



# EEB1 BERKENDAEL PRIMARY

## L2 INFORMATION BROCHURE

*“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*

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# Welcome to the Second Language (L2) learning at EEB1 – Berkendael

A very warm welcome to the L2 department of the European School of Brussels I (EEBI)!

Over 60 years ago, in September 1958, EEB1 first opened on rue du Trône, with just 26 pupils and six teachers. That was a year after the signing in Luxembourg of the Convention defining the Statute of the European Schools, whose mission was, and still is, to provide a multilingual and multicultural education. Now based on two sites, in Uccle and in Forest (Berkendael), we are pleased to have around 4,000 pupils of 60 different nationalities and more than 500 members of staff coming from the various Member States and beyond. The three different cycles, nursery, primary and secondary, culminate in the 7<sup>th</sup> year secondary when successful students are awarded the European Baccalaureate; close to 100% of them continue their studies at University.

True to the mission entrusted to us, we attach particular importance to the development of a European spirit and of European values. Pupils are taught in eight main language sections: English, French, German, Italian, Slovak, Spanish, Latvian and Greek. In addition to these languages, Irish and Maltese languages are taught.

The European School language policy focuses on the importance of cognitive development through content language integrated learning, thus a number of subjects are taught through the pupils' second language, as from third year primary with European Hours. In addition to our commitment to developing strong language skills, we have an increasingly strong track record of participation in national and international science competitions, as well as in the development of innovative projects. EEB1 fosters exchange programmes tailored to all levels of ability and places particular importance on the promotion of sports in cooperation with local clubs and associations. The arts feature prominently in our programme of studies as well as the cross-curricular activities that are organised throughout the different cycles.

We have an extremely active and dedicated Parents Association (APEEE), which undertakes a considerable number of extra-curricular activities through APEEE-Services during lunchtime and after school, including the management of the school bus service and the canteen, used every day by more than 2,500 pupils.

Through critical thinking and self-reflection, pupils at EEB1 are encouraged to embrace values of respect and solidarity towards others as well as a responsible attitude towards the environment. With increasing awareness of the challenges associated with globalisation and an ever-changing world, we are proud of the large number of pupils and staff who, showing commendable creativity and team spirit, willingly engage in voluntary work and humanitarian aid projects at local, European and international level

## School Context

The European Schools are official educational establishments controlled jointly by the governments of the Member States of the European Union. In all these countries they are legally regarded as public institutions.

## The mission of EEB I – Uccle – Berkendael

Live, Learn, Work **Together**

To provide a quality multilingual and multicultural education in a safe and nurturing learning environment

Based on trust and respect, the school celebrates diversity and recognizes the value of effort, critical thinking and cooperation to achieve excellence.

## L2 Curriculum

The linguistic diversity of the school population (nationality, family background, professional etc.) automatically results in children arriving at the school with varying levels of competence in their various languages. Naturally the acquisition of language is influenced from the start by the child's family situation, the school environment and, of course, by the child's particular linguistic aptitude and ability. Thus, within each linguistic group in school, there are pupils with acquired language levels ranging from complete beginners to those who are, almost, orally bilingual. This diversity creates a situation which is stimulating, and which enables pupils to learn from one another.

The method of teaching L2 in the ESS conforms to the following overall objective:

The study and practicing of the four functions of the language: listening, speaking, reading and writing, instilling an appreciation of the culture of the language as well as communication skills.

In the 1st and 2nd years, the content of the syllabus deals mainly with the acquisition of oral and aural skills and introduces the first contact with written language together with fun pedagogical activities and games.

In the 3rd, 4th and 5th years the lessons, while no less active, attempt to develop oral ability and, in so far as the knowledge already gained in mother tongue allows, to build on relevant abilities in reading and writing

The starting point for L2 lessons is the common curriculum for second language acquisition (*Curriculum - Second Language - Langue Deux - Zweite Sprache Ref.: 2022-11-D-27-en-2*). The objectives are based on the Common European Framework of reference for Modern Foreign Languages: learning, teaching and assessment.

When teaching L2, attention is paid to the following skills: listening, speaking, reading and writing. The classes offer a wide variety of language activities covering topics related to pupils' experiences and developmental stage. Where possible, these topics are aligned with "Discovery of the World" topics. The levels within the P1 and P2 groups can be very diverse, and this is naturally considered by teachers, who select a variety of resources and methods to cater for the different needs. This is called differentiation and is applied in every lesson.

