

A Helping Hand

English as an
Additional
Language



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

*Some information
about our
EAL programmes
and a few ideas to
help you support
your child at BSB*

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EAL Assessment Criteria at BSB: the CEFR

English as an Additional Language (EAL) at BSB starts in Year 1 and the EAL department caters for students from Year 1 right through to Year 13.

The entry and exit points for the EAL programme are clear and standardised:

Year Group	Entry level	Exit level
Year 1	Below B1.3 in speaking and listening	Year 1 Term 1 – B1.3 in listening and speaking After Term 1 – B1.3 in listening and speaking and above B1.1 in reading and writing
Year 2	Below B1.3 in speaking and listening and below B1.1 in reading and writing	Term 1 and 2 – B1.3 in listening and speaking and above B1.1 in reading and writing Term 3 – B1.3 in all skills reading, writing, listening and speaking
Year 3 - 6	Below B1.3 in any skill – reading, writing, listening or speaking	B1.3 in all skills – reading, writing, listening and speaking
Year 7-9	Below B1.3 in any skill – reading, writing, listening or speaking	B1.3 in all skills – reading, writing, listening and speaking
Year 10-11	Below B2 in any skill – reading, writing, listening or speaking	There is no exit from EAL during Year 10 and 11.
Year 12 -13	Below C1 – English B recommended	

For the first term of Year 1, students who are below CEFR B1.3 in speaking and listening will go onto the EAL programme.

After that and up until the end of Year 2, students who are below B1.3 in speaking and listening and below B1.1 in reading and writing, will take EAL.

At the end of Year 2, students must be at B1.3 in

all four skills (reading, writing, listening and speaking) in order to exit the EAL programme.

From Year 3 – Year 9, the entry and exit levels are B1.3 in reading, writing, listening and speaking.

In Year 10 and 11, the parameters are B2.3 in all four skills. This reflects the more advanced nature of language required at

IGCSE. Students are not able to exit the programme in Year 10 and 11 as IGCSE English literature is a coursework programme.

For the IB Diploma in KS5, students who achieve a level of C1 at the start of Year 12 have the possibility of choosing English A. For students below this level, English B is strongly recommended.



What is the CEFR?

The CEFR is the Common European Frame of Reference for Languages and it is an assessment grid that can be applied to any language. It was designed by the major European language learning institutions, including Cambridge Assessment English, and its use has spread beyond Europe and it is now used worldwide. It starts at the beginner level of A1 and goes up to expert user at C2.

There are many positive features of the CEFR – it is simple in its descriptors and yet a lot of work has been done to make it applicable across many different areas. We even have CEFR descriptors for how language is used in individual subjects.

It is also used by many different organisation - our admissions test is linked to the CEFR as are all of our EAL materials and exams, including Cambridge exams.

All of our teachers including class of subject teachers are trained by the

EAL department in using the CEFR and understand its levels and how they apply to our students.

Why B1?

B1 is the halfway point of the CEFR scale and is considered to be the 'independent learner' level. This means that once students have reached this level, they are able to use the language resource they have to make progress. 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.

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.

Why B1.3?

The CEFR levels are large –

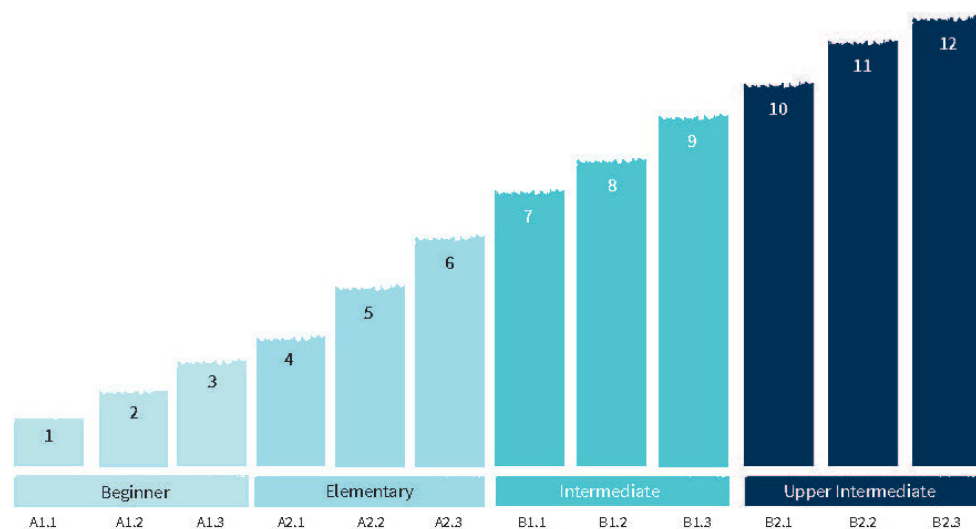
there are only six that cover the journey from beginner to expert user. This means that there is still a wide range of ability within one level. It is estimated by Cambridge that for English it requires 400 hours of targeted learning for a student to advance one CEFR level. Therefore, in order for students to be able to function independently, they need to be at the upper end of this level – close to B2 – rather than at the lower end (closer to A2).

