



EF Academy Language Policy

Introduction and Philosophy

At EF Academy, our vision is to foster true global citizenship through a multicultural learning community where language is central to identity, learning, and international-mindedness. We offer a supportive and inclusive language environment that recognizes the diverse linguistic backgrounds of our students and sees multilingualism not only as a fact of our community but as a right and a powerful resource for learning.

As an international high school offering the US High School Diploma, Advanced Placement (AP), and the International Baccalaureate Diploma Programme (IBDP), we serve students from more than 60 countries, the majority of whom are non-native English speakers. English is the primary language of instruction, but our commitment to language development goes far beyond English proficiency. We value the significance of each student's native language in fostering their social and academic growth, and we strive to ensure students can access and develop their full linguistic repertoires across all areas of school life.

At EF Academy, we believe:

- All teachers are language teachers. Language development is a shared responsibility across the curriculum and is essential to students' academic success.
- Language learning supports academic achievement, intercultural understanding, and personal growth. Students are encouraged to explore, maintain, and extend their knowledge of multiple languages through curricular and co-curricular opportunities.
- Students have the right to maintain and develop their home languages while acquiring proficiency in the language of instruction. We view this as key to preserving cultural identity, enhancing cognitive development, and promoting international-mindedness.

Our classrooms are intentionally designed to be global spaces where students bring a wide range of perspectives, and where language learning is both explicit and integrated into inquiry, discussion, and collaboration. Every course, activity, and event at EF Academy becomes a form of global studies, offering students daily opportunities to practice respectful communication, deepen cross-cultural understanding, and build bridges through language.



By supporting the development of each student's language profile, we aim to equip them with the skills to engage meaningfully in an interconnected world and to become confident, thoughtful, and open-minded global citizens.

School Language Profile

Language of Instruction

English is the language of instruction across all academic programs at EF Academy, including the US High School Diploma, Advanced Placement (AP), and International Baccalaureate Diploma Programme (IBDP). While we do not require complete fluency upon entry, students must demonstrate a level of English proficiency appropriate for their grade and intended program. From the time they enter EF Academy, all students continue to develop their English language skills in both academic and social contexts.

Student Body

Our student population is linguistically diverse and predominantly composed of non-native English speakers. Students represent more than 40 nationalities and bring with them a wide range of language experiences and proficiencies. English proficiency levels range from CEFR A2 to native-level fluency. Many of our students are multilingual, and we view this linguistic diversity as a powerful asset to the academic and cultural life of the school.

Academic Programs Offered

Students can choose from three academic pathways, with the flexibility to combine them according to their goals and interests.

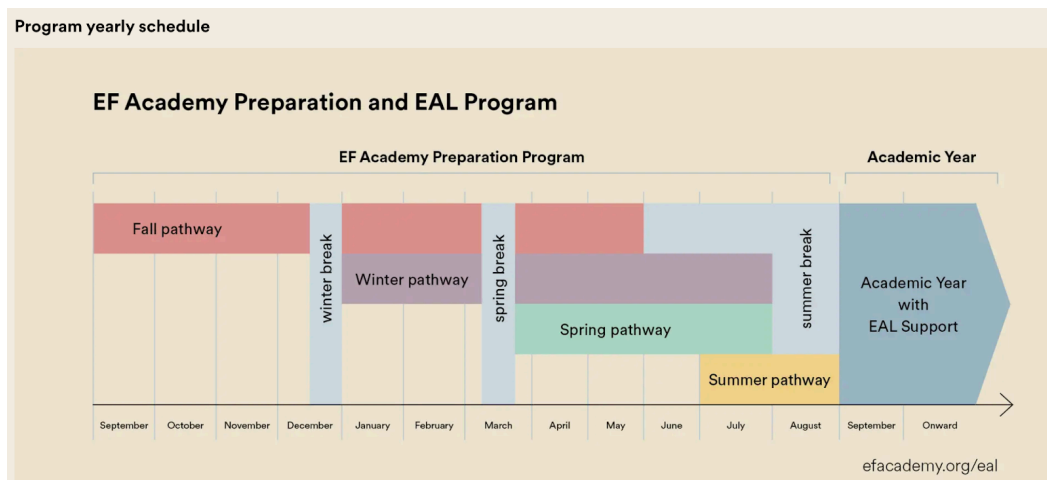
- **The US High School Diploma**, a four-year college preparatory program.
- **Advanced Placement (AP)** courses, allowing students to pursue college-level studies.
- **The International Baccalaureate Diploma Programme (IBDP)**, a rigorous two-year curriculum focused on inquiry, global perspectives, and multilingualism.

