Language & English as an Additional Language (EAL) 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 England website. It is the responsibility of all staff to ensure that they are following the current version.

Information Sharing Category	PUBLIC
TASIS England Document reference (Org, Doc, version, date)	TASIS_EAL_V11.0_18082026
Version	11.0
Date published	18 August 2026
Date ratified by Head of School	18 August 2026
Next Review date	18 August 2027
Responsible area	EAL Department & Head of School

Head of School	**Chair of the Board**
Bryan Nixon	David King
18 August 2026	18 August 2026

Language and Learning at TASIS England

The TASIS England Language and EAL Policy communicates how language learning is valued, facilitated, acquired and promoted across our learning community. Our Language and EAL 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.

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.

TASIS England Mission Statement

The school's purpose is to realise its mission. 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 England exists.

TASIS England Language Learning Core Beliefs

In alignment with the TASIS England Mission Statement, and with grounding in the Definitions of High-Quality Learning, Intercultural Learning, and Digital Citizenship, the following key aspirations and agreements reflect the school's core beliefs about the teaching and learning of Languages. We believe the teaching and learning of languages will:

1. Open doors to understanding, compassion, and open-mindedness which in turn develops students' intercultural learning and capacity as global citizens.
2. Provide a safe, nurturing, and welcoming atmosphere that increases confidence and encourages risk-taking.
3. Develop effective functional language skills that include vocabulary development, grammar, mechanics (spelling, punctuation, capitalization), formal/informal registers, and clear articulation.
4. Build understanding of the cultures, history, and literature of the languages studied and opportunities to compare them with their own.
5. Promote engaging, enjoyable and appropriately challenging learning that involves meaningful communication, providing regular practice for both oral and written interactions.
6. Provide a robust and evolving curriculum which supports the changing needs and interests of students.
7. Provide a developmentally appropriate balance of immersive learning experiences and the use of scaffolding tools such as translanguaging, translation, technology, simplified language, and visual cues.
8. Equip students with skills and strategies through explicit instruction in how to learn a language, not just the language itself.
9. Provide conditions, instruction, and opportunities that support the development of students' intellectual curiosity.
10. Encourage continued development of home language(s).

Language and Learning at TASIS England - Why We Have a Language Policy

TASIS England's Language and EAL 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 endeavoured 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 Language and EAL Policy Committee in 2015 enabled members of these school sections to collaborate on a single vision and policy document that reflects how we identify, codify, and support students' needs across the school. This Committee will meet annually to review the contents of this Language Policy document.

Articulating a scope and sequence of language development across each school section

Prior to 2017, the representation of the TASIS England curriculum was largely embedded in department/section-specific documentation without an explicit vertical/horizontal articulation. Through the Curriculum Development Project, initiated in 2018, each school section/department developed a coordinated written curriculum using a common framework for standards. As we develop this documented scope and sequence, the TASIS England Language and EAL 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).

TASIS England's EAL Department applied for membership of the World Class Instructional Design and Assessment (WIDA) International Consortium in 2018, an organisation dedicated to the research, design and implementation of a high-quality, standards-based system for K-12 English language learners. The EAL department was attracted to WIDA after learning that it provides developmentally appropriate academic language standards and assessments that neatly coalesce with a K-12 American standards-based curriculum, and which can complement and support our schoolwide curriculum development aims.

Addressing the specific needs of the students in the school's IB Diploma Program

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 Program 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. Within the IB Diploma Evaluation Report (December 2020) the visiting team stated: *Conversations with teachers show that they apply the language policy and that they provide students with support in this regard.*

Admissions Policies & Procedures

Language Assessments:

- Admissions Assessments.
- Upper School EAL / International Section Placements Tests (Inc. Oxford Online Placement Test & WIDA Screener).
  * Students with limited English language skills (WIDA Level 2+/CEFR – A2+) 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).
- ML Level Placement Tests.

Pre K to Grade 4:

PreK-4 is committed to inclusion and providing specific differentiated support to non-native English speakers when needed. Incoming non-native English speakers are assessed upon entry using WIDA Language Assessment Tools and assessed routinely according to the procedures set out in the TASIS England EAL Handbook.

Grades 5 to 8:

Grases 5-8 also initially assesses new and transitioning students using the WIDA language proficiency assessments and uses the assessment data to determine the level of EAL support and in-class differentiation and accommodations. The WIDA MODEL assessment is also administered in May each year to gauge individual progress. Students exiting the program are given the WIDA

MODEL assessment test, which are also used to ensure that as students move on to the Upper School they are placed in the correct groups.

Upper School (Grades 9-12):
As part of the application process, all prospective non-native English speaking students from the age of thirteen (Grade 8) will be required to take the Oxford Online Placement Test. Alternatively, Admissions can request the applicants to provide evidence of English language proficiency in the form of a standardised test of English. The most popular and well-known standardised tests are the TOEFL iBT and IELTS, which are administered at test centres around the world, usually with no limit on when and how often they can be retaken. The Test Report Forms presented to Admissions upon completion must, however, be dated within the last twelve months; otherwise, applicants will be required to take either the Oxford Online Placement Test, which Admissions will assist in the administration of, or make their own arrangements to take a further TOEFL iBT or IELTS test at a test centre in their country of residence. Admissions may also arrange a Skype or similar interview with applicants to assist with the building of an overall assessment of a candidate's suitability for entry to TASIS England. The purpose of this data is to assist the EAL Department in making preliminary judgments as to whether or not EAL support will be required for the applying students at the point of entry into the Upper School.

The Upper School would not recommend a student whose level of English proficiency is below WIDA 2 (OOPT <19/CEFR <A2) to enrol in any of its high school educational programs, and so acceptance would likely be denied. This also extends to 11th grade applicants whose level of English upon application is below WIDA 3 (OOPT <40/CEFR <B1) and 12th grade applicants whose level of English upon application is below WIDA 4 (OOPT <59/CEFR <B2). See Upper School EAL Progression Pathways Flowchart and the Score Comparison Chart for further guidance and clarification (Apps A & B).

All language-related assessment data collected by Admissions will be shared with the relevant school section EAL specialist(s) to assist in determining the applicants' English language proficiency levels and the potential need for EAL support. Their paperwork is stored in a system that identifies these students as speakers of other languages. Where possible, the prospective students meet sectional heads and the EAL Teacher(s) during their campus visit.

Identification and Placement

Upon acceptance to PreK-Grade 8
Admissions liaise with the PreK-Grade 8 Student Services Teams at the start of the school year. Once the academic year has started, parents receive communication from the PreK-Grade 8 EAL Teacher(s) welcoming the family to the school and informing them that their child's level of proficiency in English will be assessed to determine if there is a need for support. New students in K-Grade 4 will take the WIDA Screener assessment, following a suitable settling-in period, usually within the first three weeks of school.

In Grades 5-8 students take the WIDA Screener assessment at the start of school. Based on the assessment results, students will either be placed on the relevant tier of the EAL Program or will not qualify for the Program due to their advanced level of English language proficiency. The parents receive communication informing them of the outcome of the assessment and whether their child qualifies for EAL support. See EAL Progression Pathways Flowcharts for further guidance and clarification.

Upon acceptance to the Upper School
All newly enrolled English language learners in the Upper School (Grades 9-12) are required to take the WIDA Screener placement test prior to their arrival in August. The outcome of this placement test will determine what level of EAL support, if any, the students will receive. Students who achieve WIDA proficiency scores of 5 or 6 will usually become fully mainstreamed. Students who present scores below 5 will be required to enroll in the Upper School's EAL program and placed on the relevant tier, with some receiving "sheltered" classes of English, history, and science, together with a class of EAL appropriate to their proficiency level.5 The Upper School will waive the Modern Language requirement for the time in which students remain with this schedule arrangement;

however, this does not necessarily prohibit English language learners from taking a Modern Language course as an elective. English language learners wishing to pursue Advanced Placement (AP) courses or the IB Diploma Programme will usually need to achieve a composite WIDA literacy score of 4, or higher, which is the current minimum English language entry requirement for these challenging college-level classes. Students taking Advanced Placement courses who score within the WIDA Level 4 band for Literacy must take either the EAL 3 or EAL 4 Advanced Composition & Grammar course to help them advance to at least the WIDA Level 5 band.

Transition Procedures

Prek-Grade 4 to Grades 5-8

At the end of the school year, a meeting with the PreK-Grade 4 to Grades 5-8 EAL Teachers and Heads of Sections is held to discuss individual ELLs in the EAL program. During this meeting, WIDA scores and the level of need are shared and discussed. As these students have already taken a WIDA Model assessment at the end of the school year, there is no need to re-assess them in Grades 5-8 in August.

Grades 5-8 to 8 and Upper School

In May, a meeting between the Grades 5 to 8 EAL Specialist, Head of Pre K to Grade 8 , Upper School EAL Specialist, and Upper School Academic Dean is held to discuss individual ELLs in the program. During this meeting, WIDA scores and the level of need are shared and discussed. As these students have already taken a WIDA Model assessment at the end of the school year, there is no need to re-assess them in Upper School in August.

