



Böblingen and Sindelfingen
International Community School

The BaSICS Dual Language Programme 2008 – 2009

HOW DOES IT WORK?

How does the BaSICS model facilitate additional language learning?

“... We aim for full proficiency in 2 languages, understanding and appreciation of the cultures associated with these languages and high levels of achievement in all core academic domains.” *Cloud et.al. 2000*

The BaSICS Dual Language Education Programme:

The definition of our dual language model encompasses the following critical components:

- Whenever possible, the child's **conceptual development takes place in their mother tongue.**
- In the classroom their additional language is supported through team-teaching in an **authentic language-learning** context.
- The program essentially involves **the integration of main and second language learners for instruction in and through two languages.** The mother tongue is used for a significant portion of the students' instructional day.
- The program involves **periods of instruction during which only one language is used.**
- **Both native English speakers and native German speakers are participants.**
- The **students are integrated** for most content instruction.



Rather than withdrawing small groups of children in ability-based groups, our 1st to 6th grade students are team-taught by the class teacher in English, with a German support teacher for up to 14 lessons each week. Specialist subjects may be taught in either English or German. At present, Art and PE are taught in German and Music and Drama are taught in English. It is our conviction that the Kindergarten children need as little change of teachers as possible so the class teacher who speaks both languages, teaches the children in both languages. The two part-time learning assistants in

Kindergarten work with the children in English or in German.

The grade level class teacher and German support teacher plan intensively together, to determine the learning needs of the spectrum of language learners, from beginners through to mother tongue learners in each language. The 8-phase additional language-learning continuum sets out the learning journey for each child, helping to assess, monitor and record student progress and plan goals for their next stage of language-learning development. Research suggests that it takes 5 to 8 years to become bilingual, so the support of concept-acquisition in the mother tongue or main language is very important. Where possible, the learning of new concepts in maths and language are supported in the mother tongue. Whilst working in their additional language is also encouraged, we try to teach the child to read, write and calculate in their mother tongue.

Once competent in these skills in their mother tongue, we encourage the children to apply them in their additional language too. Here the children begin to play an important role in collaborative learning, where they work with one another to support their learning development. The valuable role that the children play in supporting each other's learning, in preference to teacher instruction of additional language, should not be underestimated. A mother-tongue or advanced language learner may be teamed up with a beginner or less experienced additional language learner, to write a story, report or science observation in their additional language for example. Learning rhymes and songs, going through the calendar each day and being provided with plenty of repetition and visual clues in the classroom, all help to support the children's additional language learning.

Allocation of German time in <i>BaSICS</i> class groups 2008/9							
40 lessons of team-taught German across 4 Classrooms plus 8 lessons of German in PE 8 lessons of German in Art 8 lessons of Music in English 3 lessons of Drama in English							
Kindergarten (4s and 5s)		1st and 2nd Grade		3rd and 4th Grade		5th and 6th Grade	
<u>7 students</u> 3 English 3 German 1 Malayam /English		<u>22 students</u> 8 English 11 German (Malayam, Russian, Hebrew, Lebanese, Afrikaans, Finnish, Spanish AL)		<u>16 students</u> 7 English 7 German 1 Chinese (Afrikaans, Finnish, AL)		<u>17 students</u> 6 English 9 German (Finnish, Spanish AL)	
German/English class teacher – 2 x 50% German assistants	Plus 2x Art 2 x PE in German	13 lessons of German team teaching	Plus 2x Art 2 x PE in German	13 lessons of German team teaching	Plus 2x Art 2 x PE in German	14 lessons of German team teaching	Plus 2x Art 2 x PE in German

