spent on L2 learning in the Primary cycle, showing the increase from Primary 2 to Primary 3.

| | P1 | P2 | P3 | P4 | P5 |
|------------------------|--------|--------|----------------|----------------|----------------|
| Length of Lesson | 30 min | 30 min | 45 min | 45 min | 45 min |
| Numbers of days a week | 5 | 5 | 5 | 5 | 5 |
| Total hours per week | 2.5 | 2.5 | 3.75 | 3.75 | 3.75 |
| Additional L2 subject | | | European Hours | European Hours | European Hours |

Topics

Regardless of the group, level or language pupils follow the same curriculum and the same planning in the 3 languages. Some parents find it interesting to know what topics are coming up in the language learning in case there are any opportunities to support the school language learning with activities at home or on holiday.

| P1 - P2 topics | P3 - P4 topics | P5 topics |
|--------------------------------------|---------------------------------------|-------------------------------------|
| School and classroom | School | Pupils and their school |
| Family and relationships | Daily Activities | Pupils and their family and friends |
| European countries and nationalities | Travelling, landscapes and continents | Pupils and their free-time |
| Home | Celebrations | History and past events |
| Seasons and weather | Fantasy / Fairy Tales | Pupils and their well-being |
| Clothes and colors | Family: now and back then | Pupils and the world of fantasy |
| Animals | Jobs and professions | Pupils and the world around them |
| Food and alimentation | Doctor, the body and well-being | Film Critics |
| City and shops | Arts and museums | |
| Sports and activities | Music, instruments and rhythm | |



“The Learning Continuum can be used for teachers to determine pupils’ starting points in terms of their L2 oracy and literacy and for defining the interim steps to take towards the next learning outcomes they each need to aim for in order to advance their competency.”

L2 CURRICULUM P.16

L2 learning

Language learning is a very complex, holistic process and pupils will achieve a variety of competences. Our approach, guided by our curriculum, provides a framework of learning objectives taking into consideration the communicative, linguistic, cultural and dynamic aspects of language learning.

There is progressive learning from P1 to P5 with implementation of the language through activities suited to the age range.

- **P1 – P2** the **Discovery years** in which lessons are about acquiring basic vocabulary and basic writing learning through games, songs, role play and craft activities.
- **P3 – P4** focuses on the **Consolidation of Skills** by acquiring a broader range of vocabulary, structured sentences, pronunciation and some grammar concepts (according to language specification). This is largely done through modelled writing activities and the beginning of presentation-style activities.
- **P5** This year is used to **strengthen** vocabulary, **to ensure** basic language structures are known and **mastered** and that all pupils are able to work increasingly independently in preparation for Secondary school. There is also an increase of cross-curricular topics, such as History and Geography.