EAL Monitoring & Reporting Procedures

PreK- Grade 8 School Monitoring and Reporting Procedures

There are three stages of support within the PreK-Grade 8 EAL Program, based on the level of support needed: Active Support, Monitor Plus, and Monitor. Please refer to the EAL Support in PreK-Grade 8 section for further information. Please refer to the EAL Support in PreK-Grade 4 and Grades 5-8 sections for further information.

Active Support:

Students that score within the WIDA Level 3 band or below overall are placed in the Active Support stage of the PreK-Grade 8 EAL Programs, receiving a combination of in-class and pull-out support. Students in Active Support receive a Core EAL Class in place of Modern Language.

Monitor Plus:

Students that score within the WIDA Level 4 band overall are placed in the Monitor Plus stage of the K-Grade 4 EAL Program, receiving in-class support appropriate to need. Students that are new to K-Grade 4 who score within the Level 4 band of the WIDA Screener assessment will be placed directly within the Monitor Plus stage of the EAL Program at the start of the academic year. Although the WIDA MODEL assessment is usually given to students at the end of the academic year, students demonstrating that they are functioning independently in class are able to take the WIDA MODEL assessment at transition points throughout the year should the Class Teacher and the EAL Teacher(s) agree that the student is ready to transition to Monitor Plus status. If students are not ready to progress to Monitor Plus status, they will continue with the support model in place.

An English Language Learner with a WIDA level 4 in Grades 5-8 has access to weekly support during Tutorial periods. Students in Grades 5 and 6 have the option to take Language Arts instead of Modern Language. Students in Grades 7 and 8 take Modern Language. During Tutorial, students receive help with class work, based on each student's individual needs.

Monitor:

Students who are being monitored do not receive specific EAL support. In K-Grade 4, WIDA Level 5 students and those approaching WIDA Level 5 may move to Monitor status if deemed ready. In Grades 5-8, to move to Monitor status, students must usually have a minimum of Level 5 in both the Reading and Writing sections of the WIDA assessments. Students are monitored for a minimum of one academic year. In Grades 5-8, they can request support during Tutorial.

Pre K to Grade 4 Reporting

All students in PreK-Grade 4 receive comments in Trimester Grade Reports. Active Support students will receive comments from the EAL Teacher in addition to class teachers and relevant specialist teachers. Students on the Monitor Plus stage of the Program will have additional comments within the Grade Report and students on Monitor will not.

Grades 5 to 8 Reporting

English Language Learners enrolled in the Active Support class receive EAL comments each Trimester. Students on Monitor Plus do not receive EAL reports unless the student is having difficulties progressing to the WIDA scale in a particular area. All Active Support and Monitor Plus students receive a comment for each of their classes explaining differentiation and scaffolding strategies in place.

Upper School Monitoring and Reporting Procedures

Grade Reports

TASIS England's Learning Management System (LMS) provides an open gradebook that allows students and parents access to grades, grade comments, and reports to track and monitor progress. At the end of the First and Third Quarters of the school year, Upper School teachers of all courses, including EAL and International Section classes, are required to write grade reports for their students to which a generic curriculum note and a detailed individualized student comment is added. This process is repeated at the end of the Second and Fourth Quarters of the school year, albeit without the detailed individualized student comment. However, if a student is placed on academic monitoring and/or is averaging a grade of C- or less, an individualized comment must be added at these junctures.

Academic Monitoring & Probation

Teachers of students placed on academic monitoring or academic probation are expected to write quarterly reports and provide additional written comments on approximately three designated dates throughout each semester. These reports are entered into our school's fully integrated database and shared with the student, parent, Advisor, Head of Upper School, Academic Dean, AP or IB Coordinator (if applicable), and the Upper School Learning Specialist. Students of EAL are not automatically placed on academic monitoring or academic probation; this added layer of monitoring is only applied in cases where teachers are more circumspect about a student's academic progress and express concerns that deserve special attention.

Virtual Parent-Teacher Conferences

The Upper School hosts its annual Virtual Parent-Teacher Conferences in the middle of the First Semester of the school year, during which time parents can book appointments and meet with their child(ren)'s teachers to discuss their progress.

EAL Exit Criteria (Pre K to Grade 8 and Upper Schools)

PreK-Grade 8

Students who have been monitored for a minimum of one academic year may exit the EAL Program. The decision is made in collaboration with the Class Teacher and the Student Support Services Teams.

Upper School

EAL student performance and work are closely monitored by the EAL teachers, the International Section teachers, the AP and IB Coordinators and the Academic Dean to determine whether the student demonstrates adequate English proficiency to become fully mainstreamed. Decisions for exiting English Language Learners from the EAL Program are typically based on some or all of the following:

- Formative and summative assessments (including the WIDA Screener & WIDA MODEL)
- Teacher recommendations
- Grade/Progress Reports
- Classroom observations
- Academic achievement

Successful completion of EAL 3 and/or EAL 4 Advanced Composition & Grammar, with a minimum composite score of 5 on the WIDA MODEL summative assessment taken at the end of the school year would typically result in an English Language Learner exiting the EAL Program and becoming fully mainstreamed in the following academic year.

There are rare occasions when an English Language Learner in the Upper School EAL Program transitions to a higher-level EAL course – or exits the EAL Program altogether – at the midpoint of the school year. This can occur when learners make significant advances in their English language development over a short space of time. Students that fall into this category may be asked to take the WIDA MODEL assessment under the supervision of their EAL Teacher prior to the end of the First Semester. If the outcome of this assessment indicates that such a move would be in the best interest of the learner and a Second Semester transition is supported by the learner's current teachers, the Academic Dean will approve and carry out the necessary schedule alterations.

Assessment Accommodations

PreK-Grade 8

EAL students in the Active Support phase of the EAL Program may take the PreK-Grade 8 internal assessments and/or standardized assessments with an EAL specialist. These students may benefit from appropriate accommodations, which depend on the needs of the individual students.

Grades 5 to 8

Active Support	Monitor Plus	Monitor
Pass/Fail unless grade is 70% or more		
Use of bilingual dictionary	Use of bilingual dictionary	
Provide directions orally, in writing and with examples	Provide directions orally, in writing and with examples	
Use of visuals		
Help to read key words on tests	Help to read key words on tests	
Differentiated assessments	Differentiated assessments	Differentiated assessments
Provide scaffolding with graphic	Provide scaffolding with graphic organisers	Provide scaffolding with graphic

organisers		organisers
Help with chunking assignments	Help with chunking assignments	
No homework or fewer homework questions	Fewer homework questions	
Provide class notes/electronic slides (possibly peer notes)		
Supervise class notes	Supervise class notes	
Audio books, audio/video resources (i.e., YouTube, etc.)	Audio books, audio/video resources (i.e., YouTube, etc.)	
Grade content, not spelling	Grade content, not spelling	Grade content, not spelling (except in English)
Review of written outlines/drafts	Review of written outlines/drafts	Review of written outlines/drafts
Content in native tongue, if available		
Buddy to explain directions in native tongue.		
Extended time	Extended time	

Upper School

For students enrolled in the College Preparatory Diploma Program, any modifications made to tests or testing conditions that allow candidates with limited English language ability to demonstrate their knowledge and skills in a testing situation is usually left to the discretion of the students' teachers, since they know the skills, they are intending to measure and how this would affect the validity of the tests. For English language learners with learning disabilities, specific assessment accommodations and modifications will be recommended to the relevant subject teachers by the Upper School's Learning Resource Specialists.

Formal requests for assessment access requirements by candidates of the International Baccalaureate Program, the Advanced Placement courses, and the ACT and SAT tests will need to be submitted to the relevant governing bodies, who will determine the appropriate supports, if approval is granted.

Home Language Development

English Language Learners are encouraged to use available home language materials. Students have the option of using their home language for academic activities where appropriate and dual language writing is encouraged to enable students to access tasks and engage in higher-level thinking. The school libraries have a collection of modern language books which are available to all students and specific texts are recommended to students to support their learning.

Upper School multilinguals are encouraged to provide in-class support for students who share a common language during the school day as part of the Community Service Program (CSP) and CAS. Students in Grades 2-8 who speak a different language at

home are encouraged to join the Language Ambassadors Program where they can use their linguistic skills to liaise with new students who speak the same language and to promote their languages at various school events.
The importance of maintaining and developing home languages is transmitted to both parents and faculty through parent- teacher conferences, professional development sessions, meetings, and workshops with parents of students in the EAL Program.

