

TASIS



THE AMERICAN SCHOOL IN ENGLAND

EAL and Language Policy

This policy applies to the whole school including Boarding and the Early Years. The current version of any policy, procedure, protocol or guideline is the version held on the TASIS website. It is the responsibility of all staff to ensure that they are following the current version.

Document

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1. Language and Learning at TASIS England

The TASIS England Language Policy communicates how EAL and language learning is valued, facilitated, acquired and promoted across our learning community. Our EAL & Language Policy influences our admissions policies, pedagogy and practice, provides an insight into how our school supports our internationally minded community of learners, the mission of the school, and the IB Learner Profile.

- 1.1. The policy is consistent with the stipulated principles and practices of the IB. This document outlines our school's academic and linguistic goals and defines the academic programs and extracurricular language activities designed to help our students attain these goals.

2. TASIS England Mission Statement

The School's purpose is to realize its core values. We believe that: every learner has the gift of innate curiosity that we can nurture into life-long learning; all our learners can develop the ability and confidence to flourish and become who they truly are; and building a vibrant, joyful, and healthy community of principled, open-minded, and compassionate individuals is why TASIS exists.

3. The Importance of Language at TASIS England

- TASIS England believes in fostering an environment in which students' language profiles are actively supported by the school's culture in order to promote intercultural and linguistic understanding.
- TASIS England believes in providing a robust and evolving curriculum that supports the changing needs of students' both in terms of maintaining languages they already know and developing knowledge of new languages based on curricular needs and personal interest.
- TASIS England believes in developing new ways to enable students regardless of aptitude to apply their expanding linguistic aptitude to enriching activities both in and outside the classroom.
- TASIS England believes in tracking the evolving Language Profile of the students in each division in the school from year to year and adapting curricular and learning support structures to accommodate these changing needs. It has established a Language Policy Committee composed of faculty in each division to accomplish this. The committee meets throughout the academic year and is charged with updating the TASIS England EAL & Language Policy, which is published on the TASIS England website.

4. Language and Learning at TASIS - Why We Have a Language Policy

TASIS England's EAL & Language Policy addresses several connected needs of the School as a whole including:

- *Developing a common platform for ongoing conversations across divisions about the changing language profiles of our students and how we accommodate them in each division.*

The various philosophies and practices represented in this document were all in existence but were published in discrete documents throughout the School. This committee has endeavored to unite these philosophies and practices into a cohesive whole to represent the Language culture of the entire School community.

The formation of the TASIS England EAL & Language Policy Committee in 2015 enabled members of these divisions to collaborate on a single vision and policy document that reflects how we identify, codify, and support students' needs across TASIS is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

the school. The long-term plan is that this Committee will meet regularly to review the contents of this Language Policy document.

- *Articulating a scope and sequence of language development across each division of the school*

Prior to 2012, the representation of the TASIS England curriculum was largely embedded in department/division-specific documentation without an explicit vertical/horizontal articulation. Through extensive work over several years, each division/department developed a coordinated written curriculum using a common framework. As we develop this documented scope and sequence, the TASIS England EAL and Language Policy Committee can pay close attention to how the school addresses students' language development on a curricular level in each division and department (not just language courses).

- *Addressing the specific needs of the students in the School's IB Diploma Programme*

The first 5-year review (2010) entailed the formation of a Language Policy Document; since that time, the IB has developed more explicit expectations and guidance documentation about how such a policy should be devised, supported, and represented. For our second 5-year review (2015), TASIS England formed a TASIS England Language Policy Committee in order to reflect on questions posed in these guidance documents and further develop its Language Philosophy and Policy--not only for the school's IB Diploma Programme but for the entire school. The committee sourced every relevant piece of documentation it could find in order to build upon the 2010 Policy Document in an effort to capture a more holistic yet explicit picture of the culture of language learning at the School.

Admissions Policies & Procedures

Language Assessments:

- Admissions Assessments.
- Upper School EAL / International Section Placements Tests (Inc. Oxford Online Placement Test & a TOEFL paper-based test).
*Students with limited English language skills (CEFR - A1+) are accepted into the Upper School (see App. A).
- Minimum Entry Requirements. The EAL department uses CEFR benchmark standards to help inform appropriate placement (see App. B).
- FL Level Placement Tests.

Lower School:

Admissions has recently changed its policy for admitting students into the Lower School to make it fully inclusive for non-English speakers (including those with no English at all) because these students now have the support they need. The EAL teacher will work with classroom teachers to adjust to this new aspect of their instruction. This is in alignment with peer international schools, and the Lower School is in the midst of adopting an internationally focused EAL curriculum in support of this new approach to Lower School admissions. All incoming EAL students will also take WIDA language proficiency assessments. A second assessment (WIDA MODEL) for new and continuing students will be administered in May of each year.

Middle School:

The Middle School also initially assesses new and transitioning students using the WIDA language proficiency assessments. The WIDA MODEL assessment is also administered in May each year to gauge individual progress. Students exiting the program are

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given the WIDA MODEL assessment test and upon entry to the Upper School they will take both the Oxford Placement Test and the TOEFL paper-based test to ensure that they are placed in the correct groups.

A SLEP test is given when students visit the school, but it is no longer an admissions requirement (in an effort to mirror changes in the Lower School). *One of the pragmatic catalysts for providing more robust language support in the Lower School and Upper School is to accommodate families with siblings in the Upper School.

Upper School:

Upper School Admissions involves collecting evidence of students' English language proficiency through standardized tests of English (administered by approved testing centres) to ensure the proper placement and support for each individual student's language profile (See App. A). Some of these tests include the TOEFL, IELTS and the Cambridge English exams. The Upper School Admissions and the EAL Department conduct further formal language assessments before students are offered a place and as soon as students arrive:

- Step 1. Oxford Online Placement Test administered by Admissions and the EAL Department.
- Step 2. A Paper-Based TOEFL test administered in the first week of school and used as a baseline assessment.

The Lower and Middle School EAL Program

Lower and Middle School EAL at TASIS England

Children whose mother tongue is not English receive specialised assistance in our Lower School. Once a child's proficiency is assessed, our specialist English Language teacher uses two proven approaches to help children acquire and improve their skills in English.

Push-In

Using this method, the specialist goes into the individual child's class to assess his or her proficiency, to work with the classroom teacher to support learning, and to formulate ways to engage and encourage the child as he or she progresses. Lower School students respond particularly well to this method. The EAL Specialist will also work in small groups that may incorporate mainstream students and include language specific strategies and focus.

Pull-Out

In this scenario, the child leaves his or her classroom and works with the specialist in a small group setting or one-on-one. This way, the English Language teacher can introduce and practice important aspects within the four modalities: listening, speaking, reading, and writing. Students who do not have a level of proficiency that allows them to take an additional foreign language (Spanish/French), will receive specific English language instruction instead focusing on key vocabulary, language usage and grammar.

In the Middle School, pull-out is offered as a stand alone class where students attend up to four times per week as a part of their middle school schedule. Classes are tailored to students' individual English language needs.

The combination of both methods helps children build confidence as they learn to communicate in English. With the introduction of each learning module and activity, the child's age, cognitive development, and baseline proficiency is considered and frequent assessment is conducted to measure progress.

The Upper School EAL Program and International Section

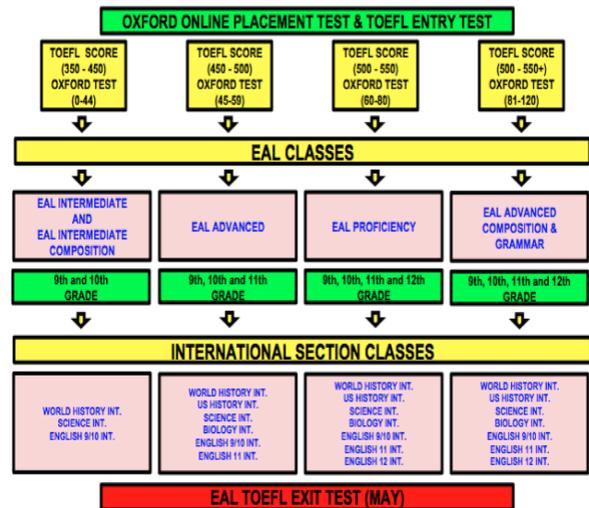
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The EAL Program and International Section

The TASIS England Upper School believes in the importance of supporting the language development of our non-native English-speaking students. Students whose first language is not English take one English language assessment prior to enrollment (Oxford Online Placement Test) and a more rigorous assessment upon arrival (TOEFL Paper-Based Test). They are subsequently placed in the appropriate level of our EAL program: Intermediate, Advanced, Proficiency or Advanced Composition & Grammar.

