



THE BRITISH SCHOOL
OF BEIJING, SHUNYI
A NORD ANGLIA EDUCATION SCHOOL

English as an Additional Language (EAL)

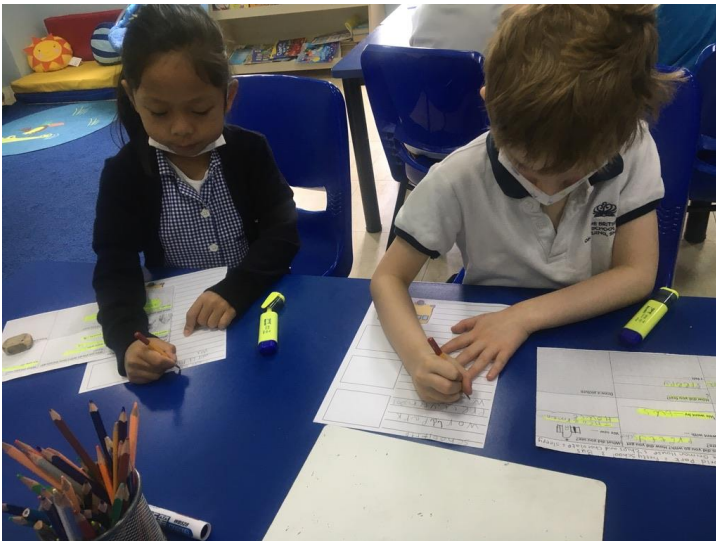
May 2022



Introduction to the department

English as an Additional Language (EAL) is designed to help students:

- Develop their language skills.
- Learn about school life.
- Learn how to talk and interact with people.
- Get the best out of their education.



Intensive support programme

- We offer an intensive support programme that assists students in accessing the school curriculum.
- EAL lessons are integrated to give the students practice in all the major skills – reading, writing, listening and speaking
- Training in vocabulary and grammar acquisition.



EAL Teachers & Staff

EAL Teachers & Staff

[Home](#) > [Our Teachers & Staff](#) > [Primary](#) > [EAL](#)

English as an Additional Language



Anna Dunhill
Head of Primary EAL



Rebecca Song
Primary EAL Teacher



Rosalyn Thomas
Primary EAL Teacher



Gloria Dai
Teaching Assistant

The Classes

- We run four classes for Years 1 and 2.
- The classes are small
- The students are encouraged to work hard and develop resilience and independence.
- The children form good relationships with their teachers,
- The children benefit from being given focused support and attention.



Assessment

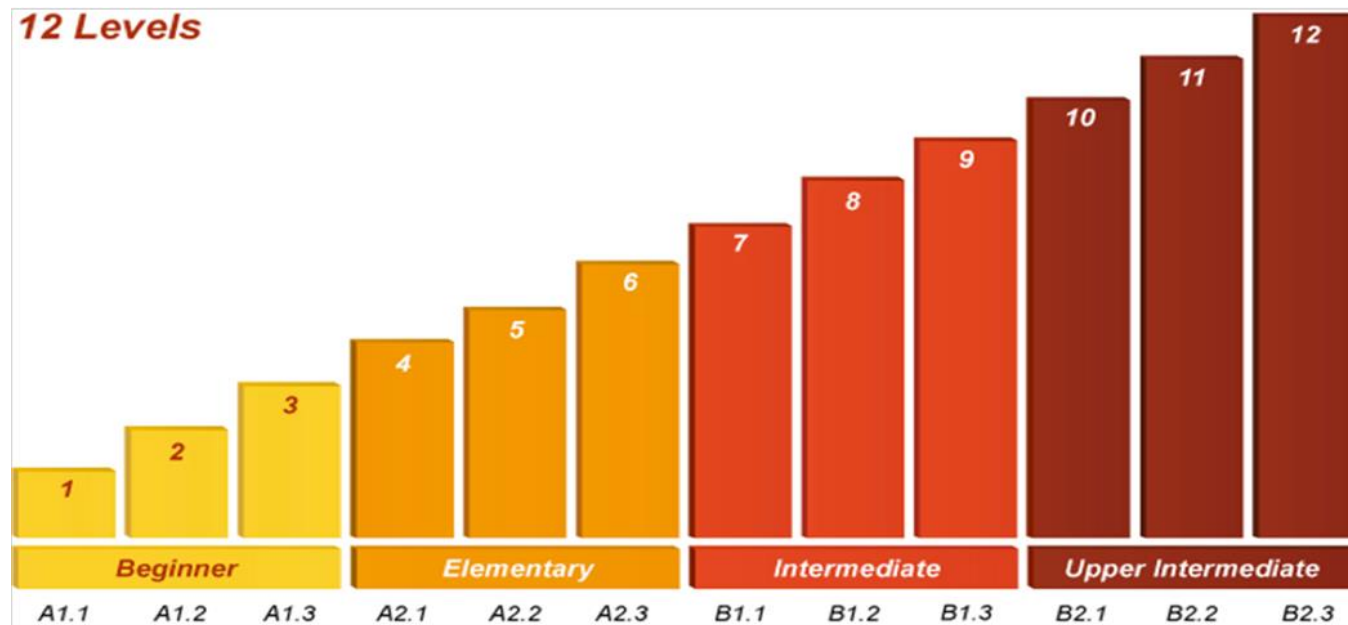
- At BSB, we use the Common European Framework of Reference for Languages (CEFR) for assessing the students in reading, writing, listening and speaking.
- The CEFR starts at A1, the lowest level, and continues up to C2, complete fluency.