Language learning is seen as a continuous step-by-step process taking into consideration the individuality and wellbeing of each student. We consider the individual pupil's starting point on the language continuum, and we differentiate accordingly, to guide each pupil to attain the prescribed outcomes and level for the particular grade they are in.

The L2 Curriculum makes a significant contribution not only to the development of 21<sup>st</sup> century communicative competences, but also to social and civic competences and to the students' cultural awareness and expression. Language learning gives pupils a good base for acquiring other languages and for developing their individual personalities.

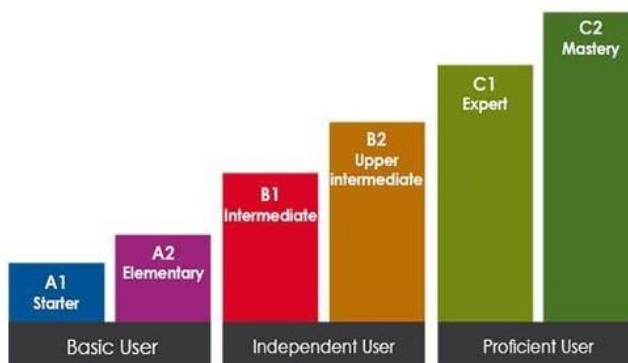
L2 tuition is based on a curriculum and three syllabuses, one for each of the three L2 languages (English, French and German).

### The aim of second language learning

The L2 programme is based on the Common European Framework for Languages (CEFR) and is harmonised between the three L2 languages of English, French and German. The aim with L2 is to reach at least an A2 level by the end of the Primary cycle 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 EES curriculum from the beginning of Primary they should reach A1 level around Primary 3 and should aim to reach A2 level in 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 stimulated **to acquire some of the B1 competencies** as appropriate and go into more depth in the A2 competencies

### **Basic proficiency level in the different cycles**

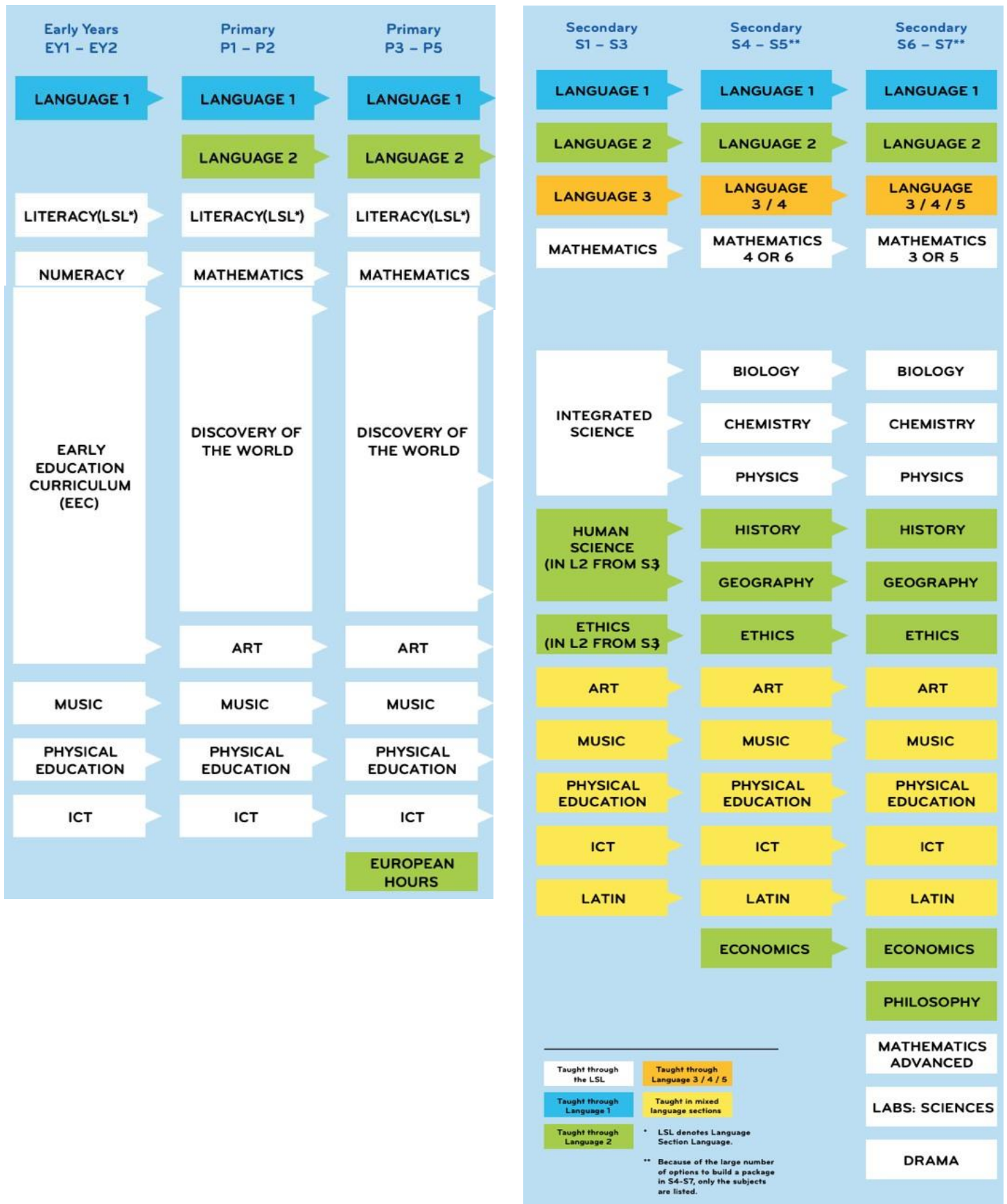
	<b>Nursery</b>	<b>Primary</b>	<b>S3</b>	<b>S5</b>	<b>S7</b>
<b>L2</b>	0	A2	B1	B2	C1
<b>L3</b>	0	0	A1+	A2+	B1+
<b>L4 advanced 4h</b>	0	0	0	A1	A2+
<b>L4 basic 2h</b>	0	0	0	A1	A2
<b>ONL</b>	A1.1 oral	A1.2	A2	B1	B2