Students in EAL Intermediate, Advanced or Proficiency are placed in “sheltered” International Section courses, in which appropriate subject-specific language skills are taught alongside course content. Teaching of International Section courses is on a par with other courses, although teachers take into consideration the linguistic challenges and difficulties encountered by students who are not yet comfortable or proficient in the language.

Typical International Section courses are listed below and grouped by EAL level:



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The Upper School EAL Program and International Section

International Diploma vs. College Preparatory Diploma

TASIS England offers two types of Diploma because the School recognises the needs of students who do not have English as their first language. The requirements for each Diploma are summarized on the following page.

Students entering TASIS England at the Intermediate, Advanced, or Proficiency level of EAL, with International Section courses of history, English and science, will be enrolled as candidates for the International Section Diploma. International Section courses are considered to be equivalent to standard courses in the subject for the purposes of departmental graduation requirements.

Students enrolled as candidates for the International Section Diploma may become eligible for the College Preparatory Diploma if they pass their EAL Proficiency and English 12 International courses with grades of “C” or better and achieve a minimum score of 500 (CEFR B2) on the paper-based Test of English as a Foreign Language (TOEFL), which is administered to all EAL students at the end of every academic year. In addition, all other graduation requirements must be fulfilled, and approval granted by the Head of Academic Studies. In these cases, the students' EAL courses will be considered as fulfilling the foreign language graduation requirement.

If underclass students should pass EAL Proficiency and their English International Section courses with grades of “C” or better, they may register for the following year's standard section of English and will no longer be required to take International Section courses. Students who are eligible and who elect to enter the standard section of English will, with the approval of the Head of Academic Studies, at that point become candidates for the College Preparatory Diploma. Such students may not revert to their International Section Diploma status without the consent of the International Section Committee and Head of Academic Studies.

Students may repeat EAL Proficiency in a subsequent year to attempt to raise their grade to a “C” if they wish. Students will not receive credit for courses they are repeating, though. Students not taking an EAL course may not normally take International Section courses.

Grading standards for EAL and International Section courses are broadly equivalent to those in other courses, although teachers take into consideration the difficulty students have studying in English before becoming proficient in the language. Grades in these courses are not weighted any differently than those in standard courses for Grade Point Average purposes.

*Required for non-native English speakers applying to universities, the internet based TOEFL test, as well as other popular standardized tests of English language proficiency, is available at various test sites in central London. The college counselors assist students with test registration and with directions to the test centers.

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The Upper School EAL Program and International Section

International Section Diploma Requirements

Requirements are the same as for the College Preparatory Diploma except:

- *Students must satisfactorily complete EAL Proficiency.*
- *Students in the EAL program are exempt from any other Foreign Language requirement; however, in recent years, increasing numbers of EAL students are electing to study a language offered by the FL department.*

**International students in the EAL program may be awarded the College Preparatory Diploma, and almost all students do, in fact, reach the level of English proficiency necessary to qualify.*

College Preparatory Diploma Requirements

Graduation from TASIS English requires 19 credits. The requirements reflect the School's commitment to a balanced college preparatory program and the fact that students should gradually take more responsibility for decisions about their academic program; they receive guidance each year at the time of course registration.

Total Credits required: 19

- *English: 4 credits*
- *History: 3 credits (to include Ancient World, Western Civilization and US History (may be waived for IB Diploma students))*
- *Foreign Language: 2 credits but must achieve third level proficiency or second level proficiency in Latin and a further two years of modern foreign language*
- *Mathematics: 3 credits (to include Algebra II)*
- *Science: 3 credits (including a biological and a physical science)*
- *Arts: 1 credit*
- *Humanities: 1 credit (TOK fulfills this requirement)*
- *PE: required in grades 9 and 10*
- *Sports/Activities: students required to participate in the after school activities program twice per week.*
- *Community Service: required: 10 hours per year grades 9/10, 20 hours per year grades 11/12. CAS fulfills this requirement.*

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All Other English Language Programs Offered at TASIS
Lower School

Early Years Language Arts

Focus: *Speaking, Understanding, Listening, Phonemic Awareness, Reading, and Writing*

Examples: expression opinions, narrating a poem, breaking down words into syllables, letter sounds, print awareness and use of illustrations, pencil grip, and practice of fine motor skills.

Kindergarten Language Arts

Focus: *In Kindergarten, language arts instruction focuses on early phonemic awareness and reading skills. Students also build their foundation skills for writing, speaking, and listening.*

Grade 1 Language Arts

Focus: *In First Grade, language arts instruction builds on prior reading, writing, speaking, and listening skills to help students become independent readers and writers.*

Grade 2 Language Arts

Focus: *In Second Grade, students continue to build important reading, writing, speaking, and listening skills.*

Grade 3 Language Arts

Focus: *In Third Grade, students think, talk, and write about what they read in a variety of material including articles, books, and electronic texts.*

Grade 4 Language Arts

Focus: *In Fourth Grade, students continue to build important reading, writing, speaking, and listening skills like analyzing narrative elements of text, understanding implied meaning in text, creating organized pieces of writing and develop informative and explanatory writing.*

All Other English Language Programs Offered at TASIS

Middle School**Middle School English and Language Arts:****Grade 5 Language Arts**

The reading curriculum offers a full range of vocabulary, comprehension, study skills, listening, and speaking activities. Children read stories, poems, plays, folktales, biographies, true-to-life narratives, and full-length novels. Our multiple-copies literature collection, the classroom library collections, and the school library collection are continuously maintained to encourage children to read about a broad spectrum of ethnic, social, and cultural situations and to help them understand the common humanity of the world community—past and present. Reading instruction is scheduled every day. Reading skills are strengthened and reinforced in all of the subject areas. Children are encouraged to read independently for their own enjoyment, in addition to daily home reading, book sharing, reading journals, and other book related projects.

To complement the reading curriculum, a full range of written and spoken communication skills, collectively described as language arts, are also taught. Spelling, composition, expressive writing, grammar, and handwriting have a prominent place in the weekly schedule (at least one period daily) with the use of Scott Foresman’s Everyday Spelling, D’Nealian Handwriting, and Write Source and Wordly Wise as text resources. The basic skills learned in language arts are applied and practiced in other subject areas. (For example, the skills of outlining and note taking would be used in history lessons.) Speaking and listening skills are reinforced, largely through oral presentations in class and at regular assemblies.

The fifth grade places great emphasis on process writing. The children write every day, if possible, and share their pieces—in all drafts—with peers and their teacher. Selected works may be published and shared with classmates. Throughout this process, the focus is on the “child as author,” and writing development is steady. Mini lessons and editing work focus attention on grammar, spelling and punctuation skills. There is carry-over into other subject areas as children progress in their writing throughout the year.

Language Arts Grade 6

This course is for students who need support in basic reading and writing skills. Admittance to this course is made in consultation with parents and teachers after a careful study of previous academic performance in core subjects. Developing language skills, including reading, writing, listening, and oral presentation, is the focus. Course content includes reading and writing skills, grammar, spelling, and mechanics. Grading is more flexible than in other courses. Language Arts is taken in addition to English and takes the place of a Foreign Language.

All Other English Language Programs Offered at TASIS

Middle School**English Grade 6**

In addition to developing an appreciation for different genres of literature, this course covers the following basic English skills of grammar, vocabulary development, writing and oral expression. The goals are to recognise, comprehend, and apply principles of language usage, and to raise the level of reading comprehension and literary analysis. Literature is studied and analyzed through class studies of core novels that offer variety and encourage cooperative learning. Previously taught writing skills are reviewed and reinforced. New skills are introduced with regard to grammar, punctuation, spelling, vocabulary development, sentence structure,

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paragraph and essay development, and research. Creative and expository writing are taught, and students practice the writing process as they learn more about creative writing and expository writing. Work may be assessed on the basis of one or several of the following criteria: logical development, grammar, content, imagination, vocabulary, organization, and clarity.