In order to show this, we use a method that breaks each level down into three smaller sub-levels so we are able to show a more detailed description of level and progress.

The CEFR		Cambridge Exam
Proficient user	C2 Mastery	CPE
	C1 Effective Operational Proficiency	CAE
Independent user	B2 Vantage	FCE
	B1 Threshold	PET
Basic user	A2 Waystage	KET
	A1 Breakthrough	

The CEFR at BSB

12 Levels



Entry Testing

Students undergo an initial assessment - usually online - and this is followed up by more in-depth testing and observation if necessary.

For students who are new to both the primary and secondary the school, they take our online adaptive CEFR test upon application which gives a CEFR level for reading, listening and use of English (which is an indicator for writing). This allows us to decide whether they should go to EAL or can pass straight to English literature studies.

When students then arrive at BSB to start classes, they are given tests in reading, writing, listening and speaking tests to assess their level in more detail. We also have a three-week observation period for all new students in both EAL and mainstream English so that any differences between the initial test level and classroom skills can be seen. Some students do not show their best in tests or in anxious situations like starting a new school, so we give them time to settle in and

become used to our school routines. At the end of this three-week observation period, we will confirm whether the student is definitely EAL or not.

For students entering Year 1 from our EYFS programme, the Head of EAL works with the Reception teachers to identify students whose

spoken English may be below CEFR B1. The Head of EAL then does speaking tests in the final weeks of the Reception year to recommend who should have further testing in August.

Although this process may seem lengthy, it is designed for maximum fairness for students.



How to exit EAL

Primary assessment:

Primary EAL assess students in all four skills at the beginning of the year in order to make streamed classes that are best suited to a student's level and then at a further **three times** throughout the year to monitor progress. Students achieving **B1.3 in all the necessary skills** in any of these four assessment sessions are able to graduate from the EAL programme. The assessments used are CEFR-linked diagnostic step tests – the tests themselves are confidential but the results of the tests in Term 1, 2 and 3 are available to parents.

Our initial test at the start of the year is an administrative test to make classes and comes after students have been on summer holidays so these results are usually not available. This is because it is a placement, not a progress test, and the results are used purely as a way for the EAL teachers to decide how to organise the class levels and sizes. It is not used to judge student performance. Our aim is to create classes that are at a similar level so they can all progress at a similar pace throughout the year. At the start of the year if it appears that a student has been misplaced after a few weeks of class and observation, we will

move them. Students also can move classes after progress tests if they are outperforming other students in their class but if their class is making a similar level of progress, there is no need for a student to move classes. Students are rarely moved down a level.

Once primary students achieve the appropriate exit levels, they can exit at any point in the programme – they do not necessarily need to be in the top class to graduate. This means, for example, if their skills make sudden advances but they are still in the intermediate class, they are eligible to exit the programme.

Secondary assessment:

The exit requirement for EAL in KS3 is a Pass Merit (Grade B) in the Cambridge Preliminary B1 (PET) exam. BSB is a Cambridge Test Centre and we are able to run computer-based tests as part of our assessment cycle. Students are assessed throughout the year using B1 materials. They are able to sit an official Cambridge B1 Preliminary exam twice a year. This is graded in Cambridge and if they achieve a Pass Merit (Grade B) or higher, they are able to leave the EAL programme.