English Language Support Programs

- **The Prep Program** is designed for students who need to build strong foundations in academic English before embarking on grade-level courses and to equip them with the skills and knowledge they need to excel in our academic programs. Whether they are looking to develop or enhance their English proficiency in reading, writing,



listening, and speaking, this program ensures readiness for a full academic curriculum in English.



- **The English as an Additional Language Program (EAL)** is committed to fostering an inclusive environment where English Language Learners (ELLs) can simultaneously develop their English language proficiency and succeed academically across the curriculum. Our EAL program is designed to meet students where they are linguistically and to provide the necessary scaffolding for them to thrive in an English-medium, academically rigorous environment. Students are placed in skills-based EAL courses aligned with their English proficiency levels, as determined by WIDA assessments and placement testing. These courses focus on the development of academic reading, writing, listening, and speaking skills, while also preparing students for more advanced coursework in English Language and Literature. For students in the earlier stages of language acquisition, we offer a dedicated EAL Support class that provides targeted instruction and reinforcement of both language and content-area vocabulary and skills.

To further support our learners, EF Academy implements a push-in support model in selected mainstream classrooms. In this model, EAL specialists collaborate with subject-area teachers to co-plan and co-deliver lessons using language strategies and appropriate differentiation. This includes scaffolding academic tasks, clarifying key vocabulary and concepts, and modifying materials as needed to ensure that EAL students have equitable access to the curriculum.

Push-in support also serves as a professional learning opportunity for content teachers, as EAL staff share effective strategies for working with multilingual learners and promote inclusive teaching practices. Our goal is to ensure that every EAL



student is supported in developing both their academic English and subject knowledge, while also contributing confidently to class discussions and assessments.

Students typically remain in the EAL Program for one to two years, depending on their progress. To exit the program, students must achieve a score of 4.5 or higher on the WIDA MODEL assessment. This language support structure enables students to improve their academic English skills while continuing to develop their content knowledge. Through a progression from foundational language development to increasingly independent engagement with mainstream coursework, students are supported in becoming confident, competent learners who can fully access the academic demands of their recommended pathway.

EAL Department Responsibilities

- Identify students in need of English language support through initial assessments and collaboration with the admissions team.
- Administer WIDA MODEL assessments twice a year to inform course placement, monitor progress, and determine readiness to exit the EAL Program.
- Design and deliver EAL courses aligned with the WIDA English Language Development Standards, ensuring instruction is standards-based and developmentally appropriate.
- Provide continuous, formative feedback to students, encouraging reflection and growth in both language and academic skills.
- Offer push-in support in selected mainstream classes to assist both students and teachers, ensuring English Language Learners have equitable access to curriculum content.
- Collaborate with subject teachers by offering guidance on differentiation strategies and best practices for supporting multilingual learners in the classroom.
- Work closely with University & Academic Counselors to ensure accurate course placement and appropriate academic progression for EAL students.
- Partner with the school librarian to co-develop a rigorous research and academic writing unit, supporting students' transition to mainstream and advanced coursework.
- Provide additional support through specialized classes such as the EAL Support class and access to the Learning Lab for targeted intervention.
- Advocate for EAL students within the school community and promote inclusive practices that support linguistic and cultural diversity.

At EF Academy, all teachers are language teachers and are expected to plan their curriculum with English Language Learners in mind. This includes incorporating scaffolding, differentiation, and language development strategies to ensure equitable access to academic content. While not all classes receive direct push-in support, the EAL Department



plays a key role in building schoolwide capacity to meet students' linguistic needs. For the 2025–2026 school year, dedicated time has been added to the faculty meeting calendar for EAL specialists to collaborate with departments and individual teachers. These sessions are designed to ensure that language support strategies are intentionally embedded in instructional planning, helping all students, regardless of proficiency level, access, engage with, and succeed in the curriculum.

WIDA MODEL Assessments

EF Academy has used the World-Class Instructional Design and Assessment (WIDA) MODEL assessments since 2022 to track student progress. WIDA is an internationally recognized organization committed to advancing research-based standards and assessments that support the academic success of English Language Learners.

All EAL students take the WIDA MODEL assessment at the beginning and end of each school year. The results are used to inform appropriate course placement and to evaluate students' readiness to transition out of the EAL Program. This assessment data is considered alongside classroom performance, coursework, and teacher recommendations to make informed decisions about a student's language development and support needs.

Language Courses 2025-2026

EF Academy recognizes the importance of multilingualism as a key component of international-mindedness and academic growth. In addition to English as the language of instruction, students have the opportunity to study world languages at various levels of proficiency. These courses are designed to foster communicative competence, cultural understanding, and a lifelong appreciation for language learning.

To support students in maintaining and developing proficiency in their home languages, EF Academy also offers the IB Diploma Programme Self-Taught Language A Literature course. This option encourages students to engage with literature and academic language in their mother tongue, reinforcing cultural identity while meeting IB requirements for multilingualism.