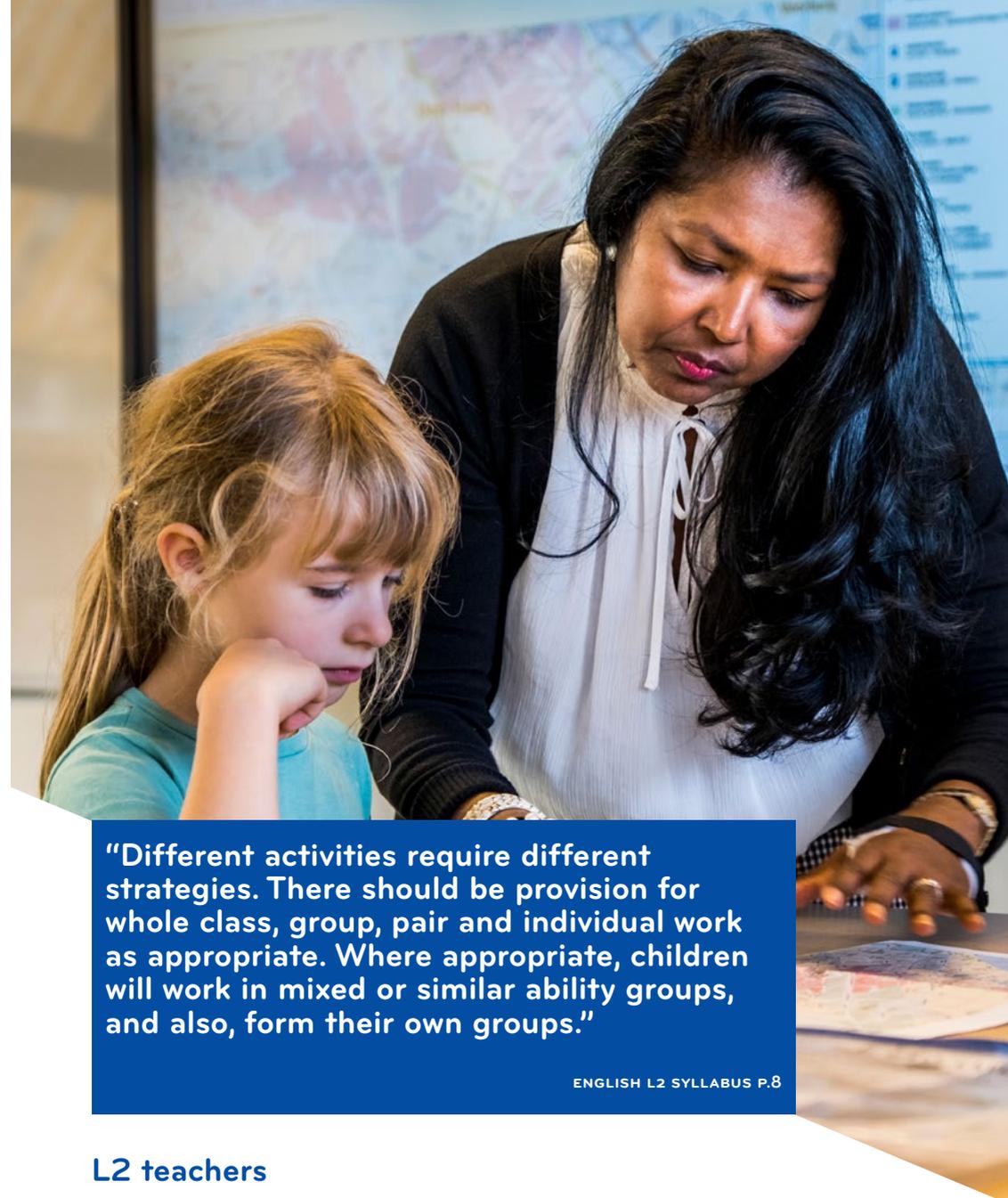
Organisation of classes

At ESH, we arrange the groups and classes to support the best learning environment to develop a pupil's L2 competencies. These include: Listening & Understanding, Spoken Interaction, Spoken Production, Reading and Writing. As far as possible, L2 classes are streamed according to L2 proficiency. Sometimes L2 classes are organized into mixed ability groups and grouping is also based on the number of students.

Differentiated Teaching

Our teachers are experienced and qualified to manage their L2 lessons by differentiating the content to each group and children's individual language skills. When a class has mixed ability, the following methods of differentiation are applied: The type of instruction (complex/simplified), Spoken Interaction (detailed/basic), Team Work (leading/supporting), Peer Work and the use of ICT tools.

It is important to recognize that even in a higher level language group, the L2 content and pedagogical approach will never follow that of our L1 curriculum.



“Different activities require different strategies. There should be provision for whole class, group, pair and individual work as appropriate. Where appropriate, children will work in mixed or similar ability groups, and also, form their own groups.”

ENGLISH L2 SYLLABUS P.8

L2 teachers

All L2 teachers are experienced and qualified teachers. They are either a class teacher that teaches a year group or a L2 specialist teacher that teaches all year groups from P1 to P5.

Progress and Support

What can you do to support your child in their L2 learning?

By reading this guide you can be confident that you have a good understanding of the approach to L2 teaching and learning at our school. You might find the guidelines and tips below helpful if you want to support your child in their L2 development.

Homework

Our guideline for homework in L2 learning is 15 minutes (P1/2 pupils) and up to 30 minutes (P3 – P5 pupils) **maximum** per week.

Assessment is a combination of the following;

- L2 teachers carry out continuous formative assessment through the class activities completed for the 5 competencies
- There are two report cards during the school year (February and June)
- Your child will participate in circa assessment activities throughout the school year; these are held after every topic

How to support your child with their L2 learning

- Ask your child questions about L2
- Be connected to the L2 Social Schools group for regular updates
- L2 folders will be sent home on regular basis: check, sign and comment in their L2 folder
- Encourage your child to borrow books from the school library in their L2
- Take part in activities in your child's L2 at home e.g. watching cartoons, listening to music, reading stories
- Travel to the L2 country



Contact information

If you have any questions regarding your child's linguistic development, please contact the relevant L2 teacher and/or L2 coordinator.

Any questions about Second Language (L2) at the ESH can be directed to our Second Language Coordinator Guillaume Roux: g.roux@eshthehague.nl

One language
sets you in a
corridor for life.
Two languages
open every
door along the
way.

– Frank Smith *To Think: In Language,
Learning and Education*