### CEFR levels within the L2 curriculum

<b>Language activity</b>	<b>A1</b>	<b>A2</b>	<b>B1</b>
<b>Listening and understanding</b>	Pupils can <b>recognize</b> familiar words and very basic phrases.	Pupils can <b>understand</b> 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.
<b>Spoken interaction</b>	Pupils can <b>interact</b> in a simple way provided the other person is prepared to repeat or <b>rephrase</b> things at a <b>slower rate of speech</b> and <b>help formulate</b> of immediate need or on very familiar topics.	Pupils can <b>communicate</b> in simple and routine tasks requiring a simple and direct 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.
<b>Spoken production</b>	Pupils can use <b>simple phrases and sentences</b> to describe where they live and people they know.	Pupils can use a <b>series of phrases and sentences</b> to describe in simple terms family and other people, living conditions, educational background.	Pupils can <b>connect</b> phrases in a simple way in order to describe experiences and events, <b>dreams, hopes and ambitions</b> .
<b>Reading</b>	Pupils can understand familiar names, words and very simple sentences.	Pupils can <b>independently</b> 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.
<b>Writing</b>	Pupils can write simple words, phrases and, with support, short sentences.	Pupils can <b>independently</b> write short, simple texts <b>using different sources of reference</b> .	They can choose the appropriate form of writing for a particular task, <b>organising and re-drafting</b> content and ideas to produce a coherently and <b>largely accurate piece of writing</b> .

# Overview of the L2 languages and subjects in the ESS

This diagram shows the development of language learning and subjects through the different cycles at the European School. L2 is compulsory for all primary students from Year 1 to Year 5. The language chosen must be different from that studied as L1. Once chosen, the L2 will be studied until S7.





## Choice of L2 for Primary

In view of the importance attached to this choice in terms of its impact on the school life of each child, here are a few points which may help you in coming to a decision.

It is recommended that the second language (LII) chosen in the Primary School (English, French or German) should

- be the language, which is most easily accessible, meaning:
- the second language spoken at home or
- the language of the host country or
- an additional language that your child is comfortable with already,
- the language with which the pupil is likely to come into regular contact with via family, friends, or on holiday...