English, Grade 7

Seventh grade English deepens the student's awareness of, appreciation for, and understanding of literature and strengthens the basic skills of grammar, spelling, vocabulary, oral expression, listening, and writing. Where possible, skills are developed through the literature, and a variety of techniques are used to foster individual comprehension, curiosity, critical thinking, imagination, sensitivity, cooperation, responsibility, and confidence. Course content includes: reading (the study of novels, poetry, and plays); writing (creative writing, essay writing, book reports); grammar (including basic parts of speech and usage taken from student generated work and errors whenever possible); vocabulary (from literature and day-to-day work and workbook); speaking experience (through presentations, reading, drama, and discussion); listening skills (through our day-to-day interaction and peer conversation); and finally, study skills (through the formal evaluation process).

English Grade 8

The eighth grade English course is designed to further students' appreciation of different genres of literature (novels, plays, poetry) and a variety of writing domains, in addition to mastery of, and practice in the basic skills of grammar, spelling, and acquiring vocabulary. Particular time and attention is paid to the craft of writing and composition (essay, analytical, creative, research, oratory), preparing students for Upper School and formal writing requirements. The students create a diverse writing portfolio and assess their writing based on a 6-trait analytical rubric. Course content, activities, and literature are chosen to engage and appropriately challenge the reader. Emphasis is placed on the drafting of writing, spelling, grammar, research, critical thinking, effective oral interaction, and general study habits. Vocabulary words are taught on a weekly basis through literature, etymological background, word relationships, and practical application in the context of students' own writing.

All Other English Language Programs Offered at TASIS

Upper School

Ninth Grade English

This course is designed to work in tandem with the Ninth Grade Ancient Civilizations History course in order to provide a thorough understanding of development of culture and civilization in human history. The course will give students a solid foundation in the study of language and literature that is necessary for success in future academic courses. Students are introduced to a variety of genres, including poetry, novels, drama, and short fiction. Through close study of these genres, students will develop effective skills in reading attentively, writing analytically, and using vocabulary and grammar correctly.

Tenth Grade English

This course continues the study of language and literature begun in Ninth Grade English by introducing students to works of Western literature in a global historical and context. Students read texts from a variety of genres and time periods and are exposed to different historical and cultural contexts through their readings. Authors studied may include Shakespeare, Dickens, Wiesel, Adichie, and Yang. Key principles of written communication are reinforced and developed, with additional emphasis on organization and refinement of critical and analytical skills.

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English 9/10 International

English 9/10 International is designed to meet the needs of ninth and Tenth Grade ESL students who are not yet mainstreamed in all their core academic classes, but who are working toward fluency and eventual integration into mainstream classes. The main focus of the course is the study of literature while meeting the needs of the non-native speaker of English. Within this sheltered class is a mixture of Intermediate, Advanced, Proficiency, and Advanced Composition students. Texts studied are all unabridged and, amongst others, include authors such as Steinbeck, Golding, Shakespeare, and Frost. Students develop an increasing ability to read closely and critically and to respond actively to the literature by evaluating the works and formulating relevant questions and opinions. Students improve their academic writing skills through production of short essays and also through personal writing in response to the works studied. Vocabulary development, oral and listening skills, as well as reading and writing skills are all emphasized.

All Other English Language Programs Offered at TASIS
Upper School

Eleventh Grade English

This course uses American literature as its basis and incorporates complementary World Literature texts linked to the theme of nations' and individuals' attempts to establish distinctive voices and identities. Emphasis is placed on key writers representing the literary movements of Puritanism, Romanticism, Realism, and Modernism. American writers include Hawthorne, Poe, Twain, Fitzgerald, and O'Brien. The course also features a work in translation by Allende. Students continue to hone their writing skills through the production of analytical essays, vocabulary building exercises, and discussions designed to sharpen reading, analytical, and presentational expertise.

English 11 International

This is an American Literature course with texts linked to the theme of nations' and individuals' attempts to establish distinctive voices and identities. Emphasis is placed on key writers representing the literary movements of Puritanism, Romanticism, Realism, and Modernism. American writers include Thoreau, Poe, Twain, Fitzgerald, and O'Brien. Students continue to hone their writing skills through the production of analytical essays, vocabulary building exercises, and discussions designed to sharpen reading, as well as analytical and presentation expertise.

Advanced Placement English Language and Composition

This course is designed to satisfy the needs of junior students of superior ability who wish to take the College Board AP Examination in English Language and Composition. As in the Eleventh Grade English, students study the key writers and literary movements in American Literature. They explore in depth major concepts and themes associated with a nation's identity. They are grounded in the specific skills required for College Board examination, particularly through writing expository essays. Students are expected to hone those communication skills that have been established in previous English courses: careful and active reading, principles of effective analysis, presentation techniques, and effective writing. Enrollment requires a "B+" average in previous and current English classes and Department Head permission.

Twelfth Grade English

The senior year course focuses on British literature by authors such as Shakespeare, Shelley, Stevenson, Wilde, and Conrad. The course primarily focuses on heroism, justice, and social roles. Students refine their oral and written communication skills. Assignments are set specifically to improve students' effectiveness in persuasive, analytical writing. Scrutiny of the elements and styles of poetry and prose is emphasized, and vocabulary building continues. In addition, students will examine various schools of literary criticism.

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All Other English Language Programs Offered at TASIS
Upper School

English 12 International

This class focuses on literature from around the world while meeting the needs of non-native speakers of English. As the main focus of the course is the study of literature, students are expected to develop an increasing ability to read closely and critically, and to respond actively to the literature by evaluating various works and by formulating relevant questions and opinions about them. The students are also expected to improve their language skills through the practice of writing and speaking skills, the study and application of vocabulary and grammar, and the improvement of reading comprehension.

Advanced Placement English Literature and Composition

This course is designed for senior students of superior ability who wish to take the College Board AP Examination in English Literature and Composition. As in Twelfth Grade English, students study key British writers, but in greater depth. They meticulously explore major concepts and themes associated with an individual's role in society. They are grounded in the specific skills required for the College Board examination, particularly through writing short, analytical essays on poetry, prose, and drama. Strong emphasis is placed on careful and close reading. Students are expected to conduct research, compile assiduous notes, establish their own points of view, and explore the parallels between the literature and their own lives.

IB English A: Literature Year 1

The texts for this course fulfill Parts 1 (Works in Translation) and 4 (Options) of the requirements for the Diploma. SL and HL will both study six works/ authors for the first part of this two-year programme. Secondary texts will accompany these readings to aid critical analysis of the literature. Students are grounded in specific skills required of the IB assessments, particularly through making oral presentations and writing analytical essays.

Students are expected to build on these skills for success in the second year.

Enrollment in the Higher Level course requires a "B+" average in previous and current English classes and Department Head permission.

IB English A: Literature Year 2 SL and HL

The second year IB English course fulfills Part 2 (Detailed Study) and Part 3 (Groups of Works) of the IB Literature requirements. Students develop their close reading and analytical skills through the study of poetry and prose in Part 2 as preparation for the Individual Oral Commentary. In Part 3 of the course, students focus on Drama as their chosen genre. The students are grounded with the specific skills required for IB Assessments, particularly through close reading of key passages and writing comparative analytical essays.

All Other English Language Programs Offered at TASIS

Upper School

IB English A: Language and Literature (Higher and Standard Levels)

IB English A: Language and Literature is a two-year course comprising four parts—two relate to the study of language and two to the study of literature. It is aimed at non-native speakers of English who possess a near-bilingual competence in the language. (Students in this course are expected to have already reached an English level equivalent to a score of 570 on the TOEFL test (230 CBT, 88 IBT). The English A: Language and Literature course will aim to develop students' skills in textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally

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determined reading practices. Students are grounded in the specific skills required for the IB Assessments, particularly through oral presentations, oral commentaries, creative writing skills, and writing analytical commentaries.

Other [IB/AP/Upper, Middle and Lower School] Language Programs Offered at TASIS

Upper School

IB German A: Literature Year 1

This is a two-year literature course that uses German literature as its basis. The additional World Literature works from Ancient Greece, France, and Italy emphasize that in spite of its diversity, Europe is a cultural entity. The course develops students' respect for perspectives different from their own and it enriches international awareness. Furthermore, it highlights various ways in which cultures influence and shape the experiences of life.

