

English as an Additional Language

Welcome to EAL

The Bavarian International School welcomes you to our English as an Additional Language Programme. In the Lower School, the teachers who will be working with your children are Monica Letts de Folger, Karen Elmitt, Elizabeth Ströhlein and Rebecca Van Sciver. In the Middle School, the teachers are Jennifer Trople, Claudia Kelemen and Rebecca van Sciver. In the Upper School, teachers working with ELLs are Jim Sangster and Eugene Davis.

Our objectives are to:

- Value and encourage learning of the student's native language
- Build upon the cultural and language experience the child has had
- Provide a happy, relaxed and caring atmosphere in which students feel secure, confident and stress-free
- Make learning enjoyable and successful by providing a language rich environment and by involving students actively in relevant tasks
- Provide as much individual in-class support as possible to give optimal support
- Enable students to integrate as quickly and successfully as possible into the academic programme by supporting the work of the mainstream classes

Programme Description

At Bavarian International School, approximately 50% of all learners have a language other than English as their primary language. As an English Language Learner (ELL), students are not only learning English, they also use English as the main means of communication for their mainstream courses. ELLs face the challenge of learning in, through and about English simultaneously. Not only are they expected to learn content material and participate in high-level courses, they must also continue to improve their language skills.

In order to help assist ELLs to integrate as quickly as possible into their mainstream classes, the EAL (English as an Additional Language) Programme at BIS uses several strategies, including pull-out classes and in-class support for ELLs, as well as Professional Development for mainstream teachers. EAL teachers communicate and collaborate with content-area teachers, planning instruction and assessments for both inside and outside mainstream classrooms. By working in conjunction with the content-area teachers, EAL teachers are able to plan activities, which help to make the language of the mainstream classrooms more accessible to ELLs. Therefore, teachers are best able to meet the needs of the ELLs.

How do we offer EAL at BIS?

I. In the Lower School

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Pre-Reception and Reception

ELLs (English Language Learners) receive in-class support, in combination with some pull-out classes in the EAL classrooms.

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Classes for EAL students, Grades 1-5

These classes are scheduled on a regular basis and run parallel with German.

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In-class support for children in the EAL Programme

Support is provided to ELLs by working with them in their regular classrooms.

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Writers' Workshop in-class support, Grades 3-5

Support is provided for students who still require help with their academic English language skills.

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Assessment and Reporting

In the Lower School we use a variety of assessment tools. At the beginning of the school year, and/or as a child enters BIS, a formal assessment is conducted based on the four language strands: listening, speaking, reading and writing. This assessment is scored on the school's Language Proficiency Scale. Informal assessment is also done on a regular basis throughout the school year and is based on observations, informal conversations and class work. EAL teachers consult regularly with classroom teachers.

II. In the Middle School

EAL classes in Grades 6-8 run parallel to the other modern language (Spanish or French) classes. These courses are for students with a relatively limited command of the English language. In these courses, EAL teachers assist ELLs with content area curriculum with extra focus on grammar and vocabulary. At this time, ELLs also have opportunities for one-on-one assistance with any academic content questions they might have regarding their core classes. In addition to EAL class, in-class support is offered for ELLs in their Science and Humanities classes. On a needs basis, extra help is offered to beginning ELLs at another time.

III. In the Upper School

IGCSE/ESL (Grades 9-10) is a two-year course serving as ELL students' English course. This course emphasizes the four main language areas (reading, writing, speaking, and listening) and is offered at both "core" and "extended" levels. At the end of the two-year course, students sit a month-long series of exams in English/EAL, Humanities, Science, and other subjects. For EAL, students take an exam, which includes reading comprehension activities, extended pieces of writing, a listening comprehension activity, and a 15-minute oral proficiency exam.

For students with a relatively limited command of the English language, as additional course, EAL Content Support, has been created. In these courses, EAL teachers assist ELLs with content area curriculum with extra focus on grammar and vocabulary. During pull-out classes, ELLs also have opportunities for one-on-one assistance with any academic content questions the students might have, focusing particularly upon their Humanities and Sciences classes.

IB English Language B is offered in Grades 11-12 and can serve as ELL students' English course. This class is offered at both Standard and Higher Levels, and also focuses upon the four language areas, but at Higher Level. In addition, some emphasis is placed upon literature. In the Higher Level course various elements, genres and themes are discussed and analyzed in connection with several novels, which are read as a class over a two-year course period. Students take two exams in reading comprehension and extended writing, and also complete two types of oral proficiency tasks: a group/interactive oral activity, and an individual oral activity, in which students give a short presentation and engage in a follow-up discussion with the examiner.

NORMAL PATTERNS OF BEHAVIOUR IN NEW EAL CHILDREN

(First 3 months – 1 year)