WIDA and Assessment

WIDA English Language Development Standards
WIDA has established five key English language development standards that represent the social and academic language students need to be successful in early childhood programs and Grades K-12: Social and Instructional Language, which incorporates proficiencies needed to deal with the general language of the classroom and the school; the Language of Language Arts; the Language of Mathematics; the Language of Science; and the Language of Social Studies. These standards promote academic language development across four core content areas and the role of all teachers as teachers of language and literacy. The English Language Development Standards also correspond with College and Career Readiness Standards (CCR), including Common Core Standards, Next Generation Science Standards, and other state content standards.

ELD 1: Social and Instructional Language	English Language Learners **communicate** for **Social** and **Instructional** purposes within the school setting.
ELD 2: The Language of Language Arts	English Language Learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**.
ELD 3: The Language of Mathematics	English Language Learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**.
ELD 4: The Language of Science	English Language Learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**.
ELD 5: The Language of Social Studies	English Language Learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

WIDA Performance Definitions
The WIDA ELD Standards divide the continuum of language development into six proficiency levels. These six levels are described by the WIDA Performance Definitions, which outline the progression of English language development.

At the given level of English language proficiency, learners will **process**, **understand**, **produce** or **use**:

WIDA 6 Reaching	- specialised or technical language reflective of the content areas at grade level - a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level - oral or written communication in English comparable to English proficient peers

WIDA 5 Bridging	- specialised or technical language of the content areas - a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports - oral or written language approaching comparability to that of English proficient peers when presented with grade level material
WIDA 4 Expanding	- specific and some technical language of the content areas - a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs - oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory graphic or interactive support
WIDA 3 Developing	- general and some specific language of the content areas - expanded sentences in oral interaction or written paragraphs - oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic or interactive support.
WIDA 2 Beginning	- general language related to the content areas - phrases or short sentences - oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one-to-one multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support.
WIDA 1 Entering	- pictorial or graphic representation of the language of the content area - words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support - oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support.

The WIDA Screener and The WIDA MODEL

WIDA Screener (Paper-based)

The WIDA Screener is an assessment that is built upon the English Language Development (ELD) Standards and designed to provide an initial measure of a student's English language proficiency in Grades 1-12. The purpose of this assessment is to help the EAL Department make decisions about and identify a student as a candidate for our English language support services. The WIDA Screener is divided into five grade-level clusters: 1; 2-3; 4-6; 6-8; and 9-12. Each grade-level cluster has an Entry Task and four domain tests, one in each of the four language domains (Speaking, Writing, Listening, and Reading). The students usually complete the Entry Task first, which consists of a speaking and writing component. Once students complete the Entry Task, they will complete Path A. Path B is designed to address the needs of newcomer students and to allow those students at the beginning stages of English language development an opportunity to respond to a limited number of tasks appropriate to what they may be able to do. English Language Learners enrolled in the Upper School should have already reached a level of language proficiency that would

rule out the Path B option, so the completion of the Entry Task is not necessary. See WIDA Screener Interpretative Guide for Score Reports Grades 1-12 for further information related to the scoring of this test.

WIDA MODEL (Paper-based & Online)

The WIDA MODEL Paper & Online are similar language proficiency tests to the WIDA Screener Paper, in so far as it provides opportunities for K-12 English Language Learners to demonstrate proficiency in speaking, writing, listening and reading. It is also divided into five grade-level clusters. The main difference in purpose is that it is typically used as an interim assessment that can be administered at any point during the school year to help determine if learners are on track with their English language development. We may also use the WIDA MODEL Paper scores to support recommendations for exiting students from our English language support services - or to reconfigure the level of English language support they receive. This is, however, inclusive of other criteria such as teacher recommendations and performance in content classes. See WIDA MODEL Interpretative Guide for Score Reports Grades 1-12 for further information related to the scoring of this test.

In the Upper School, all learners enrolled in a course of EAL will be required to take the WIDA MODEL Paper toward the end of the school year for the following reasons:

- The EAL department can analyse the data that the test scores yield in order to identify general patterns of language strengths and weaknesses that might inform a more effective pedagogical approach in future years.
- The WIDA MODEL Paper scores provide additional assessment data that helps teachers of the EAL, and International Section courses make informed decisions about appropriate course placement and schedule arrangements for the following academic year.
- The WIDA MODEL Paper scores assist the IB and AP coordinators in making determinations of suitability for student enrolment in the IB Diploma Program or in challenging Advanced Placement courses.
- The students will have the experience of taking a rigorous English language test, the result of which can give some indication of how they would likely fare in a standardised test of English. The EAL department's score comparison chart (App. B) can be consulted if students wish to know how their WIDA MODEL Paper composite scores might compare to the loosely aligned band scores of TOEFL iBT, IELTS, and Cambridge English. This is of particular interest to our non-native English speakers who are thinking about, or who are in the process of, applying to university.

EAL Department Responsibilities

- **Pre K to Grade 4**

- Liaise with Admissions and the Pre K to Grade 4 Student Services Team to identify and assess EAL students.
- Manage the administrative data associated with the EAL program.
- Develop and update EAL learner profiles detailing linguistic, cultural, experiential and social & emotional assets in accordance with the WIDA Can Do Philosophy.
- Establish the support model and schedule specific times for support in conjunction with the class teachers.
- Provide Language Acquisition sessions for students in pull out sessions.
- Support class teachers with the differentiation of activities for students and assist them with sourcing appropriate material or modifying material during established co-planning times.
- Meet with class teachers regularly to discuss student progress, targets, accommodations and other issues.
- Provide EAL students with regular feedback regarding their progress and encourage reflection on their own progress.
- Work closely with the Grades 5 to 8 and Upper School (Grades 9-12) EAL teachers to secure and maintain excellent communication and continuity of practice.
- Liaise with the Learning Resource Center (LRC) where a lack of progress suggests SEN.
- Provide guidance and in-service training on in-class strategies to support EAL learners and suggest relevant professional development activities for faculty.

- Liaise with the Pre K to Grade 4 Librarian and class teachers regarding provision of books and where possible provide students with access to books in home language and culturally relevant texts.
- Celebrate the cultural diversity of the school population by participating in multicultural activities and community events that promote international mindedness.
- Conduct individual and group assessments towards the end of the academic year, using the WIDA Model assessment tool, the main purpose of which is to measure language proficiency growth.
- Write narratives for students receiving Active Support to accompany Grade Reports.
- Provide information in written form regarding WIDA assessments.
- Host periodic meetings for parents of students in the EAL program to discuss pertinent issues.

Grades

- **Upper School**

- Identify students in need of EAL support upon entry into the school by conducting individual and group assessments using the WIDA Screener assessment tools.
- Develop and update EAL Learner Profiles detailing linguistic, cultural, experiential and social & emotional assets in accordance with the WIDA Can Do Philosophy.
- Design and deliver courses of EAL at WIDA levels 2-5 (CEFR A2 – C1) to multi-grade classes, using content-based instruction rooted in the principles of Communicative Language Teaching as a means of developing linguistic ability.
- Design and update rigorous unit plans to be built into the school's curriculum mapping software that outline learning activities linked to appropriate WIDA language development standards.
- Make regular use of the school's Learning Management System (LMS) and Google Classroom to post course-related information, homework assignments and deadlines, attendance records, e-learning resources, grade and comment entries, and quarterly grade reports.
- Attend parent-teacher conferences.
- Provide EAL students with regular feedback, both orally and through accurate and detailed marking, and ensure they regularly respond to feedback and reflect on their own progress.
- Advocate for English language learners by facilitating community involvement and empowerment, fostering intercultural understanding and aiding mainstream teachers of learners with diverse language backgrounds who may struggle to access content curriculum.
- Work closely with the Pre K to Grade 8 EAL teachers, as well as the teachers of sheltered courses, to secure and maintain excellent communication and continuity of practice.
- Liaise with the Learning Resource Center (LRC) where a lack of progress suggests SEN.
- Provide guidance and in-service training on in-class strategies to support EAL learners and suggest relevant professional development activities for faculty.
- Assist the University & College Counselling Team by writing letters of recommendation at the request of students.
- Liaise with the Upper School Librarian regarding provision of books and where possible provide students with access to books in home language and culturally relevant texts.
- Celebrate the cultural diversity of the school population by participating in multicultural activities and community events that promote international mindedness.
- Conduct individual and group assessments using the WIDA Model assessment tool, the main purpose of which is to measure language proficiency growth.

EAL Learner Profiles

- **EAL Learner Profiles**

On the school's LMS, green book icons appear next to the names of students identified as English Language Learners, indicating that an EAL Learner Profile has been created for them. The EAL Department develops these profiles to leverage

students' interests, strengths, and cultural and linguistic backgrounds, aiming to support both language development and academic progress. Each profile contains information such as learning preferences, nationalities, languages spoken, WIDA Screener/MODEL scores, goals, class lists, and a summary of cultural, linguistic, experiential, and social-emotional strengths.

Another component of the EAL Learner Profiles is the WIDA Proficiency Level Descriptors (PLDs). These tools help track and support the language growth of individual English Language Learners. The PLDs outline a progression of language skills through six proficiency levels, corresponding to different grade ranges. They focus on three main language areas: discourse, sentence structure, and vocabulary/word usage. The PLDs are based on the idea that with appropriate instructional support, students can successfully move through the stages of language proficiency.