The first year course fulfills Part 1 (World Literature) and Part 4 (Options) of the IB Language A requirements.

The chosen genre in Part 4 is prose, and it focuses on crime, identity, and narrative techniques. It prepares students particularly for the Individual Oral Presentation and teaches them the tools of essay writing.

IB German A: Literature Year 1

Part 1 (World Literature) focuses on moral guilt, responsibility, and the mythological background of European culture. Students receive the guidelines and supervision for the Assignment with the opportunity to complete them in good time. By the end of the junior year, students have already completed the Individual Oral Presentation and the Assignments. By writing commentaries on short, unseen pages, students are taught the tools necessary for success on Paper 1, Written Commentary.

IB Italian A Literature Year 1

This is a two-year course for students whose native language is Italian. In year one, students fulfil Parts 1 and 4 of the IB Language A requirement (Works in Translation and Options). In the First Quarter, they will read the three Part 4 works and practice in-class presentations for the official IOP, which will take place during the first Quarter. Works in translation for the US, England, and Germany will emphasize and contrast the topics of sin, love, forgiveness, sickness, folly, and death in different centuries. By the end of Year 1, students will have completed many interactive orals and reflective statements and will have chosen a topic for their Written Assignment. This will be written before the end of the first year and revised at the beginning of the following year. Students will learn the skills of analyzing texts in form of regular in-class activities; write comparative paragraphs and assignments on short passages, as well as entire works by Collodi, Morante, Ammaniti, Shakespeare, Hosseini and Mann.

Other [IB/AP/Upper, Middle and Lower School] Language Programs Offered at TASIS

Upper School

IB Russian A: Literature Year 1

This is a two-year course for native Russian speakers only. It is based on the study of Russian and World literature. The course helps candidates better understand cultural diversity through literary works and to appreciate and enjoy great literature. The first year includes Part 1 (World Literature) and Part 4 (Options) of the IB Language A requirements. In the two-year program the HL students will study thirteen core IB texts, in addition to supplementary texts, and SL students will study ten texts. Students will have many opportunities to write analytical essays and to make oral presentations on various works of literature. The authors studied in Part 4 include W. Shakespeare, A. Pushkin and N. Leskov. Part 1 of the syllabus (World Literature) embraces authors from different countries and continents – Gabriel Garcia Marquez, Franz Kafka, and Milan Kundera.

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IB Spanish A: Literature Year 1

This course is aimed at students whose native language is Spanish. In year one, students fulfil Parts 1 and 4 of the IB Language A1 requirements (World Literature and School's Free Choice). In the two-year program, HL candidates study 13 core IB texts, in addition to supplemental material. The students have many opportunities to write analytical essays and also make oral presentations on various works of literature. Both of these skills are specifically required for the IB Assessments. Some of the authors studied in year one include Gabriel García Márquez, Laura Esquivel, Isabel Allende, Henrik Ibsen, William Shakespeare and Charlotte Brontë.

IB School-Supported, Self-Taught A: Literature (Mother Tongue)

In Year 1 of School-Supported Self-Taught Literature, IB students have the opportunity to pursue the Literature A course in their mother tongue. This involves the close study of two works in translation, focusing on the context or environment in which these works were written and have been read and interpreted through time; this study culminates in a four-stage written assignment. We also begin our preparation of works (each chosen from a prescribed list of authors) for the individual oral commentary. Throughout the year, students improve their close reading skills with particular attention to Paper 1, Guided Literary Analysis.

Please Note: The following courses comprise the second part of a two-year IB course and cannot be taken as stand-alone courses.

Other [IB/AP/Upper, Middle and Lower School] Language Programs Offered at TASIS

Upper School**IB German A: Literature Year 2**

The second year course addresses Part 2 (Detailed Study) and Part 3 (Groups of Works) of the IB Language A requirements. The chosen genre in Part 3 is drama. The in depth study of plays and a wide range of exercises and writing assignments will prepare students particularly for the written exam, Paper 2, Essay. In Part 2 (Detailed Study), the thematic focus is on the individual and society. Various oral assignments prepare students for the Individual Oral Commentary. Additional regular writing assignments on short, unseen pages practice the tools necessary for Paper 1, Written Commentary.

IB Italian A Literature Year 2

Year 2 of Italian A Literature addresses Part 2 (Detailed Study) and Part 3 (Groups of works). Students will strengthen their skills of analyzing and commenting texts of different genres (prose, poetry, and prose other than fiction and drama) by writing comparative and comparative essays (Paper 1 and Paper 2), delivering oral commentaries, and engaging in discussion. They will study authors like Machiavelli, Goldoni, Pirandello, De Filippo, Saba, Verga, and Calvino.

IB Russian A: Literature Year 2

The second year addresses Part 2 (Detailed Study) and Part 3 (Genre Study) of the IB Language A requirements. The chosen genre of Part 3 is short stories. A wide range of exercises will prepare students for their written exam Paper 2, Essay. In Part 2 (Detailed Study) various oral assignments prepare students for the Individual Oral Commentary. Some of the authors studied in Year 2 include Mikhail Bulgakov, Alexander Vampilov, Alexander Blok, Anton Chekhov, Ivan Bunin, Alexander Kuprin, and Vladimir Nabokov. 014-2015 Course Offerings - Page 22

IB Spanish A: Literature Year 2

This course is the continuation of IB Spanish Literature A1 year 1. In year 2, students fulfil parts 2 and 3 of the IB Language A1 requirements (Detailed Study and Groups of Works). During the summer prior to the start of year 2, students are required to read a play by Federico García Lorca. Once again, the students in this course will strengthen their skills by writing analytical essays, making oral presentations, and becoming accustomed to text commentaries. Some of the authors studied in year 2 include Lorca, Pablo Neruda, Buero Vallejo, José Zorrilla, and Lope de Vega.

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Other [IB/AP/Upper, Middle and Lower School] Language Programs Offered at TASIS
Upper School

IB School-Supported, Self-Taught A: Literature (Mother Tongue) Year 2

In Year 2 of School Supported Self Taught Literature, IB students continue their work by practicing their oral commentary and preparing their individual oral presentation, in which they will analyze two of the three Part 4 works. In this course, they will advance their aptitude for close textual analysis. We begin our study of three texts, each written in the student's mother tongue. Students will focus on the extent to which the works adhere to the conventions of the genre from a cultural context. Three cumulative assessments take place in March followed by the two May exams (Paper 1 and Paper 2). By the end of this two-year course, students will have enhanced their understanding and appreciation of their own literary heritage.

Other [IB/AP/Upper, Middle and Lower School] Language Programs Offered at TASIS

Lower School**Spanish for grades K-4, French for Grade 4**

The introduction of instruction in Spanish begins in kindergarten and continues through fourth grade. Additionally, the fourth grade students begin to explore French. The objectives of this program are to develop an awareness of the cultures of Spanish-speaking countries and to introduce students to the language and its sounds. This instruction provides a firm foundation for the formal study of the language, which commences in the Middle School. Additionally, we hope to motivate students to pursue further language study.

Middle School**Middle School French and Spanish****French: 5th Grade - Introduction to French**

The fifth grade students have the opportunity to be exposed to the French language during the first semester. The main objectives of these lessons are: to present the concept of a second language, to introduce the language and culture of France (and other French speaking countries), and to provide a foundation for possible future learning in the language. Children benefit from becoming accustomed to listening and attuning to different language sounds from a very early stage in their lives. Thus, the emphasis of these lessons is on the speaking and listening skills. Students will be introduced to vocabulary and structures at a deliberately slow but steady pace. We will use songs, games, handouts and the internet to cover a wide variety of topics.

Other [IB/AP/Upper, Middle and Lower School] Language Programs Offered at TASIS

Middle School**Middle School French and Spanish****French: Beginning, Intermediate, and Advanced**

The main goal of the French courses is to enable students to acquire proficiency in French through a linguistic, communicative, and cultural approach to language learning. The target language is used almost exclusively in the instruction and communication inside the classroom. The emphasis is placed on the development of listening, speaking, reading, and writing skills. Cross-cultural understanding is fostered, and a variety of methods and techniques are used in order to facilitate and develop the process of language acquisition for each student.