In Year 10 and 11 students are guided through the higher Cambridge English exams in order to push their language to the levels needed for academic success in the IB Diploma programme. Cambridge Assessment English B2 First and C1 Advanced are both IGCSE-equivalent examinations and also are accepted as proof of English level for all UK universities, including Oxford and Cambridge, as well as many global universities and organisations. They provide a structured pathway for students to attain a level of English that will smooth their pathway towards the IB

diploma. A CEFR level of B2 is recommended for study in all IB DP subjects and a level of CEFR C1 allows a student to access English A literature study so, by following this pathway, students are able to maximise their opportunities in Year 12 and 13.

English B is a very popular subject at BSB and our results have been consistently high ever since the start of the IB DP at BSB. Each year our HL English B students have all received a score of 6 or 7 and our SL students have included some of the highest scoring students at BSB.

Primary EAL Exit numbers 2013-2021

Academic Year	Number of graduating Y1-6 students
2013-14	29
2014-15	58
2015-16	76
2016-17	62
2017-18	72
2018-19	71
2019-20	58
2020-21	69

Secondary EAL Exit numbers 2013-2021

Academic Year	Number of graduating Y7-9 students
2013-14	22
2014-15	33
2015-16	30
2016-17	12
2017-18	13
2018-19	16
2019-20	25
2020-2021	29

Monitoring progress

We use the data we record from these assessments to track our students and make sure they are progressing at the best pace for them. If we find that they may not be, we initially address this with the student themselves and then may move on to speak to other teachers. Finally, we may need to contact parents to discuss how we can work together to improve language development. Parents should feel confident that we are monitoring their child's progress carefully and we will contact them if we have any concerns.

Communicating with Parents

Our tracking data is available for parents to see at both primary and secondary Parents' Evening so we encourage parents to come and discuss their child's progress in person – full data is not given by email because it needs to be explained and discussed in some depth.

Student reports will feature the most recent assessment results.

How long is needed on the EAL programme?

- There is no definite answer for this.
- When a child is developing language from birth, there are definite markers or milestones that are age-related and time-dependent and whether or not a child is meeting these is a factor in knowing if the first language is being acquired successfully.
- For any language acquired outside of the original family environment (that is, a second language), there are no age or time-related milestones.
- Individuals vary hugely in the time it takes them to develop the various language skills.
- As already mentioned, conversational 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 3-5 years.
- How long it takes to learn a second language is dependent on such factors as psychology and personality, as well as language strategies (that is, a shy person may take longer to develop speaking skills than a more outgoing person).
- Our EAL department, being aware of the linguistic research in all of these areas, aims to provide the optimal situation for language acquisition 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 and a child who enters at A1 may need 2 years or more before they can be considered independent learners.
- In our experience, the language skill that takes the longest to develop is writing. This is not surprising because European studies have shown that native speaking students in England take longer to write to the same level as some other European students because of the highly irregular nature of English spelling.
- Students are continually being assessed and monitored for progress so as long as students are making continual progress at a pace that is suitable for them, the EAL teachers are not concerned. We do become concerned when a student does not appear to be making regular progress and in this case we work together with class teachers, heads of year and parents to work out why this may be the case.
- Parents should also understand that **language acquisition cannot be forced** – as it is a complex mental process, the brain will work at its own pace if it has all the input it needs. There is an '**order of acquisition**' in languages which means that one aspect of language usage cannot be accurately acquired before another. For example, in English, accurate use of articles (a, the, and) and prepositions (on, in at, etc) are among the last features to be acquired successfully. When we know information like this, it helps us to know which features of language we should be using to judge a student's level.



When does EAL take place?

Primary EAL	During English literacy lessons with the main class teacher.
Secondary EAL	During English literature lessons

In the **Primary** school, EAL takes place during English literacy. The students whose English is above CEFR B1.3 stay with their class teacher and the EAL students go to their EAL teacher.

The students do not 'miss out' on anything by not remaining with their class teacher – the work in the class is beyond their level and is not the best situation for them to make progress. Also, in literacy classes, vital areas of skill development, such as targeted listening practice, are not available because they are not needed for higher level students.

There are two to four streamed EAL classes per year group, depending on the number of students and their levels. For example, there may be four EAL

classes in Year 1 and 2 but there may only be a need for two EAL classes in Year 6. This is based solely on need and can change as the level of students and the number on the programme change - we can change the number of EAL classes for a year group if we need more or fewer classes. We try to keep the number of students in any EAL class below 15 as this is the optimum number to allow for the fastest acquisition and we have been successful in doing this.