**Common European Framework
of Reference for Languages**

Proficient user	C2 Mastery
	C1 Effective Operational Proficiency
Independent user	B2 Vantage
	B1 Threshold
Basic user	A2 Waystage
	A1 Breakthrough

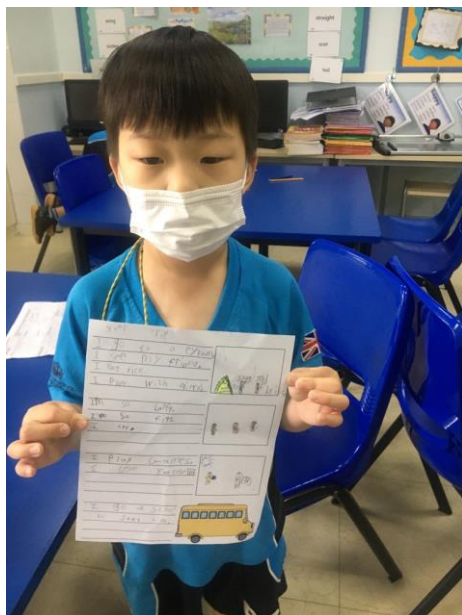
Assessment

- Before students enter BSB, they usually take a short online computer-based test which gives a broad CEFR level.
- We also give students 4 tests throughout the year to monitor their progress and to help us target areas students need to develop.
- For this, we use a version of the CEFR that breaks each level into three more refined levels:



Entering and exiting the programme

- In Key Stage 1, students whose English level is below CEFR B1 in listening and speaking are required to take EAL until their skills are assessed to be at CEFR B1.
- In Key Stage 2, students whose English is below CEFR B1 in reading, writing, listening or speaking take EAL until all skills attain B1.3 level.



Why B1?

- B1 is the halfway point of the CEFR scale and is the ‘independent learner’ level.
- It means they can function in a classroom and can use the material and learning they receive to further their own language.
- Below this level, students need support in order to function in a native-speaking environment.



Why B1?

- B1 does not mean that the student's language level is perfect.
- It means that they are at the point where they are able to use the native-speaking environment to make progress.



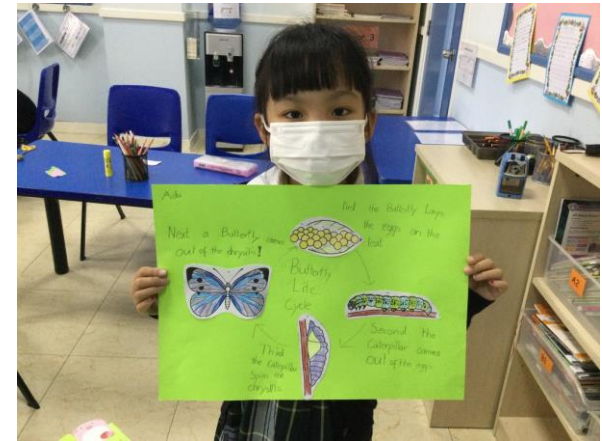
How long will children be on the programme

- For any language acquired outside of the original family environment (that is, a second language) there are no age or time-related milestones.
- Children vary hugely in the time it takes them to develop the various language skills.
- Speaking skills can often be successfully acquired in 1-2 years but academic communication (which is what our students need to succeed in their subjects) can take longer.