*The program is composed of three levels: Beginners, Intermediate and Advanced. As resources, we use the textbooks *Discovering French Bleu* and *Discovering French Blanc* in addition to a variety of other materials including games, films, songs, books, computer programs and the School's LMS (a secure online Virtual Learning Environment).*

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Spanish: Beginning, Intermediate, and Advanced

The Spanish Program is designed to present and cultivate the necessary elements of the language to provide students with a solid background in the language. The target language is used almost exclusively in the instruction and communication in the classroom. All four language skills (reading, writing, listening, and speaking) are emphasized equally and developed simultaneously. A variety of techniques are employed to facilitate the learning process of each student. With continuous guidance and support, the students are able to develop the necessary language skills for future foreign language study.

The program is composed of three levels: Beginning Spanish, Intermediate Spanish, and Advanced Spanish. Students learn an extraordinary amount of vocabulary associated with school, family, environment, pastimes, and social/ political issues. The basic grammatical concepts, regular/irregular verb conjugations, and basic tenses (present tense to subjunctive), are presented. Frequent video programs, films, podcasts, games; websites, weekly cultural texts and cultural projects support the cultural component of the program.

Other [IB/AP/Upper, Middle and Lower School] Language Programs Offered at TASIS

Upper School IB Diploma Group 2 Courses

Language ab initio

French/Mandarin/Spanish: SL*

The Language ab initio course is organized into three themes.

- *Individual and society*
- *Leisure and work*
- *Urban and rural environment*

Each theme has a list of topics that provide the students with opportunities to practice and explore the language, as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language ab initio course has a language-specific syllabus (see the Language ab initio guide “Syllabus content”) that is used in conjunction with the guide. Language ab initio is available at SL only. There are five assessment objectives for the language ab initio course. Students will be assessed on their ability to:

- 1. demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics;*
- 2. communicate clearly and effectively in a range of situations;*
- 3. understand and use accurately the basic structures of the language;*
- 4. understand and use an appropriate range of vocabulary;*
- 5. use a register and a format that are appropriate to the situation.*

**Mandarin ab initio is offered online with Pamoja, the official IB course provider. Students take the course with the support of a remote mentor through Pamoja and under the supervision of a school-appointed adult.*

French**French ab initio Year 1 SL**

The French Ab Initio course is a language-learning course for beginners, designed to be followed over two years by students who have little or no previous experience of learning French. This is a first year French Course. Topics of study include the French education system, leisure activities, the family, food, eating out, clothing, travel, sports, and seasonal activities. Developing a sound knowledge of basic grammar and an interest in French-speaking people, their countries, and their cultures are essential components of this course. Cultural readings in the target language supplement material taught in each chapter. All classes are taught in French.

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Other [IB/AP/Upper, Middle and Lower School] Language Programs Offered at TASIS

French ab initio Year 2 SL

The French II course allows the student to expand his or her knowledge of basic French. It can be a step towards the TASIS graduation requirement of French III, further study with a view to AP or IB French B in later years, for seniors to take the IB Ab Initio French exams in May. All of these require the ability to communicate in the same everyday situations, such as talking about home, families, travel, health, and preparing and eating food. All four language skills are developed simultaneously, and all classes are conducted in French. Cultural readings in the target language supplement material taught in each chapter. More complex grammar and thematic, contextualized vocabulary are introduced alongside the above topics in a comprehensive programme that encourages meaningful, practical communication by immersing students in the language and culture of the Francophone world.

Language B**French B/Spanish B/German B: HL/SL**

Language B is a language course designed for students with some previous knowledge of the target language, and may be studied at SL or HL. The focus of the Language B courses is on language acquisition and intercultural understanding. This course explores the core topics of Social Relationships (Y1), Global Issues (Y2) and Media and Communication (Y1 & Y2), to which are added 2 options that are selected in collaboration with students. These options are selected from the following: Health, Cultural Diversity, Customs and Traditions, Leisure and Science & Technology. The course emphasizes the use of language for active communication. HL students will broaden their understanding of cultures through the reading of two works of literature. SL and HL students and will develop their strategies for reading and their skills of interpretation and analysis in preparation for a written task, using short stories and magazine or newspaper articles. Students continue to work on the development of oral and written expression in order to be able to express themselves accurately and resourcefully in French, using correct register and format for a variety of written text types which include: formal/informal letters, journal entries, articles, interviews, speeches etc. Students will be assessed on their ability to:

- 1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding.*
- 2. use language appropriate to a range of interpersonal and/or cultural contexts*
- 3. understand and use language to express and respond to a range of ideas with accuracy and fluency*
- 4. organize ideas on a range of topics in a clear, coherent and convincing manner;*
- 5. understand, analyse and respond to a range of written and spoken texts;*
- 6. understand and use works of literature written in the target language of study (HL only)*

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Other [IB/AP/Upper, Middle and Lower School] Language

IB French B Year 1 SL/HL

This course meets the requirements of the first year of the IB French B course. This is an advanced course in which students continue their study of the most difficult points of grammar and also begin to develop skills for the critical analysis of literature. This course will enable students to develop a higher level of proficiency and to appreciate the rich cultural diversity of the francophone world through the study the IB Core Themes of Communication and Media and Social Relationships, to which is added the IB option of Leisure. Skills in oral and written communication are developed through conversation, radio and television broadcasts, newspaper articles, short stories and novels, as well as a wide range of authentic oral and written materials of different styles and registers.

French B Year 2 SL/HL

The course continues to explore francophone culture through the Core topics of Global Issues , to which is added the second course Option, selected from the following: Health, Cultural Diversity, Customs and Traditions or Science and Technology. Students will complete the 3 required oral interactive activities, the Written Assignment and the Individual Oral. In the second year of French B, students continue to develop strategies for reading, and their skills of interpretation and analysis of the written language. They also polish skills in written production to be able to express themselves accurately and resourcefully in the target language using correct register and format for a variety of written text-types.

Upper School IB Courses Spanish**IB ab initio Spanish Year 1 and Year 2**

The Language ab initio course is organized into three themes.

- *Individual and society*
- *Leisure and work*
- *Urban and rural environment*

Each theme has a list of topics that provide the students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations. Each language ab initio course has a language-specific syllabus (see the Language ab initio guide “Syllabus content”) that is used in conjunction with the guide. Language ab initio is available at SL only. There are five assessment objectives for the language ab initio course. Students will be assessed on their ability to:

- 1. demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics;*
- 2. communicate clearly and effectively in a range of situations;*
- 3. understand and use accurately the basic structures of the language;*
- 4. understand and use an appropriate range of vocabulary;*
- 5. use a register and a format that are appropriate to the situation.*

Other [IB/AP/Upper, Middle and Lower School] Language Programs Offered at TASIS

Spanish B Y1 HL/SL & Spanish B Y2 HL/SL

The course continues to explore hispanic culture through the Core topics of Social Relationships and Global Issues to which is added the second course Option, selected from the following: Health, Cultural Diversity, Customs and Traditions or Science and Technology. Students will complete the 3 required oral interactive activities, the Written Assignment and the Individual Oral. In the second year of Spanish B, students continue to develop strategies for reading, and their skills of interpretation and analysis of the written language. They also polish skills in written production to be able to express themselves accurately and resourcefully in the target language using correct register and format for a variety of written text-types.

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Non-IB Upper School Language Course offerings

French I

1 credit

The French 1 course is a language-learning course for beginners and is appropriate for students who have never studied French. All four skills of communication, reading and writing, speaking and listening are taught concurrently. Topics of study include the French education system, leisure activities, the family, food, eating out, clothing, travel, sports, and seasonal activities. Developing a sound knowledge of basic grammar and an interest in French speaking people, their countries, and their cultures are essential components of this course. Cultural readings in the target language supplement material taught in each chapter. All classes are taught in French. Textbook: Bon Voyage 1, Glencoe.

French II

1 credit

The French II course allows the student to expand his or her knowledge of basic French. It can be a step towards the TASIS graduation requirement of French III, or further study with a view to AP French Language and Culture or IB French B in future years. All of these more advanced courses require the ability to communicate in the same everyday situations, such as talking about home, families, travel, health, and preparing and eating food. All four language skills are developed simultaneously, and all classes are conducted in French. Cultural readings in the target language supplement material taught in each chapter. More complex grammar and thematic, contextualized vocabulary are introduced alongside the above topics in a comprehensive program that encourages meaningful, practical communication by immersing students in the language and culture of the Francophone world. Textbook: Bon Voyage 2, Glencoe.