Starting in the 2024-25 school year, the EAL Department expanded the profiles by including a detailed collection of classroom support strategies tailored to each proficiency level. These strategies cover Differentiation, Language Focus, Marking & Feedback, Classroom Organization, and Home Communication. Faculty and staff can access these customized resources aligned with each student's current English proficiency. An example of an EAL Learner Profile is provided below:

Sample EAL Learner Profile

Green book icons are displayed on the LMS against the names of students identified as English Language Learners, so users will know that an EAL Learner Profile has been created for those students. The EAL department creates EAL Learner Profiles that are designed to capitalise on English Language Learners' interests, strengths, and cultural and linguistic backgrounds to support language development and academic success. The EAL Learner Profiles can be easily accessed by class teachers, specialist teachers and the Student Support Teams on the school's LMS homepage under the heading 'Faculty Links' and via a red link that reads, 'TASIS EAL Learner Profiles 2020-21'. Teachers of English Language Learners can use the Profiles as planning tools to facilitate effective instructional strategies for differentiation and scaffolding. **Language Plans**

Teacher Responsibilities (Whole School)

Teachers of English language learners (ELLs) across the whole school are advised to use the WIDA Can Do Descriptors in conjunction with the EAL Learner Profiles as planning tools to facilitate effective instructional strategies for classroom differentiation and scaffolding.6 The Can-Do Descriptors are based on the WIDA ELD standards and are presented in grade clusters, but are also aligned to the WIDA Performance Definitions associated with each of the six proficiency levels. The Can-Do Descriptors give teachers a basic overview of what an English Language Learner should be able to do within all four language skill domains (speaking, listening, reading, and writing), depending on their level of proficiency, and can be obtained from the school's curriculum planning software, Atlas Rubicon. The EAL Learner Profiles can be easily accessed by teachers on the LMS class pages via the Faculty Information tab. Teachers can work with these tools independently and/or in collaboration with the available EAL specialists to implement effective support strategies as part of their ongoing unit planning. Teachers can seek in-service guidance to help support English Language Learners in the mainstream classroom, as well as opportunities for training provided by outside agencies.

Parental Involvement

- **Pre K to Grade 8**
  PreK-Grade 8 strives to establish rich and enduring relationships with all parents and the EAL departments regularly organize parent meetings for the parents of students in the EAL program. These meetings provide opportunities for the parents to build relations with each other as well as with the EAL department. Meetings focus on explaining the program, basic

procedures within PreK-Grade 8, questions and queries, how to support children at home with their schoolwork and reading as well as developing their home language further. Parents are encouraged to participate in the community life of the school, embracing its Mission and promoting International mindedness.

- **Parent English Classes**
  To ensure all parents feel part of the community, TASIS England provides English classes for parents who do not speak English as native language. The classes are aimed at building confidence in speaking and communicating in different social situations. We also want to ensure that families understand what is happening in our community. After the classes there is an opportunity to stay and socialise with other parents, in a fun and relaxing atmosphere. At the moment, classes are limited and subject to demand and availability.

EAL Support in Pre K to Grade 8

A PreK-Grade 8 EAL Support program should ideally be designed to enhance the academic development of its young learners in several major areas of influence. In rough terms, the EAL program can be divided into support and language instruction facilitated by a combination of designated EAL classes and in-class support. Support is the help given to students to keep up with their mainstream subjects. Language instruction covers those EAL lessons where the intention is to develop the student's English language proficiency.

- **Pre K to Grade 4 EAL Support**
  English Language Learners in PreK-Grade 4 receive individualized support, determined by their needs in the classroom. Specialized support is provided for students in the Active Support phase of the program (WIDA levels 1, 2 and 3) either in a small group or individually. Support takes place in the form of pull-out sessions and in-class support, depending on the needs of the student. Pull-out sessions focus on the development of language skills by targeting specific areas of vocabulary and grammar in addition to supporting students with classroom-based activities that require additional time and support. In-class support focuses on making the content accessible to students and activities are scaffolded so that students can approach a task using the language skills that they have. In-class support sessions are planned regularly with the relevant classroom teachers focusing on the use of alternative materials and appropriate activities tailored to individual needs, including the use of home language materials. Active Support students attend a Core EAL Class instead of Modern Language classes.

- **Grades 5 to 8 EAL Support**
  Grades 5-8 EAL can be divided into four different levels of support, based on the student's English language proficiency and native script:

Active Support
An English Language Learner (ELL) with beginner level of English language proficiency will receive a Core EAL class, the purpose of which is to provide students with social English language skills (if needed) and to support them with their other classes. The classroom teacher and EAL teacher may co-plan and engage in co-teaching models, as appropriate. The EAL lessons will continue during Modern Language classes. The ELL receives an effort mark only unless language can be removed entirely (e.g., math lessons) and they will not partake in any standardized tests such as MAP. This level of support is referred to as Active Support.

Monitor Plus Support
A multilingual student in the EAL Program with a WIDA level 4 receives differentiated instruction. Their teachers and EAL specialist collaborate on their lessons and assessments. If offered, students in Grade 5-6 have the option of taking Language Arts instead of Modern Language. Students receiving Monitor Plus Support meet on a weekly basis during Tutorial for 45 minutes. This gives them

time to ask questions and receive one-to-one support for assignments and any other needs they might have. The teachers, with the support of the EAL teacher, take on most of the academic responsibilities. This level of support is referred to as Monitor Plus.

Monitor Support

When the English Language Learner's English proficiency level is at WIDA 5, they receive no scheduled EAL support. It is the student's responsibility to meet with the EAL Teacher when needed. This can be arranged during any weekly Tutorial. This level of support is referred to as Monitor.

A meeting between the Grades 5-8 EAL Teacher, the Advisor, the Class Teachers, and the Head and Deputy Head of PreK-Grade 8 is held before an English Language Learner is moved from "Active Support" to "Monitor Plus" to "Monitor." Alongside the student's current WIDA level, current assessment and attitude to learning are also taken into consideration. See Grades 5-8 EAL Progression Pathways Flowchart for further guidance.

Upper School EAL Support

The Upper School provides a four-tiered suite of English-as-an-Additional-Language courses as well as sheltered courses of English, history and science, designed to accelerate the academic language development of English Language Learners between the ages of 14 and 18. The courses are characterised as small, mixed-grade classes comprising multiple nationalities with an encouraging and positive approach to teaching.

Upper School EAL Course Allocation

After taking the WIDA Screener placement test at the very beginning of the school year, English Language Learners identified as requiring EAL support are placed in the appropriate level of the Upper School's four-tiered EAL Program. Students taking EAL courses are not required to take a Modern Language course but may be able to do so as an elective. Students placed in the EAL 1-3 courses are automatically placed in sheltered courses of history, science and English, in which appropriate language and content learning objectives are integrated. Only students enrolled in an EAL course may take sheltered courses, although some students of EAL deemed prepared by their teachers often take mainstream courses, even when a sheltered course is available. This "blended schedule" arrangement typically applies to our more advanced learners in the EAL 3 and EAL 4 (Advanced Composition & Grammar) courses.

The sheltered courses are on par with their mainstream equivalents but make use of adapted material. They are intended to have fewer students in the classroom with teachers that are able to take into consideration the linguistic challenges encountered by those who are not yet proficient in English and make the necessary accommodations. The sheltered courses are also considered to be equivalent to mainstream courses for the purposes of departmental graduation requirements. Grades awarded in these courses are not weighted any differently than those in mainstream courses for Grade Point Average purposes. English language learners usually exit the EAL program and become fully mainstreamed once they have reached a high level of proficiency (WIDA 5+). Students enrolled in a course of EAL are expected to move at least one step along the continuum of WIDA's six-point proficiency scale by the end of the academic year. Proficiency growth is measured using the WIDA Model assessment tool towards the end of the school year. See Upper School EAL Progression Pathways Flowchart for further guidance.

Graduation Requirement

TASIS England students must successfully complete a third-level proficiency Modern Language or EAL course (EAL 3) by the end of their senior year to graduate with the College Preparatory Diploma, which includes at least 2 years of study.

Exemptions to Modern Language Graduation Requirements

The graduation requirement in Modern Languages applies to all students. An exemption may be granted only where:

- At the point of Admission, the Admissions Committee determines that a student entering Grade 12 at below Level 3, or entering Grade 11 at below Level 2, may be admitted with an exemption from the standard language graduation requirements; or

- The student has an officially documented language waiver recognized by the School.

Identification and Placement

Pre K to Grade 8 EAL Program at TASIS England

Children whose home language is not English receive specialised assistance in PreK-Grade 8. 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. Pre K to Grade 4 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 modern language (Spanish/ French), will receive specific English language instruction instead focusing on key vocabulary, language usage and grammar.