In **Secondary**, students also take EAL when other students are taking English literature classes. For students whose language level is below B1.3, it is not possible for them to analyse works of literature in English and, as with the primary school, the skills being developed in these classes are not those that are required for language development by lower level students.

In both primary and secondary, EAL students take part in all classes other than English literacy/ literature and material and teaching in these other areas of the curriculum are differentiated for EAL students.

Why is EAL extra?

EAL is English as an Additional Language. Why 'additional'?

- English classes in English-speaking countries are aimed at **developing an awareness of literature** by students being exposed to a variety of high- level texts. Teachers also aim to develop writing style – that is, how writing can be used to communicate effectively and creatively in a variety of ways. They generally do not focus on listening or speaking or teaching basic grammar and vocabulary because the students have already acquired these at a younger age.
- In British schools, where **English is the medium of instruction** (that is, the language that is used for teaching), it is assumed that students can already speak English so the English that is taught is targeted at native speakers and high level learners whose speaking and listening is at a sufficient level to understand all of the classes.
- This means that an additional class is needed for students whose English level is not high enough for the demands of an English literacy or literature class. This type of class is **extra to the regular curriculum** – in fact, there are many schools in the English – speaking world that do not have these classes at all because they are not needed.
- The reason these classes are not needed is because the methodology of teaching English to first language students is very different to developing the language skills of those whose English is below an independent usage level such as CEFR B1. Teachers of English as a first language are not trained in how to develop such skills as listening and speaking, as well as vocabulary and grammar acquisition. This requires a specialised teacher. Again, these specialised teachers would not normally be necessary in an English-speaking school if all students are at a certain level, so a department of these teachers is an additional requirement to the normal running of an English-speaking school.

Why do EAL students need this specialised teaching?

- First language English teachers are not trained to teach all aspects of language development. Think about when you studied your own language at school – did anyone need to teach you comprehension and speaking? No, you came prepared with that when you entered school, thanks to your family environment. Even with reading and writing, the teaching of first and second language is different.
- It has been estimated that a student enters school at age five with a vocabulary of 5,000 word families - not just individual words but 5,000 entire groups of words – and this vocabulary continues to increase by 1,000 word families per year. This means that when a child enters school and starts learning to read and write their own language, they already know the sounds and many meanings of their own language and are being taught to recognise and produce that language's writing script that matches the sounds and meanings they already know.
- Students who do not come from that language background do not already know the sounds and meanings of those 5,000 words and these must be developed alongside their reading and writing. As you can imagine, this is most **effective** for all the students if it is done in a specialised class. Native speaking students do not need to spend their time learning basic vocabulary and beginner language learners will not develop their language effectively if their needs are not addressed.



Why is EAL at BSB unique?

Because our experienced and specialised department understands deeply what students need to progress in language development:

1. Time: it is not a fast process for everyone. It is estimated that it takes 400 hours of targeted input to progress one CEFR level.
2. Exposure: students need to see and hear the language in its authentic form but also for this to be targeted and meaningful.
3. A focus on form – they need help in understanding how language works, i.e, grammar, and how they can develop successful language learning strategies.

Students at BSB get all of these elements in a combination of their regular classes and EAL classes.

Time and exposure:

- By being in all classes except for English literacy in primary and literature in secondary, students are able to maximise their exposure to the language which speeds up the acquisition process.
- But this exposure also needs to be targeted to a student's current level – that is, not too high and not too low. If either of these are the case, the student will not progress just by hearing the language and seeing the language alone.
- The accepted practice is L+1. This means 'current level plus one level'. That is, the language a student is accessing should be just a bit beyond their current level. This is why literacy and literature classes are not helpful to lower level students and why EAL is necessary – by assessing their level accurately and providing targeted input with specialised methods and materials, the EAL department is able to ensure that students have a pathway to progress and evidence of achievement.
- The EAL department at BSB also has experienced teacher trainers among both its primary and secondary staff who are able to work with class and mainstream subject teachers on how to teach subjects to EAL students in a targeted and meaningful way. The EAL department works on providing CPD (Continuing Professional Development) for their whole school colleagues as well as advice and assistance for individual teachers on making their teaching material and strategies EAL-friendly.