Other [IB/AP/Upper, Middle and Lower School] Language Programs Offered at TASIS

French III

1 credit

French III is designed to build on the skills acquired by students in the second year, beginning with a review of structures previously studied, and progressing to more difficult ones. All four language skills (reading, writing, listening and speaking) are emphasized equally and developed simultaneously. Perfecting a solid grasp of basic French grammar and expanding one's knowledge of French speaking peoples as well of their cultures are the main aims of this course. Discussions, readings, listening comprehension exercises, oral presentations and independent research are integral components of this course. Literary extracts are introduced as well as cultural topics including the history of France and the francophone world. This is the level at which a student will reach the proficiency in the language required by TASIS England for graduation. Textbook: Bon Voyage 3, Glencoe.

French IV

1 credit

This is an advanced course in which students continue their study of the more complex points of grammar and also begin to develop skills for reading literature. This course will enable students to develop a higher level of proficiency and to appreciate the rich cultural diversity of the Francophone world through the study of films, songs and literature. The course is conducted entirely in the target language. Core themes explore are Social Relationships [family and friendships], Communication and Media and a unit on Leisure. Skills in oral communication are developed through conversation, discussion and in-class presentations, as well as radio and television broadcasts, articles, short stories and a novel. Students have access to a wide range of authentic materials of different styles and registers. This course provides preparation for students who wish to continue their study of French by taking the AP French Language and Culture course. Textbooks: French B, (Hodder); Une Fois Pour Toutes, (Pearson); Le Petit Prince, (St. Exupéry); Le Petit Nicolas, (Sempé et Goscinny); Bien Lire, Bien Écrire, (Advance Materials).

AP French Language and Culture

TASIS is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

Students who enroll in this course will possess a strong command of grammar and considerable competence in listening, reading, speaking, and writing. The course takes a holistic approach to language proficiency and studies structures in context. Students engage in an exploration of culture in both contemporary and historical contexts and develop their awareness and appreciation of cultural products (eg. books, films and music), practices (patterns of interaction) and perspectives (values, attitudes). A variety of authentic texts will be used to allow students to respond confidently and convincingly to written and spoken materials and develop a true appreciation and awareness of Francophone peoples and cultures. The course is structured around six themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. Students will learn to communicate in writing to a specific purpose and audience, using correct register and format for a persuasive essay and a formal email. Oral practice includes debates presentations, and interactive activities, in preparation for a presentational oral assessment.

Other [IB/AP/Upper, Middle and Lower School] Language Programs Offered at TASIS

Non-IB Upper School Language Course offerings

SPANISH

Spanish 1

Spanish I is an introductory course which is intended for students with little or no prior experience in Spanish. All four language skills (reading, writing, listening, and speaking) are emphasized equally and developed simultaneously. Topics of study focus on everyday situations of practical utility. Related to the topic of the Individual and Society, students will learn to describe physical and personality traits, explain how someone is feeling, identify family relationships, and talk about food and drink. Related to Work and Leisure, we discuss classes, the school day, hobbies, shopping and domestic chores. Further topics covered range from the calendar and seasons to extending invitations to places around town. Developing a sound knowledge of basic grammar is an essential component of this course. A variety of readings, videos and websites are used to supplement material taught in each chapter, and to promote an interest in the Hispanic people, their countries and their cultures.

Spanish 2

The Spanish II course allows a student to expand his or her knowledge of basic Spanish. It can be a step toward the TASIS graduation requirement of Spanish III, further study with a view to take AP or IB Spanish B in later years, or to prepare seniors to take the IB ab initio Spanish exams in May. All of these require the ability to communicate about everyday situations, such as doing chores at home, talking about family members, taking a trip, and preparing and eating food. All four language skills are developed simultaneously, and all classes are conducted in Spanish. Cultural readings in the target language supplement material taught in each chapter. More complex grammar and thematic, contextualized vocabulary are introduced alongside the above topics in a comprehensive program that encourages meaningful, and practical communication by immersing students in the language and culture of the Ibero-Hispanic world

Spanish III

1 credit

At the third level, more advanced grammar concepts are explored and the study of the four skills areas continues with increased emphasis on advanced reading and writing skills. Students are also encouraged to improve their listening and speaking skills through informal class discussions and presentations and language laboratory exercises. Perfecting a solid grasp of grammar and expanding one's knowledge of Spanish-speaking peoples as well as their cultures are the main aims of this course. Topics discussed include holidays and leisure time, art and theater, food and health, relationships, community service, technology and careers. Discussions, readings, listening comprehension exercises, oral presentations, and independent research, all feature as important elements of this course. Literary extracts are introduced, as well as cultural topics involving independent research and oral presentations. This is the level and which a student will reach the proficiency level in the language that is required by TASIS England for graduation. Textbook: Realidades 3, Prentice Hall.

Other [IB/AP/Upper, Middle and Lower School] Language Programs Offered at TASIS

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Non-IB Upper School Language Course offerings**Spanish 4**

1 credit

*Students who enroll in this course should already have a fairly in-depth command of the language and possess considerable proficiency in listening, reading, speaking, and writing. A variety of authentic texts will be used to allow students to respond confidently and convincingly to written and spoken materials and develop a true appreciation and awareness of Hispanic peoples and cultures. This course continues to explore Hispanic culture using a thematic approach (Immigration and Multicultural Spain, Health, Education, Family and Personal Identity, Global issues, Environment, Technology, etc.) Students will learn to communicate to a specific purpose and audience, using correct register and format for a variety of text types such as letters, journals, articles, interviews, speeches, e-mails and persuasive essays. A variety of materials are used, which include songs, films, radio and television broadcasts and literary texts. Students will participate in debates, investigative research, dialogues, discussions and oral presentations. The course meets the requirements to continue in the AP Spanish Language and Culture course. Textbooks: *Tejidos* (Wayside Publishing), *Español B* (Pearson), *Lectura y escritura avanzadas* (Advanced Materials), and *Una vez más* (Pearson).*

AP Spanish Language and Culture

1 credit

*Students who enrol in this course will possess a strong command of grammar and considerable competence in listening, reading, speaking, and writing. The course takes a holistic approach to language proficiency and studies structures in context. Students engage in an exploration of culture in both contemporary and historical contexts and develop their awareness and appreciation of cultural products (eg. books, films and music), practices (patterns of interaction) and perspectives (values, attitudes). A variety of authentic texts will be used to allow students to respond confidently and convincingly to written and spoken materials and develop a true appreciation and awareness of Hispanic peoples and cultures. The course is structured around 6 themes (Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics). Students will learn to communicate to a specific purpose and audience, using correct register and format for a variety of texts such as emails, formal /informal letters, articles and persuasive essays. They will also participate in debates, guided dialogues, research projects and oral presentations. Textbooks: *Preparing for the AP Spanish Language and Culture exam* (Pearson), *Una vez más* (Pearson), *Abriendo pasos, temas y lecturas*, and *Abriendo pasos, gramática* (OUP)*

GERMAN**German 3**

1 credit

*The German 3 course, which is conducted entirely in German, allows students to develop their proficiency in the language to a level where they can interact with native speakers with a degree of fluency and spontaneity. The main objective of this course is to enable students to develop a global communicative approach to the language. Memorization of new vocabulary and mastery of grammar structures are essential, and students also begin to analyse literary extracts. Skills in oral and written communication are developed through conversation and through contact with the portrayal of contemporary German life through radio and television broadcasts, films, songs, newspaper articles, and short stories. Textbook: *Auf Deutsch 2*, McDougal Littell and Mitlesen – Mitteilen, Heinle.*

Other [IB/AP/Upper, Middle and Lower School] Language Programs Offered at TASIS

Latin I/II

1 Credit

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This course is open to students in any grade who are beginning or continuing their study of Latin. The purpose of the course is to give each student a foundation in Latin grammar and vocabulary that will complement their studies in other subject areas, such as language, literature, and history. Students in the course work their way through a series of varied activities designed to develop new grammar and vocabulary skills and knowledge. The students also learn about Roman culture and history through individually chosen research topics. Textbook: Wheelock's Latin, 7th edition.

Mandarin

1 Credit

TASIS started to offer Mandarin in the academic year 2016-17.