In Grades 5 to 8, support is provided through teacher differentiation, as well as push-in and pull-out support. Pull-out support 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 these 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

College Preparatory Diploma Requirements

Graduation from TASIS England 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

Department Requirements

English 4 credits

History 3 credits

TASIS England students will take Ancient & Medieval World in Grade 9 and either Western Civilization or AP European History in Grade 10. In addition, all students who are not IB Diploma Candidates must earn a credit in US History.

Modern Language & EAL 2 credits
Third-level proficiency in a modern language or English-as-an-Additional Language (EAL). Students must satisfactorily complete at least two levels in the same language in Grades 9–12.

Mathematics 3 credits
Algebra II is a required course

Science 3 credits
Must include three laboratory sciences

Arts 1 credit

Humanities 1 credit
Required in Grade 12; IB candidates in Grades 11/ 12

Physical Education 1 credit (not a college-preparatory credit) Required course in Grades 9 and 10

Sports/Activities
Students in Grades 9 through 12 are required to participate in the afternoon Sports/Activities Program a minimum of twice per week.

College Guidance Course
Students in Grades 9 through 12 are required to participate in this four-year College Guidance course.

Community Service Program
Students in Grades 9 through 12 complete a CSP assignment on or off campus
Students in Grades 9 and 10 must complete 10 hours
Students in Grades 11 and 12 must complete 20 hours IB Candidates: Creativity, Activity, Service (CAS) requirement

American Civic Literacy Competency
Normally completed through US History or IB TOK

Students attending TASIS England for more than two years must accumulate a total of 19 credits in college-preparatory courses in order to graduate.

All Other English Language Programs Offered at TASIS England

Pre K to Grade 4

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 materials 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 analysing narrative elements of text, understanding implied meaning in text, creating organised pieces of writing and developing informative and explanatory writing.

All Other English Language Programs Offered at TASIS England

Grades 5 to 8 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 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, narrative and analytical writing, grammar, and vocabulary have a prominent place in the weekly schedule with the use of Scott Foresman's Everyday Spelling and Write Source 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 and the identification and use of evidence to support their claims. 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. 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 Modern Language.

English Grade 6

In addition to developing an appreciation for different genres of literature, this course covers the 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 analysed 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, 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.

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; 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 are paid to the craft of writing and composition (essay, analytical, creative, research, oratory), preparing students for Upper School and formal writing requirements. 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.

All Other English Language Programs Offered at TASIS England

Upper School

Ninth Grade English

This course will give students a solid foundation in the study of language and literature that is necessary for success in future academic courses. It is also meant to spark curiosity and inspire students to make connections between literature and their own lives. Students are introduced to a variety of genres cantered around themes relating to the impact technology has on the individual and society, as well as recognizing the hero's journey in multiple genres that include short stories, poetry, film, and media texts. Through careful study of authors' uses of language and genre, students will hone analytical skills as they address these themes and others that arise. Students will explore the nuances of writers' use of language across genres such as dystopian fiction, realism, persuasive nonfiction, epic poetry, and vignettes. Students will develop their own original interpretations, forming and supporting their own arguments. Authors studied in the course include, but are not limited to, Ray Bradbury, Kurt Vonnegut, Robert Cormier, Doris Lessing, Langston Hughes, Elie Wiesel.

Tenth Grade English

This course continues the study of language and literature begun in Ninth Grade English by building on their study of literature in a global context. Students read texts that are connected by topics such as culture, identity, and transformation, from a variety of genres and time periods. They are also exposed to different perspectives through their readings. Key texts are by authors such as Chimamanda Ngozi Adichie, Jhumpa Lahiri, Luka Lesson, Kazuo Ishiguro, Amy Tan, Gene Luen Yang, as well as Tennessee Williams for contemporary drama. Key principles of written communication are reinforced and developed, with additional emphasis on organisation and refinement of critical and analytical skills.

English 9/10 International

English 9/10 International is designed to meet the needs of ninth and tenth grade EAL 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. Texts studied are mostly unabridged, with reading activities differentiated according to the student's language ability. Authors studied include, but are not limited to, Vikas Swarup, Andrew Donkin and Eoin Colfer, Ray Bradbury, Bill Bryson, Sandra Cisneros, Homer, John Green, Mark Haddon, Elie Wiesel, and William Shakespeare for his sonnets. 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 by producing short essays and 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.

Eleventh Grade English

This course utilises key American texts in order to explore the features of American Literature and how those features have changed and evolved over time. Emphasis is placed on key writers representing the literary genres of tragedy, realism, modernism, narrative non-fiction, and non-fiction. Some of the American writers studied in this course include F. Scott Fitzgerald, Arthur Miller, John Steinbeck and Jonathan Krakauer. A key component of the course is developing students' intellectual curiosity about literature. This involves a wider reading component. Students will develop an appreciation of writers' methods and the effect of those methods on the meaning of the text. This will involve close text analysis and character analysis as well as poetry paired with select texts. There are many opportunities for developing speaking and listening skills with socratic seminars and the poetry podcast. To deepen their understanding of writers' methods, students use core texts as an inspiration for their own writing. The course also examines key issues in America today where the modern lens is paired with timeless texts.

English 11 International

International English classes are designed for the non-native speaker of English who is working towards fluency in the English language. This course aims to parallel regular Eleventh Grade English but in a "sheltered" way. The main focus of the course is the study of American literature. Students will develop an increased ability to read closely and critically, and to respond actively to the literature by evaluating the works and formulating questions and opinions about them. The course also encourages students to make connections between contemporary issues and with classic texts. The students are expected to improve their language skills through the study and application of vocabulary and grammar, the practice of writing and speaking, and the improvement of reading comprehension. Authors studied include John Steinbeck, F. Scott Fitzgerald, Arthur Miller, Langston Hughes, and John Krakauer. The students in this class range from EAL 2 to EAL 4.

Advanced Placement English Language and Composition

This course is designed to satisfy the needs of junior and senior students of superior ability who wish to take the College Board AP Examination in English Language and Composition. Over the course of the year, students read and analyze primarily nonfiction texts from a variety of genres, including but not limited to: speeches, news articles, memoirs, memos, editorials, reviews, advertisements, personal narratives, scientific arguments, cultural critiques, research reports, as well as visual texts and political cartoons. Through this, students come to understand how rhetoric works and develop the necessary analytical skills to examine what a text says, how it says it, what it means and why it matters. Students are grounded in the specific skills required for College Board examination, particularly through synthesis, argument and rhetorical analysis essays. Students are expected to hone those communication skills that have been established in previous English courses: careful and critical reading, principles of effective analysis, presentation techniques, and effective writing in a variety of rhetorical situations.

Enrolment requires a "B+" average in previous and current Honors English classes, teacher recommendation, and Department Head permission. If a student is coming from an International English course, it requires an "A" average and submission of a writing sample to the Department Head for approval.

Twelfth Grade English

Grade 12 English focuses on British literature by authors such as Edith Waughton, Oscar Wilde, Emily Bronte, and William Shakespeare. The course will challenge students to embark on a literary journey through critical interpretation of texts and rigorous development of their writing skills in a variety of assessments that extend beyond the traditional essay. Students will also pursue collaborative and independent research using multiple resources. They will investigate the fundamental questions of the human quest for identity in a variety of texts, images, and themes. Students are expected to demonstrate excellent skills in grammar, advanced vocabulary, and written and oral expression.

English 12 International

International English classes are designed for the non-native speaker of English who is working toward fluency in the English language. This course parallels mainstream Senior English while meeting the needs of non-native speakers of English. As the main

focus of the course is the study of literature, students will develop their ability to read closely and critically, and to respond actively to the literature by evaluating the words and formulating relevant questions and opinions about them. The students are also expected to improve their language skills through the study and application of vocabulary and grammar, the practice of writing and oral skills, and the improvement of reading comprehension. The students in the class range from EAL 3 to EAL 4.

Advanced Placement English Literature and Composition

This course is designed for junior and senior students who wish to take the College Board AP Examination in English Literature and Composition.

Students should have an interest in reading, or better put, how we have told our stories in written form – this course is an exploration of humanity. We spend a lot of time meticulously exploring major concepts and themes from a variety of voices within society and consider how their context impacts them. All work is 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 annotation and close reading. Students are expected to explore context, compile detailed notes, establish their own points of view, and explore the parallels between the literature and their own lives/the world that we live in. Some of the current literature studied is: "Antigone" by Sophocles; "A Doll's House" by Henrik Ibsen; "A Streetcar Named Desire" by Tennessee Williams; "The Handmaid's Tale" by Margaret Atwood and "The Color Purple" by Alice Walker.

Enrolment requires a "B+" average in previous and current Honors English classes, teacher recommendation, and Department Head permission. If a student is coming from an International English course, it requires an "A" average and submission of a writing sample to the Department Head for approval

Language A: Literature English: HL/SL
This course is offered in English but may also be offered in other languages as a school-supported self-taught course. Please check with the IB Coordinator when selecting courses.