The focus on form

This is what allows students to unlock a language and gain accuracy – **it is the basis of how a language works and is used**. This is commonly referred to as grammar. The fundamental aspects of how English works are not taught in standard English literature classes because first language students have already acquired these but if second language students are not given a meaningful understanding of this aspect of language, their language usage will not be able to become accurate and they will probably find it difficult to progress beyond a certain, low level.

The difference between learning and acquisition.

- This is an important distinction to understand.
- Traditional subjects like maths and science are learned but languages are acquired. While there is some memory work involved, what is required to become proficient to a high level in a language is a **fundamental re-scripting of our brain**, along with an opportunity to practice the skills related to language development.
- Although research is continually ongoing, there are dedicated areas of the brain that process language, recognise patterns and allow creative usage. This is not the same as intelligence. Intelligence and language learning are not necessarily related. It is an extremely complex area and our understanding of language acquisition is informed by the latest research and our programmes reflect this. The EAL department consistently has members who have studied linguistics and applied linguistics to the Masters level and beyond. We take a keen interest in the latest research and how we can use this to help our students.
- Part of what we, as language teachers, do is to facilitate acquisition. This means we **provide the optimal circumstances** for language development to take place and this involves many factors – the psychological, the physical, the emotional, the cognitive and the social, to name just a few. We take all of these into account when we design our EAL courses and classes.
- Language acquisition also requires the opportunity to practice skills – in some ways, studying a language is closer to learning a skill such as football or driving than it is to traditional subject learning. Reading, writing, listening and speaking must be **practised regularly and in a safe environment** that allows for feedback and finely-tuned development. This is very different from what takes place in a usual literacy class or in literature study. In an EAL class students are given a safe space to try their skills, make mistakes and be gently guided in the right direction – practice opportunities are fine-tuned to their needs and designed to help them progress as quickly as possible.

How important is age?

Many people think it is better to start learning a language when you are very young. Is this true? Yes and no.

Yes	No
Very young children below the critical age of 4 years and 9 months are able to acquire multiple languages and gain native proficiency in many skill areas if their acquisition of these languages is continued uninterrupted.	Primary age children can acquire language quite quickly but they can also lose or 'forget' languages if these languages are not continued as part of their learning.
Because the more time you have to acquire the academic aspect that you will need to do well in your subjects, the better the chance of achieving well academically. It is estimated that students can become proficient (fluent) in spoken English in 1-2 years. However, it takes 3-5 years to acquire the formal, academic English needed to master subjects in English. This means the earlier you can start acquiring academic English in or before KS3, the easier it will be in KS4 and KS5.	Older people (adults included) can learn languages just as well as children because they have more mature cognitive development that can help them to notice patterns and make contrasts between languages that younger students are less able to do.
There is one area where starting early has been shown to be an advantage – pronunciation . Students who start learning a language before adolescence can often achieve 'native' pronunciation which is far more difficult for those who start later.	

Should my child speak English at home?

- Some people think that children can become confused if they speak English at school and then another language at home but this is not true. Our brains are able to understand which language should be used with which people and multiple languages do not confuse our processing.
- Some people think that switching to speaking English at home increases immersion – this may be true if the family have high-level English speakers among their members and if this switch to English does not impact family relationships but if family members are not confident English speakers, it will not have a great deal of impact.

- What is more important is that children who are developing bilingually have a solid foundation in their home language. A second language will not be successfully acquired if the first language is not strong. So parents and family members should help a student to speak, read, write and comprehend their own language to a high degree.
- Research shows that activity in the neural pathways for language in the brain helps in the development of all languages – the more you use the language parts of your brain, in whatever language, the more developed and stronger they will be. Languages build on each other, they do not take away from each other.
- This may mean it takes a little longer to acquire English if it is mainly being used at school only but the acquisition will be more developed and successful this way.



What is the difference between EFL and EAL?

There are many different initials used in English language teaching and they can be confusing but they are used to explain the differences in how English is taught.