TASIS Language Profile Overview

TASIS Language Profile Overview	
<i>Language of academic instruction</i>	<i>English</i>
<i>Host country language</i>	<i>English</i>
<i>Language Use Expectations in the Classrooms</i>	<i>Use of the target Language should take precedence over native language use.</i>
<i>Spelling, Punctuation and Referencing Protocols</i>	<i>American and British English</i>
<i>Vehicular Language / Lingua Franca</i>	<i>English</i>
<i>Number of mother tongue languages in the school community</i>	<i>60+</i>
<i>All the languages in our school community</i>	<i>60+</i>
<i>Conversational Languages heard across campus</i>	<i>Predominantly English</i>
<i>Computer-based Language Learning resources</i>	<i>See page</i>

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Celebrating World Cultures and Fostering Intercultural Understanding at TASIS

Lower School Celebration of European Day of Languages

An assembly takes place in the Lower School in September to introduce the European Day of Languages. Students learn some facts about popular languages and have the opportunity to learn greetings in these languages. This serves as a platform to introduce all of the languages spoken in the Lower School and all students who speak foreign languages wishing to participate are able to introduce themselves in their native language and teach the other students a simple greeting. This assembly takes place in the first trimester and serves to teach the students about the linguistic diversity in the lower school.

Lower School Celebration of International Mother Language Day

All students who speak a language other than English at home are invited to teach their fellow students something in their native language such as a short song, a greeting or counting. These short assemblies in February help to promote the many languages our students speak and honor International Mother Language Day.

Lower School Celebration of World Day for Cultural Diversity

In recognition of the diversity of the Lower School population, the Lower School proposes to introduce an assembly to celebrate World Day for Cultural Diversity in May. Students from different cultures are encouraged to prepare a short video clip or presentation to share information about their culture, focusing on areas such as food, music, dance traditions, family celebrations and national dress.

The Lower School aims to have one assembly per trimester throughout the year to promote and celebrate cultural and linguistic diversity and awareness.

Lower School Foreign Language Resources

Foreign language books are available from the Lower School library and also from the Lower School EAL Room. The collection is slowly increasing and incorporating new foreign languages resources. EAL students are encouraged to use these resources to help them during their transition period, however these resources are also available to sign out to take home. The Lower School recognises the importance of maintaining the mother tongue and aims to support bilingualism by providing materials that the students can read or listen to in their native language.

The Lower School continues to look at ways in which intercultural understanding can continue to be highlighted.

MUN - Model United Nations

The TASIS Model United Nations (MUN) team is an extracurricular activity that allows students to role play as delegates to the United Nations and participate in simulated committees of the United Nations. The MUN group meets five times each week after school from November to January and attends Model UN conferences, organized by universities or by UN affiliated organizations. Thousands of high school students from around the world participate in the conferences, which involve substantial research, public speaking, debate, writing skills, critical thinking, teamwork and collaboration, and leadership. These conferences are held in cities around the world, allowing the team to engage in additional educational activities as part of the travel experience.

The Upper School International Club

The Upper School International Club is an extracurricular activity designed to celebrate and share the variety of cultures that are present in the TASIS Community. The group meets to share ideas for fundraising, and in the past has sponsored children around the world, most recently in Guatemala. The Club participates in the annual May Fair celebration.

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The TASIS England International Festival

The TASIS England community joins together for an annual International Festival in October to celebrate its multicultural diversity. Lower school students begin the festivities with a colorful dress parade, dressed in colorful international costumes. The jubilant atmosphere continues inside a food marquee, where students, parents, and teachers sample the international treats on offer while being entertained by live musicians. A variety of nationalities serve their countries' most authentic foods. Swedish candies, Canadian maple syrup treats, Panamanian rice, sushi, pasta, cakes of all kind, plantain, curry, noodles, hot dogs, cured meats, and pastries are among some of the homemade treats on offer.

The Onatti Theater Group

TASIS England receives annual visits from the Onatti Theater Group. The original plays which are performed in both French and Spanish allow our students in the Upper and Middle Schools to enjoy authentic theater and language. The plays are tailored so that all levels of language students (Beginner to Advanced) can appreciate their content.

Flamenco in London

IB Spanish classes attend Flamenco performances in London as part of the cultural development of our Spanish Language students.

Art Exhibits in London

When the opportunity presents itself, French and Spanish students visit art exhibits at London museums which focus on the relevant cultures and which help students to further their understanding of artistic elements in Francophone and/or Hispanic cultures.

The EAL (English as an Additional Language) Mouth Gym

EAL Mouth Gym (A Pronunciation and Conversational Skills Course)

An English pronunciation and conversational skills course (the EAL 'Mouth Gym') is available as an after-school activity for all EAL students - or any students whose first language is not English - for one trimester per academic year. As well as addressing the common phonological features of English (stress, intonation, connected speech, the phonetic alphabet, etc) the course also aims to equip students with the key skills involved in effective conversational exchange with native speakers of English (expressing opinions, agreeing/disagreeing, back-channeling, interrupting, etc). The course is specifically designed for non-native speakers of English with pronunciation and conversational difficulties, and is particularly valuable to students with a low degree of speech intelligibility because of its emphasis on developing tongue and mouth muscles to improve the production of unfamiliar sounds, rhythms and stress patterns. It also benefits students whose shyness prevents them from participating in class, by helping them to speak with a greater degree of confidence.

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The TASIS Boarding Program

The TASIS boarding program is centered on the idea that young people of all nationalities and backgrounds can live, work, and learn together in a structured environment and grow together in personal responsibility and maturity. The TASIS boarder will learn to appreciate the cultures of others and will thrive in the diversity of backgrounds.

Interaction with adults and other students allows TASIS boarding students great opportunities; at the same time, the structure of the boarding program requires them to take responsibility for much of their lives. In this environment they will grow in personal responsibility, intellectual curiosity, and intercultural awareness.

With more than 20 different nationalities and over 200 students in our boarding program, TASIS provides a unique environment for learning and growth. Our boarders learn to make good choices in their daily lives, explore new areas academically, and accept and appreciate differences between people in our ever-shrinking world. These experiences are wonderful preparation for both future university and adult life.

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Glossary of Key Language Terms

Cambridge KET - Key English Test
Cambridge PET - Preliminary English Test
Cambridge FCE - First Certificate of English
Cambridge CAE - Certificate of Advanced English
Cambridge CPE - Certificate of Proficiency in English
CALL - Computer-Assisted Language Learning
CLIL - Content and Language Integrated Learning
EAL - English as an Additional Language
ELL - English Language Learners
ESL - English as a Second Language
FL - Foreign Languages (or languages other than English)
Freshman - 9th grade students
HL - Higher Level IB courses
IB - International Baccalaureate
IELTS - International English Language Testing System
Juniors - 11th grade students
L1 - A learner's first language
L2 - A learner's second (or additional) language
Sheltered English Instruction - An approach to making content comprehensible for English Language Learners.
SL - Standard Level IB courses.
Seniors - 12th (or 13th) grade students
Sophomores - 10th grade students
OOPT - Oxford Online Placement Test
TBL - Task-Based Learning and/or Topic-Based Learning
TOEFL - Test of English as a Foreign Language
Underclassmen - 9th and 10th grade students
Upperclassmen - 11th and 12th grade students
WIDA - World Class Instructional Design and Assessment

Thanks to those involved

This EAL & Language Policy was drafted and/or edited and reviewed in collaboration with:

The IB Coordinator

The English Department

The EAL (English as an Additional Language) Department

The Modern Foreign Languages Department

The Learning Resource Center

The Lower and Middle School EAL Coordinator

The Director of Admissions

The Dean and Assistant Dean of Residential Life

The participants above will annually review this document. It will be placed on the website and on the staff intranet for full access by all faculty and staff working at TASIS England.

TASIS is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

Language Learning and Support Services

Language Lab

The EAL, French and Spanish Departments use the Language Lab regularly to integrate IT skills into the language learning process. There are allocated weekly slots for individualized computer-based language learning activities, such as Clarity English (Mouth Gym), CD Roms connected to EAL (Intermediate), French and Spanish Glencoe textbooks, and DVDs of films for students to watch at their own pace while completing written tasks. Each department has a folder of useful websites archived, such as BBC Languages, TED Talks, TV 5 and BBC Mundo and La Uno for students to use as research resources. Language A and B IB and AP oral exam recordings also take place in the Language Lab.