Through the following language course offerings, we aim to empower students to expand their language profiles, develop intercultural awareness, and thrive as global citizens.

English Courses		
Course	Grades	Minimum Language Requirement
Critical Writing & Research	9&10	B2



Creative Writing	9&10	B2
Drama as Literature	9-12	B2
Critical Writing & Research	11&12	B2
Creative Writing	11&12	B2
Film & Literature	10-12	B2
AP English Language and Composition	11 or 12	C1
IB English Language & Literature SL/HL	11-12	C1+
IB English Literature SL/HL	11-12	C1+

English as an Additional Language Courses		
Course	Grades	Minimum Language Requirement
EAL Skills 9	9	A2
EAL Language & Literature 9	9	A2
EAL Skills 10	10	B1
EAL Language & Literature 10	10	B1
EAL Support 9/10	9&10	A2-B1
IB English B HL	11-12	B2

World Languages Courses		
Course	Grades	Minimum Language Requirement



IB Chinese Language & Literature	IBDP IBC	C1
IB German Language and Literature SL/HL	IBDP IBC	C1
IB Korean Language and Literature SL/HL	IBDP IBC	C1
IB Spanish Language and Literature	IBDP IBC	C1
IB Self-taught Literature SL	IBDP	native
IB French B SL/HL	IBDP	B1
IB Spanish B SL/HL	IBDP	B1
IB Chinese Ab initio SL	IBDP	No minimum
IB French Ab Initio	IBDP	No minimum
IB Spanish Ab Initio	IBDP	No minimum
French	USHS 9-12	Beginner, Intermediate, Accelerated, and Advanced Levels
Spanish	USHS 9-12	Beginner, Intermediate, Accelerated, and Advanced Levels
German	USHS 9-12	Beginner and Intermediate Levels

Admissions, Language Assessment, and Placement

Language Assessment at Entry

English is the language of instruction for all academic programs at EF Academy. While fluency is not required at the time of admission, students must demonstrate a level of English proficiency appropriate to their grade level and academic program. From the time students enter EF Academy, they are expected to continue developing their English skills throughout their educational journey.



As part of the application process, international students are assessed on their English proficiency across the four domains: listening, reading, writing, and speaking. This assessment, combined with a personal interview, helps ensure students are placed on the most appropriate learning path for academic success. The most commonly used test is Duolingo English Test, though other standardized English assessments such as TOEFL, IELTS, or EIKEN are also accepted.

For applicants whose scores fall within the CEFR A2 range, an additional interview is conducted by an EAL specialist to more accurately determine the student's language learning needs. Based on these results, students are placed into the Prep Program, EAL Program, or mainstream courses.

This placement process is a collaborative effort involving the EAL Department and the University & Academic Counseling Team, ensuring that each student is enrolled in the appropriate language support track with the right level of scaffolding. Ongoing assessment and teacher feedback are used to monitor language development and inform any necessary adjustments to support service.

Access and Equity

EF Academy is committed to ensuring that all students have equitable access to the curriculum and academic opportunities. We recognize that linguistic diversity enriches our school community and view multilingualism not only as a fact, but as a right and a valuable resource for learning.

Students are encouraged to maintain and use their home languages for both academic and personal expression. Translanguaging is supported as a powerful learning strategy; students may use their home language when appropriate to aid comprehension, deepen understanding, and build bridges to academic English. Dual-language writing, multilingual discussions, and translated resources are encouraged when appropriate across subject areas.

Language learners are supported in pursuing AP and IB coursework once they reach the required proficiency level, and our curriculum is designed with scaffolding and differentiation to ensure accessibility. Students may use accommodations such as bilingual dictionaries, extended time, and additional supports as needed to help them succeed.

Instructional materials are thoughtfully selected to reflect linguistic and cultural diversity, fostering inclusion and promoting global understanding across the curriculum. In addition, cultural identity and language maintenance are actively celebrated through student-led



clubs, CAS projects, and school-wide international events. A highlight of the year is our annual Culture Fair, a vibrant community celebration where students proudly showcase the traditions, languages, and cultural expressions of the many countries represented on our campus.

Policy Development and Review

This policy was developed by the Head of the EAL Department and reviewed by the Senior Academic Leadership Team. It is revised and reviewed annually in line with IB updates, student needs, and curriculum shifts.

Completed by	Leslie Creus	Head of EAL Department	May 30, 2025
Reviewed by:	Brad Park	Deputy Head of School for Academics	June 3, 2025
	Amy Park	IB Coordinator	June 3, 2025
	Kristen Carter	Director of University & Academic Counseling	June 11, 2025
	Miriam Ortiz	Dean of Academics	June 11, 2025
Next review by Language Policy Team: May 30, 2026			