Please also bear in mind that once the choice of LII has been made, it remains unchanged.

The choice of L2 should also be a language that you are comfortable with, to help your child with homework and in communicating with the L2 teacher.

## P5 into Secondary

Pupils in P5 are assessed using the official Attainment Descriptors document as guideline. (Link at the end of document). This document is also be used to **inform** and **guide** the teaching and assessment of the P4 group.

This essentially means that across the whole ESS, the P5 groups are assessed using this document. The level that should be acquired by the pupils at the end of P5, to enter S1 comfortably, is A2. This is the “top marks” level of attainment within the document.

If, however, a pupil does not reach this level, it is not the end of the world. It is of course the main aim and prerogative of the P5 L2 teacher to get even the L2 beginner pupils in the P5 group as close as possible to an A2 level.

In S1 and S2, the L2 teachers do a lot of revision and consolidation of A2 skills. Through diligent and hard work and clear and candid communication with the S1 L2 teachers, success would be attainable.

## L2 in Primary

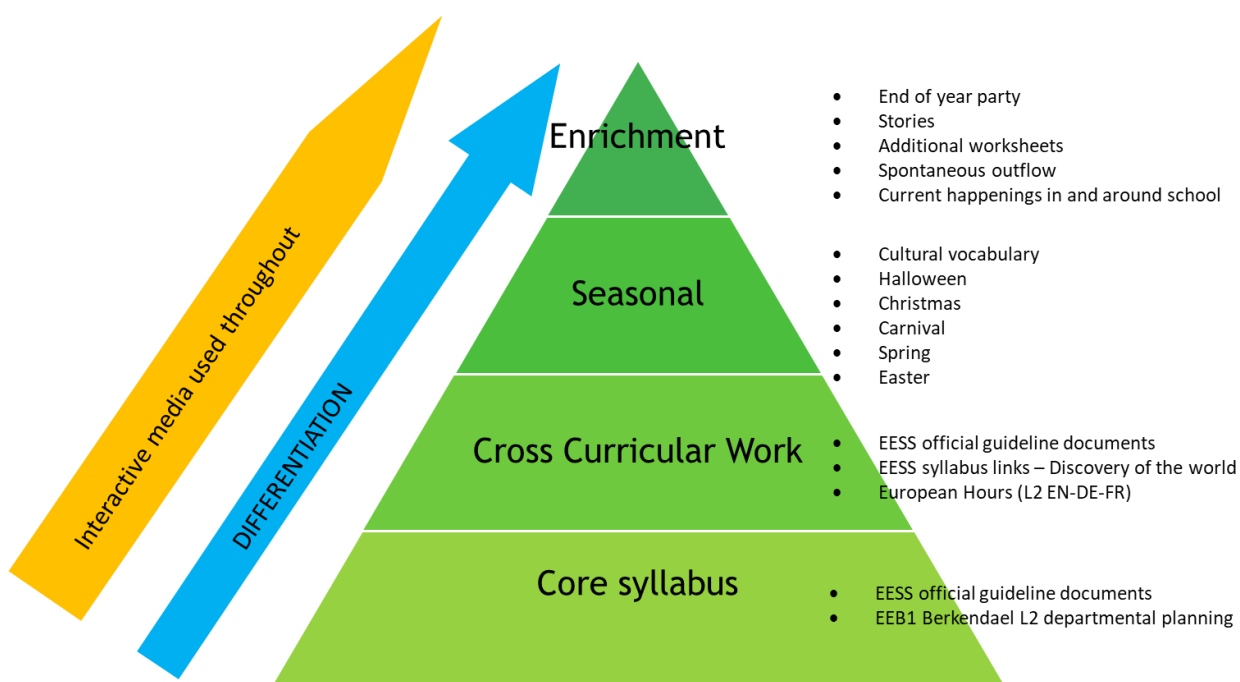
### Primary L2 schedule

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

## L2 syllabi

Across the three L2 languages, the same syllabus is followed. The image below explains this.



