

# English Language Provision at Long Bay College

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# Overview:

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- **Effective English language acquisition**
- **Provision at Long Bay College**

***- based on student needs & pathways***

*(Pauline Gibbons, 2009)*

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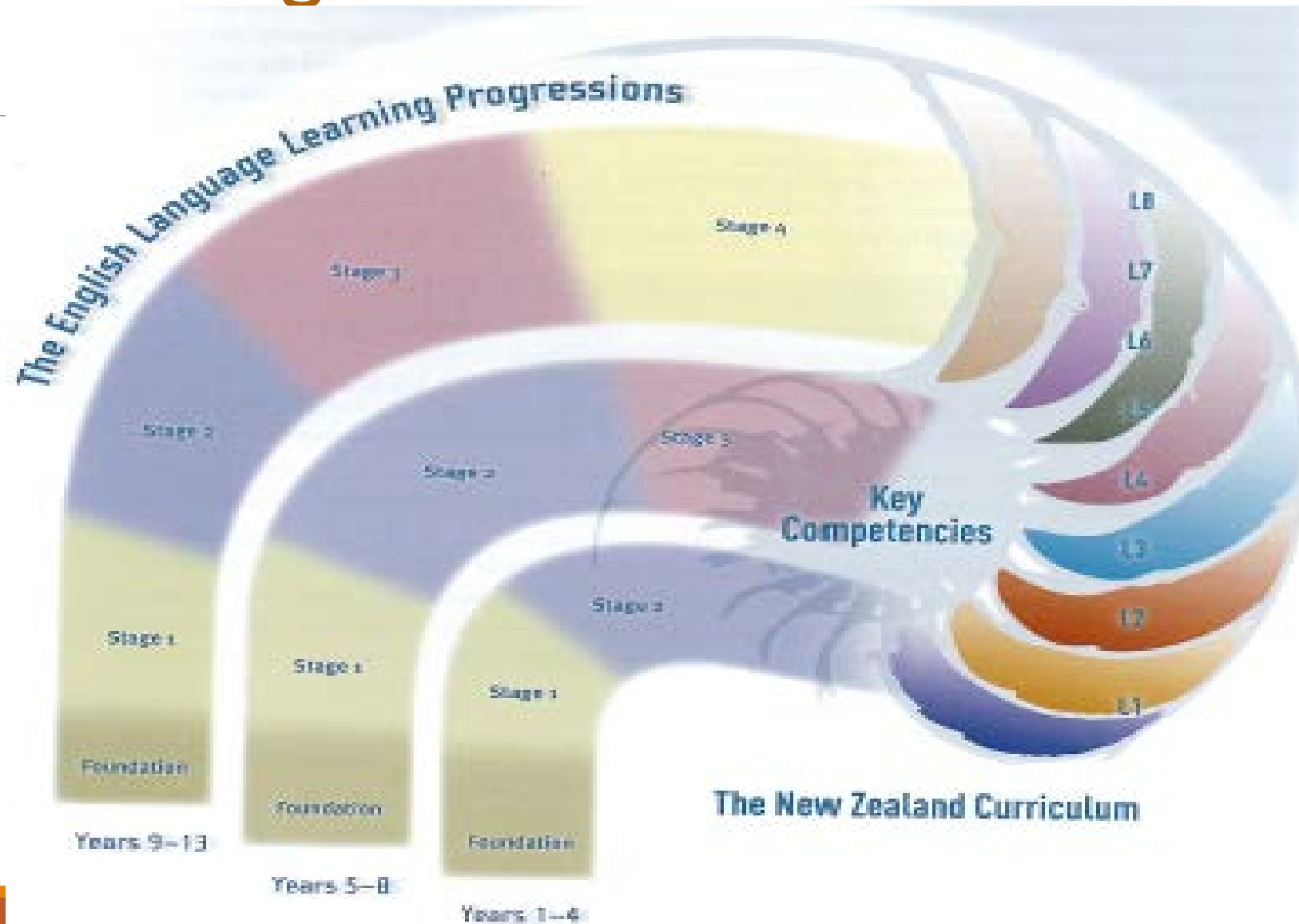
**“English language learners are faced with the challenge of not only learning a new language but learning in it and through it”**

## **BICS and CALP** (*Jim Cummins, 1979*)

***Important to understand the difference between:***

- ***social language acquisition (2-3 years)***
  - ***academic language acquisition (5-7 years)***
- **Need to accelerate & channel students' English language learning**