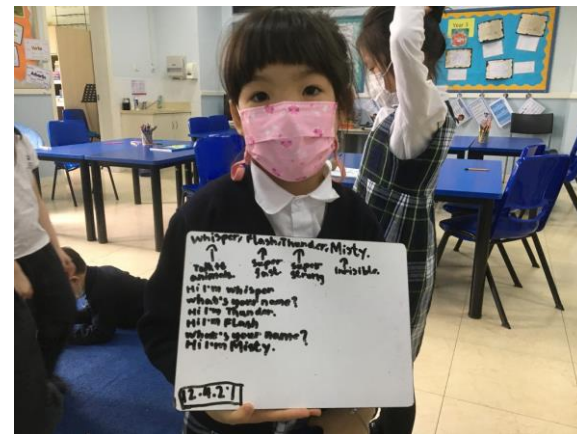
How long will children be on the programme

- How long it takes to learn a second language is dependent on such factors as psychology and personality.
- Our EAL department, aims to provide the best possible situation for language learning and students spend on average 1-2 years on the programme.
- For example, if a child enters BSB with low A2 skills, they may need a year to develop these to a high B1 level.
- A child who enters at A1 may need 2 years or more before they can be considered independent learners.



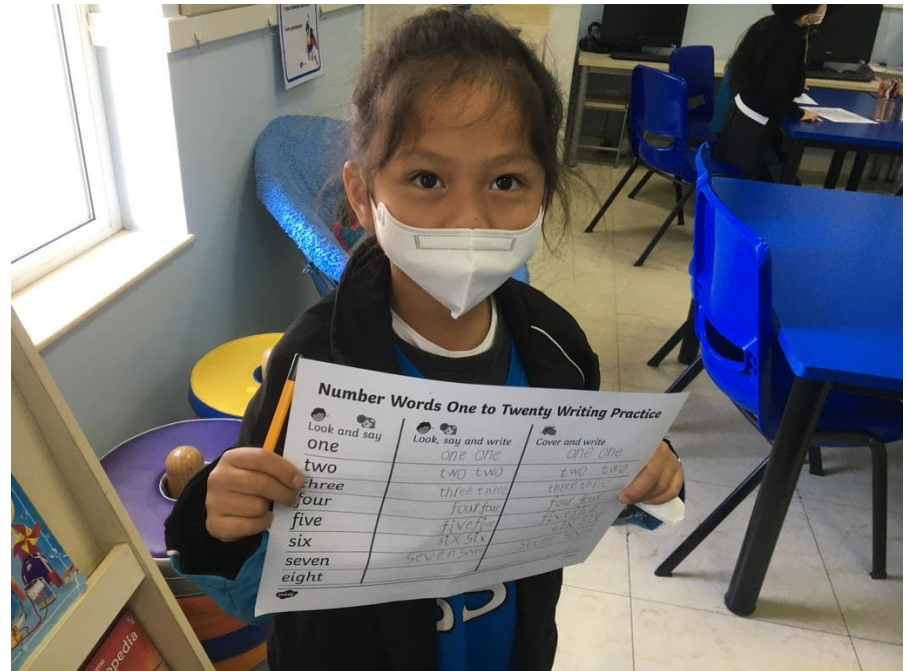
How long will children be on the programme

- In our experience, the language skill that takes the longest to develop is writing. So we encourage the children to begin right away developing their writing skills.
- Students are continually being assessed for progress.
- If we do become concerned we will contact their parents, class teachers and make a plan together.



Communication with parents

- EAL teachers send an email to new parents introducing themselves and inviting the parents to read and look at the EAL posts and photos on Seesaw that is updated every week.
- EAL teachers welcome personal communication with parents through Seesaw.



Cambridge Super Minds

Super Minds

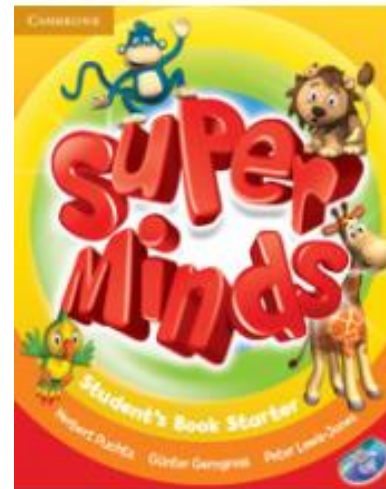
- This is an exciting course that helps young learners' thinking skills, sharpening their memory while improving their language skills.
- While the books explore social values, the course enhances the students' thinking skills and creativity.
- Engaging characters accompany learners on their journey, each with special powers. As the students grow, so do the characters, and new faces are introduced every two levels.