The teaching and assessment of any Language A will be conducted in that language. Through the study of a wide range of literature, Language A: Literature encourages students to appreciate the artistry of literature while developing an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the Language A: Literature course does not limit the study of works to the products of one culture, or the cultures covered by any one language.

The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

Language A: Literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students.
Throughout the two-year course, students keep a learner portfolio consisting of activities in which they respond critically or creatively to the texts studied in class. Official assessments include an analysis of an "unseen" literary passage (2 unseen passages at HL), a comparative essay on two literary texts, an individual oral, and a literary essay on a chosen text (HL only).

Language A: Language and Literature
English: HL/SL; Spanish: HL/SL; German HL/SL
The Language and Literature course is offered in English, Spanish, and German depending on the

projected cohort of students for each year. Please check with the IB Coordinator when selecting courses.

The Language and Literature course is aimed at both native speakers of English and students whose first language is not English but who have a high level of proficiency in the language. The course concentrates on both the study of literature and language. Students explore how language develops in specific cultural contexts, how it impacts the world, and how language shapes both individual and group identity. Students look at language and mass communication, focusing on the way language is used in the media, which will include newspapers, magazines, political cartoons, the Internet, documentaries, song, and film. We concentrate especially on how mass media use language and image to inform, persuade, and entertain. Students also concentrate on the relationship between literature and issues at large, such as familial relationships, power, and identity. We consider the changing historical, cultural, and social contexts in which particular texts are written and received. We also focus on literature, but our emphasis is on the critical study of the text where we explore the literary works in detail.
Throughout the two-year course, students keep a learner portfolio consisting of activities in which they respond critically or creatively to the texts studied in class. Official assessments include an analysis of an "unseen" non-literary passage (two unseen passages at HL), a comparative essay on two literary texts, an individual oral, and an essay on a chosen text (HL only).

IB School-Supported, Self-Taught A: Literature (Home Language)
In cases where the student's home language is not offered, a student may be allowed to study his or her particular Language A as a school-supported self-taught Language A: Literature course (SL only) with the support of an external tutor and under the supervision of a school-appointed teacher.

Other [IB/AP/Upper, PreK-Grade 8] Language Programs Offered at TASIS England

Upper School

Language B
French B/Spanish B/German B: HL/SL
Mandarin B: SL only

This course may also be offered in German, depending on the projected cohort of students for each year. Please check with the IB Coordinator when selecting courses.

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 course is on language acquisition and intercultural understanding. This course explores the core topics of Identity, Experiences, Social Organizations, Human Ingenuity, and Sharing the Planet. 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 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 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 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 contexts and for a variety of situations.

2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organise, and present ideas on a range of topics.
5. Understand, analyse, and reflect upon a range of written, audio, visual, and audio-visual texts

IB School-Supported, Self-Taught A: Literature (Home Language)

In cases where the student's home language is not offered, a student may be allowed to study his or her particular Language A as a school-supported self-taught Language A: Literature course (SL only) with the support of an external tutor and under the supervision of a school-appointed teacher.

Upper School IB Diploma Group 2 Courses

Language ab initio
French/Spanish: SL
The Language ab initio course is organised into five themes.

- Identity
- Experiences
- Social Organisations
- Human Ingenuity
- Sharing the Planet

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. Communicate clearly and effectively in a range of contexts and for a variety of situations.
2. Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences.
3. Understand and use language to express and respond to a range of ideas with fluency and accuracy.
4. Identify, organise, and present ideas on a range of topics.
5. Understand, analyse, and reflect upon a range of written, audio, visual, and audio-visual texts

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, 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: Chemins 1, Vista Higher Learning.

French II *1 credit*

The French II course allows the student to expand his or her knowledge of basic French. This course can be a step towards the TASIS graduation requirement of French III, and/or towards further study with a view to AP or IB French B in later years. French II develops the student's ability to communicate in everyday situations, such as talking about home, families and friends, school, sports, clothing, towns, 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 contextualised vocabulary are introduced alongside the thematic topics in a comprehensive program that encourages meaningful, practical communication by immersing students in the language and culture of the Francophone world. Textbook: Chemins 2 (Vista Higher Learning).

French III *1 credit*

The French III course introduces more advanced concepts in all four skill areas with increased emphasize on reading and writing skills. This third-year course is designed to build upon the skills acquired by students in the second year and fulfills the departmental language requirement. Level 3 allows the students to enlarge and refine their vocabulary and improve their ability to understand and respond to the spoken and written language. In addition, students are introduced to literary texts and continue to explore the culture of countries in which the languages are spoken. Students progress to French IV or IB French B Year 1 from this course. Textbook: Chemins 3 (Vista Higher Learning).

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 explored are Identity, Experiences, Social Organization, Human Ingenuity, and Sharing the Planet. 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: Le Français dans le Monde, Cambridge University Press; Une Fois pour Toutes, Pearson; Monsieur Ibrahim et les Fleurs du Coran (Schmitt), and materials drawn from a variety of other texts.

Open to students in Grades 10, 11, and 12 with the permission of the Head of the Modern Modern Language Department. students should maintain at least a “B” average in previous French Language courses.

AP French Language and Culture

Students who enroll in this course will possess a strong command of grammar and considerable competence in listening, reading, speaking, and writing. Students engage in an exploration of culture in both contemporary and historical contexts and develop their awareness and appreciation of cultural products (e.g., 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: Families in Different Societies, The Influence of Language and Culture on Identity, The Influences of Beauty and Art, How Science and Technology Affect our Lives, Factors that Impact the Quality of Life, and Environmental, Political & Societal Challenges. 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. Textbooks: Themes (Vista Higher Learning); Une Fois pour toutes (Pearson); 5 Steps to a 5 AP French Language and Culture (G. Brand); selected works of Literature.

Non-IB Upper School Language Course offerings

Spanish

Spanish I **1 credit**

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 emphasised equally and developed simultaneously. Topics of study focus on practical everyday situations. Related to the topic of Identity, 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 a theme of Experiences 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 Ibero-Hispanic World. Textbook: Realidades 1, Prentice Hall.

Spanish II *1 credit*

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, or toward study with a view of taking AP or IB Spanish B in later years. This course requires 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, contextualised 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. Textbook: Realidades 2, Prentice Hall.

Spanish III *1 credit*

At the third level, more advanced grammar concepts are explored, and the study of the four skill 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, oral presentations, and language laboratory exercises. Perfecting a solid grasp of grammar and expanding one's knowledge of Spanish-speaking people as well as their cultures are requisite aims of this course. (Topics discussed include holidays and leisure time, art and theatre, food and health, relationships, community service, technology, and careers.) 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 involving personal research and oral presentations. This is the level at which a student should reach proficiency in the language required by TASIS for graduation. Textbook: Realidades 3, Prentice Hall.

Spanish IV *1 credit*

Students who enrol 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 (Multicultural Spain, Health, Education, Family, Global issues, Environment, 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, dialogues, speeches, etc. Materials used include songs, literary texts, and news articles, as well as debate activities, research, and oral presentations. Textbooks: Espaol B (Pearson); Una vez ms (Pearson); Cuadernos de gramtica Espaola (Difusin) and a reading book: La lengua de las mariposas (Wayside)

Advanced Placement 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 six themes: Families in Different Societies, The Influence of Language and Culture on Identity, The Influences of Beauty and Art, How Science and Technology Affect our Lives, Factors that Impact the Quality of Life, and Environmental, Political & Societal Challenges. 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 and 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 ms (Pearson); Abriendo paso (OU).

Mandarin *1* *1 credit*

A first-year course in elementary Mandarin, this course includes the study and practice of the basic skills of speaking, listening, reading, and writing with emphasis on correct oral expression and aural comprehension. Students learn basic vocabulary words and sentence patterns. Students learn to understand and use the Mandarin phonetic system (pinyin), pronunciation, and tones. Students also learn to use the Chinese writing system (Chinese characters and computing typing). At the end of the year, students will have developed a beginner's vocabulary which includes numbers, name, age, nationality, family, time, date, daily routines, and colours so that they can communicate at a basic level in the language. Cultural topics may include the history of the Chinese language and traditional Chinese festivals. Textbook: Easy Steps to Chinese 1 (Ma and Li).

Mandarin II

This course is a continuation course designed for students who already have the basics of Chinese learned either through taking Chinese I or through some other relevant experience. Building on the skills acquired in Chinese I, this course will help students improve their vocabulary, as well as enhance their listening, speaking, reading, and writing ability. This course introduces students to more complex sentence structures which students will learn to use comfortably in talking about school subjects, weather, hobbies, food, and drink. Additionally, the course will continue to integrate aspects of Chinese culture into the language learning experience. The class is conducted in Mandarin to the greatest degree possible to develop aural-oral competency. Textbook: Easy Steps to Chinese 2 (Ma and Li).