## Topics

Regardless of the group, 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	Daily activities	Pupils and their school
Family and relationships	School	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	Frogs, Knights and Princess	Pupils and their well being
Clothes and colors	Modern family and family from yesterday	Pupils and the world of fantasy
Animals	Music, rhythms and instruments	Pupils and the world around them
Food and alimentation	Job and professions	Movies that matters
Sports and activities	Arts / At the museum	
City and shops	Doctor, body parts and sickness	



## European Hours

European Hours constitute an enjoyable moment of discovery and of knowledge-sharing in P3-P4-P5. Pupils of different nationalities learn interesting aspects related to Europe by working together on common projects. (Reference document **2016-08-D-17-en-3** (Syllabus European hours in the primary cycle) Link at end of document)

### The general objectives of EH, which are to:

- Develop a sense of pride in being a European citizen and further develop a European identity
- Develop positive intercultural attitudes: respect, tolerance, cooperation, communication
- Allow pupils to get to know one another, to appreciate each other's qualities and to be mutually supportive
- Deal with issues pertaining to intercultural understanding and communication
- Permit the social development of students
- Encourage initiative and a sense of autonomy as well as teamwork

### European Hours as a subject IS:

An opportunity for children from different cultural and linguistic backgrounds to achieve greater understanding and mutual respect through working together on common projects and finding solutions to different problems. The means of communication and cooperation are necessarily multilingual.

### European Hours as a subject IS NOT:

Purely academic lessons about Europe

Language lessons

Activities that require pupils to simply reproduce a given model without any creativity

Individual activities designed to "keep pupils busy"

Teachers can express themselves in one or more of the common languages of the School (French, English, German), in particular all communication is aimed at **all** students. The EH teachers can, depending on the needs of the students, use the L1 and L2 of the students if they know it, and any other non-verbal means of communication at their disposal.

The main goal is communication between students and between students and teachers.

If a pupil is unable to understand one of the vehicular languages, the teacher can ask another student to translate the communications into the mother tongue, in this way using and promoting cooperative learning.

If you have any further questions about EH, you can contact the EH coordinator.

## L2 learning

Language learning and acquisition is a complex, holistic process and pupils will master a variety of competences at different stages and speeds. 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 in activities suited to the age range.

### • P1 – P2

This is 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

During these years L2 learning focusses on the **Consolidation of Skills** by acquiring a broader range of vocabulary, structured sentences, pronunciation and some grammar points beginning to be formalized (according to language specification). This is largely done through writing activities and the beginning of presentation-style activities.

- P5

This year is used to **ensure the independent use of L2 at an appropriate level for entering into S1**. The focus is on the strengthening and expansion of vocabulary, ensure that 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-curricula topics, such as History, Science and Geography.

## L2 assessment

Pupils' progress in L2 will be assessed on the basis of specifically defined learning objectives and competences for each subject found in the official curriculum documents for L2. For the assessment of the attainment of outcomes and objectives, teachers will use the following four level assessment scale:

- learning objectives are not yet achieved (+)
- learning objectives are partially achieved (++)
- learning objectives are satisfactorily achieved (+++)
- learning objectives are fully achieved (++++).

For each learning area, and on the basis of daily observations and interactions, portfolio tests and other forms of assessment that are done in class, the teacher will indicate the standard of attainment.

- L2 teachers carry out cumulative and formative assessment through the class activities completed for the 5 competencies.
- There are two report cards during the school year (February and June) and also an oral report in November.
- Your child will participate in (+/-) 10 self-assessment activities throughout the school year; these are done after every topic.

### Assessment across the grades

<i>November Semester 1 Semester 2</i>	Listening	Spoken Interaction	Spoken Production	Reading	Writing	Linguistic development	Comments: Strengths + Areas for further development
P1	✓	✓	✓	✗	✗	✓	✓
P2	✓	✓	✓	✗	✗	✓	✓
P3	✓	✓	✓	✓	✓	✓	✓
P4	✓	✓	✓	✓	✓	✓	✓
P5 <i>Use of Official Attainment Descriptor document</i>	✓	✓	✓	✓	✓	✓	✓

### Report cards

The Report cards will be published on SMS MySchool. Report cards are published twice a year. In February and at the end of June.

### Organisation of L2 classes

L2 classes are organised into mixed ability groups. The purpose of this heterogenous (mixed ability) grouping is to place children in the best learning environment to support the progress in their L2 competencies.

### Formation of L2 groups

This is the responsibility of the L2 Coordinator and the Management of the school. The general guidelines are:

- Maximum of 25 pupils per group.