- EFL means **English as a Foreign Language**. This means that students are in their home country and learning the language of another country. For example, Chinese students in a Chinese school learning English.
- EAL, **English as an Additional Language**, means learning a language that is already being used in that environment. That is, for example, when English is not your first language but you are in an English-speaking environment.
- Why is understanding this difference important? EFL is generally much narrower in its focus than EAL and the emphasis is often different.
- For example, if you are learning English in a Chinese local school, much of the focus may be on vocabulary, grammar, reading and writing and the emphasis on speaking and listening may be targeted towards exams and not real-life situations. The teaching of speaking and listening skills may rely on learner materials, rather than authentic materials, and this can cause difficulties when a student enters a real-life English-speaking environment.
- If you are a non-English speaking student in an English-speaking environment, speaking and listening are extremely important and are the key to all of your other learning and your academic and social success. Functional language and pragmatics - which refers to such things as politeness - are also much more important in an English-speaking environment.
- Another difference is writing – in an EFL situation, students often focus on general writing whereas in an EAL situation, they need to be able to write in different academic styles. Even reading is often taught differently in the two different contexts – phonics is taught in an EAL context but may not be taught in an EFL situation.
- What this means for students joining BSB is that even though their level may be CEFR B1, there may still be areas where their English language learning is not the same as those who have been in an English-speaking environment and they may find the first few weeks or months at BSB challenging as they get used to the different learning context. If they experience this kind of difficulty, it does not mean that their English is not good enough, it just means they have to make an adjustment in some of their approaches to learning.
- It is also the reason that students who are at low a CEFR B1 level still can benefit from time on the EAL programme – it can help them to bridge these gaps in a manageable and systematic way.

EAL as a subject

In primary, the main focus of the EAL programme is to prepare for the demands of the mainstream classroom so while EAL is a subject, it is also a support. That is why our tests are confidential – they are not the end in themselves and they are not something students should study towards, they are to give us one aspect of how a child is

progressing in their English language learning journey. We also factor in work in the EAL classroom and how they are developing in their work with their class teachers.

In secondary, as well as being a support, EAL is an academic subject which is why students take public external exams and there

is a pathway of learning beyond CEFR B1 in the EAL department in KS4 and KS5 as the results in year groups are used as proof of English level for university entry.

How can I help my child at home?

- Spending a whole day learning in another language is mentally and physically tiring – the increased cognitive load has been shown to be beneficial to mental development over the long term (it is even thought to protect from Alzheimer's disease) but in the short term it can be stressful, especially for younger learners.
- For this reason, we do not recommend lots of extra at-home English-language learning for primary students. We recommend that parents help and encourage them to do the at-home learning from their class teacher and some extra reading in English if the parents are comfortable with this. **Reading in any language is a key indicator for future academic success.**
- If parents are not comfortable with reading in English, it is still a good idea for them to read with their children in their own language and support the continued development of their first language.
- Beyond this, some enjoyable listening practise such as cartoons or favourite movies can be a good way for tired students to build up their passive vocabulary and grammar knowledge which can then be activated in the classroom.
- It is not a good idea to do writing and grammar at home – it is best to leave this to the EAL teachers as they have planned a progression to develop these skills and also it is possible it will not increase a child's love of learning English if they have to do these at home. Motivation is a key factor in language learning so if a child doesn't like a language, it will be very difficult for them to learn it to a high level.
- Please feel free to speak to your child's EAL teacher about what they recommend in this area for your child – each child's language learning is different and the EAL teachers can help you with strategies for your individual child.
- In secondary, it is essential that students do more than the homework given by their subject teachers.
- Every day, secondary students should be reviewing the lessons they had that day and learning the vocabulary they need for those subjects. They should also be looking at any areas they didn't understand and either researching these in their first language or making questions to ask their teacher in the next class.
- They should also be reading in English as this is often a weak skill and academic reading can take a long time to develop.
- And, of course, they should continue their development of their first language as many students will be doing their first language as one of their exam subjects and the skills they develop in their different languages are mutually supportive.
- For both primary and secondary, one vital area for parents to support their children in is regarding expectations. You should talk to your child and be clear with them about why you wish them to learn in English and the advantages you think this will bring them. You should try and bring them on board with your vision so students can be motivated and have a purpose.
- You should also be clear about your own expectations and take time to understand how language learning works and what will be possible for your child in the timeframe you have committed for them to study in English. Unrealistic parental ideas can demotivate students and impede their learning.