Mandarin III

This course is designed for students who have completed Chinese II or an equivalent course. This third-year course will help students build vocabulary, improve speaking, comprehend complex topics, and encourage extensive conversation related to school life and everyday situations. Reading comprehension and writing skills will be emphasised in this course, and essay writing becomes an integral part of the course in preparation for more advanced study. Alongside the language acquisition components of this course, students will also have an introduction to various aspects of Chinese culture with a view to comparing that culture with the student's home culture. Textbook: Easy Steps to Chinese 3 (Ma and Li).

Mandarin IV

This course is for students who have completed the requirements for Mandarin 3. The course focuses on students' communication skills through dialogues and texts about different topics in everyday life, such as appearance, occupations, personality, daily routine, domestic chores, pets, school, examinations, school events, cuisine, festivals, eating out, neighbourhood, travel, and accidents. Students also learn to write paragraphs in Chinese sentence patterns with correct grammar and vocabulary. Through cultural comparisons and contrasts, students explore Chinese culture. Textbook: Easy Steps to Chinese 4 (Ma and Li).

Advanced Placement Chinese Language and Culture (Mandarin)

AP Chinese Language and Culture is equivalent to an intermediate-level university course in Chinese. Students cultivate their understanding of the Chinese language and culture by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges. This includes vocabulary usage, language control, communication strategies, and cultural awareness. the AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at The expense of communication. To best facilitate The study of Language and Culture, the course is taught almost exclusively in Chinese. The AP Chinese language and culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese. Textbooks: Harvest Intermediate Chinese 2nd Ed. (Xu, Chen, Wang, Zhu); Barron's Guide to AP Chinese Language and Culture; College Board AP Chinese Online Classroom.

Pre K to Grade 4

Spanish for Pre K- Grade 4

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 sound through a language acquisition style program. This instruction provides a firm foundation for the formal study of the language, which commences in Grades 5 to 8. Additionally, we hope to motivate students to pursue further language study.

Grades 5 to 8

Grades 5 to 8 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.

Spanish: 5th Grade – Exploration in Spanish

The Fifth-Grade students continue to explore the Spanish language, building on their exposure to Spanish in Pre K to Grade 4. The emphasis of these lessons is on speaking and listening skills, exploring new vocabulary and topics using an introductory textbook along with recordings, games, videos, and other resources.

French or Spanish: Beginner, Intermediate, and Advanced (Sixth, Seventh, Eighth Grades)

Students shift from exposure and exploration of modern language to acquisition of functional linguistic skills. Students are able to select from French or Spanish and placement into the Beginner, Intermediate, or Advanced level is made based on prior experience and progress in the language. Students' progress through the three levels during Grades 5 to 8, with flexibility for entrance in the program at the Intermediate or Advanced level, sometimes leading to Grades 5 to 8 students taking Upper School level courses by the Eighth grade, and very occasionally, the Seventh Grade.

The main goals of the French and Spanish courses are to enable students to build a strong foundation and to develop proficiency in the target language through a linguistic, communicative, and cultural approach to language learning. The target language is used almost exclusively in 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. Students acquire vocabulary in a wide array of topics, develop an understanding of the structure and conventions of the language, learn basic grammatical concepts, and develop an understanding of verb tenses and conjugation. Along with the use of text resources, frequent video programs, films, podcasts, games, websites, and cultural projects support the cultural component of the program.

TASIS England Language Profile Overview

TASIS England Language Profile Overview	
Language of academic instruction	*English*
Host country language	*English*
Language Use Expectations in the Classrooms	*Use of the target Language should take precedence over native language use.*
Spelling, Punctuation and Referencing Protocols	*American and British English*
Vehicular Language / Lingua Franca	*English*
Number of home languages in the school community	*25+*
All the languages in our school community	*60+*
Conversational Languages heard across campus	Predominantly English
Computer-based Language Learning resources	

Celebrating World Cultures and Fostering Intercultural Understanding at TASIS England

Below are examples of how Pre K to Grade 4 celebrates intercultural understanding. The aim is to offer students a platform to share their cultures, languages, and traditions. As TASIS England values the partnership between home and school, families often participate in these celebrations.

Pre K to Grade 4 Celebration of European Day of Languages
An assembly takes place in Pre K to Grade 4 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 Pre K to Grade 4 and all students who speak modern 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 Pre K to Grade 4.

Pre K to Grade 4 Celebration of International Mother Tongue 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 help to promote the many languages our students speak and honour International Mother Tongue Day.

Pre K to Grade 4 Celebration of World Day for Cultural Diversity
In recognition of the diversity of the Pre K to Grade 4 population, Pre K to Grade 4 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.

Pre K to Grade 4 aims to have one assembly per trimester throughout the year to promote and celebrate cultural and linguistic diversity and awareness. Pre K to Grade 4 continues to look at ways in which intercultural understanding can continue to be highlighted.

Pre K to Grade 4 Modern Language Resources
Pre K to Grade 4 Modern Language Resources are available to students in the Pre K to Grade 4 EAL Program and the Pre K to Grade 4 Library has a variety of different books in world languages to be enjoyed by speakers of those languages. 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. Pre K to Grade 4 recognises the importance of maintaining the home language and aims to support bilingualism by providing materials that the students can read or listen to in their home language.

Pre K to Grade 4 Language Ambassadors Program
The PreK-Grade 4 Language Ambassador Program encourages non-native English-speaking students to embrace and promote their language and culture as part of a student leadership initiative within PreK-Grade 4.

Pre K to Grade 4 continues to look at ways in which intercultural understanding can continue to be highlighted.

Grades 5 to 8 International Travel
Grades 5 to 8 students who are studying French or Spanish are offered the opportunity each spring to join an overseas culture and language trip to a French- or Spanish-speaking country. Activities are selected to promote the students' use of the target language in real-life settings such as markets, restaurants, museums, tours, cooking classes, etc.

Grades 5 to 8 Modern Language Resources

Modern language books are available from the Grades 5 to 8 library and also from the Grades 5 to 8 EAL Classroom. The collection is continuously growing and incorporating new modern 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. Grades 5 to 8 recognises the importance of maintaining the home language and aims to support bilingualism by providing materials that the students can read or listen to in their native language.

Grades 5 to 8 Town Meetings – e.g., World Languages Day, International Thanksgiving/Harvest Celebrations

Grades 5 to 8 uses its weekly assemblies to recognise a variety of special topics, many of which promote international-mindedness and celebrate the diversity of our school, including language and culture. These vary from year to year, but regularly include a languages assembly in which students participate in their home language.

MUN - Model United Nations

The TASIS England 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 throughout the school year and attends Model UN conferences organised by universities or by UN affiliated organisations. 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 England 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.

The TASIS England International Festival

The TASIS England community joins together for an annual International Festival in October to celebrate its multicultural diversity. Pre K to Grade 4 students begin the festivities with a colourful dress parade, dressed in colourful 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 kinds, plantain, curry, noodles, hot dogs, cured meats, and pastries are among some of the homemade treats on offer.

Flamenco in London

IB Spanish classes attend Flamenco performances in London as part of the cultural development or 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 TASIS England Boarding Program

The TASIS England boarding program is cantered 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 England 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 England 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 England 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.

Language Learning and Support Services

Language Lab

The Modern Modern Language Departments use the Language Lab to integrate IT skills into the language learning process. There are allocated weekly slots for individualised computer-based language learning activities, such as Clarity English (Mouth Gym), 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 fuelling 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 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, organisational 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 home languages. Students are encouraged to ask for resources in their home language when this will enhance their learning in a particular subject area, such as History or Economics.