- Equal distribution, as far as possible, of pupils of different sections / languages.
- Equal distribution of girls and boys.
- Equal distribution of children with special needs.

## Differentiation

Within one class, the linguistic scope can be large and therefore differentiation is always necessary. Differentiation can be delivered in a number of ways;

- by instruction (complex/simplified)
- by spoken interaction (basic/detailed)
- by progressive activities (2 to 4 levels)
- by additional tasks
- by team work (leading/supporting)
- by peer work
- by ICT

It is very important to note that even with pupils with a very high level of L2, the L2 content and approach will never follow an L1 curriculum. It is also important to remember that a proficient spoken language ability does not always mean an equally proficient level of grammatical or written skills.

In the L2 class, 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.”

## Enrichment classes

In any L2 class group, there are generally a few beginners and equally a few more advanced students. Students in P3 – P4 – P5 whose level is much higher than that of the group they find themselves in can benefit from participation in the Enrichment classes. The exception is P1-P2, where students are still very much working on the development of basic skills.

It is important to take note of the following:

- The Enrichment programme is dynamic, which means that students can be added and be removed throughout the year.
- All Enrichment students follow the regular L2 programme, ensuring maximum harmonisation for all. They are expected to keep up with these lessons.
- Enrichment complements support and differentiation.
- Enrichment is adaptive and therefore the enrichment teacher is free to plan the lessons according to the needs and interests of the students

## Catch up lessons

A compulsory back-up course (“Rattrapage”), is organised for pupils who have recently joined the 3rd, 4th and 5th year and whose level of L2 is below the expected level for the grade group. These pupils can benefit from a maximum of 2 years of this support, twice a week.

## Homework

Our guideline for homework in L2 learning is 15 minutes (P1 - P2 pupils) to 25 minutes (P3 – P5 pupils) maximum per week. This is however dependent on the teacher.

## L2 teachers

All L2 teachers are experienced language teachers. Most of them teach all year groups from P1 to P5.

## P5 L2 Trip

In P5, the school organises L2 trips. Each pupil takes part in the trip corresponding to their L2 language. The trips form part of the pedagogical projects in our school. The objectives and learning outcomes of the L2 P5 trips are:

- to develop the child's autonomy and social relationships within the group and outside of standard learning situations and through the 2nd language.
- to be open to the unknown and ready to accept different ways of life.
- to be ready to discover an environment, area, country, culture through a 2nd language in all the circumstances of everyday life.
- to reinforce the European spirit of the group and learning directly linked with the programs of Second language, Discovery of the World, European Hours and Ethics.
- to develop more understanding, confidence/fluency and motivation.

The trip is closely linked to the work covered in Discovery of the world, European Hours and ethics/religion

The L2 trip gives the students their first real opportunity to use the language learnt during five days of immersion in the country where the L2 language is used.

## Progress and Support in L2

*When and how can I contact and meet the L2 teacher of my child?*

The L2 teacher of your child/ren will be in contact with you within the first few days of school starting.

*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 further in their L2 development.

- Ask your child questions about L2
- Be connected with the L2 class teacher for regular updates.
- Encourage your child to borrow books from the school library in their L2
- Take part in activities in your child's L2 at home eg. watching cartoons, listening to music, reading stories
- Travel to the L2 country

**What course books and classroom materials should I buy for my child?**

The booklist and materials to be bought for each L2 language and grade is available on the school website.

## Helpful links and documents

*Curriculum - Second Language - Langue Deux - Zweite Sprache APPROVED BY THE JOINT TEACHING COMMITTEE*

<https://www.eursc.eu/Syllabuses/2022-11-D-27-en-2.pdf>

Ref.: 2022-11-D-27-en-2

*Basic proficiency level Approved by the Board of Governors of the European Schools on 3, 4 and 5 December 2012 in Brussels*

<https://www.eursc.eu/Documents/2013-08-D-11-en-1.pdf>

Ref. : 2013-08-D-11-en-1

*Syllabus European hours in the primary cycle APPROVED BY THE JOINT TEACHING COMMITTEE AT ITS MEETING OF 13 AND 14 OCTOBER 2016 IN BRUSSELS1*

<https://www.eursc.eu/Syllabuses/2016-08-D-17-en-3.pdf>

Ref.: 2016-08-D-17-en-3 Orig.: EN