Cambridge Super Minds

The Student's Book include exercises to develop:

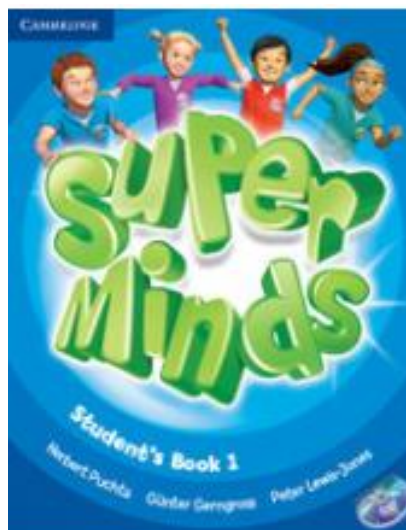
- Creativity
- cross-curricular thinking
- ‘English for school’ sections
- lively stories that explore social values.



Cambridge Super Minds

The DVD-ROM features:

- animated stories,
- interactive games
- activities including videokes,
- lively songs with karaoke versions
- fun activities focusing on each unit's vocabulary and grammar.



1 My classroom

1 Listen and point. Then listen and say the words.

1 Listen and imagine. Then draw your picture.

2 Show your picture to your friends.

Watch out, Flash!

1 Pass me the box, please.

2 Watch out!

3 It's OK. I'm sorry.

4 Here you are! Mum, My notebook!

5 Thank you. Flash, come back!

6 Here's your pencil case. Here's your ruler. Here's your book.

14 Values: helping each other

1 Listen and sing.

What's this?
Look at the desk.
Look at the desk.
The desk is in a mess!

Is it your pen?
Is it your book?
Is it your pencil case?

Yes or no?
Tell me, Joe.

It isn't my pen.
It isn't my book.
It isn't my pencil case.
Oh no, no!
No, no, no!

Look at the desk ...

1 Listen and number the pictures.

What's this? It's a ruler.

What's this? No, it isn't. It's a pen.

Is it a pencil?

What's this? Yes, it is.

Is it a pencil case? Yes, it is.

Is it a rubber?

2 Grammar focus Listen and say.

What's this? It's a pencil.
No, it isn't. Is it a pen?
Yes, it is.

Skills 1 Read and circle the correct pictures.

1 Put away your book, please.

2 Take out your ruler, please.

3 Pass me a pencil, please.

4 Open your bag, please.

2 Ask and answer. — What's number ?? — It's a bag.

1 2 3

4 5 6

3 Draw and write about your bag.

This is my bag.
It is green and blue.

Reading, speaking and writing 17

Developing speaking skills in the classroom

The children are encouraged to use their speaking skills during every lesson. Some methods include:

- Natural communication with the teacher and students
- Games
- Songs
- Role-play
- Discussions
- Presentations
- Questions



Developing listening skills in the classroom

We develop listening skills through:

- Natural communication
- Focused listening activities
- Games
- Questions
- Discussions



Developing reading skills in the classroom

- The children begin by learning the key vocabulary of the individual units.
- This is supported by bright coloured pictures.
- The children listen and learn how to say the words.
- The children use the vocabulary within a grammar focus.
- The children practice reading the vocabulary and the sentences.
- The vocabulary and sentence structures will be repeated through out the units in different activities so the children can learn how to use them.
- The homework support also supports the language focus.



Developing writing skills in the classroom

- All language learned in EAL begins through speaking and listening activities.
- The children will then contextualize their learning through a range of activities including reading.
- The final stage of the process is writing the words and sentences from the unit.
- This is often the part that takes the longest.



How can I help my child at home?

- Complete the weekly homework tasks on Seesaw.

The screenshot displays the Seesaw app interface. At the top left, the user is identified as Anna Dunhill, a teacher with 26 classes and 6579 students. The main area shows a list of activities under the heading 'Activities'. The first activity is 'Year1 EAL Homework' with 1/6 items, assigned on Apr 2 at 04:00 PM. It includes a task to 'Read the story' and shows 2 responses, 0 waiting for approval, 0 drafts, and 8 not responded. Below this is an 'Archived' section with another 'Year1 EAL Homework' activity, 1/4 items, assigned on Mar 26 at 04:00 PM. This activity includes tasks to 'Circle the family words and say', 'Draw lines', and 'Draw and write', with 3 responses, 0 waiting for approval, 0 drafts, and 7 not responded. A third 'Archived' section is partially visible at the bottom.

The right sidebar is a navigation menu for 'Y1 Y1EAL(GD) Teacher'. It features a '+ Add' button at the top. Below are icons for 'Journal', 'Activities', 'Inbox' (with a red notification badge showing 67), and 'Progress'. Further down are sections for 'Assigned to Class', 'Scheduled', 'Archived' (with a folder icon), and 'Calendar'. At the bottom of the sidebar, there is a 'Need ideas for today?' section with a 'Browse Activity Library' button and two buttons for '+ Students' and '+ Families'.

Thank you!