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
ML - Modern 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 Language and EAL Policy was drafted and/or edited and reviewed in collaboration with:

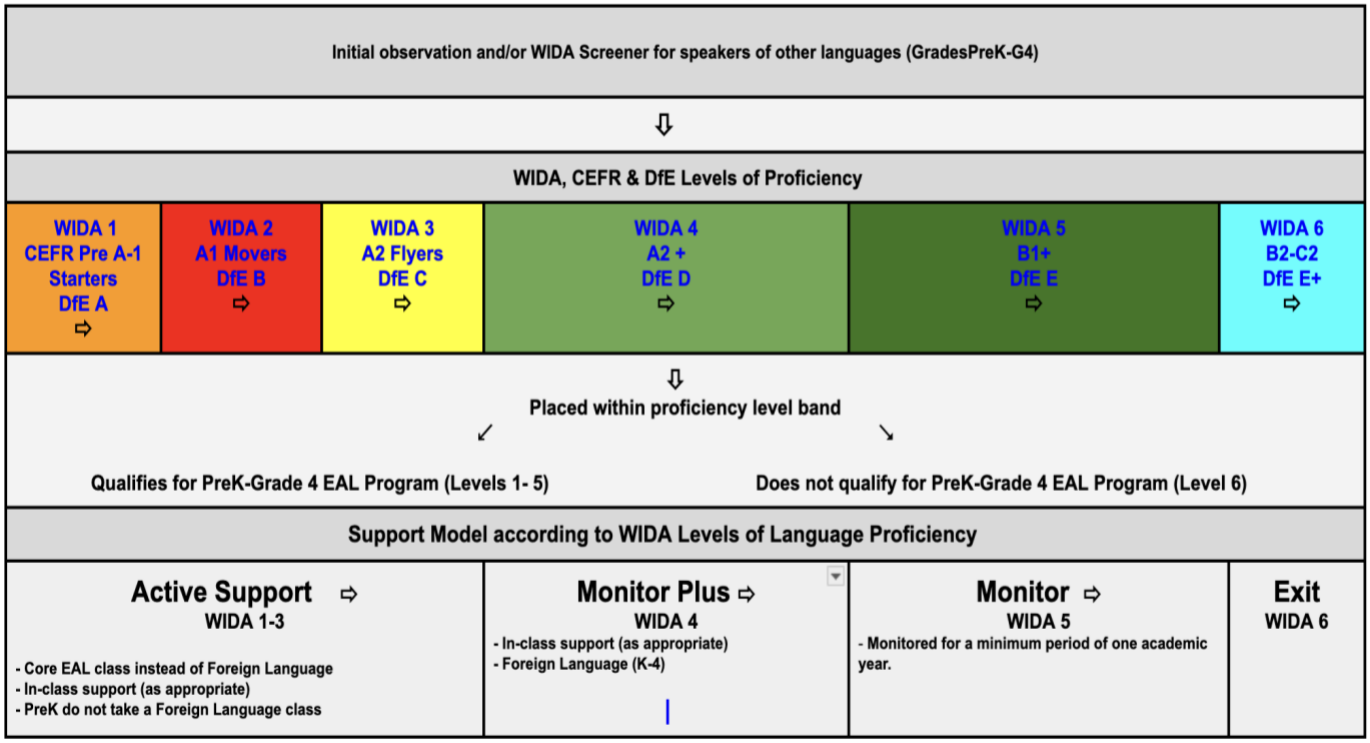
- The Head of School
- The Heads of Section
- The IB Coordinator
- The AP Coordinator
- The English Department
- The EAL (English as an Additional Language) Department
- The Modern Languages Department
- The Learning Resource Center
- The PreK-Grade 8 School EAL Teachers
- The Director of Admissions
- The Head of Boarding

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.

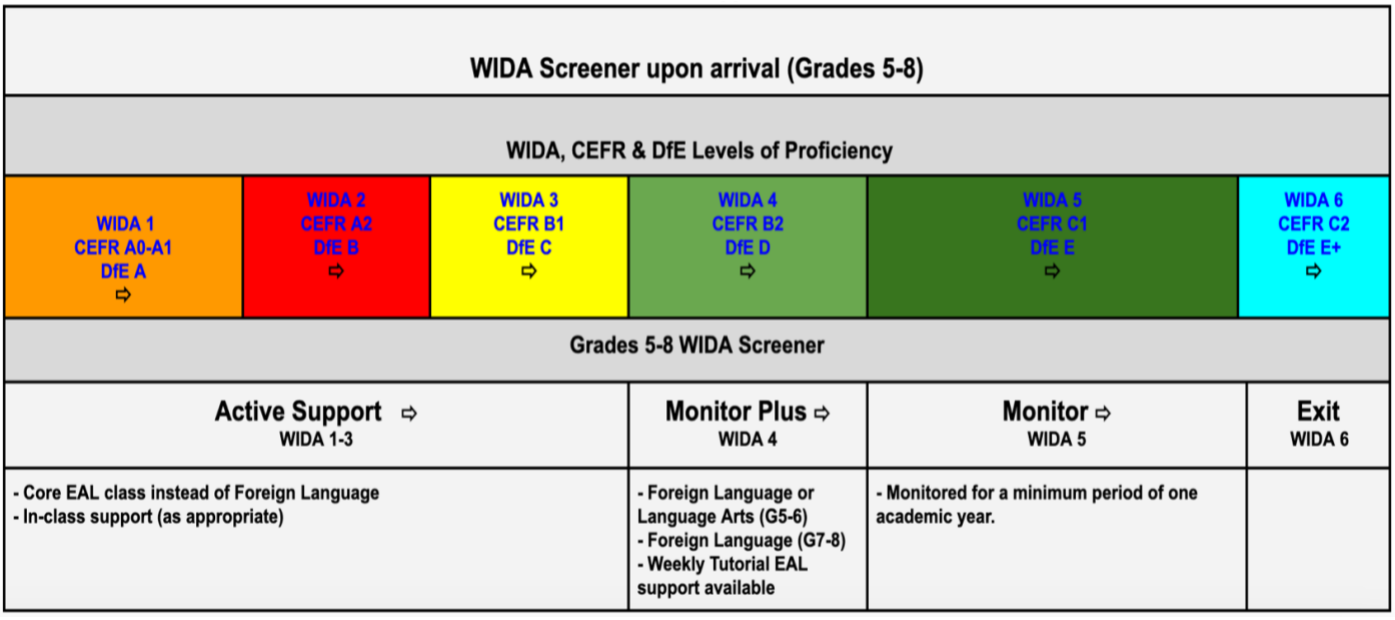
Appendix A

EAL Program Progression Pathways (PreK-Grade 4, Grades 5-8 and Upper School)

PreK-Grade 4 EAL Program



Grades 5-8 EAL Support



Upper School (Grades 9-12) EAL Program

Oxford Online Placement Test (taken by ELLs upon application for preliminary placement decisions)			
21-40 ⇩	41-59 ⇩	60-79 ⇩	80-120 ⇩
Grades 9-12 WIDA Screener (paper-based) (taken by ELLs upon arrival under supervision)			
WIDA 2 ⇨	WIDA 3 ⇨	WIDA 4 ⇨	WIDA 5 ⇨ / WIDA 6 ⇨
WIDA, CEFR & DfE Levels of Proficiency			
WIDA 2 CEFR A2 DfE B ⇨	WIDA 3 CEFR B1 DfE C ⇨	WIDA 4 CEFR B2 DfE D ⇨	WIDA 5 CEFR C1 DfE E ⇨ / WIDA 6 CEFR C2 DfE E+ ⇨
Grades 9 & 10	Grades 9, 10 & 11.	Grades 9, 10, 11 & 12.	Grades 9, 10, 11 & 12.
Upper School EAL / IB Courses			
EAL 1 - ELLs will not be permitted to take AP courses due to their limited English language proficiency levels. - ELLs will be required to take International Sections.	**EAL 2** - ELLs will not be permitted to take certain AP/IB courses due to their limited English language proficiency levels. - ELLs will be required to take International Sections.	**EAL 3** - ELLs will be permitted to take AP/IB courses, but they must achieve a minimum WIDA Level 4 (CEFR B2) for Literacy to be considered. - ELLs with composite Literacy scores at WIDA Level 3 (CEFR B1) or less will be eligible for International Sections. - ELLs with composite Literacy scores at WIDA Level 4 (CEFR B2) or more will not be eligible for International Sections. - ELLs with learning differences may be eligible for International Sections.	**EAL 4** OR **Fully Mainstreamed (with monitoring)** - ELLs will be permitted to take AP/IB courses, but they must achieve a minimum WIDA Level 4 (CEFR B2) for Literacy to be considered. - ELLs will not be eligible for the International Sections unless learning differences are identified. - ELLs with composite Literacy scores at WIDA Level 3 (CEFR B1) or less will be eligible for International Sections.
Upper School International Section Courses			
World History International English 9/10 International Science International	World History International (G9 & 10 only) US History International (G11) English 9/10 International English 11 International Biology/Science International	World History International (G9 & 10 only) US History International (G11) English 9/10 International English 11 International English 12 International Biology/Science International	World History International (G9 & 10 only) US History International (G11) English 9/10 International English 11 International English 12 International Biology/Science International

Appendix B

Score Comparison Chart						
WIDA	WIDA 1 Entering	WIDA 2 Beginning	WIDA 3 Developing	WIDA 4 Expanding	WIDA 5 Bridging	WIDA 6 Reaching
CEFR	A1	A2	B1	B2	C1	C2
Oxford Online Placement Test	0-20	21-40	41-59	60-79	80-120	
Oxford Young Learners Placement Test	0-40	41-60	61-80			
DfE 2016 EAL Levels of Competence	A	B	C	D	E	
TOEFL iBT			30 - 45	46 - 93	94 - 117	118 - 120
IELTS			4.0 - 5.0	5.5 - 6.5	7.0 - 8.0	9.0
Cambridge English Exams		KET	PET	FCE	CAE	CPE

**The six proficiency levels of WIDA are only in approximate alignment with the scales listed in the chart above. Differences of estimation have been found to exist, which is an ongoing cause of debate among educators and test producers.*