The Samsung Center for Innovation, Inspiration and Exploration

The TASIS England Center for Innovation, Inspiration, and Exploration is the latest development on campus that reflects the School's commitment to forward thinking and visionary education. Interactive whiteboards form additional learning spaces, where teachers from all disciplines can hold classes that focus on collaboration, inquiry based learning, and enhanced media production. The Center gives both teachers and students access to technologies that promote advanced levels of instruction and collaboration. By fueling creativity and supporting entrepreneurial initiatives, this state-of-the-art setting and its programs equips and empowers our students for success in a world where the ability to embrace change is vital.

The Innovation Studio is an ideal environment where students can learn to use a variety of digital tools available to them in order to improve their oral and visual presentations skills. They can use the collaborative space to work together on projects, such as an international news broadcast, using the interactive whiteboards as a backdrop to imitate a real news studio. They can learn how to use Adobe Illustrator, a software program available to them on the iMax computers to add special visual effects to their PowerPoint or Prezi presentations. They can learn how to transfer information from iCloud and edit with iMovie. Overall, they learn to be more digitally literate, while ultimately improving their language skills.

Learning Resource Center

The Learning Resource Center is a haven for language students with a documented learning assessment who may experience difficulties with time management, organizational skills or the acquisition of essential conceptual knowledge for language learning, such as grammar and phonetics.

Library

The Library is a place where students can have access to a multitude of resources in English and other mother tongues. Our Upper School librarian, who is a bilingual native French speaker, understands the intricacies of researching in a language other than one's own. Students are encouraged to ask for resources in their mother tongue when this will enhance their learning in a particular subject area, such as History or Economics.

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Appendix A



TASIS Upper School EAL Department Minimum Entry Requirements

ENGLISH LANGUAGE TESTS *1. National/International English Language Benchmark Standards are highlighted blue . *2. The in-house tests, which are currently used for our placement purposes, are highlighted red . *3. The English Language Tests suitable for students under the age of 16 are highlighted green . *4. The English Language Tests that the ESL Department would prefer students aged 16+ to take prior to entry are highlighted brown .	EAL INTERMEDIATE *Any scores achieved in a suitable standardized English Language Test that are higher than those listed in the column below would satisfy our department's English language requirements for Grades 9-10 .	EAL ADVANCED *Any scores achieved in a standardized English Language Test that are higher than those listed in the column below would satisfy our department's English language requirements for Grades 9-11 .	EAL PROFICIENCY *Any scores achieved in a standardized English Language Test that are higher than those listed in the column below would satisfy our department's English language requirements for Grades 11-12 .
NQF (National Qualifications Framework)	Entry Level 1-2	Entry level 3	Entry Level 3- Level 1
DfE 2016 EAL Stages of Proficiency	A	C	D
Common European Framework (CEFR)	A1 (Basic User)	Low B1 (Independent User)	High B1 - B2 (Independent User)
TOEFL (Paper-Based Test)	340	450	500
SLEP Test (Scaled)	35	47	53
Oxford Online Placement Test	5	45	60
PTE General Test (Ages 14-15) *Not accepted by the Home Office for visa purposes (paper-based test format only).	Level A1 Foundation A1 (Basic User)	Level 2 Intermediate Low B1 (Independent User)	Level 2 Intermediate High B1 - B2 (Independent User)

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Cambridge English Exams (Ages 14+)	KET (Key English Test) <i>A1 Certificate</i> A1 (Basic User)	PET (Preliminary English Test) Low B1 (Independent User)	PET / FCE (First Certificate in English) High B1 - B2 (Independent User)
Cambridge English Placement Test (Ages 14+)	10	40	50
TOEFL Junior Standard (Ages 14+)	225-245 (listening), 210-245 (language form), 210-240 (reading)	250-285 (listening), 250-275 (language form), 245-275 (reading)	290-300 (listening), 280-300 (language form), 280-300 (reading)
TOEFL IBT (Ages 16+)	17	45	60
PTE Academic Test (Ages 16+)	20 Point Score A1 (Basic User)	40 Point Score Low B1 (Independent User)	46 Point Score High B1 (Independent User)
IELTS (Ages 16+)	1.5	4	6

* The EAL Department's minimum English language requirements for entry to our *Intermediate level* would not satisfy the English language proficiency requirements for higher education applications and admissions **for students seeking Tier 4 visas**.



THE AMERICAN SCHOOL IN ENGLAND

TASIS Upper School EAL Department Level Entry and Exit Expectations

ENGLISH LANGUAGE TESTS (For approximate comparison purposes)	EAL INTERMEDIATE (Grades 9-10)		EAL ADVANCED (Grades 9-11)		EAL PROFICIENCY (Grades 9-12)	
	ENTRY SCORE →	EXIT SCORE	ENTRY SCORE →	EXIT SCORE	ENTRY SCORE →	EXIT SCORE
 NQF (National Qualifications Framework)	Entry Level 1-2	Entry Level 3	Entry Level 3	Entry Level 3 - Level 1	Entry Level 3 - Level 1	Level 2 – Level 3
DfE 2016 EAL Stages of Proficiency	A	C	C	D	D	E+

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Common European Framework (CEFR)	A1-A2 (Breakthrough)	Low B1 (Independent User)	Low B1 (Independent User)	High B1 - B2 (Independent User)	High B1 - B2 (Independent User)	C1-C2 (Proficient User)
TOEFL (Paper-Based Test)	340-449	450-499	450-499	500-549	500-549	550-600+
SLEP Test (Scaled)	35-46	47-53	47-53	54-58	54-58	58+
Oxford Online Placement Test	5-44	45-59	45-59	60-80	60-80	81+
PTE General Test (Ages 14-15)	Level A1 Foundation A1 (Basic User)	Level 2 Intermediate B1 (Independent User)	Level 2 Intermediate Low B1 (Independent User)	Level 2 Intermediate High B1 - B2 (Independent User)	Level 2 Intermediate High B1 - B2 (Independent User)	Level 4 Advanced – Level 5 Proficient C1 – C2 (Proficient User)
Cambridge English Exams (Ages 14+)	KET (A1 Certificate) A1 (Basic User)	PET Low B1 (Independent User)	PET Low B1 (Independent User)	PET / FCE High B1 - B2 (Independent User)	PET / FCE High B1 -B2 (Independent User)	CAE – CPE C1 – C2 (Proficient User)
Cambridge English Placement Test	10-19	40-49	40-49	50-60	50-60	75-100
TOEFL IBT (Internet-Based Test) (Ages 16+)	17-44	45-59	45-59	60-78	60-78	79+
PTE Academic Test (Ages 16+)	20 - 39 Point Score A1 (Basic User)	40-45 Point Score Low B1 (Independent User)	40-45 Point Score Low B1 (Independent User)	46-59 Point Score High B1 - B2 (Independent User)	46-59 Point Score High B1 -B2 (Independent User)	76+ Point Score C1-C2 (Proficient User)
IELTS (Ages 16+)	1.5 – 3.5	4	4-5.5	6	6	6.5+

* The EAL Department’s minimum English language requirements for entry to our Intermediate level would not satisfy the English-language proficiency requirements for higher education applications and admissions **for students seeking Tier 4 visas.**

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Appendix B

CEFR

(The Common European Framework of Reference for Languages)

The learning standards, benchmarks and performance indicators of the Upper School EAL curricula at TASIS England are largely influenced by the Common European Framework of Reference for Languages (CEFR), which is an internationally recognised framework that describes 6 levels of language ability from A1 for beginners up to C2 for those who have mastered a language. The CEFR is used by organizations all over the world as a reliable benchmark of language ability. For each level it describes what language users should be able to do in terms of listening, reading, spoken interaction, spoken production, and writing, using a series of “can do” statements.

Proficient User	C2	<i>Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of Proficient meaning even in more complex situations.</i>	EAL Proficiency - EAL Advanced Composition
	C1	<i>Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</i>	
Independent User	B2	<i>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and Independent disadvantages of various options.</i>	EAL Advanced - EAL Proficiency
	B1	<i>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions</i>	

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		<i>and plans.</i>	
Basic User	A2	<i>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate Basic need.</i>	EAL Intermediate - EAL Advanced
	A1	<i>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</i>	

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