


From: Kathryn Mathe president@uccleparents.org 
Subject: Concerns on the roll-out of L2 pilot enrichment programme and teaching material for L2
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Dear Mr. Masson, Ms. Cot, Mr. Gourvennec, and Ms. Kottman,

The APEEE would like to express a number of concerns to you in your capacity as Secondary L2 Coordinators regarding the roll-out of the L2 pilot programme this academic year. As you already know, the pilot entails replacement of the bilingual/advanced L2 classes in certain year groups with mixed ability classes and some so-called "enrichment" periods for advanced L2 students.

It has come to our attention that there are significant discrepancies in the approach under the pilot programme in secondary L2 EN, FR and DE. According to communications to parents, advanced S1 students of L2 EN participate in enrichment classes in only 2 out of 5 weekly periods, while advanced S1 students of L2 FR spend 4 out of 5 weekly periods in enrichment classes. S1 students of L2 DE are not included in the pilot programme at all. For S4 students, the pilot programme is being rolled out for L2 EN and L2 DE, whereas L2 FR students are not included. The advanced S4 students of L2 EN and L2 DE spend 1 out of 3 weekly periods in enrichment class. The same is true for S3 students in L2 DE, although we were informed by the school management that the pilot would only be rolled out in the first year of the respective cycles. Furthermore, the enrichment offer is being extended to L3 FR classes in S1, but not to other L3 languages.

The APEEE has also been made aware of the low level of teaching material used in S1 mixed ability classes, at least insofar as L2 EN and L2 DE are concerned. The required book for L2 EN, *THINK Level 1*, covers CEFR level A2, as does the required book for L2 DE, *Das neue Deutschmobil 2: Lehrwerk für Kinder und Jugendliche*. According to the European Schools L2 syllabi and Language Policy, all S1 students should as a minimum already have attained CEFR level A2 by the end of P5. We consider that the material selected should be appropriate to the requirements laid out in the L2 syllabus.

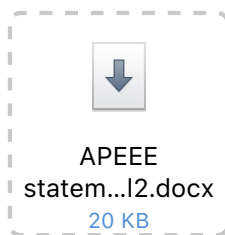
We have received complaints from parents of L2 EN students formerly in the so-called bilingual classes, who are extremely concerned about the reduction in the number of hours of advanced teaching under the pilot programme. They are calling for an increase in the number of weekly enrichment periods offered to L2 EN students to bring them into line with the L2 FR approach, where advanced students spend almost all of their weekly L2 periods in an enrichment class. In the light of the Statement on L2 Grouping that was submitted to the school management by the APEEE in June (see attached) – in which the APEEE called on the school management to ensure that no student, whether requiring extra support or having native or near-native proficiency, is disadvantaged under the new approach – we would call on you to make adjustments to harmonise the pilot approaches between the three languages to ensure that the needs of all students are met.

The APEEE understands that a full evaluation of the pilot programme is planned later in the academic year. We trust that the evaluation will include a comprehensive and transparent evaluation framework and consultation of all stakeholders (students, teachers and parents) and will allow for an objective comparison of the pilot programme compared to the prior approach to L2 teaching.

We look forward to receiving your response.

Best regards,

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APEEE President



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