# The ELLP Stages and the NZ Curriculum Levels



	Word knowledge	Vocabulary focus
Foundation Stage	First 500–1000 words and other vocabulary relevant to class topics	<p>Words for basic concepts, such as personal details, health, body parts, family, time, colours, shapes, numbers, objects around the home, school, environment, actions, core concepts (e.g., “big”, “little”), and core <b>content words</b> for curriculum learning (e.g., “animal”, “plant”, “poem”, “write”, “count”)</p> <p><i>The choice of which words to teach will depend on the age and needs of the learner and on what their peers are learning. Topic choices should also include culturally familiar texts and contexts to help provide a bridge to new concepts.</i></p>
Stage 1	First 1000 words and a developing knowledge of the 2000 word list and other vocabulary relevant to class topics	<p>Words useful for social and curriculum contexts and subject-specific technical vocabulary</p> <p>Consolidation and extension of the learner’s bank of words for basic concepts</p> <p><i>The choice of words should give priority to words that learners meet in mainstream classes. Words for English grammar should also be taught, including the words “noun”, “<b>noun phrase</b>”, “adjective”, “verb”, “<b>verb phrase</b>”, and so on.<sup>5</sup></i></p>
Stage 2	First 2000 words and a developing knowledge of the 3000 word list and other vocabulary relevant to class topics	<p>Words useful for social and curriculum contexts and subject-specific technical vocabulary</p> <p><i>The choice of words should give priority to words that the learner meets in mainstream classes. Words for English grammar should also be taught, including the words “noun”, “noun phrase”, “adjective”, “verb”, “verb phrase”, and so on.</i></p>
Stage 3	First 3000 words plus an academic word list <sup>6</sup> and other vocabulary relevant to class topics	<p><i>The choice of words should give priority to words that the learner meets in mainstream classes. Words for English grammar should also be taught, including the words “noun”, “noun phrase”, “adjective”, “verb”, “verb phrase”, and so on.</i></p>
Stage 4	First 3000 words, an academic word list, a range of lower-frequency vocabulary relevant to the learner, and other vocabulary relevant to class topics	

**So we recognize the need to scaffold ELL students in the *language* in different learning areas**

**- to enable them to achieve in subjects which, in terms of the *content*, they may actually find easy.**

# English at Long Bay College

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MAINSTREAM ENGLISH

ENGLISH FOR ACADEMIC  
PURPOSES (EAP)



# English at Long Bay College

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## MAINSTREAM ENGLISH

Mostly for native English speakers  
(or for English Language Learners who  
have reached a similar level  
– ELLP Stage 4+)

## ENGLISH FOR ACADEMIC PURPOSES (EAP)

Mostly for English Language Learners whose first language  
is another language  
(at any stage: ELLP Stage 0 - 4+)

**\*Both lead to the English level required for NZ University Entrance (NCEA)**

# English at Long Bay College

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## MAINSTREAM ENGLISH

More literature based

Requires a large vocabulary, so you need to have a minimum level of English

## ENGLISH FOR ACADEMIC PURPOSES (EAP)

Topic based & language focused, at all levels

Vocabulary (general, topic-specific and academic)

Grammar

English for study purposes

- eg. essays, statistics, presentations

- helps with English in other subjects

# English at Long Bay College

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## MAINSTREAM ENGLISH

Organised according to year level:

Year 9 English

Year 10 English

Year 11 English

Year 12 English

Year 13 English

## ENGLISH FOR ACADEMIC PURPOSES (EAP)

Organised according to English language level:

Reception EAP

Junior EAP

LIA EAP

LIB EAP

L2 EAP

L3 EAP

L3B EAP

# English at Long Bay College: Pathways

**MAINSTREAM ENGLISH**

*OR*

**ENGLISH FOR ACADEMIC PURPOSES (EAP)**

Year 9

EAPJ (Years 9 & 10)

L1A English (Year 10)

L1A EAP

L1B English (Year 11)

L1B EAP

L2 EAP

Years 11 – 13\*

(\* Senior EAP classes are set according to English language level)

L2 English (Year 12)

**LITERACY LEVEL 1**

L3 EAP (Years 11– 13)\*

**UNIVERSITY ENTRANCE LITERACY**

# English for Academic Purposes (EAP): ELLP Stages

English Language Learning Progressions (ELLPs)	Classes	
	Juniors (Years 9 – 10 )	Seniors (Years 11 – 13)
Stage 0 / Foundation Stage	Reception EAP	Reception EAP
Stage 1	EAPJ	L1A EAP
Stage 2	EAPJ	L1B EAP
Stage 3	EAPJ	L2 EAP (Literacy Level 1) <i>or</i> L3B EAP (IELTS preparation)
Stage 4+	Mainstream English / EAPJ	L3 EAP (UE Literacy) <i>or</i> L3B EAP (IELTS preparation)

# English at Long Bay College

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## ENGLISH FOR ACADEMIC PURPOSES (EAP) – SHORT-TERM COURSE

L3B EAP (mostly Year 11-13)

Mostly aimed at short-term students who are not aiming for NCEA

More IELTS based approach

Excellent preparation for IELTS exam

Excellent way to extend English at a higher level

# To sum up:

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## EAP at Long Bay College – effective English language learning:

- ❖ Excellent general English provision
- ❖ Strong foundation in academic English & skills needed for university