For this reason, it is important for you to communicate with your child's teachers, particularly their EAL teachers. Parents should come to Parents' Evenings and meet with their child's teachers so they can better understand how to support their learning in all areas. If you are concerned that your own level of English will make it difficult, please get in touch with the Primary or Secondary EAL Curriculum Leaders and see whether translation can be offered for you. You can always write to the Primary or Secondary EAL Curriculum Leaders in your own language and it will be translated.



EAL Progression and the IBDP

Students who are in EAL in KS4 study the Cambridge B2 First and Cambridge C1 Advanced. Those students who achieve well in Cambridge C1 Advanced have the option of studying English B or English A.

The results achieved in English B over the last five years at BSB have made it a popular choice and

students in English B have not only achieved well in this subject but have gained high scores and entry into top universities.

At BSB, EAL students have path of progression that helps them to achieve their best results, whether they stay with the EAL-directed programme or move into the study of English

literature. A student's choices should always be governed by what they want to study, where they want to study and what will give the most and the best options for their futures and EAL at BSB gives them a firm foundation to pursue their dreams.

IB Success Stories

Sung Min Lee

Sung Min joined BSB in the Year 9 EAL English B Programme. Studying at IBDP English B Higher Level, she achieved a maximum score of 7 and graduated with an overall IBDP score of the maximum 45. SungMin's reading and listening scores were consistently amongst the best in the school. She achieved a scholarship from the university of her choice.

Eunwoo Kim (Angela)

Angela joined BSB in the Year 10 EAL English B Programme. Studying at IBDP English B Higher Level, she achieved a maximum score of 7. Angela's speaking and writing skills were of the highest level and helped her to achieve an overall IBDP score of the maximum 45 points when she graduated.

YeaRim Lee

YeaRim joined BSB as a low A2 at the start of Year 9 and, despite working hard all year, did not reach the B1.3 exit level at the end of Year 9 so YeaRim stayed on EAL in Year 10 and 11. At the end of Year 11, YeaRim achieved a pass in the Cambridge C1 Advanced exam. She went on to study English A for the IBDP and graduated with an overall score of 42.

Yunseo Kim

Yunseo Kim joined BSB at the start of Year 9 as an A2.1. When he was asked what his dream was at the beginning of Year 9, he said it was to study at KAIST, the prestigious Korean Advanced Institute of Science and Technology. He worked incredibly hard over the year and managed to graduate from the EAL programme at the end of Year 9, going on to study

English literature for IGCSE. In Year 12, Yunseo chose Korean A and English B SL and achieved a grade of 7 in English B. He also achieved his long-held dream and was accepted to study at KAIST.

Eojin Kim

Eojin joined BSB at the start of Year 11 as a high B1/low B2 and went on to study Korean A and English B SL for the IBDP. She achieved a grade of 7 in English B and a total of 44 points in her IB results, the second highest score that year.

Minato Suzuki

Minato is a Japanese student who joined BSB in Year 10 with a pre-intermediate level of English A2.3 on the CEFR scale. He worked incredibly hard in his EAL classes and passed the Cambridge FCE B2 examination at the end of Year 11.

Minato went on to study IB Diploma Higher Level

English B and achieved the maximum score of 7. He used the skills learnt in EAL to develop an understanding of nuance and idiomatic language in English Literature. His understanding and analysis of English Literature were key to his excellent Higher Level English B result.

His score and the skills learnt on EAL helped him to successfully enroll at the University of his choice in Tokyo.

LingYi Du

LingYi joined BSB in Year 10 as an A2. He went on to study English B for the IB DP and achieved a grade of 6 in English B HL. He achieved an overall score of 42, the second highest score that year at BSB and was accepted at Edinburgh University.

KeunYeong Kim

Keunyeong joined BSB in Year 11 as an A2. He studied IBDP English B SL, achieving a grade of 6, and graduated with an overall score of 42 in the IBDP exam. He went on to study at Seoul National University.

Junho Hwang

Junho came to BSB as a low A2 at the start of Year 12 with a dream to study art at Central St Martins College, one of the most prestigious art schools not only in the UK, but the world. After applying himself non-stop, Junho scored a grade of 6 in IBDP English B SL and was named the Young Artist of the Year in his first year of study at Central St Martins in London.



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